

AS and A LEVEL

Delivery Guide

H105/H505

HISTORY A

Theme: Exploration
and Discovery

December 2014



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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

KEY



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AS Level content only



Curriculum Content

This topic provides an opportunity to study what is generally regarded as a transition from the medieval to the modern world and 'the age of adventure'. The intellectual and cultural shift encompassed by the Renaissance helped to develop the desire for 'discovery' in terms of geographical and scientific knowledge. Set against the background of previous medieval exploration and travel along the Silk Road, Chinese exploration in the Indian Ocean and the growth of the Venetian and Genoese maritime empires, the determination and risks which European individuals took in the 15th century to discover '*terra incognita*' reached unprecedented levels. The discovery of the 'New World' transformed and challenged the accepted 'world view', inspiring or compelling individuals to play a part in European trade, conquest and further exploration. The discoveries of Columbus from 1492 onwards are well-known, however this topic gives scope to study the contributions of a wider variety of explorers, patrons, cartographers, merchants, conquistadors and colonial governors from the early-15th century onwards. Equally it allows learners to consider land-based travel across continents or within 'interiors' as well as opportunity to analyse the reactions, involvement and development offered by non-Europeans. From this basis, learners will be able to assess the significance of individual or imperial expansion by the late 16th century whilst appreciating the complexity of late medieval thought, knowledge and communication whether from European, Arab or Chinese origins.



Curriculum Content

Rather than merely focussing on the motives or reasons for initial European exploration, learners will be able to study the circumstances which enabled the practicalities of voyages across unknown seas as well as aspects of exchange or encounter with indigenous peoples and settlers. The impact of European discovery in the Americas and Asia is an essential aspect of the period, whether regarding it from the perspective of the western European or the emerging global economy. However, a study of the nature and extent of settlement and conquest gives scope to assess the effects of early colonisation in Latin America, the development of the slave trade, and the emergence of imperial rivalry. In this respect, the topic would complement Themes topics such as Tudor Foreign Policy, the Origins and Growth of the British Empire, the Ascendancy of the Ottomans and Civil Rights in the USA. In addition, a variety of complementary topics could be drawn upon for independent research including studies of earlier explorers, such as Marco Polo and Ibn Battuta or other civilisations such as the Aztecs, Inca or African kingdoms.

As a summary, learners should have studied the following:

- The reasons and circumstances leading to the age of exploration, geography and internal developments in Spain and Portugal, the role and motives of patrons and individual explorers, technological and cartographic developments, routes and travel conditions.
- The nature of encounters between civilisations and peoples, the role of merchants, conquistadors and indigenous leaders, reasons for successful conquest, diplomacy and exchange.
- The governance and impact of settlement and colonisation on indigenous peoples, the early Spanish and Portuguese empires, extension of control, trading posts in the Far East, attitudes and communication, local administration.
- The impact of overseas empire on Europe, the slave trade, economic effects of bullion and goods, personal and national benefits and losses.



Thinking Conceptually

The Period Studies unit requires learners to demonstrate an understanding of the key historical terms and concepts relevant to the period studied. Learners will be required to recall, select and deploy appropriate knowledge and communicate this clearly and effectively within focussed and essay-based questions. They will also be expected to demonstrate an ability to explain, evaluate and analyse the relationships between key features of the period studied in order to reach substantiated judgements. At times, this will involve the need to identify elements of progression and stagnation or the need to focus on key individuals and turning-points. A learner's ability to achieve this will be greatly enhanced by exposure to a variety of resources: primary sources in accessible translation, secondary extracts and historical interpretations.

An essential element of any teaching course on 15th and 16th century Exploration, Encounter and Empire is that learners acquire a basic grounding in the concepts and key events which shaped the late medieval world and Renaissance. This need not be extensive initially and understanding can be developed throughout a teaching course, however, adequate provision of time and resources to encourage learners to see the 'bigger picture' is recommended as an introduction. A clear chronological overview of medieval learning and knowledge of the 'world' will be extremely helpful in terms of grasping geographical and historical terms relevant to the 15th century.

Ultimately, it will enable a firmer understanding of the significance of European trans-Atlantic exploration in its historical context. Visual and interactive resources will aid geographical knowledge and it is recommended that a variety of maps are provided which reflect developments in cartography and navigational tools as well as comparing the routes and dates of voyages. Repetition is needed to grasp geographical terms, but it is advisable that this should be set against the context of what was 'known' to people at specific points in time thus taking a chronological approach. The influence of myths and stories of Prester John, El Dorado and the Fountain of Eternal Youth can only be appreciated with an understanding of the mentality and beliefs of the late medieval world as they adapted to new circumstances and discoveries. In addition the role of individuals or countries in shaping the emerging 'modern world' should be analysed in terms of their separate and shared visions, motives, actions and experiences.



Thinking Conceptually

Although not an exhaustive list, the following terms may prove problematic:

Encounter Term used to define the meeting of two previously unknown civilisations, peoples or individuals leading to an 'exchange' whether in terms of power, material goods, trade, knowledge, culture, religious beliefs and ways of life.

Cathay Late medieval reference to China as used by Marco Polo.

Settlement Term used to refer to trading posts, city quarters or 'port calls' along the route in which communities live; it does not necessarily indicate conquest and systematic colonisation.

In addition, learners will need to have a sound understanding of the following terms relating to the late medieval period:

Imperialism
Colonisation
Slavery
Renaissance
Orthodoxy
Polytheism
Cartography
Silk Road
Mercantilism
Indigenous

Conquistador
Inquisition
Reconquista

Given the nature of medieval history, source analysis inevitably provides a key entry into the topic enabling learners to engage with both the narrative of events as well as the context in which explorers and scholars wrote. Equally, there is ample opportunity to stretch learners to consider historical interpretations. The following recommended resources contain useful texts, programmes or images of navigational tools and maps for teachers and learners:

[Fordham University \(Halsall texts\)](#)

A range of primary sources and links on Exploration
<http://www.fordham.edu/Halsall/sbook1z.asp>

[Library of Congress](#)

Columbus exhibition

<http://www.loc.gov/exhibits/1492/index.html>

Teaching resources page

<http://www.loc.gov/teachers/classroommaterials/themes/exploration/exhibitions.html>

Primary resources for Hispanic Exploration

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/hispanic-exploration/>



Thinking Conceptually

The Map As History

A good range of maps and educational resources available for a small subscription

http://www.the-map-as-history.com/maps/10-age_of_discovery.php

Smarthistory (Khan Academy)

Short presentation on medieval maps with images

<http://smarthistory.khanacademy.org/what-maps-tell-us.html>

University of Minnesota (Ford Bell Library online exhibitions)

Images and online presentations of early atlases, maps and mapmakers Early atlases <http://gallery.lib.umn.edu/exhibits/show/bellatlas/bellatlaspto>

BBC

Man Between Worlds: Leo Africanus

Michael Wood series: Conquistadors

Dan Snow: Montezuma

PBS

Conquistadors and short educational clip on Ponce de Leon

History Channel

Mankind: History of All of Us – short educational clips on Potosi and Columbus



ACTIVITIES

To differentiate between the aims of developing knowledge, explanation and analysis, teachers might consider 'how' primary sources and images of maps or navigational tools might be used and 'when' specific events or arguments should be highlighted. Resource Sheet 1 and 2 provide the opportunity to introduce, test or extend knowledge and analysis. Resource Sheet 3 provides 'prompt cards' identifying many of the key individuals or protagonists relevant to the topic.

The following suggested activities are centred on acquiring, consolidating and challenging learners' contextual understanding to develop their ability to **select and deploy knowledge** through **explanation** and **analysis**. Through consideration of the **role of individuals**, the Activity Sheets can be adapted to concentrate on one personality at a time across the period (for depth) or can be used to focus on a comparison of the motives, actions and effects of several individuals or social groups (for breadth). The overriding key issues of exploration, encounter and empire can be highlighted within any of the activities and where appropriate within a scheme of work.

Charting the Voyage enables learners to consider written, artistic and scientific records or objects which 'tell the story' of exploration and conquest. The aim is to develop use of primary sources and interpretations as a tool for understanding continuity and change as well as an opportunity for empathy and source analysis.

'Taking the Wheel' encourages learners to deepen their understanding of individual as well as collective motives, experiences and impact in order to argue and assess importance fully. The purpose is to encourage analysis of key factors, circumstances and contributions whilst developing depth of supporting detail, comprehension of the interlinking of events and the ability to provide sustained explanation and supported judgement.



Thinking Contextually

Activities

Charting the Voyage

The following activities can take place at any stage according to the extent of prior knowledge of students.

Stage 1 – Acquiring Knowledge

- 1) Using [Learner Resource 1](#), introduce students to the key topics and issues through discussion of the diagram indicating processes of change. Discuss the existence of a continual process of exchange, whether in terms of knowledge, goods or contracts or whether between patron and explorer, merchants, settlers or natives.
- 2) Read Source A and B. Elicit students' knowledge of the medieval world prior to the 15th century explorations. References which need highlighting: the Ottomans, the 'Great Khan', Marco Polo, the Silk Road, Ptolemy and Columbus. The aim is to establish awareness of kingdoms, empires, knowledge and culture.
- 3) Supplement and extend this introduction to the topic through visual resources tracing the development of cartography and scientific knowledge from the ancient to late medieval world. Suggestions: copies of Ptolemy's world map , (<http://www.bl.uk/learning/artimages/maphist/minds/ptolemymap/ptolemy.html>) a medieval *mappamundi* and T-O map, Behaim's globe (<http://www.henry-davis.com/MAPS/LMwebpages/258.html>), the routes of Marco Polo and Ibn Battuta (<http://coursesa.matrix.msu.edu/~fisher/HST150H/HST150H/maps/Marco%20Polo%20Ibn%20Battuta.JPG>).
- 4) In addition, provide an overview of late medieval society, Renaissance learning and culture.

Resource References and Suggestions:

Lynn Nelson (Virtual Library)

http://www.vlib.us/medieval/lectures/eve_of_discovery.html

University of Southern Maine (Osher Map Library)

Various links and educational resources aimed at secondary school students

<http://www.oshermaps.org/education/lesson-plans/lives-cartographers>

Resources



Thinking Contextually

Activities	Resources
<p>Stage 2 – The Voyage</p> <ol style="list-style-type: none">1) Using Sources A and B (Learner Resource 1), students identify ‘reasons’ and ‘enabling’ factors for exploration offered within the two extracts. Provide supporting factual details which explain and justify the comments made within Source A and B.2) Aid students’ understanding of the process of change with reading and discussion of the development of cartography, navigational tools, systems of measurement or ship designs available to 15th century explorers. Suggestions: the astrolabe, caravel, nao, latitude.3) Consider the conditions on board ship (eg hazards, routine, diet) and the part played by others who embarked on voyages of discovery (eg merchants, settlers and crew). The aim is to analyse the variety of ‘motives’ for travel as well as ‘enabling’ factors for all concerned.4) Supplementary resource: a fun interactive activity (http://www.learner.org/interactives/renaissance/spicetrade/) from the perspective of a merchant. <p><u>Resource References</u></p> <p>University of Minnesota (Ford Bell Library online exhibitions) Portolan Charts and Mapmakers exhibition http://gallery.lib.umn.edu/exhibits/show/maps-and-mapmakers--martin-wal</p> <p><u>The Mariners Museum</u> Commentaries and images of ship designs and navigation http://ageofex.marinersmuseum.org/index.php?page=tools</p> <p><u>Memorial University of Newfoundland</u> Information and images of navigation instruments with details on Cabot http://www.heritage.nf.ca/exploration/navigate.html</p> <p><u>Annenburg Learner</u> Commentary on the Renaissance and interactive game http://www.learner.org/interactives/renaissance/exploration.html</p>	



Thinking Contextually

Activities

Resources

Stage 3 – Discovery and Exchange

- 1) Students read an extract from the journal of an early European explorer and write brief notes in relevant sections of [Learner Activity 1](#). Give two different extracts or explorers to two student groups to create a 'jigsaw' activity and later exchange of information. For example, some read extracts from Vasco da Gama (<http://www.fordham.edu/halsall/mod/1497degama.asp>) and others from Amerigo Vespucci (<http://www.fordham.edu/halsall/mod/1497vespucci-america.asp>) (Halsall texts, Fordham University).
- 2) Pair students from each group. Each student summarises their discovery while the other takes brief notes.
- 3) Simulate the process of discovery and mapping by giving students a copy or imitation of an early 15th century portolan. Identify aspects of the 'known' world at that stage before starting and then ask students to add details or pictures based on the information their fellow student provided. This is designed to challenge students so they appreciate problems with accuracy, the nature of hearsay and the work of cartographers.



Thinking Contextually

Activities

Stage 4 – Individual Contributions

- 1) Students review the details they noted on copies of [Learner Activity 1](#) following reading of a variety of primary sources ranging across the period. Ensure students understand how they provide useful information for assessing the 'motives' of explorers as well as 'enabling' factors and the nature or impact of encounters. Which factors are evident in the thoughts, ability and actions of each explorer?
- 2) As a comparative exercise, consider if or when individuals differed in their reactions or expectations. Does this reflect development in knowledge, technology or thought during the course of the 15th-16th centuries? In what way are the attitudes or actions of the conquistadors similar or different to those of the early explorers?
- 3) Analyse the primary sources further to discuss purpose and styles of writing. In what way are the sources limited in providing information on the 'motives' of individual explorers?
- 4) To aid knowledge and understanding, the following resources provide useful summaries or links for further research on various individuals or primary texts:

Resource References

Fordham University (Halsall texts)

Primary sources on Exploration

<http://www.fordham.edu/Halsall/sbook1z.asp>

The Mariners Museum

Interactive map showing explorer routes and links to commentaries

<http://ageofex.marinersmuseum.org/index.php?page=voyages&explorer=63>

Northern Lights

Commentary on lesser known explorers such as Olaus Magnus and Willoughby

<http://www.ub.uit.no/northernlights/eng/omagnus.htm>

SaudiAramco

Article on Piri Reis <http://www.saudiaramcoworld.com/issue/199203/piri.reis.and.the.columbus.map.htm>

Resources



Thinking Contextually

Activities	Resources
<p>Stage 5 – Encounter and Conquest</p> <ol style="list-style-type: none">1) In pairs and using 'cards' (Learner Activity 2), students test their knowledge by categorising individuals according to whether they were explorers, patrons, merchants, governors or scholars. Remove or add individuals according to the current level of student knowledge.2) Challenge them to arrange the cards chronologically within categories. Which 'group' is more predominant at the end of the period? Which group was responsible for enabling discovery as opposed to conquest?3) Initiate further debate by asking students to re-organise the cards under categories of Discovery, Encounter and Conquest. Place individuals within the category which mainly describes their actions.4) Read Learner Resource 2. Identify ways in which 'groups' can be referred to in support of the arguments and viewpoints within extracts. Analyse the limitations of 'grouping' or 'collective' judgements by identifying specific individuals and their actions which have shaped these interpretations. For example, Cortes and Pizarro as opposed to Bartolemeo de las Casas or Cabot. Extend for further analysis in preparation for AS interpretations questions.	
<p>'Taking the Wheel'</p> <p>Learner Activity 3 is intended to aid students' ability to visualise, analyse, explain and support arguments on various key issues. Although designed to refer to sea-borne exploration and developing empires, it can be adapted to analyse land-based travel. Before attempting the suggested activities, explain and discuss the diagram.</p> <p>Both the central wheel and the external boxes or quadrants can be regarded as following a process or 'cycle' which starts near the top or left side moving clockwise. For example, the labelled quadrants show the cycle encompassing preparation prior to a voyage, followed by encounters and potential conquest. The inner wheel might also be regarded similarly as the 'factors' identified either 'motivate' or 'enable' the subsequent factor. They are also linked to a logical 'opposite' across the wheel in terms of mutual effect: technology enables wealth and power which in turn funds additional technology, ambition drives discovery which fuels further ambition and so on.</p> <p>The 'factors' on the wheel are also placed within the ambit of the stage of the voyage in which they are most influential or play a part. For example, patronage and knowledge enable or inspire the preparation and plans for a voyage whilst eventual discovery enables explorers to increase their knowledge and proposals put forward to potential patrons.</p> <p>Prior to the following activities, ensure students can explain these links between labels so that they are familiar with generalised analysis.</p>	



Thinking Contextually

Activities

Individual Contributions

- 1) Use Columbus as an example. Students aim to write bullet-point notes in the quadrants applicable to his first voyage. For example, recall what 'knowledge' was available to him or which inspired him, who his patrons were, the ships or navigational tools used, geographical conditions at the time and so on. Refer back to [Learner Resource 1](#), reading material and relevant maps.
- 2) To deepen analysis and challenge students, also place factual details within the quadrants chronologically, with the earliest (or closest) aspects to the individual being nearer the inner wheel with expansion outwards as advancement is made.
- 3) In terms of encounter and conquest, the extent of detail will be more limited but it should reflect the process of the voyage. Ensure students identify where Columbus stopped during his first voyage, the places he eventually discovered and if there was any settlement or real conquest.
- 4) Additionally, use relevant cards ([Learner Activity 2](#)) as prompts to ensure specific factual details are included.
- 5) Extension:
 - Empathy exercise. Students write a proposal to prospective patrons, Ferdinand and Isabella, outlining their motives, ambitions, previous experience, knowledge and practical requirements. This will involve explanation and concentration on the details within the top two quadrants. Also consider how far personal motives are hidden when requesting patronage.
 - Essay preparation: practise explaining the motives behind Columbus' first voyage ensuring that points are fully developed and supported with examples.

Suggested Resources for Columbus:

Library of Congress

Online Columbus exhibition

<http://www.loc.gov/exhibits/1492/index.html>

Exhibition: 1492 Columbus Man and Myth

Useful commentaries, articles and links

<http://www.ibiblio.org/expo/1492.exhibit/overview.html>

The Mariners Museum

Columbus' voyage

<http://ageofex.marinersmuseum.org/index.php?type=webpage&id=51>

Resources



Thinking Contextually

Activities

Resources

Comparative Contributions

Version 1

- 1) Repeat the process for Columbus' subsequent voyages using additional copies of Learner Activity 3 or adding (with colour code) to an enlarged version. Students analyse Columbus' first voyage as opposed to subsequent ones. Decide which of his voyages aimed more for discovery, exchange or conquest (eg the overall inspiration or character of them). Identify any developments or changes in emphasis regarding his motives, enabling factors or impact.
- 2) Now consider the voyages of other earlier explorers such as Vasco da Gama, Vespucci, Columbus, Diaz and Cabot using the same process as previously, using copies of [Learner Activity 3](#) and card prompts where necessary. Analyse differences between them despite what might first be perceived as similar access to knowledge, technology and patronage. How far did patronage or personal ambition dictate the focus of their respective voyages? Who had access to knowledge or was inspired by something differently to others?
- 3) Extension: an essay comparing the motives or contributions of two explorers or an essay on the motives for 15th century exploration.



Thinking Contextually

Activities

Version 2

- 1) Use [Learner Activity 3](#) as a visual aid only together with the cards from [Learner Activity 2](#).
- 2) Ignore the labels of the outer quadrants and focus on the factors protruding into them or consider the quadrants holistically in terms of the whole period of exploration, encounter and empire (for example, the 'preparation' and 'voyage' sections might refer mainly to the early explorers or individuals who 'paved the way' for later encounters and conquest.).
- 3) Place the individuals in the correct quadrant according to 'when' or 'how' they affected developments. This is meant to test chronological and factual knowledge as well as encourage an analytical overview. For example, Pigafetta might be placed within 'encounter', Cortes within 'conquest', Vasco da Gama and Toscanelli in 'voyage', Henry VII in 'preparation'. How far is nationality reflected in where they are placed?
- 4) Now narrow the range in terms of chronological period, removing individual cards which don't apply. Repeat the previous process with the individuals available. Does this change where they are placed? Can individual contributions to events be argued differently depending on whether the key issue under debate is motive, ability or impact?

Supplementary Resources

Mapping History (University of Oregon)

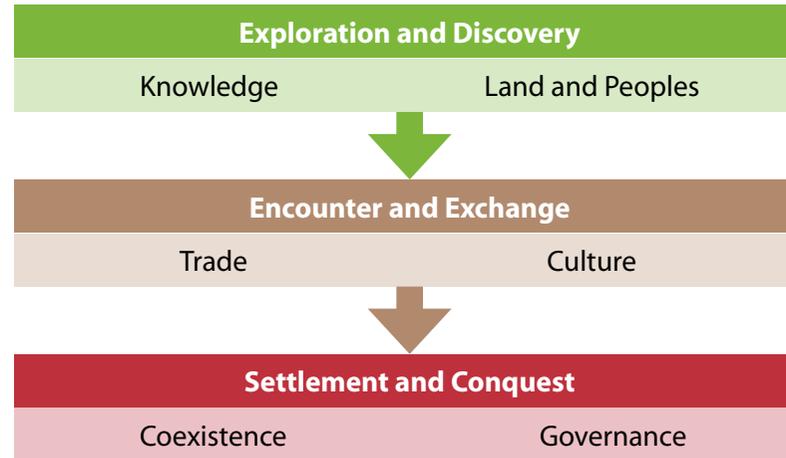
Interactive maps on European Exploration to the Americas and Native North Americans before 1500

<http://mappinghistory.uoregon.edu/english/US/US02-01.html>

Resources



Learner Resource 1



Source A

"Europeans looked for new trade routes in the later fifteenth centuries partly because the consolidation of the Islamic Ottoman Empire in the Near East threatened Europe's overland trade with Asia. When Italian and other European merchants began to look beyond the Mediterranean for the sources of their most lucrative trades, they turned to the 'Ocean Sea' (the Atlantic) as a place for exploration, seeking direct maritime route for the trade in spices from India and routes that would take them to the rich kingdoms of the 'Great Khan' memorialised in Marco Polo's description of his travels to China. Their ability to navigate away from European shorelines and into the open sea was closely associated with growing knowledge and improved technology."

Gerritson, A. & McFarlane, A. in B. Kümin (ed.) (2014) *The European World 1500-1800*, Routledge, p.170

Source B

"One observer who was particularly impressed by the Portuguese discoveries was the Genoese navigator Christopher Columbus, who was present at the Portuguese court when Diaz returned with news of his circumnavigation of the Cape. It was Columbus' observation of the practical achievements of the Portuguese navigators and his immersion in geographical writing from Ptolemy to Marco Polo that led him to make a fateful decision. Columbus uncritically accepted Ptolemy and Marco Polo's massive overestimation of the size of Asia. But he also realised that if Ptolemy's estimate of the circumference of the world were correct, then a voyage to Asia that sailed westwards from Europe would be much shorter than the south-eastern route followed by the Portuguese. Columbus calculated that the westward distance between Japan and the Azores was 3000 miles. It was in fact over 10,000 miles. Ptolemy's calculations on both the size of Asia and the globe were wrong. If Columbus had known this, he may never have embarked on his voyage in 1492."

Brotton, J. (2002) *The Renaissance Bazaar*, Oxford University Press, p.161-2



Learner Activity 1

The Travels/Record of _____

Source Type and Style		Natives: dress, language, beliefs, customs	
The Journey: mode of transport, routines, fellow travellers, experiences		Places: buildings, settlements	
Arrival: geographical location, actions and experiences		Goods: objects to acquire	
Climate and terrain		Method of communication	
Wildlife		Attitudes to the natives: reactions to them, feelings	
Food		Reactions of the natives: beliefs, behaviour, reasons	



Learner Resource 2

“The widening of European horizons for settlement and commerce from the early sixteenth century was, then, to have a global impact. It affected not only the European societies such as Spain and Portugal that were in the vanguard of overseas expansion and those which, like the English, French and Dutch, followed in their wake, but also did much to generate or accelerate change in the societies that were exposed to European commerce and colonisation. Of these, the Americas were most profoundly affected, because, after being isolated from the rest of the world, their peoples were suddenly forced into contact with Europeans who took their lands, coerced their labour, and imposed forms of government, culture and belief that Europeans assumed to be superior. Africans also suffered badly from European expansion. For although some African rulers and Arab traders grew rich and powerful from the European demand for slaves, the communities that lived within the regions where slavers operated were disrupted, often devastated, by the losses caused by kidnap and captivity. Asian societies were also adversely affected by the acquisitive violence that accompanied competition for trade in valuable commodities, particularly in the Indonesian islands, where the Portuguese and the Dutch established colonial dominions. On the whole, however, the societies of South and East Asia proved relatively resistant to European political and cultural encroachments, as their states and societies were sufficiently strong to withstand territorial takeover and cultural imperialism and in some cases, such as that of China, they were able to dictate the terms on which trade with Europe was conducted. Indeed, the acquisitive power of these societies meant that, while European societies initiated the maritime expansion which linked the continents as never before, Asian societies played a key role in the emergence of a new system of global trade. Historians have accordingly argued for a ‘reorientation’ of early modern economic history, away from a Europe-centred view to one which places Asia at the core of global development, at least until about 1800.”

Gerritson, A. & McFarlane, A. in B. Kümin (ed.) (2014) The European World 1500-1800, Routledge, p. 178-9

“The discovery of America had revolutionised Renaissance Europe’s world picture. It had confounded deeply entrenched classical philosophical and religious beliefs that simply could not accommodate the existence of the culture, language and belief systems of the indigenous inhabitants. It was partly responsible for defining Europe’s shift from a medieval world to a more recognisably modern world. However, the discovery of America brought together a volatile fear of the new and unknown, with a desire for unlimited wealth that ignored the incredible suffering and oppression inflicted upon indigenous people and slaves in the Americas. Its legacy can still be seen in the poverty and political instability of much of South America today, and the crippling inequalities of wealth and opportunity that characterise so much of the modern global economy. In 1565 a Spanish galleon laden with cinnamon sailed from Manila to Mexico, finally linking up Spain’s American colonies with the markets of south-east Asia. If there is one moment from which the emergence of the modern global economy can be dated, it is surely here. Europe’s initial desire to reach the markets of the east had finally led to the creation of a global marketplace and a price revolution that would transform the continent forever. Sadly, in its quest for the wealth of the east, Europeans came to denigrate the communities that they encountered in Asia, Africa and the Americas, and proceeded to impose a regime of colonial domination, which was to take centuries to build and which is only finally being dismantled today.”

Brotton, J. (2002) The Renaissance Bazaar, Oxford University Press, p. 183

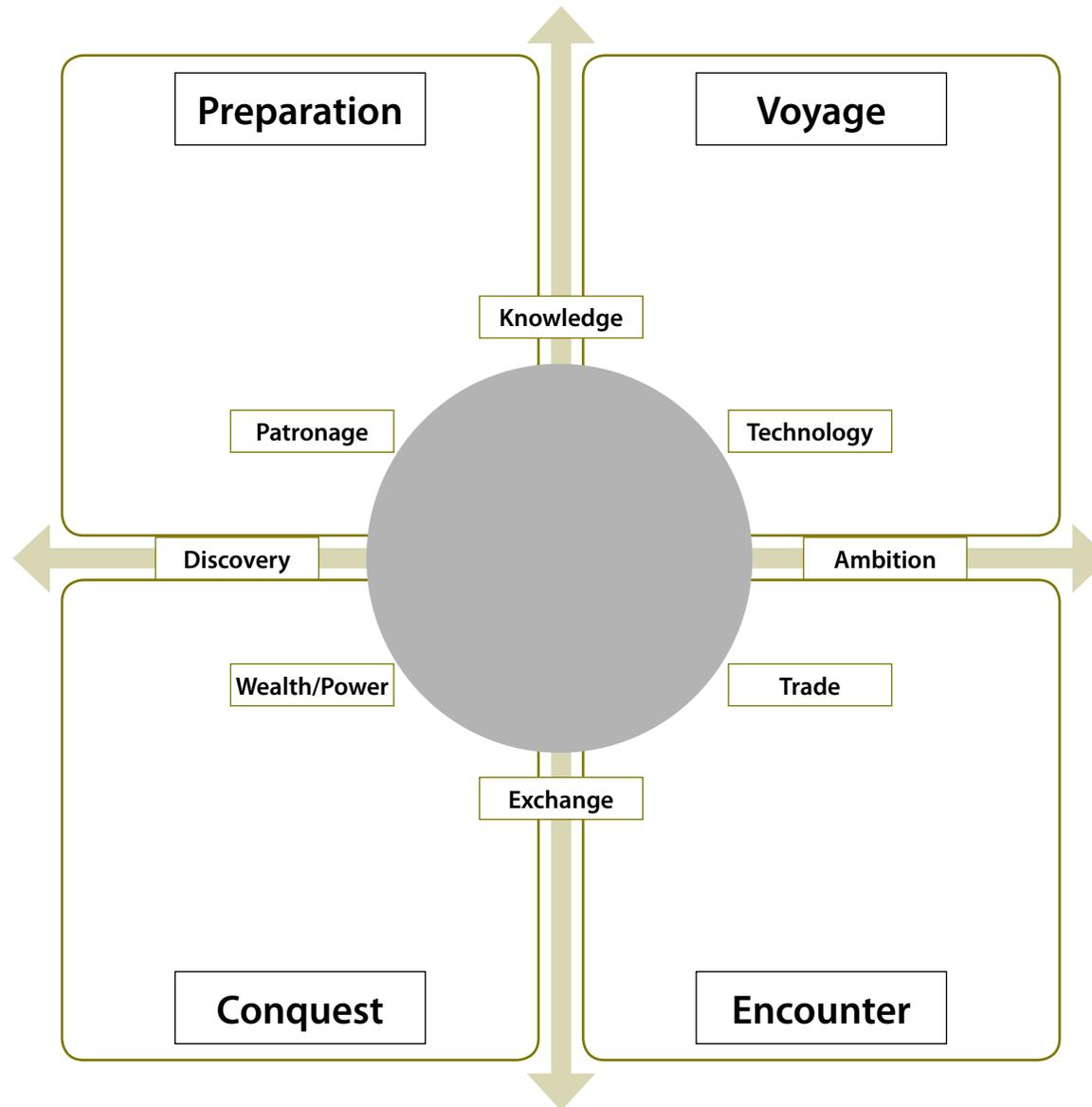


Learner Activity 2

Ferdinand and Isabella	Charles V	Philip II	Manuel I	Verrazzano	Bartolemeo de lasCasa	Francisco Serrao	Bernal Diaz
Henry the Navigator	John I	John II	Francis I	Panfilo de Narvaez	Hernando de Soto	Francisco de Coronado	Francisco de Orellana
Henry VII	Henry VIII	Ahmed Ibn-Majid	Piri Reis	Diego de Amalgro	Antonio de Mendoza	Thomas de Sousa	Mem da Sa
John Hawkins	Anthony Jenkinson	Jacques Cartier	Mehmet I	Fernando Peres	Alvaro de Mendaña	Diogo Cao	Manuel de Nobrega
Toscanelli	Berlinghieri	Mercator	Behaim	Francis Xavier	Pedro de Covilha	Antonio Pigafetta	Leo Africanus
Waldseemüller	Frisius	Monachus	Martellus	Diogo Ribeiro	Alvise Cadamosto	Dinis Dias	Juan Sebastian del Cono
Vespucci	Columbus	Vasco da Gama	Magellan	Francisco de Almeida	Sir Hugh Willoughby	Olaus Magnus	Richard Chancellor
John Cabot	Bartolomeo Diaz	Pizarro	Hernan Cortes	Ponce de Leon	Grazioso Benincasa	Zacuto	Sebastian Cabot
Albuquerque	Balboa	Cabral	Gaspar de Corte Real				



Learner Activity 3





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General qualifications

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