

## Creating a Primary Source Lesson Plan

### Introduction

By now you should know how to navigate the Library of Congress web site, access primary sources, manage your sources with a resource table, and understand the process of understanding by design. It's time to put it all together into a meaningful, standards-based lesson plans for your students.

### Objectives

- Develop a lesson plan that integrates primary source materials found at the Library of Congress web site.
- Identify essential questions for a learning experience.
- Identify a variety of ways to assess students' understanding.
- Identify valuable learning experiences
- Complete the learning experience template provided.
- In a meaningful way, involve secondary source(s), historical fiction, and other instructional strategies learned in the course.

Question to Consider: Use the questions below to help guide you through the process of developing an experience that integrates primary source materials found on the Library of Congress web site.

- Can the activity that I'm thinking about be successful without the use of primary resources?
- What standards do I need to meet? Which standards are being used (e.g., content standards, information literacy skills)?
- What do I want my students to know?
- What is the essential question?
- How will they demonstrate their understanding of the material?
- What skills will they need to accomplish the tasks?
- What activities will be used to guide students to be successful on the assessment?
- What primary resources will I integrate from the LOC?
- What secondary resources and historical fiction will I integrate?
- If your answer to the first question (can we successfully do this activity without the use of primary resources?) is yes, STOP and rethink this learning experience.
- It is imperative the you generate a learning experience that integrates primary resources in a meaningful way.
- If you can take away the primary resources and successfully complete this learning experience, please rethink the learning experience.

## The Age of Exploration via Primary Documents and the LOC



Steve Steinke

Milton Middle School

Milton, WI 53563

Universalis cosmographia secundum Ptholomaei traditionem et Americi Vesputii alioru[m]que lustrationes. <http://hdl.loc.gov/loc.gmd/g3200.ct000725C>

Students will imbed themselves into the Age of Exploration via Primary Sources, the Library of Congress and other selected internet sources

<b>Overview</b>	
Objectives: Knowledge	<p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze historical maps as primary documents</li> <li>Locate identifiable land masses</li> <li>Locate standard map features</li> <li>Explain the historical significance of these maps and plans as they pertain to ancient trade routes and European nations desire to find passage to India &amp; China</li> <li>Examine primary source documents in regards to trade routes and tariffs extracted</li> <li>Why did explorers eventually decide to voyage to America</li> </ul>
Objectives: Skills	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify prior knowledge and misconceptions</li> <li>Identify point of view and its effect on information</li> <li>Make valid inferences</li> <li>Develop context through acquiring background knowledge</li> </ul>
Essential Question	Why did European nations compete with each other for strategic locations throughout the world in regards to trade routes? How did explorers, privateering, seadogs, and strategically placed fortresses create wealth for their homelands.
Recommended time frame	5- 44 minute class periods
Grade level	7th Grade

<p>Materials</p>	<p>Textbook: World History: Ancient through Early Modern Times</p> <p>Textbook: Human Heritage: A World History</p> <p>Reading: The Voyage of Magellan, From Lessons on World History pp. 61A-61E</p> <p>Fortress of Ormuz:  <a href="http://www.wdl.org/en/item/1058/?&amp;r=Europe&amp;a=-8000&amp;b=2010&amp;view_type=gallery">http://www.wdl.org/en/item/1058/?&amp;r=Europe&amp;a=-8000&amp;b=2010&amp;view_type=gallery</a></p> <p>Treaty of Tordesillas:  <a href="http://avalon.law.yale.edu/15th_century/mod001.asp">http://avalon.law.yale.edu/15th_century/mod001.asp</a></p> <p>Dutch West India Charter  <a href="http://avalon.law.yale.edu/17th_century/westind.asp">http://avalon.law.yale.edu/17th_century/westind.asp</a></p> <p>Waldseemuller's 1507 Map of the World  <a href="http://www.wdl.org/en/item/369/?ql=eng&amp;s=waldseemüller&amp;view_type=gallery">http://www.wdl.org/en/item/369/?ql=eng&amp;s=waldseemüller&amp;view_type=gallery</a></p> <p>Essay: The fall of Hormuz to the Persians aided by the English by Peter B. Rowland 2006  <a href="http://www.dataxinfo.com/hormuz/essays/4.9.htm">http://www.dataxinfo.com/hormuz/essays/4.9.htm</a></p> <p>The Voyage around the Erythraean Sea  <a href="http://depts.washington.edu/silkroad/texts/periplus/periplus.html">http://depts.washington.edu/silkroad/texts/periplus/periplus.html</a></p> <p>Modern History Sourcebook: Ferdinand Magellan's Voyage Round the World, 1519-1522 CE  <a href="http://www.fordham.edu/halsall/mod/1519magellan.html">http://www.fordham.edu/halsall/mod/1519magellan.html</a></p> <p>Analyzing Primary Sources  <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf</a></p> <p>Analyzing Maps -  <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf</a></p> <p><a href="#">Primary Source Analysis Tool</a> (PDF, 26 KB)</p> <p><a href="#">Teacher's Guide to Analyzing Maps</a> (PDF, 55 KB)</p>
------------------	--

	<p>Waldseemüller’s Map, World 1507 (printed in 12 sections) <a href="#">Part 1</a> (PDF, 46.21 MB)   <a href="#">Part 2</a> (PDF, 45.17 MB)</p> <p><a href="#">Teacher Notes: Waldseemüller’s Map, World 1507</a> (PDF, 39 KB)</p> <p><a href="#">Recognizing and Naming a New Continent</a> (PDF, 86 KB)</p> <p><a href="#">Recognizing and Naming a New Continent</a></p> <p><a href="#">The Map That Named America</a></p> <p><a href="#">Warping Waldseemüller (Web cast)</a></p> <p><a href="#">1507 Waldseemüller World Map (Web cast)</a></p> <p><a href="#">Waldseemüller’s Map, World 1507</a></p> <p>Mac Lab Room 207 or LMC Lab</p>
--	--

**NCSS Theme(s) and Wisconsin State Standards**

	<p>A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place.</p> <p>A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world.</p> <p>A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.</p> <p>WI.B. History: Time, Continuity, and Change: Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.</p>
--	---

	<p>NCSS: Historical Thinking:</p> <p>Standard 3: <b>Consider multiple perspectives</b> of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes and fears.</p> <p><b>Analyze cause-and-effect relationships</b> bearing in mind <b>multiple causation</b> including (a) <b>the importance of the individual</b> in history; (b) <b>the influence of ideas</b>, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.</p> <p>Standard 5: Evaluate the implementation of a decision by analyzing the interests it served, estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision, and evaluating its costs and benefits from a variety of perspectives</p>
--	---

**Procedures**

	<p><b>Day One: Waldseemüllers Map</b></p> <p><b>Activity One</b></p> <p>Introduction of Maps. Review 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.</p> <p>Pass out: Thinking Like a Historian handout</p> <p>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, consider previous knowledge, reflect on bias or point of view with this source.</p> <p>Review several ancient maps via smartboard. Use <a href="#">Primary Source Analysis Tool</a> to record their thoughts</p> <p>Pass out one section of the map to each student. Have students take a close look at their map section.</p> <p>Ask them to share their findings with their partner. What are they noticing? Places, foreign languages, flags? What questions do they</p>
--	--

have?

Students analyze the map, recording their thoughts on the [Primary Source Analysis Tool](#). Before the students begin, select questions from the teacher's guide [Analyzing Maps](#) to focus and prompt analysis and discussion.

Have students find another student with the same section and compare what they have found.

On a large table, assemble the entire map, with each section being described by its pair. What new information is shared from each new piece? Does this piece confirm or eliminate guesses about the map.

Students will share their findings of each of these map sections with the entire class.

### **Activity Two**

Pass out Recognizing and Naming a New Continent.

Have students think about the impact of this map. Discussion.

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."

Write a letter to Mr. Waldseemüller asking him questions.

If possible, allow time for further research with supplemental resources from your library: biographies, nonfiction, reference, on-line resources from the Library of Congress.

Please note that the use of the umlaut (ü) in Waldseemüller is considered the proper spelling, but students should be aware that they may see the name spelled without an umlaut. Students may need to search using both spellings.

### **Days 2 & 3: The Voyage of Magellan**

Introduction to Ferdinand Magellan. Review concepts of Circumnavigation, Patagonia, Strait, Line of Demarcation, Navigation.

Pass out: Reading: The Voyage of Magellan. Read with the students the story of Magellan's Expedition. Have students answer questions 1-4. Discuss ramifications of Magellan's Voyage.

Have students review Map Directions on page 61D – Then have students trace Magellan's route on the mpa on page 61E.

If Computer Lab is available have students go to Classzone.com and open up the interactive maps for Chapter 18. Have students complete interactive map of Magellan's Circumnavigation. Have students compare and contrast this version of the voyage of Magellan vs the reading. What can we learn from this interactive? What disconnect is there between the two?

Give students handouts of (or go to website if Lab is available) Modern History Sourcebook: Ferdinand Magellan's Voyage Round the World, 1519-1522 CE

<http://www.fordham.edu/halsall/mod/1519magellan.html>

Have students read through Primary Document of Magellan's Voyage focusing students on the following: The importance of Magellan vs Cano, the spread of ideas (Christianity), hypothesize as to why Magellan, King Charles V, the crew would want to partake in this previously unattempted journey. Have students fill out the [Primary Resource Analysis Tool](#).

#### **Day 4 & 5 Trade Routes, Ancient Forts, The Age of Exploration and their importance on Trade Routes**

Students analyze their primary source, recording their thoughts on the [Primary Source Analysis Tool](#). Before the students begin, select questions from the teacher's guide [Analyzing Maps](#) to focus and prompt analysis and discussion.

Was there any other way for European Nations to be able to exploit trade with the East without influencing the Age of Exploration. Students will be looking at **why** the nations of Europe so keen on discovering new routes to India, the Spice Islands, and China.

Ask students to explain their findings of the following primary documents with a partner.

Hand out or have websites available for the following:

Having had the groups examining their individual primary documents they should then be ready to have a discussion on how the following topics are interrelated: Exploration, Trade Routes, Legendary Cathay, Fortresses, and Age of Exploration Legal Issues. Groups will be moved into a secondary group with their resources to explain the relevant and pertinent topics they discovered. Once students have all had an opportunity to share, time permitting, there will be a class/group discussion as to how each of these different groups factored into the push to find new trade routes.

#### Group 1

Essay: The fall of Hormuz to the Persians aided by the English by Peter B. Rowland 2006

<http://www.datainfo.com/hormuz/essays/4.9.htm>

Fortress of Ormuz:

[http://www.wdl.org/en/item/1058/?&r=Europe&a=-8000&b=2010&view\\_type=gallery](http://www.wdl.org/en/item/1058/?&r=Europe&a=-8000&b=2010&view_type=gallery)

#### Group 2

Treaty of Tordesillas:

[http://avalon.law.yale.edu/15th\\_century/mod001.asp](http://avalon.law.yale.edu/15th_century/mod001.asp)

#### Group 3

Dutch West India Charter

[http://avalon.law.yale.edu/17th\\_century/westind.asp](http://avalon.law.yale.edu/17th_century/westind.asp)

#### Group 4

Waldseemuller's 1507 Map of the World

[http://www.wdl.org/en/item/369/?ql=eng&s=waldseemüller&view\\_type=gallery](http://www.wdl.org/en/item/369/?ql=eng&s=waldseemüller&view_type=gallery)

Diego Gutierrez's 1562 Map of the World

<http://hdl.loc.gov/loc.gmd/g3290.ct000342>

World History Interactive Maps



	<p>Chapter 6: Silk Roads Chapter 11: Trade Routes</p> <p>Group 5</p> <p>The Voyage around the Erythraean Sea <a href="http://depts.washington.edu/silkroad/texts/periplus/periplus.html">http://depts.washington.edu/silkroad/texts/periplus/periplus.html</a></p> <p>Marco Polo in China (1271-1295) <a href="http://afe.easia.columbia.edu/china/trad/marco.htm#From The">http://afe.easia.columbia.edu/china/trad/marco.htm#From The</a></p>
<b>Evaluation</b>	
	<p>Teacher observation of collaborative work.</p> <p>Teacher observation of critical thinking.</p> <p>Evaluate the student analysis sheets and final questions.</p> <p>Evaluate the student’s reflection of the Waldseemüller’s final statement.</p> <p>Evaluate the student’s letter to Mr. Waldseemüller for content, examples and understanding.</p> <p>Evaluate student ability to follow geographic directions in Magellan’s route.</p> <p>Evaluate student letter to a King of Europe for Exploration Privileges for content, examples, understanding &amp; convention.</p>
<b>Extensions</b>	
	<p>Create a timeline of the historic events 15 years before this map and 15 years after this map.</p> <p>Create a hypothetical narrative of the map makers of the time discussing this new information.</p> <p>Propose how the United States history may have evolved differently if this map was not created.</p>

All nations have laws to protect their antiquities. Why did the German government permit the Waldseemüller Map, World 1507 to come to the Library of Congress?

[Listen to German Chancellor Angela Merkel explain the decision making process \(Web cast\).](#)

What role did the Marshall Plan have in that decision?

Why is the Library of Congress a good place to keep international treasures? Refer to the [World Digital Library Agreement](#) and the [Library of Congress Mission Statement](#).

Create a timeline of Magellan's Circumnavigation of the World, including the various places mentioned in the readings provided.

Differentiation extension

Beginning: Have students choose a section of text from Magellan's Voyage and put it in their own words.

Intermediate: Discuss what someone with an opposing or differing point of view might say about the issues or events described in Magellan's Voyage.

Advanced: How does the text of Magellan's Voyage support or contradict your current understanding of the Age of Exploration.

## Primary Resources from the Library of Congress

Image	Description	Citation	URL
<p>QuickTime™ and a decompressor are needed to see this picture.</p>	<p>Martin Waldseemuller 1507 Map of the World</p>	<p>DN-0053578, Universalis cosmographia secundum Ptholomaei traditionem et Americi Vespucii alioru□ que lustrationes</p>	<p><a href="http://hdl.loc.gov/loc/gmd/g3200.ct000725">http://hdl.loc.gov/loc/gmd/g3200.ct000725</a> C</p>
<p>QuickTime™ and a decompressor are needed to see this picture.</p>	<p>The 1562 Map of America by Diego Gutierrez</p>	<p>g3290 ct000342 Americae sive quartae orbis partis nova et exactissima descriptio</p>	<p><a href="http://hdl.loc.gov/loc/gmd/g3290.ct000342">http://hdl.loc.gov/loc/gmd/g3290.ct000342</a></p>
<p>QuickTime™ and a decompressor are needed to see this picture.</p>	<p>A drawing of the Portuguese fort of Ormuz in the Persian Gulf, which had the ability to control trade between Europe &amp; Asia</p>	<p>Fortress or Ormuz: Plans of Plazas and forts of Portuguese Possessions in Asia and Africa</p>	<p><a href="http://www.wdl.org/en/item/1058/?&amp;r=Europe&amp;a=-8000&amp;b=2010&amp;view_type=gallery">http://www.wdl.org/en/item/1058/?&amp;r=Europe&amp;a=-8000&amp;b=2010&amp;view_type=gallery</a></p>
<p>QuickTime™ and a decompressor are needed to see this picture.</p>	<p>1662 Latin map of Arabia showing interior features of peninsula as well as pearl deposits.</p>	<p>Arabia</p>	<p><a href="http://www.wdl.org/en/item/2919/">http://www.wdl.org/en/item/2919/</a></p>

# Assessment(s)

## Class Debate : Exploration, Trade Routes et. al.

Teacher Name: **Mr. Steinke**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Information</b>	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
<b>Rebuttal</b>	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
<b>Use of Facts/Statistics</b>	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
<b>Understanding of Topic</b>	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
<b>Presentation Style</b>	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	One or more members of the team had a presentation style that did not keep the attention of the audience.

Date Created: **Apr 27, 2011 07:51 pm (UTC)**

Copyright © 2000-2007 Advanced Learning Technologies in Education Consortia ALTEC

To view information about the Privacy Policies and the Terms of Use, please go to the following web address:  
<http://rubistar.4teachers.org/index.php?screen=TermsOfUse>

## Letter-Writing : Exploration Letter

Teacher Name: **Mr. Steinke**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Salutation and Closing</b>	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
<b>Grammar &amp; spelling (conventions)</b>	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
<b>Ideas</b>	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
<b>Content Accuracy</b>	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.
<b>Length</b>	The letter is 15-20 or more sentences.	The letter is 10-14 sentences.	The letter is 5-9 sentences.	The letter is less than 5 sentences.

Date Created: **Apr 27, 2011 07:47 pm (UTC)**

Copyright © 2000-2007 Advanced Learning Technologies in Education Consortia ALTEC

To view information about the Privacy Policies and the Terms of Use, please go to the following web address:  
<http://rubistar.4teachers.org/index.php?screen=TermsOfUse>

# Handouts

## READING: THE VOYAGE OF MAGELLAN

Ferdinand Magellan was the greatest navigator of the Age of Exploration. His skill and accomplishments as a seaman are unmatched even by Columbus. Magellan became the first person to circumnavigate the earth. But unlike most heroes, he never lived to enjoy the fame of doing what no man had ever done before.



Magellan was born and raised in Portugal, the son of a well-to-do nobleman. While a young man, he served his country as a soldier in North Africa and India. But eventually he had differences with the Portuguese king. Magellan felt the king did not fairly reward him for his loyal service. And so he went to Spain, Portugal's rival in the early 1500's, and offered to help the Spanish grow rich from trade with the Indies. The "Indies" included India, China, Japan, and the Spice Islands.

Magellan approached King Charles V of Spain with an exciting plan. He told the king that he would sail to the Indies by rounding the southern end of South America and crossing the Pacific Ocean, something no one had done before. Portugal already controlled the route to the Indies around Africa and through the Indian Ocean. Magellan told Charles that he would prove that some of the Spice Islands lay on the Spanish side of the Line of Demarcation, and therefore belonged to Spain. The Line of Demarcation divided new territories around the world between Spain and Portugal. The line had been drawn on a map by the pope in order to prevent Spain and Portugal from arguing over who owned what lands outside of Europe. Magellan claimed the Portuguese were using fake maps to show the Spice Islands were on their side of the Demarcation Line.

King Charles enthusiastically approved Magellan's plan. He provided him with five ships and about 240 men. He told Magellan he could keep 5% of any profits from the voyage. So the ships -- the "Trinidad," "San Antonio," "Santiago," "Concepcion," and "Victoria" -- set sail from Seville in 1519. The crewmen had no idea of the hardships and horrors that lay ahead.

The expedition sailed southwest across the Atlantic Ocean in the direction of South America. Two months later, the fleet reached the coast of what is today Brazil. Magellan now had to find a passage through or around South America. He knew the Pacific Ocean was on the other side of the continent and that the Indies lay across the Pacific. The small ships drifted southward along the coast looking for a westward passage. Winter was drawing near and the days grew shorter and colder. Ocean breezes chilled the sailors and discouraged those who were already tired from the Atlantic crossing. These conditions, plus jealousy of Magellan by certain crewmen, led to a mutiny. Magellan forcefully ended the rebellion and put to death those who had dared oppose his leadership.

The first winter was spent along the coast of present-day Argentina. Here the Spaniards saw Indians called "Amerinds." Because the Indians were tall and had rather large feet, the crew named the area "Patagonia," meaning "land of the big feet." When spring arrived, the voyage continued farther south. Two hundred miles down the coast, the sought after passage came into view. Celebrations broke out on deck. Magellan declared a day of feasting, and told his men that this discovery would lead to fame and fortune. He hoped to excite the crew and encourage them to continue on to the Indies.

The westward passage that was discovered is today known as the Strait of Magellan. It is a 360-mile long channel between mainland South America and an island the Spaniards named Tierra del Fuego. The island was given this name, which means "land of fire," because crewmen saw Indian campfires along the coast at night. The Strait of Magellan is a winding passageway noted for heavy fog and stormy weather. Rough, choppy waters tossed the tiny ships about and forced Magellan to use all of his experience and skill as a navigator to guide his vessels safely through the strait. At the western end of the channel, a great ocean came into view. This was the "South Sea," named earlier by Balboa when he discovered it after crossing the Isthmus of Panama. Magellan was impressed by its calm waters and decided to call the sea the Pacific Ocean, "pacific" meaning "peaceful."

Only three of the original five ships were now left. The "Santiago" wrecked on a scouting mission and the "San Antonio" returned to Europe. The remaining fleet of three ships steered north along the west coast of South America to a latitude Magellan judged to be that of the Indies. The captain calculated that a course due west would lead them to the Spice Islands. He guessed that the islands were only 2,000 to 3,000 miles away. But in the months ahead, he discovered that he had greatly underestimated the size of the Pacific. The Indies were actually 10,000 miles away. The extra distance would take a heavy toll on human life.

The first month of the Pacific crossing went well. The weather was ideal for sailing. In the second and third months, however, conditions went from good to bad to awful. It was beginning to seem like the Indies would never be reached, that the Pacific was an endless sea. Supplies of fresh food ran out. The men were forced to eat rotting biscuits filled with worms and smelling of rats. Ox hides that were used as part of the ships' rigging were eaten. So was sawdust. A few sailors were lucky enough to buy from their shipmates rats which they eagerly devoured. Water was drunk that was so unclean it had turned thick and yellow. But worst of all, some seamen suffered from a disease which caused the gums to swell up so much that eating was impossible. These men starved to death.

It took 98 days to cross the Pacific Ocean. Only two deserted islands were sighted along the way. Fortunately, no storms threatened the hapless fleet. One crewman predicted nobody would ever again attempt to sail the Pacific.

When Magellan reached the Philippine Islands, he was in a familiar part of the world. He had been to the Far East while serving the Portuguese king several years earlier. He knew he could now return to Spain by sailing through the Indian Ocean and around Africa.

While in the Philippines, Magellan converted a native chief to Christianity. The chief then persuaded Magellan to help him capture a nearby island inhabited by a rival tribe. When Spanish soldiers went to the island and set fire to a village, angry tribesmen swept down upon Magellan's band. Most Spaniards fled in small boats while some, including the captain, fought for their lives in knee-deep water. The screaming savages were armed with spears, bows and arrows, clubs, and rocks. Just after sinking his lance into a native, and while reaching for his sword, Magellan was clubbed in the leg and knocked down. A swarm of warriors quickly surrounded and killed him.

Those Spaniards who escaped returned to the island of the friendly Christian chief. Shortly afterwards, however, the chief turned on the Spaniards and killed seven of them. The remaining crewmen burned an unneeded ship and sailed off in the other two. On the way to the Spice Islands, one ship began to leak and had to be abandoned. Only the "Victoria" remained.



Juan Sebastian del Cano took command following Magellan's death. He and his men gathered up a load of valuable cloves and set sail for home across the Indian Ocean, waters belonging to the hated Portuguese. After successfully evading enemy ships, the "Victoria" rounded the Cape of Good Hope at the southern end of Africa and limped back to Spain. Of the more than two hundred sailors who left Seville three years earlier, only 18 suffering crewmen made it home alive. They had circumnavigated the globe and proved beyond a doubt that the world was round. Furthermore, their cargo of cloves easily paid the expense of the expedition. But although the Spanish had succeeded in finding a westward passage to the Indies, the distance was too great to make it a useful trade route.

- (1) Why do you believe Ferdinand Magellan deserves to be called "the greatest navigator of the Age of Exploration"?

---

---

---

---

- (2) Do you think Magellan or Juan Sebastian del Cano should be given credit for being the first man to circumnavigate the earth? Explain your answer.

---

---

---

---

- (3) If you had been among the 18 survivors who returned to Seville, what one memory of the voyage would stand out most in your mind?

---

---

---









---

- (4) The following places were mentioned in the story about Magellan. Which number on the map on the last page represents:

- |                             |                             |
|-----------------------------|-----------------------------|
| (a) ___ the Indies?         | (h) ___ Philippine Islands? |
| (b) ___ Seville?            | (i) ___ Cape of Good Hope?  |
| (c) ___ Europe?             | (j) ___ Spain?              |
| (d) ___ Atlantic Ocean?     | (k) ___ Indian Ocean?       |
| (e) ___ Patagonia?          | (l) ___ Pacific Ocean?      |
| (f) ___ Strait of Magellan? | (m) ___ Brazil?             |
| (g) ___ Africa?             | (n) ___ Tierra del Fuego?   |

**Skills Exercise: Map Directions**

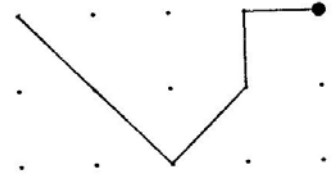
How well do you know directions? See if you can match the arrows in column one with the directions in column two.

___ (1)		___ (a) north
___ (2)		___ (b) south
___ (3)		___ (c) east
___ (4)		___ (d) west
___ (5)		___ (e) northeast
___ (6)		___ (f) southeast
___ (7)		___ (g) northwest
___ (8)		___ (h) southwest

**Contest Rules**

1. Do not turn to the next page until the signal is given.
2. To win this contest, you must be one of the first five people to correctly connect a given series of dots. As in the example below, you will connect the dots by following a list of "directions." Your starting point is the large dot on the right.

west 1 dot  
south 1 dot  
southwest 1 dot  
northwest 2 dots



3. By correctly following a longer list of directions on the next page, you will trace the route of Magellan's expedition around the world. If no mistakes are made, the last dots you connect will bring you back to your starting point -- the large dot next to Spain.
4. When you finish connecting the dots, immediately give your paper to the teacher. The first five people to correctly trace the route are the winners.
5. When the signal is given, turn to the next page.

**Important:** Before you begin, carefully read the directions above the map. Then find the large dot next to Spain and start following the list of directions below.

- |                     |                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|---------------------|
| 1. southwest 1 dot  | 5. west 1 dot       | 9. southwest 2 dots | 13. northwest 1 dot | 17. northeast 1 dot |
| 2. south 2 dots     | 6. northwest 2 dots | 10. west 2 dots     | 14. north 1 dot     |                     |
| 3. southwest 3 dots | 7. west 1 dot       | 11. southwest 1 dot | 15. northwest 1 dot |                     |
| 4. northwest 2 dots | 8. west 3 dots      | 12. west 2 dots     | 16. north 1 dot     |                     |

When you reach the left column of dots, go immediately to the opposite dot in the right column. These two columns should be thought of as being the same column of dots.

