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ROLE-PLAYING

WORLD HISTORY



Ancient Times
to the
Renaissance

13 Short, Standards-Based Simulations

Role-Playing World History

Ancient Times *to the* Renaissance
Third Edition

By Richard Di Giacomo





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Welcome to Role-Playing World History

This book is an exciting collection of role-playing simulations for social studies classrooms.

Thirteen open-ended simulations involve students in reenacting certain world-changing events from ancient times to the Renaissance. Students are actively engaged in assuming the roles of decision makers at crucial junctures in history, using critical thinking and group decision-making skills to resolve conflicts. Although most of the simulations are written for World History, some of them would work equally as well in other social studies classes. All of these simulations will work in classes ranging from junior high to high school and at ability levels ranging from sheltered classes to honors.

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National Curriculum Standards for Social Studies

Simulation Title	National Standards Number	Description
Archaeology Lab	All Eras	Examining material remains of cultures
Invent Your Own Writing System	Era 2:1B	How commercial and cultural interactions contributed to change in the Tigris-Euphrates, Indus, and Nile regions
The Mesopotamian Trade Game	Era 2:1B	How commercial and cultural interactions contributed to change in the Tigris-Euphrates, Indus, and Nile regions
Monument to a Pharaoh Competition	Era 2:1 B	How commercial and cultural interactions contributed to change in the Tigris-Euphrates, Indus, and Nile regions
Colonies of the Ancient Mediterranean	Era 3:1A	State-building, trade, and migrations that led to increasingly complex interrelations among peoples of the Mediterranean basin
A Roman Soldiers' Letters Home	Era 3: 3A	Describe the political and social institutions of Rome
Roman Patronage	Era 3: 3A	Describe the political and social institutions of Rome
The Mandate of Heaven: A Chinese Dynasty Game	Eras 3-7	How major religions and large-scale empires arose in the China
Make Your Own Illuminated Manuscript	Eras 4:4B	Analyze the importance of monasteries and convents
Crusader Job Interview	Era 5:2B	Causes and consequences of the European Crusades.
Castle Designer	Era 5: 2A	How feudal relationships provided a foundation of political order in parts of Europe
Medieval Conversation	Era 4: 4B	Change in the status of peasants & women
Christopher Columbus Trial	Era 6: 1A–C	Transoceanic interlinking of major regions of the world from AD 1450–1600
World History Counterfactuals	Eras 1–6	“What if . . . ?” questions covering all eras of World History

Common Core Standards

Simulation Title	Common Core Standards Number	Description
Archaeology Lab	CCSS.ELA-Literacy.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Invent Your Own Writing System	CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
The Mesopotamian Trade Game	CCSS.ELA-Literacy.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Monument to a Pharaoh Competition	CCSS.ELA-Literacy.WHST.6-8.1.b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
Colonies of the Ancient Mediterranean	CCSS.ELA-Literacy.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
A Roman Soldiers' Letters Home	CCSS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Roman Patronage	CCSS.ELA-Literacy.SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
The Mandate of Heaven: A Chinese Dynasty Game	CCSS.ELA-Literacy.SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
Make Your Own Illuminated Manuscript	CCSS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Crusader Job Interview	CCSS.ELA-Literacy.W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Castle Designer	CCSS.ELA-Literacy.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
Medieval Conversation	CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Christopher Columbus Trial	CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
World History Counterfactuals	CCSS.ELA-Literacy.W.7.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Introduction

What is a role-playing simulation?

Role-playing simulations attempt to put the student in the position of a person in a particular time and place. Most of the simulations involve group or individual problem solving and conflict resolution. The students are often given a character sheet, which describes the group's needs and desires, a brief description of the historical problem, and a copy of the rules of the game. Familiarity with fantasy role-playing games is a plus, but certainly not required. The individual assumes the role they choose and makes decisions as the character would make during that particular time period. No pre-set limits are placed on a particular person's choices as long as they are within the realm of what was historically possible. Because of the freedom to choose in these games, the outcome is very unpredictable. No two classes finish the simulation in the exact same way, which leads to some very interesting classroom discussions about why things turned out the way they did, what could have happened differently, and how the simulation compares with what actually occurred in history.

How are these activities different from other simulations?

Unlike many simulations that are commercially available, these games can usually be played in one or two class periods. Their open-ended nature allows for playing up to one week in some games, if time permits, but after a couple of days you will find that most of the possibilities have been exhausted and continued play will have only limited instructional value. Another key advantage to this system is the cost. This book features several good simulations for the price that many publishers charge for one. Everything you need to play these simulations can be reproduced out of this book. There are no tiresome charts to deal with. The minimal setup and cleanup time allows for maximum role-playing time. As much as possible, pieces have been kept to a minimum to make cleanup and storage easier and to keep costs down for teachers on a budget. The emphasis is on role-playing so that the student can get as much as possible out of their personal learning experience and not get tied up in the mechanics of a complicated rules system.

How are the simulations used?

The best way to use many of these simulations is at the beginning of a unit when students have little prior knowledge of the historical outcome of a particular conflict. This allows a clean slate for actions instead of a predictable imitation of history just because "That's the way it had to be." When the teacher does begin the regular instructional part of the unit, the students will automatically make comments like, "Wow! That is just like what happened in the game" or "Now I understand why they did what they did." We all know that students remember better things they do than things they heard or read

about, so these simulations allow for an unforgettable experience, which will bring history alive for them. Other simulations are best used as a culminating activity. Check the lesson plan for recommendations for each simulation.

Each simulation has also been assigned a complexity level that places it on a scale from 1 to 5 based on factors such as prep time, duration, and simplicity. The purpose of these ratings is to provide teachers with a benchmark for determining when and how to incorporate certain simulations into their lesson plans. Every simulation, regardless of its complexity level, can be modified according to your classroom's needs.

Complexity Levels

1. **Easy;** can be done with ELL, Special Ed.; Short duration
2. **Simple;** can be done with almost any class; short, only minor modifications if any
3. **Average;** can be done by a typical class; moderate complexity; possibly some prep time; 1-2 class periods; some modifications may be necessary to fit ELL or Special Ed.
4. **Above Average;** can still be done by most classes but may require some student prior knowledge or teacher prep; 1–2 class periods, sometimes longer; major modifications may be necessary to fit ELL or Special Ed.
5. **Complex;** can be done with average classes, but may need more prep time for students and teacher; rules are bit more complicated; 1–2 class periods minimum but may take longer if the teacher feels it necessary; some modifications may be necessary to simplify the game for average classes; probably too difficult for ELL or Special Ed.

After the simulation is completed the teacher can lead a very interesting discussion of why things happened the way they did and how they might have turned out differently in the game or actually did turn out differently in other countries. This debriefing period is the most valuable portion of the activity. Students will be eager to participate because they were active stakeholders in the decisions made instead of passive listeners hearing about other people's problems from long ago. The activities build historical understanding, empathy for the viewpoints of others, and group decision-making skills.

Follow up activities might include an essay comparing the game with what actually occurred in history or a visit to the Internet newsgroup on Alternative History where the students' questions can be bounced off a group of history professors, students, and aficionados across the world. This can be a very valuable form of feedback. The simulations can also be used at the end of a unit for a form of alternative assessment to see how well they can apply the skills they have learned to an actual historical problem.

What do students have to say about these simulations?

Invariably students rate these activities among their favorite activities of the year. Returning students have stated that they are the things they best remember about the class years later. Under-motivated students will often flourish in these activities because they have found a place where their abilities can shine. Gifted students enjoy the challenge of adding as much realism and detail to the activity as possible and often enjoy taking a leadership role in the bargaining.

Many students have commented to me that “This is the first time I have ever been interested in a history class” or “This makes me feel like I was really there because it was so exciting.” Often discussion over what has occurred will spill over into other classes, lunchtime, or after school. Students will compare what happened to their friends’ classes and eagerly return the next day to see if the outcome is as they expected.

How did this book come to be?

The author has played role-playing games since he was a teenager himself. The fun and unpredictability of the outcome of a given situation got him thinking about how history might have been different. As a lover of history and a player of every kind of game from checkers to fantasy role-playing and historical miniature battles it was a natural step from tinkering with rules to developing his own games. He has experimented with these games from his first year of teaching, improving upon them every year based upon feedback from students. As he began to share these simulations with colleagues, they unanimously urged him to publish them to make them available for other teachers. The author has drawn from his specialization in Ancient and Medieval History in college and his Middle School teaching experience to produce a work that he hopes will be useful and fun for teachers at that level.

Acknowledgements

I would like to dedicate this book to my wife Brenda for her love and support during the writing of this book. I’d like to thank my brother John Di Giacomo, for help with the editing of the manuscript. Finally, I would like to thank professor Joan Todd of San Jose State University for giving me a love of digging through primary sources and inspiring me to keep the flame of ancient history alive for new generations.

FAQ's

Why should I do these activities?

Simulations bring a subject alive in a way that no other activity can. As a teacher, when I had a concept to teach that was difficult to get across to students, simulations succeeded when lectures, films, readings, and other activities sometimes failed. Simulations also develop historical empathy. Students often have a difficult time relating to history. Role-playing allows students to understand what people in the past went through. It helps to avoid anachronistic thinking or imposing today's values upon the past. Suddenly, students understand the difficulty faced by decision makers and even ordinary people at critical turning points in America's history. They have "walked a mile in their shoes," so to speak.

Isn't this just wasting time with playing games? What would the principal say?

Students need a break from the ordinary classroom routines of worksheets, films, tests, etc. These activities allow for creative and divergent thinking on the part of students. The critical thinking skills developed in these activities are achieved in very few other classroom activities. Multiple intelligences are drawn upon and students will shine in areas that may not be seen at any other time of the year. These simulations produce better long-term memory than most classroom activities because the students are actively involved in what they are learning, instead of just being passive recipients. Administrators actually love these games because they show creativity and a willingness to try new things on the part of the teacher. Innovative teachers get noticed.

I just don't have time for these "extra" activities. How will I squeeze them in when I have so much to cover in a year?

These games are well worth the time spent on them. You may also feel free to pick and choose as many or as few activities from this book as you want. You probably won't have time to do all of them in a single year. The beauty of these games is that they can be tailored to fit any time frame. You can cut the game down to a single class period, if necessary. If you need to, you can modify the rules to better fit your students. Others can be extended with additional play time or enrichment activities, if so desired. Ideally, it is best to run one of these games when you can play it from start to finish in a single time period, such as a block or other special schedule. But, if need be, the games can be quickly cleaned up, stored, and reused in another class period. As a teacher, I know how hard it is to keep track of pieces and game results for separate class periods. These games are kept simple to facilitate these transitions.

My students need structured activities. How can I control their behavior?

Sometimes students need a little time to stretch their imaginations and get out of an ordinary classroom situation. The payoff from these activities is

well worth the risk of letting go of your traditional authority role a little bit. Students love these activities and consistently say they learn more from them than anything else they do in class. You are still the boss. You can be the arbitrator of what is an acceptable role-playing activity and what is off-task behavior. This means that you can't be a passive observer while the students "play." You need to be on your feet, actively monitoring each group, intervening or advising where necessary. You need to make sure that each student is involved and on task. You can make decisions on the course or outcome of the game or even role-play a higher authority that makes a ruling, if need be.

OK, you've got me, but how do I know when to stop the games?

This is the toughest part of the activity for the teacher. You have to make a judgment call. Ask yourself, "Have my students learned the objective at this point of the game?" and "Can I elicit any more learning out of this, or is the game just dragging on?" That's the point where you want to call the game over. This may vary from class to class, so you may have to be flexible with your planning. Don't be afraid to cut the game short if it has already accomplished everything you wanted it to or if other time constraints are pressing. Just make sure that you leave a few minutes for the debriefing questions, because that is the most important part of the activity. Don't skip these questions, even if you have to come back to them at the next class meeting.

Who wins the game?

Victory conditions vary from game to game, but in those simulations that are competitive, it is sometimes possible that no one wins, or everybody wins. This sometimes happens in real conflicts. The point of the activity is to feel what it was like to be involved with these events and decisions. Knowing which team wins is not really important. Kids are kids, however, and they are competitive by nature. Try to be fair in determining a winner, but you can't always please everybody. Also, because of the competitive nature of some of the games, some students may be tempted to cheat. Keep a sharp eye out for this. Advise students to keep an eye on their game pieces and report any suspicious activity. It only takes one argument over cheating to spoil an activity.

I sometimes get frustrated by rules that I can't understand. What do I do if I am unclear about some aspect of how to run the games?

We have all had that feeling of hopelessness when we buy a new game, read the rules, and still don't know what to do in certain situations. Simulations in particular are difficult to explain in print. Unexpected conditions may come up or a rule may need clarification. You wish you had someone who has run the game before looking over your shoulder and helping you. In such situations, you may contact the author directly for any questions regarding the activities in my books. I get suggestions and questions from enthusiastic readers, which often make it into the very next printing of the book. Just email krinibar@aol.com, and you will get a rapid response.

Lesson 1

Archaeology Lab: Excavate Your School!

Objectives

- To experience the methods used by professional archeologists
- To better understand the material cultures of early civilizations

Duration and Complexity

- 2 class periods
- Level 3: Average

Materials

- Scratch paper
- Pens and pencils
- A copy of the **Archeological Dig Analysis Record Sheet** for each group
- Sorting and storage bins
- Digging tools such as shovels, trowels, brushes, sifters, and dental picks

Procedure

1. Find an empty patch of dirt somewhere at your school or another location where you have permission to dig.
2. Assemble a collection of modern, ordinary objects taken out of their context, such as small toy parts, hardware items, household objects, containers, packing materials, etc. Bury these items in a very shallow amount of soil mixed up and scattered about over a small area. Tell the students that they are to role-play a team of archaeologists from the future who are attempting to interpret the twenty-first century American civilization.
3. Give a demonstration of proper excavation techniques. For enrichment have the class view a film on professional archeological excavation techniques or work with an actual archaeologist while conducting the dig.
4. Divide the students into teams of 2–6 students and distribute digging tools such as shovels, trowels, brushes, sifters, and dental picks. Distribute a copy of the **Archeological Dig Analysis Record Sheet** to each team. Have each team excavate the items, clean them up, and attempt to determine the use and relevance of each item.
5. Conduct the debriefing.

Teacher Recommendations

1. Before the simulation is conducted, it is best if students have been given a basic introduction to excavation techniques used by archaeologists.
2. Safety at the dig site is of utmost importance. Supervise carefully to make sure no one is horsing around or capable of getting hurt. It is also advisable to have parents sign a permission form or medical release before their children can participate in this activity.
3. Make sure ample time is allowed for students to clean up and store their tools and finds before the next class.
4. A second class period could be used for analyzing and identifying the objects found back in the classroom. This means that the objects would need to be cleaned up as much as possible before returning them to your room. If possible a science lab or art room could be borrowed for this portion of the lesson.
5. Make sure students carefully document their findings on the **Archeological Dig Analysis Record Sheet** for evaluation purposes.
6. If you are short on time or have limited space, you may just show a short clip of an archeologist conducting a dig and have the students dig out of the types of trays that biology teachers use for dissections. You may fill the tray with packing peanuts, beads or something else that will not make a mess in your room.
7. For enrichment, arrange a field trip to an actual archeological dig site in your area.

Debriefing

1. How did it feel to “get your hands dirty” and actually do the work of an archaeologist? Would you consider volunteering to work on a real dig or becoming a professional archaeologist?
2. How did this experience compare to the glamour with which archaeologists are portrayed in the movies?
3. Were you surprised that ordinary objects were so hard to identify when taken out of their everyday context? Do you think that archaeologists go through a similar experience when encountering a new find for the first time?
4. How are our material objects different from those an archaeologist might find when excavating an ancient culture?
5. What conclusions do you think future archaeologists might draw from examining our material objects?

Lesson 2

Invent Your Own Writing System

Objective

- To experience the difficulties involved in creating a writing system
- To understand the effort involved in the development of early civilizations

Duration and Complexity

- 1–2 class periods
- Level 2: Simple

Materials

- Scratch paper
- Pens and pencils
- A copy of the **Writing System Development Sheet** for each group

Procedure

1. Break the class into 3 teams. Distribute one copy of the **Writing System Development Sheet** to each group. Assign one group to design pictographs, one a hieroglyphics system, and one an alphabet.
2. Have each team invent its own writing system by developing a sampling of words that would be important to an ancient culture.
3. Evaluate the advantages and disadvantages of each.
4. Conduct the debriefing.

Teacher Recommendations

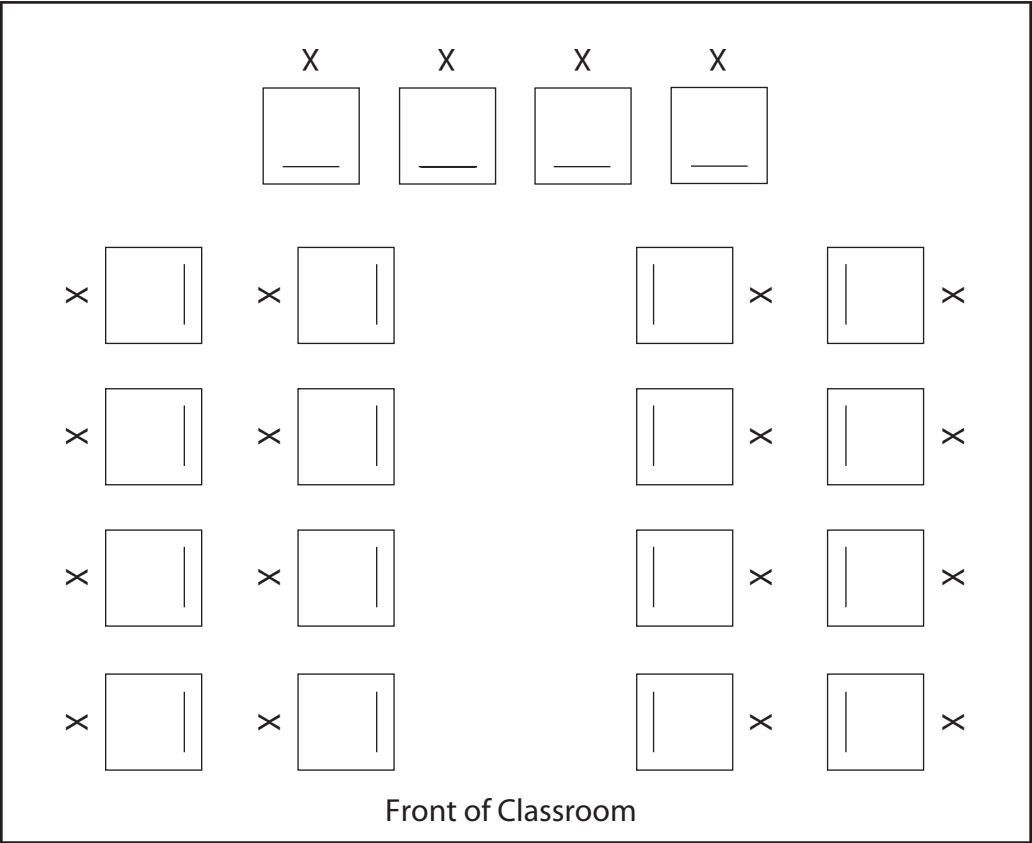
1. Before the simulation is conducted, it is best if students have been given a basic introduction to the writing systems used by ancient civilizations.
2. Encourage students to be creative and not limit themselves to the conventions of existing writing systems.
3. Make sure ample time is allowed for students to develop their writing systems, because this is the hardest part. Be prepared to give a few examples of real or imaginary writings if necessary.
4. Remind students not to make the writing systems too complicated. They are not expected to develop an entire language and must work within the time constraints allowed.

- 5. Try to get a good mixture of creative and writing abilities within each group to make the group process flow better.
- 6. Monitor the progress of each group and provide help as needed.

Debriefing

- 1. Was it harder or easier than you thought to develop your own writing system?
- 2. How do you think this experience compares with the experiences of real archaeologists and epigraphers when they decode a new language for the first time?
- 3. Why do you suppose new writing systems were invented? Why do you think there are so many different languages and writing systems in the world?
- 4. How are our writing systems different from those an archaeologist might find when excavating an ancient culture?
- 5. Why are new writing systems still being invented today? Do you think anyone might develop a new one in the future?

Seating Chart



Lesson 3

The Mesopotamian Trade Game

Objective

- To appreciate the value of trade commodities in the development of early civilizations

Duration and Complexity

- 1–2 class periods
- Level 4: Above average

Materials

- A copy of the **The Mesopotamian Trade Game** for everyone
- A copy of the **Civilization Advancement Requirements Record Sheet** for each group
- **Mesopotamian Trade Game Cards** for each city-state for the first round of play

Procedure

1. Divide up the class into the seven social groups, one for each city-state. Hand out to each group a copy of the **The Mesopotamian Trade Game** and **Civilization Advancement Requirements Record Sheet**. Then distribute the starting **Mesopotamian Trade Game Cards** to each city-state for the first round of play. Each city-state begins the game with one of each of the trade goods it produces and must trade for other cards that they need.
2. Appoint a few students to help with distributing pieces and selling civilization advancements. You may make cards simply by writing the name of each advancement on several 3x5 cards or by just keeping a tally sheet for each group as they buy each advancement. Use the **Civilization Advancement Requirements Record Sheet**.
3. Conduct several rounds of negotiating and acquisition of civilization advancements according to the rules on the student handout.
4. Stop the simulation when a winner has been determined and conduct the debriefing.

Teacher Recommendations

1. Before the game is played, it is best if students have been given a basic introduction to the culture of Mesopotamia in a prior lesson or lessons.
2. Remind students to keep within the time period. The trade goods and civilization advancements may not seem like a big deal today, but they were very new and important at the time. Students may not try to introduce technology or trade goods to the game that did not exist in that time and place.
3. Have each team keep a record of their civilization advancements each turn so that play may be resumed at the next class period.
4. Watch out for cheating. It may be tempting for teams to steal pieces from another city-state or claim that they have an advancement that they don't.
5. If the class is more advanced or if time permits, the teacher may wish to introduce the optional rules for combat. If they are used, the teacher must decide which team is the attacker and which is the defender in each round of combat. If it seems that both teams declared war at the same time, roll a die and the highest number gets the initiative and gets to be the attacker.

Optional Combat Rules

One city-state attacks another in attempt to steal trade cards. Roll a die and these are the results:

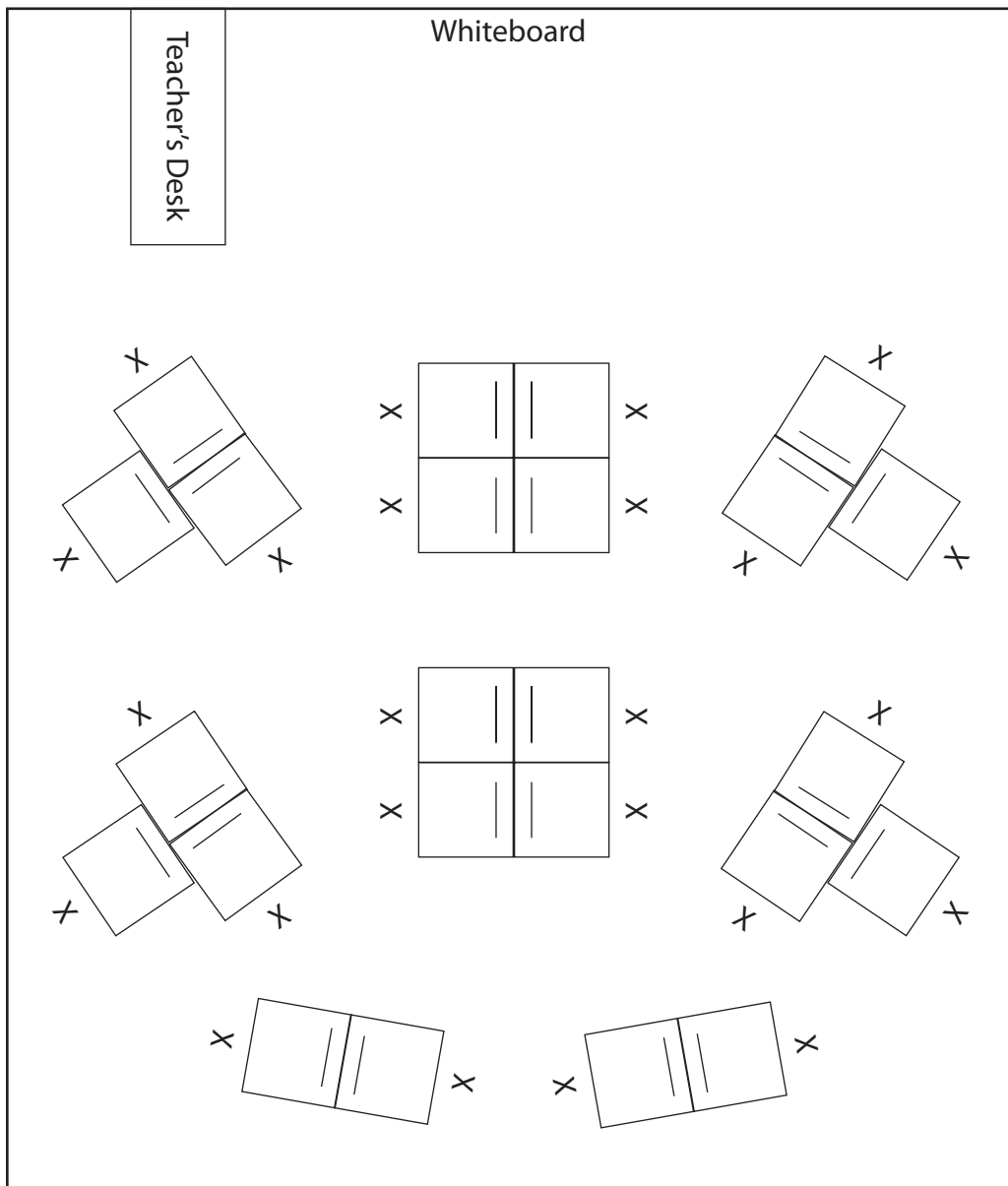
- 1-no effect
- 2-attacker returns one trade card of his choice to the teacher
- 3-attacker gives one trade card of his choice to the defender
- 4-defender gives one trade card of his choice to the attacker
- 5-defender returns one trade card of his choice to the teacher
- 6-both attacker and defender lose one trade card of their choice to the teacher

Debriefing

1. Which trade goods or civilization advancements were most important to building your city-state and why?
2. Isn't it interesting how simple life was in early times? What kinds of trade goods and civilization advancements were missing from that time period when compared with other times and regions?

3. Why do you suppose that these trade goods and civilization advancements were so important to building a city-state at that time? Would these same trade goods and civilization advancements be equally as important at a later time?
4. Would these same trade goods and civilization advancements be equally as important to building a city-state or an empire at another place?

Seating Chart



Lesson 4

Monument to a Pharaoh Competition

Objective

- To develop teamwork and recognize the significance of ancient monuments

Duration and Complexity

- 1–2 class periods
- Level 3: Average

Materials

- Scratch paper
- Pens and pencils
- Egyptian art books
- One copy of the **Monument to a Pharaoh Proposal Worksheet** for each group

Procedure

1. Break the class into 3 or 4 teams. Teams submit competitive bids for the finest monument to a pharaoh. The monument must reflect his grandeur, accomplishments, religion, etc. Plans must include a description of the monument, materials and workers needed, and its location. Distribute one copy of the **Monument to a Pharaoh Proposal Worksheet** to each group
2. Assign a smaller group to represent Pharaoh's advisers. They will choose the best proposal.
3. Conduct the debriefing.

Teacher Recommendations

1. Before the simulation is conducted, it is best if students have been given a basic introduction to the ancient monuments of the Egyptians including their purpose, design, and construction.
2. Encourage students to be creative and not limit themselves to copying existing monuments. They may use a little artistic license as long as their design is within the technology and style known to the Egyptians.

3. Make sure ample time is allowed for students to develop their monuments. Have lots of samples of Egyptian art in the classroom to provide inspiration.
4. Remind students not to make the monuments too complicated. They are not expected to develop an entire burial complex and must work within the time constraints allowed.
5. Try to get a good mixture of creative and writing abilities within each group to make the group process flow better.
6. Remind the students playing the role of the pharaoh's advisers that they are not judging the quality of the art alone, but the quality of the entire proposal.
7. Monitor the progress of each group and provide help as needed.

Debriefing

1. How did it feel to develop your own monument? Was it harder or easier than you thought?
2. How did this experience compare with the difficulties that early civilizations faced when developing their own monuments?
3. Do you think that archeologists go through a similar experience when uncovering a new monument for the first time?
4. How are our monuments different from those an archaeologist might find when excavating an ancient culture?
5. Why do you suppose the Egyptians chose to commemorate their kings in this way? What kinds of people are memorialized today?

Seating Chart

Pharaoh's Advisers

X

X

X

X

X

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Lesson 5

Colonies of the Ancient Mediterranean

Objective

- To trace the settlement patterns and rivalries among early Mediterranean civilizations

Duration and Complexity

- 1–2 class periods
- Level 4: Above average

Materials

- One copy of the **Colonies of the Ancient Mediterranean Game** and **Sample Turn** sheets for each player
- One copy of the **Ancient Mediterranean Map, Die Roll Charts, Colonial Record Sheet**, and a six-sided die for each group
- Starting **Colonies of the Ancient Mediterranean Playing Cards** for each nation
- A map of the ancient Mediterranean should be visible to all on a display copy, map, or textbook at each student's desk

Procedure

1. Divide up the class into the seven groups, one for each colonizing nation. Give each student a copy of the rules. Give each group one each of settlers, traders, raiders, and gold unit cards for the first round, a **Colonial Record Sheet**, and a 6-sided die. Be sure they all have access to a map of the ancient Mediterranean.
2. Appoint a few students to help with distributing pieces and collecting them as they are played.
3. Conduct several rounds of acquisition of colonies according to the rules on the student handout.
4. Stop the simulation when a winner has been determined and conduct the debriefing.

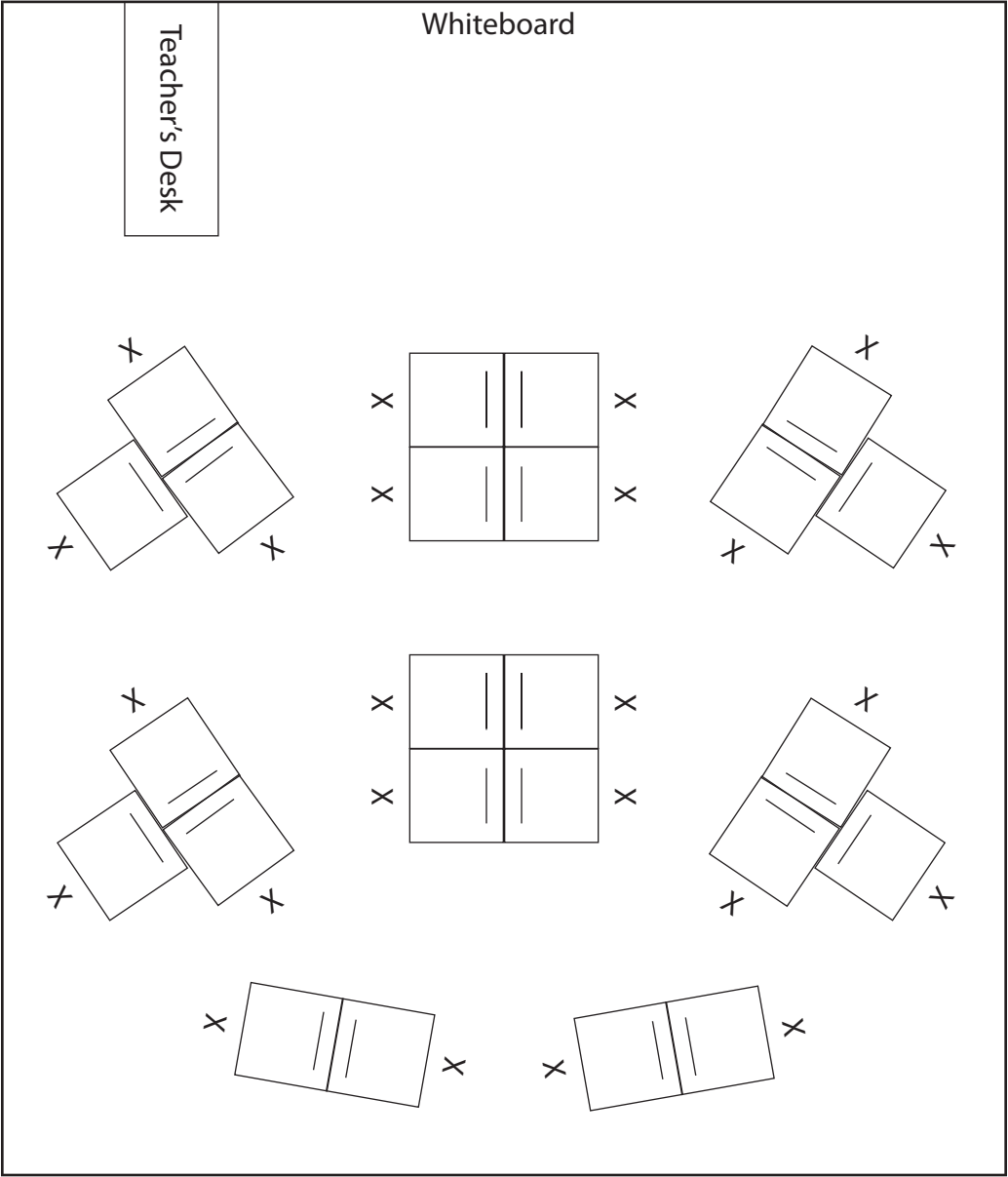
Teacher Recommendations

1. Before the game is played, it is best if students have been given a basic introduction to the cultures of the ancient Mediterranean in a prior lesson or lessons.
2. Remind students to keep within the time period and that they may not try to introduce technology or colony sites to the game that did not exist in that time and place.
3. Have each team keep a record of their colonial settlements each turn on the **Colonial Record Sheet** so that play may be resumed at the next class period.
4. Watch out for cheating. It may be tempting for teams to steal pieces from another nation or claim that they have a colony that they don't.
5. If two or more teams claim a colony site on the same turn, then combat between them occurs. The teacher must decide which team is the attacker and which is the defender in each round of combat. If it seems that both teams declared war at the same time, roll a die, and the highest number gets the initiative and gets to be the attacker. If more than one nation challenges the attacker for a colony, then they must roll against each defender in turn. Only if they survive each challenger may they settle the site.
6. If a team runs out of gold due to unsuccessful expeditions, you may give them another gold unit card for the next turn.
7. If a team is forced to skip a turn, they miss the chance to send out an expedition in the next turn.

Debriefing

1. Why did your civilization choose the settlement sites that it did? Would you choose differently if you had the chance to play the game over?
2. Which strategy worked best—sending traders, raiders, or settlers?
3. Why was the competition for new colonies so intense in this region?
4. Would the competition for new colonies have been so intense in another region?
5. What happened to the losers in this competition? What happened to the original inhabitants of the areas they settled?

Seating Chart



Lesson 6

A Roman Soldier's Letter Home

Objective

- To use internal and external criticism of a document to recognize anachronisms

Duration and Complexity

- 1–2 class periods
- Level 3: Average

Materials

- A copy of **A Roman Soldier's Letters Home** for each student
- A copy of one of the five **Roman Soldier Letters** for each group
- Writing paper for the individual essays (if necessary)
- Reference books about Roman life would also be helpful

Procedure

1. Define anachronisms and internal and external criticism of a document and give examples from real documents that were later proved to be forgeries, such as Hitler's diaries or the *Donation of Constantine*.
2. Divide up the class into the five groups, one for each soldier's letter. Hand out a copy of a different letter to each group. Hand out a copy of the student worksheet to each student.
3. Have each group carefully examine their letter, discuss it, and make notes about suspected anachronisms on their individual worksheets.
4. Have each group summarize their letter and findings to the class.
5. Assign each student to write their own fictional letter from a Roman soldier containing no anachronisms.
6. Evaluate the students' work to see if they met the objectives of the lesson well.

Teacher Recommendations

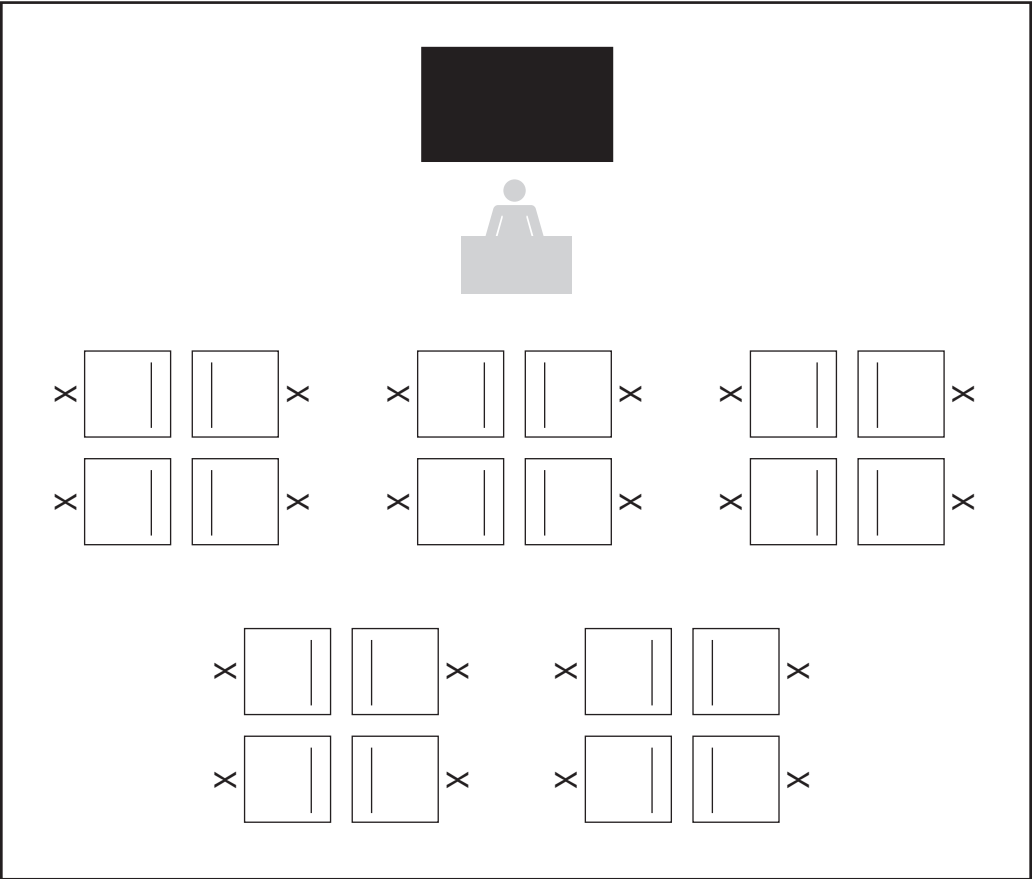
1. This lesson is best used when students have already become familiar with the basics of Roman civilization, not as an introductory activity.

2. Explain to the students that a person can't always believe what he reads. People can, and often do, forge historical documents. Discuss how and why the experts detect fakes.
3. The students are not expected to be experts on Roman life. The anachronisms in these fictional letters range from fairly easy and obvious to rather subtle and specialized. This allows for everyone in a mixed ability group to find something and contribute to the group. It is not necessary for the group to find all of the anachronisms in the document. What is important is that they go through the process together and learn the skills involved.
4. Remind the students that these are fictional letters with many errors and only a few correct facts. Actual forgeries often contain mostly correct information and only a few subtle mistakes.
5. Monitor each group carefully to make sure that everyone is participating, not just a few dominant students. Give help or hints as needed to groups that get stuck.

Debriefing

1. Why would someone go to the trouble to forge a document?
2. Why do experts go to such great lengths to expose forgeries?
3. Why is it so tempting for non-professionals to accept a disputed document at face value? Do people like something new and controversial, or just proving professional historians wrong about something?
4. What other historical documents do you suspect might be forgeries? What would happen if they were exposed as fakes?
5. Actual letters from real Roman soldiers similar to these fictional ones have been found. Why do you suppose that it is so unusual for them to be preserved? Why would they be of interest to historians?

Seating Chart



Answer Keys for the Fictitious Roman Letters

Atticus Publius Cornelius to Minerva

1. The locals did not call themselves Africans. The Romans named the province after Scipio Africanus, one of their conquering generals.
2. Despite common belief, most North Africans are not of darker skin; they were Mediterranean peoples of Caucasian and African descent like the Carthaginians and Berbers.
3. The Roman expeditions into the interior were a bitter failure, causing them to abandon the area as not worth conquering. The desert was not given the name Sahara until the Arabs conquered it much later.
4. The Romans had no knowledge of lands below the Sahara or to the west that we know of.
5. Tea came from Asia and potatoes from the Andes Mountains. Hence they were unknown to the Romans.
6. Spaghetti is a much-disputed topic. Some historians say the Romans had something like it, but most say it did not come along until noodles were imported from China in the Renaissance. Tomato sauce is out of the question, since that was a new world crop! The Romans might have made meatballs, though.

Antonius Florius Mari to Claudia

1. There was no one place called Germany. There were numerous Germanic provinces in the Roman Empire, only some of which contained the name Germania.
2. Romans did not use the Christian calendar. Their years were dated from the rule of the latest consuls.
3. Only some of the Germanic tribes readily accepted Roman rule, according to Tacitus and other Roman writers. They were quick to adopt its customs and eager to settle within the empire, but if that didn't work out they would just as quickly raid it or demand bribes to stay away.
4. The climate was cold and harsh compared to Rome.
5. The Germanic tribes were by definition, barbarians. Tacitus expresses grudging admiration for their advances, but makes no bones about them being inferior to Romans.
6. The Germanic tribes were not ruled by one king. Each tribe elected its own leader based on his reputation as a warlord.

7. The Germanic tribes did not recognize the pope in Rome. The pope in Rome was far from universally recognized in those days, and many Germanic tribes followed the Arian sect when they did adopt Christianity. The very existence of a pope and the origins of his authority were controversial and remain so today.
8. Germanic warriors preferred long swords or spears. They wore little armor because they considered it a sign of cowardice.
9. The lack of faithfulness among the Germanic mercenaries led to the downfall of Rome. Not only did they not keep Rome safe from barbarian invasions, but in their rush to get away from Central Asian barbarians they attacked Rome instead because they perceived it to be weaker. Contrary to popular legend, Rome did not fall at once. The Germanic tribes simply began to carve out territories and call them their own kingdoms because they were tired of not being paid by Rome or because they preferred attacking Rome to facing even tougher barbarians to the East.

Lucius Plinius Felix to Marcella

1. The country was not called France until it became the Kingdom of the Franks after the Fall of the Roman Empire.
2. There were no knights in the medieval sense until the Franks and Normans began using them much later in the Dark Ages. Similarly, castles in the medieval sense were not used until the Normans conquered England. Roman forts were usually made of wood although some stone walls were used in strategic places.
3. Women could not inherit property or be able to run a business as they saw fit. Under the Roman law of *Pater Familias*, men controlled all property and decided the fate of women and children. Marcella would have to remarry or let a male relative decide what to do with her property if Lucius died.
4. There were, of course, no officially recognized saints yet because Christianity was not yet an officially tolerated religion, nor would it be until the Emperor Constantine made it so.

Marcus Trentarius Vello to Priscilla

1. The Roman name for the province was Britannia, not Britain.
2. There were no gold mines in Britannia.
3. The Roman name for the month was not February, nor did they have a Leap Day. That didn't come along until the Gregorian calendar.

4. While some Roman soldiers were conscripted, there was no universal draft in the modern sense.
5. Scotland was hostile territory controlled by the Picts, hence the building of Hadrian's Wall.
6. Tomatoes and pumpkins were native to the New World and were therefore unknown to the Romans.
7. There were no public schools. Only the wealthiest Romans could afford to have slaves to tutor their children. So of course there would be no break for the summer.

Junius Maxilla Valtor to Julia

1. There were no Muslims in Arabia or anywhere else until after AD 610.
2. Camel riding warriors were not common until the time of Mohammed.
3. Romans fought with the *gladius*, a type of short sword.
4. Maize was a New World crop and therefore unknown to the Romans. When they said corn they meant any other grain.
5. Coffee was not discovered by the Arabs until the 800s and unknown in Europe until after the Crusades.
6. Oil was not discovered in Arabia until the twentieth century.
7. There were no redwood forests anywhere in Europe or anywhere else known to the Romans.

Lesson 7

Roman Patronage

Objective

- To teach the chaotic way in which the Romans decided accession to power

Duration and Complexity

- 1–2 class periods
- Level 2: Simple

Materials

- A copy of the **Roman Patronage Simulation** for each student
- A copy of the **Social Group** sheet for each member of the group
- A fake laurel wreath, white robe, or toga to add a little theatrical value to the simulation

Procedure

1. Choose 2 students to be rival emperors and 2 students to be their co-emperor assistants.
2. Divide up the rest of the class into the 4 social groups. Hand out a copy of the **Roman Emperor Election Simulation** to everyone and a copy of the **Social Group** sheet to each member of the corresponding group.
3. Conduct negotiating voting and/or wars according to the rules on the student handout.
4. Stop the simulation and conduct the debriefing.

Teacher Recommendations

1. The students who run for emperor and co-emperor need not be male for the sake of the game because a few of the emperors' mothers or wives seemed to be the real power behind the throne regardless of who held the title. Make up a suitably phony Roman name for the emperors that everyone can find amusing. Roman names always had three parts, like "Ricardus Dominus Jacobus."
2. Try not to lead the students too much as to what they should demand from the emperors or what to do with an emperor they don't like. Let them be creative and explore the options for themselves.

3. Remind the social groups that they cannot ask for something that didn't exist in Roman times like guns, electricity, or equal rights for women.
4. Explain to the students that the Romans did not, strictly speaking, vote for their emperors. This simulation is a rough approximation of the Roman system of political patronage, where leading politicians or generals would compete for control of Rome by establishing a complex network of alliances and support by promising favors and money to those who were loyal to their faction.
5. If an emperor is crowned, ham it up—give a laurel wreath and have everyone say “Hail Caesar!” loudly three times. If he or she is assassinated, act it out and have the student immediately return to his or her seat. This may shock students when they find out how easy it is to get rid of somebody, but explain to them that this was common in Roman times and go on with the game. After a while, either a strong emperor will emerge, or the situation will degenerate into anarchy. Stop the simulation and proceed to the debriefing.
6. If any candidate or social group declares a rebellion or civil war, simply take a fresh count of actual armies pledged to each candidate at that moment and write the totals on the board. Eliminate an equal number from each side until one or the other candidate prevails. In the event of a tie, the empire goes into a chaotic year of interregnum until the crisis can be resolved. In other words, start a new turn by going through the negotiations and voting phases again. If a social group withholds its armies from both candidates for emperor, it is possible for them to raise an independent army and fight against one or more candidates or other social groups. If they are victorious, they appoint one of their own as emperor and deal with the losers in any way that they wish.

Debriefing

1. How orderly was the transfer of power from one emperor to the next? How easy was it to get power? How easy was it to hold onto it?
2. Why did the Romans use such a crazy system to choose their leaders? Was it only because of their pledge to never live under a hereditary monarch who could become a tyrant? Why didn't they just stay with the government of the Republic?
3. How would these power struggles affect the stability of the empire? Do you think they contributed to its fall? Do you think Rome would have lasted longer if they had come up with a better system for succession?
4. How is our government like that of Rome, and how is it different?

Seating Chart

Emperors and Co-emperors

X

X

X

X

Roman Army

X

X

X

X

X

X

Senators

X

X

X

X

X

X

Provincial Leaders

X

X

X

X

X

X

Barbarians

X

X

X

X

X

X

Lesson 8

The Mandate of Heaven: A Chinese Dynasty Game

Objectives

- To understand the challenges faced by a typical Chinese dynasty
- To better appreciate why dynasties rose and fell over time

Duration and Complexity

- 1–2 class periods
- Level 2: Simple

Materials

- A copy of the **The Mandate of Heaven: A Chinese Dynasty Game** and **Random Events Charts** for each group
- A sufficient amount of **Chinese Dynasty Game Cards** to use throughout the game
- At least one six-sided die and **Bonus Resource** cards for each group

Procedure

1. Divide up the class into 3–5 teams.
2. Distribute the rules, dice, charts, and 5 bonus resource cards to each team.
3. Explain the rules and allow each team to play its own game independently at the same time.
4. Monitor the games to prevent cheating and to assure the students are on task.
5. Determine a winning team.
6. Conduct the debriefing.

Teacher Recommendations

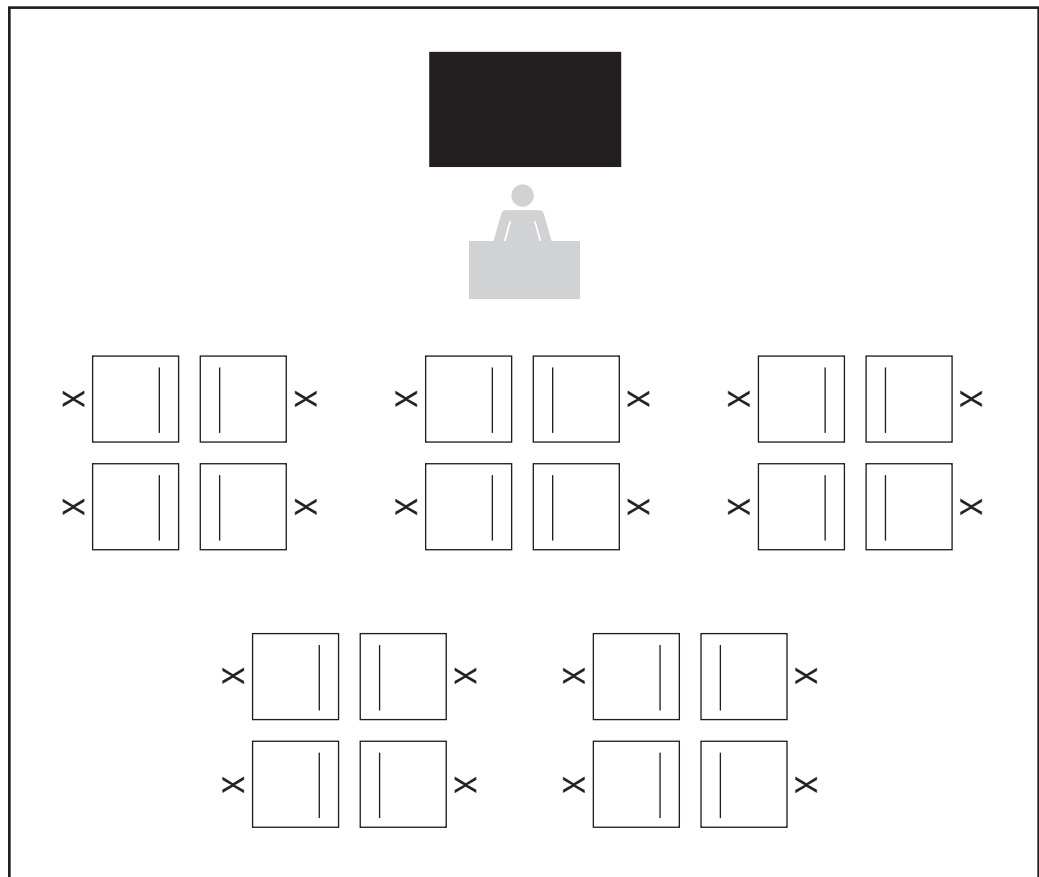
1. This simulation is best used after students have already been given a basic introduction to the Chinese dynastic cycle and the concept of the Mandate of Heaven, but it can also be used to introduce the subjects.
2. Actively monitor the game to see if the students are following the rules and understand the concepts.

3. If desired, follow up with an evaluation, such as a quiz or a brief writing assignment, about what the students learned from the game. Check for inaccuracies and incompleteness. When grading, take off points for anything incomplete or not fully explained.

Debriefing:

1. How hard was it to prepare for the events that occurred to your dynasty?
2. What would you have done differently if you had the chance to play this game over?
3. How did the events that happened to your dynasty compare with real Chinese dynasties from different time periods?
4. Why do you suppose that the Chinese eventually overthrew their monarchy in the Chinese Revolution?
5. Do you think that China will ever return to a monarchy?
6. What other forms of government have they tried?
7. As you have seen, it is difficult to rule such a large country. Do you think that China will ever be divided or expand?

Seating Chart



Lesson 9

Make Your Own Illuminated Manuscript

Objective

- To experience the difficulty in making a handwritten book
- To appreciate how important these texts were in the development of Western civilization

Duration and Complexity

- 1–2 class periods
- Level 2: Simple

Materials

- Scratch paper
- Pens and pencils
- Medieval art books and documents to be copied, such as the Holy Bible or other important documents
- One copy of the **Make Your Own Illuminated Manuscript** worksheet for each group

Procedure

1. Break the class into 4 teams. Each group will design its own illuminated manuscript.
2. The class will evaluate the advantages and disadvantages of a hand written book.
3. Conduct debriefing.

Teacher Recommendations

1. Before the simulation is conducted, it is best if students have been given a basic introduction to the copying and preservation work done by medieval monks.
2. Depending upon the level of your group and the amount of time, either have the students research documents that were important to the monks or provide them for the students. Suggestions include the Holy Bible, medieval chronicles, treaties, or translations of important ancient documents. There are plenty of free websites where you can find the


King James Version of the Bible. For other medieval sources try <http://www.fordham.edu/HALSALL/sbook.html>, <http://www.lib.byu.edu/~rdh/eurodocs/medren.html>, or many others available on the web for teachers. Just remember to keep the excerpts short so that the students can complete the assignment within a reasonable amount of time.

3. Encourage students to be creative and not limit themselves to the conventions of medieval manuscripts. They must not introduce any anachronisms to their transcriptions or illustrations however. The students must use hand-drawing tools only. No computers or modern mechanical devices are allowed during this exercise.
4. Make sure ample time is allowed for students to develop their illuminated manuscript, because this is the hardest part. Be prepared to show a few examples of real illuminated manuscripts if necessary.
5. Remind students not to make the illuminated manuscripts too complicated. They are not expected to develop an entire book and must work within the time constraints allowed.
6. Try to get a good mixture of creative artistic and writing abilities within each group to make the group process flow better. You may wish to assign roles such as artist, calligrapher, layout artist, editor, etc. If your groups seem too large, you can double up on these roles or divide into smaller groups with more documents (if you can manage that many groups).
7. Monitor the progress of each group and provide help as needed.

Debriefing

1. How did it feel to develop your own illuminated manuscript? Was it harder or easier than you thought?
2. How did this experience compare with the way in which monks and their work are portrayed in the movies?
3. What precautions did you take to verify the accuracy of the text? Do you think that monks used similar methods when transcribing and illuminating manuscripts?
4. How were your materials different from those a monk might have used?
5. How are today's books different from those made by monks?

Seating Chart



X	X	X		X	X	X
X	X	X		X	X	X

X	X	X		X	X	X
X	X	X		X	X	X

Lesson 10

Crusader Job Interview

Objectives

- To gain appreciation for the motivation for and difficulties of conducting the Crusades
- To practice job interview skills for real life application

Duration and Complexity

- 1–2 class periods
- Level 3: Average

Materials

- Copies of the **Crusader Job Interview** sheet for everyone
- Writing paper for the individual essays if necessary

Procedure

1. Divide up the class into pairs.
2. The student pairs then choose from among the interview questions on the student handout together to conduct a mock interview of a crusader candidate. Do as many questions as time permits, but a minimum of ten questions are needed for a good interview.
3. Conduct the mock interviews in class.
4. Afterward, the interviewee submits a one-page essay on why he or she wants to join this crusade, and the interviewer writes a one-page essay to the lord on why the candidate is or isn't recommended for the crusade.
5. Conduct the debriefing.
6. Evaluate students' essays based on completeness and understanding of the motivation for and difficulties of conducting the Crusades.

Teacher Recommendations

1. This simulation is best used after students have already been given a basic introduction to the Crusades. If necessary, spend a day before the simulation doing some research and preparation.

2. Actively monitor students' discussion to see that they are not introducing anachronisms into the interviews.
3. Stress to students the importance of thinking as people would have thought in the late Middle Ages. Tell them not to insert their own modern ideas of what is right. They must be faithful to the role they are playing, even if they disagree with the views of the group they are representing. Today the Crusades are viewed by some as everything from a good intention gone bad, to misguided folly, intolerance, or even an atrocity similar to a genocide. Keep in mind that at the time, they were almost universally accepted in Western Europe and their popularity exceeded even the wildest dreams of Pope Urban II who called for them.
4. Remind students that these interview questions are based on those often used in interviews today. Real crusaders did not conduct modern interviews, of course, but there were sometimes interviews from Church officials before they would grant the indulgence for forgiveness of sins for pilgrims. Of course, there was nothing to stop someone from going on a crusade without one, and many did. The questions also reflect a degree of planning and forethought that was lacking among the real crusaders, and that goes a long way towards explaining why they failed.
5. Review students' written responses before they turn them in. Check for inaccuracies and incompleteness. When grading take off points for anything incomplete or not fully explained.

Debriefing

1. Which interview questions did you like the best? Which questions did you like the least? Why?
2. Was it difficult for the interviewees to answer any of the questions? Why?
3. Did the interviewers think of any interesting follow up questions of their own?
4. How did the motives for going on a Crusade differ among pilgrims, warriors, and merchants? Why did so many people from different backgrounds and nations go on the Crusades?
5. Real crusaders did not conduct modern interviews, of course, but there were sometimes interviews from church officials before they would grant the indulgence for forgiveness of sins for pilgrims. How would a modern interview differ from these mock interviews that you just conducted?

- 6. Knowing what you do now, why do suppose it didn't occur to the crusaders to anticipate these challenges better than they did? What does it tell you about human nature and the difficulty of such a large, multinational undertaking?
- 7. What were some of the long-range consequences and effects of the Crusades? Do some of these still have ramifications today? How would the Crusades be viewed in the lands that were invaded?

Seating Chart

Front of the Room

<div><div></div></div> <div>X</div>	<div><div></div></div> <div>X</div>	<div><div></div></div> <div>X</div>	<div><div></div></div> <div>X</div>	<div><div></div></div> <div>X</div>	<div><div></div></div> <div>X</div>
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Two by Two

Lesson 11

Castle Designer

Objective

- To understand the offensive and defensive strategies used in castles in Europe in the Middle Ages

Duration and Complexity

- 1–2 class periods
- Level 3: Average

Materials

- Drawing materials
- Paper
- Reference books or media about medieval castles

Procedure

1. Have the class watch a film on castle building, such as David Macaulay's *Castle* or a historical drama featuring a siege upon a castle. For suggestions on medieval movie titles, see *The History Teacher's Movie Guide* by Magnifico Publications. The teacher should point out which elements of the castle were designed for offense and which were designed for defense. Discuss the various strategies and counterstrategies used during a siege.
2. Divide up the class into pairs of students. Each student then designs his or her own castle, carefully labeling the purpose of each defensive and offensive feature. (*Note: castles may not include anachronistic elements that were not within the known technology of the Middle Ages. Sorry, no laser canons, electric fences, or moats stocked with piranhas may be included with castle designs, for example.*)
3. Have the students switch castle designs with a partner. First one student assumes the role of attacker and describes how he or she would attack their partner's castle. Then their partner explains what countermeasures the defenders would take to defend the castle. Then the students switch roles. The attacker now becomes the defender and vice versa. Each offensive tactic must be countered with a defensive one. Continue until each student has explained at least five offensive and defensive measures they would use to defend his or her castle.

4. Stop the simulation shortly before the end of the period.
5. Conduct the debriefing.

Teacher Recommendations

1. This game is best played after the class has already been given an overview of medieval warfare, feudalism, and why castles were important.
2. It may be helpful to place a poster or other visual aide labeling the parts of a castle at the front of the room or on a handout for all to see.
3. It is not important that students memorize the technical terms for castle architecture, merely that they can explain the function of their design elements.
4. It is not important that the designs have great artistic merit. They can be rough sketches and drawn from any perspective as long as the parts of the castle are clearly visible and explained with accompanying notes.
5. For lower level students, you may need to give them a ready-made castle design that is already labeled with a few common defenses. For enrichment, you may wish to have students build a three-dimensional castle out of building bricks, sugar cubes, or have them design it on a computer-aided design program.
6. Another high interest activity that can be done as a follow up to this lesson is to have a wargaming hobbyist bring in a model castle with miniature soldiers, siege equipment, etc., and demonstrate how a historical miniatures battle game works. If your guest speaker is willing, perhaps the students could even play a few rounds using simplified rules. Just be sure that you keep an eye out so that no damage or theft occurs to the hobbyist's miniatures.

Debriefing

1. Why were castles built?
2. What functions did they serve?
3. Did it seem like there was a good response for every strategy that you had? Why do you suppose this is true?
4. Were all of the strategies that you used in the game used in real life? Were there others used that no one in your class tried?
5. What other forms of castles were built in other parts of the world?
6. Why did castles become obsolete?
7. Why are their remains still preserved and visited today?

8. What kinds of defenses does the military use today that are similar to the kinds used for castles?

Seating Chart

Front of the Room					
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Lesson 12

Medieval Conversation

Objective

- To think in the medieval mindset and stimulate good critical thinking and discussion

Duration and Complexity

- 1 class period
- Level 2: Simple

Materials

- A copy of the **Medieval Conversation** sheet for everyone

Procedure

Though not a simulation in the strictest sense, this activity is best done in pairs so that students can bounce their ideas off one another. Hand out a copy of the **Medieval Conversation** handout to each student. Have the students discuss the words and phrases and circle or underline those which would have been unknown or not used in the Middle Ages.

Teacher Recommendations

To answer a common student question: “No, you can’t just circle every word!”

Debriefing

Go over the list and explain which things were not in existence in the Middle Ages. This includes inventions, unknown places, or figures of speech. This will lead to a very lively discussion of just what was known at that time. Do some research on the etymology of words like “okay” and “good-bye,” for example. Foods can lead to a good discussion of medieval trade routes and what items were later introduced from the Arabs or America.

Answer Key for the Medieval Conversation

Most of this will be obvious to you, the teacher, but a lot of it will be new to your students. Can you catch anything else not listed below?

1. “Hello” is, of course, modern. Some etymologists think it was originally “hail to you.”
2. The title “Mr.” wouldn’t have been used—perhaps Master or Squire.

3. Weekends didn't exist until American labor unions acquired that right in the twentieth century.
4. "Okay" is an American phrase of debated origins.
5. Surfing was invented in Hawaii, a place unknown to Medieval Europe.
6. Santa Cruz had not yet been discovered in the Middle Ages
7. Cars and highways are, of course, modern inventions.
8. Restaurants grew out of the courts of Renaissance princes whose feasts grew so elaborate that multiple servants and menus became necessary. It wasn't until travel increased in the Renaissance that inns began to offer anything close to what we think of as modern.
9. "Terrific" once meant literally "inspiring terror," and would not have been used in a positive sense.
10. "You bet," a bit of American gambling slang, wasn't used until the eighteen hundreds
11. Dieting was virtually unknown until the health movement of the nineteenth century grew out of increased medical knowledge.
12. Cola is made from cola nuts, which originated in Africa. The drink didn't come along until 1887.
13. Vegetarianism derives mostly from certain types of Hinduism. Most Europeans had no contact with India.
14. Modern pizza would have been impossible without the pepper and the tomato, both from the New World.
15. Hamburgers are American from about 1912, and there would be no American cheese without an America!
16. Iced drinks go back to the Romans, but only as a luxury for the rich who could send a servant to a mountain for ice!
17. "How's things?" is a modern phrase that first became popular after World War II.
18. Tea, sugar, and lemons came from Asia.
19. Roller skating waitresses are from the 1950s in America.
20. Divorce was practically unheard of in the Middle Ages.
21. Nearly everyone in Europe was a Catholic in the Middle Ages. Martin Luther didn't come along until 1483.
22. "That's the pits" is American slang from the 1970s.

23. Cinnamon is from Asia.
24. Credit cards were not invented until the 1950s.
25. Dollars are from the German *thaler*, a crown coin minted since the Middle Ages. The American dollar was first minted in 1787.
26. The cash register is also a modern invention—1879.
27. The radio was invented in 1906.
28. Some say rap began in the 1960s in New York City. Various other dates and places are also claimed.
29. American football was developed in the 1880s.
30. Manned flight in various forms began as early as the 1700s.
31. Sigmund Freud, the famed psychiatrist, began his publishing career circa 1900.
32. *Ciao* is an Italian word that didn't make its way into American slang until Italian films became popular in the 1950s.
33. Patronymic names such as Jones came from "son of John" and occupational names such as Smith first developed in the Middle Ages, but the combination of first and last names in the present form didn't become common until overseas traveling and printing developed in the Renaissance.
34. The truncating of phrases such as "See you later" began in the 1980s and continues with evermore clipped phrases being created in the foreseeable future.

Lesson 13

Christopher Columbus Trial

Objective

- To appreciate the controversies surrounding the life of Columbus and how they have affected his legacy to this day

Duration and Complexity

- 2 to 3 class periods
- Level 5: Complex

Materials

- One copy of the **Christopher Columbus Trial Simulation** handout per student
- A copy of the **Witness for the Prosecution 1–5** or **Witness for the Defense 1–5** handouts for each witness and his or her lawyer
- **Sources for Further Study** handout (optional)

Procedure

1. Choose a very brave volunteer (one with a dramatic flair if possible) to represent Columbus. You may wish to pick a gifted student to research Columbus in advance so that he can answer more elaborate questions.
2. Decide whether the judge will be played by a leading student or the teacher.
3. Divide the rest of the class into five groups:
 - A. Witnesses for the prosecution
 - B. Witnesses for the defense
 - C. 5 lawyers for the prosecution
 - D. 5 lawyers for the defense
 - E. The jury (9–12 members)
4. Begin by having the person playing Columbus, the witnesses, and their lawyers read their depositions and conduct further research (if necessary) to get more familiar with their character.
5. The lawyers then draft a series of questions they will use for their witnesses.
6. The lawyers rehearse the questions they will use with their witnesses to prepare how the witness will respond.

7. Conduct the trial with modern methods of questioning and cross-examination, but explain that the actual trials were quite different in those days. In the actual hearings, recorded as the *Pleitos Colombinos* (Columbian Lawsuits) by historians, Columbus himself was not actually on trial. His heirs were appealing to the Crown for a restoration of his rights, titles, and privileges, particularly that of Viceroy over all of the lands that he discovered and those adjoining them, with their accompanying revenues. Countersuits were filed by the Pinzón family and other witnesses who claimed that Columbus did not deserve credit for the discoveries. The proceedings dragged on for years to no one's satisfaction. Eventually, years after Columbus' death, his heirs were forced to agree to a settlement whereby they accepted title to a tiny portion of the vast lands discovered by Columbus, a small annuity, and the right to use the title "Admiral of the Ocean Sea" and other minor titles. For more information, see the article about the *Pleitos* in the **Sources for Further Study** handout.
8. After questions have been asked about all of the charges by both the prosecution and the defense, the jury asks for any points of clarification and then meets privately to vote on whether Columbus should be convicted separately on each charge or not. They may then suggest an appropriate punishment, such as stripping him of his titles, rewards, etc. Note that Columbus may only be sentenced to death if the charge of treason is proved.

Teacher Recommendations

1. Keep the objections to a minimum as it ruins the authenticity and flow of the trial.
2. To add more realism, you as the teacher can play the role of the king of Spain (even though he might not have been present) and conduct the trial under the assumption that the defendant is guilty until proven innocent, as was the way of monarchs in those days. You can show very obvious bias and a will to convict. This will surprise students, but tell them, "We are the King, and we can do whatever we want."
3. Remind your students that this trial never actually took place. Some of these people could not possibly have been present at the time of the trial. The depositions that follow are merely based on what they have said in their writings or what others have said about them. They are not direct quotations. They are approximate summaries of their views based on the closest reading of the historical sources possible. It was also necessary to paraphrase their words in order to make them more easily understandable to the modern reader and to have a concise document for the purposes of this simulation. The author has tried to be as faithful to their original ideas as possible. For further research, consult the **Sources for Further Study** handout.

4. Remind the jury that they represent the Council of the Indies, a group of nobles appointed by the king to administer the colonies and to supervise their exploration and development. Their primary interest is to see that law, order, and prosperity are restored to the colonies as quickly as possible. (In the actual proceedings, they were decidedly biased against the heirs of Columbus and dragged out the settlement as long as possible, hoping that the parties would give up. In the meantime they were free to give the titles and income from the colonies to whomever they wished).
5. You will notice that the charges of Columbus being a genocidal maniac or the sole founder of the slave trade in the Americas are conspicuously absent from this simulation. That is because they are based on rather poor modern scholarship that deliberately ignores any historical source that had anything positive to say about Columbus. Just as past generations glossed over the faults of Columbus in order to build a cult of hero-worship around him, some scholars today refuse to see any admirable traits in the man to further their political agenda. It is important to teach students that most historical figures had good and bad behaviors and characteristics and that to oversimplify them as all good or all bad is simply not being a good historian. It is not fair to single-handedly blame Columbus for all the sins of the explorers and conquistadors, nor is it accurate to portray him as a flawless hero or saint.
6. For lower level students, it may be necessary for the teacher to script the questions and answers used by the lawyers and witnesses. Try to have the students come up with some of their own questions, however.

Debriefing

1. What did you learn about Columbus that you did not know before?
2. In the actual trial of Columbus, only the witnesses against Columbus were allowed to speak and modern methods of cross-examination and rules of evidence were not used. Why do you suppose that this was done? How did it affect the outcome of the trial and Columbus' fortunes?
3. How has the legacy and image of Columbus changed over time and why?
4. Why is it that the negative impression of Columbus dominates most treatments of Columbus these days? Are these accounts truly fair and unbiased?
5. If the judge ran the court in a more traditional fashion, use these questions: What surprised you about the way this trial was conducted? What words would you use to describe it? Unfair? Fixed? Kangaroo Court? Why do you suppose the king acted this way? How was this different from a modern court?

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						Prosecution

These are a series of interesting critical thinking questions that encourage students to think about the possibilities of alternative outcomes in history and their consequences. These questions may be used to supplement the simulations in this book, evoke student participation during a lecture, begin a class discussion or debate, or as writing prompts for journals or essays. These questions could also be used in a teacher-moderated exchange between two classes on campus or in a discussion forum on the teacher’s website.

Ancient History Questions

1. What if the cradle of western civilization had been in Europe?
2. What if the cradle of western civilization had been in Africa?
3. What if agriculture had never been invented?
4. What if cities had never been invented?
5. What if the alphabet had never been invented?
6. What if writing had never been invented?
7. What if monotheism had never been invented?
8. What if Moses had never lived?
9. What if Jesus had never lived?
10. What if the scientific discoveries of the Greeks had continued?
11. What if Socrates had never lived?
12. What if the Greek city-states had united?
13. What if Alexander the Great had never lived?
14. What if Alexander the Great had not died young?
15. What if Alexander the Great had reached China?
16. What if Alexander the Great had turned westward instead of attacking the Persian Empire?
17. What if Caesar had never lived?
18. What if Caesar had been killed in battle in Gaul?
19. What if Caesar had not been assassinated?
20. What if Augustus had never lived?
21. What if Augustus had lost the civil war?
22. What if Constantine had not moved the capital of the Roman Empire to Byzantium?
23. What if the Roman Empire never fell?
24. What if the Roman Empire had discovered America?
25. What if the Roman Empire had conquered the rest of Africa?

26. What if the Roman Empire had conquered China?
27. What if the Roman Empire had conquered India?
28. What if the Roman Empire had conquered the Germanic tribes?
29. What if the Roman Empire had discovered gunpowder?
30. What if ancient India had been united?
31. What if ancient India did not have a caste system?
32. What if ancient India had recorded history in the same way the west did?
33. What if ancient China had recorded history in the same way the west did?
34. What if ancient China had been a democracy?
35. What if ancient China had an alphabet?
36. What if the horse had not become extinct in North America?
37. What if ancient Americans had discovered metallurgy?
38. What if ancient Americans had discovered the wheel?
39. What if ancient Americans had discovered Europe or Asia?
40. What if ancient Americans had developed nation states?

Medieval Questions

1. What if the papacy had arisen in another city besides Rome?
2. What if the Great Schism had never occurred?
3. What if the Arabs had converted to Christianity?
4. What if the Mongols had never left Mongolia?
5. What if Attila the Hun had never been born?
6. What if Genghis Khan had never been born?
7. What if the Vikings had stayed in America?
8. What if the Vikings had told other Europeans about America?
9. What if the Normans had not conquered England?
10. What if the Vikings had never converted to Christianity?
11. What if the Russians had never converted to Christianity?
12. What if Mohammed had never been born?
13. What if the Mongols had never conquered China?
14. What if the Mongols had conquered Japan?
15. What if the Mongols had conquered Europe?
16. What if the Mongols had remained united?
17. What if the Germanic tribes had united?
18. What if Charlemagne had never lived?
19. What if Charlemagne's heirs had preserved his kingdom?
20. What if the Arabs had conquered all of Europe?

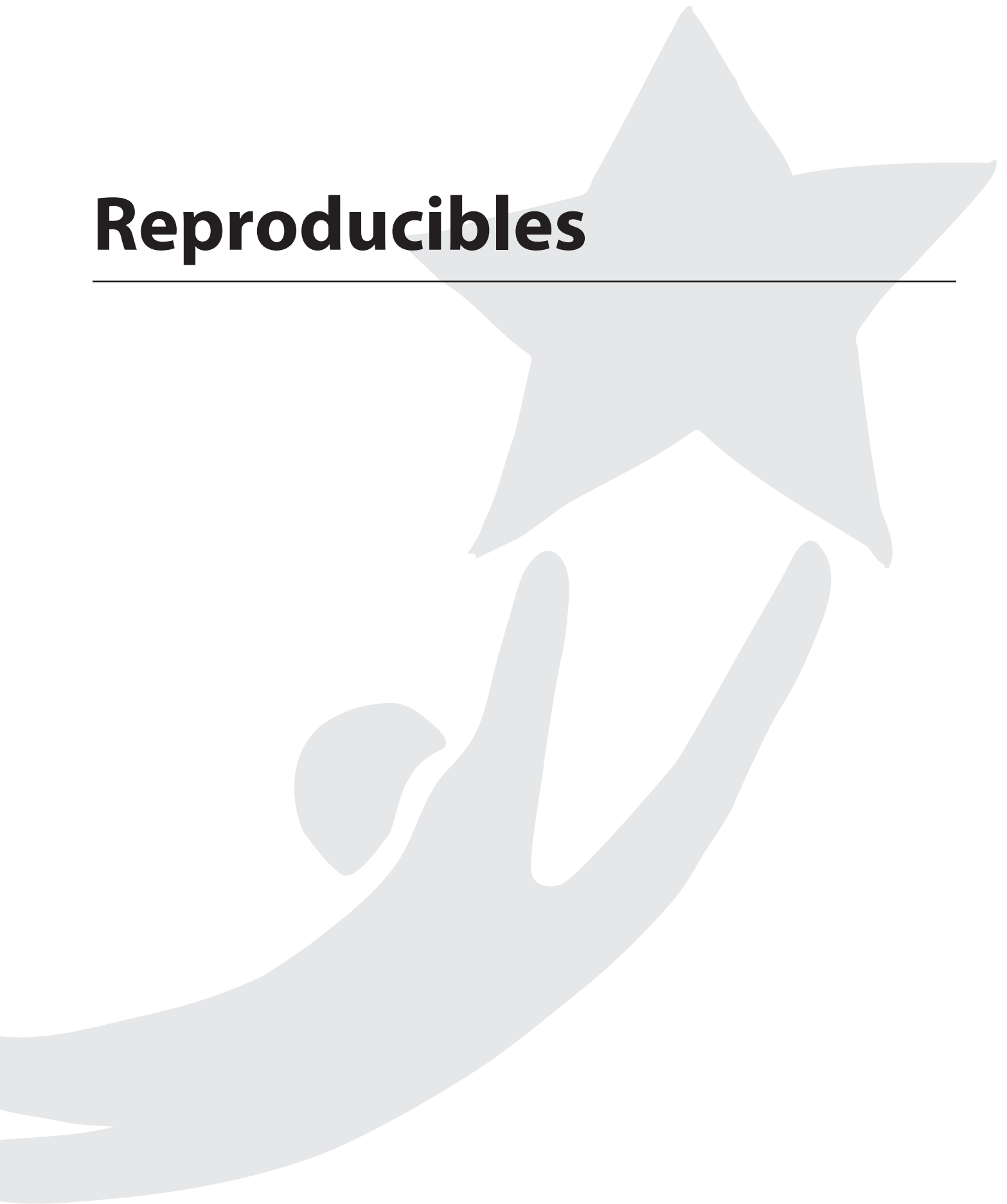
21. What if medieval monks had not preserved the writings of the Greeks, Romans, and Arabs?
22. What if the Mayans had not practiced human sacrifice?
23. What if the Mayans had built a unified empire?
24. What if the Mayans had discovered refrigeration?
25. What if the Japanese had built a unified empire?
26. What if the Tartars had not attacked the Russians?
27. What if the Crusader States had not fallen to the Turks?
28. What if the Jews had been allowed to return to the Holy Land?
29. What if a cure had been found for the bubonic plague?
30. What if the kingdoms of medieval Africa had made wider contact with the Europeans?

Renaissance Questions

1. What if Renaissance Italy had been united?
2. What if the Pope had agreed to Martin Luther's reforms?
3. What if the Byzantine Empire had not fallen to the Turks?
4. What if the Italian explorers had claimed their discoveries for their own countries?
5. What if Germany had united at the same time as England and France?
6. What if Galileo had not gone blind?
7. What if Galileo had been free to publish his ideas about the place of the earth in the universe?
8. What if Leonardo da Vinci had actually built some of the inventions in his notebook, such as the helicopter, glider, or tank?
9. What if Shakespeare had been Polish?
10. What if Lorenzo de Medici had lived after his denunciation by Savonarola?
11. What if Cortes had not conquered the Aztecs?
12. What if the Spanish had discovered gold in California?
13. What if Columbus had given up?
14. What if Columbus had been turned down by the Spanish?
15. What if Columbus had convinced the Portuguese to back his voyages of discovery?
16. What if Columbus had reached Asia?
17. What if Columbus had known he wasn't in Asia?
18. What if Magellan had lived to return to Spain?
19. What if Giovanni Caboto (John Cabot) had survived his second voyage?
20. What if the English or French had never claimed colonies in the New World?
21. What if the Native Americans had been resistant to European diseases?

22. What if the potato had not been discovered in the New World?
23. What if maize had not been discovered in the New World?
24. What if the French or Spanish had conquered all of North America?
25. What if the Scientific Revolution had taken place in China?
26. What if the Chinese had discovered America?
27. What if the Chinese had discovered the printing press with moveable type?
28. What if Henry VIII had been granted a divorce by the pope?
29. What if the Spanish Armada had been victorious?
30. What if Francis Drake had been captured by the Spanish and hanged for piracy?
31. What if the Ivan the Terrible had been able to pick his own nickname to go down in the history books?
32. What if the Council of Florence had succeeded in reunifying the Roman Catholic and Orthodox churches?
33. What if Africans had developed guns before the Europeans?
34. What if King Alfonso's ban on slavery had been enforced throughout Africa?
35. What if there had been no slavery in America?
36. What if tobacco never existed?
37. What if the New World never existed?
38. What if gunpowder had never been introduced to Europe?
39. What if the Inquisition had never been carried out?
40. What if Protestantism had prevailed in Southern Europe?

Reproducibles



Archeological Dig Analysis Record Sheet

Dig site: _____ Date: _____ Period: _____ Class: _____

Names of the people in your group:

Objects Found:

Suspected Use:

What do these objects tell you about the way these people lived?

Writing System Development Sheet

Your task: to create a writing system designed to build a sentence out of the ideograms listed below.

- Step 1: Discuss with your group what your writing system will look like.
- Step 2: Sketch the writing system on some scratch paper until you have agreed upon what it will look like.
- Step 3: Record your ideograms in the space next to each word below.
- Step 4: Construct a sentence using the ideograms you have made for the words below.
- Step 5: Record the advantages and disadvantages of your new writing system below.

Man

Buy

Woman

Sell

Bricks

Ox

House

Gold

Grain

Temple

Sheep

Priest

Build

Offering

Water

God

Pot

Give

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Trilingual cuneiform inscription of Xerxes at Van Fortress in Turkey

Image source: John Hill, (CC-BY-SA-2.5, 2.0, 1.0 via Wikimedia Commons)

The Mesopotamian Trade Game

Object of the game

7 city-states compete for trade to develop their civilization.

Teams

The seven city-states are **Susa, Ur, Babylon, Ashur, Mari, Aleppo, and Carchemish.**

How the game is played

The city-states trade with other city-states to get the products needed to buy civilization advancements. Each specializes in different trade goods it produces:

- Susa: silver and lead
- Ur: pottery and grain
- Babylon: pottery and textiles
- Ashur: building stones and horses
- Mari: wool and bitumen
- Aleppo: bronze and timber
- Carchemish: bronze and gold

Every round of play, each city-state gets one of each of the trade goods it produces. These are represented by game cards. During the second phase of each turn, the city-states trade with each other at 1–1, 2–1, or whatever ratio it takes to get the trade goods they need. In the third phase of each turn, each city-state buys the civilization advancements that they would like. These are recorded on the **Civilization Advancement Requirements Record Sheet**. They may save any unused trade good game cards to trade away or spend the next turn. The city-states try to achieve the highest level in each of six categories: agriculture, city building, warfare, art, writing, and knowledge. In order to achieve these advancements, they must possess the trade goods listed in the charts. Each advancement must be obtained in order from 1 to 6. A city-state may not skip over advancement and buy something of a higher level before they have obtained the one before it. The first city-state to attain level six in all six categories is the winner. If time runs out in the class period, the city-state with the most advancements wins.

Civilization Advancement Requirements Record Sheet

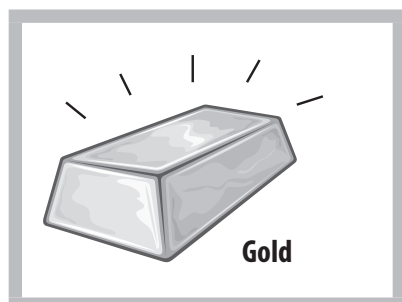
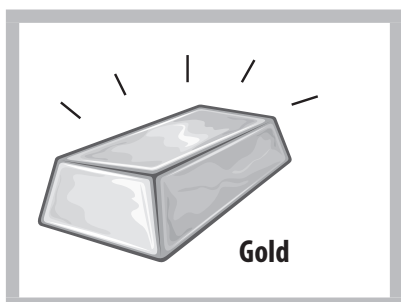
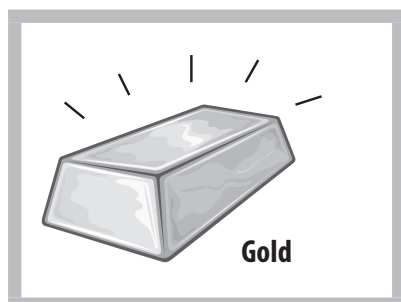
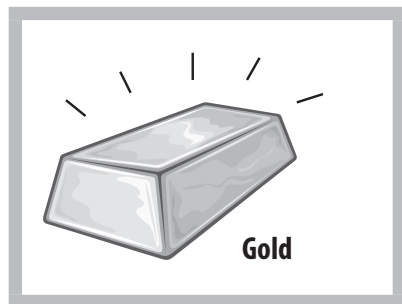
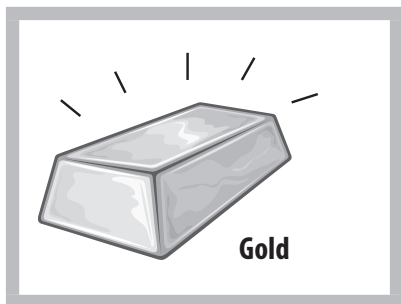
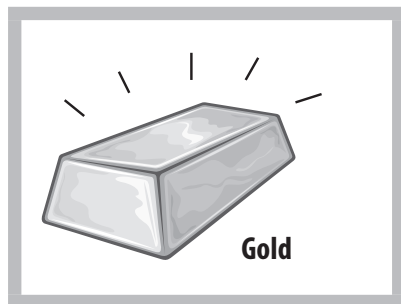
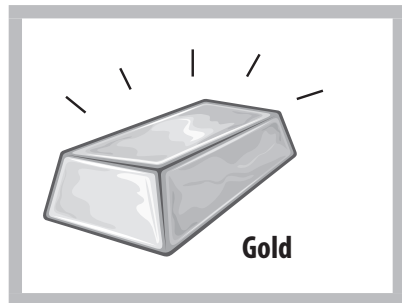
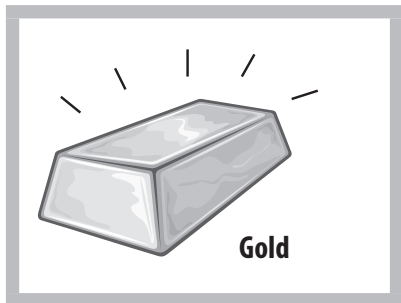
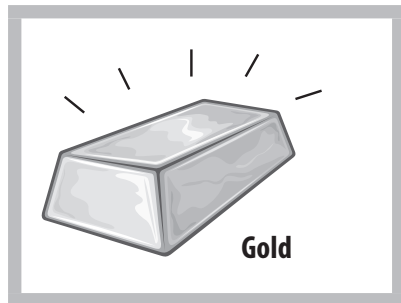
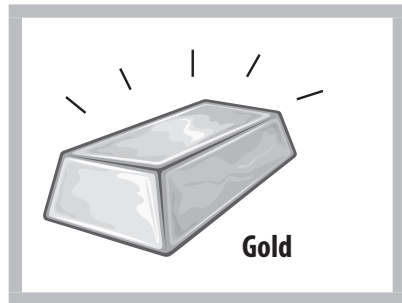
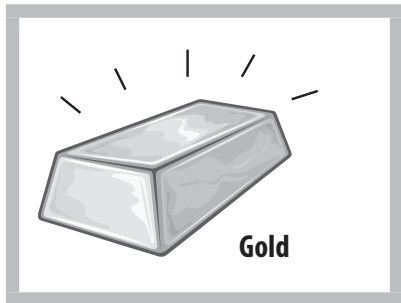
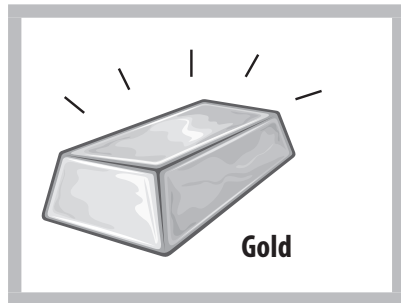
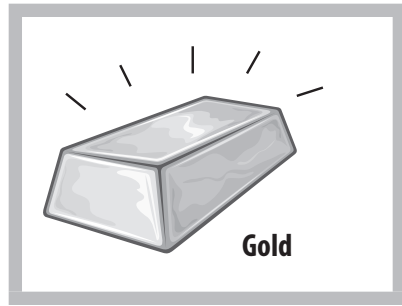
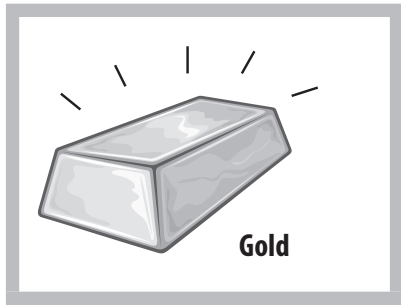
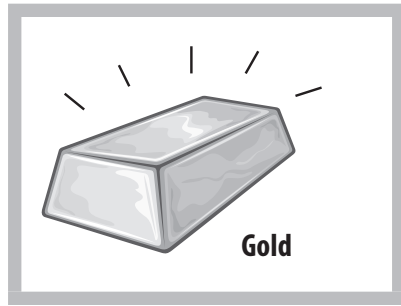
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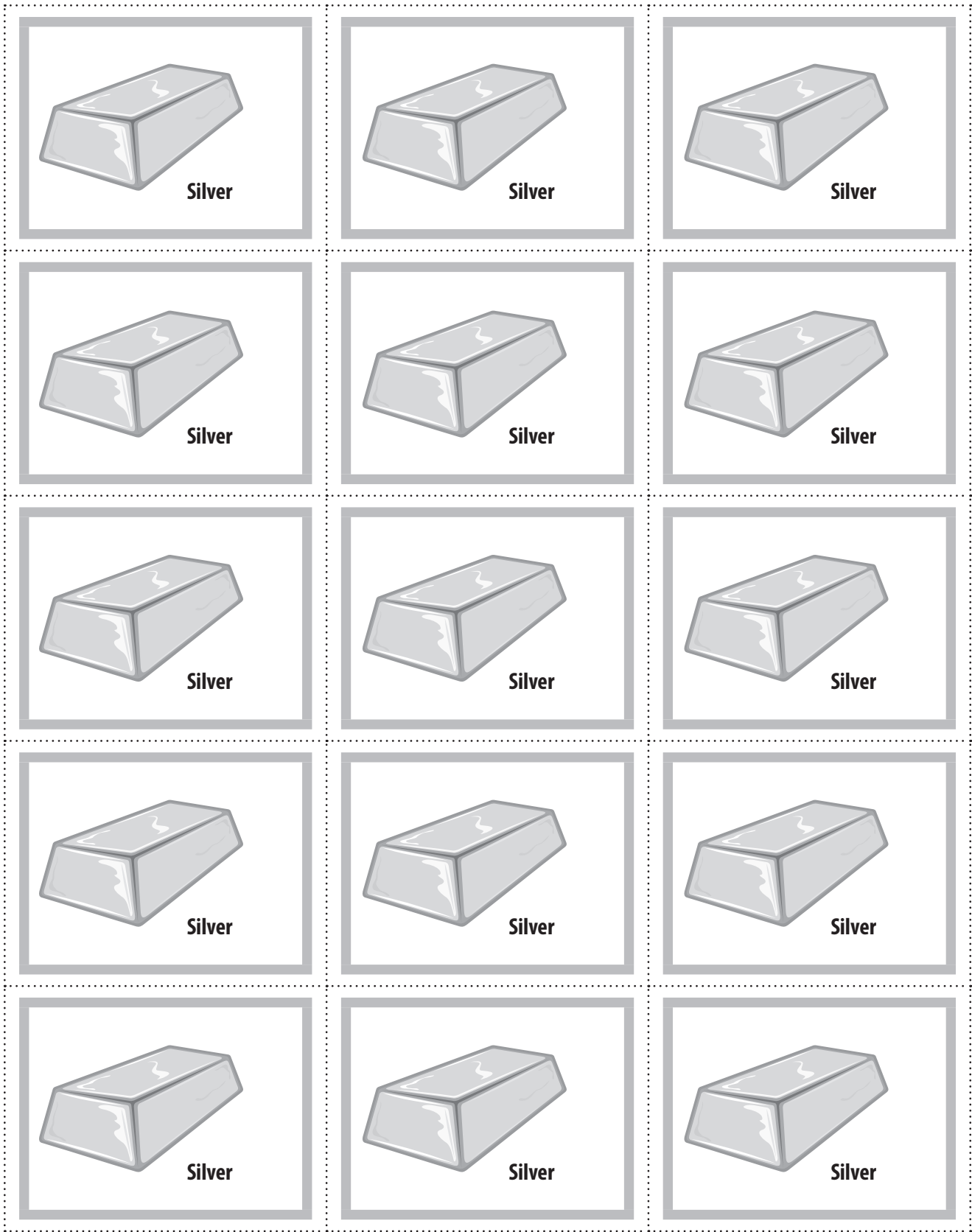
Name of students: _____

	Advancements	Requirements	Turn # Gained
Agriculture	1. Animal domestication	Grain & wool	
	2. Cultivation	Timber & textiles	
	3. Irrigation	Timber	
	4. Pottery	Pottery	
	5. Granaries	Grain	
	6. Surplus distribution	Gold	
City Building	1. Huts	Timber	
	2. Brick buildings	Pottery	
	3. Village	Pottery	
	4. Fenced city	Timber & bitumen	
	5. Walled city	Stone & bitumen	
	6. Fortified city	Stone & bitumen	
Warfare	1. Spears	Timber & bronze	
	2. Bows & arrows	Timber & bronze	
	3. Cloth or leather armor	Wool or textiles	
	4. Composite bow & cavalry	Bronze & lead	
	5. Chariots	Timber, bronze, & horses	
	6. Bronze armor & swords, slings or lances	Timber, bronze, & horses	

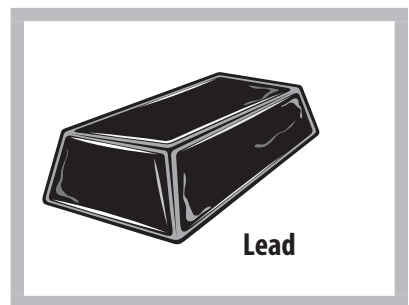
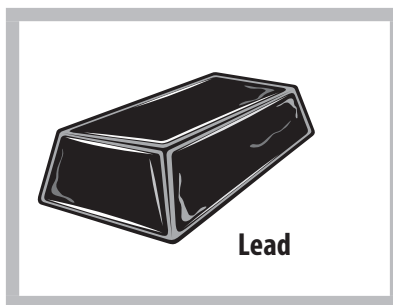
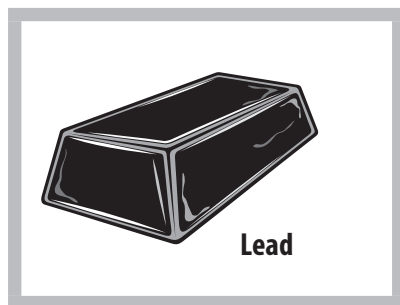
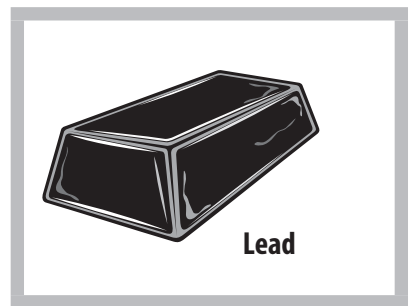
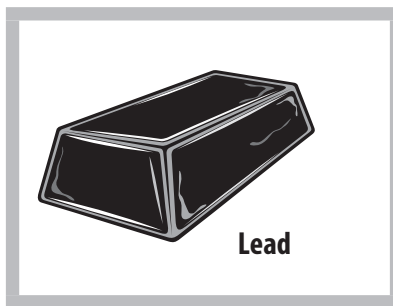
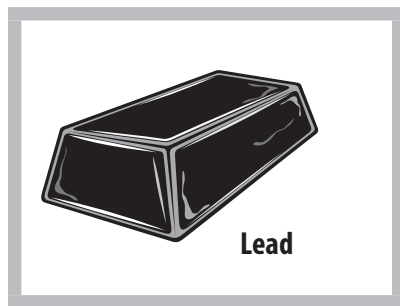
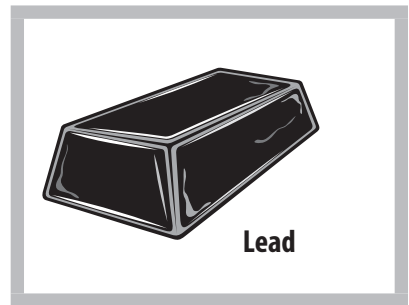
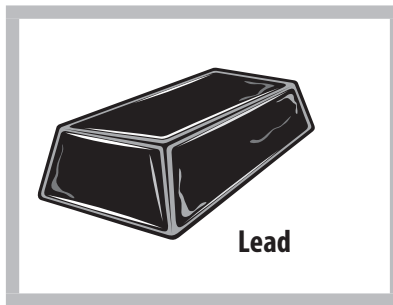
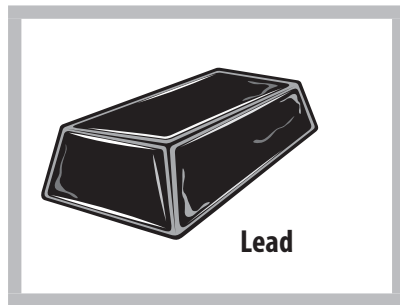
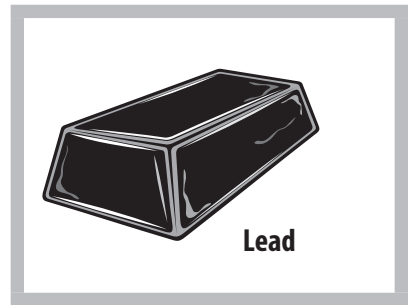
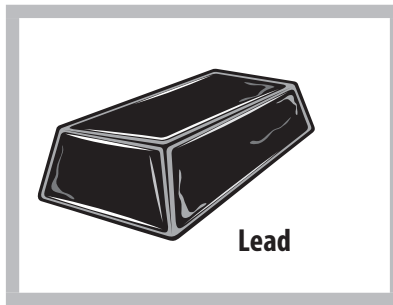
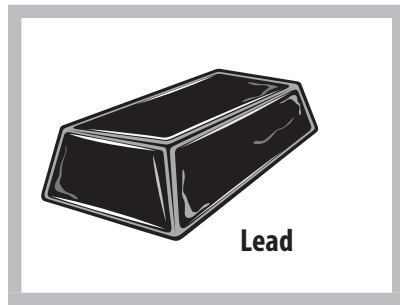
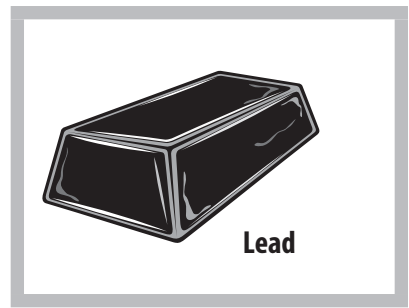
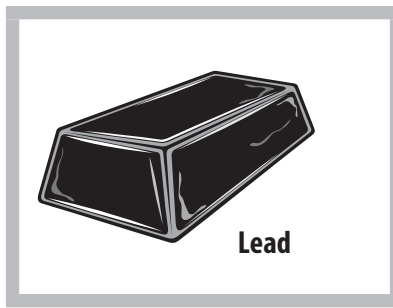
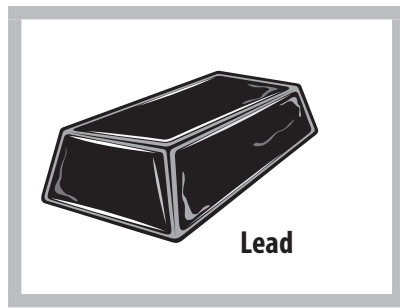
Art	1. Decorated pottery	Pottery	
	2. Gold and silver smithing	Gold and silver	
	3. Bas-relief	Pottery or stone	
	4. Statuary	Pottery or stone	
	5. Fine stonework or tapestries	Textiles or stone	
	6. Monumental architecture	Stone & bitumen	
Writing	1. Simple tallying	Pottery	
	2. Pictographs	Pottery	
	3. Stylized pictographs	Pottery	
	4. Hieroglyphics	Pottery	
	5. Cuneiform	Pottery	
	6. Alphabet	Pottery	
Knowledge	1. Animism	Wool or horses	
	2. Reverence of great kings & heroes	Stone & pottery	
	3. Polytheism	Stone & pottery	
	4. Mysticism & superstition	Gold & silver	
	5. Mathematics & engineering	Timber & bitumen	
	6. Law & literature	Gold & pottery	

Mesopotamian Trade Game Cards



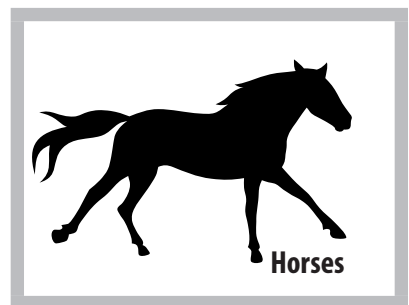
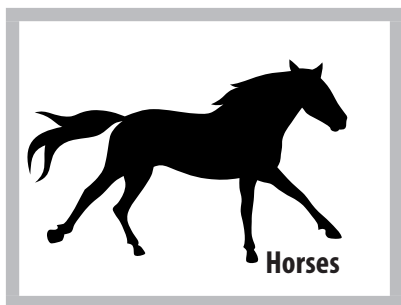
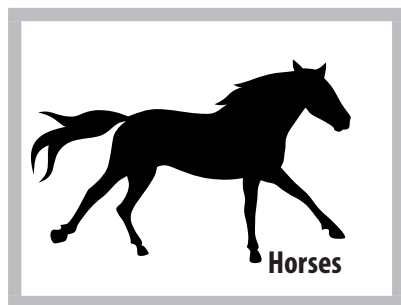
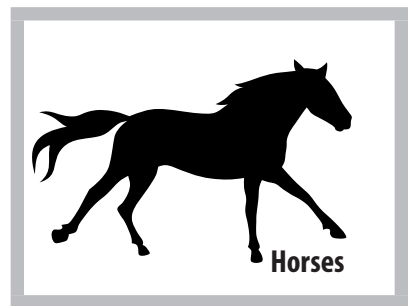
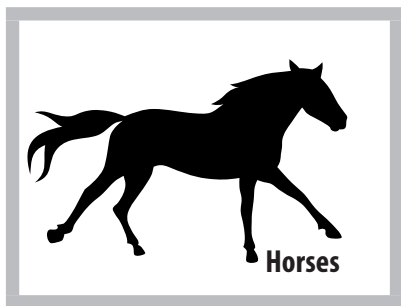
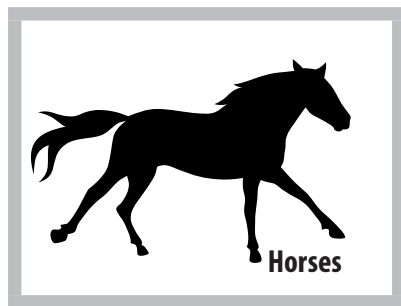
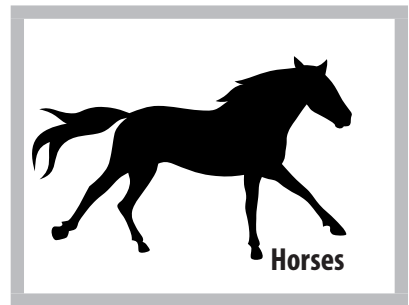
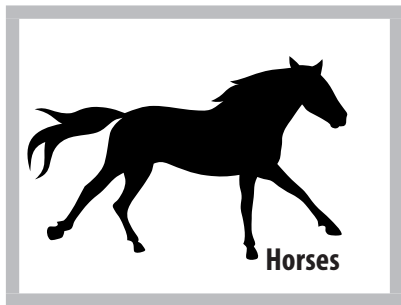
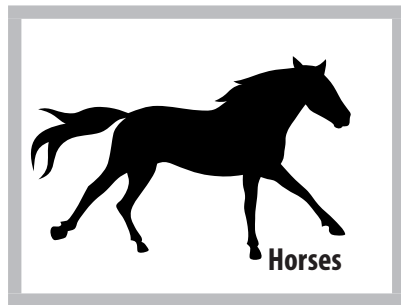
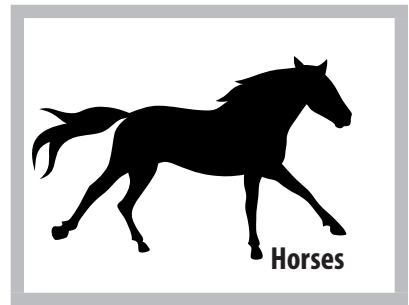
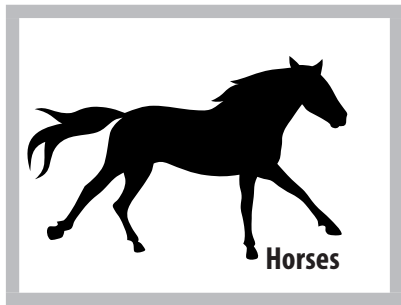
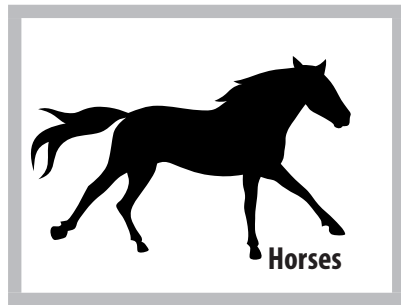
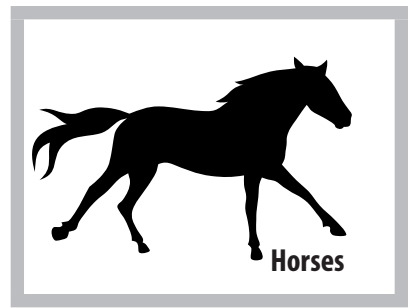
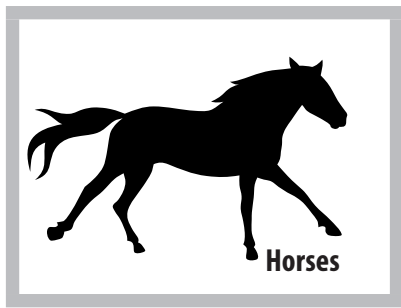
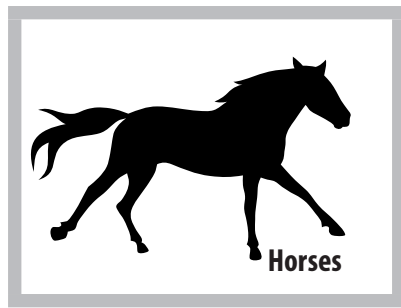


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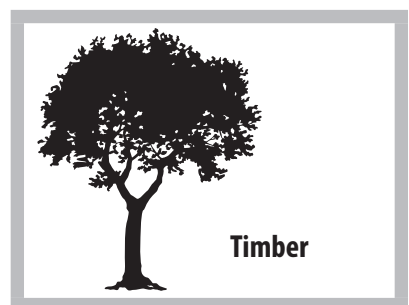
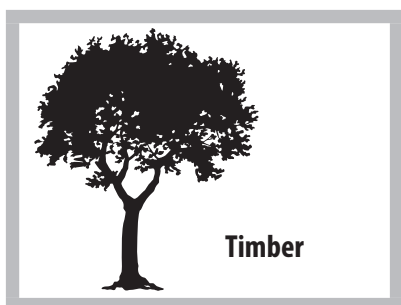
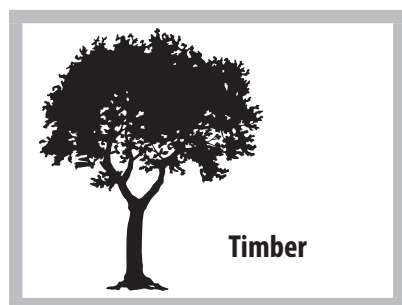
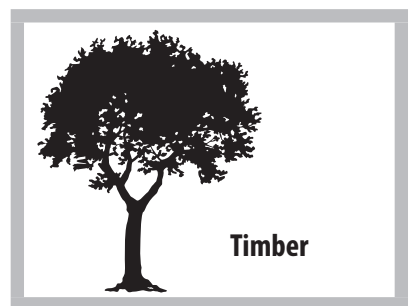
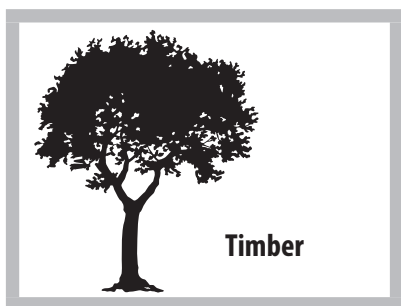
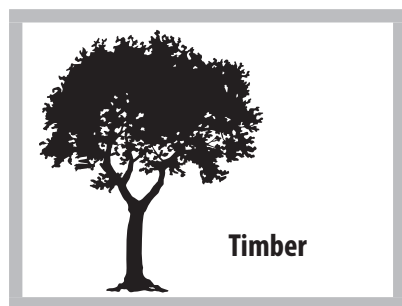
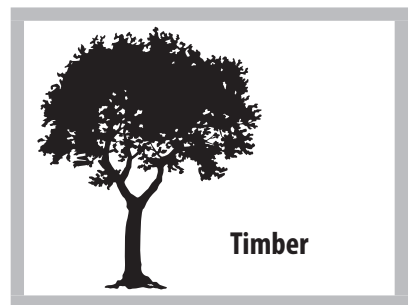
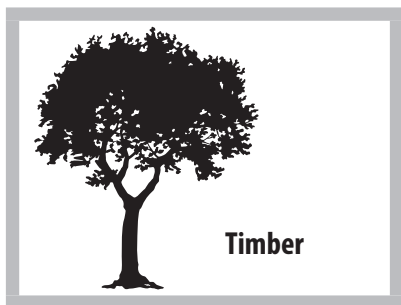
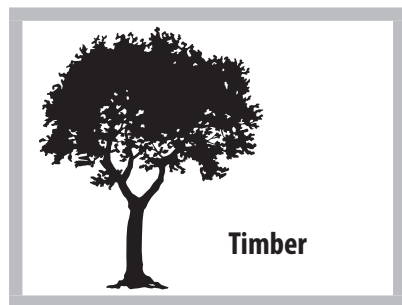
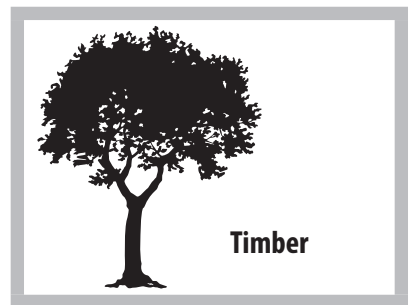
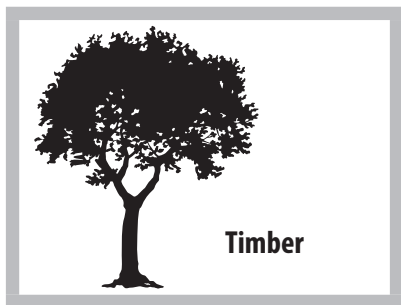
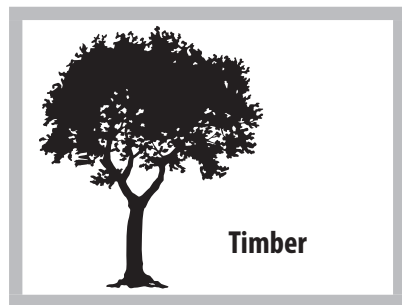
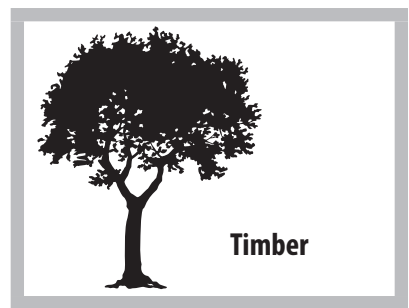
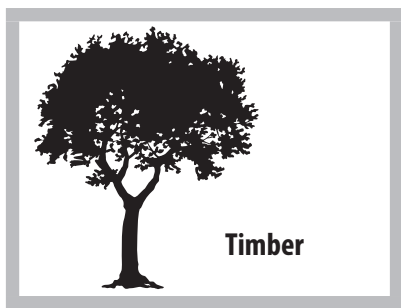
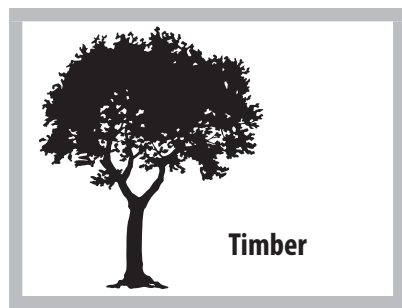
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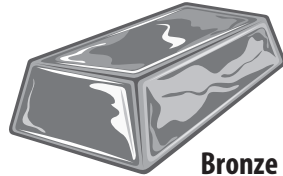
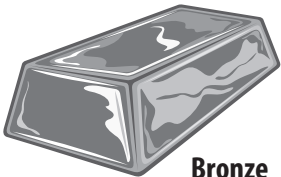
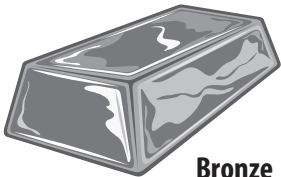
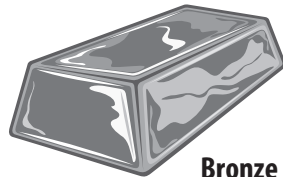
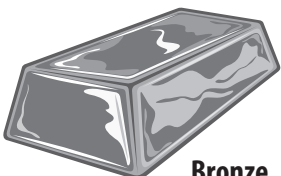
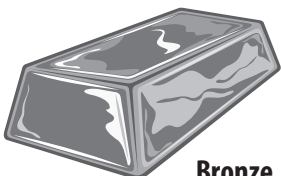
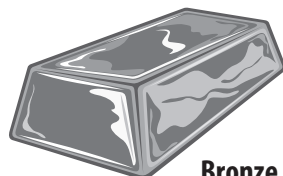
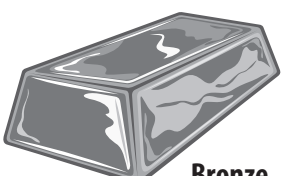
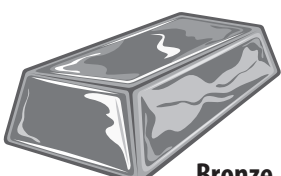

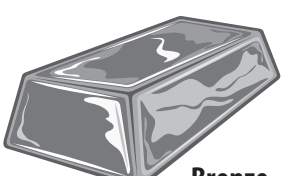
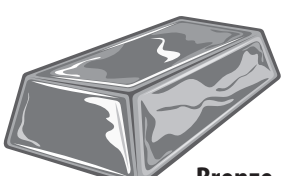
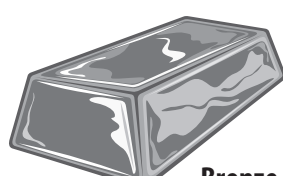
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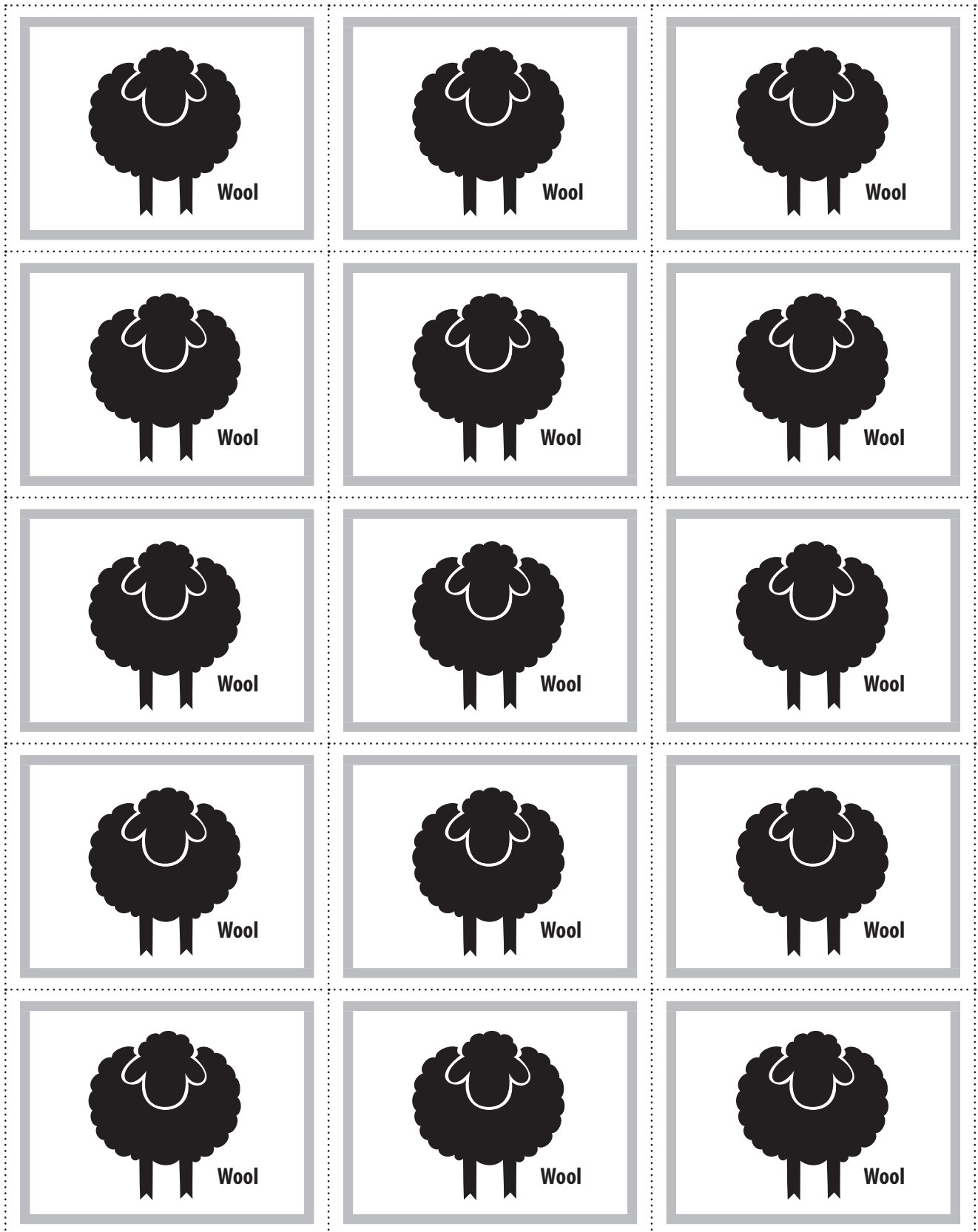


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Monument to a Pharaoh Proposal Worksheet



Name of the pharaoh to be honored: _____

Name of his or her dynasty: _____

Major accomplishments of the pharaoh to be honored:

Location of the monument: _____

Themes or gods to be included:

Symbolism of the artwork and architecture:

Brief description of the monument:

Materials and workers to be used in its construction:

Provide a general sketch of how the monument will appear in the space below:

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Colonies of the Ancient Mediterranean Game

Overview

Students compete in teams representing various ancient Mediterranean powers seeking new colonies in which to settle their people.

The powers are the **Etruscans, Romans, Gauls, Phoenicians**, and the Greek city-states of **Athens, Sparta, and Corinth**. Working from their established bases, the powers send out groups of colonists to sparsely settled areas.

Colony sites include the regions of: the southern coast of Spain, the southern coast of France, Northern Italy, Southern Italy, Corsica, Sardinia, Sicily, Carthage, Western Asia Minor, and the Black Sea Coast. The Powers must hazard the seas, raiders, and competing colonizers to set up trade and establish their colonies in a race to achieve dominance of the Mediterranean.

How the game is played

1. Each team secretly selects the colony site or sites they will attempt to settle this turn. All of the teams announce their expeditions' destinations to the teacher at once by writing them on a piece of paper and handing it to the teacher. They decide whether to send traders, raiders, or settlers to the region. Teams start with one gold unit on the first turn.
2. It costs one gold unit per turn to send an expedition out, meaning that each attempt to raid, trade, or establish a colony costs one gold unit. Each successful die roll earns one gold unit per turn. If a team has no cards or gold, they may raise funds for an expedition by skipping a turn and gaining one gold unit. Extra gold may also be earned through successful trading. (*Note: After the first turn, a team may send settlers along with raiders or traders on an expedition if they can afford it. That way if the expeditions are successful, the settlers can settle on the same turn.*)
3. The next step is to roll on the **Weather Chart** to see if their expedition safely arrives. The first turn begins with summer, and then the seasons progress each turn after that. The results of a roll cannot go lower than zero. Count anything that comes out as a negative number as a one on the results chart.
4. If the expedition arrives safely, then the team sees if it must contend with the forces of other nations that were sent to the region through the **Rival Expeditions Conflict Chart**. If the rivals are not there or are defeated, then just roll on the **Traders** or **Raiders Chart** depending upon which one you sent to the site. Whether you can return to the site again the next turn to settle depends on the die roll results on the chart.
5. Record your turns on the **Colonial Record Sheet**.
6. The goal of the game is to gain exclusive control over an area by building a city in it. Five successful settler expeditions make one city. This makes the area a permanent colony. The first nation to build a city in a colony site wins the game.

Colonies of the Ancient Mediterranean Sample Turn

- The **Gauls** decide to spend their one gold unit and send an expedition to Corsica. They send traders only. The first turn is summer. They roll on the **Weather Chart** and get a 5. They arrive safely, but must skip a turn because the weather is too rough to return for a while. They roll on the **Traders Chart** and get a five. The natives show an interest in the expedition's trade goods. One gold unit is earned and settlers are welcomed. They record one gold unit on the Team Income Record portion of the **Colonial Record Sheet**. They are now on the way to their goal of building a city there. The turn after next, they may send an expedition to Corsica that includes a settler group, if they wish.
- Meanwhile, the **Etruscans** and the **Romans** both tried to settle Northern Italy. They both rolled a six on the **Weather Chart**, so things are looking good. Unfortunately, they rolled a 3 on the **Rival Expeditions Conflict Chart** so both expeditions were eliminated. Neither country makes a successful colony this turn, and no income is earned. They must skip a turn to raise the one gold unit they need before they can launch another expedition.
- True to their nature, the **Phoenicians** decide to go trading. They send an expedition to Carthage. They roll a 6 on the **Weather Chart**, so everything is OK. They also roll a 6 on the **Traders Chart**, so they earn two gold units in addition to the one for a successful expedition. Next turn they can launch three expeditions!
- The **Athenians** are not so lucky. They tried to send an expedition to Sicily, but they rolled a 1 on the **Weather Chart** and the expedition is lost in a storm. The Athenians do not make a successful colony this turn, and no income is earned. They must also skip a turn to raise one gold unit before they can launch another expedition.
- The **Spartans**, being a warlike people, decide to raid a colony site. They send an expedition to the Black Sea but roll a 4 on the **Weather Chart**. They get lost, and the teacher decides to send them to Western Asia Minor instead. Once there, they roll a 3 on the **Raiders Chart**, fight the natives to a draw, and must leave. They can launch another expedition next turn to the same spot at no additional cost.
- Finally, the **Corinthians** decide to trade with the southern coast of France. They roll a 3 on the **Weather Chart**. They successfully arrive at their location, but no one wants to trade with them. They must skip a turn to raise one gold unit before they can launch another expedition.
- *With fall approaching, it will be tougher and tougher to succeed on the weather chart because of the penalties for fall, winter, and spring. Each country must decide whether to take their chances with the bad weather or stay at home and save up income for expeditions next summer.*

Die Roll Charts

Weather Chart

Season expedition attempted	Penalty to die roll
Summer	No penalty
Fall	-1
Winter	-2
Spring	-1

*Apply the weather penalty, if any, to the die roll results on the following chart.

Die Roll	Result
1	Expedition is lost in a storm.
2	Expedition is forced to return home.
3	Expedition arrives safely, but is unsuccessful in completing the mission.
4	Expedition gets lost and goes to the wrong location (teacher's choice).
5	Expedition arrives safely but is held over for an extra turn.
6	Expedition arrives safely and returns in record time.

Raiders Chart

Die Roll	Result
1	Expedition gets lost and goes to the wrong location (teacher's choice).
2	Expedition is handily defeated by the natives.
3	Expedition fights the natives to a draw; must return next turn.
4	Expedition barely defeats the natives and may settle the area.
5	Expedition handily defeats the natives. Area is open for settlement.
6	No natives found in this area. The area is open for settlement.

Traders Chart

Die Roll	Result
1	Expedition's trade goods are ruined and lost during the voyage.
2	Expedition gets lost and goes to the wrong location (teacher's choice).
3	The natives show no interest in the expedition's trade goods.
4	The natives trade with the expedition, but no profit is made.
5	The natives show an interest in the expedition's trade goods. 1 gold unit earned and settlers are welcomed.
6	The natives love the expedition's trade goods. 2 gold units earned and settlers are encouraged.

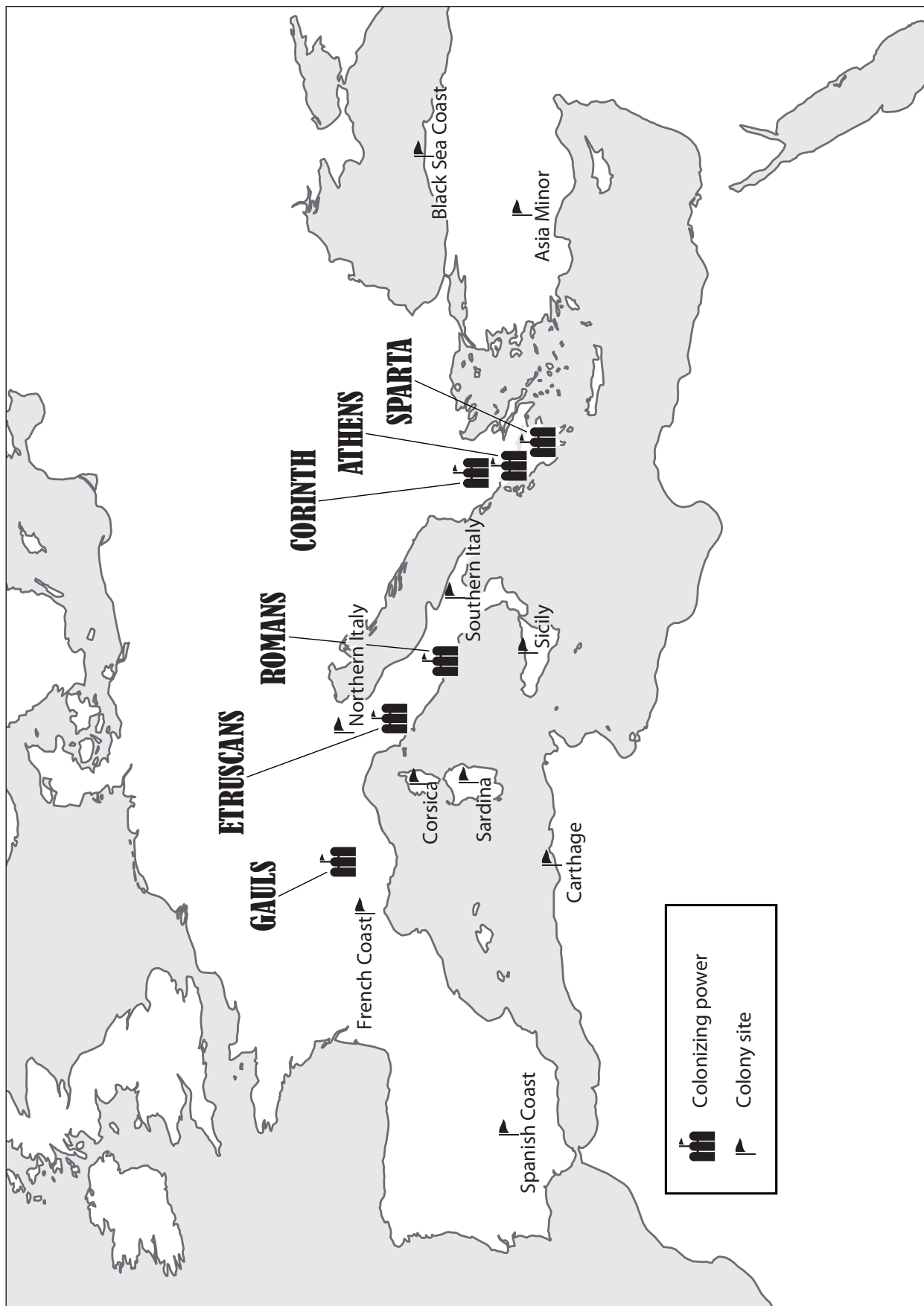
Rival Expeditions Conflict Chart

Die Roll	Result
1	Attacker's expedition eliminated. Defender may attempt to resettle the area next turn.
2	Attacker's expedition eliminated. Attacker may attempt to resettle the area next turn.
3	Both expeditions eliminated. No one may attempt to resettle the area next turn.
4	Both expeditions eliminated. Both nations may attempt to resettle the area next turn.
5	Defender's expedition eliminated. Defender may attempt to resettle the area next turn.
6	Defender's expedition eliminated. Attacker may attempt to resettle the area next turn.



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Ancient Mediterranean Map



Colonies of the Ancient Mediterranean Playing Cards

 <p>Raiders</p>	 <p>Raiders</p>	 <p>Raiders</p>
 <p>Raiders</p>	 <p>Raiders</p>	 <p>Raiders</p>
 <p>Raiders</p>	 <p>Raiders</p>	 <p>Raiders</p>
 <p>Raiders</p>	 <p>Raiders</p>	 <p>Raiders</p>
 <p>Raiders</p>	 <p>Raiders</p>	 <p>Raiders</p>

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Settlers



Settlers



Settlers



Settlers



Settlers



Settlers



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Settlers

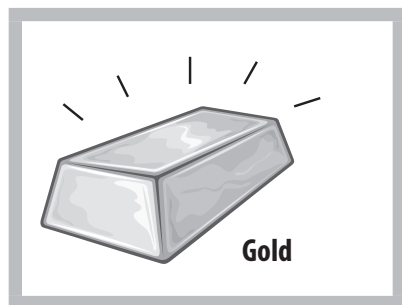
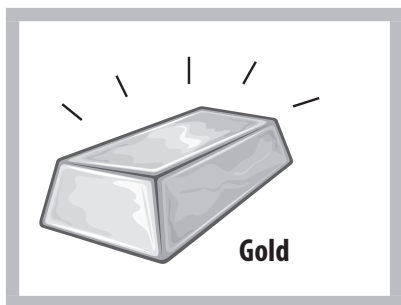
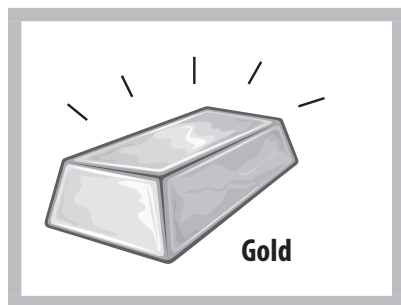
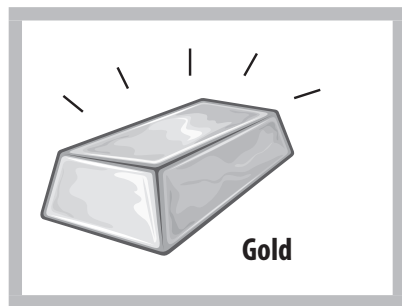
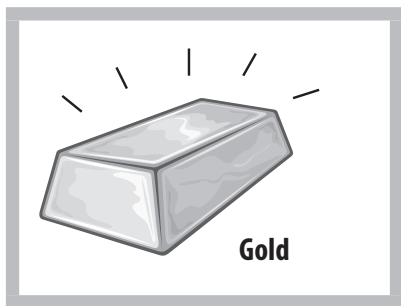
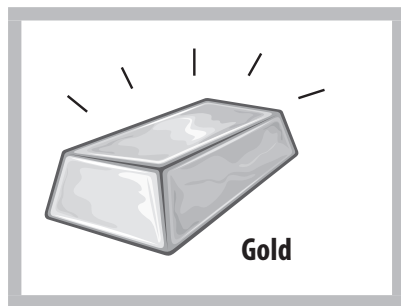
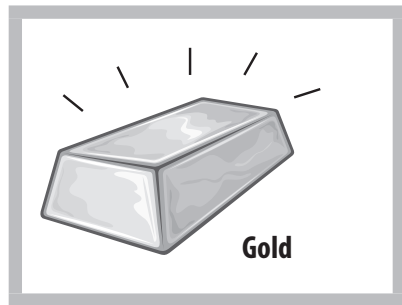
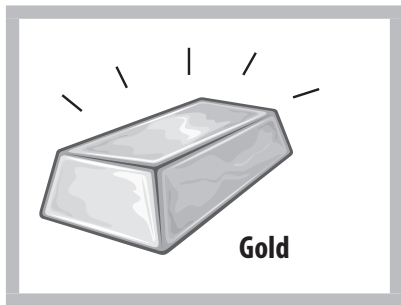
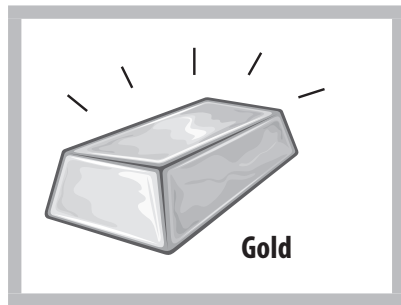
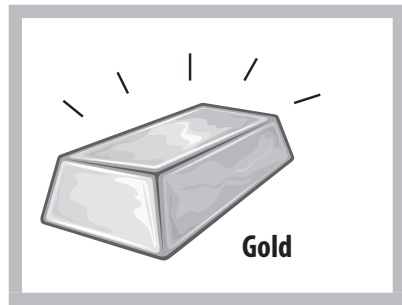
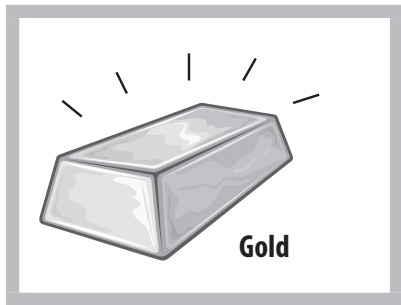
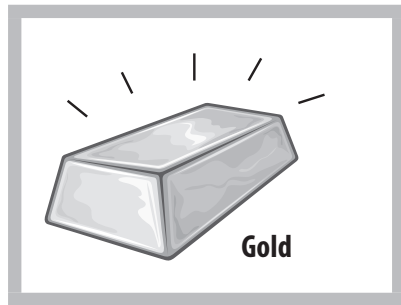
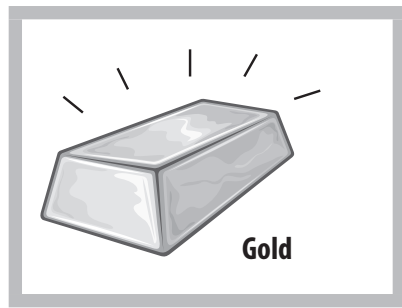
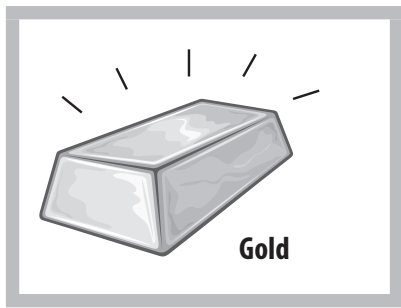
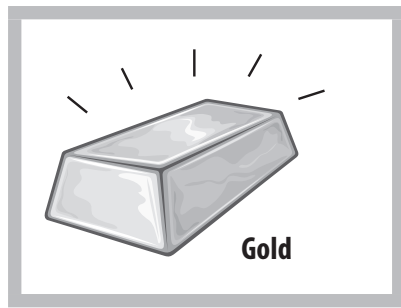


Settlers



Settlers

 <p>Traders</p>	 <p>Traders</p>	 <p>Traders</p>
 <p>Traders</p>	 <p>Traders</p>	 <p>Traders</p>
 <p>Traders</p>	 <p>Traders</p>	 <p>Traders</p>
 <p>Traders</p>	 <p>Traders</p>	 <p>Traders</p>
 <p>Traders</p>	 <p>Traders</p>	 <p>Traders</p>



Colonial Record Sheet

Colonizing power: _____

Name of students: _____ Period: _____

Colonial Region	Turn # gained
-----------------	---------------

The southern coast of Spain

- | | |
|--------------------------------------|-------|
| <input type="checkbox"/> 1- settler | _____ |
| <input type="checkbox"/> 2- settlers | _____ |
| <input type="checkbox"/> 3- settlers | _____ |
| <input type="checkbox"/> 4- settlers | _____ |
| <input type="checkbox"/> 5- settlers | _____ |

The southern coast of France

- | | |
|--------------------------------------|-------|
| <input type="checkbox"/> 1- settler | _____ |
| <input type="checkbox"/> 2- settlers | _____ |
| <input type="checkbox"/> 3- settlers | _____ |
| <input type="checkbox"/> 4- settlers | _____ |
| <input type="checkbox"/> 5- settlers | _____ |

Northern Italy

- | | |
|--------------------------------------|-------|
| <input type="checkbox"/> 1- settler | _____ |
| <input type="checkbox"/> 2- settlers | _____ |
| <input type="checkbox"/> 3- settlers | _____ |
| <input type="checkbox"/> 4- settlers | _____ |
| <input type="checkbox"/> 5- settlers | _____ |

Southern Italy

- | | |
|--------------------------------------|-------|
| <input type="checkbox"/> 1- settler | _____ |
| <input type="checkbox"/> 2- settler | _____ |
| <input type="checkbox"/> 3- settlers | _____ |
| <input type="checkbox"/> 4- settlers | _____ |
| <input type="checkbox"/> 5- settlers | _____ |

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Corsica

- ☐ 1- settler
- ☐ 2- settlers
- ☐ 3- settlers
- ☐ 4- settlers
- ☐ 5- settlers

Sardinia

- ☐ 1- settler
- ☐ 2- settlers
- ☐ 3- settlers
- ☐ 4- settlers
- ☐ 5- settlers

Sicily

- ☐ 1- settler
- ☐ 2- settlers
- ☐ 3- settlers
- ☐ 4- settlers
- ☐ 5- settlers

Carthage

- ☐ 1- settler
- ☐ 2- settlers
- ☐ 3- settlers
- ☐ 4- settlers
- ☐ 5- settlers

Western Asia Minor

- ☐ 1- settler
- ☐ 2- settlers
- ☐ 3- settlers
- ☐ 4- settlers
- ☐ 5- settlers

The Black Sea coast

- ☐ 1- settler
- ☐ 2- settlers
- ☐ 3- settlers
- ☐ 4- settlers
- ☐ 5- settlers

Team Income Record

Turn 1 _____	Turn 18 _____	Turn 35 _____
Turn 2 _____	Turn 19 _____	Turn 36 _____
Turn 3 _____	Turn 20 _____	Turn 37 _____
Turn 4 _____	Turn 21 _____	Turn 38 _____
Turn 5 _____	Turn 22 _____	Turn 39 _____
Turn 6 _____	Turn 23 _____	Turn 40 _____
Turn 7 _____	Turn 24 _____	Turn 41 _____
Turn 8 _____	Turn 25 _____	Turn 42 _____
Turn 9 _____	Turn 26 _____	Turn 43 _____
Turn 10 _____	Turn 27 _____	Turn 44 _____
Turn 11 _____	Turn 28 _____	Turn 45 _____
Turn 12 _____	Turn 29 _____	Turn 46 _____
Turn 13 _____	Turn 30 _____	Turn 47 _____
Turn 14 _____	Turn 31 _____	Turn 48 _____
Turn 15 _____	Turn 32 _____	Turn 49 _____
Turn 16 _____	Turn 33 _____	Turn 50 _____
Turn 17 _____	Turn 34 _____	

A Roman Soldier's Letter Home

Directions: Pretend that a journalist has claimed that he has discovered a fascinating new set of historical documents written by Roman soldiers from various parts of the empire to their spouses back home. You and your group will examine the fictional document that the teacher has given you for possible anachronisms. These are things or ideas that don't quite fit in the historical period in which the document was supposedly written. Also, look for evidence within the document that is contradictory to it or commonly known facts. Record your findings below.

Names of the people in your group:

Class: Period: Date: _____

Name of the soldier in the document: _____

Which facts in this document did not seem to fit what you know about life in Roman times and why?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Which facts in this document did seem to fit what you know about life in Roman times and why?

[illegible]

[illegible]

Closing activity: On a separate sheet of paper write down your own imaginary letter from a Roman soldier to his family back home. Make sure that your letter contains no anachronisms.

Roman Soldier Letter #1

Dear Minerva,

It's hard to believe how peaceful things are here in Cathage now. To think that this is the home of the very people who tried to utterly destroy us for so long in the Punic wars. The locals, who have always called themselves Africans, are so very different looking than us. They are all of darker skin and their dress and customs are quite different than ours. Because of our successful expeditions into the interior, we will no doubt conquer the great Sahara Desert soon. Then we will link up with our faithful allies in the Niger River Basin. From there, perhaps we can establish trading expeditions with the lands across the sea to the west, just as we have with China and India in the past.

When I retire from active duty, the general has promised us land here and Roman citizenship. I think I would like to buy a few slaves and start a plantation. Many of our familiar crops from home grow well in the fertile coastal region such as figs, barley, tea, and potatoes. I really miss your cooking! The next time I see you, be sure to cook my favorite dish of spaghetti and meatballs.

Write back soon,

Atticus Publius Cornelius



Roman Soldier Letter #2

Dear Claudia,

I have been in Germany now since AD 106. Did you realize that that means it has been ten years? Even though this place is named after the people who live here, they have readily accepted Roman rule. The climate here is warm and mild, just like home. The Germanic tribes are highly civilized. The tribes are all very different from one another, but they are ruled by one king. They also recognize the pope in Rome. The locals have introduced us to many great new foods like sausages and beer.

One way in which they have not conformed is in their hairstyles. They prefer long hair and beards to the short hair and clean-shaven styles that are in fashion on the streets of Rome. One group, the Longobardi, is famous for their particularly long beards. They are so long that they have to tie them up when they go into battle! They are fierce warriors that prefer short swords like our own. They make faithful mercenaries for our armies.

I'm sure that they will help keep Rome safe from barbarian invasions for a long time. I'm glad to hear you are coming to join me. You will love it here!

All of my love,

Antonius Florius Mari



Roman Soldier Letter #3

Dearest Marcella,

I really don't like it here in France. The Gauls are the fiercest opponents we have faced. Their knights defend their castles better than any we have fought. Our siege equipment is no match for them. My centurion says that once we conquer them, they will make great gladiators for the games. I'm not sure it will be so easy. I fear for my future. Something tells me that Julius Caesar is just doing this campaign for his own political advancement.

The only thing that comforts me is that if anything should happen to me, you will inherit all of my property and be able to run the business as you see fit. You must have the patience of a saint to put up with my absence for so long, but someday soon we can be together again. Write to me this weekend if you get the time.

Faithfully yours,

Lucius Plinius Felix



Roman Soldier Letter #4

Dear Priscilla,

You would love it here in Britain, darling. The cool, green fields are so rich that it is one of our best colonies. The tin and gold mines are bringing great prosperity to the colony. More settlers are coming every day. Last February, on Leap Day, even my friend Quintus came to settle in Londinium. I am so glad that they sent me here when I was drafted. When I retire I would like to move to one of the settlements in Scotland the Senate has promised us. I hope to start a tomato or pumpkin farm there. Perhaps I will raise livestock instead. I have heard that the sheep-raising is particularly good here. When the kids get out of school for the summer, maybe you could join me for a visit. I'll miss you every day until then.

Yours truly,

Marcus Trentarius Vello



Roman Soldier Letter #5

Dear Julia,

Life has been hard, fighting here in the Arabian campaign. We have had a great deal of resistance from the rebel Muslim tribes. Their horses seem faster than ours and their camel riders always put our cavalry to fright. I wouldn't trade my trusty long sword for one of their scimitars any day.

Despite the difficulty, the colony here seems to be prospering. We haven't had much success getting the crops from home like olives, grapes, corn, and flax to grow, but we have had a good deal of trade in the local products of incense, coffee, and oil. Still, the weather here is so hot and dry. I find myself longing for the cool, redwood forests of home. The days are so long without you. I hope to join you someday soon.

Love,

Junius Maxilla Valtor



Roman Patronage Simulation

Object of the game

- To choose an emperor and co-emperor who will become the undisputed rulers of Rome

Players

- Two teams of opposing candidates for emperor. The emperor is aided by a co-emperor who helps him come to power and will replace him if anything should happen to the emperor.

The social groups

- There are four social groups who listen to what the emperor promises them and then pledge either their money or armies to support one of the factions or the other. The four groups are the **Roman Army**, the **Senators**, the **Provincial Leaders**, and the **Barbarians**. These groups are made up from 2–8 people chosen randomly from the rest of the class.

How the game is played

1. **The negotiation phase:** During this phase each candidate for emperor and co-emperor makes their way around to all the groups, generously promising to give each group whatever they want. They listen carefully to each group's demands and promise to do what they can to fulfill these demands when they become the emperors. Each emperor has a personal army of 10,000 soldiers and an income of 10,000 talents (Roman money) each turn to do with as he pleases. He or she may also promise patronage for the arts, building projects, circuses, roads, protection, and special trade privileges in order to get support. However, once chosen as supreme ruler and living god, he will probably do what he wants. He may also deal with those who vote against him in any way he chooses.
2. **Vote count:** Put each emperor and co-emperor's name on the board and record the armies and talents pledged to each faction by the social groups. If anyone has a majority of the talents, he or she becomes the emperor; if not, a civil war breaks out. In the case of a war, the armies from each faction eliminate each other until there is only one candidate with any armies left, who is proclaimed the victor. The victor is crowned emperor, proclaims himself or herself a living god, and issues decrees based on the promises he or she made while negotiating with each social group. In case of a tie or deadlock, a new round of negotiating and vote counting takes place until it is broken.
3. **Consolidating power:** Once the decrees are pronounced, each social group is then asked if they will accept the new emperor. If everyone agrees, then a reign of peace begins. The talents pledged to a candidate are, in effect, taxes collected and paid to the candidate to allow him to form and conduct his government. If one candidate has the majority of the talents (his own or that which has been pledged by the social groups), he has a vote of confidence and carries out the government until overthrown. The emperor's money is spent and must be raised again each turn of the game. Note that while the social groups may have any independent source of wealth or armies of their own, they can only improve

their standard of living by using talents or armies that were given to them by the emperor candidates. By giving some or all of their talents or armies to a candidate, they are showing their support for him or her.

Any talents not given to an emperor on a given turn are presumed to be spent by the social group on itself that year. It cannot be saved up for future turns. Unlike talents, armies raised each turn may be added to those from previous turns to increase the total size of an emperor's or social group's forces. Once an army is pledged to an emperor, they are under his exclusive control and can be used in any manner he wishes. If any one social group does not acknowledge the new emperor, then they may choose to not pledge the talents or troops they raise the next year. They may also raise new armies, start a civil war with their own army, proclaim one of their own as emperor, or attack the person of the emperor himself.

4. **Death of an emperor:** Should the emperor lose a civil war or get assassinated, he is dead, and his co-emperor is the new emperor. The new emperor must re-negotiate with the social groups to see if his rule will be accepted and so on. Anyone who proclaims himself emperor must first gain support, beat all of his challengers, and then set up a new government in his turn. Each year (one game turn) the emperor may issue new decrees and then try to stay in power till the next year. Any emperor who can stay in power for five years wins the game.



Julius Caesar

Image source: Public Domain, via Wikimedia Commons

Social Group #1

The Roman Army

You are a rough and rowdy bunch, which has seen many wars and is not easily persuaded to join a cause. You come from many parts of the empire and know of its riches, but you also know that they are not yours. You will follow a man with reasonable charisma if he can promise you enough money and a chance for promotion. You will retire with land of your own and Roman citizenship after forty years of service, but you would probably fight much harder for someone who can promise you these things immediately after his victory in the civil war. Choose carefully; after all, why throw away a sure thing of lifetime duty with a great retirement on some upstart who may only drag you down with him if he falls? If he isn't a good soldier, you have little respect for him. On the other hand, if he dies, you can always try and appoint one of your own as Caesar; it has worked on occasion in the past. Each turn you may raise a new army of 50,000 soldiers to be pledged to the emperor of your choice, kept for yourself, or hired out to a social group as mercenaries in exchange for talents. Any talents that are gifted to your social group by candidates or earned by hiring out soldiers can be pledged to an emperor or spent on yourselves, but you may not keep them until the next turn.



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Social Group #2

The Senators

You are a crafty bunch who knows well the ways of persuading men to follow you. You have made a career of exchanging privileges for your clients' votes—this is what got you in the Senate in the first place. The Senate as a whole already controls several provinces but would like to control more. You are, as a rule, suspicious of imperial power and make long speeches about returning to the glorious days of the Roman Republic when the Senate and consuls alone ruled Rome. You are also highly suspicious of the power of the army because of its role in the downfall of the Republic. Most emperors rise out of the Senate, however, so you are not too idealistic to take an office under an emperor to advance your own chances for the slot someday. You could also stand to make a lot of money if you squeeze your province for all its worth. You are already a major landholder and quite wealthy, but you are not above bribes. Each turn you may raise 50,000 talents of income from your businesses and landholdings. You must spend 5,000 talents each turn to maintain your personal estates. The rest of the money can be used in any way that you wish. It can be pledged to the emperor of your choice, kept for yourself, or used to hire mercenaries from the army.



Image source: Public Domain, via Wikimedia Commons

Social Group #3

The Provincial Leaders

You have got enough problems to worry about at home. Why follow a new leader who may only get you in trouble with your superiors in Rome? He had better promise your province an improved status than it has now, or you will just stay neutral in the civil war. You are making out just fine taxing your province to death, and selling privileges to local officials. You are under pressure from your citizens, however, to lower taxes, improve the roads and aqueducts, and get a nicer theater, coliseum, and baths. Food would also be nice to have to help protect against famine. Most of all, your citizens are sick of being treated like second class people; they want full Roman citizenship to enjoy the privileges of Roman law. You would also like some troops or treaties to protect your merchants from thieves and pirates, put down rebellions, or repel those nasty barbarians who keep sneaking over the border. Each turn you may raise 25,000 talents of income from trade and taxes in your provinces. You must spend 5,000 talents each turn to maintain your provinces. The rest of the money can be used in any way that you wish. It can be pledged to the emperor of your choice, kept for yourself, or used to hire mercenaries from the army.



Image source: Public Domain, via Wikimedia Commons

Social Group #4**The Barbarians**

You are great admirers of Roman culture, food, money, beauty, etc. You have been staring across this border for a long time and covet your neighbors' goods. It would be tempting to try and cross that border for some harmless sacking and pillaging, but you know (by the way that your ancestors were treated) that the Romans get pretty vengeful about that sort of thing. For the time being, it is much safer to do it the legal way and ask the Romans for some trade, money, land, or help in fighting your rival barbarians. In exchange for your support, you could provide troops to join the Roman Army, get civilized, and do what you are told to do for a change. (Who knows? You might even learn some of their secrets to use against them some day when you get the chance.) You might also threaten to join the other side at a really embarrassing moment if you don't get your way; this has proved to be a ready source of cash in the past. The thing that you want more than anything, however, is to become Roman citizens—this is the dream of every ancient person who has ever come into contact with Rome, and you know that you are last in line for it. Each turn you may raise a new army of 10,000 soldiers to be pledged to the emperor of your choice, kept for yourself, or hired out as mercenaries in exchange for talents. Any talents that are gifted to your social group by candidates or earned by hiring out soldiers can be pledged to an emperor or spent on yourselves, but you may not keep them until the next turn.



Image source: Public Domain, via Wikimedia Commons

The Mandate of Heaven: A Chinese Dynasty Game

Objective: The goal of the game is for your dynasty to achieve the equivalent of what the Chinese scholars called the Mandate of Heaven by getting 10 each of **Peace**, **Prosperity**, and **Harmony** cards. The first team to do this wins the game.

Rules

- At the beginning of each turn, each team must roll on the random events chart to see the effects of events that are beyond their control. Then they roll on the other events charts as needed.
- Each turn the team may use 5 **Bonus Resource** cards that help improve its chances of a favorable roll on some of the **Random events charts**. They may allocate the **Bonus resource** cards to any event chart that they wish and may even use more than one card on the same chart.
- The results of the rolls on the event charts determine whether a team's dynasty gains or loses **Peace**, **Prosperity**, and **Harmony** cards each turn. Any die roll result that is over six (due to bonuses) counts as a six. In the event that the die roll says that you lose more points than you have, your team only goes to zero points. There are no negative levels of **Peace**, **Prosperity**, and **Harmony** cards.
- It is up to each team to decide each turn what their priorities are for each type of event chart. They cannot spend in each category, so they have to decide which areas are most important for their dynasties to develop for each turn.
- The random events include army development, naval expeditions, tax revenues, agricultural events, infrastructure development, trade, religious events, and events which happen to the dynasty itself. Roll on the appropriate chart and add in your **Bonus Resource** cards to modify the results.

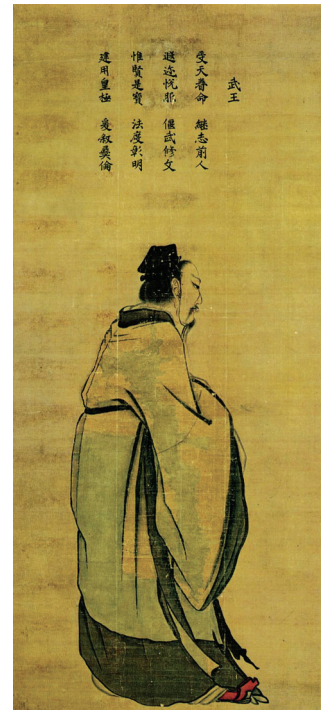


Image source: Public Domain, via Wikimedia Commons

Random Events Charts

Army Development

Die Roll	Result
1	Rival dynasty starts civil war <i>-2 to peace; -2 to harmony</i>
2	Rebel warlords start revolt <i>-1 to peace; -1 to harmony</i>
3	Barbarian raids <i>-1 to peace; -1 to prosperity</i>
4	Ineffective recruiting efforts <i>no effect</i>
5	Effective recruiting efforts <i>+1 to peace</i>
6	Surge of patriotic volunteers <i>+2 to peace; +1 to harmony</i>

Naval Expeditions

Die Roll	Result
1	Fleet permanently lost at sea <i>-2 to prosperity</i>
2	Fleet neglected <i>-1 to prosperity</i>
3	Fleet sails off course <i>no effect</i>
4	Natives refuse to pay tribute <i>no effect</i>
5	Tribute paid by neighboring states <i>+1 to prosperity</i>
6	New tributary lands discovered <i>+2 to prosperity</i>

Tax Revenue

Die Roll	Result
1	Peasants revolt due to taxes <i>-2 to prosperity; -2 to harmony</i>
2	Corrupt officials steal revenues <i>-1 to prosperity; -1 to harmony</i>
3	Inefficient revenue collection <i>no effect</i>
4	Revenues equal expenses <i>+1 to harmony</i>
5	Peasants prosper <i>+1 to prosperity; +1 to harmony</i>
6	Business boom for merchants <i>+2 to prosperity; +2 to harmony</i>

Agricultural Events

Die Roll	Result
1	Crop disease/pestilence <i>-2 to prosperity; -1 to harmony</i>
2	Drought <i>-1 to prosperity; -1 to harmony</i>
3	Meager harvest <i>-1 to prosperity</i>
4	Adequate harvest <i>no effect</i>
5	More land brought into production <i>+1 to prosperity; +1 to harmony</i>
6	Bountiful harvest <i>+2 to prosperity; +2 to harmony</i>

Infrastructure Development

Die Roll	Result
1	Infrastructure damaged by natural disaster <i>-2 to prosperity; -1 to harmony</i>
2	Infrastructure neglected <i>-1 to prosperity; -1 to harmony</i>
3	Infrastructure maintained <i>no effect</i>
4	New roads built <i>+1 to prosperity; +1 to harmony</i>
5	New canal built <i>+1 to prosperity; +1 to harmony</i>
6	The Great Wall is extended & improved <i>+2 to prosperity; +2 to peace</i>

Trade

Die Roll	Result
1	Hostile neighbors boycott trade <i>-2 to prosperity; -1 to peace</i>
2	Pirates & bandits disrupt trade <i>-1 to prosperity; -1 to peace</i>
3	Trade stagnates <i>no effect</i>
4	Trade within the kingdom prospers <i>+1 prosperity; +1 to peace</i>
5	New trading partner among neighbors <i>+2 prosperity; +1 to peace</i>
6	Silk Road extends trade to Western Asia <i>+3 to prosperity</i>

Religious Events

Die Roll	Result
1	Religious conflict breaks into war <i>-2 to peace; -2 to harmony</i>
2	Falling away from traditional religions <i>-1 to prosperity; -1 to harmony</i>
3	New domestic religion <i>+1 to peace; -1 to harmony</i>
4	New foreign religion introduced <i>+1 to peace; -1 to harmony</i>
5	Religious toleration or blending <i>+1 to peace; +1 to harmony</i>
6	Revival of major religions <i>+2 to peace; +2 to harmony</i>

Dynasty Events

Die Roll	Result
1	Weak ruler <i>-2 to prosperity; -2 to harmony</i>
2	Unpopular ruler <i>-1 to prosperity; -1 to harmony</i>
3	Concubine added <i>+1 to harmony for first; -1 harmony for each thereafter</i>
4	Wife added <i>+1 to harmony for first; -1 harmony for each thereafter</i>
5	Heir to throne <i>+1 to harmony for first; -1 harmony for each thereafter</i>
6	New capital or monument <i>+2 to prosperity; +2 to harmony</i>

Directions: Roll a six-sided die: 1–3 Good event, 4–6 Bad event

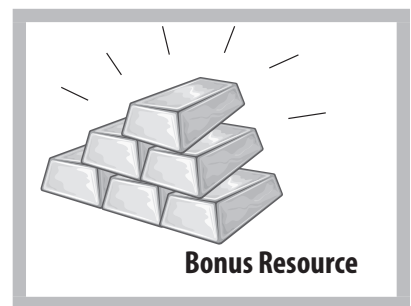
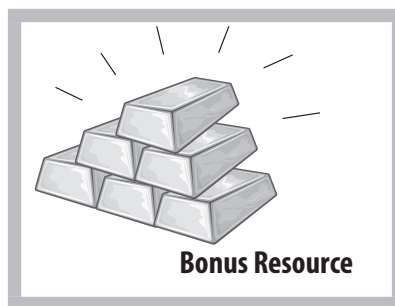
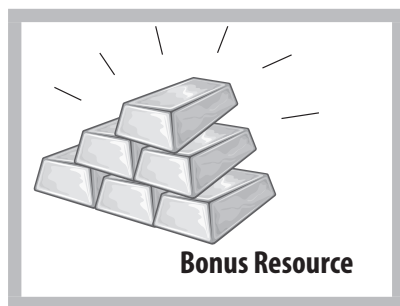
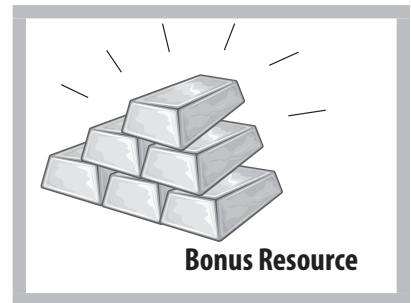
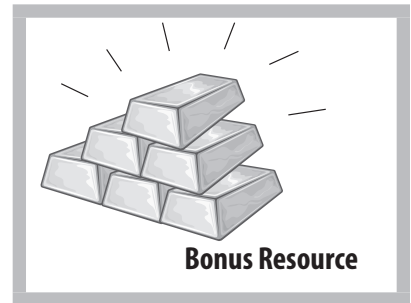
Good Events




Die Roll	Result
1	Exceptional harvest <i>+2 to prosperity; +2 to harmony; +1 to peace</i>
2	Gold discovered <i>+2 to prosperity; +1 to harmony</i>
3	Population increase <i>+1 to prosperity</i>
4	Weak barbarians <i>+2 to peace; + 1 to prosperity</i>
5	Good weather <i>+1 to prosperity; +1 to harmony</i>
6	Popular ruler <i>+2 to prosperity; +2 to harmony; +1 to peace</i>

Bad Events

Die Roll	Result
1	War with tributary state <i>-2 to peace; -1 to prosperity</i>
2	Famine <i>-2 to prosperity; -2 to harmony</i>
3	Tsunami <i>-1 to prosperity</i>
4	Earthquake <i>-2 to prosperity</i>
5	Flood <i>-2 to prosperity</i>
6	Major barbarian invasion <i>-3 to peace; -2 prosperity</i>
















Chinese Dynasty Game Cards



 <p>Harmony</p>	 <p>Harmony</p>	 <p>Harmony</p>
 <p>Harmony</p>	 <p>Harmony</p>	 <p>Harmony</p>
 <p>Harmony</p>	 <p>Harmony</p>	 <p>Harmony</p>
 <p>Harmony</p>	 <p>Harmony</p>	 <p>Harmony</p>
 <p>Harmony</p>	 <p>Harmony</p>	 <p>Harmony</p>

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 <p>Prosperity</p>	 <p>Prosperity</p>	 <p>Prosperity</p>
 <p>Prosperity</p>	 <p>Prosperity</p>	 <p>Prosperity</p>
 <p>Prosperity</p>	 <p>Prosperity</p>	 <p>Prosperity</p>
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Make Your Own Illuminated Manuscript



Your task: Using only hand drawing tools create an illuminated manuscript that is both beautiful and an accurate transcription of a text that was important to monks to preserve.

- Step 1: Look at examples of illuminated manuscripts and choose the document you will help to preserve.
- Step 2: Discuss with your group what your illuminated manuscript will look like.
- Step 3: Sketch the illuminated manuscript on some scratch paper until you have agreed upon what it will look like.
- Step 4: Record your illuminated manuscript in the space below.
- Step 5: Proofread the text and eliminate any transcription errors.
- Step 6: Record the advantages and disadvantages of your new illuminated manuscript.

Advantages of the illuminated manuscript we developed:

Disadvantages of the illuminated manuscript we developed:

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Crusader Job Interview

An expedition is being formed to go on a crusade. A prominent lord in your area is leading it. There are many people willing to answer the pope's call to rescue the Holy Land from the infidels and receive forgiveness of sins. Which candidates will be among the truly blessed ones to carry out this ultimate pilgrimage? One student role-plays the interviewer (an employee of the lord) and the other the hopeful crusader. Choose together from among the interview questions below to conduct a mock interview of a crusader candidate. Afterward, the interviewee will submit a one-page essay on why he or she wants to join this crusade, and the interviewer will write a one-page essay to the lord on why the candidate is or isn't recommended for the crusade.

Sample questions

1. Tell me about yourself.
2. Why do you want to leave your current job? Why did you leave your last job?
3. What are your strengths? What are your weaknesses?
4. Which adjectives would you use to describe yourself?
5. What do you know about our expedition?
6. Why do you want to accompany our lord on this crusade? Why should I recommend you?
7. What past accomplishments gave you satisfaction?
8. Why do you want to be a crusader?
9. How do you handle pressure and stress?
10. Where do you see yourself five or ten years from now?
11. What qualifies you for this crusade?
12. Can you read or write?
13. What other kinds of education have you had? What did you like/dislike about your last job?
What is your biggest accomplishment?
14. Do you prefer to work with others or on your own?
15. What are your career goals?
16. What other pilgrimages have you carried out?
17. Have you ever had to work closely with a person you didn't get along with? How did you handle the situation?
18. What are the responsibilities of your current or previous position? What do you know about the Holy Land?

19. What do you know about the Church?
20. How long will it take for you to make a significant contribution?
21. Do you see yourself as more of a warrior or a pilgrim? Why?
22. If it were your first day, what would you say to the associates you will be traveling with?
23. What have you done to overcome major obstacles in your life?
24. Are you willing to relocate?
25. Are you interested in the new trade goods from the East?
26. How do you define a successful crusade?
27. What was the last book you read or had read to you?
28. What area of this crusade would you find most difficult?
29. How much travel experience do you have?
30. How will you handle resistance from the infidels?
31. What leadership/supervisory roles have you held?
32. What has been your greatest crisis, and how did you solve it?
33. What person has had the greatest influence on you and why?
34. Describe the ideal crusader.
35. What have you done that shows initiative?
36. In what areas of the crusade would you expect to be most successful? In what areas of the crusade would you expect to be least successful?
37. How will you pay for your travels?
38. What aspect of this crusade do you consider most crucial?
39. How do think a friend would describe you?
40. How many months/years are you willing to be gone to get the crusade done?
41. How will you know your mission is accomplished?
42. How and when will you come home?
43. What if you never return from the crusade?
44. What two or three things are most important to you in this crusade?

Medieval Conversation

Directions: How many things can you find in this conversation that would be out of place if it were held in the Middle Ages? Discuss these words and phrases with a partner and circle or underline them below.

"Hello, Mr. Jones," said Mr. Smith. "How was your weekend?"

"Okay," replied Mr. Jones. "We went surfing in Santa Cruz."

"Oh, really!" said Mr. Smith. "How did you get there?"

"We drove our minivan down Highway 17," Mr. Jones responded.

"Would you like to stop for a bite to eat?" questioned Mr. Smith entering the restaurant.

"Sounds terrific," agreed Mr. Jones as they entered together.

As they took a seat, the waitress asked, "May I take your order?"

"You bet," affirmed Mr. Jones. "I'd like a diet cola and a vegetarian pizza."

"I'd like a mushroom burger with American cheese and an iced tea with lemon and no sugar," added Mr. Smith.

"Thanks," quipped the waitress as she skated away with their order.

"How's things with your wife?" queried Mr. Smith.

"Not so good," replied Mr. Jones. "She wants a divorce."

"Oh, no!" said Mr. Smith. "Why?"

"Oh, she's a Protestant and I'm a Catholic," Mr. Jones answered.

"That's the pits," reflected Mr. Smith.

The waitress brought their bill and suggested, "Would you like a cinnamon roll for dessert?"

"No, thanks," they both said.

"That will be \$10.87, please," stated the waitress.

"Do you accept credit cards?" asked Mr. Smith.

"Sure," said the waitress, as she took their bill to the register.

Mr. Smith commented, "What's that song on the radio?"

"I don't know," replied Mr. Jones. "Some new rap song."

"Well, I gotta fly," said Mr. Smith.

"Me too," said Mr. Jones. "I've got an appointment with my psychiatrist about my first marriage."

"Ciao," said Mr. Smith.

"Later," replied Mr. Jones.

Christopher Columbus Trial Simulation

The charges against him:

1. Breach of contract. He didn't discover the Indies, therefore, the king and queen don't owe him a peso.
2. Mismanagement of Hispaniola. He was a terrible governor.
3. Misappropriation of the reward for the first sighting of land. He stole the money from others who sighted land first.
4. Impersonating a lord of noble blood. He was not a noble so he should not be allowed to be a viceroy of the Indies for the king and queen.
5. Conspiracy to commit treason against Their Most Catholic Majesties, the king and queen of Spain. He has defrauded them and conspired with our enemies.



Christopher Columbus

Characters:

- Christopher Columbus, (known to the Spanish as Cristobal Colon and in his native Genoa as Cristoforo Colombo)
- The judge (the teacher or a leading student)
- 5 lawyers for the prosecution
- 5 lawyers for the defense
- The jury (9–12 members) representing the Council of the Indies
- Witnesses for the prosecution:
 - Francisco de Bobadilla (royal representative to the Indies)
 - Martín Alonso Pinzón (captain of the Pinta)
 - Gonzalo Fernández de Oviedo (chronicler of the *General and Natural History of the Indies*)
 - Master Rodrigo (former archdeacon of Reina; Spanish theologian)
 - Guatauba (a Taino Indian)

- Witnesses for the defense:
 - Ferdinand Columbus (son of the Admiral of the Ocean Sea)
 - Giovanni Caboto (John Cabot; fellow explorer)
 - Bartolomé de Las Casas (defender of the Indians; author of *History of the Indies*)
 - Paolo Toscanelli (professor of mathematics, geography, and philosophy)
 - Amerigo Vespucci (fellow explorer; head of the Royal Academy for Exploration of the Indies)

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The Santa María

Image source: Courtesy of the Library of Congress

Witness for the Prosecution #1

Deposition of Francisco de Bobadilla, royal representative to the Indies

Cristobal Colon (Columbus) was a cruel and corrupt governor of Hispaniola who, through false claims and mismanagement, ruined the colony, oppressed its Christian and Indian inhabitants, and plotted to wrest control of the colony for his own possession or to hand it over to the control of our enemies. He overtaxed the Indians and forced the Spaniards to do hard labor for him and to go for long periods without pay. He falsely accused innocent people and punished them harshly. He was unable to fairly collect the taxes due from the Indians to the sovereigns. He was also unable to control their uprisings. When unable to deliver the gold and riches that he said this colony would produce for Spain, he enslaved some of the very same Indians he had told everyone earlier not to harm. Not that I am against slavery itself, for, as everyone knows, the Indians enslaved each other before we arrived. I happen to feel that the cannibals among them deserve it for their devilish practices, but why enslave those who are loyal to us? Colon was a very poor judge of which Indians were loyal and which were not. Innocent ones were killed and treacherous ones were pardoned. Many lives were needlessly lost.

Colon is cruel and greedy and deserved to be replaced. Had he remained the governor, the colony surely would have fallen into ruin. I was sent as a most humble servant of Their Most Catholic Majesties to report on the status of the colony and the uprising. I regret to have to say that Cristobal Colon and his brother are totally incompetent and that I had no choice but to assume the leadership of the colony for myself to restore some sense of order to the chaos they had created. After listening to the grievances of many upstanding citizens who were harmed by them, I strongly feel that no one who bears the name "Columbus" should ever rule these lands again. I agree with Their Most Catholic Majesties that Spanish lands should remain in Spanish hands from now on.

Witness for the Prosecution #2

Deposition of Martín Alonso Pinzón, captain of the Pinta, 1492

Colon (Columbus) was a fraud. It is I who found the lands of the Indies first for the glory of Their Majesties. I returned to Spain first to stake my rightful claim. His poor leadership often led the men to the brink of mutiny. He made judgment errors in the course of navigation that could have cost us our lives. He recklessly endangered us to further his own ambitions. He defrauded humble sailors of their rightful prize from the king and the queen for being the first one to sight land. On this account, I seek nothing for myself, but only that the simple sailor who first sighted land be given the prize money for himself. As if Colon needs the money after all of the vast funds and rewards lavished upon him already! Why cheat a poor sailor of the 10,000 maravedis annuity when that money could mean a lifetime of security to a poor man like Pedro Yzquierdo and nothing more to Colon? He is a traitorous foreigner who lorded it over loyal Spanish patriots who were humbly serving their righteous sovereigns. He is not to be trusted and should not be paid anything since all of the important work was done by others.

I am the one that arranged for all of the important introductions that made this journey possible when everyone else said it was foolishness and could not be done. I lent him money and provided him with ships. Columbus could have never found the Indies without my help. I was the first one to sight land in the Indies, the first to land in Hispaniola, and the first one to return to Spain. I was the one to encourage the men to go on when they all wanted to turn back. I was even the one to give Columbus the idea to sail westward. I told him of a letter I saw in Rome wherein the wise King Solomon told of a rich land named Cipangu that could be reached by sailing west from Spain. It is only fair that I, a native-born Spaniard, be given half of the treasure that I have brought to the king and queen of Spain. I once called Columbus my friend, but that filthy, lying foreigner has defrauded me of what he promised and all that I worked so hard to gain. My only hope is that as I lay dying, God will see fit to bring justice to my heirs and restore the riches and honor that are due to my family.

Witness for the Prosecution #3

Deposition of Gonzalo Fernàndez de Oviedo

I am the author of the great work *Historia General y Natural de las Indias* (*General and Natural History of the Indies*), the first comprehensive work to chronicle the history of the region from its earliest times under the rule of our great sovereigns, the king and queen of Spain. I know this land, Columbus, and his deeds better than almost any other man alive. While Columbus had some admirable traits, he has made some inexcusable errors that cast shadows of doubt upon his ability to rule these colonies, and even upon whether he truly deserves to be called their discoverer. Most of all, he is far from the first person to consider finding new lands to the West. Did not the great philosopher Aristotle mention the land of Atlantis as being to the west of the straits of Gibraltar? If such an authority as Aristotle says that the Carthaginians had already been there and people are now being sent to the Inquisition for questioning the word of the wise Aristotle, then what are we to say of Columbus' claims that he got there first?

A commonly repeated story these days is that Columbus first thought of sailing westward when he saw the Indies clearly marked on a map made by a Portuguese man, Vicente Dias, who had already been there. This man had been blown off course by a storm and had seen these islands, but had been unable to find them on several return ships. Is it not at least possible that Dias, or some other Portuguese Andalusian or Basque navigator, put this idea into Columbus' head? No one can prove this is true, and I am not really sure I believe it myself, but, if it is true, then all claims he has made as to revealing the Indies to the rest of the world, and all of the titles and revenues that come with it, are falsely gained. This would make Columbus no more than an imposter and a usurper. As to the claims of the Pinzòns, they are great navigators, but I think that it would have been shameful for them to mutiny against their commander, and they clearly did not. I will leave it up to this court to decide who deserves the proper credit for discovering these new lands and returning to Spain first. I want no further part of these proceedings.

Witness for the Prosecution #4

Deposition of Master Rodrigo, former archdeacon of Reina; Spanish theologian

When Columbus came to us, he was a poor tradesman who only pretended to be a scholar. Columbus' ideas were based on faulty knowledge of geography and history. He dared to add his own changes to the long-accepted maps of the great Greek geographer, Ptolemy. He deliberately underestimated the circumference of the globe to make his proposal sound more feasible. He misinterpreted the Scriptures when he said that the world is 2/3 water. Many great philosophers disagreed with him. Even though Their Most Catholic Majesties were busy with the righteous crusade of driving the Moorish infidels from our land, Columbus kept harassing them until they gave in and let him try his Enterprise of the Indies. He proved nothing by going there, however, because others went to the Indies before him. There have been Spanish colonies in the Indies for as far back as the Carthaginians. Even the Portuguese went there before Columbus did. He probably got the idea from them.

Columbus did nothing new, so the king and queen owe him nothing. He is foreign-born and had a Portuguese wife. For all we know, he could be a spy for our enemies! Columbus said that he would pledge all of the money he gained from his conquests to start a new crusade. Well, I haven't seen any new crusades started lately. Besides, he has been to the Indies four times and still hasn't found the wealth mentioned by Marco Polo. Despite all of this, he has the nerve to demand to be made the king of the new lands he found and to be given a large share of its wealth for him and his heirs forever. Even a fool with only a basic understanding of the law knows that if you don't deliver upon your part of the bargain in a contract, you can't expect any reward in return! Who does he think he is? We have put up with this fool for long enough. Give him some pittance of a settlement and give the proper credit and reward to loyal Spaniards like the Pinzons who have served God and their country faithfully in these troubling times.

Witness for the Prosecution #5

Deposition of Guatauba, a Taino Indian

When I first met Columbus, I thought the gods had come to our island. He and his men looked so strange to us, but he seemed warm and friendly. He seemed genuinely interested in learning our ways and offered us interesting items like bells and mirrors, which we had never seen before. I still remember the first time I saw my own face in a mirror. I must have jumped back three or four steps in amazement! Because I learned their language faster than the others, he asked me to accompany him as a translator.

At first it was interesting, but I soon longed for home. Columbus could be very kind at times, like the time he rescued my tribe from a group of cannibals that was planning to eat us, but at other times, he grew very obsessive and greedy. At every new island we went to, he would ask the same questions, "Have you seen Cathay, Cipangu, the Great Khan, the cities of gold?" It got to be pretty comical after a while as I kept translating the same message back to him that the other Indians had said, "Oh, the gold. That's way over there on that other island." Amazingly, Columbus never caught on that the Indians didn't know what he was talking about and were just trying to get rid of him.

One day, Columbus said that he was going to take us back to his country to prove to his chief that we had been to "the Indies," wherever that is. After crossing more water than I had ever seen, we still hadn't arrived at his island. I panicked and jumped overboard. Though I hated to leave Columbus because he had always been kind to me, I had to get back home. Luckily, some friends picked me up in their canoe. I eventually returned home several years later. I heard later that some of my friends were not so lucky. They drowned or died of diseases shortly after arriving in Spain.

To my horror and amazement, my home island was nothing like what I had left. Everyone was dying from these horrible little red dots all over their skin. They all had a high fever and a terrible thirst. Many are falling every day now. Most of my friends and family are already gone. As if that is not bad enough, we were tricked by the Spanish into being made slaves, and made to work long hours growing crops for them or mining until we collapse with exhaustion. Columbus has now ordered that we take those beautiful little bells that he gave us (how I love their sound) and fill them with gold once a month. Doesn't he know that it is impossible?! When my friends complained to him that there wasn't enough gold on the island to do that, he had them killed! Now, I hate the man. I don't know what happened to the man I once called my friend. I believe in this new god that Columbus brought with him. Maybe he will call out one of the Spaniards to show them the error of their ways. May God forgive Columbus, for I cannot.

Witness for the Defense #1

Deposition of Ferdinand Columbus, son of the Admiral of the Ocean Sea

I know what you are thinking: "How can a man's own son give an impartial account of him?" Well, I am more than just a dutiful son. Although I know him like no other and am proud of his great deeds and accomplishments, I am also his chief biographer, curator of his collection of maps, charts, and writings, a humanist scholar, an historian and a navigator myself. I have collected books from many parts of Europe. I have served on a royal commission that corrected marine charts, commissioned pilots, and decided the rival claims of Spain and Portugal over the Moluccas. What's more, I accompanied the great Admiral on one of his voyages and saw his great strength of command and divinely guided decision-making first hand.

Oviedo is a poor scholar who knows no Latin and relies on others to translate documents for him. He has read things into Aristotle's writings that were not there, misinterpreted documents, and deliberately misled people. Who is he to take away the credit for deeds done by men much greater than him? God led my father to the Indies to fulfill a heavenly mission to reach those living in spiritual darkness. How can Oviedo cast doubt on this and give the credit to others based on rumor alone? What kind of historian is that?

Oviedo claims that the Carthaginians or other ancients came to the Indies first, but he offers no conclusive proof that these lands were west of the Straits of Gibraltar. If they were large lands with great forests and navigable rivers, how could this be possible on islands, no matter how big? Surely there was a mistake in his translation of Aristotle. If these lands were so great, why didn't the ancients stay there and their existence remain common knowledge? He also says that a few years before Columbus, Portuguese explorers were accidentally blown westward and found the Indies. How is that possible when the winds blow from west to east not from east to west? That would be an even bigger miracle than the ones my father witnessed as God led his way through the Enterprise of the Indies.

Most of the other accounts of Columbus are written by men who did not know him. Their books are full of errors, either from ignorance or from malice, because they wish to give credit for Columbus' discoveries to others so that they could gain something for themselves. I have carefully exposed each one of their falsehoods at length in my book *The Life of the Admiral Christopher Columbus* at length, so I will not trouble you with them now. Who can know a father better than his own son? What could I possibly gain from lying about him? There are those like Agostino Giustiniani who would insult my father's heritage, claiming that he was not of noble origins. Even if he is not, which is more important: a man with a noble title who does nothing important, or a common man who does noble deeds? My father was not a simple tradesman. He studied at the University of Pavia and was well versed in letters, geography, history, and philosophy. He was an expert mapmaker, always updating his maps with details from interviews with well-traveled sailors. He prepared well for his journeys by scouring every book written since ancient times that he could find that mentioned the Orient.

He traveled to the limits of the known world and interviewed anyone he could find that had been near the Indies. He was a navigator without equal. He prepared for his trips by studying all the winds and currents before he departed in order to be sure of a safe return. He traveled through treacherous waters filled with dangers never before seen, such as hurricanes, coral reefs, and deadly areas with no wind at all, where many lesser men would have perished. To those who would say that he was cruel, greedy, or incompetent, I say that nothing could be further from the truth. He was a pious, humble man who suffered great persecutions at the hands of others. First they doubted him, then they mocked him, and then, when they found out that he was right all along, they tried to rob him of his due rewards. Bobadilla is a corrupt man who sided with the leaders of the rebellion against the rightful ruler of the colonies, Columbus, the duly appointed viceroy. He stole the Crown's properties and enriched himself at their expense. He nearly drove the colony to ruin by his mismanagement. The Pinzons are traitors who only wish to steal from Columbus what they could not accomplish on their own. Their insubordination to Columbus' commands was testified to by many witnesses. They nearly ruined the first expedition several times by disobeying orders and disappearing off in a direction of their own or failing to report back to the Admiral at the appointed time. They should be punished for their disloyalty and open rebellion against the viceroy because it is the same as rebellion against the king and queen. In contrast, Columbus' motives were only to bring greater glory to God and to Spain. His loyalty was proven again and again by his many years of faithful service to the Crown. He should by all rights be named a saint and as one of the greatest figures in history for the untold thousands he has led to the light of salvation.

Witness for the Defense #2

Deposition of Giovanni Caboto, fellow explorer

You probably know me best by my English name, John Cabot. My son Sebastiano (Sebastian) and I have been engaged lately in trying to find a shorter route to the Indies than Columbus did. I admit that I owe a great deal to my friend Columbus. We not only share the same land of our birth, but the fate of being rejected by other Italians and having to explore instead for strangers. It was his knowledge of the use of the new invention called the globe which was instrumental in convincing King Henry that it was indeed easier to reach the Indies from a higher latitude, such as England than one closer to the equator, such as Spain. I felt badly that England, had turned Columbus down earlier, but I was able to persuade the king to give the voyage a try under my leadership. He gave me a few ships and was cautiously optimistic. Well, he was so overjoyed at my successful return that he gave me many more ships with which to confirm that I had indeed reached China, and to claim its wealth and return with it to England. [Editor's note: since this deposition was recorded it should be noted that Master Cabot never returned from his second voyage and his entire expedition vanished without a trace].

The king has even discussed allowing my son to explore an eastward route to the Indies by traveling over Russia. It has come to my attention that some disreputable people now doubt Columbus's abilities and claims. I cannot understand this. I have never met a finer mapmaker or navigator than Columbus. He was truly an inspiration to me. I found him to be a fine scholar and a gentleman of keen wit and great knowledge. What's more, I have seen the Indies, in exactly the place where he predicted they would be. I can't wait to get back to them to convert the heathens and bring glory and riches to my adopted country that has treated me so well. Although I explore for a different country, I do not consider myself a rival of Columbus, as some do. As we learned together when studying the writings of Marco Polo and others, there are plenty of riches for everyone! First come, first served!

I do not try to denigrate his claims, nor doubt his accomplishments, as others do for their personal gain. If Columbus says something is true, then it is. He is a great and learned man. I hear that the king of Spain is talking about establishing an academy for navigators with Columbus at its head. What better man to lead it than the very man who inspired an entire generation of explorers to find the quickest route to Asia and to explore every unknown corner of any new lands which we may find? It is my most cherished dream that I, or my son Sebastian, may someday join, or even lead, this great academy. If the king of Spain puts this much trust in Columbus, then surely he is worthy of all the honors, titles, and royalties that have been granted to him.

Witness for the Defense #3

Deposition of Bartolomé de Las Casas, defender of the Indians

I was once a conquistador. I once brutally misused the Indians for my own selfish gain. I witnessed others torturing, humiliating, and even mocking the Indians for their child-like trust and naiveté, all the while laughing at the ease of their ill-gotten gain. Finally, when I could take no more, I was able, through the Grace of God, to see the error of my ways. I underwent a heartfelt conversion, and I have pledged the rest of my life to serving the most humble of God's creations, the Indians. I agree with Columbus, who said in his journal, "They are a friendly and well-dispositioned people. . . . I want the natives to develop a friendly attitude toward us because I know that they are a people who can be made free and converted to our Holy Faith more by love than by force, . . . I think they can easily be made Christians." It is a tragedy that others did not follow the example of this godly and upright man. Instead, they disobeyed his orders and ran rampant throughout the land. They deceived the Indians, stole their treasures and land, and raped, mutilated, and murdered them. Then they had the audacity to tell the Indians that God had meant for them to be our slaves because they have no souls.

Well, I could not sit still for this. I have outlined their atrocities in great detail in my book, *Historia de las Indias (History of the Indies)*. I have debated the greatest theologians in the Spanish Empire and have proven to them that Indians do indeed have souls, and that they should be treated as our brothers, not as animals. I have denounced those would go against my godly friend, Columbus, and trick the Indians into submitting to slavery by the ruse of having them agree to a Latin pronouncement that they cannot understand. This is an outrage! Columbus begged the righteous queen to outlaw this practice, and when he began to round up violators of her royal decree, they had him bound in chains and returned to Spain as a common criminal! Surely, this is a great injustice.

Instead of being grateful to Columbus for his great deeds and benign leadership, they have tried to permanently bar him and his family from governing the very lands that he discovered. He has made them wealthy, and their greed has blinded them into calling him a fraud and stripping Columbus of all of his titles, authority, and wealth. May God have mercy on their souls for perpetuating such an insult to one of the greatest men of our age, one who is so humble and mild that he never even utters a curse word, and who prefers to spend his time with clergymen. Dare I say that I have seen him live a life holier than many of my fellow members of the clergy? Perhaps he should be made a saint when he dies.

Witness for the Defense #4

Deposition of Paolo Toscanelli, professor of mathematics, geography, and philosophy

[Editor's note: Toscanelli died in 1482, so he never lived to see Columbus set sail for America.]

You may be surprised to hear me say it, but Columbus was not the first one to suggest that sailing west to reach the Indies might be a shorter route than the easterly route taken by the Portuguese. It was my idea, actually, and I freely admit that he copied the idea from me. I even sent him a map showing routes for the journey and the distance that must be crossed. You may also be surprised to learn that Columbus admits this himself. You see, he was not the first one to conceive the idea; he just became the best advocate for it. I am a man of letters. I write works on philosophy, mathematics, geography, and many other subjects. I realized that in Columbus I had found a kindred spirit. He was a well-learned man who readily absorbed my ideas. We corresponded regularly as he grew increasingly excited about the prospect of reaching the Indies faster than by the current Portuguese route.

What set Columbus apart was that he was a man of learning *and* a man of action. Alas, I am too old to follow my dreams. I can do no more than speculate as a scholar. I am what you might call an armchair explorer, like the great ancient writer Ptolemy, who speculated a route around Africa without actually trying it. I pointed out to Columbus the riches mentioned in the East by Marco Polo and others. I told him and his potential sponsors that there had already been Christian missions requested by the Great Khan and that they would be very receptive to Christianity. As Hieronymus Muntzer has pointed out, Aristotle also said that the distance between the East and the West was not great and that there are similar plants and animals on both sides. If the Vikings could find Greenland, and the Portuguese the Azores, why can't Columbus cross from our lands to those of the East?

That young man, Columbus, impressed me as the kind of man with the determination to actually make my dream a reality. He is doggedly pursuing the crowns of Europe with the idea of the Enterprise of the Indies until, someday soon, an equally daring sovereign will decide to give it a try. He will convince the doubters and skeptics who said it couldn't be done. People doubted that men could live in the torrid heat of the tropics until the Portuguese went there and proved it. Columbus shows great courage and leadership. Because he knows so many languages, he could keep a multinational crew united, facing many great dangers until they reach their goal. The whole world will soon reap the benefits of his daring and determination. He is worthy of all of the honors and rewards that are due to him.

Witness for the Defense #5

Deposition of Amerigo Vespucci, fellow explorer and head of the Royal Academy for Exploration of the Indies

I currently hold the job which was originally designed for Columbus, that of training other explorers. I have sailed for both Portugal and Spain and have fought against the limitations of small-thinking men who cannot see beyond their perceptions of the lands that they are exploring. They have preconceived notions of what they will find and which routes are best, even when the evidence right in front of them contradicts these notions. When I encountered such men, I openly broke with them and pursued what I knew was the right course, regardless of the risk to my safety or reputation. Because of this, I have found many new lands not even mentioned by Marco Polo or the Ancients.

I have met Columbus and shared many ideas with him. He is the greatest navigator of our time. His bravery and tireless work ethic have inspired us all. His only limitation is that he stubbornly insists that he has found Asia and keeps asking for permission to return to the lands that he explored to confirm it, even though he is now old and failing in health. After repeated denials, I heard that he is currently begging the king to let his son go and finish his quest. What I came to realize through my own explorations is that Columbus is wasting his time. He will never find proof that he reached Asia because he is still far from those lands.

I now believe that the lands that I explored to the south of Columbus' voyages are not among those mentioned by Polo at all, but a *Novus Mundus*, or New World. This is because I have seen rivers that were much too large to exist on mere islands. In all my extensive journeys, I never once saw any of the cities or peoples mentioned by Polo or the Ancients. I still believe that Asia is obtainable by sailing westward, but that this can only be done by going around the lands that I found to the South. I hope to return to the place where I was forced to turn back on my last voyage and find a passage or strait that would allow me to go beyond this land and to continue to Asia. I wish that Columbus shared my views, but he insists that he has already reached Asia and only needs a bit more proof to convince his critics. He thinks that the lands that I found were the Garden of Eden or some other previously hidden region, not a New World.

There are those who say that I have claimed credit for discovering the New World and that I am an imposter and usurper who is trying to steal the glory from Columbus. Unscrupulous publishers are adding things to my written accounts of my voyages that I never said, but I am powerless to stop them. They are selling altered versions of my account without my permission. These men are liars and thieves. They care more for exciting fiction and profit than the truth. Some have even proposed naming the New World after me because they have never heard of Columbus or do not believe him. I want no part of this. I deeply respect Columbus and, despite our differences, am eternally indebted to him for his influence and inspiration for my own voyages of discovery. We have both been victims of men who would exploit our names or discredit us for their own personal gain.

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