

The Indian Ocean

A Trading Network in Transition

Europeans transformed a long-established trading network in the Indian Ocean and East Asia. How did they do it?



Debating the DOCUMENTS

Interpreting Alternative Viewpoints
in Primary Source Documents

The Indian Ocean

A Trading Network in Transition

The 2017 World History Course and Exam Description of the College Board Advanced Placement Program* lists five themes that it urges teachers to use in organizing their teaching. Each World History *Debating the Documents* booklet focuses on one or two of these five themes.

The Five Themes

- 1. Interaction between humans and the environment.** (demography and disease; migration; patterns of settlement; technology)
- 2. Development and interaction of cultures.** (religions; belief systems, philosophies, and ideologies; science and technology; the arts and architecture)
- 3. State-building, expansion, and conflict.** (political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; regional, transregional, and global structures and organizations)
- 4. Creation, expansion, and interaction of economic systems.** (agricultural and pastoral production; trade and commerce; labor systems; industrialization; capitalism and socialism)
- 5. Development and transformation of social structures.** (gender roles and relations; family and kinship; racial and ethnic constructions; social and economic classes)

This Booklet's Main Themes:

- 1** Interaction between humans and the environment.
- 4** Creation, expansion, and interaction of economic systems.

* AP and Advanced Placement Program are registered trademarks of the College Entrance Examination Board, which was not involved in the production of and does not endorse this booklet.

MindSparks®

CULVER CITY, CALIFORNIA



© 2008, 2017 MindSparks, a division of Social Studies School Service
All rights reserved

Printed in the United States of America

MindSparks
10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802
United States of America

(310) 839-2436
(800) 421-4246

<http://mindsparks.com>
access@mindsparks.com

Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

ISBN: 978-1-57596-267-2
Product Code: HS731 v2.0

Contents

Teacher Introduction	1
Suggestions to the Student	5
Introductory Essay	6
The Indian Ocean Time Line	7
First Group of Documents	8
Study the Documents	10
Comparing the Documents	12
Comparison Essay	13
Second Group of Documents	14
Study the Documents	16
Comparing the Documents	18
Comparison Essay	19
Document-Based Question	20
Worksheet Answers and Guidelines	21
Visual Primary Sources	23

Teacher Introduction

★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it's because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,
conflicting
perspectives are
among the truths
of history.
No single
objective or
universal account
could ever put an
end to this endless
creative dialogue
within and
between the past
and the present.”*

From the 2011 Statement on Standards
of Professional Conduct of the Council of
the American Historical Association.

★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way.* (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

★ *How to Use This Booklet*

1. Have students read “Suggestions for the Student” and the Introductory Essay.

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

NOTE: If you are using these materials with an AP world history class, an honors class, or some other group of advanced and/or more knowledgeable students, you may want to make more written sources available to them on this topic. Do a basic Internet search for sources that provide additional perspectives and then add to the sources provided here.

3. “Debate the documents” as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this Booklet (see page 20):

Compare and contrast the Indian Ocean trading network before and after the Portuguese arrived in 1498.

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.

★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

★ *How to Use This Booklet*

1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.



2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These considerations give you clues as to the source’s historical value.

3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

5. Do the final DBQ.

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

The Indian Ocean

In 1468, Portuguese ships under the command of Vasco da Gama rounded the Cape of Good Hope at the southern tip of Africa and entered the Indian Ocean. After moving up the coast of East Africa to Mombasa, da Gama found a Muslim pilot who helped him cross over to Calicut on the western shores of India. Once there, he announced he was “seeking spices and Christians.”

As Columbus had done six years earlier in the Americas, da Gama’s adventure into the Indian Ocean opened a whole new chapter in human history.

However, it did not create an all-new Indian Ocean trading network. Such a network had existed for centuries. It extended from the coast of East Africa, to Arabia, the Persian Gulf, and India, across to Burma and down through the Malacca Strait that runs between the Malay Peninsula and the Indonesian island of Sumatra. This strait links the Indian Ocean to the Pacific Ocean. At its narrowest point was Malacca, where Indian, Muslim, Javanese, and Chinese merchants resided between trips to and from China, Korea, and Japan to the north or to the Spice Islands (the Moluccas) to the east.

Early in the history of this network, small coast-hugging ships carried silks, spices, pearls, gold, ivory, and slaves. Increasingly after 1000 CE, shipments also included bulk goods for the region’s growing populations—grains, timber, iron, cotton goods, Chinese porcelain, and much more. Spices such as pepper, cinnamon, ginger, nutmegs, or cloves were in especially high demand in Europe as preservatives, medicines, and taste enhancers.

Arab, Persian, and Indian merchants dominated trade west of Indonesia. From there eastward, Chinese, Malay, and other merchants prevailed. Muslims carried spices from the east back through the Red Sea to Cairo and other Mediterranean ports to sell them at very high prices to Venetian and other European merchants. This Muslim control irritated Christian Europe, adding to

the already bitter religious rivalry between the two groups. It was this combination of religious antagonism and commercial competition that moved the Portuguese to seek out a sea route to the Indian Ocean.

This explains their motives, but it hardly explains how they were able to do what they did. Portugal was a small nation of one million people. It was not among the most powerful in Europe. Yet within two or three decades of Vasco da Gama’s voyage, the Portuguese were able to disarm Arab and other Muslim traders in particular, establish forts and port cities, and become a dominant power in the entire Indian Ocean network. How did they do it?

Part of the explanation has to do with China. In the early 1400s, a vast Chinese fleet made several trading voyages to impress others in the Indian Ocean with its power and wealth. Some of its ships were giants, with nine masts—much larger than Portugal’s carracks. Yet in 1433, China suddenly turned away from the sea, allowing its ships to rot in port and losing the knowledge of how to build them. Portugal might not have prevailed against this fleet had its ships remained active.

On the other hand, Portugal’s navigational skills, and its sturdy carracks with up-to-date cannons and guns, still might have given it the advantage over China’s earlier fleet. It is true that some of Portugal’s seagoing technology originated in China (the compass, the rudder, gunpowder, etc.). Yet competition within Europe led to constant improvements that soon put Europe ahead of China in maritime capability. Meanwhile, Portugal’s restless, aggressive, crusading determination gave it the will to prevail as well. Only the Dutch would dislodge Portugal from its dominant position in the Indian Ocean, about a century later. By then, Europe’s imperial powers had opened an entirely new era in the history of the Indian Ocean trading network.

The Indian Ocean Time Line

100s CE

A Greek first-hand account called the *Periplus of the Erythraean Sea* is written sometime in the first century CE. It describes the trading patterns already in place in the Indian Ocean region.

751

The Abbasid Dynasty unites Muslims under the Caliph in Baghdad. Islamic civilization flourishes, providing a stable and growing market for goods at the western end of the Indian Ocean trading network. While political unity soon fades, cultural unity is maintained and commercial activity flourishes.

848

Vijayalaya reestablishes the Chola kingdom in southern India. The Cholas go on to unite all of southern India in a sizable empire that lasts until the 13th century. Through their naval power and ports in southern India they extend trade ties to Arabs and others in the west and to the Chinese in the east.

960–1279

The Song Dynasty unites China from 960–1279. Merchants and commercial activity thrive, even more than they did during the previous Tang unification (618–907). Chinese silks and porcelain, especially, are in high demand throughout the Indian Ocean networks.

1405–1433

Zheng He, the Muslim eunuch servant of the emperor of China's Ming Dynasty, leads several huge sea expeditions to establish China's influence throughout the Indian Ocean. Enormous nine-masted ships are among the dozens that took part in each expedition. Some sail as far as the Persian Gulf and the coast of East Africa. Having made China's powerful presence known, however, the emperors suddenly abandon sea exploration, ban the use of such ocean-going vessels, and turn their attention inward. Chinese merchants did continue privately as major participants in the Indian Ocean networks.

1488

Bartholomeu Dias completes a long series of Portuguese probes by rounding the southern tip of Africa.

1498

Portugal's Vasco da Gama sails to East Africa and crosses to Calicut in India.

1511

The Portuguese led by Alfonso de Albuquerque seize Malacca on the Malay Peninsula from its Muslim rulers. Malacca was one of the most important exchange points for Indian Ocean merchants. Albuquerque also establishes a major fortified post at Goa, India.

1542–1543

The Portuguese land in Japan. In 1569, Nagasaki is opened to them as a trading port.

1556

The Portuguese establish a trading base in China at Macao.

1600–1602

The British East India Company (1600) and the Dutch East India Company (1602) are formed to compete with Portugal for trade in the Indian Ocean. These combine private merchant capital and the control of trade with the armed backing of a large organization.

1614

Japan expels the Jesuits, and Christian activity is outlawed.

1638

After several thousand Christian Japanese take part in a rebellion in 1637, Japan expels the Portuguese from Nagasaki.

1641

The Dutch trading factory (already at Hirado) is moved to a special island in the bay of Nagasaki. The Protestant Dutch are not seen as promoting their religion actively as much as Catholic Portugal.

Visual Primary Source Documents 1 & 2

Document 1



The Granger Collection, New York

Document 2



The Granger Collection, New York

Information on Documents 1 & 2

Document 1. An Arab ship, around 1237, engaged in the East African trade in the Persian Gulf. This is a miniature from the *al-Maqamat* of al-Hariri, Baghdad. The ship is clearly meant to ply open waters, though it does not show all that clearly the triangular lateen sail that Arab and other ships used, which enabled them to steer against the wind when necessary.

Document 2. A twelfth-century Chinese ship outfitted with sails, oars, and wheels for passage on the land. This is a Chinese woodcut of the twelfth century. Chinese “junks” with square sails were common in the eastern Pacific. They were large and clearly capable of carrying large loads.

Visual Primary Source Documents 3 & 4

Document 3



The Granger Collection, New York

Document 4



The Granger Collection, New York

Information on Documents 3 & 4

Document 3. This is a 1598 engraving of the Portuguese colony of Macao, the port China let the Portuguese use for trade. Macao is located along the Pearl River in Southern China, and it faces out onto the South China Sea. It was a fishing village until the Portuguese arrived in the sixteenth century. In 1536, China gave the Portuguese permission to anchor ships in the harbor and trade, but only later did it let them reside in Macao. Over time, the Portuguese gained complete control over the port.

Document 4. Portugal's trading network in the sixteenth century extended from its colony in Brazil to its forts and port cities in Africa, India, Indonesia, China, and Japan. In Japan, Portuguese traders were mainly confined to the harbor of Nagasaki. For a short time, Catholic Jesuits controlled Nagasaki. But in 1614, Japan banned Catholicism. In 1637, it expelled the Portuguese and turned to Dutch and English traders who did not try to convert the Japanese to Christianity. This detail from a seventeenth-century Japanese map shows Dutch and Chinese ships in Nagasaki harbor.

Study the Documents: Visual Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Visual Features _____

These drawings are not exact. What details make it clear that these ships are large and able to sail on the open seas?

2 Background Knowledge _____

Why was it so necessary for sailors in the Indian Ocean to learn about the winds there? What other navigational instruments did Chinese and Arab merchants have to help them sail the Indian Ocean from 700–1500 CE?

3 Drawing Conclusions _____

Neither the Arab, Persian, Indian, Malay, Chinese, nor other merchants of this time period ever came to dominate or control the entire Indian Ocean trading system. Based on your history knowledge, explain why you think that was so? Do these two illustrations help in any way to explain that fact?

Study the Documents: Visual Sources 3 & 4

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

Using these two images together, write a brief paragraph describing the sort of trading network the Portuguese established in East Asia in the 1500s.

2 Compare & Contrast

What similarities and differences do you see here in Portugal's naval technology compared with that of the Arabs or Chinese in Visual Source Documents 1 & 2?

3 What Else Can You Infer?

What is suggested or implied by these sources. For example, what does it suggest about China and Japan that they confined the Portuguese to a single trading port in each case?

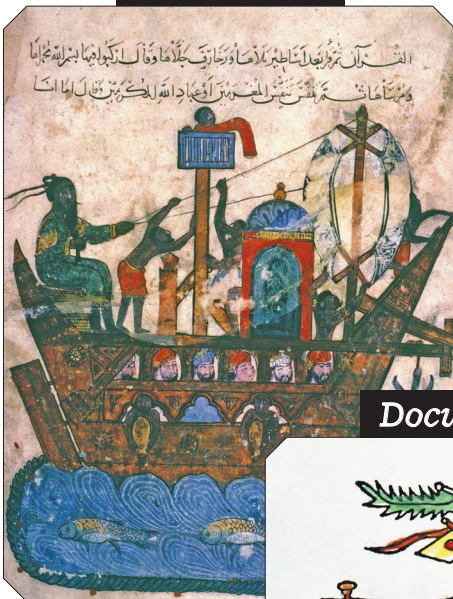
Comparing the Documents

★ *The Visual Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the Indian Ocean trading network in transition?

Document 1



The Granger Collection, New York

Document 2



The Granger Collection, New York

Document 3



The Granger Collection, New York

Document 4



The Granger Collection, New York

Documents 1 & 2 ☐

Documents 3 & 4 ☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Written Primary Source Documents 1 & 2

Information on Documents 1 & 2

Document 1 is from the fourteenth-century Muslim traveler Ibn Battuta. In it he describes Dhufar on the coast of the Arabian Peninsula. His description suggests the wealth of the Indian Ocean port cities. It also suggests that Indian Ocean trade included not only small luxury items but bulkier items used in local manufacturing.

Document 2 is from Portuguese historian Gaspar Correa's book *The Three Voyages of Vasco da Gama* (London: The Hakluyt Society, 1869). Correa sailed with Portugal's Vasco da Gama in his 1498 voyage around the tip of Africa and across the Indian Ocean. This passage describing the East African port city of Kilwa is from Correa's account of da Gama's second voyage to India, in 1502.

Document 1

The people of Dhufar are traders and have no other means of livelihood. When a ship arrives from India, the sultan's slaves go out to meet it in little boats, taking a full set of robes for the owner and captain, as well as for the kirani, the ship's accountant . . . Everyone on board is granted hospitality for three days; when the three days are up, they are fed in the sultan's residence. The people do this in order to win the friendship of the ship-owners. They wear cotton clothes imported from India, fastening a length of cloth around their waist in place of trousers . . . They manufacture silk, cotton, and linen cloth of excellent quality.

Document 2

The city is large and is of good buildings of stone and mortar with terraces and the houses have much wood work. The city comes down to the shore, and is entirely surrounded by a wall and towers, within which there are maybe 12,000 inhabitants. The country all round is very luxurious with many trees and gardens of all sorts of vegetables, citrons, lemons, and the best sweet oranges that were ever seen. The streets of the city are very narrow, as the houses are very high, of three and four stories, and one can run along the tops of them upon the terraces. And in the port there were many ships. A Moor [a Muslim] ruled over this city, who did not possess more country than the city itself.

Written Primary Source Documents 3–5

Information on Documents 3–5

Document 3 is another passage from Gasper Correa's book, this one on da Gama's first voyage to India, in 1498. In it, Correa describes the concern felt by the Muslim merchants in India (he calls them "Moors") at the arrival of the Portuguese. According to him, they were unhappy about the arrival of the Portuguese and their probable intentions there.

Document 4. The economic fate of Venice, as well as of Muslim traders, was endangered by the Portugal breakthrough into the Indian Ocean. In Document 4, Venetian Girolamo Priuli conveys this sense of pessimism in an entry in his diary from 1501.

Document 5 is a brief Arab comment on the return of the Portuguese in 1502–03.

Document 3

As these things were so, the Moors of Calecut in which city there were many who were acquainted with the affairs of Christendom, perceived the great inconvenience and certain destruction which would fall upon them and upon their trade, if the Portuguese should establish trade in Calecut which they would immediately afterwards do throughout all the Indian countries. And taking counsel amongst one another, they all agreed that with all the power of themselves and their property, they should get the Portuguese turned out of the country, which they would also do in all the other parts in such manner as that they should not be able to trade nor profit, nor establish men at arms. . . .

Document 4

This news, as has been said above, was considered very bad news for the city of Venice . . . Whence it is that the King of Portugal has found this new voyage, and that the spices which were expected which should come from Calicut, Cochin, and other places in India, to Alexandria or Beyrout, and later come to Venice, and in this place become monopolized, whence all the world comes to buy such spicery and carry gold, silver, and every other merchandise, with which money the war is sustained; today, with this new voyage by the King of Portugal, all the spices which came by way of Cairo will be controlled in Portugal, because of the caravels which will go to India, to Calicut, and other places to take them. And in this way the Venetians will not be able to take spices either in Alexandria or Beyrout.

Document 5

In this year the vessels of the Frank appeared at sea en route for India, Hormuz, and those parts. They took about seven vessels, killing those on board and making some prisoner. This was their first action, may God curse them.

Study the Document: Written Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic _____

From these two sources together, write a brief description of the port cities of the Indian Ocean trading network.

2 Drawing Conclusions _____

From these two sources, what evidence of the wealth of the Indian Ocean trading networks can you find?

3 What Else Can You Infer? _____

In Written Source Document 1, a port city is said to show great hospitality to ships from far away and from other cultures. What does this imply about the Indian Ocean trading network?

Study the Documents: Written Sources 3–5

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

In a brief paragraph, explain why the Muslim merchants in India and the Venetians (Written Source Documents 3 & 4) were upset about Portugal's entry into the Indian Ocean trading system.

2 Compare & Contrast

From these same two documents, explain how Venetian concerns differ from those of the Muslim merchants.

3 Bias, or Point of View

Written Source Document 3 is a Portuguese account. How might this affect its viewpoint? How does Written Source Document 5 add to or alter your understanding of the Portuguese account?

Comparing the Documents

★ *The Written Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the Indian Ocean trading network in transition?

Part of a description of Dhufar by fourteenth-century Muslim traveler Ibn Battuta, and a description of Kilwa by Portuguese historian Gaspar Correa

Documents 1 & 2

☐

Gaspar Correa on Muslim reactions to da Gama's arrival, a diary entry by Venetian Girolamo Priuli, and a brief Arab comment on the Portuguese

Documents 3–5

☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on the shift from hunting and gathering to farming and herding. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question. Below are two DBQs. The first is somewhat less demanding than the second. Use whichever DBQ your teacher assigns.

Document-Based Question

1

Compare and contrast the Indian Ocean trading network before and after the Portuguese arrived in 1498.

OR

2

Portugal was a fairly small nation, by no means the most powerful in Europe. Yet in the 1500s, it was quickly able to dominate or at least prevail heavily over all other participants in the Indian Ocean networks. Explain why you think it was able to do this.

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*
Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?
- *The Internal Paragraphs—1*
Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?
- *The Internal Paragraphs—2*
Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?
- *Use of Primary Source Documents*
Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?
- *Concluding Paragraph*
Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

Worksheet Answers and Guidelines

Some worksheet questions call for specific answers to factual questions. In these cases, correct answers are provided here. Most worksheet questions are open-ended and call on students to offer their own interpretations and personal reactions. In those cases, we offer suggestions based on the purpose of the question and the sort of interpretive activity it calls for.

Worksheet 1

Visual Sources 1 & 2

1. Their bulk, how high they ride, heavy anchors, tall sails, obviously large crews, etc.
2. The seasonal monsoons determined when ships could sail in certain directions. They used the compass, astrolabe, rudders, lateen (triangular) sails that enabled them to sail into the wind, etc.
3. Answers may vary. The illustrations could suggest that many cultures had the high levels of technology needed for sea-going trade.

Worksheet 2

Visual Sources 3 & 4

1. It was a network based on coastal forts and port cities, not control over regions or large land areas.
2. Difference are not that great from a distance. European vessels were sturdier, better able to mount cannons, advanced, etc.
3. It could suggest suspicion about the Portuguese, a disinterest in large scale trade with Europe, etc.

Worksheet 3

Written Sources 1 & 2

1. Stone buildings, some impressive; prosperous; small self-contained political units governed in an orderly way by single rulers; some manufacturing based on goods imported and exported; etc.
2. Luxury goods such as silk are common items of trade, along with bulk goods such as cotton textiles, “luxurious” fields around Kilwa; enough prosperity to treat strangers lavishly; etc.
3. It suggests a high degree of cooperation over long distances and across cultures; it suggests that trade requires a degree of trust, fair treatment, etc.

Worksheet 4

Written Sources 3–5

1. Both groups fear that Portugal will take business away from them.
2. The Venetians fear their supply of spices will be cut off entirely and their own monopoly on them in Europe lost.
3. Document 5 suggests it was the Portuguese who acted violently to eliminate Muslim traders, not the other way around.

Visual Primary Sources

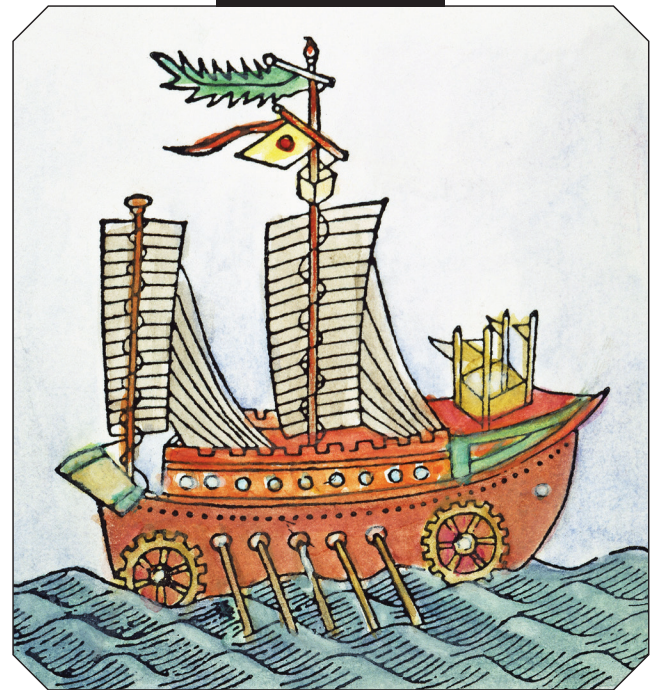
First Group—Documents 1 & 2

Document 1



The Granger Collection, New York

Document 2



The Granger Collection, New York

First Group—Documents 3 & 4

Document 3



The Granger Collection, New York

Document 4



The Granger Collection, New York

