

1.5 *Exploration Overseas – Sir Francis Drake’s Voyage*

Level	Intermediate – upper intermediate.
Time	3 lessons (1 lesson – 45 minutes).
Learning objectives	<p>To collect information from a range of sources and draw conclusions about life at sea.</p> <p>To develop an understanding of what Drake’s voyage involved.</p> <p>To acquaint the students with the presentation of their knowledge and understanding in a variety of ways.</p> <p>To promote cooperative group skills.</p>
Resources	<p><i>Overseas Explorations in the Tudor Period</i> – EO1.</p> <p>Worksheets – EO2 – EO6.</p> <p>A portrait of Sir Francis Drake.</p> <p>A picture of the <i>Golden Hind</i>.</p> <p>A picture of the Knightage of Sir Francis Drake.</p> <p>A map of Drake’s voyage around the world.</p> <p>A formal letter – <i>Application for Sponsorship</i> – EO7.</p> <p>An advertisement – <i>Engagement of New Employees</i>–EO8.</p> <p><i>The Famous Voyage of Sir Francis Drake</i> – EO9.</p> <p>True/False Quiz – EO10.</p> <p>True/False Quiz – Key - EO11.</p> <p>Extracts from a <i>Log-book of an Unknown Sailor</i> – EO12.</p> <p>Large sheets of paper.</p>

Picture supplement is available on url:

http://moodlinka.ped.muni.cz/data/100106/Explorations_Overseas_pictures.pdf

Overseas explorations in the Tudor period

Handout EO1 presents basic facts about sea explorations. Read or retell them to the students, so as to provide essential information about the topic. Short discussion can follow:

- Were the explorations important?
- Why did European countries want more land?
- What does the expression “trading company” mean?
- Why did English people want to live in the new lands? etc.

Local museum exhibition

Tell students to imagine that there is an exhibition on life in the Tudor period at the local museum. The students – acting as local history teachers – are asked to prepare the part of the exposition that deals with the sea explorations.

Divide the class into five groups. Give each group a large sheet of paper and one worksheet (**Handouts EO2 – EO6**) concerning overseas explorations in the Tudor period. Students should study the handouts and write down (on the sheet of paper) the most interesting and important pieces of information from their worksheets. They may use the pictures to decorate their final work.

A visit to the local museum

The teacher attaches the completed works to the walls of the classroom, which becomes, for a while, the local museum. Each group in turn presents their work to the museum-goers, so that all students understand the key facts.

Sir Francis Drake’s voyage around the world

Use **Handout EO9** to familiarize students with Drake’s voyage around the world. Verify student comprehension with **Handout EO10** – True/False quiz.

Plymouth – at the beginning of the year 1577

The teacher outlines the situation to the students.

The classroom becomes Plymouth – a charming port in England. It is the beginning of the year 1577. Imagine you are Sir Francis Drake planning a voyage around the world. You need sailors for five ships and money for the supplies.

Leave the students in the same groups. Each group designs:

- a. a persuasive advertisement to be put up in Plymouth for seamen to join Francis Drake.
- b. a letter to be circulated at court, asking people to invest money in Drake's voyage. Students should not only persuade investors, but also promise them something in return.

To acquaint the students with the appropriate form for the advertisement and the formal request for sponsorship, use **Handouts EO7** and **EO8**.

Then tell the students that as the letters and advertisements were excellent, they hired enough skilled sailors and raised enough money, so the activity can continue.

Plymouth – 15th November 1577

“Thirty second theatre”

Cut **Handout EO12** at the sign of scissors. Give one piece of the handout to each of the five groups. Explain that the extracts are taken from the log-book of an unknown sailor, who joined in the voyage around the world. The groups study their extract, and then present a true picture of the described situation by acting it out.

Students should adopt new identities. They will become sailors, a captain, a cook, a ship, natives, etc. Each student plays a different role. Everyone has to be involved in the action. If necessary, one student can be the narrator of their situation.

Advise students to make up conversations to reflect the situation, and to rehearse. Each performance should be at least 30 seconds. Space the groups out, so that they all have a suitable area for their performance. Groups will stay in their positions until the whole voyage is over.

When the groups are ready, the “real” voyage starts.

It is the 15th of November. The classroom is transformed into the Plymouth port. The teacher plays the role of the “unknown sailor” on the voyage. The teacher steps to each group, introduces the situation (“It’s the 15th day of November, in the year of our Lord 1577...”), and lets the action proceed.

Teacher and students should use not only their skills and knowledge, but also their imaginations.

When the *Golden Hind* reaches England again and the last performance is over, a discussion follows. All performances are discussed.

- Which characters appeared in this situation?
- Who represented these characters?
- What did the actors want to express?

The teacher should lead, being sure to let the students express as many opinions as possible. Details of the voyage should also be discussed.

Overseas explorations in the Tudor period

At the end of the fifteenth century, some European countries were not happy with just their own lands. They wanted to reach new ones. By doing so, they would become richer and more powerful. The first voyages were those of discovery, followed by voyages for trade. Soon not even that was enough. European countries wanted their own people to live in the new lands, to bring the indigenous people under their rule and to convert them to their religion. It was this idea of empire that made Spain, Portugal, and Britain powerful.

England was particularly interested in trade. English ships took wool and all kinds of cloth to places such as Sicily and Tripoli, and brought home silks, wines, cotton, spices, sugar and many other goods. Later, English ships traded in other goods such as tea, coffee and tobacco.

Many trading companies were formed in the 1600s. The East India Company was established in 1600, trading in spices and tea. This company made huge profits on each voyage and set up trading points in India itself, called factories. These trading companies made England more powerful. As time passed, the East India Company controlled increasingly larger parts of India.

As the exploration continued, more lands were claimed as parts of England. Soon, English people wanted to live in these new territories. Some wanted to leave England, because they were persecuted for their religion (when Henry VIII declared himself head of the Church of England in 1534, his action was not popular with everyone). Some people wanted to remain Roman Catholic; others wanted to get rid of the Catholic Church and its beliefs completely; still others wanted to leave England to make money. The importance of explorations and trade for the beginnings of the British Empire is obvious. First, it took English people to the places where their empire would grow; second, the profits from trade provided the money for more discoveries.[°]

[°] MULLARD, Sue. *The British Empire (Beginnings)*. Huntingdon: Elm Publications, 1995. ISBN 185 450 307 3.

Elizabethan Sea Dogs

During the reign of Elizabeth I, the captains of the ships were often called “sea dogs”.



Sir Francis Drake



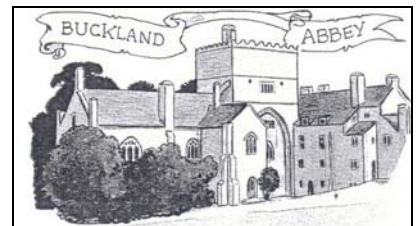
Sir Francis Drake was a famous sailor in Elizabeth’s reign. At about the age of 13, Francis went to sea on a cargo ship. He spent his early career developing his sailing skills on the difficult waters of the North Sea. After the death of the captain for whom he was sailing, he became the master of his own ship. At age 23, Drake took his first voyages to the New World in the company of his cousin, Sir John Hawkins.

Like most English sailors, Drake hated the Spaniards. The Spaniards had conquered peoples and lands in South America. They found gold and silver there. But they would not let anyone else share it. Drake captured Spanish treasure ships and stole the gold and silver they were taking back to Spain. Between 1577 and 1580, he sailed around the world. He was the first British person to do so.



There is also a popular legend, which recounts that if England is in danger and Sir Francis Drake's drum is beaten, he will return to help and save the country. The Drum can be found at Buckland

abbey – a house Drake bought for himself, after he was knighted by Elizabeth I.



Sir Walter Raleigh



Sir Walter Raleigh was one of Elizabeth’s favourite courtiers*. He was a soldier, sailor, clever talker, and writer. He wrote many poems praising the Queen.

Raleigh knew that the Spaniards had found gold and silver in America. He wanted to do the same. In 1585, he paid for settlers to go to a part of North America, which he named Virginia. A year later, the settlers disappeared. Nobody knows what

happened. Perhaps they quarrelled with the natives and were killed; perhaps they died in the cold winter.



The first English people to settle successfully in Virginia went there in 1607.

**courtiers – people from important families whose job was to be with the king or queen at all times. Some helped to rule the country. Some helped to organise the royal household. Some were people the monarch particularly liked to have as companions.*

John Hawkins



John Hawkins was the first Englishman to participate in the slave trade between West Africa and the West Indies.

He also made several improvements in British ship design. He developed a new type of warship armed with heavy guns that was capable of causing significant damage to an enemy, even at a distance. These new ship designs were used in the famous sea

battle against the Spanish Armada, where Hawkins served as an admiral. Later, he was knighted by Elizabeth I.

It can be said that his inventions in ship construction changed the future of naval tactics.[°]

[°] http://go.hrw.com/ndNSAPI.nd/gohrw_rls1/pKeywordResults?SC0+English+Explorers, 24. 1. 2005

<http://www.worldhistory.com/wiki/F/Francis-Drake.htm> , 23. 1. 2005.

HONEY, Alison. *Investigating the Tudors*. London: The National Trust, 1993. ISBN 0 7078 01680.

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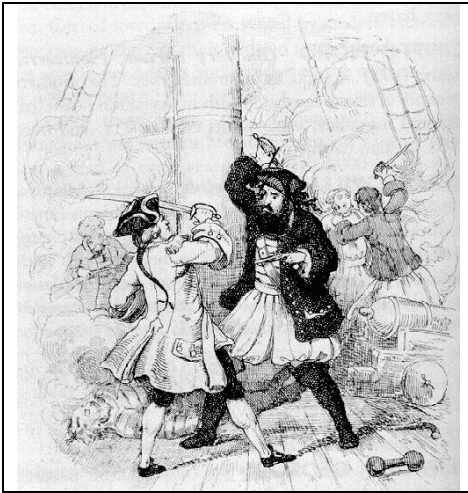
MASON, James & PURKIS, Sallie. *A Sense of History: Tudor and Stuart Times* Evaluation Pack. Longman Group UK Limited, 1992. ISBN 0582 07314 6.

DEARY, Terry & TONGE, Neil. *The Terrible Tudors: Horrible Histories*. Scholastic Ltd, 1993. ISBN 0 590 55290 2.

SWINGEHURST, Edmund. *The History of the Kings & Queens of England & Scotland*. Leicestershire: Armadillo Books, 2002. ISBN 1 84322 058 X.

WILLIAMSON, James. *The Tudor Age*. New York: Longman Group Limited, 1991. ISBN 0-582-49074-X.

Piracy

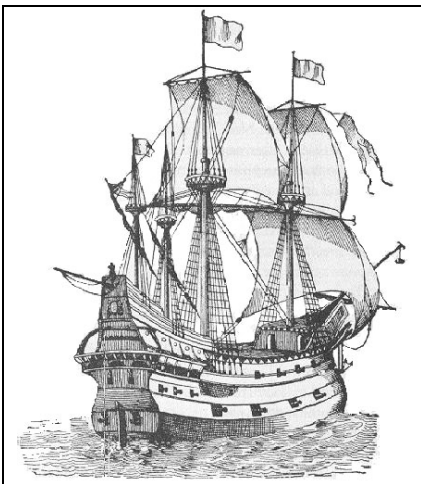


Travelling by road was risky, but not as risky as sea voyages. Crossing the Atlantic Ocean meant encountering pirates looking for gold.

Although pirates did not always trade, discover, or colonise, they often made it difficult for other countries to do so. Attacking foreign ships and stealing their goods caused troubles. To keep the peace, Queen Elizabeth I said piracy should be stopped. Many pirates were hanged, but when war

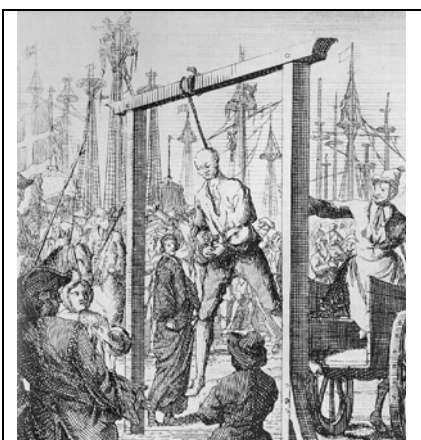
broke out with Spain in 1589, the number of pirates increased once more.

There was particular type of pirates known as “privateers”. These were “licensed” to



confiscate the cargo of the enemy ships and divide the profit among the crew or share it with the monarchs, who officially paid for the arms and ships to do so. Privateers were “employed” by the government to attack the enemy in time of war. Because a state of war existed, privateering was not considered breaking the law. Unlike pirate ships, which captured even their own country’s ships, regardless of peace or war, privateers attacked only the enemy in times of war.

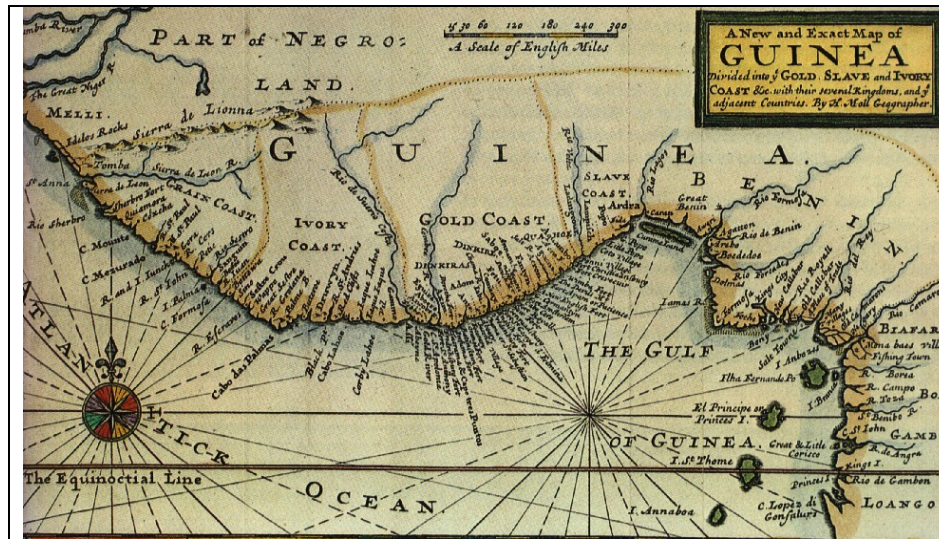
The country that mainly suffered at the hands of English privateers was Spain. By the



latter half of the sixteenth century, England was ready to change the naval supremacy of Spain. Spain's treasure fleets, which gathered every year in the Caribbean, became irresistible targets for English privateers, and many English seamen became wealthy on captured Spanish gold.

English "Sea Dogs" - John Hawkins, Francis Drake, and Walter Raleigh - attacked Spanish ships with

Queen Elizabeth's approval, even though England and Spain were technically at peace.

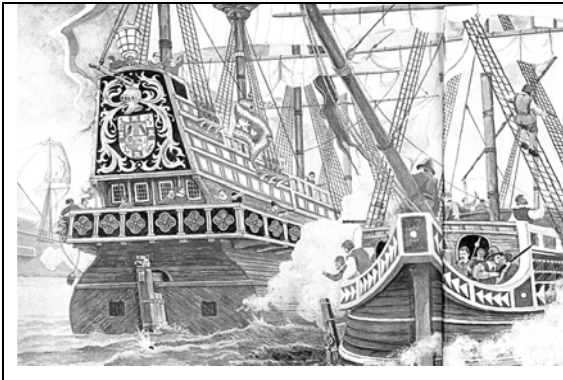


The actions of these privateers/pirates were one of the reasons that Philip II of Spain launched his Armada against England in 1588. The Spanish Armada was defeated. This event showed the power of England at sea to the rest of Europe. °



° HONEY, Alison. *Investigating the Tudors*. London: The National Trust, 1993. ISBN 0 7078 01680.
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Ships and Sailors

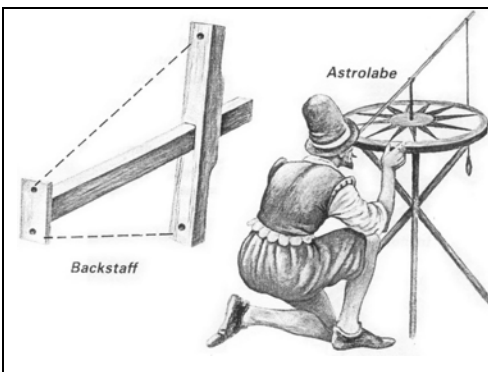


On early galleons the cannons could only be fired at very close quarters. So battles like this one still depended on the soldiers on board fighting hand to hand.

In Tudor times, shipbuilders learnt how to make bigger and better ships. The ships were used to fight battles at sea, to explore new places, and to take traders

and settlers to countries where British people had not been before. The captains of these ships, sometimes called “sea dogs”, wanted to find a sea route to the east, where they could buy spices, silks and precious stones.

During the voyages, sailors mapped and charted unknown lands and seas. Sometimes attempts were made to keep the new routes secret, but this was difficult. Gradually, knowledge of the world increased. This knowledge made it possible for later sailors and traders to return to the newly discovered areas more safely and develop new trading links, or perhaps establish new colonies.



Ships sailing to America or the East Indies could not always keep land in sight. Navigators used simple instruments like these to work out where they were, using the sun or moon as a guide.

Sailors had only a few maps and so relied a great deal on the stars. Some navigational instruments, such as the compass, were newly available.

Living conditions were really poor. Food had to be stored on board for a long voyage. Some of this went bad. Some live animals were taken on board and killed for food. Drinking water was often in short supply. There was not enough space, as there had to be room for cargo: ships needed to take goods with which to trade. It was hoped that on the way back to England the ship would be full of tea and tobacco, sugar and spices.



Sailors on the gun deck of a galleon. A sailor is mending a torn sail, made of leather. Another is eating dried biscuits and salted fish. Sailors often suffered badly from fevers and scurvy, caused by the lack of fresh vegetables or fruit. On long voyages, stored water went bad. It had to be strained through a cloth, to filter off the stinking scum.

In the living quarters, seamen were cramped, cold and wet. In the wooden ships, fire was not allowed except for cooking. Men slept on the bare deck. Even officers had to share quarters, although some may have had a hammock.

Health was also a big problem. There was little knowledge about hygiene, medicine and diet, and a large number of men regularly died from diseases such as typhus and scurvy. Many more, after weeks and months of being cold and wet, were crippled by rheumatism and other illnesses.

There were no hospitals or pensions for seamen, or payment for injuries. If a voyage failed to make a profit, the seaman was not paid. Nor did his family receive money if he died at sea.

How were men persuaded to go to sea? They were either tricked – they did not know the length of the voyage, or they were forced into service.[°]

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New Flavours

From the new countries came many things, many of them edible or drinkable.

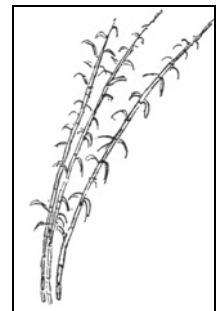
Potatoes

Potatoes were discovered in South America by the Spanish. They were brought to England by Sir Walter Raleigh in about 1585. By the end of the seventeenth century, potatoes were grown in Ireland. They were also popular in Scotland, Wales, and northern England. They were not grown in the south of England until the end of the eighteenth century.



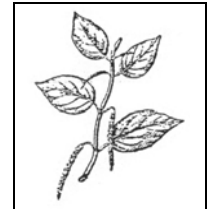
Sugar

When sugar arrived in England, it soon replaced honey as a sweeter. By 1500, sugar cane was being grown in the West Indies. For a long time, sugar was expensive and only the rich could afford to buy it.



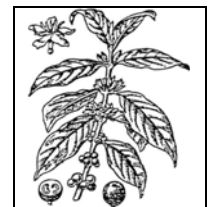
Spices

Spices such as pepper, cinnamon, and nutmeg were brought to England from the Spice Islands. They began to “spice up” food in sixteenth century England.



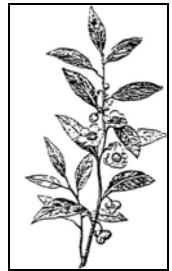
Coffee

The first coffee house opened in England in 1650, in Oxford. Two years later, London’s first coffee house opened. By 1668, there were 2,000 coffee houses in London alone. Coffee houses were popular places for gentlemen to sit and talk.



Tea

Tea reached England a few years later than coffee. At first it was sold in coffee houses and was referred to as “China Drink”. By the middle of the eighteenth century it was the most popular drink in England – and not only the rich drank it. Even though one pound (454 grams) cost one third of a workman’s weekly wage, poorer people drank tea, too.



Hot Chocolate

In 1657, the first hot chocolate drinking house opened in London. Hot chocolate was called “an excellent West Indian drink”.



Cotton

From the new lands that were to form the British Empire came cotton and silk. These were often painted, dyed or embroidered. Fashionable clothes were made from them.



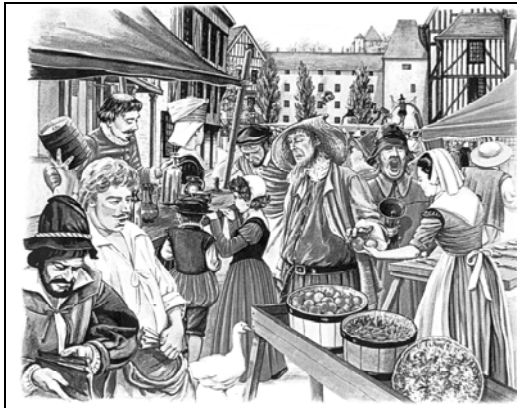
Tobacco

When tobacco was introduced in England about 1586, it was an instant success. The craze for tobacco smoking swept the land. Tobacco became one of the most valuable crops to grow in the English colonies. There were large profits to be made in tobacco.



Even at this early date, some people saw the dangers of smoking. In 1604, King James I published his *Counterblast to Tobacco*. It was an early warning against the habit. However, many people believed that tobacco protected them from the plague. Not only men and women, but also children smoked.

Whatever the opinions about tobacco in seventeenth century Britain, it earned a lot of money. Tobacco and its associated wealth furthered the growth of the British Empire.



Cheaper goods from abroad could reach local markets like this one. But food travelled badly over long distances, unless it had been dried and salted. Most people still ate only locally-produced food.



A rich woman visiting a London tailor. One apprentice is cutting lengths from a roll of silk imported from Italy. The master will then cut the silk into the shape of a dress. The other apprentices are stitching together pieces of a different fragment.

Trade and settlement affected what Englishmen and women ate, drank and wore. °

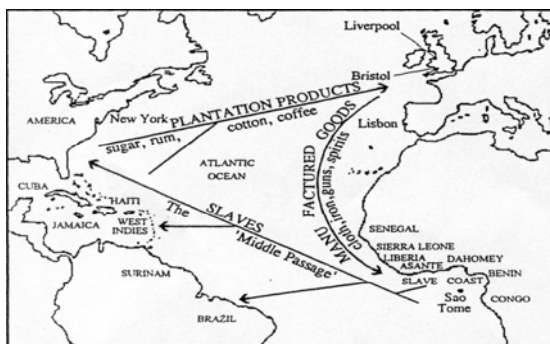
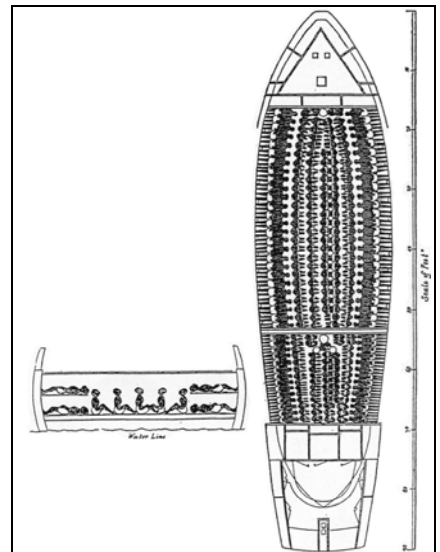
The Triangular Trade

John Hawkins participated in a new kind of trade: he bought and sold men. He knew he could get black men from Africa, and he knew the Spanish colonies in America wanted them as slaves. In 1562, Hawkins obtained 3,000 Africans from Sierra Leone. He sold them as slaves in the West Indies for ginger, sugar, and some quantity of pearls. In 1564 Hawkins made another journey in one of Queen Elizabeth's ships. He made even bigger profits than before, returning home with gold, silver, and more jewels. Later voyages were not as successful, but the slave trade had definitely begun.



Most slaves were captured Africans, but slaves also came from other countries. Although some were put to work in their own countries, most were transported abroad and put to work to increase the wealth of the British Empire.

Slaves were often very badly treated. Many had to work on the sugar plantations. This was such hard and dangerous work that many died. Children suffered too. They were not allowed to study. Those slaves who were sent to the Caribbean often had worse punishments. If they ran away, when they were recaptured, they had iron rings put round their necks and were whipped. Some even had salt or pepper put on their skin to make the whippings hurt more.



A trade route in the shape of a triangle soon developed. In the eighteenth century, British slave traders usually left Liverpool or Bristol, taking English goods, such as cloth, to West Africa. There, they exchanged the goods for slaves, and then took the slaves to the West Indies or to the

Southern colonies of America. About twenty per cent of the slaves died in transit. Those who did survive were exchanged for sugar, tobacco, cotton or coffee, which the traders brought back to England.



Slaves made a lot of money for their owners, who were able to live extravagant lives because of it. It is a sad fact that much of the British Empire was built on the pain of other human beings.

The Emancipation Act of 1833 abolished slavery, and stated that all slaves in the British Empire were to be released by 1840.^o

^oMc DOWALL, David. *An Illustrated History of Britain*. Longman Group UK Limited, 1989. ISBN 0 582 74914 X.

MULLARD, Sue. *The British Empire (Beginnings)*. Huntingdon: Elm Publications, 1995. ISBN 185 450 307 3.

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EO7

Mary Rose Club

Haywood House 4

Hemel Hempstead

AZ5 PB

1st March 2005

C&J Ships

586 Greenwich Street

LONDON

35D 56A

Dear Sir/Madam,

Mary Rose Club connects thousands of retired sailors all over Great Britain. After many years of our faithful service in British Navy or aboard cargo and cruise ships, we have found out, that fame and the famous deeds of our naval ancestors wholly slipped out of the minds of the people. The significant tradition and history of British sailing and shipbuilding got lost.

To refresh it, we decided to build the true imitation of Mary Rose and install the permanent exhibition of exploration overseas and naval history inside the ship. In this pleasant surrounding, the seminars on the exhibited themes could also be organized for primary and secondary school students.

As we would like to attract all generations, the exposition will be not only factual, but also highly adventurous. A lot of educational games, projects and quizzes will be prepared for children.

However, this dream cannot survive without sponsorship.

If you like the idea, we would truly appreciate your helpful donation to bring the history to life again and make our dream come true.

We can promise you the 75 per cent entrance discount for all your employees, propagation of your company with all kinds of advertising materials and the installation of the information boards about your company in a part of the exhibition.

We are looking forward to hearing from you soon.

The members of Mary Rose Club


EO8

A & B TOUR

In connection with the extension of our company, we are seeking

a tour guide

Requirements:



General state exam in English
Fluency in spoken French and German
Experience
Reliability
Determination
Loyalty and charm

Our company offers:

High Salary
Pleasant working atmosphere
Language courses free of charge
70 per cent discount on all our tours
Respectability and assurance

Contact:

A & B TOUR
5 Green Avenue
London
HP 3 OSA
Phone: 44 216 541
e-mail: A&BTOUR@aol.com

The Famous Voyage of Sir Francis Drake **about the whole Globe of the Earth**

Drake's great voyage around the world, from 1577 to 1580, had the secret financial support of Queen Elizabeth I. They hoped it would end the Spanish monopoly on trade in the Pacific. It was 85 years after Columbus had landed in America, and the Spanish and Portuguese had a hold on all the gold coming out of the New World. Drake's official mission was to plunder the gold that was being sent to Europe on Spanish galleons, and to establish trade links with East Asia.

Drake set sail from Plymouth, England, on the 15th of November, 1577, aboard the *Pelican*, with four other ships and over 150 men. After a short stop on Islands of Cape Verde, he headed to the Strait of Magellan, near the southern tip of South America. On his journey, he lost four of his ships. With the last ship, now renamed the *Golden Hind*, Drake sailed along the Pacific coast of South America, attacking Spanish ports. He also captured some Spanish ships. To avoid meeting any angered Spaniards, Drake decided to sail for home around the world as Ferdinand Magellan had done. He dropped anchor somewhere around San Francisco and was greeted by a native tribe, who took Drake and his men for sea gods. They also crowned Drake their king. In return, he named this region *Nova Albion*, after the Celtic name for Great Britain, and claimed it for the monarch, placing the local tribe under the protection of Queen Elizabeth I. When Drake set sail, they headed westward across the Pacific, and a few months later reached the Moluccas, a group of Spice Islands in the Southwest Pacific (east of contemporary Indonesia).

He made multiple stops on his way toward the tip of Africa. Eventually, he rounded the Cape of Good Hope and arrived in England in November 1580. He brought with him a rich cargo of spices and captured Spanish treasures, and was welcomed as the first Englishman to circumnavigate the Earth.

Later, Drake was knighted by Queen Elizabeth I aboard the *Golden Hind* and became the mayor of Plymouth and a Member of Parliament.[°]

[°]<http://www.worldhistory.com/wiki/F/Francis-Drake.htm> , 25. 1. 2005.
<http://www.bartleby.com/33/51.html> , 25. 1. 2005.

Famous Voyage of Sir Francis Drake

True / False Quiz

1. _____ Drake's voyage was supported by Henry VIII.
2. _____ Drake hoped to end the Spanish monopoly on trade in the Pacific.
3. _____ Drake set sail from Plymouth in 1579.
4. _____ Drake sailed with ten ships.
5. _____ Drake never attacked any Spanish ship or port.
6. _____ Drake's last ship was renamed the *Golden Hind*.
7. _____ The *Golden Hind* anchored, probably near San Francisco, and Drake named this region *Nova Albion*.
8. _____ Drake never reached the Spice Islands (east of contemporary Indonesia).
9. _____ Drake arrived in England in 1585.
10. _____ Drake brought with him a rich cargo of spices and captured Spanish treasure.
11. _____ Drake was the first British person to sail around the world.
12. _____ Drake was beheaded for treason aboard the *Golden Hind*.

EO11

True / False Quiz – Key

1. F
2. T
3. F
4. F
5. F
6. T
7. T
8. F
9. F
10. T
11. T
12. F

EO12

It's the 15th day of November, in the year of our Lord 1577. The Plymouth is full of people. Our flagship *Pelican* is proudly anchored in the port with four other ships. About one hundred men of the crew are still ashore. They are kissing their wives, mistresses and children. All are bidding their relatives an emotional farewell. The air is full of sadness, excitement and tension. Nobody, except our General Drake, knows where we are going and how long it will take. The wind has enormously strengthened.

Task - present a true picture of:

The General (Francis Drake) and the sailors are bidding their relatives an emotional and tearful farewell.



The 17th DAY of January we arrived at the Islands of Cape Verde. Amongst other things we found here a kind of fruit called *cocos*, which because it is not commonly known with us in England, I thought good to make some description of it. The tree has no leaves and branches, but at the very top of the tree, there is the fruit as big as a man's head. It has a hard shell, which holds in quantity of liquor, which being drunk, you shall not only find it very delicate and sweet, but most comfortable.

Task – present a true picture of:

The sailors have just found a kind of fruit called “cocos”. They have never seen it before.



The 5th DAY of June our ship anchored on the North West Coast of America. We discovered Indians living in log huts. Their chief appeared and led a procession of twelve thousand men. We lined up for battle, but the Indian gave a long speech and then placed a crown on the head of our General. In return, he called this country *Nova Albion*, and that for two causes; the one in respect of the white banks and cliffs, which lie towards the sea and the other, because it was the previous name of our country. At our departure our General set up a monument of our being there; namely a plate, where was engraved her Majesty's name, the day and year of our arrival there, with the free giving up of the province and people into her Majesty's hands.

Task – present a true picture of:

The sailors are meeting the natives and their chief on the North West Coast of America. Francis Drake calls the country Nova Albion and so gives the province and people into the hands of the Queen Elizabeth I.



The 8th DAY of February we anchored on the Spice Islands. The people of this island are of a civil behaviour. The men go naked, every of them having something hung at their ears. Their women are covered from the middle down to the foot, wearing a great number of bracelets upon their arms; for some had eight upon each arm, being made some of bone, some of horn. Their island is rich and fruitful; rich in gold, silver and copper. Their fruit is plentiful; as nutmegs, ginger, long pepper, lemons, cucumbers, cocos and figs. Our General concluded the agreement with their chief on buying their fruits and spice by English ships.

Task – present a true picture of:

The ship anchored on the Spice Islands. The crew has just met aborigines and tastes unknown kinds of spice. In meantime, the General is concluding the agreement with their chief on buying the fruit and spice.



The 3rd DAY of November. Someone shouted: “The Land is on the horizon!!” Nobody believes it. We shall see our native land again after three years. Three long years without my parents, my wife, my 2 gorgeous children. I am dying to drink the English beer and eat fresh meat once more. We survived, we are at home.....

Task – present a true picture of:

The sailors have just sighted the coast of England after three years. (Express their reactions, feelings)^o

^o<http://www.bartleby.com/33/51.html> , 25. 1. 2005.

www.historical-prints.co.uk/CALIFORNIA.htm , 25. 1. 2005.

http://go.hrw.com/ndNSAPI.nd/gohrw_rls1/pKeywordResults?SC0+English+Explorers , 25. 1. 2005.