

Core Skills Analysis

History

- Easton identified Sir Francis Drake as an English explorer and privateer.
- He recognized the Golden Hind as Drake's flagship and its significance in 16th-century naval conflicts.
- He learned the timeline of Drake's 1577-1580 circumnavigation, including the capture of Spanish treasure.
- He discussed cause-and-effect of England's rivalry with Spain.

Language Arts

- Easton practiced listening comprehension by summarizing the documentary's main ideas.
- He expanded his vocabulary with terms such as "privateer," "circumnavigation," "navy," and "treasure fleet."
- He made connections between oral narration and written notes, reinforcing note-taking skills.
- He engaged in inferencing, predicting why Drake targeted Spanish ships.

Geography

- Easton located England, Spain, and the Pacific routes on a world map.
- He traced the Golden Hind's voyage, noting the Atlantic, Pacific, and Indian Oceans crossed.
- He recognized geographic terms like "strait" and "Cape of Good Hope."
- He compared climate zones encountered during the journey.

Science

- Easton observed principles of wind and sail power described in the film.
- He identified navigation tools (compass, astrolabe) and basic latitude/longitude concepts.
- He discussed the impact of ocean currents on ship speed and direction.
- He recognized how ship design affects stability and cargo capacity.

Mathematics

- Easton estimated distances traveled using map scales (e.g., miles between ports).
- He practiced converting units, such as nautical miles to kilometers.
- He calculated simple time-distance problems, relating days at sea to ship speed.
- He interpreted basic bar graphs or timelines that appeared in the documentary.

Tips

To deepen Easton's understanding, have him write a diary entry from the perspective of a crew member aboard the Golden Hind, focusing on daily life and emotions. Follow up with a hands-on activity where he builds a simple paper model of the ship and tests how different sail angles affect movement across a water tray. Use a large world map to plot the exact route, then measure the distances and compare them to the documentary's figures. Finally, organize a mini-research project on the trade goods that the English hoped to capture from the Spanish fleet, encouraging Easton to present his findings to family or classmates.

Book Recommendations

- [Sir Francis Drake: A Biography for Kids](#) by John D. Marshall: A lively, illustrated biography that tells

the story of Drake's voyages, his ship the Golden Hind, and his impact on history.

- [The Golden Hind: The Amazing Voyage of Sir Francis Drake](#) by Nancy L. Cotter: An engaging narrative that follows Drake's circumnavigation, with maps, timelines, and fun facts perfect for young readers.
- [Pirates and Explorers: Tales of the High Seas](#) by Jennifer L. McElroy: A collection of short, age-appropriate stories about famous sea adventurers, including a chapter on Sir Francis Drake.

Learning Standards

- CCSS.ELA-Literacy.RI.3.2 – Determine the central idea of the documentary and recount key details.
- CCSS.ELA-Literacy.RI.3.4 – Determine the meaning of domain-specific words such as “privateer” and “circumnavigation.”
- CCSS.ELA-Literacy.W.3.8 – Recall information from the documentary to write a personal diary entry.
- CCSS.Math.Content.3.MD.A.1 – Solve real-world problems involving measurement, such as estimating distances traveled.
- CCSS.Math.Content.3.MD.C.7 – Convert between measurement units (nautical miles to kilometers).
- CCSS.Math.Content.3.G.A.1 – Locate and label points on a map, interpreting scale and direction.

Try This Next

- **Worksheet:** Sequence the key events of Drake's circumnavigation using picture cards.
- **Map Activity:** Draw and label the Golden Hind's route, then calculate total miles with a ruler and scale.