



#3663

THE SPANISH ARMADA

Grade Levels: 8-12

30 minutes

AMBROSE VIDEO PUBLISHING 1997

DESCRIPTION

In 1588, Philip II of Spain, a devout Catholic, determined to invade the Protestant England of Elizabeth I. He launched the Spanish Armada, a fleet of 130 ships, but Sir Francis Drake and the smaller, lighter English navy defeated the Armada by using fire ships. The broken Armada lost ships and sailors on the return home, and Philip lost his dream and Spain's domination of the world.

ACADEMIC STANDARDS

Subject Area: World History

- ◆ Standard: Understands how European society experienced political, economic, and cultural transformations in an age of global intercommunication between 1450 and 1750
 - Benchmark: Understands the emergence of strong individual leaders, monarchies, and states in Europe between the 16th and 18th centuries (e.g., the character, development, and sources of wealth of strong bureaucratic monarchies; the significance of Peter the Great's Westernizing reforms; the emergence of the Dutch Republic as a powerful European state; the reign of Elizabeth I and her efficacy as a leader and builder of a strong nation-state; the governmental policies of Catherine the Great; why St. Petersburg was called the "window on the West")

Subject Area: World History

- ◆ Standard: Understands how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations
 - Benchmark: Understands what contributed to increasing oceanic travel in the 15th and 16th centuries (e.g., major Spanish and Portuguese technological innovations in shipbuilding, navigation, and naval warfare; navigational inventions such as the compass, astrolabe, and quadrant; trade routes of prominent Asian and European explorers and how prevailing wind currents influenced these routes; the features of Chinese and Arab sailing vessels that made long-distance travel easier)

INSTRUCTIONAL GOALS

1. To depict the relationship between England via Queen Elizabeth I and Spain via Philip II during the 1500s.
2. To demonstrate the importance of naval battles in the time of the armada.
3. To present the factors that led to England's victory over the Spanish armada.

VOCABULARY

- | | |
|---------------|-----------------|
| 1. seafaring | 6. sacrilege |
| 2. juggernaut | 7. invincible |
| 3. piety | 8. tactician |
| 4. heretics | 9. sitting duck |
| 5. insolence | 10. armada |

AFTER SHOWING

Discussion Items and Questions

1. Discuss the monarchs of Spain and England.
2. Discuss the Catholic and Protestant beliefs in the war of 1588.
 - a. What religious beliefs influenced Philip II and Queen Elizabeth?
 - b. How did Philip II justify calling the conflict with England a "holy crusade"?
 - c. In what ways was the armada a Catholic fortress at sea?
 - d. What were the religious goals of the Spanish in attempting to defeat England?
 - e. In what way did the Spanish hope to convert the English to Catholicism?
 - f. How was the expected conduct of each Spanish sailor different from the norm on seagoing vessels?
 - g. How may have the English and the Spanish interpreted the series of bad luck experienced by the Spanish armada?
3. Discuss the Spanish armada.
 - a. How long did it take to build the armada?
 - b. What were the proportions and capabilities of each galleon?
 - c. What were the strengths and weaknesses of the armada?
 - d. What made the armada so awesome?
4. Discuss the leaders in battle.
 - a. Why was it risky for Philip to choose the Duke of Medina-Sidonia as the leader of the armada?
 - b. What virtues greater than experience did Sidonia have?



- c. What might have happened if Drake had been allowed by Queen Elizabeth to hit the armada while it was still recovering from the storms in northern Spain?
 - d. What may have been Drake's motives in continuing to play his game of bowls while the armada advanced towards England?
 - e. In what ways did Sidonia show great bravery?
 - f. How may have the king's pardon influenced Sidonia's postwar life? The people's lack of forgiveness?
5. Discuss factors that led to the naval battle between the English and the Spanish in 1588.
- a. How did the gifts that Philip II and Elizabeth I send to each other (diamonds and cannonballs) lead towards military conflict?
 - b. What led to Philip's bride-to-be becoming his most bitter foe?
6. Discuss the factors that led to the English defeat of the Spanish armada.
- a. How did guns, luck and a weapon from hell change the course of history?
 - b. What was Philip's two-pronged plan of battle?
 - c. What were the primary means of communication between and within both the Spanish and the English military forces?
 - d. In what ways might have modern communication methods influenced the outcome of the battle?
 - e. How were the British warships and Spanish galleons different from each other?
 - f. What difference did it make to the armada that the Spanish ground forces were delayed for two weeks?
 - g. How did the mood and morale of the Spanish and English sailors differ?
 - h. What was the effect of the fire ships?
 - i. What defense could the Spanish have employed against the fire ships?
 - j. What brought about the Spanish defeat?
 - k. What role did Spain play in England's later role as a world naval and political power?
 - l. What might have happened if the Spanish armada had defeated England in 1588?

Applications and Activities

1. Write biopoems for one of the following: Philip II; Mary, Queen of Scots; Queen Elizabeth I; Mary Tudor; the Duke of Medina-Sidonia; Sir Francis Drake and Lord Howard of Effingham.
 - a. first name
 - b. four traits that describe character
 - c. relative (brother, sister, daughter, etc.) of _____
 - d. lover of _____ (list three things or people)
 - e. who feels _____ (three items)
 - f. who needs _____ (three items)
 - g. who fears _____ (three items)



- h. who gives _____ (three items)
 - i. who would like to see _____ (three items)
 - j. resident of _____
 - k. last name
2. Include one of the quotes listed below in a plausible, but fictional document. Consider writing a letter or a diary entry.
 - a. Philip II: "With God's help, I will curb the insolence and the sacrilege of the English."
 - b. Duke of Medina-Sidonia: "I have no good health for the sea. I know by my little experience, that I shall soon become seasick."
 - c. Philip II: "If you fail, you fail, but the cause being the cause of God, you will not fail."
 - d. Duke of Medina-Sidonia: "I am anchored here, with the enemy's feet at my flank. They can cannonade me whenever they like, and I shall be unable to do much harm in return."
 3. Create accounts of the Battle of Gravelines: the Spanish version written aboard Sidonia's ship, the San Martin; and the English version written aboard Drakes's flagship, Revenge.
 - a. a front-page newspaper story
 - b. an epic poem
 - c. a letter to a family member
 4. Debate the following statements from the video:
 - a. Sidonia: Better to die in battle than to be drowned without a fight.
 - b. Elizabeth I: Apprehend and execute all Spaniards found. Torture may be used.
 5. Enact a war crimes trial against the British soldiers and citizens. Consider the following issues.
 - a. Who began the conflict?
 - b. Were Queen Elizabeth's continued fears of invasion based on fact?
 - c. What threat did the washed-ashore sailors pose to England?
 6. Imagine being present after the Battle of Gravelines. Consider reading The Summer of My German Soldier.
 - a. As a Spanish soldier, what would be necessary to survive after being washed ashore in England?
 - b. As a English citizen, what internal struggle might occur when encountering a Spanish soldier washed ashore?
 7. Write and conduct a funeral for the 60 English and 4000 Spanish soldiers killed in battle.
 8. Research modern wars.
 - a. What is the modern-day equivalent of the Spanish armada?
 - b. In what ways have modern communications changed military tactics?
 9. Investigate other military operations in history.
 - a. Compare the midnight ride of Paul Revere to how the English people were alerted that the Spanish armada was coming.
 - b. List various methods for formally declaring war.

10. Imagine that you are one of the most trusted spies for either Philip II or Elizabeth I.
 - a. What would be your strategy for gathering crucial information?
 - b. How would you be sure that this information reached your monarch?
 - c. Who would you trust?
11. Research Catholic and Protestant beliefs.
 - a. What role do religious beliefs play in the choosing of modern political leaders?
 - b. What religious beliefs are typical for presidents of the United States?
 - c. Would Americans vote for a presidential candidate who was non-Christian?
 - d. What role has religious beliefs played in American military conflicts? In conflicts throughout the world?
12. Investigate how marriages were used to form political alliances.
 - a. Consider what role love played in the marriage between Mary Tudor and Philip II.
 - b. View portions of the video, *Ever After*, where the prince has agreed to marry for political reasons.
 - c. What should be the basis for marriage?
 - d. What factors make a marriage successful?
 - e. What role should parents play in their children's marriages?
 - f. Imagine that Elizabeth I and Philip II had romantic feelings for each other.
 - g. How might their falling in love have changed the history of Europe?
 - h. Would their romance, their religious beliefs or their patriotic loyalty have taken precedence in their decisions?
13. Build a model ship.
 - a. Why did it take so long for the Spanish to get the armada ready?
 - b. What skills and tools are needed for actual shipbuilding?
14. Imagine working and living on a naval vessel in the 1500s. Write a short story or series of diary entries depicting the experience. Consider the following sources:
 - a. The novel or video of *Mutiny on the Bounty*
 - b. *The True Confessions of Charlotte Doyle* by Avi
 - c. *Voyage of the Frog* by Gary Paulsen



RELATED RESOURCES

Captioned Media Program

- The Protestant Reformation #3501
- Spain #2528



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **THE SPANISH ARMADA OF 1588**

<http://tbls.hypermart.net/history/1588armada/>

Explores the story of King Philip II of Spain's attempt to invade England, explains why the massive fleet of 130 ships failed in its mission to end English meddling in Spanish affairs and exposes many of the myths which have grown around the story of the Spanish armada campaign. With the aid of contemporary illustrations and eyewitness reports, vividly describes the tragic story of how this Great Enterprise descended into an appalling tale of human misery and suffering. Also contains a searchable online database, containing records of over 300 ships involved in the armada campaign.

- **ACCESS INDIANA TEACHING & LEARNING CENTER GUIDE TO THE DEFEAT OF THE SPANISH ARAMADA**

<http://tlc.ai.org/spanarma.htm>

Links to primary sources of the 1588 event, the entire speech of Queen Elizabeth I regarding the defeat of the armada and overviews from both countries' point of view.

