MODERN AGE
Contents:

1. Main Objectives
2. Useful Websites
4. Word Wall Cards
3. Vocabulary Cards
5. Glossary
6. Key Question Cards
7. Prior Learning Diagram
8. Hands-On Activities
9. Reading Comprehension Text
10. Final Activity
Main Objectives:

1. To situate the Modern Age period on the time line.
2. To use the vocabulary related to the content.
3. To know how technical advances in navigation favoured the new trade routes.
4. To understand reasons for and consequences of the Discovery of America.
5. To value the importance of the Spanish Empire in the sixteenth Century.
6. To appreciate the importance of the Spanish Golden Age.
7. To demonstrate their understanding of life during the Modern Age through a piece of creative writing.
Useful websites

http://www.socialstudiesforkids.com/subjects/renaissance.htm
Information about Renaissance and the main figures of that time. Interactive links to other interesting sites.

http://www.eyewitnesstohistory.com/columbus.htm
http://www.sonofthesouth.net/revolutionary-war/explorers/discovering-america-columbus.htm
Lots of information, activities and links about Christopher Columbus and the Discovery of America.

http://www.historyonthenet.com/Tudors/discoverers_explorers.htm
Site to know who the most important discoverers and explorers of the Modern Age were.

http://nick.frejol.org/siglo-de-oro/
A complete calendar about Golden Age.
http://www.stegen.k12.mo.us/tchrpges/sqhs/mruch/AgeofAbsolutism.htm

Chronological information about the development of the Absolute Monarchy in Spain, France and England.

http://www.xmission.com/~dderhak/recipe/spainhistory.htm

The main events of the History of Spain.
MODERN AGE
Renaissance

classical culture
patron
authoritarian monarchy

absolute monarchy
navigation
caravel

compass
astrolabe

sextant
portolan charts
silk
spices
Discovery

colonisation
nobleman

nobility
bourgeoisie

bourgeois
craftsman
peasant

clergy
Golden Age
architect

painter
sculptor
literature

writer
decline
(decadence)
the Enlightenment
<table>
<thead>
<tr>
<th>Vocabulary Cards</th>
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</thead>
</table>
| **Modern Age**   | n. the term used by historians to refer a period in the History from 1492 (Discovery of America) until 1789 (French Revolution).  

“During the Modern Age there were many changes in the European society.” |
| **Renaissance**  | n. means re-birth. A cultural movement that spanned roughly from the 14th Century to the 17th Century. It began in Italy and it later spread to the rest of Europe.  

“During the Renaissance people were interested in all aspects of Greek and Roman cultures.” |
<p>| <strong>Classical culture</strong> | n. name given to the influence of Ancient Greek or Roman civilizations on language, philosophy, art... throughout the Renaissance period. |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>patron</td>
<td>n. a person who supports and gives money to artists, writers or musicians.</td>
<td>“Lorenzo de Medici, called Lorenzo “the Magnificent”, was patron to the Leonardo da Vinci and Michelangelo.”</td>
</tr>
<tr>
<td>authoritarian monarchy</td>
<td>n. the politic system in which the kings in 15th century have all the power.</td>
<td>“Catholic monarchs of Spain, Isabella and Ferdinand, were the most representative example of authoritarian monarchy in Europe.”</td>
</tr>
<tr>
<td>absolute monarchy</td>
<td>n. form of government where the king or queen has absolute power on all aspects of his or her subjects' life.</td>
<td>“Charles I of Spain (Holy Roman Emperor) and his son, Philip II, were the most powerful monarchs in 16th Century.” “French absolute Monarchy was the most powerful monarchy in Europe in 17th and 18th centuries.”</td>
</tr>
<tr>
<td><strong>navigation</strong></td>
<td>n. the guidance of ships from place to place.</td>
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</tr>
<tr>
<td></td>
<td>“The appearance of technical advances in navigation and the building of bigger ships favoured the discovery of new trade routes.”</td>
<td></td>
</tr>
<tr>
<td><strong>caravel</strong></td>
<td>n. a light sailing ship with two or three masts and lateen sails used by the Spanish and Portuguese in the 15th and 16th centuries.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“La Pinta and La Niña were the two caravels used by Columbus in this first voyage to America. The other ship was a carrack called Santa María.”</td>
<td></td>
</tr>
<tr>
<td><strong>compass</strong></td>
<td>n. an instrument that is used for finding directions. It has a dial and a magnetic needle that always points to the North.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“The use of the compass greatly improved the safety and efficiency of travelling, especially in ocean travel.”</td>
<td></td>
</tr>
</tbody>
</table>
| **astrolabe** | n. ancient instrument used by navigators and astronomers to determine latitude, longitude and time of day. It also determines the altitude of the Sun, planets, stars and Moon.  

“The word astrolabe comes from the Greek and means “stars seeker.”” |
| **sextant** | n. navigational instrument used to measure the altitude of a celestial object above the horizon and to determine its latitude and longitude.  

“Navigators replaced the astrolabe for the sextant because it was more precise.” |
| **portolan charts** | n. European navigational maps, based on realistic descriptions of harbours and coasts.  

“Portolan charts were created in the 13th Century and developed in 14th and 15th centuries.” |
<table>
<thead>
<tr>
<th>Silk</th>
<th>n. valuable/delicate cloth made from the fine treads produced by certain insect larvae.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Silk Road was the most important cultural and commercial communication link between Southern Europe and Asia.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spice</th>
<th>n. any of a variety of pungent or aromatic vegetable substances used to for seasoning food.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“From the 11th Century, as a consequence of the Crusades, spices such cinnamon, pepper, cardamom, ginger, turmeric… were used for seasoning food and also for medical reasons.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discovery</th>
<th>n. the act of discovering a place or a thing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Discovery of America marked the beginning of a new age.”</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>colonisation</td>
<td>n. the act or process of establishing colonies.</td>
</tr>
<tr>
<td>bourgeois</td>
<td>n. the inhabitant of walled towns, formed by craftsmen, merchants...</td>
</tr>
<tr>
<td>craftsman</td>
<td>n. a man who makes things skilfully with his hands.</td>
</tr>
<tr>
<td><strong>peasant</strong></td>
<td>n. a person who works on the land.</td>
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</tr>
<tr>
<td></td>
<td>“Peasants were the poorest social class in this time. Many of them emigrated to America looking for a better future.”</td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>clergy</strong></th>
<th>n. the official leaders of a religious belief.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>“The clergy had big influence in the society. Many of them went to America and founded missions where they taught religion, reading, writing and even farming.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Golden Age</strong></th>
<th>n. a flourishing period in arts and literature that took place in Spain during the 16th and 17th Centuries.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“During Spain’s Golden Age there were very important artists like El Greco, Velázquez, Murillo... and great writers like Cervantes, Lope de Vega, Calderón de la Barca, Quevedo...”</td>
</tr>
<tr>
<td><strong>architect</strong></td>
<td>n. a person who designs buildings.</td>
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</tr>
<tr>
<td>&quot;The most important Spanish architect in Modern Age was Juan de Herrera who designed the San Lorenzo de El Escorial Monastery.”</td>
<td></td>
</tr>
<tr>
<td><strong>painter</strong></td>
<td>n. an artist who paints.</td>
</tr>
<tr>
<td></td>
<td>&quot;Diego Velázquez was the official painter of the Spanish Court in the seventeenth Century.”</td>
</tr>
<tr>
<td><strong>sculptor</strong></td>
<td>n. a person who creates sculptures.</td>
</tr>
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<td></td>
<td>&quot;Spanish sculptures in the Golden Age were made of wood and marble. The sculptures were used for decorate churches and the cathedrals.”</td>
</tr>
<tr>
<td><strong>literature</strong></td>
<td>n. name given to all creative writing of recognised artistic value.</td>
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<td>---------------</td>
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<tr>
<td></td>
<td>“The seventeenth century was the most brilliant period for literature in Spain.”</td>
</tr>
<tr>
<td><strong>writer</strong></td>
<td>n. a person who writes books, stories or articles as a job.</td>
</tr>
<tr>
<td></td>
<td>“The writer Miguel de Cervantes was born in Alcalá de Henares and wrote many novels. The most famous of which was Don Quixote de la Mancha.”</td>
</tr>
<tr>
<td><strong>decline</strong></td>
<td>n. period when something approaches an end.</td>
</tr>
<tr>
<td></td>
<td>“For many and different reasons (bad harvest, epidemics, lost battles, droughts, high mortality, emigration to America...) the Spanish Empire begin to decline in the 17th Century.”</td>
</tr>
<tr>
<td>The Enlightenment</td>
<td>n. a philosophical and cultural movement in the eighteenth Century that stressed human reasoning over blind faith and encouraged scientific thinking.</td>
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<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>“Charles III was the most important king of the Enlightenment. He carried out many significant social and economic changes in Spain. He was called The best Mayor of Madrid for all the important monuments he built during his reign.”</td>
</tr>
</tbody>
</table>
Glossary

**absolute monarchy:** n. form of government where the king or queen has absolute power on all aspects of his or her subjects' life.

**architect:** n. a person who designs buildings.

**astrolabe:** n. ancient instrument used by navigators and astronomers to determine latitude, longitude and time of day. It also determines the altitude of the Sun, planets, stars and Moon.

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craftsman: n. a man who makes things skilfully with his hands.

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Discovery: n. the act of discovering a place or a thing.

Golden Age: n. a flourishing period in arts and literature that took place in Spain during the 16th and 17th Centuries.

literature: n. name given to all creative writing of recognised artistic value.

Modern Age: n. the term used by historians to refer a period in the History from 1492 (Discovery of America) until 1789 (French Revolution).

navigation: n. the guidance of ships from place to place.

painter: n. an artist who paints.

patron: n. a person who supports and gives money to artists, writers or musicians.

peasant: n. a person who works on the land.

portolan charts: n. European navigation maps based on realistic descriptions of harbours and coasts.
**Renaissance:** n. means re-birth. A cultural movement that spanned roughly from the 14\textsuperscript{th} Century to the 17\textsuperscript{th} Century. It began in Italy and it later spread to the rest of Europe.

**sculptor:** n. a person who creates sculptures.

**sextant:** n. navigational instrument used to measure the altitude of a celestial object above the horizon and to determine its latitude and longitude.

**silk:** n. valuable/delicate cloth made from the fine treads produced by certain insect larvae.

**spice:** n. any of a variety of pungent or aromatic vegetable substances used to for seasoning food.

**writer:** n. a person who writes books, stories or articles as a job.

**The Enlightenment:** n. a philosophical and cultural movement in the eighteenth century that stressed human reasoning over blind faith and encouraged scientific thinking.
When does the Modern Age begin?
When does the Modern Age end?
What does Renaissance mean?
What were the people of Renaissance most interested in?
Who supported artists, writers or musicians during the Renaissance?
What were the names of the Catholic Monarchs?
Who were the absolute monarchs in Spain during 16th Century?
The three most important navigational instruments of 15th and 16th Centuries were...
Where was Christopher Columbus born?
On what date did Christopher Columbus discover America?
What were the names of Christopher Columbus' ships in his first voyage?
Did Christopher Columbus know that he had discovered a new continent?
What was the name of the Trade Route between Southern Europe and Asia?
Can you name three different types of spices?
What part of America did Spanish Empire conquer in the 16th Century?
The richest social class in the Modern Age was...
Can you name three jobs that craftsmen did in the Modern Age?
The poorest social class in this period was...
Who had a big influence in the society during the Modern Age?
The period when the arts and literature flourished in Spain was called...
Can you name three Spanish artists from the Golden Age?
Can you name three Spanish writers from the Golden Age?
Which is the most famous piece of Spanish literature?
Who wrote Don Quixote of La Mancha?
Where was Miguel de Cervantes born?
Who was the main architect of San Lorenzo de El Escorial?
In which province of Spain is San Lorenzo de El Escorial situated?
The official painter of the Spanish Court in the 17th Century was...
What were the sculptures made of?
Can you name three reasons for The Spanish Empire's decline?
In what century did The Enlightenment take place?
The most important Spanish king of The Enlightenment was...
What do you know about Modern Age?
Fill in the diagram with as many things as you can remember about Modern Age
Hands on Activity 1

Benefits after the Discovery of America

Exchange of products between Europe and America

Objectives
1. To describe what products passed from Europe to America and from America to Europe after the Discovery of America.
2. To value and describe the importance that the exchange of these products (food, animal farming, agriculture, trade...) had for life in those days.

Introduction
In this activity children will use the picture cards and place them on a map of the world to learn about what products crossed over from one continent to the other.

Development
The teacher should cut and laminate the picture cards. In a physical wall of the world map, the pupils must draw an arrow between Europe and America and another arrow between America and Europe. They must stick each picture card in the correct direction in order to understand what types of products passed from Europe to America and vice versa.

Plenary
Once the pupils have finished the task, they should be able to write some conclusions and to answer several comprehension questions.
Products that passed over from Europe to America

- wheat
- grapes
- olives
- melon
Products that passed over from Europe to America

- sugar
- rice
- oranges
- lemons
Products that passed over from Europe to America

- garlic
- onions
- apples
- coffee
Products that passed over from Europe to America

- Cattle
- Pigs
- Horses
- Poultry
Products that passed over from Europe to America

- sheep
- goats
- roses
- carnations
Products that passed over from America to Europe

- potatoes
- corn
- tomatoes
- peppers
Products that passed over from America to Europe

- sunflowers
- cocoa
- peanuts
- pineapples
Products that passed over from America to Europe

- avocados
- beans
- vanilla
- pumpkins
Products that passed over from America to Europe

- Custard apples
- Yucca
- Turkeys
- Tobacco
Comprehension questions

1. Can you name five farming products that crossed over from Europe to America?
   ______________________________________________
   ______________________________________________

2. Can you name five farming products that crossed over from America to Europe?
   ______________________________________________
   ______________________________________________

3. What animals crossed from Europe to America?
   ______________________________________________
   ______________________________________________

4. And from America to Europe?
   ______________________________________________

5. What other products crossed over from Europe?
   ______________________________________________

6. And from America?
   ______________________________________________

7. Do you think the diet of both continents changed? Why?
   ______________________________________________
   ______________________________________________
   ______________________________________________
   ______________________________________________
8. And the way of life? Why?

____________________________________________
____________________________________________
____________________________________________
____________________________________________

9. Write a few sentences with some conclusions about what you have learned in this activity.

____________________________________________
____________________________________________
____________________________________________
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____________________________________________
Hands on Activity 2

Learning about three Modern Age masterpieces

Main Objectives
1. To learn about three artistic masterpieces of the Modern Age and their authors.
2. To appreciate and describe the progress in some of the Fine Arts (architecture, sculpture and painting) during this period in History.

Resources needed:
- Web sites
- Interactive board
- Encyclopaedias

http://www.bluffton.edu/~sullivann/spain/madrid/escorial/escorial.html
http://www.feelmadrid.com/elescorial.html


Introduction
In this activity children learn about three artistic masterpieces from the 16th and 17th Centuries. They represent three of the Fine Arts:
- Architecture: Monastery of San Lorenzo of El Escorial. Juan de Herrera (Madrid)
- Sculpture: The Pieta. Michelangelo. Vatican (Rome)
- Painting: Las Meninas. Velázquez. Prado Museum (Madrid)
Development

- Project the images in the IWB (Interactive White Board) and encourage the pupils to observe each one carefully.
- Ask them to brainstorm and say what these images mean to them and to share whatever all they already know about them.
- *Give a short explanation on the importance and value of these masterpieces and give the children the websites.*
- They will need to consult these websites to find out more information on each of the masterpieces. They can either do this at home or in the computer room in school.
- *Once the children have found the information, they must answer the different questions that follow the pictures.*

Plenary

The teacher projects the images again and all the pupils check with the teacher that they have answered the questions correctly.
Palace Monastery of San Lorenzo de El Escorial (Madrid)
Juan de Herrera
1530–1597
San Lorenzo de El Escorial

Answer these questions:

1. What king ordered the construction of this building?

2. What did he want commemorate?

3. What architect designed it? Who continued the work?

4. Where is it located?

5. Can you name the main parts of the building?

6. Why is it a palace and a monastery at the same time?

7. What does the Royal Pantheon contain?

8. What shape does the building have? For what reason?
Las Meninas
Diego Velázquez
1599–1660
Las Meninas

Answer these questions:

1. What is the name of the main figure?
   ___________________________________________________

2. Who were her parents?
   ___________________________________________________

3. Where are they in the picture?
   ___________________________________________________

4. What is the name of the palace they are in?
   ___________________________________________________

5. What room of the palace are they in?
   ___________________________________________________

6. How many people appear in the picture?
   ___________________________________________________

7. Who are the people that surround Margaret?
   ___________________________________________________

8. Where does the light in the picture come from?
   ___________________________________________________
9. Does Velázquez appear in the picture?
____________________________________________________________________________

10. Where is he?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

11. What is he doing?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

12. Can you describe one of the three “meninas”?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
La Pieta
Michelangelo Buonarroti
(1475–1564)
La Pieta

Michelangelo was relatively unknown to the world as an artist. He was only in his early twenties when he was commissioned in 1498 to do a life size sculpture of the Virgin Mary holding her son in her arms. It would be the first of four that he would create, but this was the only one he finished completely. It was to be unveiled in St. Peter’s Basilica by 1500. In less than two years, Michelangelo carved it from a single slab of marble; the most magnificent sculpture ever created. His interpretation of the Pieta was far different from others created previously by other artists. Michelangelo decided to create a youthful, serene and celestial Virgin Mary instead of a broken hearted and somewhat older woman.

When it was unveiled, a proud Michelangelo stood by and watched as people admired the beautiful Pieta. His pride was turned into anger as he overheard a group of people attributing the work to other artists of his time. That anger caused Michelangelo to add one last thing to his sculpture. Going down the sash on the Virgin Mary, Michelangelo carved his name. Later he regretted that his emotions had overwhelmed him and promised not to sign any of his works again.

Anthony Parente

Answer these questions:

1. How old was Michelangelo when he created the Pieta?

2. How many sculptures of the Pieta did Michelangelo do in all his life?

3. Where was the sculpture to be unveiled?

4. How long did it take him to carve it?
5. What is it made of?
____________________________________________________

6. Why was this sculpture of the Pieta different from the others?
____________________________________________________
____________________________________________________
____________________________________________________

7. What happened when the sculpture was unveiled?
____________________________________________________
____________________________________________________

8. What did Michelangelo carve on Virgin Mary’s sash*?
____________________________________________________

9. What did he promise himself?
____________________________________________________

10. Look carefully at the picture and write some sentences describing it.
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

* sash: long band of cloth or other material worn over one shoulder.
Hands on Activity 3

Christopher Columbus and the Discovery of America

Objectives
1. To discuss the reasons of Christopher Columbus’ project.
2. To describe the importance of his heroic deed travelling towards the unknown.

Resources needed
- Interactive White Board/Digital Projector
- Relevant word wall cards
- Relevant key question cards
- PowerPoint presentation
- Activity 3

Development

The PowerPoint presentation will help the pupils understand the reasons and the facts of the Discovery of America. In the last slide there is a button that links with a web site that will provide them more information about Christopher Columbus’ life and voyages.

After watching the PowerPoint presentation and the web site, the students must answer some questions related to it.

Plenary

The pupils can see the PowerPoint again and check that they have answered the questions correctly.
Hands on Activity 3

Christopher Columbus and the Discovery of America

Answer these questions:

1. When was Columbus born? Where?
   _______________________________________________________

2. At what age did he start sailing?
   _______________________________________________________

3. What did he want to find?
   _______________________________________________________

4. What monarchs did he manage to persuade?
   _______________________________________________________

5. What where the names of the three ships?
   _______________________________________________________

6. What did the sailors use to measure time?
   _______________________________________________________

7. What instruments did they use for navigation?
   _______________________________________________________

8. What date did the expedition arrive to land?
   _______________________________________________________
9. At what age did Columbus die?

_______________________________________________

_______________________________________________

10. Can you name the three first lands where they arrived at in the new continent? Do you know their actual names?

_______________________________________________

_______________________________________________

_______________________________________________

_______________________________________________

_______________________________________________

_______________________________________________
**Comprehension text**

The first circumnavigation around the world (1519-1522)

Ferdinand Magellan was born in 1480 in Portugal. At the age of 12, he was appointed as queen's messenger in the royal court. At the court, he learned about many famous explorers and the most important information about navigating ships.

He started sailing when he was 25 years old. He thought that the Earth was round and he wanted to go to the **Spice Islands** (also known as **Moluccas Islands**) by the West route because the trade with spices was very important.

He asked the King of Portugal to support his journey, but he refused. After that, he begged the **King of Spain, Charles I**, to support his journey. The king was interested in his plan since Spain was looking for a better sea route to Asia, rather than the Portuguese route around the southern tip of Africa. He began to look for sailors but it was a very difficult task. None of the Spanish sailors wanted to sail with him because he was Portuguese. He would have to take anybody who signed on, whether they were good seamen or not. Parts of his crew were prisoners, released from jail in return for sailing with him, but the captains of the ships were Spanish.

In September of 1519, he sailed from Sanlúcar de Barrameda with five ships—the **Trinidad**, the **Concepcion**, the **Santiago**, the **San Antonio** and the **Victoria**. At the beginning, all went well. The small fleet sailed across the Atlantic Ocean and reached South America. They stocked up with goods and sailed down the coastline looking for a passage through this continent. They sailed further and further south, sailing into every river and bay they came upon. The weather was getting colder, and they were running out of supplies, so the crew revolted against Magellan and the other captains. Magellan managed to put down the revolt and after that, they continued the journey. Later the **Santiago** was sunk in a storm. Finally, in October of 1520, they found a strait, that would later become the **Strait of Magellan**. It took 38 days to sail through the dangerous strait. They finally arrived at the ocean that **Núñez de Balboa** had discovered several years before. They named it the **Pacific Ocean** because of its calm waters.
They sailed for weeks across this ocean with no trace of land. The drinking water stunk and started to get slimy. All the crew had to eat rats. Most of the crew suffered from scurvy because of the lack of vegetables and fruits in their diet. One of the other captains deserted him and sailed the San Antonio back to Spain. On March of 1521, they arrived in Guam, an island in the Pacific. From there, they headed for the Moluccas islands.

He never managed to get to the Spice Islands. He was caught in a war in the Philippine islands. They faced a group of natives who killed Magellan with a poisoned arrow in his foot and a spear through his heart. After he died, his crew burned the Conception because of its poor condition. Only two ships finally reached the Spice Islands. The crew loaded both ships with a rich cargo of spices and headed back for Spain.

On the way home, the Portuguese, who had claimed the Spice Islands, captured the Trinidad.

The Victoria, which was commanded by Juan Sebastian Elcano, was the only ship to make it safely back to Spain. Crossing the sea was not easy. There were many storms near the Cape of Good Hope and part of the crew died due to scurvy and starvation. Some desertions took place. Finally, the Victoria arrived at Sanlúcar de Barrameda, Spain, on September 6th, 1522.

Of the five ships that begun the journey, only one ship made the voyage around the world. Out of 250 men, only 18 survived.

In that date, Juan Sebastián Elcano was the first person to circumnavigate the world after sailing 42,000 nautical miles (72,000 kilometres) almost twice the equatorial diameter of The Earth, having proved that it was round.
The first Circumnavigation around the World

Answer these questions:

1. Where was Fernando Magellan born?

2. Where did he learn about navigation?

3. At what age did he start to sail?

4. Where did he want to go?

5. Who did he ask to support his journey at first?

6. Who supported the journey really?

7. When and where did the expedition start?

8. What were the names of the ships?

9. Where did the expedition head to?

10. What happened in October 1520?
11. How many days did the crew need to sail through the strait?

12. How did they call the ocean? Why?

13. Why did the crew suffer from scurvy?

14. What happened in the Philippine Islands?

15. What did the crew do when they arrived at the Spice Islands?

16. Who commanded the Victoria?

17. What happened on the way home?

18. When and where did the Victoria arrive?

19. How many people started and how many people arrive?

20. What did Juan Sebastian Elcano prove with this voyage?
Final activity

Notes for the teacher

This activity aims to give the children an opportunity to demonstrate what they have learnt about the topic through imaginative writing. Each child should assume the character of a Modern Age character, and write about their life.

Before the writing starts, you can use the word bank to make sure children have the words they need and the correct spelling, and the writing organiser for those children who find difficult to put their ideas in order.
WORD BANK

Before you start your writing, think of words you might need to use. Check for spelling in the dictionary. Ask your teacher how to say them in English.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
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Writing Organizer

Write down ideas to organize your writing.

Paragraph 1: Introduction.

What is your name?
Who are you?
How old are you?
Where do you live?
What is the date?

Paragraph 2: Explain your activities on a regular day.

Do you work?
What is your job?
Do you study?
Do you have free time?

Paragraph 3: Explain what culture you belong to.

Where do you come from?
Who is the king at your time?
What language do you speak?

Paragraph 4: Conclusion.

Is your life easy or hard? Why?
Think about all that you have learned throughout this topic. Imagine you are a child living in the Modern Age in Spain. Write about your life. Think about your name, where you live, what you eat, how you dress and what activities you do during the day.

Choose amongst these people possible character:
- A Renaissance artist (painter, sculptor, architect, writer...)
  or
- A sailor in one of Columbus’ voyages.
My Life as Modern Age Artist
My Life as Sailor

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Can you link each work or works of art with a monarch? Are there any monarchs who can not be linked with any work of art? What conclusions does this bring to your mind?

Charles I of Spain and V of Germany (1500-1558)

Philip II (1527-1598)

Philip III (1598-1621)

Philip IV (1605-1665)

Philip V (1683-1746)

Ferdinand VI (1713-1759)

Charles III (1716-1788)

Charles II (1661-1700)

Charles IV (1748-1819)
<table>
<thead>
<tr>
<th>Image</th>
<th>Title</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>Yuste Monastery</td>
<td>1556</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>Casón of El Buen Retiro</td>
<td>(1633-1640)</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td>El Greco</td>
<td>1540-1614</td>
</tr>
<tr>
<td><img src="image4.png" alt="Image" /></td>
<td>Palace Monastery of San Lorenzo of El Escorial</td>
<td>(1563-1586)</td>
</tr>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td>Alcalá Gate</td>
<td>(1768-1777)</td>
</tr>
<tr>
<td><img src="image6.png" alt="Image" /></td>
<td>Main Square – Madrid</td>
<td>(1619)</td>
</tr>
<tr>
<td><img src="image7.png" alt="Image" /></td>
<td>Palace of Charles V- Granada</td>
<td>1526</td>
</tr>
<tr>
<td><img src="image8.png" alt="Image" /></td>
<td>Velázquez</td>
<td>(1599-1660)</td>
</tr>
<tr>
<td><img src="image9.png" alt="Image" /></td>
<td>Royal Palace of Madrid</td>
<td>(1749-1757)</td>
</tr>
<tr>
<td><img src="image10.png" alt="Image" /></td>
<td>Salesas Reales</td>
<td>(1750-1757)</td>
</tr>
<tr>
<td><img src="image11.png" alt="Image" /></td>
<td>House of the Prince-Aranjuez</td>
<td>(1782-1803)</td>
</tr>
<tr>
<td><img src="image12.png" alt="Image" /></td>
<td>Goya</td>
<td>(1746-1828)</td>
</tr>
</tbody>
</table>
### Monarchs

<table>
<thead>
<tr>
<th>Monarch</th>
<th>Works of art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles I</td>
<td>Royal Palace of Madrid</td>
</tr>
<tr>
<td>Philip II</td>
<td>Goya</td>
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</table>

Write down your conclusions:

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Final Activity

CROSSWORD PUZZLE
CROSSWORD PUZZLE

1. The person who writes books, stories or articles as a job.
2. The man who makes things skilfully with his hands.
3. The person who supports and gives money to artists, writers or musicians.
6. Navigational instrument used to measure the altitude of a celestial object above the horizon and to determine its latitude and longitude.
9. The guidance of ships from place to place.
11. Any of a variety of pungent or aromatic vegetable substances used for flavouring food.
13. The act or process of establishing colonies.
14. The instrument that is used for finding directions. It has a dial and a magnetic needle that always points to the North.
15. The person who creates sculptures.
17. Name given to all creative writing of recognised artistic value.

.............................

A. The person who works on the land.
D. Name of the Ocean that Christopher Columbus crossed over.
E. The light sailing ship with two or three masts and lateen sails used by the Spanish and Portuguese in the 15th and 16th Centuries.
F. Means re-birth. A cultural movement that spanned roughly from the 14th Century to the 17th Century. It began in Italy and it later spread to the rest of Europe.
I. Valuable/delicate cloth made from the fine treads produced by certain insect larvae.
L. The person who designs buildings.
M. The artist who paints.
Ñ. The period when something approaches an end.
P. The term used by historians to refer a period in the History from 1492 (Discovery of America) until 1789 (French Revolution).
R. The official leaders of a religious belief.
Final Activity

CROSSWORD PUZZLE - SOLUTIONS

A B C D E F G H I J K L M N Ñ O P Q R

1  WRITER A
2  E CRAFTSMAN
3  PATRON CO
4  EAHD
5  AIEEC
6  SEXTANT CR
7  AELNE
8  NAAASCIA
9  NAVIGATION G
10  TCEL
11  SPICEKYP
12  CAR
13  COLONISATION
14  COMPASSN
15  VSCULPTOR
16  EE
17  LITERATURE
CROSSWORD PUZZLE

1. The person who writes books, stories or articles as a job.
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MODERN AGE

HISTORY