

# How European Explorers Changed the View of the World



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Summer 2012

Waldseemüller, Martin. "Martin Waldseemüller Map 1505." Map. Library of Congress . Web. 22 June 2012. <[http://memory.loc.gov/cgi-bin/query/D?gmd:3:./temp/~ammem\\_4m7n:](http://memory.loc.gov/cgi-bin/query/D?gmd:3:./temp/~ammem_4m7n:)>.

Christopher Columbus believed he could sail west across the Atlantic Ocean to get to Asia. He hoped to find a new trade route as well as riches such as gold. As a result of his voyages many more explorers crossed the Atlantic and claimed land in the Americas. This led to great change in the way people saw the world they lived in.

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<b>Overview</b>		<a href="#">Back to Navigation Bar</a>
Objectives	Students will: <ul style="list-style-type: none"> <li>• Analyze maps as primary sources</li> <li>• Locate identifiable land masses</li> <li>• Explain the historical significance and legacy of the first maps that included the Western Hemisphere</li> <li>• Investigate the importance of Christopher Columbus</li> </ul>	
Recommended time frame	3 – 5 Hour long class periods	
Grade level	5 <sup>th</sup> Grade	
Curriculum fit	Social Studies – Exploration 1492 - 1590	
Materials	Primary Source Analysis Tool <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf</a> Primary Source Map Analysis Tool Teacher’s Guide <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf</a> Primary Source Analysis Tool Teacher’s Guide <a href="http://www.loc.gov/teachers/usingprimarysources/resources/">http://www.loc.gov/teachers/usingprimarysources/resources/</a>	

	<p><a href="#">Analyzing Primary Sources.pdf</a></p> <p>A Map of the Entire World According to the Traditional Method of Ptolemy and Corrected with Other Lands of Amerigo Vespucci</p> <p><a href="http://www.wdl.org/en/item/369/">http://www.wdl.org/en/item/369/</a></p> <hr/> <p>Christopher Columbus: Man and Myth</p> <p><a href="http://www.loc.gov/exhibits/1492/columbus.html">http://www.loc.gov/exhibits/1492/columbus.html</a></p>
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**Michigan Grade Level Content Expectations and Common Core State Standards**

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	<p><i>5 – UI.2.1:</i> Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.</p> <p><i>5 – UI.2.2:</i> Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).</p> <p><i>RI.5.2:</i> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><i>RI.5.4:</i> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><i>RI.5.10:</i> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
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## Procedures

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### Activity One: How the World Was Before Europeans Discovered the New World

- Student's use the [Primary Source Analysis Tool.pdf](#) to determine how the world was viewed before Columbus' discovery of the Bahamas off the coast of North America and claimed it as San Salvador. He mistakenly thought that this land was off the coast of Asia, not a new continent.

#### Resource

[http://memory.loc.gov/cgi-bin/map\\_item.pl?data=/home/www/data/gmd/gmd3/g3200/g3200/ct002087.jp2&style=gmd&itemLink=?ammem/mcc,gottscho,detr,nfor,wpa,aap,cwar,bbpix,cowellbib,calkbib,consrvbib,bsdbib,dag,fsaall,gmd,pan,vv,presp,varstg,suffrg,nawbib,horyd,wtc,toddbib,mgw,ncr,ngp,musdibib,hlaw,papr,lhumbib,rbpebib,lbcoll,alad,hh,aaodysey,magbell,bbc,dcm,raelbib,runyon,dukesm,lomaxbib,mtj,gottlieb,aep,qlt,coolbib,fpnas,aasm,denn,relpet,amss,aaeo,mff,afc911bib,mjm,mnwp,rbcmillerbib,molden,ww2map,mfdipbib,afcnyebib,klpmap,hawp.omhbib,rbaapcbib,mal,ncpsbib,ncpm,lhbprbib,ftvbib,afcreed,aipn,cwband,flwpa,bib,wpapos,cmns,psbib,pin,coplandbib,cola,tccc,curt,mharendt,lhcbbib,eaa,haybib,mesnbib,fine,cwnyhs,svybib,mmorse,afcwwgbib,mymhiwebib,uncall,afcwip,mtaft,manz,llstbib,fawbib,berl,fmuever,cdn,upb,overbib,mussm,cic,afcpearl,awh,awhbib,sgp,wright,lhbbtnbib,afcesnbib,hurstonbib,mreynoldsbib,spaldingbib,sgproto,scsmbib,afccalbib,mamcol,:@field\(NU MBER+@band\(g3200+ct002087\)\)&title=\[Genoese%20world%20map%201457\]](http://memory.loc.gov/cgi-bin/map_item.pl?data=/home/www/data/gmd/gmd3/g3200/g3200/ct002087.jp2&style=gmd&itemLink=?ammem/mcc,gottscho,detr,nfor,wpa,aap,cwar,bbpix,cowellbib,calkbib,consrvbib,bsdbib,dag,fsaall,gmd,pan,vv,presp,varstg,suffrg,nawbib,horyd,wtc,toddbib,mgw,ncr,ngp,musdibib,hlaw,papr,lhumbib,rbpebib,lbcoll,alad,hh,aaodysey,magbell,bbc,dcm,raelbib,runyon,dukesm,lomaxbib,mtj,gottlieb,aep,qlt,coolbib,fpnas,aasm,denn,relpet,amss,aaeo,mff,afc911bib,mjm,mnwp,rbcmillerbib,molden,ww2map,mfdipbib,afcnyebib,klpmap,hawp.omhbib,rbaapcbib,mal,ncpsbib,ncpm,lhbprbib,ftvbib,afcreed,aipn,cwband,flwpa,bib,wpapos,cmns,psbib,pin,coplandbib,cola,tccc,curt,mharendt,lhcbbib,eaa,haybib,mesnbib,fine,cwnyhs,svybib,mmorse,afcwwgbib,mymhiwebib,uncall,afcwip,mtaft,manz,llstbib,fawbib,berl,fmuever,cdn,upb,overbib,mussm,cic,afcpearl,awh,awhbib,sgp,wright,lhbbtnbib,afcesnbib,hurstonbib,mreynoldsbib,spaldingbib,sgproto,scsmbib,afccalbib,mamcol,:@field(NU MBER+@band(g3200+ct002087))&title=[Genoese%20world%20map%201457]).

### Activity Two: How the Waldseemuller Map Changed the View of the World

- Introduction of Maps. Discuss the parts of a map: compass, scale, title, legend or key, notations. Review types of maps: topographic, political, military, bird's eye, weather satellite photo, raised relief
- Introduction to Historical Maps. How are they different? Students should think like a historian and ask questions, find possible answers, compare with other maps and documents,

	<p>consider previous knowledge, reflect on bias or point of view with this source.</p> <ul style="list-style-type: none"><li>• Pass out the <a href="#">Waldseemüller's Map: World 1507</a> map to each student. Have students take a close look at each of the 12 map sections.</li><li>• Ask them to share their findings with their partner. What are they noticing? Places, foreign languages, flags? What questions do they have? How did this map change from the map in Activity One?</li><li>• Pass out <a href="#">Recognizing and Naming a New Continent</a>.</li><li>• Have students think about the impact of this map. Discussion.</li><li>• Reflect on the final section of the map: “This one request we have to make, that those who are inexperienced and unacquainted with cosmography shall not condemn all this before they have learned what will surely be clearer to them later on, when they have come to understand it.”</li><li>• Write a letter to Mr. Waldseemüller asking him questions.</li><li>• For Additional information on the Waldseemüller map this link. <a href="http://www.loc.gov/loc/lcib/0309/maps.html">http://www.loc.gov/loc/lcib/0309/maps.html</a></li></ul> <p><b>Activity Three: Christopher Columbus Research</b></p> <ul style="list-style-type: none"><li>• Begin with the Columbus Anticipation Guide. This type of guide is used to activate and assess students’ prior knowledge, to establish a purpose for reading, and to motivate students by stimulating their interest. Explain that students should use prior knowledge as well as their prediction skills to mark each of the statements as either true or false.</li><li>• Next use the Graphic Organizer to help lead an introductory discussion about what Columbus did accomplish.</li><li>• Place students into small groups and have them do research on Christopher Columbus</li><li>• Provide each group with four different resources on Columbus. Recommended resources include:<ol style="list-style-type: none"><li>1. A text selection on Columbus from your textbook</li></ol></li></ul>
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	<ol style="list-style-type: none"> <li>2. A picture book about Columbus, such as one of those listed in the Student Resources</li> <li>3. Information from one of the websites listed in the Student Resources</li> <li>4. An encyclopedia-type article on Columbus</li> <li>5. An internet search of Columbus</li> </ol> <p><b>Activity 4: Using Primary Sources to Understand Columbus</b></p> <ul style="list-style-type: none"> <li>• Use the four pictures in the resource table of Columbus. Divide the class into four groups to analyze the different pictures. Have each group spend about 5 minutes analyzing the pictures <a href="#">Primary Source Analysis Tool.pdf</a> and then rotate the pictures to the other groups. After each group had the opportunity to analyze each group should take a turn leading the discussion about one of the images.</li> <li>• Technology Extension These slides could be placed into a slideshow presentation or a WebQuest to incorporate technology into this lesson.</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>• Use the maps provided to view the progression of the maps</li> <li>• Discuss the changes that are being made over time. i.e. details from the from the first map, lack of details on subsequent maps</li> <li>• Students will work in pairs; one student is a map maker and the other student asks questions to the map maker.</li> </ul>
<p><b>Evaluation</b> <span style="float: right;"><a href="#">Back to Navigation Bar</a></span></p>	
	<ul style="list-style-type: none"> <li>• Teacher observation of collaborative work.</li> <li>• Teacher observation of critical thinking.</li> <li>• Evaluate the student analysis sheets and final questions.</li> <li>• Evaluate the student’s letter to Mr. Waldseemüller for content, examples and understanding</li> <li>• Evaluate student progress on the anticipation guide</li> </ul>
<p><b>Extension</b> <span style="float: right;"><a href="#">Back to Navigation Bar</a></span></p>	
	<ul style="list-style-type: none"> <li>• Research another explorer who had a major impact on today’s world. Use the same chart that was used during the Columbus Project.</li> </ul>

# Historical Background

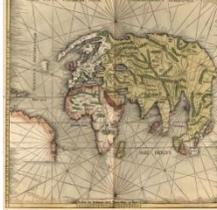
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Christopher Columbus voyages across the Atlantic Ocean changed the world forever. Although he never realized that he reached a new continent he started a great age of exploration. Many explorers followed Columbus across the Atlantic Ocean, first for the wealth of Asia, then for the wealth and territory of the “New World.” Students will research how these explorers impacted the world.

The 1507 World Map by Martin Waldseemüller is one of the world’s most important maps. For the first time, this map labels America and shows the continent as a separate land mass. It is often referred to as America’s Birth Certificate. Students will investigate this map by looking closely at the details of each section of the map and then draw conclusions on the revelation of this new and unusual world to the people of 1507.

# Primary Resources from the Library of Congress

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Image	Description	Citation	Permanent URL
	<p>Genoese world map 1457</p>	<p>Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA</p>	<p>permanent_url&gt;<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3200+ct002087))">http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3200+ct002087))</a>&lt;/permanent_url</p>
	<p>From the Atlas collection of Martin Waldseemüller 1505</p>	<p>Waldseemüller's, Martin. "Martin Waldseemüller's Map 1505." Map. <i>Library of Congress</i> . Web. 22 June 2012. &lt;<a href="http://memory.loc.gov/cgi-bin/query/D?gmd:3:/temp/~ammem_4m7n:">http://memory.loc.gov/cgi-bin/query/D?gmd:3:/temp/~ammem_4m7n:</a>&gt;.</p>	<p>Waldseemüller's, Martin. "Martin Waldseemüller's Map 1505." Map. <i>Library of Congress</i> . Web. 22 June 2012. &lt;<a href="http://memory.loc.gov/cgi-bin/query/D?gmd:3:/temp/~ammem_4m7n:">http://memory.loc.gov/cgi-bin/query/D?gmd:3:/temp/~ammem_4m7n:</a>&gt;.</p>
	<p>Christopher Columbus explaining his exploration plan to King Ferdinand and Queen Isabella</p>	<p>Gilbert, John. <i>Columbus explaining his discovery to King Ferdinand and Queen Isabella</i>. 1868. Library of Congress, Washington D.C. Web. 22 June 2012. &lt;<a href="http://www.loc.gov/pictures/item/2006683687/">http://www.loc.gov/pictures/item/2006683687/</a>&gt;.</p>	<p>Gilbert, John. <i>Columbus explaining his discovery to King Ferdinand and Queen Isabella</i>. 1868. Library of Congress, Washington D.C. Web. 22 June 2012. &lt;<a href="http://www.loc.gov/pictures/item/2006683687/">http://www.loc.gov/pictures/item/2006683687/</a>&gt;.</p>

	<p>Columbus reception by the King Ferdinand and Queen Isabella of Spain after his first return from America</p>	<p>Schlegel, George. <i>Columbus reception by the King Ferdinand and Queen Isabella of Spain after his first return from America</i>. 1870. Library of Congress, Washington D.C. Web. 22 June 2012. &lt;<a href="http://www.loc.gov/pictures/item/89708602/">http://www.loc.gov/pictures/item/89708602/</a>&gt;.</p>	<p>Schlegel, George. <i>Columbus reception by the King Ferdinand and Queen Isabella of Spain after his first return from America</i>. 1870. Library of Congress, Washington D.C. Web. 22 June 2012. &lt;<a href="http://www.loc.gov/pictures/item/89708602/">http://www.loc.gov/pictures/item/89708602/</a>&gt;.</p>
	<p>Christopher Columbus' Ship</p>	<p>Wyeth, N C. <i>Ships of Christopher Columbus at sea</i>. 1927. Library of Congress, Washington D.C. <i>Ships of Christopher Columbus at sea</i>. By N C. Wyeth. Washington D.C.: Library of Congress Prints and Photographs Division, 1927. Web. 22 June 2012. &lt;<a href="http://www.loc.gov/pictures/item/92504590/">http://www.loc.gov/pictures/item/92504590/</a>&gt;.</p>	<p>Wyeth, N C. <i>Ships of Christopher Columbus at sea</i>. 1927. Library of Congress, Washington D.C. <i>Ships of Christopher Columbus at sea</i>. By N C. Wyeth. Washington D.C.: Library of Congress Prints and Photographs Division, 1927. Web. 22 June 2012. &lt;<a href="http://www.loc.gov/pictures/item/92504590/">http://www.loc.gov/pictures/item/92504590/</a>&gt;.</p>
	<p>Christopher Columbus' Book of Privileges</p>	<p><i>Library of Congress</i>. loc.gov, n.d. Web. 22 June 2012.</p>	<p><i>Library of Congress</i>. loc.gov, n.d. Web. 22 June 2012.  <a href="http://www.loc.gov/exhibits/treasures/trt029.html">http://www.loc.gov/exhibits/treasures/trt029.html</a></p>
	<p>Waldseemüller map of 1507.</p>	<p>Waldseemüller, Martin. <i>A Map of the Entire World According to the Tradition</i>. Map. . <i>Library of Congress</i>. Web. 27 June 2012.</p>	<p><a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/wdl/pdf/waldseemuller.pdf">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/wdl/pdf/waldseemuller.pdf</a></p>
	<p>Sir Francis Drake's Voyage Map 1589</p>	<p>London: Richard Field, 1589. Jay I. Kislak Collection, Rare Book and Special Collections Division</p>	<p><a href="http://myloc.gov/Exhibitions/EarlyAmericas/AftermathoftheEncounter/CompetitionforEmpire/SirFrancisesDrakesVoyageMaps/ExhibitObjects/RouteofDrakesVoyage.aspx">http://myloc.gov/Exhibitions/EarlyAmericas/AftermathoftheEncounter/CompetitionforEmpire/SirFrancisesDrakesVoyageMaps/ExhibitObjects/RouteofDrakesVoyage.aspx</a></p>

# Rubric

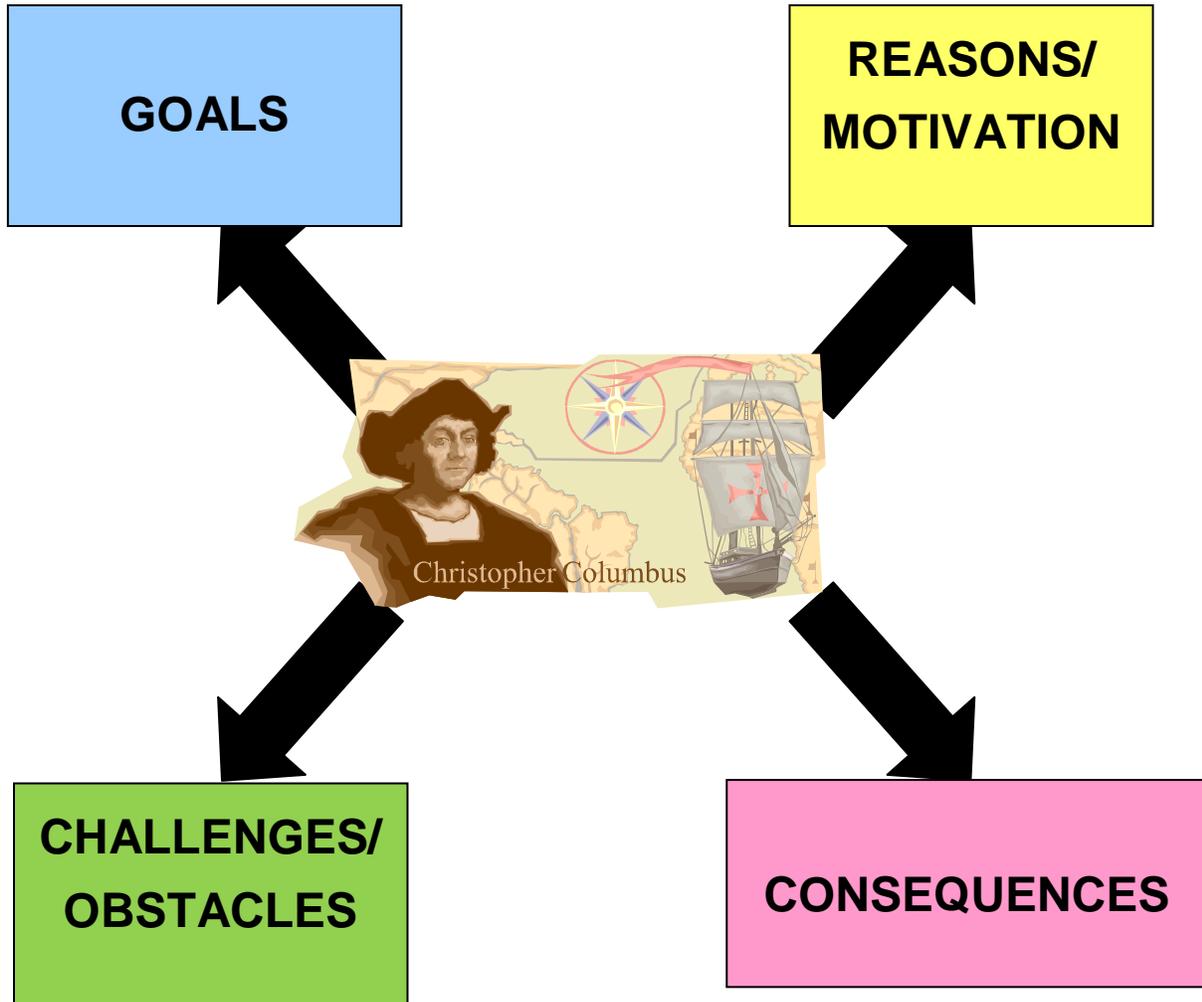
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Rubric for extended response questions.

CATEGORY	4	3	2	1
<b>Identifies important information</b>	Student lists all the main points on the topic.	The student lists most of the main points on this topic.	The student lists some of the main points on this topic.	The student cannot list important information with accuracy.
<b>Summarization</b>	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.
<b>Use of facts to support statements</b>	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article.

# Handouts

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## Recognizing and Naming America

Martin Waldseemüller's 1507 world map grew out of an ambitious project in St. Dié, near Strasbourg, France, during the first decade of the sixteenth century, to document and update new geographic knowledge derived from the discoveries of the late fifteenth and the first years of the sixteenth centuries. Waldseemüller's large world map was the most exciting product of that research effort, and included data gathered during Amerigo Vespucci's voyages of 1501–1502 to the New World. Waldseemüller christened the new lands "America" in recognition of Vespucci's understanding that a new continent had been uncovered as a result of the voyages of Columbus and other explorers in the late fifteenth century. This is the only known surviving copy of the first printed edition of the map, which, it is believed, consisted of 1,000 copies.

Waldseemüller's map supported Vespucci's revolutionary concept by portraying the New World as a separate continent, which until then was unknown to the Europeans. It was the first map, printed or manuscript, to depict clearly a separate Western Hemisphere, with the Pacific as a separate ocean. The map represented a huge leap forward in knowledge, recognizing the newly found American landmass and forever changing the European understanding of a world divided into only three parts—Europe, Asia, and Africa.

### Description

Martin Waldseemüller's 1507 world map was the first map to depict a separate Western hemisphere with the Pacific as a separate ocean. The map grew out of an ambitious project in St. Dié, France, during the early 1500s, to document and update new geographic knowledge derived from the Portuguese and Spanish explorations of the late 15th and early 16th centuries. Waldseemüller's map was the most exciting product of that research effort. It drew upon data gathered during Amerigo Vespucci's 1501-02 voyages to the New World. In recognition of Vespucci's understanding that a new continent had been discovered, Waldseemüller christened the new lands "America." This is the only known surviving copy of the first edition of the map, of which it is believed 1,000 copies were printed. By showing the newly-found American land mass, the map represented a huge leap forward in knowledge – one that forever changed the European understanding of a world previously divided into just three parts: Europe, Asia, and Africa.



## Anticipation Guide

**Directions:** Write “T” if you think the statement is true and “F” if you think the statement is false.

<b>Before Lesson</b>		<b>After Lesson</b>
	Columbus wanted to prove that the world was not flat.	
	Columbus discovered North and South America.	
	Columbus was looking for a new trade route and riches like gold.	
	Columbus made one voyage across the Atlantic and back to Europe.	
	Columbus was Italian but he sailed for Spain.	
	Columbus got along well with the American Indians he encountered when he explored.	

## Information Gathering Sheets: Columbus

<b>What were his goals?</b>	
<b>What were his motivations or reasons for his goals?</b>	
<b>What challenges or obstacles did he encounter?</b>	
<b>What did he accomplish?</b>	
<b>What were consequences of his explorations?</b>	
<b>What are some other important things you learned?</b>	

## CHRISTOPHER COLUMBUS: MAN AND MYTH



After five centuries, Columbus remains a mysterious and controversial figure who has been variously described as one of the greatest mariners in history, a visionary genius, a mystic, a national hero, a failed administrator, a naive entrepreneur, and a ruthless and greedy imperialist.

Columbus' enterprise to find a westward route to Asia grew out of the practical experience of a long and varied maritime career, as well as out of his considerable reading in geographical and theological literature. He settled for a time in Portugal, where he tried unsuccessfully to enlist support for his project, before moving to Spain. After many difficulties, through a combination of good luck and persuasiveness, he gained the support of the Catholic monarchs, Isabel and Fernando.

The widely published report of his voyage of 1492 made Columbus famous throughout Europe and secured for him the title of Admiral of the Ocean Sea and further royal patronage. Columbus, who never abandoned the belief that he had reached Asia, led three more expeditions to the Caribbean. But intrigue and his own administrative failings brought disappointment and political obscurity to his final years.

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### In Search and Defense of Privileges

Queen Isabel and King Fernando had agreed to Columbus' lavish demands if he succeeded on his first voyage: he would be knighted, appointed Admiral of the Ocean Sea, made the viceroy of any new lands, and awarded ten percent of any new wealth. By 1502, however, Columbus had every reason to fear for the security of his position. He had been charged with maladministration in the Indies.

The Library's vellum copy of the *Book of Privileges* is one of four that Columbus commissioned in 1502 to record his agreements with the Spanish crown. It is unique in preserving an unofficial transcription of a Papal Bull of September 26, 1493 in which Pope Alexander VI extended Spain's rights to the New World.

Much concerned with social status, Columbus was granted a coat of arms in 1493. By 1502, he had added several new elements, such as an emerging continent next to islands and five golden anchors to represent the office of the Admiral of the Ocean Sea.



#### [Columbus' Coat of Arms](#)

In *Christopher Columbus, His Book of Privileges, 1502*

Facsimile. London, 1893.

Harris Collection,

[Rare Book and Special Collections Division](#)

As a reward for his successful voyage of discovery, the Spanish sovereigns granted Columbus the right to a coat of arms. According to the blazon specified in letters patent dated May 20, 1493, Columbus was to bear in the first and the second quarters the royal charges of Castile and León -- the castle and the lion -- but with different tinctures or colors. In the third quarter would be islands in a wavy sea, and in the fourth, the customary arms of his family.

The earliest graphic representation of Columbus' arms is found in his *Book of Privileges* and shows the significant modifications Columbus ordered by his own authority. In addition to the royal charges that were authorized in the top quarters, Columbus adopted the royal colors as well, added a continent among the islands in the third quarter, and for the fourth quarter borrowed five anchors in fess from the blazon of the Admiral of Castille. Columbus' bold usurpation of the royal arms, as well as his choice of additional symbols, help to define his personality and his sense of the significance of his service to the Spanish monarchs.



#### [Book of Privileges](#)

In [Christopher Columbus]

[*Códice Diplomático Columbo-Americano*]

Vellum. [Seville, ca. 1502].

[Manuscript Division](#)

The *Book of Privileges* is a collection of agreements between Columbus and the crowns of Spain prepared in Seville in 1502 before his 4th and final voyage to America. The compilation of documents includes the 1497 confirmation of the rights to titles and profits granted to the Admiral by the 1492 Contract of Santa Fé and augmented in 1493 and 1494, as well as

routine instructions and authorizations related to his third voyage. We know that four copies of his *Book of Privileges* existed in 1502, three written on vellum and one on paper.

All three vellum copies have thirty-six documents in common, including the Papal Bull *Inter caetera* of May 4, 1493, defining the line of demarcation of future Spanish and Portuguese explorations, and specifically acknowledging Columbus' contributions. The bull is the first document on vellum in the Library's copy and the thirty-sixth document in the Genoa and the Paris codices. The Library copy does not have the elaborate rubricated title page, the vividly colored Columbus coat of arms, or the authenticating notarial signatures contained in the other copies. The Library's copy, however, does have a unique transcription of the Papal Bull *Dudum siquidem* of September 26, 1493, extending the Spanish donation. The bull is folded and addressed to the Spanish sovereigns.

This intriguing Library copy is the only major compilation of Columbus' privileges that has not received modern documentary editing. Comprehensive textual analysis and careful comparison with other known copies is essential to establishing its definitive place in Columbus scholarship.



**Directions: Re-write the statements below to reflect what you have learned in this lesson**

Columbus wanted to prove that the world was not flat.

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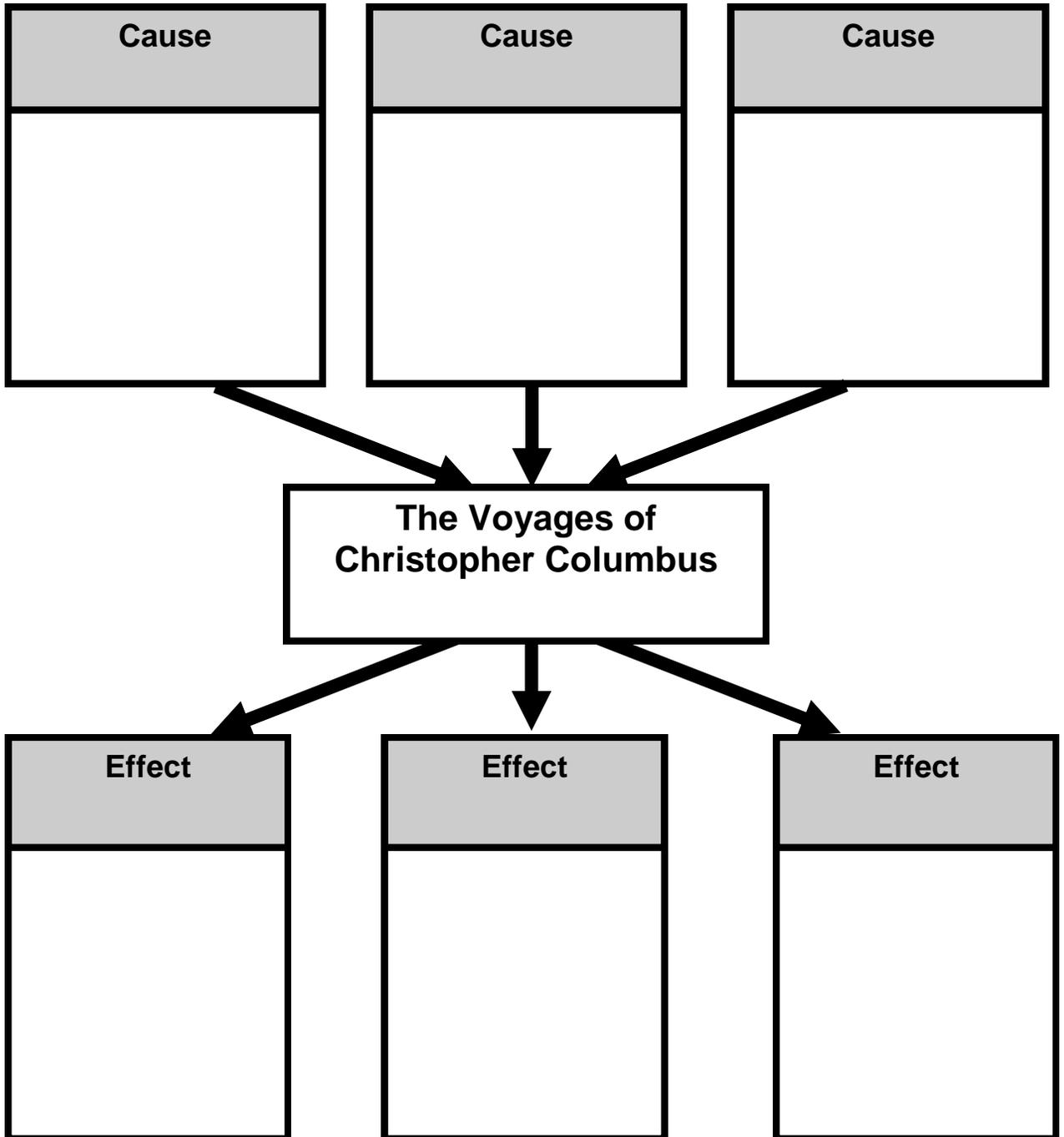
Columbus discovered North and South America.

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Directions: Identify three causes and three effects on the graphic organizer below.



**Possible sentences:**

*Columbus wanted to prove that you could sail to Asia by sailing west across the Atlantic Ocean.*

*Columbus claimed American Indian land for Spain and forced some American Indians to go with him to Spain.*

**Possible CAUSES for the Graphic Organizer**

*Wanted to find a new trade route to Asia*

*Wanted to get riches like gold*

*Wanted to claim land for Spain*

*Wanted to spread Christianity*

*Wanted to get to Asia for trade goods*

**Possible EFFECTS for the Graphic Organizer**

*Other European explorers sailed to the Americas*

*American Indians lost land*

*Some American Indians were enslaved.*

*Lands in the Americas were claimed by Europeans.*

*Europeans learned about two new continent*

