European Exploration Grade 8 Social Studies
Lesson One: Columbian Exchange
Lesson Two: Researching Explorers
Lesson Three: Poster Presentations

Maggie Stevens Lopez
Fair Haven K-8 School
New Haven, CT
Lesson One: Columbian Exchange

Content Objectives:
1. SWABT define Columbian Exchange
2. SWABT compare the benefits of exploration

Language Objectives:
1a. Listen/watch a video about the Columbian Exchange
1b. Fill out a listening guide.
2a. List the crops that the Columbian Exchange brought to Europe
2b. Explain how the new crops changed the culture

Performance Indicators for Each Language Level:

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Expanding and Bridging Level 4 and 5</th>
<th>Developing Level 3</th>
<th>Beginning and Early Emergence Level 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and writing—define (1a)</td>
<td>Watch the video and fill out the listening guide</td>
<td>Watch/listen to the video and fill out listening guide with word bank.</td>
<td>Watch/listen to the video and fill out listening guide with word bank and pictures.</td>
</tr>
<tr>
<td>Reading and Writing—list (2a)</td>
<td>In a small group, read an article about the potato and take notes about the main ideas.</td>
<td>In a small group, read an article about the potato and take notes about the main ideas with word bank</td>
<td>In a small group, read an article about the potato and take notes about the main ideas with word bank and visual supports</td>
</tr>
<tr>
<td>Writing—(2a)</td>
<td>Answer an open-ended question</td>
<td>Answer an open-ended question with sentence starters.</td>
<td>Answer an open-ended question with checking off correct information.</td>
</tr>
</tbody>
</table>

Function | Situation | Expression | Words | Grammar |
--- | --- | --- | --- | --- |
Define | Define Columbian Exchange | The Columbian Exchange was __(1)__ swap of cultures, people, ideas, plants, animals, and diseases | past tense |
| Explain | open ended question to explain | Potatoes changed Europe because __(2)___. | (2) -People in Ireland died. -French people eat potatoes. -Americans today eat a lot of potatoes. -Europeans took potatoes from Peru to Europe. -A disease in the potatoes caused many to die. -Mostly poor people ate potatoes. | dependent clause |
Lesson One: Columbian Exchange

Content Objectives:
1. SWABT define Columbian Exchange
2. SWABT compare the benefits of exploration

Language Objectives:
1a. Listen/watch a video about the Columbian Exchange
1b. Fill out a listening guide.
2a. List the crops that the Columbian Exchange brought to Europe
2b. Explain how the new crops changed the culture

Initiation

1. Students look at the board at the word, Columbian Exchange and write a meaning of the word.
2. Students share prediction with a partner.
3. Students watch a brainpop video on the Columbian Exchange (www.brainpop.com, account required) and fill out level appropriate listening guide.
4. Teacher centers in on the definition of Columbian Exchange. Students review their prediction of the definition. Students write the correct definition in their notebooks.

Activity

1. T says, “Now we are going to read about one of the contributions the Americas had on Europe, the potato.”
2. Teacher reviews pertinent vocabulary (crop, soil, poor, elevation, farmer, disease, famine). If able, the teacher can use the L1 of the students to reinforce comprehension.
3. Students read a modified article about the history of the potato in Europe.
4. Students find the main idea of the article
5. Students answer an open-ended question

Closing

1. T asks Ss
   a. What was the Columbian Exchange?
   b. Name something the Europe gave the Americas.
   c. Name something the Americas gave Europe

Name
Date
Listening Guide: Columbian Exchange Video

In 1492, how many people were living in the Americas?
   a. 50 to 100
   b. 50 million to 100 million
   c. 5 million to 10 million
   d. 500 to 100,000

After Columbus’ voyage everything
   a. began to change
   b. stayed the same
   c. improved

The Columbian Exchange is the centuries-long swap of:
   a. food, clothes, shelter, and animals
   b. cultures, people, ideas, plants, animals, and diseases
   c. race, religion, gender, and politics

The following countries set up colonies:
   a. Spain, Mexico, Australia and France
   b. America, Florida, Japan, and Germany
   c. China, Japan, Korea, and France
   d. Spain, Portugal, England and France

The deadliest weapons of the Europeans were
   a. guns
   b. horses
   c. diseases

In South America, many native were ____________ and forced to mine for gold and silver.

Europeans had never seen crops like:
   a. apples, corn, and beans
   b. cows, pigs, and chicken
   c. corn, potatoes, and cassava

Europeans brought these crops to the Americas
   a. wheat, rice, oranges, apples and coffee
   b. wheat, corn, potatoes, and chicken
   c. sugar, horses, guns, and diseases

Name  Date

Listening Guide: Columbian Exchange Video
In 1492, how many people were living in the Americas?
   e. 50 to 100
   f. 50 million to 100 million
   g. 5 million to 10 million
   h. 500 to 100,000

After Columbus’ voyage everything
   d. began to change
   e. stayed the same
   f. improved

The Columbian Exchange is the centuries-long swap of:
   a. food, clothes, shelter, and animals
   b. cultures, people, ideas, plants, animals, and diseases
   c. race, religion, gender, and politics

The following countries set up colonies:
   e. Spain, Mexico, Australia and France
   f. America, Florida, Japan, and Germany
   g. China, Japan, Korea, and France
   h. Spain, Portugal, England and France

The deadliest weapons of the Europeans were
   d. guns
   e. horses
   f. diseases
In South America, many natives were _______________ and forced to mine for gold and silver.

Europeans had never seen crops like:
- d. apples, corn, and beans
- e. cows, pigs, and chicken
- f. corn, potatoes, and cassava

Europeans brought these crops to the Americas
- d. wheat, rice, oranges, apples and coffee
- e. wheat, corn, potatoes, and chicken
- f. sugar, horses, guns, and diseases
The Columbian Exchange is the centuries-long swap of cultures, people, ideas, plants, animals, and diseases.

Spain, Portugal, England and France set up colonies.

Diseases were the deadliest weapons.

In South America, many natives were enslaved.

Europeans brought wheat, rice, oranges, bananas, apples, and coffee to the Americas.
The potato originates in the Andes Mountains of South America. The soil or dirt makes it very difficult to grow vegetables, but potatoes grow in a difficult climate. The potato is adapted to high elevations of the Andes Mountains.

Before the Europeans came to South America, there were no potatoes in Europe. In 1537, the Spanish encountered the potato, but they thought it was food for poor people. In 1570, Europeans brought the potato back to Europe.

About 1780, the people of Ireland adopted the rugged food crop. The primary reason for its acceptance in Ireland was its ability to produce abundant, nutritious food. Potatoes contain vitamins. The vitamins help people survive when there is not a lot of food. Ireland had a lot of mountains, so potatoes grew easily there.

Potatoes became very popular in France. A French farmer tricked people into liking potatoes. He guarded a field where the potatoes were growing. People stole the potatoes and grew their own.

Potatoes became very popular across Europe. In Ireland in the 1840’s, the potato plants got a disease called blight, and many plants died. The plant disease spread or blight spread across Europe.

People of Ireland depended on potatoes. When the potato plants died from blight, many people lost their main source of food. Many people started dying from starvation, also called famine. The Potato Famine in Ireland lowered the population by half. Half the population died of starvation or moved (emigrated) to another country in Europe or went to America.

Today the potato is so common in the Western diet. Think about what it would be like to live without French fries! Each American eats 125 pounds of potatoes per year. That is a lot of potatoes.

How did potatoes change Europe?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
The potato comes from the Andes Mountains of South America. The soil or dirt makes it very difficult to grow vegetables, but potatoes grow in a difficult climate. The potato is adapted to high elevations of the Andes Mountains.

Before the Europeans came to South America, there were no potatoes in Europe. In 1537, the Spanish found the potato, but they thought it was
food for poor people. In 1570, Europeans brought the potato back to Europe.

About 1780, the people of Ireland adopted the crop. Potatoes contain vitamins. The vitamins help people survive when there is not a lot of food. Ireland had a lot of mountains, so potatoes grew easily there.

Potatoes became very popular in France. A French farmer tricked people into liking potatoes. He guarded a field where the potatoes were growing. People stole the potatoes and grew their own.

Potatoes became very popular across Europe. In Ireland in the 1840’s, the potato plants got a disease called blight, and many plants died. The plant disease spread or blight spread across Europe.

People of Ireland depended on potatoes. When the potato plants died from blight, many people lost their main source of food. Many people started dying from starvation, also called famine. The Potato Famine in Ireland lowered the population by half. Half the population died of starvation or moved (emigrated) to another country in Europe or went to America.

Today the potato is so common in the Western diet. Think about what it would be like to live without French fries! Each American eats 125 pounds of potatoes per year. That is a lot of potatoes.

How did potatoes change Europe?

Potatoes changed Europe because ________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

____________________
The potato comes from the Andes Mountains of South America. The soil or dirt makes it very difficult to grow vegetables, but potatoes grow in a difficult climate. The potato is adapted to high elevations of the Andes Mountains.
Before the Europeans came to South America, there were no **potatoes** in Europe. In 1537, the Spanish found the potato, but **Europe for poor people.** In 1570, Europeans **poor people.** brought the potato back to Europe.

About 1780, the people of Ireland adopted the **crop.** Potatoes **was good** contain vitamins. The vitamins help people survive when there is **food.** not a lot of food. Ireland had a lot of mountains, so potatoes grew easily there.

Potatoes became very popular in France. A French **farmer** tricked people into liking potatoes. He guarded a field where the potatoes were growing. People stole the potatoes and grew their own.

Potatoes became very popular across Europe. In Ireland in the 1840’s, the potato plants got a **disease** called blight, and many plants died. The plant disease spread or blight spread across **die. Europe.**

People of Ireland depended on potatoes. When the potato plants died from blight, many people lost their main source of food. Many **people died.** people started dying from starvation, also called famine. The Many **Potato Famine** in Ireland lowered the population by half. Half the population died of starvation or moved (emigrated) to another country in Europe or went to America.

Today the potato is so common in the Western diet. Think about what it would be like to live without French fries! Each American eats 125 pounds of potatoes per year. That is a lot of potatoes.

**How did potatoes change Europe?**

___ People in Ireland died.
___ People in England died.
___ American do not eat potatoes.
___ French people eat potatoes.
___ Americans today eat a lot of potatoes.
___ Europeans took potatoes from Peru to Europe.
___ A disease in the potatoes caused many to die.
___ Mostly rich people ate potatoes.
___ Mostly poor people ate potatoes.
Lesson Two: Researching Explorers

### Content Objectives:
1. SWABT identify the major life events of the explorer, routes of exploration, cultures encountered.
2. SWABT paraphrase the effects of the exploration on the native cultures.
3. SWABT analyze the effects of exploration on the native cultures.

### Language Objectives:
1a. Read a text about a European explorer.
1b. Fill out a graphic organizer with information about the major life events of the explorer, routes of exploration, cultures encountered.
2a. List the effects of exploration on the native cultures.
3a. Discuss the effects of exploration on native cultures

### Performance Indicators for Each Language Level:

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Expanding and Bridging Level 4 and 5</th>
<th>Developing Level 3</th>
<th>Beginning and Early Emergence Level 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and writing—research (1a/b)</td>
<td>Read a modified text with visual support and fill out a graphic organizer</td>
<td>Read a modified text with visual vocabulary support and fill out a graphic organizer with a word bank</td>
<td>Read a modified text with visual vocabulary support and modified sentence structure and fill out a graphic organizer with a word bank and pictures.</td>
</tr>
<tr>
<td>Reading and Writing—List (2a)</td>
<td>List the effects of exploration on native cultures</td>
<td>List the effects of exploration on native cultures with a word bank</td>
<td>List the effects of exploration on native cultures with sentence starters and a word bank</td>
</tr>
<tr>
<td>Speaking—Discuss (3a)</td>
<td>Discuss and analyze the effects of exploration on native cultures</td>
<td>Discuss and analyze the effects of exploration on native cultures with a discussion guide</td>
<td>Discuss and analyze the effects of exploration on native cultures with a discussion guide with visual supports</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Words</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>Research</td>
<td>Exploration and its effects on native cultures</td>
<td>(1) is an explorer from (2). (1) traveled across the Atlantic Ocean from (2) to (3). (1) wanted to find (4) (1) encountered the (5) people The (5) people (6)</td>
<td>(1) Christopher Columbus Hernan Cortez Amerigo Vespucci (2) Italy Spain (3) West Indies, Virgin Islands and Venuzuela Bahamas and Brazil Mexico (4) a quicker route to India a route to Asia and the New World (5) Tupi Aztec Guanahanai (6) were taken as slaves died from disease accepted the new culture believed in many gods were an advanced tribe thought the explorers were gods</td>
</tr>
<tr>
<td>List</td>
<td>Effects on native cultures</td>
<td>Because of the European exploration the native cultures (1)</td>
<td>(1) died from diseases learned new language and customs contributed words to the European languages traded with the European countries</td>
</tr>
<tr>
<td>Analyze</td>
<td>effects of</td>
<td>I think the (1) suffered most because</td>
<td>(1)</td>
</tr>
<tr>
<td>exploration on native cultures</td>
<td>(2) I think the (1) benefited most because (3).</td>
<td>Tupi, Aztecs, Guanahani</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) they died from disease or war</td>
<td>they believed the explorers were gods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) they traded with Europeans</td>
<td>they learned a new language and customs</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Two: Researching Explorers

Content Objectives:
1. SWABT identify the major life events of the explorer, routes of exploration, cultures encountered.
2. SWABT paraphrase the effects of the exploration on the native cultures.
3. SWABT analyze the effects of exploration on the native cultures.

Language Objectives:
1a. Read a text about a European explorer.
1b. Fill out a graphic organizer with information about the major life events of the explorer, routes of exploration, cultures encountered.
2a. List the effects of exploration on the native cultures.
3a. Discuss the effects of exploration on native cultures

Initiation
1. T says, “Today we will begin our research on one particular explorer. You goal will be to understand the key elements of this explorer’s life, his accomplishments and how his exploration affected the native cultures of the lands they explored. Tomorrow, you will begin work on a poster and oral presentation with the information you learn today.”
2. Focus question, “What is exploration?” Turn and talk with a partner
3. Where is a place you would like to explore? Would you go, if you harmed the native population there?

Activity
1. Students choose an explorer based on interest and language level.
2. Teacher gives instructions on how to fill out graphic organizer.
3. Students read modified text and take notes on graphic organizer while T circulates.
4. Students pair with another student researching a different explorer and together make a list of effects of the explorer on the native culture
5. Students share out.
6. Students conduct a classroom discussion in the fishbowl format about the effects of exploration on native cultures.
   Fishbowl discussion: Students pick from a series of questions. Four students are in the center of the class and all other students around the center circle. All students must take one turn in the center to contribute to the discussion. Only the students in the middle can speak. Students tap in to the center circle. Questions change when conversation slows down.

Closing
Students answer the question, “Based on your research, would you want to be an explorer? Why or why not?”
Christopher Columbus was born Cristofo Colombo in Genoa, Italy in 1451. His family had very little money, so he worked with his father. He did not go to school. He loved the ocean. When he was young, he went on a large ship. Pirates in Portugal attacked the ship.

Columbus wanted to get more money and get rich. He wanted to go rapidly to India to find gold and spices. He wanted to compete with other explorers.

He asked King John II of Portugal for money and ships. King John said no. King John thought Columbus was crazy. Columbus decided to go to Spain to ask Queen Isabel and King Ferdinand for money and ships.

Columbus thought he could find India by going West. Many people thought he was crazy.

At that time, people crossed Africa to bring spices with camels, or they sailed a ship around (alredador) the Southern tip of Africa. Because it was so difficult, spices and gold were very valuable and expensive.

The King and Queen bought Columbus three ships—The Nina, Pinta and the Santa Maria. He sailed to India in August of 1492.

Columbus thought he had arrived at islands near Japan, but he was really 400 miles south of Miami, Florida in the West Indies. He named the island San Salvador. He then went to Cuba and Hispanola (Haiti and Dominican Republic) to look for the Chinese culture.
Columbus claimed the land for Spain. The King and Queen of Spain were the owners of the land.

Columbus saw that people already lived on the island. They were Indians called the Guanahani. They looked very different from Columbus.

On December 24, 1492, the Santa Maria crashed, so Columbus left 40 people to build a colony on San Salvador.

Columbus returned to Spain. He was a hero.

On his second voyage (viaje) to San Salvador in 1493, Columbus returned to the island to find the 40 people dead. The Guanahani Indians killed them.

On his third voyage in 1498, he found another island. He thought he was near Japan, but instead he found the Virgin Islands.

On his fourth voyage in May 1502, he took four ships to find a passage to the Indian Ocean. Instead, he found Venezuela. He named it the “Other World.”

Columbus died May 20, 1506.
The Guanahani Indians were living on the islands in the Bahamas when Columbus and his men arrived in big ships.

The Lucayan tribes lived in wigwams. They did not wear clothes (llevarropa). They had simple weapons like knives made from stone and spears made from wood.

They were very scared of the white men. Columbus kidnapped (sequestrar) some Indians to be his guide to the Bahamas.

The Lucayan people believed in many gods. They thought the Spanish explorers were gods. They showed respect and fear of the Spaniards. They traded yucca and cotton (algodon) with the Spaniards for colored beads. The Spaniards wanted gold (oro), but the Lucayan did not have any.

The lives of the Lucayan people were very simple. For food, they fished and collected fruit and berries that grew in the jungle on the island. They traveled in canoes between the islands and for fishing.

The people used wood to make art, like wood carvings.

By 1513, all the Lucayan people were dead from disease or battles with the Europeans.
Christopher Columbus

Cristofo Colombo. He was born in Genoa, Italy in 1451. His family was poor, so he worked with his father. He did not go to school. He loved the ocean. When he was young, he went on a large ship. Pirates in Portugal attacked the ship.

Columbus wanted to get more money and get rich. He wanted to go rapidly to India to find gold and spices. He wanted to compete with other explorers.

He asked King John II of Portugal for money and ships. King John said no. King John thought Columbus was crazy.

Columbus decided to go to Spain to ask Queen Isabel and King Ferdinand for money and ships.

Columbus thought he could find India by going West. Many people thought he was crazy.

At that time, people crossed Africa to bring spices with camels, or they sailed a ship around (alredador) the Southern tip of Africa. Because it was so difficult, spices and gold were very valuable and expensive.

The King and Queen bought Columbus three ships—The Nina, Pinta and the Santa Maria. He sailed to India in August of 1492.

Columbus thought he had arrived at islands near Japan, but he was really 400 miles south of Miami, Florida in the West Indies. He named the island San Salvador. He then went to Cuba and Hispanola (Haiti and Dominican Republic) to look for the Chinese culture.
Columbus claimed the land for Spain. The King and Queen of Spain were the owners of the land.

Columbus saw that people already lived on the island. They were Indians called the Guanahani. They looked very different from Columbus.

On December 24, 1492, the Santa Maria crashed, so Columbus left 40 people to build a colony on San Salvador.

Columbus returned to Spain. He was a hero.

On his second voyage (viaje) to San Salvador in 1493, Columbus returned to the island to find the 40 people dead. The Guanahani Indians killed them.

On his third voyage in 1498, he found another island. He thought he was near Japan, but instead he found the Virgin Islands.

On his fourth voyage in May 1502, he took four ships to find a passage to the Indian Ocean. Instead, he found Venezuela. He named it the “Other World.”

Columbus died May 20, 1506.
The Guanahani Indians were living on the islands in the Bahamas when Columbus and his men arrived in big ships.

**wigwam**

The Lucayan tribes lived in wigwams. They did not wear clothes (*llevarropa*). They had simple weapons like knives made from stone and spears made from wood.

They were very scared of the white men. Columbus kidnapped (*sequestrar*) some Indians to be his guide to the Bahamas.

The Lucayan people believed in many gods. They thought the Spanish explorers were gods. They showed respect and fear of the Spaniards. They traded yucca and cotton (*algodon*) with the Spaniards for colored beads. The Spaniards wanted gold (*oro*), but the Lucayan did not have any.

The lives of the Lucayan people were very simple. For food, they fished and collected fruit and berries that grew in the jungle on the island. They traveled in canoes between the islands and for fishing.

The people used wood to make art, like wood carvings.

By 1513, all the Lucayan people were dead from disease or battles with the Europeans.
Christopher Columbus was born in Genoa, Italy in 1451. His family was poor. He did not go to school. He loved the ocean. When he was young, he went on a large ship. Pirates in Portugal attacked the ship.

Columbus wanted to get more money and get rich. He wanted to go to India to find gold and spices. He wanted to compete with other explorers.

He asked King John II of Portugal for money and ships. King John said no. King John thought Columbus was crazy.

Columbus decided to go to Spain. He asked Queen Isabel and King Ferdinand for money and ships. Columbus thought he could find India by going West.
Many people thought he was crazy.

Most people rode camels to get spices from Africa. They sailed a ship around Africa. Getting spices and gold was difficult. Gold and spices cost a lot of money.

The King and Queen bought Columbus three ships. The ships were called The Nina, Pinta and the Santa Maria.
Columbus sailed to India in August of 1492.

Columbus thought he was near Japan. He was wrong. He was near Florida. He named the island San Salvador. He then went to Cuba and Hispanola (Haiti and Dominican Republic) to look for the Chinese culture.

Columbus claimed the land for Spain. The King and Queen of Spain were the owners of the land. Columbus saw that people already lived on the island. They were Indians called the Guanahani. They looked very different from Columbus.

On December 24, 1492, the Santa Maria crashed. Columbus left 40 people to build a colony on San Salvador.

Columbus returned to Spain. He was a hero.

Columbus took a second voyage (viaje) to San Salvador in 1493. Columbus returned to the island. All the people were dead. The Guanahani Indians killed them.

On his third voyage in 1498, he found another island. He thought he was near Japan. He found the Virgin Islands.

On his fourth voyage in May 1502, he took four ships to find a passage to the Indian Ocean. Instead, he found Venezuela. He named it the “Other World.”

Columbus died May 20, 1506.
Guanahani Indians
The Guanahani Indians lived in the Bahamas when.
Columbus and his men arrived in big ships.

The Lucayan tribes lived in wigwams.
They did not wear clothes (*llevarropa*).
They had simple weapons like knives made from stone and spears made from wood.

They were very scared of the white men.
Columbus kidnapped (*sequestrar*) some Indians to be his guide to the Bahamas.

The Lucayan people believed in many gods.
They thought the Spanish explorers were gods.
They showed respect and fear of the Spaniards.
They traded yucca and cotton (*algodon*) with the Spaniards for colored beads. The Spaniards wanted gold (*oro*), but the Lucayan did not have any.

The lives of the Lucayan people were very simple.
For food, they fished and collected fruit and berries that grew in the jungle on the island.
They traveled in canoes between the islands and for fishing.

The people used wood to make art, like woodcarvings.

By 1513, all the Lucayan people were dead from disease or battles with the Europeans.
Amerigo Vespucci was born March 18, 1454 in Florence, Italy. His uncle (tio) helped him to study and start a business. He went to the University of Pisa. He worked for a bank.

In May 1499, he went to the King of Spain to show them a plan to find a route from Spain to Asia and then to the New World.

Vespucci took 24 days to get to South America. He kidnapped 500 Native Indians from the Bahamas and forced them to be slaves (enclaves). In 1500, he returned (regreso) to Spain.

Later, the King of Portugal paid Vespucci to go to Brazil. Vespucci went south to the coast of Brazil. Brazil belonged (era de) Portugal.

In 1507, North America and South America were named after him. A mapmaker named Martin Waldseemuller published a map and named the continents.

Vespucci was the first person to say North and South America were not connected to Asia, like Christopher Columbus said.

In 1508, King Ferdinand of Spain gave Vespucci money to start a school of navigation (how to drive a boat). He died in 1512.
Tupi

When the Portuguese people came to Brazil, the population of the Tupi people was estimated at 1 million. They were divided into about 12-20 tribes.

The Tupi were an advanced tribe. They grew food. They planted yucca, corn, sweet potatoes, tobacco and cotton. Most Indians did not know how to grow food.

Tupi people fought in wars. They fought other Indian tribes. They captured people and killed them later. They sacrificed those who were captured and ate them. (Los comieron). They believed they absorbed the power of the enemy (enemigo) when they ate the enemy.

The Tupi people were either taken as slaves or as wives (esposas). One Portuguese man would take many wives. He would use his children to work for the man. This was part of the Brazilian culture. They accepted other people to their culture. They gave (le dio) a Brazilian girl to the Portuguese explorers. This

The tribes that lived on the coast spread the language and the culture of Portugal to the other tribes when they traveled on the Amazon River.

The problem happened when the Tupi language started to disappear. Portuguese language has many Tupi words today.
Hernan Cortez
Hernan Cortez was born in Medellin, Spain in 1485. When he was 18 years old, he went on a voyage to the island of Hispanola (Haiti and Dominican Republic).

Juan de Grijalva discovered Mexico in 1518. Velazquez, another explorer, decided that Cortez would make a colony in Mexico. Velazquez knew Cortez was a bad man. He tried to cancel Cortez' voyage, but Cortez left already (ya se fue).

Cortez sailed from Spain to Mexico to what is now Tobasco. Cortez killed many Indians. He kidnapped (secuestró) an Aztec princess. He changed her name to Marina. She translated for him and became his girlfriend.

On April 21, 1519, Cortez went to Veracruz, Mexico. He burned the ships, so no one could escape. Indians of Veracruz attacked the Spaniards.

On November 8 1519, Cortez arrived in Tenochtitlan (Mexico City). The leader of the Aztec tribe, Montezuma, welcomed Cortez. Cortez learned that Aztecs attacked his men in Veracruz. Cortez captured Montezuma. Then Cortez killed Montezuma.

Velazquez sent 1,400 men to arrest Cortez. Cortez’s men defeated Velazquez’s men. Cortez returned to Mexico City.

When he arrived in Mexico City, Aztecs attacked Cortez and his men. Cortez escaped and killed an important Aztec man. The Indians were surprised. They thought he was like a god. They surrendered.

On August 13, 1521, Cortez returned to Mexico City. The new emperor Guatemoc surrendered. The Aztec empire was finished.

Cortez returned to Spain, but he did not like it. He came back to Mexico to explore the Yucatan and led attacks against (contra) the Mayans.
Aztecs
The Aztecs were a major military power in Mexico. The Aztecs lived in central Mexico. The city of Tenochtitlan (now Mexico City) was center of the military and the government. The leader or emperor, Montezuma lived there.

In the Aztec culture, groups of families lived together. These groups were called calpulli. The leaders of the groups made schools and laws. The groups practiced the same religion.

The leader of the calpulli in Tenochtitlan was the emperor. Aztecs treated him like a god.

The Aztecs used trade for money. They traded food and tools for things they wanted with other tribes.

After many natural disasters like floods, hurricanes and fires came to Mexico, the Aztecs were scared. The job of the religion was to maintain a balance in nature. The Aztecs made human sacrifices to please the gods. They killed humans to make the gods happy.

The Aztecs believed in many gods. Huitzilopochtli was the main god. They made sacrifices to make the gods happy. Each god controlled a part of life and culture for the Aztecs. Quetzalcoatl was the god who created humans. The Aztecs thought Hernan Cortez was Quetzalcoatl at first.

The Aztecs speak Nahuatl. The Aztecs were interested in art. They made pottery, jewelry and paintings.
<table>
<thead>
<tr>
<th>Explorer</th>
<th>From</th>
<th>Goes to</th>
<th>Wants to find</th>
<th>Major Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Culture</td>
<td>Believes</td>
<td>Effects of Exploration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Explorer

<table>
<thead>
<tr>
<th>Explorer</th>
<th>From</th>
<th>Goes to</th>
<th>Wants to find</th>
<th>Major Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Columbus</td>
<td>Italy, Spain</td>
<td>West Indies, Virgin Islands and Venuzuela</td>
<td>a quicker route to India</td>
<td></td>
</tr>
<tr>
<td>Hernan Cortez</td>
<td></td>
<td>Bahamas and Brazil</td>
<td>a route to Asia and the New World</td>
<td></td>
</tr>
<tr>
<td>Amerigo Vespucci</td>
<td></td>
<td>Mexico</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Native Culture

<table>
<thead>
<tr>
<th>Native Culture</th>
<th>Believes</th>
<th>Effects of Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tupi</td>
<td>in many gods</td>
<td>died from diseases</td>
</tr>
<tr>
<td>Aztec</td>
<td>in one god</td>
<td>learned new language and customs</td>
</tr>
<tr>
<td>Guanahani</td>
<td></td>
<td>contributed words to the European languages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>traded with the European countries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>believed the explorers were gods</td>
</tr>
<tr>
<td>Explorer</td>
<td>From</td>
<td>Goes to</td>
</tr>
<tr>
<td>------------------</td>
<td>------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Christopher Columbus</td>
<td>Italy, Spain</td>
<td>West Indies, Virgin Islands and Venuzuela, Bahamas and Brazil, Mexico</td>
</tr>
<tr>
<td>Hernan Cortez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amerigo Vespucci</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Native Culture</th>
<th>Believes</th>
<th>Effects of Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tupi</td>
<td>in many gods</td>
<td>died from diseases</td>
</tr>
<tr>
<td>Aztec</td>
<td>in one god</td>
<td>learned new language and customs</td>
</tr>
<tr>
<td>Guanahani</td>
<td></td>
<td>contributed words to the European languages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>traded with the European countries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>believed the explorers were gods</td>
</tr>
</tbody>
</table>
Possible Questions for Discussion

1. How did the European exploration change the native cultures?

The native cultures changed...

2. What did the Europeans believe about the native cultures that allowed them to hurt the natives?

European thought the native cultures...

3. Would you have liked to be an explorer at this time? Why or why not?

I would be/ would not like to be because...

4. Are the explorers good people? Why or why not?

The explorers are...

![Danger](image1.png)
![Adventure](image2.png)
![Miss Home](image3.png)
![See the World](image4.png)
![Make Money](image5.png)

![Good](image6.png)
![Bad](image7.png)
![Both Good and Bad](image8.png)
Lesson Three: Presenting Ideas

**Content Objectives:**
1. SWABT create a poster with key ideas.
2. SWABT present the information to the class.

**Language Objectives:**
1a. Write and draw a poster with key ideas about the explorer and native culture.
2a. Orally explain the key elements of explorer and native cultures to a small group.

---

### Performance Indicators for Each Language Level:

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Expanding and Bridging Level 4 and 5</th>
<th>Developing Level 3</th>
<th>Beginning and Early Emergence Level 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing—create a poster (1a)</td>
<td>Create a poster with key ideas of explorer and native culture from list of elements needed and poster model</td>
<td>Create a poster with key ideas of explorer and native culture with key elements, sentence starters and poster model.</td>
<td>Create a poster with key ideas of explorer and native culture with key elements, sentence starters and poster model and visual supports.</td>
</tr>
<tr>
<td>Speaking—Present (2a)</td>
<td>Present information to the class about explorer and native cultures</td>
<td>Present information to the class about explorer and native cultures with sentence starters</td>
<td>Present information to the class about explorer and native cultures with sentence starters, visual cues, and pointing.</td>
</tr>
</tbody>
</table>

---

### Function

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write/ Present</td>
<td>Create poster and present information</td>
<td>(1) was an explorer from (2). (1) traveled across the Atlantic Ocean from (2) to (3). (1) wanted to find (4)</td>
<td>(1) Christopher Columbus Hernan Cortez Amerigo Vespucci (2) Italy</td>
<td>Past Tense</td>
</tr>
<tr>
<td>(1) encountered the (5) people</td>
<td>Spain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The (5) people (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>West Indies, Virgin Islands and Venuzuela</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bahamas and Brazil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mexico</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a quicker route to India</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a route to Asia and the New World</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tupi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aztec</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guanahani</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>were taken as slaves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>died from disease</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>accepted the new culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>believed in many gods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>were an advanced tribe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>thought the explorers were gods</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Three: Poster Presentations

Content Objectives:
1. SWABT create a poster with key ideas.
2. SWABT present the information to the class.

Language Objectives:
1a. Write and draw a poster with key ideas about the explorer and native culture.
2a. Orally explain the key elements of explorer and native cultures to a small group.

Initiation
1. T says, “Let’s review some of the vocabulary of this unit.”
2. Students get into pairs with mixed language ability and get a set of word cards.
3. Teacher asks the students to do a word sort with words in 4 different categories and explain the definitions to each other in English (and possibly in L1 to clarify, if available and necessary).
4. Students conduct word sort. Teacher monitors by asking probing questions such as why the students chose to put particular words in particular category. Teacher may need to ask students to sort again, if one pair finishes early.

Activity
1. Individually students will create a poster with explorer with short biography, native culture and practices encountered, route, results of the encounter (i.e. effects on native culture and effects on explorer/Europe). Teacher should write these categories on the board and explain each one. Students should use their graphic organizer from research.
2. T puts students in small groups in which no two presenters have the same explorer.
3. Students will present the information on the poster.
4. Peers will have to ask at least 1 question/1 comment during the presentation session.

Closing
Students will make compare one explorer they learned about from a peer with their own explorer. How are they alike? How are they different?
<table>
<thead>
<tr>
<th>explorer</th>
<th>gods</th>
</tr>
</thead>
<tbody>
<tr>
<td>disease</td>
<td>change</td>
</tr>
<tr>
<td>native</td>
<td>religion</td>
</tr>
<tr>
<td>culture</td>
<td></td>
</tr>
<tr>
<td>famine</td>
<td>trade</td>
</tr>
<tr>
<td>weapon</td>
<td>slave</td>
</tr>
<tr>
<td>gold</td>
<td>scared</td>
</tr>
<tr>
<td>spices</td>
<td>route</td>
</tr>
<tr>
<td>European encounter</td>
<td></td>
</tr>
</tbody>
</table>
How does your explorer compare to one explorer you heard about? How are they alike? How are they different?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

My explorer is __________________________________________. He is like ______________ because ________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

They are different because ________________
______________________________________________________________________