

Exploration Introduction

Unit: What motivates people to explore?

Title of lesson: Spanish Explorers

Time frame: approximately 5, 45-minute sessions

Lesson Author: Cris Norton

Standards addressed:

Alaska State Content Standards

Geography

- D. A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.
1. Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity.

History

- A. A student should understand that history is a record of human experiences that links the past to the present and the future.
1. Understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences.
 2. Know that the interpretation of history may change as new evidence is discovered.
 4. Understand that history relies on the interpretation of evidence.
 2. Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.
 3. Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interactions.
 4. Understand that history is dynamic and composed of key turning points.
- B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
2. Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world.
 4. Students will be able recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns.
- C. A student should develop the skills and processes of historical inquiry.
2. Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers.
 3. Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record.
 4. Use historical perspective to solve problems, make decisions, and understand other traditions.

Social Studies Knowledge, Skills, Dispositions:

Thinking Skills:

- Draw inferences from factual information
- Sense relationship between items of factual information
- Analyze information
- Recognize instances in which more than one interpretation of factual material is valid
- Combine critical concepts into a statement of conclusions based on information
- Restate major ideas of a complex topic in concise form
- Communicate orally and in writing
- Identify relevant factual material

Reading Skills:

- Use picture clues and picture captions to aid comprehension
- Read for a variety of purposes: critically, analytically, ...to answer a question, ...to skim for facts
- Recognize and understand an increasing number of social studies terms

Learning objectives:

At the completion of this lesson, students will know & be able to:

1. What motivate Spanish Explorers such as Cortes, De Soto, Pizarro, and Coronado to explore and some of the similarities and differences between the Spanish explorers.
2. Identify different perspectives on exploration (native vs. explorer).

Cooperative skills addressed:

- Communicate own beliefs, feelings, and convictions
- Contribute to the development of a supportive climate in groups
- Discussion-pair share, small group, large group

Technology inclusion: overhead projector, white/chalk board, optional guided internet

Materials needed: Explorer Sourcebook, News of the Nation on Cortes, De Soto, and Coronado, 3 information pages on Pizarro, The True Story of the Three Little Pigs by Jon Scieszka

Lesson Plan/Lesson Design

1. **Prior assignment/preparation** – This lesson assumes that students have already done lessons 1-5, have already begun their Explorer Source books and individual time lines, and are comfortable working with them.
2. **Opening activity** – Have students think about the following questions and reflect upon them in their Explorer Sourcebook to help them activate their schemas and prior knowledge: Who were some Spanish explorers? What motivated them to explore? After students have written in their Explorer Source book have them share in table groups. Then, bring the class together to have a group discussion on the topic.

3. Specific lesson design--

PART 1 (will take 2, 45 minute sessions)-

- a. After completing opening activity have students read in pairs the News of the Nation on Cortes (see news_nation Cortes p 1-4). As they are going through the article have them underline in green the information they think is important and in red the information they find confusing.
- b. As a way for students to check their understanding of the material they have read, have them complete the Quiz Yourself.
- c. Orally discuss parts of the readings the students either found interesting or confusing, as well as go over the Quiz Yourself so students may check for understanding.
- d. Have students read in pairs one of the three pieces on Pizarro. As they are going through the article have them underline in green the information they think is important and in red the information they find confusing.
- e. Orally discuss parts of the readings the students either found interesting or confusing.
- f. Have students get back together in their pairs and complete the Comparing Conquistadors activity sheet.
- g. Orally discuss the Comparing Conquistadors activity sheet so students may check for understanding. And debrief them on the days' activities.
- h. Be sure to have students place readings and Comparing Conquistadors activity sheet in Explorers Sourcebook.

PART 2-

- a. Have students review material on Hernando Cortes in the News of the Nation.
- b. Discuss the importance of the use of point of view in storytelling.
- c. Read The True Story of the Three Little Pigs by Jon Scieska, and compare the story as told by the wolf to the traditional story told by the pigs.
- d. Have students make two columns in their Explorer Sourcebook. Label one Aztec Indians and the second Cortes's Soldiers.
- e. Have them compare the story of Cortes arrival as it might have been seen by an Aztec Indian and by one of the Spanish Soldiers. Since the Aztecs thought the Spaniards were gods, and the soldiers were planning to conquer these people, the story of Cortes's arrival is very different, depending on who is telling the story.
- f. Have students choose one side whose point-of-view they want to write about in their paragraphs. They should use the following words in their stories: Cortes, Moctezuma, Tenonchtlan, Aztecs, Quetzalcoatl, six-legged beasts (horse and rider).
- g. After students have written paragraphs discuss as a group the different perspectives they have written about.

PART 3 (will take 2, 45 minute sessions)-

- a. After completing opening activity have students read in pairs the News of the Nation

on De Soto and Coronado (see news_nation De Soto & Coronado p 1-4). As they are going through the article have them underline in green the information they think is important and in red the information they find confusing.

- b. As a way for students to check their understanding of the material they have read, have them complete the Quiz Yourself.
 - c. Orally discuss parts of the readings the students either found interesting or confusing, as well as go over the Quiz Yourself so students may check for understanding.
 - d. Have students get back together in their pairs and complete the Comparison Venn Diagram activity sheet.
 - e. Orally discuss the Comparison Venn Diagram activity sheet so students may check for understanding. And debrief them on the days' activities.
 - f. Be sure to have students place readings and Comparison Venn Diagram in Explorers Sourcebook.
 - a. Have students reflect by going back to the original questions in their source book about who were some Spanish explorers? What motivated them to explore?, Have their ideas changed, if so how, have them write down these ideas.
- 4. Assessment** – The students' work in the Explorer Sourcebook will show their growth and can be used for formative assessment purposes. The opening and closing activity of who is Ferdinand Magellan, the News of the Nation piece, the excerpt and evaluation should be included in the Explorer Sourcebook.