

# God, Glory and Gold!

**Grade Level:** First Grade

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**Length of Unit:** Six lessons (50 minutes each)

## I. ABSTRACT

This unit, based on Colorado State Geography and History Standards, details the influx of the Spanish Conquistadors into the Aztec culture of Mexico and the Inca culture of Peru. The unit includes: an in depth look at the geographic spatial relationships among Europe, South America, and North America; the similarities and differences between explorers and Conquistadors; why the Conquistadors came to North and South America; how the Conquistadors defeated the Aztec and Inca; how the Aztec and Inca people and their cultures were affected; and biographical sketches of Hernado Cortes and Francisco Pizarro.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand the chronological organization of history and people of major eras. (Colorado History Standard 1)
2. Students understand how technology and economic activities changed and affect societies throughout history. (Colorado History Standard 4)
3. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
4. Students will understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people and places. (Colorado Geography Standard 1)

### B. Content from the *Core Knowledge Sequence* from First Grade

1. Conquistadors (page 29)
2. The search for gold and silver (page 29)
3. Hernando Cortes and the Aztecs (page 29)
4. Francisco Pizarro and the Incas (page 29)
5. Disease devastates Native American population (page 29)
6. Aztecs in Mexico (page 29)
7. Inca in South America (page 29)
8. Geography Spatial Sense (working with maps, globes and other geographic tools) (page 27) (Specifically the continents of Europe, North America, and South America; the country of Mexico; and directions on a map)
9. The Voyage of Columbus in 1492 (Review from Kindergarten, page 12)
10. Horses were introduced to Mexico by Spain (from *What Your First Grader Needs to Know*, page 147)
11. Technologically advanced weapons gave Spain victory (from *What Your First Grader Needs to Know*, page 147)

### C. Skill Objectives

1. Students will understand the general chronological order of events and people in history. (Colorado History Benchmark 1.1)
2. Students will understand how various societies were affected by contacts and exchanges among diverse peoples. (Colorado History Benchmark 3.1)
3. Students will understand the impact of scientific and technological developments on individuals and societies. (Colorado History Benchmark 4.1)
4. Students will understand how economic factors have influenced historical events. (Colorado History Benchmark 4.2)

5. Students will develop knowledge of Earth to locate people, places, and environments. (Colorado History Benchmark 1.2)
6. Students will analyze the dynamic spatial organization of people, places, and environments. (Colorado Geography Benchmark 1.3)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Crisp, P. *The Spanish Conquests in the New World*. New York: Thomson Learning, 1993. 1-56847-123-8.
  2. DeAngelis, G. *Hernando Cortes and the Conquest of Mexico*. Warminster, PA: Chelsea House Publishers, 2000. 0-7910-5516-7.
  3. Manning, R. *Francisco Pizarro*. Chicago: Heinemann Library, 2001. 157572369-7.
- B. For Students
  1. *Core Knowledge Sequence*, Kindergarten, page 12 – The Voyage of Columbus in 1492
  2. *Core Knowledge Sequence*, First Grade, page 27 – Geography: Spatial Sense (working with maps, globes, and other geographic tools)
  3. *Core Knowledge Sequence*, First Grade, page 29 – Maya, Inca, and Aztec Civilizations

### IV. RESOURCES

- A. *The Road to El Dorado* (PG) (Video) Dream Works Pictures. Universal City, CA: 2000690-0 (Culminating Activity)
- B. Knowlton, J. *Maps & Globes*. New York: Thomas Crowell, 1985. 0-690-04457-7. (Lesson One)
- C. Ross, S. *Fact or Fiction: Conquerors & Explorers*. Brookfield, CT: Copper Beech Books, 1996. 0-7613-0509-2 (Lesson Two)
- D. Chrisp, P. *Spanish Conquests in the New World*. New York: Thomson Learning, 1993. 1-56847-123-8. (Lesson Two)
- E. Hirsch, E.D. *What Your First Grader Needs to Know*. New York: Dell Publishing, 1991. 0-385-31987-8. (Lesson One)

### V. LESSONS

#### **Lesson One: Geographical Spatial Relationships between Spain, Mexico & Peru (50 minutes)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will understand how to use and construct maps, globes and other geographic tools to locate and derive information about people and places.
  2. Lesson Content from *Core Knowledge Sequence*
    - a. Geography Spatial Sense (working with maps, globes and other geographic tools)
    - b. The Conquistadors
  3. Skill Objective(s)
    - a. Students will develop knowledge of Earth to locate people, places, and environments.
    - b. Students will analyze the dynamic spatial organization of people, places, and environments.

- B. *Materials*
1. Book - *What Your First Grader Needs to Know*, by Hirsch
  2. Book - *Maps & Globes*, by Knowlton
  3. World map, classroom size
  4. World globe
  5. Individual laminated desk size world maps, one per student
  6. Small manipulative such as a bean or penny, one per student
- C. *Key Vocabulary*
1. Spain – country in Europe that Cortes and Pizarro were from (review)
  2. Mexico – country in North America that Cortes traveled to (review)
  3. Peru – country in South America that Pizarro traveled to
  4. Route – direction of travel
- D. *Procedures/Activities*
1. Review basic geographical spatial terms: oceans, continents, equator, and cardinal directions on map and globe.
  2. Discuss long trips students have taken, where they went, length of time to travel, such as a trip to Colorado Springs (one hour long). Imagine how long a trip across the ocean, such as Columbus’ trip, would take. Would it take an hour? Would it take a day? Discuss further possibilities of time and distance.
  3. Read aloud pages 144-145 in *What Your First Grader Needs to Know* to review the story about Columbus’ voyage from Spain to North America.
  4. Do insert activity on page 144 (trace Columbus’ route).
  5. Have students locate Europe and Spain (origin of Conquistadors). Stress the continent of Europe to reinforce Spain is part of Europe.
  6. Have students locate North America and Mexico (destination of Cortes). Stress the continent of North America to reinforce that Mexico is part of North America.
  7. Have students locate South America and Peru (destination of Pizarro). Stress the continent of South America to reinforce Peru is part of South America.
  8. Refer to *Maps & Globes*, pages 6 and 7, and compare this world map to a modern world map to show the difference between modern maps and how ancient maps were distorted when it was believed that the world was flat.
- E. *Assessment/Evaluation*
1. Have children point to Spain in Europe on individual maps. Briefly check class.
  2. Have children point to Mexico in North America on individual maps. Briefly check class.
  3. Have children point to Peru in South America on individual maps. Briefly check class.
  4. Have children point to Atlantic Ocean on individual maps. Briefly check class.

**Lesson Two: Compare and Contrast Explorer and Conquistador (50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the chronological organization of history and people of major eras.
  2. Lesson Content
    - a. The Conquistadors
    - b. The Voyage of Columbus in 1492
    - c. Aztecs in Mexico
    - d. Incas in South America

3. Skill Objective(s)
    - a. Students know the general chronological order of events and people in history.
- B. *Materials*
1. Appendix A: Venn diagram (compare/contrast graphic organizer) (include labels 'Conquistadors' on one side and 'Explorers' on the other side)
  2. Two colors of yarn
  3. Book - *Fact or Fiction: Conquers and Explorers*, by Ross
  4. Book - *The Spanish Conquests in the New World*, by Chrisp
  5. Six index cards (Venn cards) with the following phrases printed on each
    - a. traveled around the globe
    - b. armies
    - c. no armies
    - d. discovered new things
    - e. said "Finders Keepers"
    - f. Columbus
- C. *Key Vocabulary*
1. Conquistador – a Spanish explorer who conquered the Aztecs and Incas
  2. Conquer – to win a battle and take over
  3. Explorer – to visit and learn about other lands (review from Kindergarten)
  4. Aztec – a great ancient empire of Native Americans who lived in Mexico (review)
  5. Inca – a great ancient empire of Native Americans who lived in Peru (review)
- D. *Procedures/Activities*
1. Pose question to class: What is an explorer? Discuss with children how they themselves are explorers and when they explore. Example: explore the backyard for bugs; explore new toys at Christmas; explore bookshelves at library for interesting books.
  2. Discuss with the class what they learned in Kindergarten about Christopher Columbus. He was an explorer who traveled the globe and landed in North America. Columbus did not have an army. Columbus said "Finders Keepers" and said the "Indies" belonged to Spain. He thought he was near Asia, which was called the "Indies" by Europeans (which is why he called the people who were living there 'Indians')
  3. Pose question to class: What is a Conquistador? Have students brainstorm ideas.
  4. Introduce the word 'Conquistador.' A Conquistador is an explorer from Spain who conquered (review the word conquer) the Aztecs and Incas. These explorers had an army. Also, note that the word "conquistador" is the Spanish word for "conqueror."
  5. These Conquistadors also said "Finders Keepers" and said that Mexico belonged to them. The Conquistadors wanted to find gold in Mexico. The Conquistadors wanted a glorious adventure. The Conquistadors wanted the Aztecs and Incas to believe in Christianity. The slogan they liked was "God, Glory and Gold!"
  6. Show a picture of a Conquistador from *Fact or Fiction: Conquerors and Explorers*, page 17, and *The Spanish Conquests in the New World*, page 15. Discuss what they look like and how different they must have appeared to the Aztecs and Incas. For example: some had white skin, blond hair, blue eyes, metal 'clothes' metal 'hats', they rode 'deer,' etc.
  7. Have the kids stand up and move to a Venn diagram made on the floor with yarn as shown in Appendix A. The categories for this Venn diagram are Conquistadors and Explorers.

8. Explain how a Venn diagram works. The concepts that only apply to individual items go on the sides. Concepts that apply to both go in the middle.
  9. Pair children and hand out Venn cards. Have each pair place his or her cards in the correct area on the Venn diagram.
  10. Answers: traveled around the globe - both, armies - Conquistadors, no armies - explorers, discovered new things - both, said "Finders Keepers" - both, Columbus - explorer.
  11. Conclude that explorers and Conquistadors are very similar and have few differences.
- E. *Assessment/Evaluation*
1. Assessment is teacher observation done in step number nine above.

**Lesson Three: Who Were Cortes and Pizarro? (50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand the chronological organization of history and people of major eras.
  2. Lesson Content
    - a. The Conquistadors
    - b. Aztec in Mexico
    - c. Inca in South America
  3. Skill Objective(s)
    - a. Students will know the general chronological order of events and people in history.
- B. *Materials*
1. Appendix D – Biographical narrative
  2. Appendix A – Venn diagram – one per student
- C. *Key Vocabulary*
1. Henando Cortes – Spanish Conquistador who conquered the Aztec in Mexico
  2. Francisco Pizarro – Spanish Conquistador who conquered the Inca in Peru
  3. New World – land of North and South America in the 1500's
  4. Province – a section of land similar to a state in the United States
  5. Expedition – a long trip or journey
  6. Extremadura – a remote and harsh section of land in Spain
  7. Catholic – the main Christian religion of the people in Spain
- D. *Procedures/Activities*
1. Read the biographical narrative about Cortes and Pizarro in Appendix D.
  2. With the class, discuss the life and motivation of each Conquistador.
  3. Discuss how Cortes and Pizarro were both alike and different.
- E. *Assessment/Evaluation*
1. Using Appendix A, have children give at least one difference between the two men and one similarity. Label one side of Venn diagram with 'Pizarro' and the other side 'Cortes.' Example: Similarity: both from Extremadura. Difference: Cortes educated, Pizarro not educated. It would be helpful to note key vocabulary words on the board for the students' reference.
  2. For how to use the Venn diagram see Lesson Two.

**Lesson Four: Why Did the Conquistadors Come? (50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and people of major eras.
  - b. Students understand how technology and economic activities changed and affect societies throughout history.
2. Lesson Content
  - a. The Conquistadors
  - b. Aztecs in Mexico
  - c. Inca in South America
3. Skill Objective(s)
  - a. Students will understand how economic factors have influenced historical events.
  - b. Students will know the general chronological order of events and people in history.

B. *Materials*

1. Appendix B: Large 'G' letters on tag board – 3 per child
2. Scissors
3. Sprinkle gold glitter
4. White glue
5. Glitter pens, markers, crayons
6. Self-sticking stars

C. *Key Vocabulary*

1. Gold – treasure belonging to Aztec and Inca people that was melted down into bars for money by the Conquistadors
2. Glory – great triumph and fame
3. God – Conquistador religious symbol

D. *Procedures/Activities*

1. Brainstorm ideas with class as to why the Conquistadors came to Mexico.
2. Explain main reasons for the conquests of Spain: God: the Conquistadors wanted the Aztec and Inca to convert to Christianity; Glory: the Conquistadors wanted a glorious adventure which would make famous and admired in their home land of Spain; Gold: the Conquistadors wanted to claim the land of Mexico and its treasures for the country of Spain.
3. After discussion, have each child cut out his or her three letter 'G's.
4. On the first 'G' have children decorate the letter with glitter to symbolize gold.
5. On the second 'G' have children decorate the letter with a crosses to symbolize God.
6. On the third 'G' have children decorate the letter with stars to symbolize Glory.

E. *Assessment/Evaluation*

1. Have students take the short true/false test in Appendix C. The test may be read to students.

**Lesson Five: Why Did Spain Win? (50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand how technology and economic activities changed and affect societies throughout history.
2. Lesson Content
  - a. The Conquistadors

- b. The Maya, Aztec and Inca
- 3. Skill Objective(s)
  - a. Student will understand the impact of scientific and technological developments on individuals and societies
- B. *Materials*
  - 1. Piece of storybook paper – one per student (storybook paper is lined writing paper that is blank at the top so children can draw pictures, then write underneath)
- C. *Key Vocabulary*
  - 1. Helmet – metal headpiece for protection
  - 2. Armor – metal coat and helmet for protection
  - 3. Small pox – disease from Europe that killed many Aztecs and Incas, similar to measles
- D. *Procedures/Activities*
  - 1. Tell the children the fact that the Aztecs and Incas outnumbered the Conquistadors; however, the Conquistadors won.
  - 2. Have children brainstorm ideas on the white board about why they think the Conquistadors may have won.
  - 3. After brainstorming, explain and discuss the reasons for the Conquistadors' success:
    - a. the Conquistadors had metal armor and helmets
    - b. the Conquistadors had horses (the Aztecs and Incas had never seen horses)
    - c. over a period of time, the Aztec and Incas were exposed to diseases from Europe such as small pox – which killed them
  - 4. On a piece of storybook paper, have children copy and finish the sentence: “ The Conquistadors won because...” Each student can choose to write one of the above reasons. (You may want to note spelling of key words on white board: armor, disease, small pox, etc.)
  - 5. Have each child draw a picture depicting the reason he or she chose from above.
  - 6. If needed or wanted, the above activity may be saved for a portfolio entry.
- E. *Assessment/Evaluation*
  - 1. Assessment is done through the above activity. If the child is able to individually draw, write, or dictate one reason – they should be seen as proficient.

**Lesson Six: How Did the Conquistadors Affect the Aztec and Incas? (50 minutes)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students understand how technology and economic activities change and affect societies throughout history.
    - b. Students understand that societies are diverse and have changed over time.
  - 2. Lesson Content
    - a. The Conquistadors
    - b. The Maya, Aztec, and Inca
  - 3. Skill Objective(s)
    - a. Students will know how various societies were affected by contacts and exchanges among diverse peoples.
    - b. Students will understand the impact of scientific and technological developments on individuals and societies.

- c. Students will understand how economic factors have influenced historical events.
- B. *Materials*
  - 1. Writing journal – one per student
  - 2. Chart paper divided in half lengthwise: on the top, draw a smiley face on one side and a sad face on the other
  - 3. Large sticky notes – one per child
- C. *Key Vocabulary*
  - 1. Affect – to change something
- D. *Procedures/Activities*
  - 1. To close this unit, have children brainstorm ideas in their writing journals on how they think the Conquistadors affected the Aztecs and Incas. If writing is not possible, then have students draw their ideas.
  - 2. After journals are collected, discuss the reasons as to how the Conquistadors did in fact affect the Aztecs and Incas:
    - a. the Conquistadors brought horses to Mexico and South America
    - b. the Conquistadors brought the Spanish language to Mexico and South America
    - c. the Conquistadors claimed land for Spain that really belonged to the Aztec and Inca people
    - d. the Conquistadors exposed the Aztec and Inca to terrible diseases
    - e. the Conquistadors killed many Aztec and Inca people
    - f. the Conquistadors exposed the Aztec and Inca to Christianity
    - g. the Conquistadors stole the gold treasure of the Aztec and Inca and melted it down into gold bars
    - h. the Conquistadors, Aztec and Inca began to live among one another – (marriage, traditions, laws, etc.)
  - 3. As a class, make a graph to show each child’s individual belief on whether they think it was good or bad that the Conquistadors came to Mexico.
  - 4. Explain to the class that they are going to decide whether it was good or bad that the Conquistadors came to Mexico and South America by graphing their names under the happy or sad face. Use a happy face for ‘good’ and a sad face for ‘bad.’ Stress that this is an opinion graph and that there are not right or wrong answers.
  - 5. Give each child a sticky note – similar to Post-It Brand Notes.
  - 6. Allow each child to go to the graph and place the sticky note (one above the other) to form a graph.
  - 7. Allow each child the opportunity to explain a reason why they graphed their sticky note as they did.
  - 8. Discuss the outcomes of the graph with the class.
- E. *Assessment/Evaluation*
  - 1. By making the graph, each child is able to formulate his or her own opinion (to stimulate higher level thinking skills) about the affects of the Conquistadors on the Aztec and Inca people. Most will say it was bad – due to the fact that many people were killed, the Conquistadors stole treasure and land that belonged to the Aztec and Inca, and diseases killed the Aztec and Inca. Possible positive influences could be the introduction of the Spanish language, the introduction of the horse, or the introduction of Christianity to the Aztec and Inca, and the influences of culture. Evaluation will be if the child can formulate and express own opinion and reasons for it.

**VI. CULMINATING ACTIVITY (Optional)**

- A. Watch the children's movie *The Road to El Dorado* that details the movement of the Conquistadors to Mexico and South America. After watching the video, discuss the viewpoints of the main characters and how the Conquistadors were seen.

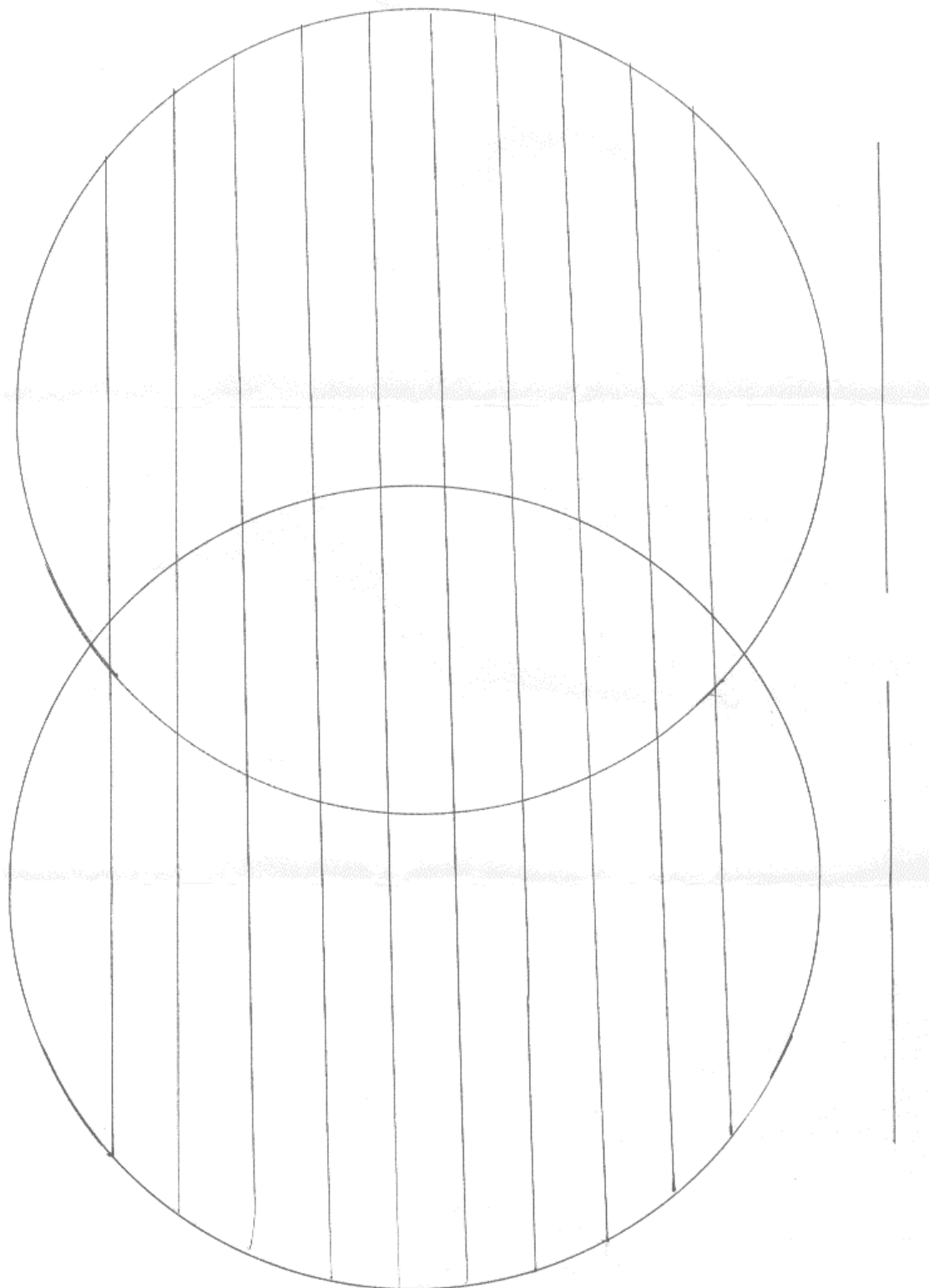
**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Venn Diagram
- B. Appendix B: Art Letter 'G'
- C. Appendix C: True/False Quiz
- D. Appendix D: Cortes/Pizarro Narrative

**VIII. BIBLIOGRAPHY**

- A. Burr, C. *Broken Shields*. Toronto: Groundwood Books, 1994. 0-88899-304-8.
- B. Chrisp. P. *The Spanish Conquests in the New World*. New York: Thomson Learning, 1993. 1-56847-123-8.
- C. DeAngelis, G. *Hernando Cortes and the Conquest of Mexico*. Warminster, PA: Chelsea House Publishers, 2000. 0-7910-5516-7.
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- H. Manning, R. *Francisco Pizarro*. Chicago: Heinemann Library, 2001. 157572369-7.
- I. Ross, S. *Fact or Fiction: Conquerors & Explorers*. Brookfield, CT: Copper Beech Books, 1996. 0-7613-0509-2.

**Appendix A-God, Glory and Gold!**  
**Venn Diagram**



**Appendix B-God, Glory and Gold!**



**Appendix C-God, Glory and Gold!**

True/False Quiz

Name: \_\_\_\_\_

- |  |   |   |
|--|---|---|
| 1. The Conquistadors came to Mexico for glass. | T | F |
| 2. The Conquistadors came to Mexico for glory. | T | F |
| 3. The Conquistadors came to France for gold.  | T | F |
| 4. The Conquistadors came to Mexico for gold.  | T | F |
| 5. The Conquistadors came to Mexico for gum    | T | F |
| 6. The Conquistadors came to Mexico for God.   | T | F |

## **Appendix D-God, Glory and Gold!**

Hernando Cortes was born in Spain in 1485. That was over 500 years ago! And it was just a few years before Columbus went on his voyage. He was born in the province of Extremadura, where the land was very hard to farm so it was the poorest part of Spain. It was extremely hard to live in Extremadura because it was hot and dry in the summer and freezing cold in the winter. Hernando lived with his mom and dad. His dad was an officer in the army and his mom spent her time raising her family to be Catholic. When Hernando was a little boy he was very sick, but grew up to be strong and healthy.

When Cortes was a young teenager, he went to college to study to be a lawyer. However, he got bored quickly and went back home. What really interested him were the stories of Columbus and his glorious adventures as an explorer in the New World. During this time, the New World was the land we know as North and South America. Cortes and other people in Spain knew very little about these continents and were fascinated about what this land was like and what riches and treasure could be found there.

When he was young man, Hernando jumped on a ship and sailed to South America. When he arrived, he was given land, but did not want

### **Appendix D, page 2-God, Glory and Gold!**

to be a farmer. He wanted to find adventure, treasure and fame! He was lucky and got a job to go on an expedition to Mexico. When he arrived in Mexico he heard about all the riches and gold that belonged to the Aztecs – so he decided to take an army and go get it! Cortes also wanted the Aztecs to learn and believe in the Catholic religion.

Francisco Pizarro was born in Spain in 1475. He was ten years older than Cortes. He was also born in the province of Extremadura. His father was also an officer in the army; however, Pizarro lived with his grandparents when he was a little boy. As a young teenager, his job was taking care of pigs. Unlike Cortes, he never went to college and never learned to read or write.

Like Cortes, when Francisco was a young man, he jumped on a ship and sailed to South America. After he bought a house and land in South America he went to work in the community. However, Pizarro got bored, too. He longed for adventure, riches and fame - just like Cortes. After several expeditions across the sea, he served as a mayor and judge in South America and became very wealthy. But then again, he longed for adventure and sailed with an army to Peru to claim the treasure of the Inca.