



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

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Lesson Grade Span: *Secondary (9-12)*

Targeted Grade Level(s) or Course(s): World History

Lesson Title: An Indian Ocean Trade Simulation

Suggested Time Frame: *Time needed for implementing the lesson.*

Two fifty minute periods and one block (90 minute) period (This can be shortened to two 50 minute periods by following modifications noted below)

Lesson Overview:

The Indian Ocean Trade (IOT) network has been a conduit for goods and culture for thousands of years and is a critical part of any World History curriculum. This lesson will teach your students key concepts of cultural diffusion, and diasporic communities. This lesson draws on a simulation developed by Andy Aiken of Boulder High School in Colorado as well as modifications made by teachers in the Bellevue School District.

The following standards established by the National Center for History in the Schools in the Department of History at UCLA are applicable to this lesson:

Note: Historical Thinking Standards are in parenthesis

World History Era 5 Intensified Hemispheric Interactions, 1000-1500 CE

Standard 1: The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion

Standard 1D - The student understands how interregional communication and trade led to intensified cultural exchanges among diverse peoples of Eurasia and Africa.

THEREFORE, THE STUDENT IS ABLE TO

Identify the maritime routes extending from East Asia to northern Europe and assess the importance of trade across the Indian Ocean for societies of Asia, East Africa, and Europe. [[Draw upon data in historical maps](#)]

THEREFORE, THE STUDENT IS ABLE TO

Explain connections between trade and the spread of Islam in Central Asia, East Africa, West Africa, the coasts of India, and Southeast Asia. [[Analyze cause-and-effect relationships](#)]

Standard 4: The growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries

Standard 4B - The student understands the development of towns and maritime trade in East and Southern Africa.

THEREFORE, THE STUDENT IS ABLE TO

Explain the rise of commercial towns on the East African coast and the significance of Swahili as a language of trade. [[Interrogate historical data](#)]

Assess the importance of Islam, Arab settlement, and maritime trade in the economic and cultural life of Kilwa and other East African coastal cities. [[Analyze cause-and-effect relationships](#)]

Analyze the importance of Great Zimbabwe as a state and commercial center with links to the Indian Ocean trade. [[Interrogate historical data](#)]

Standard 7: Major global trends from 1000-1500 CE

Standard 7A - The student understands major global trends from 1000 to 1500 CE.

Account for the continuing spread of Islam and explain the importance of Muslims and Muslim civilization in mediating long-distance commercial, cultural, and intellectual exchange. [[Examine the influence of ideas](#)]

Explain why new ports, manufacturing centers, merchant communities, and long-distance trade routes emerged during this period in the region of the “Southern Seas” stretching from the Arabian Sea to the coasts of China. [[Analyze cause-and-effect relationships](#)]

World History Era 6 The Emergence of the First Global Age, 1450-1770

Standard 1: How the transoceanic interlinking of all major regions of the world from 1450 to 1600 led to global transformations

Standard 1B - The student understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries.

THEREFORE, THE STUDENT IS ABLE TO:

Analyze Portuguese maritime expansion to Africa, India, and Southeast Asia and interactions between the Portuguese and the peoples of these regions.

Across the Eras

Standard 1 World History: Long-term changes and recurring patterns in world history

Trace major patterns of long-distance trade from ancient times to the present and analyze ways in which trade has contributed to economic and cultural change in particular societies or civilizations.

Focus Questions:

- *How did the Indian Ocean Trade Network help build wealth and power in trade cities?*
- *Why was there no one power that dominated the Indian Ocean Trade network?*
- *What changes came about as a result of increased interactions in the Indian Ocean as a result of the intensification of trade?*
- *What were the characteristics of cities that grew along the Indian Ocean trade networks?*
- *To what extent did Indian Ocean trade cities reflect regional differences and to what extent did they share common characteristics as a result of increased interactions?*
- *What were the role of diasporic communities in the Indian Ocean trade network?*
- *How did the network of trade in the Indian Ocean served to spread material goods, religion, and technology to distant lands.*

Materials Needed:

- Indian Ocean Trade Powerpoint
- Overhead Projector
- Small white boards (but big enough to be read across the room) for students to write on
- One paper lunch bag (or similar size bags) for each city team
- One set of **Indian Ocean Trade Documents** (Attachment A)
- One **IOT Role Sheet** per group (Attachment B)
- One IOT Trade Routes Map (Attachment C)
- One IOT Directions per group (Attachment D)
- One **IOT Demand Schedule** per student (Attachment E)
- One **IOT Trade Log (based on role)** per student (Attachment F)
- One set of **Risk Cards** (Attachment G)
- One **IOT Reflection Sheet** per student (Attachment H)
- Trade items by region (these need to be cut up ahead of time and distributed to the appropriate bag for each city based on the supply schedule). Each city should have 5 of each of their trade items with the exception of Guangzhou which should have at least 10 silk and ceramics
- We have used silver and gold chocolate kisses for the gold and silver but paper cut outs are fine

Room Preparation:

Before starting the lesson you will want to assign students to an Indian Ocean trade city in teams of three. You might survey them the day before about which region or sub region they are interested in representing (East Asia, Southeast Asia, South Asia, Persian Gulf, Red Sea, East Africa)

For the simulation on DAY 3 you (or students will) need to cut up the trade items for each city and distribute them in the proper city bags. Also for DAY 3 Arrange tables so that they generally mirror the layout of the Indian Ocean cities (e.g., Kilwa and Mombassa are on the opposite side of the room as Quangzhou)

Instructional Strategies/Procedures:

Day 1-Getting Context

Post Indian Ocean City Teams and have students sit with their team.

Ask students if they can name any trade routes (Many may have already studied the silk routes) and what goods were traded along them.

Ask students other than goods and items, what else spread along trade routes (ideas, religions, technology, and disease).

Tell students that for the next few days they will be studying one of the most significant trade routes in world history, the Indian Ocean Trade. Show map of Indian Ocean.

During this process you will learn the key concepts:

- **Diasporic Communities**
- **Diffusion**

Tell students that during the next few lessons they will consider the following questions:

- *How did the network of trade in the Indian Ocean spread material goods, religion, and technology to distant lands?*

They will do this this by playing the role of a merchant or traveler from each of the cities.

Give students a blank map of the Indian Ocean and the **Indian Ocean Trade Schedule**. Using their textbook section on the Indian Ocean, have students map the cities in the Indian Ocean.

Explain to students that their city team's mission will be to:

- Amass (get) more wealth & trade goods *that you need*, technology, and knowledge than other traders
- Complete a religious pilgrimage and return to home city

Primary Source Document Analysis

Tell students that travelers often depended on the stories they heard about other cities to determine where to go.

Note that Ibn Battuta was a prolific source of information about the Muslim world. Give each team Ibn Battuta's account of his Journey to Calicut. Post the document on the board and read it out loud with the class. Give students a white board and have students in their city teams

- Discuss document 4
- Which paragraph is most important to a merchant from your city? Write on your board
- What does it tell you?
- Write a "telegram" to the merchants in your city about Calicut

Key pieces of information from the Calicut document that might be included in their "telegram" are:

- Calicut has spices-particularly pepper
- It is visited by visitors from all over the IOT
- The sultan of Calicut protects the goods of merchants if they are shipwrecked

Next, have students review the **IOT Goods Schedule** and primary source documents for their city and/or region to determine

- What trade items they have that other cities want?
- What-if any-religious holy sites they are near

For Homework

- Have students divide up roles-Port Merchant, Pilgrim, Maritime Merchant (see Attachment B) and do the prep work as homework.

Day 2-Planning your trading strategy

Have students sit with their IOT city groups and take out their prep work (e.g., Poster, Map, and Letter)

Show them the map of the Indian Ocean and ask them

Did merchants sail the entire length of the Indian Ocean Network and ask students why or why not? (no, most only parts of it because it was too long)

Tell students that because of the limitations of transportation they are going to **strategize** about how to get the goods they need. In their groups, led by the Maritime Merchant they should answer the following questions:

- What items do you need and which cities have it?
- Who wants the items your city has?
- What's the plan? How are you going to get what you want?
 - Maritime Merchant (MAP OUT YOUR ROUTE)

- Pilgrim
- Port City Merchant

Before the students begin have the **Pilgrims** deliver their letters to their co-religionists in another city. After students have strategized for 10 minutes, do a check-in by asking these questions:

Do you have to go to the ports where an item is from to get the item?

(no, e.g., Chinese merchants do not need to go to East Africa to get ivory, in fact, that would be very difficult and inefficient to do given the distance)

Day 3-IOT Trade Simulation

Arrange seats or tables in the class by geographically by city with East African cities (Kilwa, Mombassa) on the left hand side and Guangzhou on the opposite side.

Explain the rules of the game:

- Trade rounds are 3 minutes each-represents 2 months
- Each merchant/pilgrim may travel to **one port per round**
- 1st rounds can only visit city nearest you
- At the end of the round you STAY in the port you visited
- Maritime merchants get technology when they visit a site that has that technology
- You start with the technology in your region
- Once a merchant/pilgrim has acquired lateen scale, astrolabe, magnetic compass, and stern rudder they can move from region to region on one turn and do not have to visit the next port over.
- **Merchants must pay tribute (1 silver) when they visit each port**
- **Pilgrims must pay 1 silver to get a ride (or go w/own merchant)**
- **If you bargain with a merchant that does not share your religious/cultural background you CANNOT TALK with them as you bargain.**
- Each city elite & merchant/captain must keep a log of transactions for each round
- Never sail an empty ship
- If you don't return to your home port after 2 rounds you must take a risk card

After each round have students write down what they bought and sold as well as the technologies they acquired on their tally sheet.

After the third round have Maritime Merchants who are two stops away from their home port and who HAVE NOT ACQUIRED the navigational technology to draw a risk card and read it to the class.

At the end of the 6th round students should be within one port away from home.

The city which has acquired all the goods and technologies they need wins. If there are more than two cities that have done this then the winner will be the one that has acquired the most gold and silver in addition.

Note: Remind students that they cannot go “home” at the end of a round but have to stay in the port they are in.

Homework-Day 3

Complete the Reflection Questions

Day 4-IOT Debrief/Reflection

Have students complete the Indian Ocean Trade Reflection

Focus Questions:

- *How did the Indian Ocean Trade Network help build wealth and power in trade cities?*
- *Why was there no one power that dominated the Indian Ocean Trade network?*
- *What changes came about as a result of increased interactions in the Indian Ocean as a result of the intensification of trade?*
- *What were the characteristics of cities that grew along the Indian Ocean trade networks?*
- *To what extent did Indian Ocean trade cities reflect regional differences and to what extent did they share common characteristics as a result of increased interactions?*
- *What were the role of diasporic communities in the Indian Ocean trade network?*
- *How did the network of trade in the Indian Ocean served to spread material goods, religion, and technology to distant lands?*

Key points to explain to students as “take aways”

- Monsoons dictated trade patterns
 - (Three circuits Arabia – India, India – Southeast Asia, Southeast Asia – China)
- India was a relay station
- Diasporic communities grew up in trade cities
- Trade not conquest
- Desire for information/technology from India motivated contacts (in addition to trade)
- Many groups trading & interacting
- Islam - common language, common rituals & beliefs helped foster cosmopolitan societies in trading cities (diffusion & syncretism)

Sources:

"Ties to India and East Asia." Fanack Chronicle of the Middle East and North Africa. Accessed 4 Sept. 2016.

<https://chronicle.fanack.com/oman/history-past-to-present/ties-to-india-and-east-africa/>.

Qatar Digital Library. Accessed 4 Sept. 2016. <http://www.qdl.qa/en>.

Barnes, Ruth, and David Parkin. *Ships and the Development of Maritime Technology on the Indian Ocean*. Rotledge, 2002.

**Chaudhuri, K. N.. *Trade and Civilization in the Indian Ocean
An Economic History from the Rise of Islam to 1750*. Cambridge University Press. 1985.**

Another exceptional source for teaching strategies can be found on the Sultan Qaboos Cultural Centers Indian Ocean in World History website: <http://www.indianoceanhistory.org/>.

Indian Ocean Trade Documents: Table of Contents (Attachment A)

Documents by Region

Southwest Asia

- Document One
- Document Two
- Document Three
- Document Eight

South Asia

- Document Four
- Document Five
- Document Six

Eastern Coast of Africa

- Document Seven

Documents by Descriptions of Cities

- Calicut Documents Four, Five and Six
- Kilwa, Document Seven
- Basra, Hormuz, Document Eight

Documents Describing Trade Between Two Parties

- Document One
- Document Two

Documents Describing Cargo and Harbors

- Documents Four
- Document Five
- Document Six
- Document Eight

Document One

Letter from Joseph b. Abraham to Abraham Ben Yiju

Source: Joseph b. Abraham, a Jewish merchant from Aden to Abraham Ben Yiju, another Jewish merchant from al-Mahdiyya, in North Africa. Approximately 1137 CE (near Calicut).

<http://historyblueprint.org/soe-6-calicut.pdf/view>

In Your name, O Merciful. I read and understood it (your letter) and was pleased to learn that you were well and your affairs successful, for which I praised the Lord very much. . . You . . . wrote that you kindly sold the silk and sent goods for its proceeds (profits). . . on the ships of Rashmit. I learned that Rashmit's two ships were total losses (sunk at sea). May the Holy One be blessed (and may) He compensate me and you!

All the copper that you sent with Abu Ali arrived, and the table bowl also arrived. It was exactly as I wished. May God give you a good reward. . . I am sending you a broken ewer (pitcher) and a dipper that together weigh seven pounds less a quarter. Please make me a ewer (pitcher) of the same measure from its copper, for its copper is good copper. . . I am sending also 18-1/4 pounds of yellow copper in bars. . . From the rest of the copper make me an attractive lamp.

You mentioned that you approached the kardal gently, in order to get something for us back from him. Perhaps you should threaten him that here in Aden we excommunicate anyone that owes us something and does not fulfill his commitments. Maybe he will be afraid of excommunication. If he does not pay, we shall issue an official letter of excommunication and send it to him . . .

Document Two

Letter from Mazhur B. Jacob to Abu Zikri

Source: Mahruz B. Jacob, a Jewish ship owner and Indian Ocean merchant from Aden, to his brother-in-law Abu Zikri, a Jewish merchant from Egypt around 1145.

In your name O Merciful. Your hand shall prevail (win) over your foes, and all your enemies shall be cut down. I wish to inform you [Abu Zikri], my lord, that I was very sad to hear that your ship had been seized by pirates. But afterwards I praised God and thanked Him when I heard that your life was saved. You will be pleased to know that with the profits of some sales here in Mangalore (a port city on the west coast of India), I have arranged to get you out in my ship. Please come quickly to Mangalore. If God is willing, we shall embark (set sail on a ship) on our way home as soon as possible. . .

You will be pleased to know, my lord, that a sum in favor of your excellency remained with me on account of the silk. With it I bought twelve and one half large bahars (a measurement of weight) of pepper for you.....

Document Three

Letter from Abraham Ben Yiju to his brother in North Africa

Source: Abraham Ben Yiju, a Jewish merchant from al-Mahdiyya in North Africa, who traveled widely through the Mediterranean Sea and Indian Ocean for more than 20 years. This letter is from Aden to his brothers and sisters at home in al-Mahdiyya on September 11, 1149.

This is to announce to you my brother, that I have set out from India and arrived in Aden – may God protect it! – safely with my belongings, life, and children. . . Now I wish to let you know that I have enough to live on for all of us.

Document Four

Calicut, the Travels of Ibn Battuta

Source: Ibn Battuta was an Arab Muslim from Tangier in North Africa, who traveled widely through Afro-Eurasia between 1325 and 1354 and visited Calicut several times.

<http://historyblueprint.org/soe-6-calicut.pdf/view>

We next came to into the country of Malabar [the southwest coast of India], which is the country of the black pepper. The pepper tree resembles that of the dark grape. They plant it near the coconut tree, and make a framework for it, just as they do for the grape tree... When the autumn arrives, it ripens: then they cut it, and spread it just as they do grapes, and thus it is dried by the sun, and not by boiling as some falsely claim.

From there we traveled to the city of Calicut, which is one of the chief ports in Malabar and one of the largest harbors in the world. It is visited by men from China, Sumatra, Ceylon [Sri Lanka], the Maldives, Yemen, and Samari [Zamorin]. He is an aged man and shaves his beard as some of the Greeks do...

Some of those that were on board [a shipwrecked vessel] drowned and some escaped..... Next morning. . . I saw the infidel, the sultan of Calicut [the Zamorin], wearing a large white cloth round his waist and a small turban, bare-footed, with the parasol carried by a slave over his head and a fire lit in front of him on the beach; his police officers were beating the people to prevent them from plundering what the sea had cast up [the wreckage from the ship.] At Calicut [the contents of the wrecked ship] are kept by its owners and for that reason Calicut has become a flourishing city and attracts large number of merchants.

Document Five

Abdu Razzak, Description of Calicut, 1442

Source: Abdu Razzak, a Persian ambassador and writer, from his travel account, The Rising of the Auspicious Twin-Stars, and the Confluence of the Oceans, around 1470.

<http://historyblueprint.org/soe-6-calicut.pdf/view>

Calicut is a perfectly secure harbor which like Hormuz (a Persian Gulf port) brings together merchants from every city and from every country. In it there are many precious articles. . . It contains a large number of Muslims who are constant residents and have built two mosques. Security and justice are also firmly established in this city, (so) that most of the wealthy merchants bring in big cargoes, which they unload and unhesitatingly send into the markets without thinking in the meantime of any security, or checking the account, or keeping watch over the goods. When the sale is made, they (the Calicut officials) levy (charge a tax) a duty on the goods of one-fortieth; if they (the goods) are not sold, they (the officials) make no charge whatsoever. At Calicut, every ship, whatever place it may come from or wherever it may be bound, when it puts into this port is treated like other vessels and has not trouble of any kind to put up with.

Document Six

Ma-huan's Description of Calicut and Its People

Source: Ma-huan, who traveled with the famous Chinese explorer Admiral Zheng He from 1405-1431, and lead huge fleets on seven voyages throughout the Indian Ocean.

<http://historyblueprint.org/soe-6-calicut.pdf/view>

The wealthy people mostly cultivate coconut trees. The coconut has ten different uses. The young tree has syrup, (that is) very sweet and good to drink. It can be made into wine by fermentation. For vegetables they have mustard plants, green ginger, turnips, caraway seeds, onions, garlic, eggplants, cucumbers, and melons. They have both red and white rice, but barley and wheat are both absent. Their wheat and flour all come from other places as merchandise for sale here.

When a ship arrives from China, the king's overseer (an official of the Zamorin charged with inspecting foreign ships and collecting taxes) goes on board and makes an invoice of the goods, and a day is settled for valuing the cargo (setting how much goods carried on the ship are worth in the local money). On the day appointed, the silk goods are first inspected and valued. Afterwards, the broker (an official who sets the prices of the goods) states "The price of your goods is now fixed, and cannot in any way be altered." The price of pearls, precious stones, and the Chinese goods exchanged for them is now fixed by the broker. They have no abacus on which to make their calculations, but in its place they use their toes and fingers, and, what is very wonderful, they are never wrong in their reckonings' (counting).

Document Seven

Ibn Battuta, A Story Concerning the Sultan of Kulwa (Kilwa)'s Deeds

Source: Ibn Battuta was an Arab Muslim from Tangier in North Africa, who traveled widely through Afro-Eurasia between 1325 and 1354 and visited Calicut several times.

<http://sourcebooks.fordham.edu/halsall/source/1354-ibnbattuta.asp>

I was present with him on a Friday when he came out from the prayer and was returning to his house. He was confronted on the road by one of the Yemeni faqirs (a religious Muslim who lives solely on donations). He said to him, "O father of gifts."

He replied, "At your service, O faqir, what is your need?"

He said, "Give me these clothes that you are wearing."

He replied, "Yes, I will give them to you."

He said to him, "This very moment."

He said, "Yes, this very moment."

He went back to the mosque and went into the house of the preacher. He put on other clothes and took off those clothes. He said to the faqir, "Enter and take them."

So the faqir went in, tied a piece of cloth and put them on his head and went away. The gratitude of the people to the sultan increased at the evidence of his humility and graciousness. His son and heir apparent (the child who would take charge of the family at the father's death) took that suit of clothes from the faqir and compensated him for it with ten slaves. When the news reached the sultan of the gratitude of the people to him for that deed, he ordered the faqir to be given an additional ten head of fine slaves and two loads of ivory. (The greater part of their gifts are ivory and seldom do they give gold.)

When this honorable and generous sultan was gathered to God (and God have mercy on him), his brother Daud succeeded him. He was the opposite from him. When a beggar came to him he said to him, "He who used to give has died, and he did not leave anything to after him to be given."

Document Eight

Basra

Source: Al-Muqaddasi, an Arab geographer in the 10th century CE who devoted himself to the study of geography, and undertook a series of journeys. He wrote a book in 985 which describes the places and regions he visited.

Basra is “a noble capital founded by the Muslims in the days of ‘Umar, who wrote to his lieutenant saying, “Build thou a town for Muslims between Persia and the country of the Arabs, at the extreme border of al-Iraq, on the China Sea”.... It derives its name from the black stones which were used as ballast by the ships of al-Yaman, and which were thrown here.

Hormuz

A description of Hormuz from the Hadrami Chronicles.

Hormuz is a “barren place, but immensely rich though it had no food, fresh water, nor any green thing, and its supplies had to be imported from the Persian mainland some twelve miles distant, it had grown nearly as large as Aden – due to its immunity from raiding and its splendid harbor. It was the center of sea-borne traffic from India . . .

Indian Ocean Trade Simulation Role Sheet (Attachment B)

Port City Merchants

- Stays at home and conducts trade in the city
- Buys and sells goods from merchants who visit
- Collects one piece of silver from each visiting merchant

Prep work-

- Read the primary source document for your region or city
- **Create a 8 x 11" poster** to convince other traders to come to your city! Include details on
 - the goods you have and
 - the new knowledge or technology merchants can acquire in your city
 - what-if any religious pilgrimage sites are near your city

Maritime Merchants

- Transport goods throughout the Indian Ocean economy
- May only move one contiguous port per turn (based on map)
- Buys and sells goods based on the demand schedule for their city and common sense
- After two turns away from home, must pick risk card for each subsequent turn unless you have obtained necessary knowledge and technology

Prep work-

- Review the demand schedule and map and **plot a navigational course** based on the needs of your city and the cities you think you will be able to get those goods (hint- you don't have to go to a city that produces a good to get that good)
- Remember not to forget about acquiring navigational technologies that allow you to travel farther

Pilgrims

- Must visit Hormuz or Aden (if Muslim) or Calicut or Cochin (if Buddhist). Must remain one turn in pilgrimage city.
- Must pay one silver to each captain who carries you to the next town
- May acquire knowledge and technology and purchase goods along the way

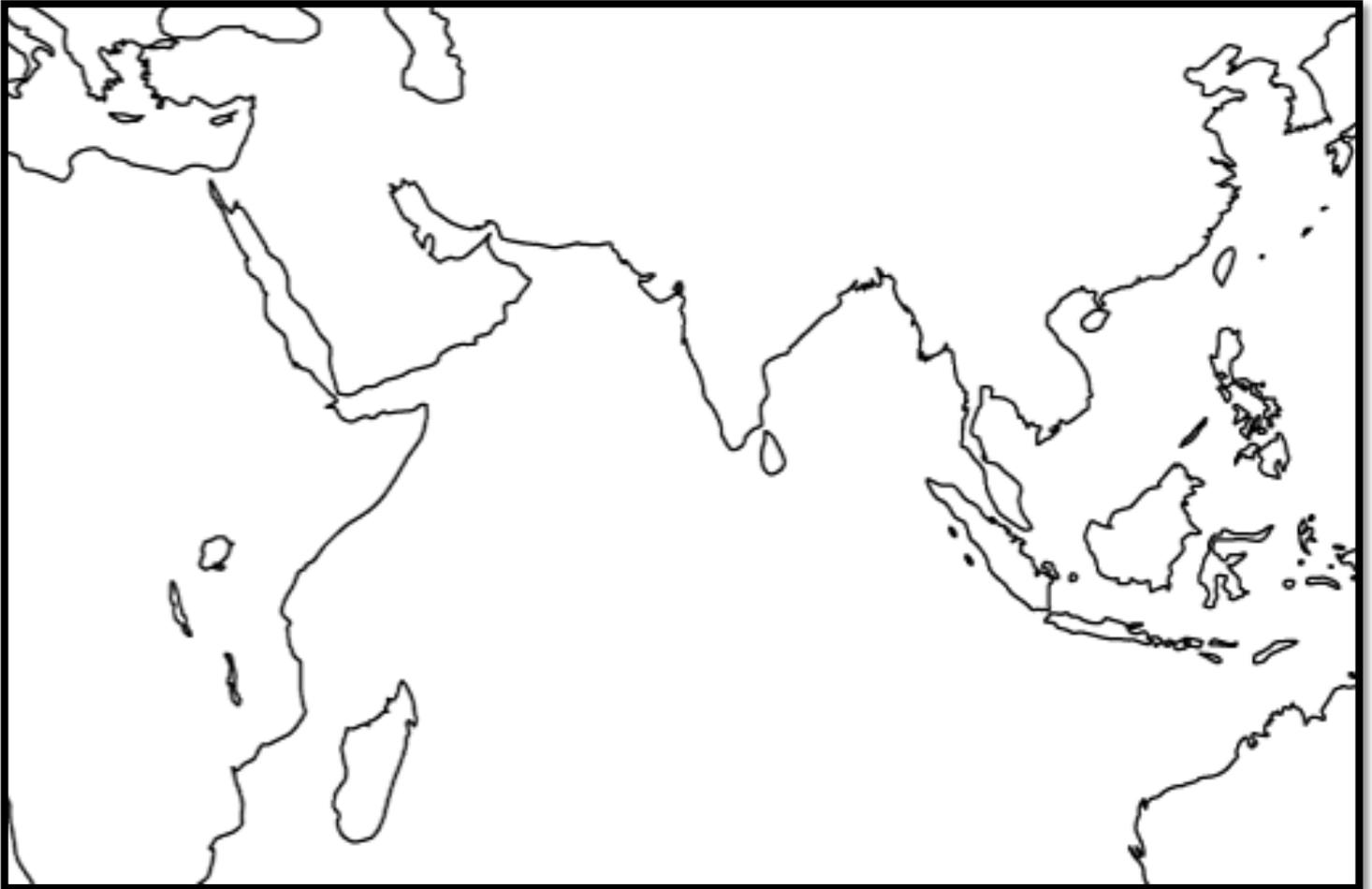
Prep work-

- **Write a brief letter** to a person in another city that shares your faith informing them of your trip and requesting that they trade with you as you as a fellow co-religionist OR trying to persuade them to convert to your assigned religion
- Note that you will have to bargain without talking if you do not share the same religious background as the merchant you are trading with.

Indian Ocean Trade Routes Map

(Attachment C)

1. Use this website to label key Indian Ocean Trade Cities (Guangzhou, Malacca, Palembang, Calicut, Hormuz, Muscat, Aden, Mecca, Mogadishu, Mombassa, Kilwa) and bodies of water. This map will be your guide to allow you to trade with other ports along the Indian Ocean.



Name _____ Period _____

Indian Ocean Trade Directions (Attachment D)

You are now living in the year 1400 CE in a thriving port city that actively trades in the Indian Ocean trading network. You will work in teams to *acquire the goods* that people of your port city demand and to *sell or trade the goods* that other people in the network are looking for. Until you acquire the appropriate maritime technology, you must only travel to port cities in contiguous order (no skipping cities) and only one city per trading round.

Step 1: Determine Group Roles – read the role sheet descriptions and fill in below:

Port Merchant: _____ **

**Groups of 4 choose two Port Merchants

Maritime Merchant: _____

Pilgrim: _____

Step 2: Create a Poster (Port Merchant) – Convince other traders to come to your city!

Include details on the goods you have and the new knowledge or technology merchants can acquire in your city!

Step 3: Map (Maritime Merchant)- Label your gold unit map with port cities (see schedule of goods) and bodies of water (e.g., Indian Ocean)

Step 4: Pilgrim-Write a brief note to a merchant in another city who shares your religion and let them know you will be visiting and what you have to sell and what you are looking to buy.

Step 4: Port City Merchant: Count your Goods for trade/sale and tally on the *Trade Tally Sheet*

Pilgrim and Maritime Merchant: Decide which direction you will head first – draw an arrow on your map. Pay attention to what port cities have your *Goods in Demand* and where the pilgrim needs to travel (you may “send a scout” out to quickly look at other port cities signs)

Note: Pilgrims MUST travel with a Maritime Merchant at all times – you don’t have your own boat! Once you leave your port city, you may switch boats and travel with other merchants (but must pay for the ride).

Step 5: Prepare Trade Log – Each participant needs to fill in the top of your specific trading log.

Indian Ocean Trade Demand Schedule (Attachment E)

Port/Market	Religion	Supply	Demand
East Africa: Kilwa, Mombassa	Islam	Ivory, slaves, gold, timber (mangrove poles)	Ceramics, spices, silk, cotton textiles, gems, pearls, diamonds, incense, carpets, dates
Red Sea: Aden	Islam	Incense, sugar, gold, silver, horses, dates	Ceramics, spices, pepper, silk, slaves, diamonds, timber (mangrove poles)
Persian Gulf: Hormuz, Muscat	Islam	Swords, sugar, dye, silver, pearls, carpets, dates, horses	Ceramics, silk, gems, spices, pepper, cotton textiles, incense, timber (mangrove poles)
India: Calicut, Cochin	Hindu	Cotton textiles, pepper, gems, indigo, gold, diamonds	Ceramics, ivory, slaves, silk, spices (nutmeg & cloves), dye (indigo), sugar, dates, horses
SE Asia: Malacca, Palembang	Hindu Buddhism Islam	Spices (cloves & nutmeg), pepper, sugar, pearls, gems, timber	Ceramics, silk, cotton textiles, ivory, slaves, gems, diamonds
South China: Guangzhou (Canton)	Confucian Buddhism	Ceramics, silk, timber	Ivory, gold, pearls, spices (nutmeg & cloves), cotton textiles, diamonds, swords

Technology Schedule

Technology	Point of Origin	Points of Diffusion (places where you may obtain)	Regions
Sugar cultivation	Malacca or Palembang	Malacca, Palembang and India	Southeast or South Asia
Champa Rice	Malacca or Palembang	Malacca and Palembang	Southeast or South Asia
Mathematics	Cochin or Calicut	Cochin or Calicut	South Asia
Stern Rudder/Magnetic Compass	Guangzhou	Guangzhou, Cochin or Calicut	East Asia or South Asia
Lateen sail/astrolabe	Aden	Aden, Hormuz, Muscat, Cochin or Calicut	

Note: once you have obtained stern rudder, magnetic compass and astrolabe, no risk cards are drawn

Trade Log (Attachment F)

Maritime Merchant

Goods in demand:

Port City	Goods/Money obtained	Cost/Goods sold	New knowledge or technology gained
<i>Example</i> Round #: Aden	3 – silk 4 – ivory	1 – silver 4 – gems	mathematics sugar cultivation
Round 1:			
Round 2:			
Round 3:			
Round 4:			
Round 5:			
Round 6:			

Trade Log Merchant

Port City

Goods in demand:

Round	Goods/Money obtained	Cost/Goods sold	New knowledge or technology distributed
<i>Example</i>	3 – silk 4 – ivory 2 – incense	1 – silver 4 – gems 1 – silver	To Aden: mathematics sugar cultivation To Alexandria: mathematics
Round 1:			
Round 2:			
Round 3:			
Round 4:			
Round 5:			
Round 6:			

Trade Log

Pilgrim

Religion: _____ Pilgrimage city: _____ must stay 2 rounds here!

Port City	Traveled with?	Cost?	Knowledge or technology obtained?	Converts to your faith? (must get signature)
<i>Example</i> Round #: Aden	Alexandria	1 silver	mathematics, gems	Alexandria _____
Round 1:				
Round 2:				
Round 3:				
Round 4:				
Round 5:				
Round 6:				

<p>(Attachment G) Scammed! Lose two of your most abundant commodity to the Trading Company.</p>	<p>Shipwrecked! You come across the remains of a shipwreck. Collect two silver and two gold coins.</p>
<p>Monsoon Winds are at your back! Advance two cities in either direction!</p>	<p>Scurvy! Pay two silver to buy fruit for your crew from the current port.</p>
<p>PIRATES! Pirates hold you at sword point and carry off one of three different items as their booty.</p>	<p>White squall! Your ship stalls in a dreaded ocean storm. Lose your turn. You must stay in between the last port and the new port and not conduct any trading until the storm is over. (One turn)</p>
<p>Crash! Your ship has run aground. Pay two silver to the current port for repairs.</p>	<p>PIRATES! Pirates hold you at sword point and take three silver to let you go.</p>
<p>Everything is normal. Travel is unimpeded.</p>	<p>Everything is normal. Travel is unimpeded.</p>

Risk!

