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Ferdinand Magellan Teacher Page

Overview:

In this lesson, students will read and answer questions about two excerpts from a book written by a Genoese pilot who traveled on Magellan's 1519–1522 voyage that circumnavigated the globe. In addition to emphasizing the unit's recurring theme of cultural differences, this lesson also has students think about what it would have been like to captain an expedition in the Age of Exploration, including the demands of military leadership and the diplomacy involved in dealing with foreign peoples.

Objectives:

Students will:

- read excerpts from a journal kept by a Genoese pilot who traveled with Magellan, and answer questions about what they read
- discuss Magellan's actions and behavior and whether the expedition might have had a different outcome had Magellan reacted differently

Web Sites Used in this Lesson:

Map of Magellan's route: <http://www.mariner.org/age/images/magellan.gif>

Modern History Sourcebook—Ferdinand Magellan's Voyage Round the World, 1519–1522: <http://www.fordham.edu/halsall/mod/1519magellan.html>

Strategies:

Have students look at the route of Magellan's voyage at <http://www.mariner.org/age/images/magellan.gif>. Explain that this expedition was the first to circumnavigate the globe but that Magellan did not make it the entire way around, since he was killed in a battle in the Philippines. Ask students to locate the Philippines on this map.

Have students look at Magellan's portrait at <http://www.mariner.org/age/magellan.html> (they can click on the portrait to enlarge it). Ask students to imagine the prestige associated with being asked to lead a voyage of "discovery" in the 16th century. What kind of person do they think would have been chosen for this job? What characteristics do they think such an individual might have needed to possess?

Have students complete the worksheet.

Wrap-Up:

Discuss students' responses to the questions on the worksheet.

Discuss the behavior that Magellan exhibited in the excerpts students have read. Do they think he reacted in a manner that would have been expected of an expedition captain in those days? What if he had treated the mutinous captains or the other kings in a different manner? How might his voyage have been affected? Did he need to react as he did in order to preserve the expedition?

Extension Activity:

Have students draw Magellan's route on blank outline maps. Then ask them to use the journal excerpt they've read in this lesson (<http://www.fordham.edu/halsall/mod/1519magellan.html>), as well as any secondary-source material they can find, to learn about the places Magellan (and the rest of his crew after he was killed) went and the things that happened in each place. Ask them to illustrate their map with drawings, text, and dates showing at least six things that occurred on Magellan's voyage.

Ferdinand Magellan Student Worksheet

Introduction:

Ferdinand Magellan (c.1480–1521) was the first person to lead a voyage that circumnavigated the globe. Although educated Europeans already believed that the earth was round, Magellan's 1519–1522 voyage provided definite proof.

He first sailed from Portugal to South America, where he wintered and suppressed a mutiny by some of his men. That spring, he explored and sailed from the Atlantic to the Pacific by going around the tip of South America; the Strait of Magellan there is named after him. After crossing the Pacific, Magellan attempted to convert Philippine islanders to Christianity. He successfully converted the king and people of the island of Macangor, but when that king took Magellan to other islands ruled by rival kings, Magellan ran into trouble. The people of these islands didn't convert willingly, and Magellan burned some of their villages and sent boats to fight the villages on the island of Matam. The people there rose up against him and killed him.

All Web links for this lesson can be found at:
<http://www.socialstudies.com/worldlinks.html>.

Directions:

Ferdinand Magellan's Voyage Round the World, 1519–1522

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

Scroll down to the paragraph that begins "In this port three of the ships rose up against the Captain-major..." This paragraph describes what happened at the port of St. Julian (in modern-day Argentina), where Magellan and his ships spent the winter of 1520. The "Captain-major" mentioned in the paragraph is Magellan.

Read the paragraph, then answer the following questions:

1. What did the captains of the three ships do, and why?

2. How did Magellan handle this situation?

3. What does this incident suggest about Magellan's leadership style?
4. What does this incident suggest about the expectations a "Captain-major" might have had of the captains in his fleet?

Scroll down to the paragraph that begins "This king conducted them thence a matter of thirty leagues to another island named Cabo...." This paragraph describes Magellan's exploration of the Philippine islands. The king who led him to these islands was a king he'd met on a previous island who he had successfully converted to Christianity. This king was not on friendly terms with the kings of the other islands—they were all rivals.

Read the paragraph, then answer the following questions:

5. What does it mean that Magellan "did what he pleased with the consent of the country"?
6. What did Magellan demand of the other kings, and how did they react to this demand?
7. What did Magellan do as a consequence of the other kings' reaction to his demand?

8. What did Magellan demand of the people of Matam? Did they agree to this demand?
9. How did Magellan react to the people of Matam's decision? What happened as a result of his reaction?
10. Does the passage say how the king who led Magellan to Matam reacted to Magellan's idea to fight against the people of Matam? Did he appear to object to Magellan's idea, or do you think he supported it? (Remember, this king was a rival of the other kings.)
11. What do these incidents (on Cabo and Matam) suggest about Magellan's attitude toward the non-European peoples he encountered on his journey around the world?

Maps Teacher Page

Overview:

In this lesson, students will look at three historic maps: one from 1482, one from 1507, and one from 1597. The lesson asks students to compare the maps to one another, and also to contrast them with modern maps. The goal is not only to get students to see how exploration changed the view of the known world, but also to see how maps both reflected and reinforced misconceptions about the earth's geography.

Objectives:

Students will:

- look at three historical maps from the Age of Exploration, and answer questions about what they see
- discuss the main differences between each of these maps and between historical maps and modern maps
- hypothesize how the world map might have changed as more land was “discovered”

Web Sites Used in this Lesson:

Expanding Horizons: <http://www.ibiblio.org/expo/1492.exhibit/b-Mediterranean/exp.horiz.html>

Portolan Charts: Martin Waldseemüller:
<http://www.bell.lib.umn.edu/map/WALD/WALL/indexww.html>

Wytfliet World Map—“*Vtrivsque Hemispherii Delineatio*”:
http://www.printsellers.com/antique_maps/details_wytflietworld.htm

Strategies:

Ask students to read the introduction on the worksheet and to pay particular attention to the names, dates, and “discoveries” of the explorers.

Ask students to hypothesize how the world map might have evolved during the course of the period we call the Age of Exploration. How might each of these explorers’ “discoveries” have contributed to changing European views of the world, and therefore to new and different maps and globes?

Have students complete the worksheet.

Wrap-Up:

Discuss students' responses to the questions on the worksheet.

Discuss the most significant changes students noticed among the three maps. Also, discuss the main differences between these maps and modern maps. Why do students think these maps are so beautifully designed and illustrated? Why aren't most of our modern maps like this? Who might have used these historical maps?

Extension Activity:

Give each student a blank world outline map (available at the National Geographic Xpeditions Atlas: <http://www.nationalgeographic.com/xpeditions/atlas>; select the basic map with country borders off). Ask them to choose one of the maps they've seen in this lesson and use colored pencils to trace the borders of the continents and major islands as shown on that map over the modern map.

Ask students to list at least six differences between their superimposed historic map and the modern map, then have them conduct research to figure out why these differences exist between the two maps. Their research should address these questions:

- What parts of the world had Europeans explored by the time this map was made?
- Look at your list of differences between the old and the modern map. Had the places on your list been explored by Europeans by the time this map was made?

Ask students to write paragraphs answering these questions.