

Exploration Introduction

Unit: What motivates people to explore?

Title of lesson: Magellan's Voyage Around the World: 1519

Time frame: approximately 3, 45-minute sessions

Lesson Author: Cris Norton

Standards addressed:

Alaska State Content Standards

Geography

- D. A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.
1. Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity.

History

- A. A student should understand that history is a record of human experiences that links the past to the present and the future.
1. Understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences.
 2. Know that the interpretation of history may change as new evidence is discovered.
 4. Understand that history relies on the interpretation of evidence.
 2. Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.
 3. Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interactions.
 4. Understand that history is dynamic and composed of key turning points.
- B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
2. Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world.
 4. Students will be able recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns.
- C. A student should develop the skills and processes of historical inquiry.
2. Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers.
 3. Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record.
 4. Use historical perspective to solve problems, make decisions, and understand other traditions.

Social Studies Knowledge, Skills, Dispositions:

Thinking Skills:

- Draw inferences from factual information
- Sense relationship between items of factual information
- Analyze information
- Recognize instances in which more than one interpretation of factual material is valid
- Combine critical concepts into a statement of conclusions based on information
- Restate major ideas of a complex topic in concise form
- Communicate orally and in writing
- Identify relevant factual material

Reading Skills:

- Use picture clues and picture captions to aid comprehension
- Read for a variety of purposes: critically, analytically, ...to answer a question, ...to skim for facts
- Recognize and understand an increasing number of social studies terms

Learning objectives:

At the completion of this lesson, students will know & be able to:

1. Identify who Magellan is and know some of his contributions, as well as, what motivated him to explore.

Cooperative skills addressed:

- Communicate own beliefs, feelings, and convictions
- Contribute to the development of a supportive climate in groups
- Discussion-pair share, small group, large group

Technology inclusion: overhead projector, white/chalk board

Materials needed: Explorer Sourcebook, excerpt from Pigafetta's Journal (see Magellan 3), News of the Nation on Magellan, Evaluation Document

Lesson Plan/Lesson Design

1. **Prior assignment/preparation** – This lesson assumes that students have already done lessons 1-5, have already begun their Explorer Source books and individual time lines, and are comfortable working with them.
2. **Opening activity** – Have students think about the following questions and reflect upon them in their Explorer Sourcebook to help them activate their schemas and prior knowledge: Who is Ferdinand Magellan? Why is he considered an important explorer? After students have written in their Explorer Source book have them share in table groups. Then, bring the class together to have a group discussion on the topic.

3. Specific lesson design--

PART 1-

- a. After completing opening activity have students read in pairs the News of the Nation on Magellan (see news_nation Magellan p 1-4). As they are going through the article have them underline in green the information they think is important and in red the information they find confusing.
- b. As a way for students to check their understanding of the material they have read, have them complete the Quiz Yourself.
- c. Orally discuss parts of the readings the students either found interesting or confusing, as well as go over the Quiz Yourself so students may check for understanding. And debrief them on the days activities.

PART 2 (will take 2, 45 minute sessions)-

- a. Bring the students together in a group area and give some of the students a slip of paper with key information about Magellan (see Magellan1.doc) so they may become an expert. Discuss this information and have students ask questions for further explanation if need be.
- b. Let students know that the next part of the lesson will be on reading and evaluating a primary source document. They will need to apply the knowledge gained from previous lessons on explorers to evaluate the document. They may work in pairs or small groups. The document is an excerpt of Antonio Pigafetta's Journal, one of the 18 people to survive the entire journey around the world. Magellan and 40 of his crew were killed in 1521 in a battle with local people living in the Philippines. Pigafetta escaped and his journal was published two years after he returned he published two years after he returned under Magellan's name.
- c. Ask students why he might have used Magellan as a pseudonym.
- d. The piece is entitled The Voyage Around the World by Magellan. As they are going through the article have them underline in green the information they think is important and in red the information they find confusing. Give students ample time to complete the task.
 - a. The excerpt is titled Magellan3.doc
 - b. The Journal in its entirety is titled Magellan2.doc
 - c. The evaluation document is titled evaluate document.jpg
- e. After students have completed the primary source evaluation get into a whole group and debrief the students regarding the activity. The following questions can be used as guides:
 - a. Direct students' attention to the sentence, "But some others, more mindful of their honor than their own life determined to go to Spain alive or dead." Discuss the concept of honor in that sentence. Why might the explorers have viewed the voyage as a point of honor?
 - b. On a world map, help students track Magellan's route from Portugal, around the Cape of Good Hope, and back. Encourage students to locate places mentioned in the excerpt, including the Cape of Good Hope, Antarctic Pole, and Mozambique.
- f. Be sure to have students place excerpt and evaluation in Explorers Sourcebook.

- g. Have students reflect by going back to the original question in their source book about who is Ferdinand Magellan, Have their ideas changed, if so how, have them write down these ideas.

4. Assessment – The students’ work in the Explorer Sourcebook will show their growth and can be used for formative assessment purposes. The opening and closing activity of who is Ferdinand Magellan, the News of the Nation piece, the excerpt and evaluation should be included in the Explorer Sourcebook.