

- Have students search for sources that detail the structure of the Hopewell and the Half Moon, two ships that Hudson used to sail on his voyages. Students can then build models of Hudson's ships to scale for classroom display.
- On his second voyage, Hudson recorded that sea water changes color when icebergs are near. Have students generate hypotheses to account for why this phenomenon occurs, and then conduct library or Internet research to support or refute their predictions.
- Encourage students to research any of Hudson's voyages with regard to the mutinies his men constantly raised against him. In small groups, students can develop a script for one of these mutinies and perform a skit or play, acting out the mutiny and Hudson's attempts to control the uprising against him.
- Have students use a world map to outline in different colors the four voyages that Hudson took and where he sailed. Students can also label these voyages with information about what he accomplished on the trip and its significance for European settlement and commerce.
- The search for the Northwest Passage inspired explorers for centuries. Encourage students to research other adventurers who sought a Northwest Passage, including Martin Frobisher, Roald Amundsen and John Franklin. Based upon their research, students can create a Venn diagram that compares the expeditions of Henry Hudson with those of another Northwest Passage explorer.

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.libraryvideo.com

- www.georgian.net/rally/hudson/

This extensive Web site about Henry Hudson includes biographical information and details about his four voyages. Hudson's family tree, a time line detailing Hudson's life and the historical context of the voyages are also included.

- www.mariner.org/age/hudson.html

The Mariners' Museum has an online curriculum guide for the Age of Exploration, which features information about Henry Hudson. This site includes an excellent map of Hudson's four voyages.

- www.newnetherland.org/

The New Netherland Museum presents information about Henry Hudson and his ship, the Half Moon. This museum operates a reproduction of the Half Moon, and an online tour of the ship is provided at this site. Facts and statistics about the replica are included.

Suggested Print Resources

- Bohlander, Richard. *World Explorers and Discoverers*. DaCapo, New York, NY; 1998.
- Delgado, James P. *Across the Top of the World: The Search for the Northwest Passage*. Checkmark Books, New York, NY; 1999.
- Goodman, Joan Elizabeth. *Beyond the Sea of Ice: The Voyages of Henry Hudson*. Mikaya Press, New York, NY; 1999.
- Johnson, Donald S. *Charting the Sea of Darkness: The Four Voyages of Henry Hudson*. Kodansha International, New York, NY; 1995.

TEACHER'S GUIDE

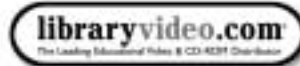
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HENRY HUDSON

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

For centuries, the discovery of a direct, short water passage from Europe to Asia was the dream of many explorers. Much like other European nations, England wanted a route to the East to gain access to its markets and products, especially spices. Henry Hudson, an accomplished English navigator, made several attempts to reach the East by following a polar route above the upper reaches of Russia and Siberia, and by sailing west to navigate through North America. All of Hudson's efforts failed at finding a passage to Asia, yet he showed great courage, discovered many new landmarks and helped establish the whaling industry of northern Europe through his reports. Hudson's discoveries would also help form the basis for the English claim to much of Canada, and the Dutch colonization of the land on the banks of the Hudson River that later became New York.

Time Line

c.1570 — Henry Hudson is born near London, England.

1607 — Hudson sails on his first voyage for the Muscovy Company in the Hopewell, mapping the previously unexplored Greenland coast.

1608 — Hudson sets out on his second voyage for the Muscovy Company in the Hopewell, attempting to sail above the northern coast of Russia. Ice and the threat of mutiny put an end to this mission.

1609 — Hudson begins his third voyage for the Dutch East India Company in the Half Moon. Turning away from the northeast, Hudson sails across the Atlantic Ocean toward North America. He travels up the river that now bears his name and then returns to England, rather than Holland, without discovering the Northwest Passage.

1610 — Hudson embarks on his fourth and final voyage, sailing in the Discovery for England, which takes him to North America and Hudson Bay.

1611 — Hudson's crew mutinies in James Bay, a southern extension of Hudson Bay, and Hudson, his son and several crew members are set adrift. The castaways are never heard from again.

Vocabulary

Muscovy Company — An English trading company that specialized in commerce with Russia. The name of the company came from the capital city of Russia, Moskva (or Moscow).

exploration — The process of investigating in search of a goal, such as wealth, information or colonization.

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

Dutch East India Company — A Dutch trading company that specialized in commerce in the Indian Ocean. *(Continued)*

Northwest Passage — A water route connecting the Atlantic and Pacific Oceans through the northern portion of the Americas. Many explorers sought the Northwest Passage as a shorter alternative to Ferdinand Magellan's route through the southern tip of South America.

New Amsterdam — The Dutch settlement in the Hudson River valley that would eventually become New York.

Hudson River — A river in New York that flows almost entirely within the state. Henry Hudson explored this river on his third voyage of discovery in 1609.

double agent — An individual who seemingly works exclusively for one organization, but is actually a spy for a rival group.

Hudson Bay — A body of water located in Canada, connected to the Atlantic Ocean by the Hudson Strait. Henry Hudson explored this bay on his fourth and final voyage in 1610, and he claimed the area for England.

Pre-viewing Discussion

- Explore a world map with your students and discuss various routes to the East from England, including a Northwest Passage and a route to the north and east. Can students find a clear water passage sailing to both the east and west of England? Which route seems most promising? Which route is most direct? If students were in the position of Henry Hudson in the early 1600s, which route would they have chosen and why?
- Henry Hudson encountered much conflict with his crew members during his four voyages, and his crew even mutinied and abandoned him on his final trip. Ask students to think about who should control the destiny of a ship once it is at sea. Is the captain the sole person in charge? Do the people who sponsor the venture or the financial backers have a say in what happens? Do the crew members have a right to voice their opinions?
- Hudson sailed for both the English and the Dutch during his career of exploration in the 17th century. Discuss with your students why an explorer during this time might have sailed for more than one country. How might explorers and the countries involved have benefited from this situation? What were the potential drawbacks?

Focus Questions

1. For which European countries did Henry Hudson sail on his four voyages of discovery?
2. What did England want that Spain and Portugal had already obtained through previous exploration?
3. Why did some geographers believe that the North Pole would be warm and that no significant ice would hinder a voyage near the Pole?
4. What was the name of the English company that Hudson first sailed for? Where did this company get its name? *(Continued)*

5. Why did England want a direct route to the East?

6. What commercial gains resulted from Hudson's account of his first voyage?

7. Where did Hudson sail on his second voyage?

8. Why did Hudson decide to sail for the Dutch instead of the English on his third voyage?

9. On his third voyage, why did Hudson sail to North America and break his agreement with the Dutch?

10. What part of North America did Hudson explore on his third voyage?

11. Why did Hudson treat the native people he met with such harshness?

12. Why did Hudson's men lose confidence in him on his fourth voyage?

Follow-up Discussion

- On his second voyage, Hudson informed his crew that they would sail to the north and east of Sweden and Norway. When he found his way blocked by ice, Hudson decided to turn his ship around and sail for North America without consulting the crew. Ask students to discuss this decision from the perspective of both Hudson and the crew members. Was Hudson's decision a clear reason for the crew to mutiny?
- Have students develop a list of character traits for an effective leader of an exploration and a list of traits that are undesirable in such a leader. How do Henry Hudson's leadership qualities fare when compared to these lists?
- Henry Hudson, on his third voyage, sailed with a crew that was comprised of both Dutch and English members. Encourage students to discuss the potential positive and negative effects of selecting a crew from rival nations. Was sailing with a crew split by nationality a good idea?

Follow-up Activities

- Have the class simulate the trial of the survivors of Henry Hudson's fourth voyage. Determine the guilt or innocence of these men who left Hudson behind in James Bay. Then check the historical record to compare your trial to what actually happened.
- Henry Hudson's fate after he was stranded in James Bay is unknown. Was he adopted or captured by native people, or did he sail to Spitsbergen Island, travel through woods to locate European settlements or die in James Bay from disease or starvation? Ask for students' theories on Hudson's fate and encourage them to write journal entries that describe Hudson's final days.
- Henry Hudson may have been a spy for the English while sailing for Holland on his third voyage of discovery. Have the class write spy reports that Hudson may have prepared for the English, detailing his third voyage and his discoveries while serving the Dutch. *(Continued)*