

- Have students compare and contrast the rivalry between Spain and Portugal for control of the Spice Islands with a modern economic rivalry such as the one between the United States and Japan.

Follow-up Activities

- Have students make a classroom map of the world that details the voyage around the world that Magellan made with his men. Use ribbon to mark his passage. Research the countries that he reached, and contact travel agencies or embassies to obtain pertinent information to illustrate this visual representation of Magellan's voyage.
- Magellan is known as the first European to travel around the entire Earth. Develop a classroom chart with other exploration firsts, the people credited with accomplishing them, the problems they overcame and any other important aspects of their journey. (For example: the first expedition to travel to the North Pole, the South Pole, Central Africa, North America, the moon and so forth.) Compare expeditions on the chart to determine similarities and differences among these groundbreaking adventures.
- Share excerpts of Antonio Pigafetta's eyewitness account of Magellan's circumnavigation of the globe from *Magellan's Voyage: A Narrative of the First Circumnavigation* (Dover Publications, 1994). Pigafetta was a surviving crew member who successfully completed the voyage around the Earth. Students can then imagine that they were crew members on this momentous journey and write entries into a travel log addressing a significant aspect of the trip.

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

- www.mariner.org/educationalad/ageofex/magellan.php

The Mariners' Museum has an online curriculum guide for the Age of Exploration, which features information about Magellan. This site provides information about Magellan's journey around the globe, including specifics of his discovery of the Strait of Magellan and the harsh conditions encountered en route.

- www.fordham.edu/halsall/mod/1519magellan.html

This site from the Modern History Sourcebook provides an excerpt from an account of Magellan's voyage. The passage includes details about aspects of the trip such as the ports that were visited, crew mutinies and the battle during which Magellan lost his life.

- www.tradeaid.org.nz/Food%20For%20Thought/Spices/History%20of%20the%20Spice%20Trade

Trade Aid presents a broad overview of the role of spices in history and world trade.

Suggested Print Resources

- Burgan, Michael. *Magellan: Ferdinand Magellan and the First Trip Around the World*. Compass Point Books, Minneapolis, MN; 2002.
- Molzahn, Arlene Bourgeois. *Ferdinand Magellan: First Explorer Around the World*. Enslow Publishers, Berkeley Heights, NJ; 2003.
- Levinson, Nancy Smiler. *Magellan and the First Voyage Around the World*. Clarion Books, New York, NY; 2001.

TEACHER'S GUIDE CONSULTANT

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FERDINAND MAGELLAN

Grades 5-8

This guide is a supplement designed for teachers to use when presenting programs in the video series *Explorers of the World*.

Before Viewing: Give students an introduction to the program by relaying aspects of the historical overview to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

After Viewing: Review the program and vocabulary, and use the follow-up questions and activities to inspire continued discussion. Encourage students to research the topic further with the Internet and print resources provided.



Historical Overview

When European explorers began sailing west in an attempt to reach the East by a direct sea route, they knew that the Earth was spherical and not flat, but they significantly underestimated its actual size. Christopher Columbus and many other explorers who followed him believed that the East could be reached with relative ease by sailing westward. It was not the existence of the New World that surprised the explorers as much as the great distance they had to travel from Europe to reach the East.

Ferdinand Magellan was the first explorer to sail across the Atlantic to the Pacific Ocean through the strait that now bears his name. After his plan for sailing west to reach the East was rejected by the king of Portugal, Magellan's idea was accepted by the Spanish king, and he swiftly switched his allegiance to Spain. In 1519, Magellan and his crew left Spain and started on a perilous expedition hampered by enemy plots, mutinies and treacherous waters. After crossing the Atlantic, Magellan and his men did not anticipate the vastness of the Pacific and nearly perished. Although Magellan did not live to return to Europe, part of his crew survived to complete the circumnavigation of the world, bringing a wealth of spices and navigational information back to Spain.

Time Line

c.1480 — Ferdinand Magellan is born in Portugal.

1494 — The Treaty of Tordesillas divides the world between Spain and Portugal.

1505 — Magellan leaves Portugal with viceroy Francisco de Almeida to help establish Portuguese trade outposts in the Indian Ocean.

1511 — Magellan commands a fleet of three Portuguese ships on a voyage to the Spice Islands.

1517 — Magellan receives Spain's support for his expedition and becomes a Spanish citizen.

1519 — Magellan departs from Spain with five ships and nearly 270 crew members to make his trip to the East by sailing west.

1520 — Magellan reaches the Strait of Magellan, which links the Atlantic and Pacific Oceans.

1520 — Magellan enters the Pacific Ocean.

1521 — Magellan and his men finally reach the Philippines after crossing the Pacific Ocean.

1521 — Magellan is killed during battle with local peoples in the Philippines. His men reach the Spice Islands later that same year.

1522 — The Victoria, Magellan's last surviving ship, reaches Spain, completing the trip around the world.

Vocabulary

expedition — A journey that is undertaken for a specific purpose such as exploration. *(Continued)*

circumnavigate — To go completely around, often by water. Magellan commanded a voyage that circumnavigated the Earth by sailing completely around it.

ambitious — Having the desire to achieve certain goals.

Francisco de Almeida — (c.1450–1510) A Portuguese explorer who was named the viceroy of conquered lands in the East. In 1505, Ferdinand Magellan traveled with Francisco de Almeida to the Indian Ocean to establish trade outposts.

viceroy — A title of power and influence that enables a person to effectively rule in the place of royalty, particularly when great distances are involved.

monopoly — An economic situation in which only one interest, be it an individual, organization or country, has a controlling grasp on the financial operations of a commercial market.

Spice Islands — Also known as the Moluccas, these islands almost encircle the Banda Sea and are bounded by the Pacific Ocean to the north, the Molucca Sea to the west, the Timor Sea to the south and the Ceram Sea to the east.

Treaty of Tordesillas — An agreement between the Spanish and Portuguese, issued by Pope Alexander VI in 1494. This treaty established an imaginary line dividing the world between Spain and Portugal, enabling these countries to only claim new lands in their designated part of the world.

Canary Islands — Islands in the Atlantic Ocean off the coast of northwest Africa.

mutiny — A rebellion or uprising against those in power. A mutiny often occurs on a ship, with a crew rebelling against a captain.

Strait of Gibraltar — A channel between southern Spain and northern Africa that connects the Mediterranean Sea and the Atlantic Ocean.

Strait of Magellan — A channel that connects the Atlantic and Pacific Oceans at the southern tip of South America. Magellan traversed this strait in 1520.

Philippines — A country in southeastern Asia that consists of many islands. Magellan and his men reached the Philippines in 1521.

convert — To change someone's beliefs, often religious beliefs.

Pre-viewing Discussion

- Using a modern map of the world, have students trace the distance that someone would have to travel to go from Spain, around the world and back to Spain again. Compare that with other distances, such as the width of the United States, the width of the Atlantic Ocean, the length of Russia and so forth. Discuss how difficult it might be to make this type of journey during the 16th century, and how this type of journey would be different today.
- Many explorers like Columbus and Magellan sailed for nations other than their homeland. Discuss with students where they believe the primary loyalty of these explorers probably rested. Do you think these explorers were loyal to a particular country, religion or cause, or do you think they just wanted to explore and used any means possible to achieve their goals?

(Continued)

- Have students think about the leadership qualities an explorer should possess in order to deal with adversities such as bad weather, mutiny, attacks from local people and other challenges faced during the Age of Exploration.

Focus Questions

1. What does it mean to circumnavigate the world?
2. Who is credited with making the first voyage around the world?
3. How did Magellan obtain his experience as an explorer?
4. Who controlled the trade routes to the East when Magellan set out on his voyage?
5. What role did John of Lisbon and Christopher Columbus play in influencing Magellan's voyage around the world?
6. Name some of the spices that Magellan sought.
7. Why did Magellan switch allegiance from Portugal to Spain?
8. What was the Treaty of Tordesillas and why did this agreement influence Spain's ability to claim new lands?
9. What were some of the difficulties Magellan had to overcome on his voyage to the East?
10. How did Magellan handle the challenges presented to him on his voyage?
11. How did the Pacific Ocean get its name?
12. Why did Magellan and his men almost die of starvation on their trip from South America to the Philippines?
13. How did Magellan die?
14. How was it possible for the Spanish to profit from the cargo of just one returning ship?

Follow-up Discussion

- Have the students debate which discovery was more valuable in the long run to Spain: the spices Magellan's men brought back to Spain or the knowledge of navigation and geography they gained?
- During the Age of Exploration, many men journeyed into the unknown and some lost their lives to obtain spices. Spices were so valued that entire expeditions were outfitted to sail around the world in search of them. Have students discuss what items, if any, are of such value today that people would put forth a similar effort.
- Ferdinand Magellan did successfully circumnavigate the globe, if the routes of all of his expeditions are combined. However, he died before the expedition that he commanded completed its full voyage in 1522. In light of this fact, encourage students to debate whether Magellan or a surviving crew member was really the first person to circumnavigate the globe. *(Continued)*