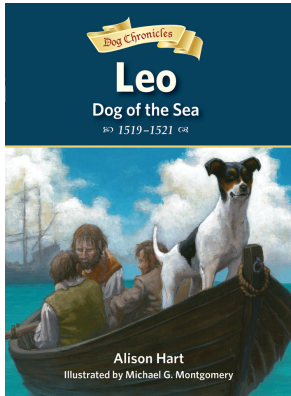


TEACHER'S GUIDE



Leo, Dog of the Sea

Written by Alison Hart | Illustrated by Michael G. Montgomery

HC: 978-1-56145-964-3

Ages 7–10 | Fantasy | Series: Dog Chronicles
F&P • GRL V; Gr 5

ABOUT THE BOOK

Leo is a hardened old sea dog. After three ocean voyages, he knows not to trust anyone but himself. But when he sets sail with Magellan on a journey to find a westward route to the Spice Islands, he develops new friendships with Pigafetta, Magellan's scribe, and Marco, his page. Together, the three of them experience hunger and thirst, storms and doldrums, and mutinies and hostile, violent encounters. Will they ever find safe passage?

THEMES

Exploration | Discovery | Survival | Sea dogs
Magellan | European History

ACTIVITY WORKSHEETS

The following activity worksheets are included in this guide:

- Vocabulary Word Match
- Research and Writing Assignment

AFTER YOU READ

Use the following excerpts from the book as post reading discussion questions.

- ***As a pup, my home was the streets of Seville, Spain. I survived by eating garbage tossed out doors and windows. I stumbled onto my first ship by chance, following the scent of cod. I found a job killing rats and mice, and since then, my home has been different carracks and caravels. Stewards may holler at me. Sailors may curse me. But the only master I serve is the ship.*** (p. 4)

Leo is used to living on his own without owners. How do you think this affects his feelings towards others?

What are some of the benefits of having a sea dog on a ship?

- ***I have witnessed setting sail many times, so I go below, curious to see if the boy is still in my nest. [...] If he's still hidden, it must mean that he is a stowaway. Perhaps the boy is like me and left a hard life on land for a hard life at sea.*** (p. 13)

Why would someone want to risk a hard life at sea?

What are some different reasons for joining an expedition like this?

Would Pigafetta's motivations for joining the expedition be the same or different than the stowaway's? Why?

- ***Grinning wickedly, Espinosa carries the boy to the railing. I have no feelings for the boy. If he is tossed into the sea, it will make more room for me. But all ships have men like Espinosa who rule with fists. My hatred of these bullies dates back to when I was a pup and received my first blow.*** (p. 16)

What is Leo feeling in this moment?

If Leo has no feelings for the boy, why does he protect him from Espinosa?

What would you do in this situation if you were Leo?

- ***Waves slam onto the deck, and the skinny boy is engulfed. A surge picks him up, drags him to the rail, and pitches him halfway over.***

***With a mighty leap I grasp the hem of his tunic and hold tightly.* (p. 20)**

Why would Leo save the boy from falling over the rail? What does this say about his character?

Later, Pigafetta and the boy name the dog Leo.

Do you think this is a fitting name for him? What else does he do to live up to his name?

- ***“Magellan is Portuguese. Captain Cartagena, the priests, and the other captains are Spanish. They do not believe Magellan is loyal to Spain, even though he is leading the armada for the Spanish King Charles.”* (p. 29)**

Why would Cartagena, the priests, and the other captains care that Magellan is Portuguese? What does this say about them?

Consider the historical context. What do the crewmembers' opinions of Magellan say about the time period?

- ***“The crew is grumbling that we will never reach the Spice Islands, but Magellan is certain we can. He believes there is a passage that will lead us to a western ocean and thus the Spice Islands.” He rolls up the map and smiles. “Perhaps when we find it, we will claim even greater treasures for Spain.”***

“Gold and silver?” Marco’s eyes are huge.

***“For me, treasure would be finding the land where I was born,” Enrique says.* (p. 34–35)**

Why would Pigafetta, Marco, and Enrique have different definitions of what treasure is to them?

What do their ideas of treasure say about them?

How would you define “treasure”?

- ***Dias steps forward. “Captain General, we demand that you lead us back to Spain before we die of hunger or in a storm.”***

The others nod in agreement.

Magellan throws back his shoulders, and by his side, Espinosa rattles his sword. I glimpse Pigafetta, who is standing behind the two men.

***“We will not go back,” Magellan declares. “My quest to find a passage will not be stopped. Before we left, I made a promise to King Charles.”* (p. 51–52)**

Why do some of the crew members want to return to Spain? Why does Magellan want to keep going? Consider the pros and cons of both arguments.

What do you think is more important: keeping a promise to the king, or protecting the crew from danger and uncertain death? Why?

- ***Magellan climbs onto the forecastle, standing above us all. He is dressed in his finery, and the wind ruffles the plume in his hat as he announces, “Juan de Cartagena and Pero Sanchez de la Reina, you are convicted of mutiny. Under the laws of Spain and King Charles, I, captain general of the fleet, will levy punishment. You will forthwith be removed from the Trinidad and left to fend for yourselves on the shores of Port Saint Julian.”* (p. 67)**

Why would Magellan give a punishment like this?

Do you think it is just?

Can you think of an alternative punishment?

If you were in Magellan's situation, what course of action would you take?

- ***“Captain General, please do not resort to force,” Pigafetta pleads. “You perceive these natives as threats, but haven’t they also shared their own food?”* (p. 93)**

What does Pigafetta's plea to Magellan say about Pigafetta's character?

How is Pigafetta's opinion about the natives different from the opinions of other people on the ship?

Why do you think Magellan ignores Pigafetta's plea?

- ***“He will not convert to Christianity?” Magellan asks.***

Sulu shakes his head. “Not without war. My soldiers are at your service to fight him,” he offers.

***“Thank you, but we need no help. The Spanish lions will show these islanders how to win.” With those words, our leader declares war on King Lapu Lapu of Mactan.* (p. 120)**

Why does it matter to Magellan whether the people of Mactan convert to Christianity?

Why do you think Magellan resorts to war when they refuse?

- ***“We were attacked by armed Cebuan warriors,” Espinosa explains breathlessly. “Enrique convinced Humabon that the only way to appease Lapu Lapu of Mactan was to become an enemy of Spain. The Cebuanians are angry at Humabon as well for his loyalty to Magellan and not the other islands, and they turned on us.”* (p. 136–137)**

Why would Enrique betray the crew?

What are some of the negative results of his betrayal? Are there any positive results?

REVIEWS

★ “Frank history, attention to factual detail, and vivid adventures make this a standout.”

—*Kirkus Reviews*, **STARRED REVIEW**

“An engrossing and insightful story.... An ample appendix, with additional material, sources, and further reading, round out the tale.”

—*Booklist Online*

ABOUT THE AUTHOR

Alison Hart is the author of more than sixty books for young readers, including *Emma's River*, *Anna's Blizzard*, the Racing to Freedom trilogy, and the Dog Chronicles series. Hart is a former teacher and lives in Virginia.

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ABOUT THE ILLUSTRATOR

Michael G. Montgomery has illustrated numerous children's books. He attended Georgia Southern University and the University of Georgia. Montgomery lives in Georgia.

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Alison Hart's Dog Chronicles series:

Darling, Mercy Dog of World War I
Murphy, Gold Rush Dog
Finder, Coal Mine Dog
Leo, Dog of the Sea

Also available from Alison Hart:

Anna's Blizzard
Emma's River

Gabriel's Horses
Gabriel's Journey
Gabriel's Triumph

Peachtree Teacher's Guide for
LEO, DOG OF THE SEA
prepared by Elyse Vincenty

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Name_____

Date_____

VOCABULARY MATCH

_____ **Cannibalism**

_____ **Strait**

_____ **Saint Elmo**

_____ **Mutiny**

_____ **Hull**

_____ **Armada**

_____ **Scribe**

_____ **Bicho**

_____ **Tierra**

_____ **Deck**

_____ **Mactan**

_____ **Ladron**

_____ **Cartographer**

_____ **Spice Islands**

_____ **Ballast**

_____ **Trinidad**

_____ **Enrique**

_____ **Bizcocho**

_____ **Convert**

A. A person who creates maps

B. A group of warships

C. The Spanish word for “pest.” Leo thought Marco was this when they first met

D. The hard biscuits the crew eats when they run out of fresh food

E. To change religions

F. The outside layer of the ship

G. Magellan’s slave who was born in the Pacific

H. The “belly” of the ship

I. The island where Magellan and his men fight Lapu-Lapu and his people

J. When crew members defy the officers

K. The eating of human flesh by another human being

L. The patron saint of mariners. The crew thanks this person after the storm

M. A professional writer like Pigafetta who keeps a record of the ship and crew

N. Also called the Moluccas, this is where the crew plans on sailing

O. A thin passage of water that the ships can sail through in Brazil

P. The Spanish word for “land”

Q. Heavy material placed low in a ship or vessel to improve stability

R. The name of Magellan’s ship

S. The Spanish word for “thief”

VOCABULARY MATCH ANSWERS

 K **Cannibalism**

 O **Strait**

 L **Saint Elmo**

 J **Mutiny**

 H **Hull**

 B **Armada**

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RESEARCH and WRITING ASSIGNMENT

RESEARCH one or more of the topics below and write an informative essay examining the chosen subject. Use citations, developed facts, and details in the piece. Report on the topic by presenting original ideas, opinions, and how the topic enhanced the plot.

TOPIC LIST:

- The Age of Exploration
- Ferdinand Magellan
- Marco Polo (and his influence on the boy Marco)
- Enrique of Malacca
- Antonio Pigafetta
- Battle of Mactan
- Forced conversion
- The Spice Trade
- Sea Dogs
- Spanish colonization
- King Lapu-Lapu
- Life on a ship

DISCUSS the point of view in *Leo, Dog of the Sea*. Notice how the setting, physical details, emotional responses, and overall theme are presented from a dog's perspective—more specifically—a sea dog. Consider the research required to create a believable tale, such as *Leo, Dog of the Sea*, as seen and experienced from a dog's point of view.

WRITE a narrative piece from Marco, Pigafetta, or Enrique's point of view. Choose a scene from the book in which the person is featured. Include other characters in the scene. Use dialogue and description to reveal the person's character and role in the scene, making certain to keep the perspective close to the person's experience in the book. Illustrate the scene. Share the piece with the class.