

Meso-American Civilizations: Geography with the Spanish Conquistadors

Grade Level: Fifth Grade (Geography and World History)
Written by: Georgiann Jones, Excel Academy Charter School, Arvada, CO
Length of Unit: Nine lessons, 45 minutes each

I. ABSTRACT

This is a unit written for fifth grade on geography and its importance in strengthening our understanding of the lives of three Conquistadors and their expeditions in the 1500's. It covers the topics outlined in the World History and Geography *Core Knowledge Sequence* for Grade 5, addressing *Spatial Sense, Geography* (of Central America, parts of the United States, and South America), and the *Spanish Conquerors*. Students will look at the expeditions of Cortés, Pizzaro, and Coronado and will see how these historical events were shaped by the geography of this region. Also, they will understand how reading maps and globes help us gain a deeper understanding of historical events and leaders. This unit is comprised of six lessons, each 45 minutes in length. An exciting culminating activity has been included. The students will create a "talk show" and will go back in history to interview the three Spanish conquerors. This will be videotaped. It will take a group effort to accomplish this unit effectively, so there are other important goals built in which are not positively covered by written standards. However, I will address these because they are important for students' social development and for preparation in becoming successful contributors to the work place (which is an essential role of education). These goals are group task-building, group leadership skills, problem solving, and using the arts as a method to learn, to reinforce focus and strengthen other important work place skills.

II. OVERVIEW

- A. Concept Objectives
 - 1. Discover ways in which knowledge of a region's geography and use of maps and globes can enhance understanding of civilizations.
 - 2. Understand cause and effect and ways in which cultures influence one another.
- B. Content from the *Core Knowledge Sequence*
 - 1. Spatial sense: working with maps and globes; using latitude and longitude; coordinates and degrees. (page 112, World History and Geography, Grade 5)
 - 2. Identify and locate South America and Central America. Also locate Brazil and Argentina. Follow the Amazon River and the Andes Mountains. (page 112, World History and Geography, Grade 5)
 - 3. Learn about the lives and journeys of Cortés, Pizzaro, and Coronado. (page 113, with the addition of Coronado)
 - 4. Create a timeline of the events of each expedition. (page 113)
 - 5. Identify cause-effect relationships. Learn how the studies of geography and history help us to use cause and effect to compare, contrast, draw conclusions, and see patterns. (page 113)
 - 6. Express effects, advantages, and disadvantages of the use of Spanish weapons (guns and cannons) and the spread of disease among native people. (page 113)
- C. Skill Objectives (From "Modern Red Schoolhouse Standards", The Hudson Institute, Indianapolis, IN)
 - 1. Each student can use maps and a globe to locate natural regions, such as mountains, deserts, and rivers; also, human regions, such as cities and roads. (page 17, MRS Geography A.1)

2. Each student can use geographic vocabulary and references (distance, direction, boundaries, scale, map key, latitude, and longitude) to locate and describe specific places and regions. (page 17, MRS Geography A.2)
3. Each student can use maps and globes to identify and assemble geographic information about a particular place or region. (page 17, MRS Geography A.5)
4. Each student can analyze geographic information about a region in order to understand the impacts of physical characteristics and human history. (page 17, MRS Geography A.6)
5. Each student can construct a chronology of major events in world history and American history. (page 21, MRS History A.1)
6. Each student can collect, interpret, organize, and evaluate information about a specific issue in world history, from a variety of primary and secondary sources. (page 21, MRS History A.2)
7. Using appropriate computer video technology, each student can incorporate visual and quantitative data into oral and written presentation. (page 21, MRS History A.6)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Banquedano, Elizabeth. *Aztec, Inca & Maya – Eyewitness Books*
 2. Hakim, Joy. *A History of Us: The First Americans, Prehistory – 1600, Book I*
 3. Udall, Stewart L. *Majestic Journey: Coronado’s Inland Empire*
 4. Worth, Richard. *Pizzaro and the Conquest of the Incan Empire in World History*
- B. For Students
 1. Background knowledge in map and globe skills, vocabulary, and directions (Grades K-3 and Grade 4).
 2. Background knowledge in finding South America and North America (Grades K-3, and Grade 4, to include major physical features).
 3. Background knowledge of Mexico, its location in North America, and the Spanish and Native influences (Grade 1).
 4. Background knowledge of the Conquistadors, and effects on Native Americans (Grade 1).
 5. Background knowledge of early Spanish explorers in North America, the United States, Coronado and the search for the "Seven Cities of Cibola(Gold) (Grade 3).

IV. RESOURCES

- A. Hirsch, E.D. *What Your Fifth Grader Needs To Know.*
- B. Hirsch, E.D. *Books To Build On.*
- C. Natunewicz, Ann, Editor. *Atlas of World Geography.*
- D. Sved, Robert. *Make It Work! Maps – The Hands-)n Approach to Geography.*
- E. Classroom globes
- F. Computer Websites for searching (Google, Alta Vista)
- G. Reproducible materials (See Bibliography)

V. LESSONS

Lesson One: *Where Are We?*

- A. *Daily Objectives*
 1. Concept Objective(s)
 2. Lesson Content

- a. Identify and locate South America and Central America (and other places). Follow the Amazon River and the Andes Mountains. (World History and Geography, p. 112, Grade 5)
3. Skill Objective(s)
 - a. Read maps and globes, using longitude and latitude, coordinates, degrees (World History and Geography, p. 112, Grade 5).
 - b. Tropic of Cancer and Tropic of Capricorn (World History and Geography, p. 112, Grade 5).
 - c. Arctic Circle and Antarctic Circle (imaginary lines and boundaries, including the Equator). (World History and Geography, p. 112, Gr. 5).
 - d. From a globe to a flat map (planar, conic and cylindrical projections). (World History and Geography, p. 112, Grade 5).
- B. *Materials*
 1. *Atlas of World Geography* for each student
 2. *Make It Work! Maps: the Hands-On Approach to Geography*, one copy for each student
 3. Large white paper, or sheets taped together, 4' X 8'
 4. Pencils, erasers
 5. Markers, thin and broad tips, both pastel and bold colors
 6. Rulers, in inches and centimeters, and yardsticks marked in inches and centimeters
 7. String
 8. Magnifying lenses with handles
 9. Journals for each student
- C. *Key Vocabulary*
 1. Physical map – shows natural features, such as rivers and mountains
 2. Human map – shows how people use land for farming, transport, homes, and cities
 3. Cartography – map making
 4. General reference map – shows a variety of features, such as landscapes, forests, towns, and roads
 5. Map scale – tells the actual size of what is on the map
 6. Grid – a network of horizontal and vertical lines drawn over a map to help find places and then describe where they are
 7. Contours – lines joining places of the same height or elevation
 8. Map key – explains what the symbols stand for; it is a chart that gives information to unlock the secrets of the map
 9. Planar projections – show only half of the world; it is made as if a point on the globe is touching a flat surface and light is shone from the center
 10. Conic projections - a fan-shaped map; it is made as if light is shining through a globe onto a cone of paper wrapped around it
 11. Cylindrical projection – a rectangular map made as if a light shines through a globe onto a tube of paper wrapped around the globe; this projection can show almost the whole world
- D. *Procedures/Activities*
 1. Focus: Prior to Lesson One, allow students time to work at a classroom learning center where they can study maps and globes. Also, they can do the activities on pages 9, 11, and 26 in *Make It Work! Maps*. Students check off each activity when completed on a classroom chart. Also, students write what they learned in their journals.

2. At the beginning of the lesson, request that students join you in a circle. Give each student a copy of *Make It Work! Maps* and *Atlas of World Geography*. Pose the question: What did you learn while completing the activities in the center? Write responses on the board. (Possible responses: learned that intersecting lines on a grid help to draw something; grids help us see things more clearly; learned to follow a contour line to see common elevations; could understand conic, cylindrical and planar map projections in a better way).
3. Discuss pp. 4-5 in *Make It Work! Maps* after reading this together. Ask students to look at pp. 85-86, 96-97, and p. 104 in the *Atlas of World Geography*. Explain that these are general reference maps and explain why (see *Key Vocabulary*).
4. Pose the questions: How can we analyze information on maps? Why do we want to analyze information on maps? Discuss map keys and scales, using the *Key Vocabulary*, and showing these on the maps in the *Atlas*.
5. Discuss and point out the grid on the maps. Ask the students if they can recall Names we use for the lines that go horizontally around the map, parallel to the Equator (Response: latitude). Which lines go vertically parallel, east to west of the prime meridian (Response: longitude). The teacher can point out the prime meridian on a classroom wall map if students do not remember this as previous knowledge.
6. Direct students to go back to their tables or desks with their materials. Then ask Students to look at the United States and Mexico map on pp. 76-77 in the *Atlas of World Geography*. Tell students to be detectives and unlock the secrets of this map. Ask them to give information about the map. After about 2 minutes, the Teacher scribes for the class on the white board all responses resulting from their detective work. Again, pose the question: How can we analyze information on Maps? What information can you give me about this map on pp. 76-77? (Possible responses: map shows elevation to 20,000 feet below sea level to 10,000 feet above sea level; it shows all the United States and part of Mexico; shows oceans , other water areas; etc. All answers are acceptable.)
7. Have 2 students pass out magnifying lenses. Ask students to look through the magnifying lenses at the grids on this map. See how they are numbered along the top and bottom (also the sides) of the map. Explain these are degrees of latitude and longitude. Ask how the numbers help us. (Possible response: the numbers help identify and locate places).
8. Explain to students that we want to draw and create a *general reference map* of Mexico, Cuba, the Isthmus of Panama, Peru, as well as Texas, New Mexico, Colorado, Arizona, Kansas, and Oklahoma. Show them the large 4'X8' paper on the floor. We can use the *Atlas of World Geography* to help us. Write on the white board these page numbers: pp. 96-97; pp. 76-77; p. 104. Explain that these pages in the *Atlas* will help. Request that a map key be included.
9. Ask students to draw in grids first, and number them, as they see them. Students can work in pairs over the next five days to complete the large map. Every student will have a turn in working on the large map creation. Students need to study the maps carefully, matching up the grids and places seen on the *Atlas* maps with those drawn on the large map. Continually monitor this as new students begin to work on the map so you help orient them to what has already been drawn. Students must color according to their map key.
10. Each student checks off his/her name on the classroom completion chart as they complete a map section. Also, each student initials his/her completed section on the map.
11. Request that students write "I learned..." statements in their journals each day.

The teacher should be sure to give students five minutes each day to do this. Also, the teacher should read these every two to three days.

- E. *Assessment/Evaluation*
1. The student initials on the completed large map will help assess each student on Map/cartography skills.
 2. Student responses to the questions to #6 in *Procedures/Activities* will be Adequate assessment of the group and each individual student if the Teacher requires 100% participation in the responses and notes student questions and responses, and level of focus on the task.
 3. Check what each child writes in the student's journal. This should include 80% of the key vocabulary words to be considered as a competency level.

Lesson Two: *Where Did They Go?*

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Discover ways in which knowledge of a region's geography and use of maps and globes can enhance understanding of civilizations.
 2. Lesson Content
 - a. Spatial sense: working with maps and globes; using latitude and longitude; coordinates and degrees
 - b. Identify and locate South American and Central America. Also locate Brazil and Argentina. Follow the Amazon River and Andes Mountains
 3. Skill Objective(s)
 - a. Each student can use maps and a globe to locate natural regions, such as mountains, deserts, and rivers; also, human regions, such as cities and roads.
 - b. Each student can use geographic vocabulary and references (distance, direction, boundaries, scale, map key, latitude and longitude) to locate and describe specific places and regions.
 - c. Each student can use maps and globes to identify and assemble geographic information about a particular place or region.
 - d. Each student can analyze geographic information about a region in order to understand the impacts of physical characteristics and human history.
- B. *Materials*
1. *Atlas of World Geography*
 2. Classroom globe(s)
 3. Package of blank 3" X 5" cards, to cut into eleven 1" to 2" inch lengthwise strips
 4. Large student-made map, 4' X 8'
 5. Black markers, and other colored markers
 6. Three small poster boards for three conquistador signs (Cortés, Pizarro, Coronado)
 7. Pocket folders, all the same color, for students to title with the unit's name; then decorate as they like
- C. *Key Vocabulary*
1. Latitude: lines parallel to the equator, going north and south of the equator
 2. Longitude: lines on a globe which are parallel to the prime meridian, and go east and west from the prime meridian
 3. Equator: the "belt line" around the globe of the earth which is equal distances from the North Pole and South Pole

4. Prime Meridian: the major line running through Greenwich, England from which longitude east and west are given
5. Isthmus: a neck of land connecting two much larger portions of land

D. *Procedures/Activities*

1. Focus: After Lesson One, the class has a large map (4' X 8') of Mexico and part of the southwest of the United States, including New Mexico and Arizona; also, Texas, Oklahoma, Kansas, South America, and Central America. Prior to this lesson, cut lengthwise strips of card stock paper (or plain index cards) about 1-2 in. wide X 5 in. long. On these strips, write one of these words: latitude; longitude; coordinates; mountains; river; shoreline; plains; desert; canyon; map key; distance in inches. Also, prior to this lesson, students should be assigned to research information about the three Conquistadors: Cortés, Pizzaro and Coronado. Tell students to create a chart showing each expedition's routes. Students then need to include the names of the areas covered by each expedition. (This can be a homework assignment.) These should be kept in their pocket folders. At the beginning of the Focus Activity, ask the students to sit on the floor around the large map, which is placed on the floor. Hand every other student a word strip. Ask the students holding strips to work with a student who sits on their left. Each pair is to locate what represents the word on their card strip within the large map. Then they are to place their card in the chosen place on the large map. Allow each pair to explain their chosen placement.
2. Pose the question: How can maps and a globe help us understand more about the expeditions of the Conquistadors in the 1500's? Lead a discussion and write the students' responses on the board. Explain that we will continue to see the importance of the use of maps and globes as we explore further into this unit. (Possible responses: we can understand hardships caused by rough terrain, rivers, or sea travel; we might see relationships between location and harsh weather conditions; we can gain more understanding of the distance and time spent in travel; we can see how something like illness, battles, or injuries effect travel.)
3. Discuss: Why would it be important for the Conquistadors to have and read maps? Why is it important for us to gather information about these historical events and use maps and globes to help us understand these events? (These questions help students solidify their thinking about the values of maps and globes, and help the teacher check the understanding of students thus far.)
4. Ask students to get their *Atlas* books and pocket folders, and then form a line to count off by 3's (1,2,3,1,2,3,etc.). Ones will be Cortés, 2's will be Pizzaro, and 3's are Coronado. Tell the students to go to the area of the room where they see the sign with their Conquistador name (Cortés, Pizzaro, Coronado). Once students are in their areas, direct them to use the maps in the *Atlas* and their charts of the areas the Conquistadors traveled. Each student should work alone for 5 minutes, until the teacher says to stop. The goal will soon be to mark the path of their expedition with a marker on the large map.
5. After the time given, the teacher tells students to stop. Then the teacher tells students they are now being given 10 minutes to compare their information in groups of 2 or 3, within their Conquistador area. They can discuss, make changes, etc.
6. After the allotted time, the teacher asks each conquistador group to get together to be sure they have an agreed upon route. After 2 minutes, ask the group to now choose a spokesperson to report to the class.
7. Everyone returns to encircle the large map on the classroom floor. Give the 3 spokespersons 1 minute each to talk about, and mark on the large map, what

route their conquistador took, each using a different color marker to show each Conquistador's route.

8. Go back to the original question: *How can the use of maps and globes help us understand more about the expeditions of the Conquistadors in the 1500's?* Looking at our possible answers on the board, which ones seem to be the reasons? Are there any statements to delete or add? Would our classroom globes give us the same helpful information? Why or why not?
9. Tell students to place their map and chart the in the folder provided to them for this unit's work. (This will help students in organization and focus.)

E. *Assessment/Evaluation*

1. Assess the final markings by each Conquistador group spokesperson, for accuracy.
2. Check the final responses on the board after the final discussion (#8 above). All of the possible responses listed in Item 2, "Pose the Question" (above) should be included here.
3. Individual student charts should describe the route of each Conquistador correctly.

Lesson Three: Following the Leader

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Discover ways in which knowledge of a region's geography and use of maps and globes can enhance understanding of civilizations.
2. Lesson Content
 - a. Identify and locate South America and Central America. Also locate Brazil and Argentina. Follow the Amazon River and the Andes Mountains.
3. Skill Objective(s)
 - a. Each student can analyze geographic information about a region in order to understand the impacts of physical characteristics and human history.
 - b. Each student can collect, interpret, organize, and evaluate information about a specific issue in world history, from a variety of primary and secondary sources.

B. *Materials*

1. Maps of Mexico, South and Central Americas, and Texas, New Mexico, and Arizona in North America, using *Atlas* pages
2. Computers with Internet Access to sites such as Google or Alta Vista
3. Student journals and pocket folders
4. Pencils, pens, highlighters
5. Grolier's Encyclopedia: Grolier Interactive, Inc., 1997 or more recent

C. *Key Vocabulary*

1. Yucatan Peninsula: land surrounded by water on three sides at the southernmost end of Mexico
2. Veracruz: a city on the southern end of Mexico, on the Gulf of Mexico
3. Montezuma: the Aztec king, overthrown by Cortez and his army
4. Mexico City: the capital of Mexico, in south Central Mexico
5. Mestizo: a child born of a Spanish parent and a Native American parent; the beginnings of a child who was both European and American

6. Cuzco: the Inca capital, taken by Pizarro, who overthrew the Inca emperor, Atahualpa
7. Cibola: A place Coronado looked for, meaning “City of Gold” in Spanish
8. Douglas: city in south end of Arizona; Coronado headed north from Mexico to take his expedition here first

D. *Procedures/Activities*

1. Focus: Explain that we will take a good look at the paths followed by the three Conquistadors: Cortes, Pizarro, and Coronado. Ask students to open the *Atlas* to pp. 96-97. Ask them to locate the Yucaton Peninsula, Mexico City, and Veracruz. Then ask them to turn to p. 104 to look at Peru, explaining that Pizarro had traveled here to take over the Inca capital of Cuzco, and killed the Inca ruler, Atahualpa. Then ask them to turn to pp. 84-85, to look at Arizona. Point out that Coronado’s first stop in trying to find Cibola was Douglas (point that out). Then take a look at New Mexico to show where Zuni is, which was his next stop. Explain that he had a compass, but none of these conquerors had maps. They relied on stories, Native guides, and some problem solving. Sometimes they were led astray, as when Coronado’s men ended up in Kansas!
2. Pose the Question: Now is the time to look at each conqueror. We want to find their particular routes again, but this time, we want to see what happened on their expeditions. We not only want to know where things happened, but also *what* happened. In order to do this, we will get into our previous Conquistador groups from the other lesson. This time our group will research the conqueror. One person from each group can research on the Internet; another can use an encyclopedia as a source; two others can look through the classroom library books. Another person should be designated as the scribe. This person will be given information found as quickly as possible to review with a sixth group member. The scribe would write a summary. Then one group person will need to volunteer or be chosen to present the information learned to the entire class. Everyone in each group should review their routes on their maps and add anything they feel is necessary to heighten interest and knowledge.
3. Students should be given added time on another day to complete this.
4. Discuss the assignment and answer questions. Each group presenter will present the final product to the class, with the use of any visuals the group chooses.
5. On presentation day, give time for comments and questions from the class after each presentation.

E. *Assessment/Evaluation*

1. Teacher continuously checks groups to be sure that all members are in integrity and completing their tasks for the benefit of the group.
2. The final reports that are presented should contain all major points of each expedition. Statements should be backed up through use of the maps, which students can use on the overhead projector.

Lesson Four: Taking Time

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand cause and effect and ways in which cultures influence one another.
3. Lesson Content
 - a. Create a timeline of the events of each conqueror’s expedition.

4. Skill Objective(s)
 - a. Each student can construct a chronology of major events in world history and American history.
 - b. Each student can collect, interpret, organize and evaluate information about a specific issue in world history, from a variety of primary and secondary sources.
- B. *Materials*
1. Black markers, various color markers
 2. Rolls of register tape, white
 3. Pencils, erasers
 4. Books, encyclopedias from this bibliography, i.e. *A History of Us: The First Americans, Prehistory – 1600*
 5. Computer programs to create the final copy of a classroom timeline
 6. The groups' reports, individual notes, and maps
 7. Paper for computer printing and taking notes
 8. Journals
- C. *Key Vocabulary*
1. Chronological: placing people and events in sequential order, according to dates, from farthest past to present
- D. *Procedures/Activities*
1. Focus: Students have mentioned dates, places and events in their reports of the 3 Conquistadors. Now, ask students to get back into the same Conquistador groups. Give each Conquistador group a paper roll. Be sure they have pencils and markers.
 2. Pose the Question: Explain that the groups will create a timeline of the dates, places and events of their particular Conquistador. Ask the class if they all know what a timeline looks like. Give an example on the board of someone's life put into chronological order, and create the beginning of a timeline for that person. (Can use the teacher's or a student's life as an example.)
 3. Tell each group to go to a different area of the classroom to work. Bring along their reports, notes, maps, etc. Also bring along the paper rolls and writing tools.
 4. Once settled into their work areas, tell the groups they need to choose a group scribe who will be responsible for drawing the timeline, and then writing in the information that the members say on the paper roll timeline.
 5. At the end of 30 minutes, ask if the groups have finished. Ask each group to check through their work to be sure that all-important information is recorded on the timeline.
 6. Discuss: Ask students to sit in a circle, and place each group's timeline in the middle of the circle. Ask the students if there are any dates that are seen in more than one timeline. Ask how these three timelines might be compiled into one. Take suggestions. Allow the students time to take turns on computers to create a final draft section of the larger timeline that will be placed on the wall around the classroom. This can be fit within various time intervals during the next few days, as individuals contribute their small piece of work to create the long timeline on the computer.
 7. A reminder: to keep all notes, journal writings, maps in student pocket folders.
 8. Finally, ask the students how a timeline might help in a deeper understanding of history, and can it point out any causes and effects of historical events? Accept all responses. This discussion will continue at another time.

- E. *Assessment/Evaluation*
1. All dates and sequence on their rough draft rolls should be accurate, and in agreement with dates and sequence described in their reports.
 2. The final copy should have large, clear font type so it can be read from a distance from midway across the classroom. It should have “catchy” design and color to cause interest.

Lesson Five: Cause and Effect

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand cause and effect and ways in which cultures influence one another.
 2. Lesson Content
 - a. Identify cause and effect relationships. Learn how the studies of geography and history help us to use cause and effect to compare, contrast, draw conclusions, and see patterns.
 3. Skill Objective(s)
 - a. Each student can analyze geographic information about a region in order to understand the impacts of physical characteristics and human history.
 - b. Each student can collect, interpret, organize, and evaluate information about a specific issue in world history, from a variety of primary and secondary sources.
- B. *Materials*
1. Student pocket folders, which contain notes for work thus far
 2. Paper, pencils, journals
 3. Extra large pad for an easel
 4. Markers
 5. Masking tape
 6. Board and dry erase markers
 7. Paper
- C. *Key Vocabulary*
1. Cause: a reason or motive that produces a result
 2. Effect: a result, an end product
- D. *Procedures/Activities*
1. Focus: Ask students to look at the beginning of the classroom timeline. Ask students to close their eyes and take about 30 seconds to picture what it was like to be a part of these events at the beginning of the timeline.
 2. Ask students to share their thoughts (do this for about 2 minutes).
 3. Pose the Question: When Cortés and the Spaniards arrived in Mexico, what did they look like to the Natives? Responses about dress (armor, armored hats) can be used now to ask what resources and tools did the Spaniards have to create this form of clothing which was great protection against arrows and spears. Write *Cause* and *Effect* on the board. Ask the students what caused armor to be made for protective clothing for soldiers. Students can conclude that working with iron, use of fire, and the use of special tools to shape molten iron was the cause for armored suits and hats to be made (which you can point out is then the effect). Using this as an example, write each appropriate phrase under the correct heading of either *Cause* or *Effect* on the board.

4. Explain to the students that they will work in groups of 3's during this time, thinking of the causes and effects surrounding the events which are part of this timeline and this unit. Students can separate into groups now. Each group can take about 10 minutes to discuss the timeline and any special information in their notes, looking for similar examples of cause and effect.
 5. Discuss: At the end of 10 minutes, ask everyone to stop. Now they must choose someone to be scribe. The scribe will come up to take a large sheet of paper from the easel pad along with markers, and each scribe will return to his/her group. The scribes should draw a vertical line down the middle of the large paper. On the left side, write *Cause* and on the right side, write *Effect*. Then each scribe writes what the group states that it has gathered from its 10 minute discussion. After about 10 minutes, ask each group scribe to come up to the front of the room and tape the large paper to the wall or board. Ask the class to take a few minutes to silently read all the papers. Then point out and discuss each cause and effect that is written. (Be sure that there is at least one physical geography cause that brings about a specific result.)
 6. Distribute classroom copies of the text *America's Story*. Discuss the "Cause and Effect" Flow Chart information on pp. H5 and H6. Tell students they will have two 45 minute class periods to complete a flow chart. They will make a chart on letter size paper. These are to be kept in their pocket folders.
- E. *Assessment/Evaluation*
1. The listed causes have appropriate and matching effects. In checking each one, use the definition that there is a reason or motive that produces a certain result for each one.
 2. The students' flow charts should include contributing causes, such as strength of Spain; the notion of the roundness of the earth and travels of Columbus; use and creation of iron, guns, cannons; knowledge of Native Americans and their resources, such as gold. Main causes should include: desire to make Spain a wealthier power; success of Columbus' journey causes increased interest in exploration; spread of European diseases; knowledge that guns and other weapons could create conquering armies against the Natives; the church wanted to gain hold in the New World. The main events are: travels, discoveries, and triumphs of the Conquistadors. The effects should include the church gains more Christian believers; Spain does conquer the Incas and Aztecs, and their land; trade is established between Native and Spanish/European goods and resources. Long-term effects are: Native populations are lessened and weakened; Native cultures are weakened; Natives learn how to use European weaponry; races begin to blend (Mestizo).

Lesson Six: The Ways of the World

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand cause and effect and ways in which cultures influence each other.
2. Lesson Content
 - a. Express effects, advantages, and disadvantages of the use of Spanish weapons (guns and cannons) and the spread of disease among native people.
3. Skill Objective(s)

- a. Each student can collect, interpret, organize, and evaluate information about a specific issue in world history, from a variety of primary and secondary sources.
- B. *Materials*
1. Board and dry erase markers
 2. Student pocket folders, journals, note papers
 3. Pencils
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. On the board, create two column titles: *Native* and *Spanish*.
 2. Focus: Ask the students to name various types of weapons used by both. Write the student responses in the appropriate column on the board.
 3. Pose the Question: Ask the students to give the advantages of each one listed. Then ask the students to give the disadvantages of each one listed. Possible responses could be that a cannon could cause damage at a distance before any soldiers from that side would have to fight. However, a disadvantage might be that it was large and heavy, so it was difficult to take for long distances. Take about 10 minutes to discuss.
 4. Discuss: Next, ask each student to take out their journals or note papers, and pencils. Ask students to think about the effects of the use of all the weapons used by Natives and the Spanish. Ask them to write the effects. After a few minutes, ask students to share these effects.
 5. Next ask what effect disease may have played on the strength or weakness of the Spanish conquerors and on the disappearance of Natives. Possible responses may be that the Natives could not stand strong with a new disease. Their bodies could not fight off a new disease. This increased death rate among the Natives.
 6. Ask someone to summarize the discussion.
- E. *Assessment/Evaluation*
1. You can ask for “I learned statements” and ask for more than one person to summarize the discussions.

Lesson Seven: The Play

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Discover ways in which knowledge of a region’s geography and use of maps and globes can enhance understanding of civilizations.
 - b. Understand cause and effect and ways in which cultures influence one another.
 2. Lesson Content
 - a. Learn about the lives and relationships between Cortés, Moctezuma, and Doña Marina.
 - b. Identify cause and effect relationships. Learn how the studies of geography and history help us to use cause and effect to compare, contrast, draw conclusions, and see patterns.
 3. Skill Objective(s)
 - a. Each student can use maps and globes to identify and assemble geographic information about a particular place or region.

- b. Each student can collect, interpret, organize, and evaluate information about a specific issue in world history, from a variety of primary and secondary sources.
- B. *Materials*
 - 1. Student pocket folders containing journals, maps, notes, etc.
 - 2. Pencils
 - 3. Student-created scripts for short plays
 - 4. Board with dry erase markers
 - 5. *Atlas of world Geography*
- C. *Key Vocabulary*
 - 1. Script: a piece of creative writing which is a story, presented in play or film form, which is in the context of dialogue or monologue, along with directions for movement of actors and placement of props
- D. *Procedures/Activities*
 - 1. Focus: Begin by asking students to think about all of our work on this unit so far. Give some “I learned” statements. Write them on the board as they are being given.
 - 2. Take a moment to read the board and make any comments.
 - 3. Pose the Question: Ask the students what it would be like for them if they could go back in time, along our classroom timeline, and interview one of these Conquistadors, or the Aztec leader, Moctezuma, or the Inca ruler, Atahualpa, or a soldier or native. What questions would they ask the person?
 - 4. Pass out copies of pp. 33-34 in *Thematic Unit: Mayans, Aztecs & Incas*, reproducible. Ask the students to read and do Activity 1. Allow students about 20 minutes to write their paragraphs. Then explain to students that they will begin to write scripts for a play about these people. Read Activity 3 together. Then students will form groups of three to write their play scripts.
 - 5. Set a time limit on the length of the plays (no longer than 5 minutes each).
 - 6. Students will need additional time to complete the writing of their scripts, find costumes, props, and practice together.
 - 7. After about four days, students can present their short plays to each other.
 - 8. After the play presentations, discuss how these events between these three people may have been changed. How could changes in communication cause different circumstances and outcomes? (Possible responses could be that Moctezuma may have treated Cortés differently if he had never heard the legend of the god; maybe Doña Marina did not get to Cortés in time to tell him of one of Moctezuma’s plots, etc.)
 - 9. Discuss how the students felt while playing these roles. Ask if they gained more understanding through their play.
- E. *Assessment/Evaluation*
 - 1. In order to have a competent score, the paragraphs should have a good lead, and be written in complete sentences in paragraph form. The measurement of the Six Traits would be competent and strong in all traits.
 - 2. The plays should be within the 5 minute limit; props and costumes should be interesting; the actors should speak clearly and demonstrate their characters with focus. The play will follow a sequence of events that are easy to follow.

Lesson Eight: What About Them?

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Discover ways in which knowledge of a region's geography and use of maps and globes can enhance understanding of civilizations.
 - b. Understand cause and effect and ways in which cultures influence one another.
2. Lesson Content
 - a. Learn about the lives and journeys of Cortés, Pizarro, and Coronado.
 - b. Identify cause and effect relationships. Learn how the studies of geography and history help us to use cause and effect to compare, contrast, draw conclusions, and see patterns.
3. Skill Objective(s)
 - a. Each student can use maps and globes to identify and assemble geographic information about a particular place or region.
 - b. Each student can analyze geographic information about a region in order to understand the impacts of physical characteristics and human history.
 - c. Each student can collect, interpret, organize, and evaluate information about a specific issue in world history, from a variety of primary and secondary resources.
 - d. Using appropriate computer and video technology, each student can incorporate visual and quantitative data into oral and written presentation.

B. *Materials*

1. Student pocket folders containing journal, maps, notes, charts, etc.
2. Pencils
3. Video camera with 2 hour (or more) tape
4. Character costumes, props
5. White board with dry erase markers

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Focus: Begin by asking students to think about all of our work on this unit so far. Are there any statements you would like to make, or things you wished we spent more time learning about? Write their responses on the board as they are being given.
2. Take a moment to read the board, giving about 3 minutes for further comments and discussion.
3. Tell students that everyone is going to take an imaginary imaging moment. Ask them to close their eyes and relax for a moment. Tell students that Cortés, Pizarro, and Coronado have just entered our room and have sat in the front to speak with us. Picture them sitting, and wanting to speak with us. Now students can open their eyes.
4. Pose the question: What would you want to say or ask these three men? Write responses on a different section of the white board.
5. Then explain to the students that they will have the opportunity to speak with these three Conquistadors. They will create a video program called "Back in History". A show host will go back in time to interview these men.
6. Ask the students what types of workers do we need to get this show done? (Responses could be: camera crew; actors; set designers; costume people; script

writers; director; producers; casting crew; people in charge of planning commercials, if there are to be any).

7. Explain the group effort this will take. Students can vote to choose to stay in one group, or they can split up into two or three groups to do a show. If they split in three groups, they could have each group do a show which interviewed just one of these Conquistadors. Ask for people interested in being the Director(s). Have those interested step out and take a vote. Then let the Director take over this session to form the task groups necessary to get the “show on the road”.
 8. Set a meeting time each day for preparation of this program, and also set a date for completion (in about 2 weeks).
 9. When students are ready, videotaping is completed, and the tape is presented at a pre-screening of the show.
 10. This can be finalized with a cast and crew party.
- E. *Assessment/Evaluation*
1. The video shows focus. The video actors represent their characters well. Responses to questions during the interview are clear and concise. There is much information from this unit given during the interviews. The video show(s) are no longer than 30 minutes.

VI. CULMINATING ACTIVITY

The students can make up invitations to give to families, asking them to come to the film premiere of their “Back in History” Shows. This can be a planned evening event with popcorn and pop. Videos can be set up in different areas, with the opportunity for guests to view at least two video shows.

VII. HANDOUTS/WORKSHEETS

- A. Transparencies can be made as stated in the lessons with student-made maps or other materials.

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