THE SPANISH EMPIRE

Focus on “Spain built an Overseas Empire.”

GRADE 9

William Auriemme
FLA 518
July, 2013
Introduction
William Auriemme
Dr. Verplaetse
FLA 518
July 12, 2013

Introduction

1. Title
The Spanish Empire
Focus on “Spain built an overseas empire.”

2. Grade
9

3. Target Group
Mainstream class with integrated EL students

4. Source of Written Reading Materials

5. Source of Lessons
Teacher’s Edition of text.

6. Goals
I want my students to know particular words about Spain’s empire.
I want my students to know the differences between the Spanish and Aztec cultures.
I want my students to know about popular people involved in Spain’s empire.
I want my students to know who specifically are Cortés and Pizarro.
I want my students to know Spain’s motivations for conquest in the Americas.
Lesson 1
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Lesson 1

**Content Objectives:**
1. SWBAT describe where the Aztec, Maya and Inca Empires are.
2. SWBAT describe the differences between the Spanish and Aztec cultures.
3. SWBAT sequence the events that took place that lead to the overthrow of the Aztec empire.

**Language Objectives:**
1. Students will identify the locations of the Aztec, Maya and Inca Empires on a world map in groups and orally in full class discussion.
2. Students will describe the differences they see between the Spanish and Aztec empires in writing, orally in small groups and in full class discussions.
3. Students will read the history of the overthrow of the Aztec empire independently and write a sequence of events that transpired in groups.

**Performance Indicators**

<table>
<thead>
<tr>
<th>Domain: Topic</th>
<th>5 Mainstream/Grade Level</th>
<th>4 Mainstream with Support</th>
<th>3 Intermediate</th>
<th>2 Beginner</th>
<th>1 Pre-production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing and Speaking: Native Americans (Activity 1)</td>
<td>Students will write what they know about native Americans already.</td>
<td>Students will write what they know about native Americans already in pairs.</td>
<td>Students will write what they know about native Americans already in small groups using one or two sentences.</td>
<td>Students will write what they know about native Americans already in small groups using sentence starters.</td>
<td>Students will write what they know about native Americans already in small groups by using one word or pictures.</td>
</tr>
</tbody>
</table>
### Speaking: Country Identification (Activity 2)

- Students will **orally** identify the locations of the Aztec and Inca Empires on a world map *in full class discussion.*
- Students will **orally** identify the locations of the Aztec and Inca Empires on a world map *in small groups.*
- Students will **orally** identify the locations of the Aztec and Inca Empires on a world map *in small groups using one or two sentences.*
- Students will **orally** identify the locations of the Aztec and Inca Empires on a world map *in small groups by pointing to locations on the map after listening to teacher questions.*

### Writing and Speaking: Cultural Comparisons (Activity 3)

- Students will **write** the differences they see between the Spanish and Aztec empires *in a detailed paragraph* and later **report orally** the differences.
- Students will **write** the differences they see between the Spanish and Aztec empires *in a detailed paragraph with a partner* and later **report orally** the differences.
- Students will **write** the differences they see between the Spanish and Aztec empires *in two or three sentences* and later **report orally** the differences.
- Students will **write** the differences they see between the Spanish and Aztec empires *by using a word bank and applying the word to the appropriate empire and later report orally the differences using one or two words.*

### Writing and Speaking: Cultural Comparisons (Activity 4)

- Students will **categorize all the words.** Students will give one word answers.
- Students will **categorize most of the words.** Students will give one word answers.
- Students will **categorize many of the words.** Students will give one word answers.
- Students will **categorize the words from the picture.** Students will give one word answers.
- Students will **categorize the words from the picture with teachers help.** Students will give one word answers.
<table>
<thead>
<tr>
<th>Reading, Writing and Speaking: Compare and Contrast and Sequence of Events. (Activity 5-7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will read an original reading of the overthrow of the Aztec empire and insert marks for understanding, write in a Compare and Contrast chart and write a Timeline in a group, and give answers to full class.</td>
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<tr>
<td>Students will read a modified reading of the overthrow of the Aztec empire and insert marks for understanding, write in a Compare and Contrast chart and write a Timeline in a group, and give answers to full class.</td>
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<tr>
<td>Students will read a modified T-Chart reading of the overthrow of the Aztec empire that underlines main points for the timeline and insert marks for understanding, write in a Compare and Contrast chart and write a Timeline in a group, and give answers to full class.</td>
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# Functional Language Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| identify     | countries on a map | Where is ___1___ located?            | 1. North America  
2. South America  
3. Mexico  
4. Peru  
5. the Aztec Empire  
6. the Inca Empire | question Words to be ___located |
|              |                    | ___1___ is located in ___2___.       |                                                                          |                          |
|              |                    | ___1___ is located to the ___3__ of ___2___. |                                                                          |                          |
| describe     | people             | ___1___ is ___2___.                 | 1. Hernán Cortés  
2. Montezuma  
3. Doña Marina/Maliche  
4. Tenochtitlán  
5. Quetzalcóatl  
6. a conquistador  
7. an emperor  
8. a translator  
9. the capital  
10. a god | subjects nouns  
indefinite article “a vs. an” to be |
| clothes      |                    | ___1___ are wearing ___2___.         | 1. The Spaniards  
2. The Aztecs  
3. helmets  
4. armor  
5. feathers  
6. headdresses  
7. metal  
8. cloth  
9. cannon  
10. swords | pronouns to be gerund |
| actions      |                    | ___1___ are ___2___.                 | 1. The Spaniards  
2. The Aztecs  
3. standing  
4. kneeling  
5. bowing  
6. speaking | to be gerund |


| sequence | historic events | First, __1__ __2__
|          |                | Then, __1__ __2__
|          |                | Next, __1__ __2__
|          |                | Finally, __1__ __2__ |
|          | 1. The Aztecs  | The Spaniards  
|          | 2. lived in    | 2. believed in  
|          | Mexico         | Quetzalcoalt   
|          |                | had an emperor  
|          |                | killed people   
|          |                | had gold        
|          |                | travelled to    
|          |                | Mexico          
|          |                | had armor       
|          |                | wanted to       
|          |                | explore         
|          |                | wanted to       
|          |                | conquer         
|          |                | wanted gold     
|          |                | had weapons     
|          |                | did not have    
|          |                | weapons         
|          |                | pretended to be 
|          |                | friends         
|          |                | tricked         
|          |                | Montezuma       
|          |                | created an army 
|          |                | defeated the    
|          |                | Aztecs          
|          |                | thought that    
|          |                | Cortes was      
|          |                | Quetzalcoatl    
|          |                | brought disease |
|          |                | verb + predicate
|          |                | verb + infinitive
|          |                | sequence words  
|          |                | indefinite article
|          |                | past tense      
|          |                | negative        
|          |                | expressions     
|          |                | past tense      
|          |                | morpheme        
|          |                | irregular past  
|          |                | tense           |
Lesson 1

Words in **bold** represent modifications for English learners (EL’s).

<table>
<thead>
<tr>
<th>Activity 1: (8 minutes) <strong>KWL Chart</strong> (page 9)</th>
</tr>
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<tbody>
<tr>
<td>The teacher will hand out a KWL Chart that asks “What are Native Americans? What happened to them?” Students will have 2 minutes to think about the question and five minutes to write their responses. <strong>On the KWL chart, EL’s are given the language expressions that they need to think about their answers.</strong> The teacher will ask the students to given answers.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Activity 2: (5 minutes) <strong>Maps</strong> (page 10-13)</th>
</tr>
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</table>
| The teacher will hand out various maps to the students. The teacher will explain where the continents are. Teacher will ask various questions about the locations of certain countries. Students will color in a map, page 13, which demonstrates that they know where the empires are. Examples of scaffolded questions: 1-2: **Point to Mexico. Find Mexico. Is this Mexico? Is this Mexico or Peru?** 3-5: **Where is Mexico?**  
**The students will talk in groups using the language functions given to them to ask and describe where the countries are. EL’s are given the language expressions.** |

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<tr>
<th>Activity 3: (5 minutes) <strong>Picture</strong> (page 14-15)</th>
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<tr>
<td>The teacher will hand out the picture of Cortés meeting Montezuma. Student will be asked to describe what they see. <strong>EL’s will have access to words on the pictures so that they can use the functional language sentences and fill in the pictures easily.</strong> Teacher will acquire students’ interpretation in full group.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Activity 4: (5 minutes) <strong>Word Sort</strong> (page 16-17)</th>
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<tr>
<td>The teacher will hand out a Word sort. <strong>Limited EL’s will only do the words that they recognize or those they learned from the picture.</strong> Teacher will collect the answers from the class. <strong>Teacher will get EL’s to give their answers first.</strong></td>
</tr>
</tbody>
</table>
Teacher will hand out the reading. **EL’s in level 3 and 2 will receive a modified version and level 1 will receive a further modified version in a T-Chart.** While they read, students will fill in the Compare and Contrast Graphic Organizer, a Timeline Graphic Organizer of 10 events, and they will use the “Insert Method,” (√,?,!,+):

**Insert Method** is taken from:


**The Insert Method: Building Background**

**In partners,** students read a nonfiction article using the following coding system, inserting the codes directly into the text they are reading:

- A check (√) mark indicates a concept of fact that is already known by the students.
- A question (?) mark indicates a concept of fact that is confusing or not understood.
- An exclamation mark (!) indicated something that is new, unusual or surprising.
- A (+) indicates an idea or concept that is new to the reader.

When the partners have concluded reading and marking the text, they share their markings with another set of partners. As misconceptions or misunderstanding are cleared, the question is replaced with an asterisk (*). Following this small group work, the text is discussed with the teacher and the whole class.

Teacher will ask students for the responses they wrote and write them on the board.
# KWL Chart

What are Native Americans? What happened to them?

<table>
<thead>
<tr>
<th>What we know</th>
<th>What we want to learn</th>
<th>What we have learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language objective:</td>
<td>Language objective:</td>
<td>Language objective:</td>
</tr>
<tr>
<td>“I know that ______.”</td>
<td>“I want to know ______.”</td>
<td>“I learned that ______.”</td>
</tr>
</tbody>
</table>
### North and South America

Where is _____ located?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Mexico</td>
<td>North America</td>
<td>north</td>
</tr>
<tr>
<td>The Aztec Empire</td>
<td>South America</td>
<td>south</td>
</tr>
<tr>
<td>The Inca Empire</td>
<td></td>
<td>east</td>
</tr>
<tr>
<td>Tenochtitlán</td>
<td></td>
<td>west</td>
</tr>
<tr>
<td>Ecuador</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peru</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chile</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

http://tx.english-ch.com/teacher/aisa/level-a/7-continents-of-the-world/
North and South America: 1519

Color in the locations of the Aztec, Maya and Inca Empire. What are the capitals?
Red  Aztec
Green Maya
Blue  Inca

http://www.e-celebrities.org/blank-map-of-america/
Hernán Cortés meets Montezuma

Describe what you see or what is happening:

1. are wearing 2.

1. are 2.

1. have 2.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Hernán Cortés meets Montezuma
(Level 1&2)

Describe what you see or what is happening:

___1___ are wearing __2___. ___1___ are __2___. ___1___ have __2___.

1. The Spaniards
   The Aztecs
2. armor
   feathers
   helmets
   headdresses
   sword

   2. standing
   kneeling
   bowing
   speaking
   carrying

   horses
gold
canopy
flags
## Word Sort

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<th>People</th>
<th>Places</th>
<th>Clothes/Weapons</th>
<th>Verbs (Many verbs end in –ed/-ing)</th>
<th>Adjectives</th>
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</thead>
</table>
Word Sort

Write the words in the correct categories.
Level: 1-3. The words you learned or know.

<table>
<thead>
<tr>
<th>Word bank</th>
<th>headdresses</th>
<th>explore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aztecs</td>
<td>helmets</td>
<td>feathers</td>
</tr>
<tr>
<td>Náhuatl</td>
<td>metal</td>
<td>had</td>
</tr>
<tr>
<td>spoke</td>
<td>wore</td>
<td>Hernán Cortés</td>
</tr>
<tr>
<td>believed</td>
<td>cloth</td>
<td>kneeling</td>
</tr>
<tr>
<td>Quetzalcóatl</td>
<td>speaking</td>
<td>Mexico</td>
</tr>
<tr>
<td>Montezuma</td>
<td>Spanish</td>
<td>pretended</td>
</tr>
<tr>
<td>emperor</td>
<td>killed</td>
<td>return</td>
</tr>
<tr>
<td>Spaniard</td>
<td>god</td>
<td>Spaniards</td>
</tr>
<tr>
<td>Spain</td>
<td>have</td>
<td>sword</td>
</tr>
<tr>
<td>were</td>
<td>have</td>
<td>Hernán Cortés</td>
</tr>
<tr>
<td>Catholic</td>
<td>bowing</td>
<td>Tenochtitlán</td>
</tr>
<tr>
<td>leader</td>
<td>brought</td>
<td>thought</td>
</tr>
<tr>
<td>wanted</td>
<td>capital</td>
<td>translator</td>
</tr>
<tr>
<td>explore</td>
<td>carrying</td>
<td>travelled</td>
</tr>
<tr>
<td>colonize</td>
<td>cloth</td>
<td>tricked</td>
</tr>
<tr>
<td>North America</td>
<td>conquer</td>
<td>wanted</td>
</tr>
<tr>
<td>South America</td>
<td>conquistador</td>
<td>was</td>
</tr>
<tr>
<td>group</td>
<td>created</td>
<td>went</td>
</tr>
<tr>
<td>horses</td>
<td>defeated</td>
<td></td>
</tr>
<tr>
<td>armor</td>
<td>Doña Marina</td>
<td></td>
</tr>
</tbody>
</table>
Modified Reading (Level 3)

1428-1521: The Aztecs spoke Náhuatl. The Aztecs believed that Quetzalcóatl, their god, would return one day to take back his Aztec empire. Montezuma was the emperor. He heard that people with white skin and beards arrived at the beaches of the land. Those people were frightening. Montezuma feared that their leader was Quetzalcóatl.

1519: These new people were called Spaniards, people from Spain. They spoke Spanish. They were Catholic. Hernán Cortés was the leader. He was a conquistador; he wanted to explore and colonize North America. The group of Spaniards was very small with 16 horses, but had very good armor. The Aztecs had never seen a horse. The Spaniards had cannons and wore armor and helmets made of metal. The Aztec Empire had 11 million people. The Aztecs wore headdresses with feathers and clothes made of cloth.

Montezuma wanted these new people to leave, so he gave them gold to persuade them. Hernán Cortés was greedy and wanted more. Cortés was a conquistador, a Spanish gold hunter and conqueror.

In order to learn more about the Aztecs and speak with them, he had a translator from the Maya, another group of people that hated the Aztecs. Her name was Malinche, or Doña Marina in Spanish. The Aztecs killed and sacrificed people because they thought that the sun needed blood to rise. They killed the people around them.

On November 8, 1519, Cortés went to Tenochtitlán, the capital of the Aztecs. Montezuma let him enter because he thought that Cortés was Quetzalcóatl and Montezuma thought that he needed to be nice to him.

The Aztecs sacrificed people. Cortés saw that the Aztecs did sacrifices and he thought that they needed to stop. They thought that the Aztecs were evil and that their god was the devil. Cortés killed Montezuma. On June 30, 1520 the Spaniard tried to escape the city. Many Spaniards died. Cortés and Doña Marina escaped. After they escaped, the Aztecs got smallpox and many died. A year later in 1521, Cortés returned with a huge army of other Native Americans who hated the Aztecs and destroyed the Aztecs after 85 days of war.
Modified Reading (Level 2)

1428-1521: The Aztecs spoke Náhuatl. The Aztecs believed that Quetzalcóatl, their god, would return one day to take back his Aztec empire. Montezuma was the emperor. He heard that people with white skin and beards arrived at the beaches of the land. Those people were frightening. Montezuma feared that their leader was Quetzalcóatl. Montezuma wanted them to leave.

1519: These new people were called Spaniards, people from Spain. They spoke Spanish. They were Catholic. Hernán Cortés was the leader. He was a conquistador; he wanted to explore and colonize North America. The group of Spaniards was very small with 16 horses, but had very good armor. The Aztecs had never seen a horse. The Spaniards had cannons and wore armor and helmets made of metal. The Aztec Empire had 11 million people. The Aztecs wore headdresses with feathers and clothes made of cloth.

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# Modified Reading (Level 1) T-Chart

| The Aztecs 1428-1521 | --lived in Mexico first  
|                       | --sacrificed people  
|                       | --wanted sacrifices  
|                       | --spoke Náhuatl  
|                       | --believed their god, Quetzalcoatl, would return  
|                       | --had an emperor; Montezuma  
|                       | --wore headdresses  
|                       | --wore cloth  
|                       | --wore feathers  
|                       | --had enemies  

| The Spaniards 1519 | --were Catholic  
|                    | --had a leader; Hernán Cortés  
|                    | --wanted to explore and colonize  
|                    | --were a small group  
|                    | --had horses  
|                    | --wore armor  
|                    | --wore metal  
|                    | --wore helmets  
|                    | --wanted gold  
|                    | --had a translator, Doña Marina  
|                    | --believed that the Aztecs worshipped the devil  
|                    | --killed Montezuma  

Compare and Contrast Chart
Graphic Organize Two Cultures

Empire

Aztecs

Spaniards

origin

clothes

language

religion

wants

leaders

beliefs
Timeline
Graphic Organizer

1. Write a sequence of events from the reading. (Level 1-3: Copy sentences.)
2. Circle the five most important events.

1. The Aztecs lives in Mexico.
Teacher answers for the timeline.
1. The Aztecs lives in Mexico.
2. The Spaniards were exploring.
3. The Spaniards met the Aztecs.
4. The Aztecs went to Tenochtitlán.
5. The Aztecs sacrificed other people.
6. The Spaniard became angry.
7. The Spaniards killed Montezuma.
8. The Spaniards escaped.
9. The Spaniards returned with an army.
   10. The Spanish destroy Tenochtitlán.
Narrative

I have chosen the following activities: KWL chart, 4 Maps, a Picture, Word Sort, Textbook Reading, Compare and Contrast Chart Graphic Organizer and a Timeline Graphic Organizer. To acquire background knowledge I chose a KWL chart. I have put the functional language expressions on the chart itself to facilitate EL’s sentences. For the Maps, I have given EL’s the functional language expressions on the map for the same reason. They also can color the map for more visual practice. The Picture is used as a visual and students can see how the people in the empires dressed because that helped in the overthrow of the Aztec empire. EL’s were given the words on the picture so they could have a visual representation. The Word Sort is for all students for grammar practice: verbs, adjectives, etc., and EL’s could use the words they learned from the picture to help categorize the words. They don’t need to categorize every word if they don’t know them. The purpose is to give all students some grammar practice and EL’s can try to figure out the grammar of the words that they now know, and use endings of words like the morphemes –ed and –ing to figure out other words. The Reading is modified 3 times. Level 3 is modified with the important details. Level 2 is modified further with underlines, and level 1 is modified further with a T-Chart that help with both the Compare and Contrast Chart and Timeline. The teacher can help them with the words “origin, language,” etc. on the chart. They can use the Insert Method for the readings so they can discuss with their partners. For EL’s, all activities can be done with interaction.
Lesson 2
Lesson 2

Content Objectives:
1. SWBAT describe the differences between the Spanish and Inca cultures.

2. SWBAT identify major people involved in the overthrow of the Native American empires.

3. SWBAT describe how the Spaniards succeeded in conquering the Inca.

Language Objectives:
1. Students will describe the differences they see between the Spanish and Inca empires in writing, orally in small groups and in full class discussions.

2. Students will discuss who Francisco Pizarro is in writing, orally in small groups and orally in full class discussions.

3. Students will read the history of the overthrow of the Inca empire in writing, orally in small groups and orally in full class discussions.

Performance Indicators

<table>
<thead>
<tr>
<th>Domain: Topic</th>
<th>5 Mainstream/Grade Level</th>
<th>4 Mainstream with Support</th>
<th>3 Intermediate</th>
<th>2 Beginner</th>
<th>1 Pre-production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing and Speaking: Making Predictions (Activity 1)</td>
<td>Students will make predictions orally in pairs what they think is happening and what will happen.</td>
<td>Students will make prediction orally in small groups what they think is happening and what will happen.</td>
<td>Students will make prediction orally in small groups in one or two sentences what they think is happening and what will happen.</td>
<td>Students will make prediction orally in small groups using sentence starters what they think is happening and what will happen.</td>
<td>Students will make prediction orally in small groups using one or two words what they think is happening and what will happen.</td>
</tr>
<tr>
<td>Reading: Historical Events (Activity 2)</td>
<td>Students will read an original reading independently of the overthrow of the Inca empire and insert marks for understanding.</td>
<td>Students will read an original reading in pairs of the overthrow of the Aztec empire and insert marks for understanding.</td>
<td>Students will read a modified reading in pairs of the overthrow of the Aztec empire and insert marks for understanding.</td>
<td>Students will read a modified T-Chart of the reading in pairs of the overthrow of the Aztec empire that underlines main points and insert marks for understanding.</td>
<td>Students will read a modified T-Chart of the reading in pairs of the overthrow of the Aztec empire and insert marks for understanding.</td>
</tr>
<tr>
<td>Writing and Speaking: Comparisons (Activity 3)</td>
<td>Students will write in pairs what they have learned about the 4 main figures.</td>
<td>Students will write in small groups what they have learned about the 4 main figures.</td>
<td>Students will write using sentences in small groups what they have learned about the 4 main figures.</td>
<td>Students will write using sentences in small groups with the teacher’s help what they have learned about the 4 main figures.</td>
<td>Students will write one or two words in small groups with the teacher’s help what they have learned about the 4 main figures.</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Listening, Reading and Speaking: Identifying (Activity 4)</td>
<td>Students will explain their reasoning thoroughly to their group.</td>
<td>Students will give their answer to their group.</td>
<td>Students will give their answer in short sentences to their group.</td>
<td>Students will use the sentence starter and answer with one or two words to their group.</td>
<td>Students will demonstrate that they know by simply going to their group.</td>
</tr>
<tr>
<td>Writing and Speaking: Higher Order Thinking (Activity 5)</td>
<td>Students will write answers to original questions in a paragraph.</td>
<td>Students will write answers to original questions in a couple of sentences.</td>
<td>Students will write answers to modified questions in a couple of sentences.</td>
<td>Students will write answers to modified questions in a couple of sentences with the teacher’s help.</td>
<td>Students will circle and say the answer.</td>
</tr>
</tbody>
</table>
# Functional Language Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>describe</td>
<td>people</td>
<td><em><strong>1</strong></em> is <em><strong>2</strong></em>_.</td>
<td>1. Francisco Pizarro Atahualpa 2. a conquistador an emperor</td>
<td>subjects nouns indefinite article “a vs. an” to be</td>
</tr>
<tr>
<td>clothes</td>
<td></td>
<td><em><strong>1</strong></em> are wearing <em><strong>2</strong></em>_.</td>
<td>1. The Spaniards The Inca 2. helmets armor feathers headdresses metal cloth swords</td>
<td>pronouns to be gerund</td>
</tr>
<tr>
<td>actions</td>
<td></td>
<td><em><strong>1</strong></em> are <em><strong>2</strong></em>_.</td>
<td>1. The Spaniards The Inca 2. standing kneeling bowing speaking</td>
<td>to be gerund</td>
</tr>
<tr>
<td>compare and contrast</td>
<td>people</td>
<td>They are <em><strong>1</strong></em>_ because they <em><strong>2</strong></em>_ <em><strong>3</strong></em>_.</td>
<td>1. similar different 2. wore had were 3. <em>(use of previous vocabulary words)</em></td>
<td>adjectives irregular past tense</td>
</tr>
<tr>
<td>predict</td>
<td>predictions about a historical event</td>
<td>I predict that <em><strong>1</strong></em>_ will <em><strong>2</strong></em>_</td>
<td>1. the Spaniards the Inca 2. make a treaty be friendly fight and conquer</td>
<td>subordinate clauses future tense</td>
</tr>
</tbody>
</table>
| predict                          | confirmation of predictions that have been made about history | I predicted that __1__ would __2__ and __3__. | 1. the Spaniards the Inca  
2. make a treaty be friendly  
fight and conquer  
3. I was right I was wrong | subordinate clauses  
conditional tense |
|---------------------------------|-----------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------|
| identify                        | relating something to a person                                  | This __1__ is related to __2__._ 
(because he __3__.) | 1. word picture  
2. Montezuma Cortés  
Atahualpa  
Pizarro  
3. (optional original answer) | nouns |
| give opinion                    | beliefs                                                         | I believe that __1__._ | 1. this is true this is not true  
I would have (use of part of the question) | subordinate clauses |
Lesson 2

Words in **bold** represent modifications for English learners (EL’s).

**Activity 1: (8 minutes)** **Vocabulary and Making Predictions** (page 7)

The teacher will present the picture on page 7. The teacher will go over the vocabulary that appears on the left of the picture that comes from lesson 1 and will match the words to the picture for the students to copy.

The teacher will ask the students to describe what they see and predict what they think will happen. **EL’s will be given language functions.**

After the students make predictions, the teacher will give the students the picture on page 8. The students will discuss if their predictions came true. **EL’s will be given language functions.**

**Activity 2: (15 minutes)** **Original Reading** (page 395); **Modified Readings** (page 9-11)

Teacher will hand out the reading. **EL’s in level 3 and 2 will receive a modified version and level 1 will receive a further modified version in a T-Chart.** While they read, students will use the “**Insert Method,**” (√,?,!,+):

- **Insert Method** taken from:

  **In partners,** students read a nonfiction article using the following coding system, inserting the codes directly into the text they are reading:
  - A check (√) mark indicates a concept of fact that is already known by the students.
  - A question (?) mark indicates a concept of fact that is confusing or not understood.
  - An exclamation mark (!) indicated something that is new, unusual or surprising.
  - A (+) indicates an idea or concept that is new to the reader.

  When the partners have concluded reading and marking the text, they share their markings with another set of partners. As misconceptions or misunderstanding are cleared, the question is replaced with an asterisk (*). Following this small group work, the text is discussed with the teacher and the whole class.

**Activity 3: (8 minutes)** **4-Way Comparison Chart** (page 12)

The teacher will hand out a 4-Way Comparison Chart. Students will write down all that they know about Montezuma, Cortés, Atahualpa, and Pizarro. **EL’s will be given language functions in order to talk about the topic but can write one or two word facts in the comparison chart.**
Activity 4: (8 minutes) **Go To Your Corner**

Go To Your Corner is taken from:


Go To Your Corner

The teacher will label the corners of the room with “Montezuma,” “Cortés,” “Atahualpa,” and “Pizarro.”

Students move to a particular corner based on interest or by assigning each student a word or picture related to one of the corners. Once in their corners, students pair with a partner and explain why they chose that corner. After ample time to talk, students from each corner share their reasons with the entire class. This can be charted if desired.

The teacher will supply the student with an index card with a picture and/or word that describes one of the 4 people. The students mix around the room sharing and trading their index cards with each other. Once the teacher calls “Freeze,” the students move to the corner where the people on their card are represented. Once the students are assembled in one of the four corners, they share their picture/word cards with each other, and the group comes to a consensus about whether the picture/word is related to their particular person. If a student is not in the correct corner, the other students help direct him or her to the appropriate corner.

The words will come from the vocabulary already presented to all students from lesson 1 and 2.

**EL’s will be given the following language functions:**

| This ___1___ is related to ___2___. (because he ___3___) | 1. word  
| | picture  
| | 2. Montezuma  
| | Cortés  
| | Atahualpa  
| | Pizarro  
| | 3. (optional original answer) |

Activity 5: (6 minutes) **Questions** (page 13-17)

The teacher will ask students higher order thinking questions. **EL’s in level 3 and 2 will receive a modified version and level 1 will receive a further modified version of the questions.** The teacher will not only adjust the questions to make them more comprehensible in speech and later on paper, but will pace speech for EL’s, use confirmation checks, backchanneling such as “yeah,” “uh-huh,” and “hmm,” sufficient wait time, expressions like “Tell me what you’re thinking,” and scaffold yes/no questions for Level 1 to open ended questions for level 2 and 3.

The teacher will give the students the questions to take home for homework and will collect it the next day.
Vocabulary and Making Predictions

Vocabulary
- feathers
- gold
- headdress
- emperor
- cloth
- carrying
- helmet
- Inca
- Spaniard
- conquistadors
- speaking
- metal
- armor
- sword
- kneeling
- riding
- cross


Father Valverde addresses (speaks to) the Inca Atahualpa

I believe that __1__ will __2__.
1. the Spaniards
   the Inca
2. make a treaty
   be friendly
   fight and conquer
I predicted that __1__ would __2__ and __3__.

1. the Spaniards
2. make a treaty
3. I was right

I was wrong
Modified Reading (Level 3)

1438-1533: The Inca lived in Peru, Ecuador and Bolivia first. The Inca spoke Quechua. Their capital was Cuzco. Atahualpa was the emperor. Atahualpa fought against his brother to be the emperor. The war weakened the empire, but Atahualpa still had 30,000 (thirty thousand) men.

In 1533, another group of Spaniards was exploring South America. The leader was Francisco Pizarro. The group of Spaniards was small, but had horses and better weapons. Pizarro sent Father Valverde to invite Atahualpa to Cajamarca (a city) for a friendly visit. Atahualpa said yes. However, the Spaniards were hiding in valleys and when the Inca came, the Spaniards came out to kill them. Atahualpa had 6,000 (six thousand) men, but they didn’t have weapons. No Spaniard died, but most of the Inca died. Atahualpa became a prisoner. In Inca religion, only the emperor could lead the army, so no one could rescue him. Atahualpa offered to give a room full of gold to Pizarro to be set free. Pizarro agreed. After Pizarro got gold, he killed Atahualpa. Pizarro was very rich now. In 1541, a group Pizarro’s friends kill him.
Modified Reading (Level 2)

1438-1533: The Inca lived in Peru, Ecuador and Bolivia first. The Inca spoke Quechua. Their capital was Cuzco. Atahualpa was the emperor. Atahualpa fought against his brother to be the emperor. The war weakened the empire, but Atahualpa still had 30,000 (thirty thousand) men.

1533: Another group of Spaniards was exploring South America. The leader was Francisco Pizarro. The group of Spaniards was small, but had horses and better weapons. Pizarro sent Father Valverde to invite Atahualpa to Cajamarca (a city) for a friendly visit. Atahualpa said yes. However, the Spaniards were hiding in valleys and when the Inca came, the Spaniards came out to kill them. Atahualpa had 6,000 (six thousand) men, but they didn’t have weapons. No Spaniard died, but most of the Inca died. Atahualpa became a prisoner. In Inca religion, only the emperor could lead the army, so no one could rescue him. Atahualpa offered to give a room full of gold to Pizarro to be set free. Pizarro agreed. After Pizarro got gold, he killed Atahualpa. Pizarro was very rich now. In 1541, a group Pizarro’s friends kill him.
**Modified Reading (Level 1)**

<table>
<thead>
<tr>
<th>The Inca</th>
<th>--lived in Peru, Ecuador, and Bolivia first</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>--spoke Quechua</td>
</tr>
<tr>
<td></td>
<td>--believed that only the emperor could control the army</td>
</tr>
<tr>
<td></td>
<td>--had an emperor; Atahualpa</td>
</tr>
<tr>
<td></td>
<td>--wore headdresses</td>
</tr>
<tr>
<td></td>
<td>--wore cloth</td>
</tr>
<tr>
<td></td>
<td>--wore feathers</td>
</tr>
<tr>
<td></td>
<td>--had 30,000 men</td>
</tr>
<tr>
<td></td>
<td>--gave the Spaniards gold</td>
</tr>
<tr>
<td>The Spaniards</td>
<td>--were Catholic</td>
</tr>
<tr>
<td></td>
<td>--had a leader; Francisco Pizarro</td>
</tr>
<tr>
<td></td>
<td>--wanted to explore and colonize</td>
</tr>
<tr>
<td></td>
<td>--were a small group</td>
</tr>
<tr>
<td></td>
<td>--had horses</td>
</tr>
<tr>
<td></td>
<td>--wore armor</td>
</tr>
<tr>
<td></td>
<td>--wore metal</td>
</tr>
<tr>
<td></td>
<td>--wore helmets</td>
</tr>
<tr>
<td></td>
<td>--wanted gold</td>
</tr>
<tr>
<td></td>
<td>--lied to Atahualpa</td>
</tr>
<tr>
<td></td>
<td>--killed Atahualpa</td>
</tr>
</tbody>
</table>
### 4-Way Comparison Chart

<table>
<thead>
<tr>
<th>Montezuma</th>
<th>Hernán Cortés</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Aztec</td>
<td></td>
</tr>
<tr>
<td>-Spaniard</td>
<td></td>
</tr>
<tr>
<td>-Inca</td>
<td>Francisco Pizarro</td>
</tr>
<tr>
<td>Atahualpa</td>
<td></td>
</tr>
</tbody>
</table>
Questions (Level 4-5)

1. Who do believe were stronger, the Aztecs or Spaniards? What factors would make you consider the opposite?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. If you had to select the major reason for the downfall of the Aztec and Inca Empires, what would you say?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. Do you believe the Aztec and Inca religions played a role in the destruction of their Empires?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. Do you believe in something that influences the way you act either in a good way or a bad way?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
5. Do you believe in something that can be considered superstitious? Would you consider superstitious to be something good or bad?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

6. What would you have done differently if you were Montezuma or Atahualpa if you were to meet an unknown force?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

7. Describe how you think history would be different if the Aztecs or the Inca defeated the Spaniards.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Questions (Level 2-3)

Do you believe...? Answers will vary based on ability level.

I believe...

1. Who do you believe were stronger? The Aztecs or Spaniards? Why?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. What do you believe was the real reason for the fall of the Aztec and Inca Empires?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. Do you believe their religions had something to do with the destruction of the empires?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. Do you believe in something that influences the way you act either in a good way or a bad way?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
5. Do you believe in something that is superstitious?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6. What would you do differently if you were Montezuma or Atahualpa?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

7. Do you believe that history would be different if the Aztecs or the Inca defeated the Spaniards? How?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Questions (Level 1)

1. Who were stronger: Aztecs or Spaniards?
   a. Aztecs
   b. Spaniards
2. What was the real reason for the fall of the Aztec and Inca Empires?
   a. armor
   b. weapons
   c. religion
   d. intelligence
   e. weak people
3. Did their religions influence the results of the fight?
   a. yes
   b. no
4. Are beliefs good or bad?
   a. good
   b. bad
5. Do you believe in something superstitious?
   a. yes
   b. no
6. You are Montezuma or Atahualpa, would you do the same thing or something different?
   a. yes
   b. no
7. Would history be different if the Aztecs or the Inca defeated the Spaniards, yes or no?
   a. yes
   b. no
I have chosen the following activities: **Building Vocabulary and Making Predictions**, **Textbook Reading**, **4-Way Comparison Chart**, **Go To Your Corner** and **Questions**. I started with reviewing the **Vocabulary** from lesson one as review because the same vocabulary that applied to the Aztecs can apply to the Inca. I used a picture of the Inca so that I could say the vocabulary word and then point to the picture for the visual. Because the Spaniards destroyed the Aztecs, I want them to **Make Predictions** about the Spaniards and the Inca. I wanted to see if they would predict the same outcome or a different outcome. My main EL modification was to give them the functional language that they needed to make predictions. The **Textbook Reading**, like in lesson 1, just needed to be rewritten. The original text is just too dense for comprehension. The **Reading** is modified 3 times. Level 3 is modified with the important details. Level 2 is modified further with underlines, and level 1 is modified further with a T-Chart. This is like lesson 1. The **4-Way Comparison Chart** was a chart that I created and I thought it would go well with the topic of 4 leaders and with the next activity **Go To Your Corner** in which the students have to go to the correct corner of the room labeled with one of the 4 leaders. The last activity I ended with was **Questions** that I scaffold for different levels. The questions begin as “yes or no” questions and then become open ended questions for higher level students. For level 2 and 3, the questions remain higher order thinking questions but are modified from the original questions.
Lesson 3
## Content Objectives:
1. SWBAT identify major people involved in the overthrow of the Native American Empires.
2. SWBAT describe Spain’s motivations for conquest in the Americas.

## Language Objectives:
1. Students will read the history of the Spanish explorations of America in writing, orally in small groups and orally in full class discussions.
2. Students will discuss the reasons for the Spanish conquest in America in writing, orally in small groups and orally in full class discussions.

## Performance Indicators

<table>
<thead>
<tr>
<th>Domain: Reading, Writing and Speaking: Historical Events (Activity 1-2)</th>
<th>5 Mainstream/Grade Level</th>
<th>4 Mainstream with Support</th>
<th>3 Intermediate</th>
<th>2 Beginner</th>
<th>1 Pre-production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will read an original reading independently of the overthrow of the Inca empire and insert marks for understanding. Students will fill in a graphic organizer.</td>
<td>Students will read an original reading in pairs of the overthrow of the Aztec empire and insert marks for understanding. Students will fill in a graphic organizer.</td>
<td>Students will read a modified reading in pairs of the overthrow of the Aztec empire and insert marks for understanding. Students will fill in a graphic organizer.</td>
<td>Students will read a modified reading in pairs of the overthrow of the Aztec empire that underlines main points and insert marks for understanding. Students will fill in a graphic organizer.</td>
<td>Students will read a modified T-Chart of the reading in pairs of the overthrow of the Aztec empire and insert marks for understanding. Students will fill in a graphic organizer.</td>
<td></td>
</tr>
</tbody>
</table>
### Student Activity

<table>
<thead>
<tr>
<th>Listening and Speaking: Talking about Beliefs (Activity 3)</th>
<th>Students will discuss orally and defend why they believe a reason is more important than another in a value line.</th>
<th>Students will discuss orally why they believe a reason is more important than another.</th>
<th>Students will state what comes next in the value line and a short reason why.</th>
<th>Students will simply state what comes next in the value line using sentence starters.</th>
<th>Students will simply state what comes next in the value line in one or two words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking and Writing: Describing (Activity 4)</td>
<td>Students will write detailed information about one of the 4 most popular people on their slice of pizza.</td>
<td>Students will write information about one of the 4 most popular people on their slice of pizza.</td>
<td>Students will write and talk about <strong>Juan Ponce de León</strong> or <strong>Cabeza de Vaca</strong> on their slice of pizza.</td>
<td>Students will write and talk about <strong>Hernando de Soto</strong> or <strong>Francisco Vásquez de Coronado</strong> on their slice of pizza.</td>
<td>Students will write and talk about <strong>Pedro de Valdivia</strong> or <strong>Inés Suarez</strong> on their slice of pizza.</td>
</tr>
<tr>
<td>Speaking: Describing and Presentation (Activity 5)</td>
<td>Students will speak detailed information about one of the 4 most popular people without using the paper.</td>
<td>Students will speak information about one of the 4 most popular people, without using the paper.</td>
<td>Students will speak about <strong>Juan Ponce de León</strong> or <strong>Cabeza de Vaca</strong>, without using the paper.</td>
<td>Students will speak about <strong>Hernando de Soto</strong> or <strong>Francisco Vásquez de Coronado</strong> reading from the paper.</td>
<td>Students will speak about <strong>Pedro de Valdivia</strong> or <strong>Inés Suarez</strong>, Students will practice speaking after the teacher says their sentence. They can read from the paper.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
<td>Vocabulary</td>
<td>Grammar</td>
<td></td>
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<td>-----------------</td>
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<td></td>
</tr>
<tr>
<td>give opinion</td>
<td>believing</td>
<td>I believe that <em><strong>1</strong></em> is the <em><strong>2</strong></em> important reason.</td>
<td>1. curiosity</td>
<td>subordinate clause</td>
<td></td>
</tr>
<tr>
<td></td>
<td>something is</td>
<td></td>
<td>domination</td>
<td>nouns</td>
<td></td>
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<td></td>
<td>important</td>
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<td>fame/popularity</td>
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<td>gold</td>
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<td>religion</td>
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<td>new land for Spain</td>
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<td>2. most</td>
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<td>next</td>
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</tbody>
</table>


Lesson 3

Words in **bold** represent modifications for English learners (EL’s).

<table>
<thead>
<tr>
<th>Activity 1-2: (12 minutes) <strong>Original Reading</strong> (page 396-397); <strong>Modified Reading</strong> (page 6-8); <strong>Graphic Organizer: When? Who? Discovered?</strong> (page 9)</th>
</tr>
</thead>
</table>
| Teacher will hand out the reading. **EL’s in level 3 and 2 will receive a modified version and level 1 will receive a further modified version in a T-Chart.** While they read, students will fill in the Graphic Organizer When? Who? Discovered?, and they will use the “**Insert Method**,” (√, ?, !, +):
| **Insert Method** is taken from:
| The Insert Method: Building Background
| **In partners**, students read a nonfiction article using the following coding system, inserting the codes directly into the text they are reading:
| A check (√) mark indicates a concept of fact that is already known by the students.
| A question (?) mark indicates a concept of fact that is confusing or not understood.
| An exclamation mark (!) indicates something that is new, unusual or surprising.
| A (+) indicates an idea or concept that is new to the reader.
| When the partners have concluded reading and marking the text, they share their markings with another set of partners. As misconceptions or misunderstanding are cleared, the question is replaced with an asterisk (*). Following this small group work, the text is discussed with the teacher and the whole class.
| Teacher will ask students for the responses they wrote and write them on the board. |

<table>
<thead>
<tr>
<th>Activity 3: (10 minutes) <strong>Value Line</strong> (page 10)</th>
</tr>
</thead>
</table>
| **Value Line** is taken from:
| The teacher will break the class into groups of 6, and will give each student a picture of **curiosity**, **domination**, **fame/popularity**, **gold**, **religion**, and **new land**.
| The teacher will ask the students:
| What do you believe is the most influential reason why the Spaniards explored the Americas?
| The students will have to discuss which reasons are the most influential and stand in order of the most influential to the least influential. Mainstream students will have to discuss among themselves why they believe the order should be that way. **EL’s will be given language functions. If level 1 students are still uncomfortable speaking, they can show their opinion by simply standing where they believe they belong.**
Activity 4: (10 minutes) **Piece O’ Pizza** (page 11)

Piece O’ Pizza is taken from:

The teacher will divide the class in half, 10 and 10. Piece O’ Pizza demonstrates how part make up a whole. Cut a large circle into slices with each slice given to a group of students. Groups decorate their slice with information bits and illustrations (when appropriate). The pizza is later reassembled as the groups share their information.

They can decorate or color in their pizza like a pizza or a pie.

Activity 5: (9 minutes) **Who Are You?**

The teacher will ask the students to pretend that they are one of the 10 people that they have learned about and have them give a brief description of what they did in the “I” form. The students cannot read from any paper. EL’s can read from the paper after they practice pronouncing the words after the teacher says them. EL’s can be directed by the teacher to where they find the answers if they need help.

Students can say:

“Hello, I am ______. I travelled to/discovered ______. I ______ and I ______.”
Modified Reading (Level 3)

The Spaniards Explored

1513: Juan Ponce de León was the governor of Puerto Rico. He heard about a “Fountain of Youth.” He was the first person to go to the land that is the United States now. He named the area he found “Florida” (full of flowers).

1528: Cabeza de Vaca went to Tampa Bay to find gold. He did not find gold. It took 8 years to travel back to Mexico. He returned to Spain and told them the stories of cities made of gold.

1539: Hernando de Soto, from Pizarro’s men, went to Florida for gold. He searched 4 years for gold. He did not find gold. He died in 1542.

1540: Francisco Vásquez de Coronado, from Mexico, travelled to present-day New Mexico, the Grand Canyon, and Kansas, but he found no gold.

1540-1547: Pedro de Valdivia and Inés Suarez and discovered much of Chile for Spain and created Chile’s capital, Santiago.

The king of Spain, Charles I, had absolute power. Spain’s empire was larger than the empires of Alexander the Great and Julius Caesar. There were 2 capitals in the Americas: Mexico City and Lima Peru. Both capitals had a royal agent, who needed to be born in Spain. This person was a viceroy. The Spaniards gave certain people control of certain areas called ecomiendas. The Spaniards treated the Native Americans as slaves.
Modified Reading (Level 2)

The Spaniards Explored

1513: Juan Ponce de León was the governor of Puerto Rico. He heard about a “Fountain of Youth.” He was the first person to go to the land that is the United States now. He named the area he found “Florida” (full of flowers).

1528: Cabeza de Vaca went to Tampa Bay to find gold. He did not find gold. It took 8 years to travel back to Mexico. He returned to Spain and told them the stories of cities made of gold.

1539: Hernando de Soto, from Pizarro’s men, went to Florida for gold. He searched 4 years for gold. He did not find gold. He died in 1542.

1540: Francisco Vásquez de Coronado, from Mexico, travelled to present-day New Mexico, the Grand Canyon, and Kansas, but he found no gold.

1540-1547: Pedro de Valdivia and Inés Suarez and discovered much of Chile for Spain and created Chile’s capital, Santiago.

The king of Spain, Charles I, had absolute power. Spain’s empire was larger than the empires of Alexander the Great and Julius Caesar. There were 2 capitals in the Americas: Mexico City and Lima Peru. Both capitals had a royal agent, who needed to be born in Spain. This person was a viceroy. The Spaniards gave certain people control of certain areas called econiendas. The Spaniards treated the Native Americans as slaves.
## Modified Reading (Level 1)

### T-Chart

<table>
<thead>
<tr>
<th>Year</th>
<th>Explorer/Event</th>
<th>Details</th>
</tr>
</thead>
</table>
| 1513   | Juan Ponce de León              | --from Puerto Rico  
--travelled to Florida  
--wanted to find the “Fountain of Youth” |
| 1528   | Cabeza de Vaca                  | --travelled to Florida  
--travelled back to Mexico  
--returned to Spain |
| 1539   | Hernando de Soto                | --travelled to Florida                                                   |
| 1540   | Francisco Vásquez de Coronado   | --from Mexico  
--travelled to New Mexico, Grand Canyon, and Kansas                     |
| 1540-1547 | Pedro de Valdivia and Inés Suarez | --travelled to Chile  
--Spaniard in control of Mexico City or Lima Peru                      |
|        | viceroy                         | --Spaniard who controlled an area of land                               |
## Graphic Organizer
### When? Who? Discovered?

<table>
<thead>
<tr>
<th>When?</th>
<th>Who?</th>
<th>Discovered?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1519</td>
<td>Montezuma</td>
<td></td>
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<tr>
<td>1519</td>
<td>Hernán Cortés</td>
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<tr>
<td></td>
<td>Francisco Pizarro</td>
<td></td>
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<tr>
<td></td>
<td>Atahualpa</td>
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<tr>
<td></td>
<td>Juan Ponce de León</td>
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<tr>
<td></td>
<td>Cabeza de Vaca</td>
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<td></td>
<td>Hernando de Soto</td>
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</tr>
<tr>
<td></td>
<td>Francisco Vásquez de Coronado</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pedro de Valdivia and Inés Suarez</td>
<td></td>
</tr>
</tbody>
</table>
Value Line
Why?

Rate in order:

What do you believe is the most important reason why the Spaniards explored the Americas?

| I believe that 1. is the __2__ important reason. | 1. curiosity domination fame/popularity gold religion new land for Spain 
2. most next |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>curiosity</td>
<td>domination</td>
</tr>
</tbody>
</table>

![Images of monkey, flag, mountain, gold, cross, and land for sale]
Piece O' Pizza

- Montezuma
- Hernán Cortés
- Atahualpa
- Francisco Pizarro
- Cabeza de Vaca
- Hernando de Soto
- Inés Suarez
- Juan Ponce de León
- Pedro de Valdivia
- Francisco Váquez de Coronado
I have chosen the following activities: **Textbook Reading, Graphic Organizer: When? Who? Discovered?, Value Line, Piece O’ Pizza, and Who Are You?** I started this time with the **Textbook Reading**. Again, for the 3rd time, the text was so dense, that I had to rewrite the information. The text this time was so long that I knew that I had to condense it into its essential gist. The essential information was able to be condensed into a list of dates and people and a sentence about what they discovered. It was this only method for me that I was able to make this text comprehensible and accessible to EL students. Level 1 EL’s again got a T-Chart which worked very well for this information. With the reading, I gave a **Graphic Organizer: When? Who? Discovered?** to further break down the essential information for all students. After reading about all the Spanish conquistadors, the students could now get an idea of Spain’s motivations for such a conquest and could use functional language starters to rate what they think is the most prominent motivations were in a **Value Line**. It ended up that there were 10 conquistadors in total and I thought that all students could appreciate making a **Pizza** in which they all could visually see how many there were. After that, they chose a person for **Who Are You?**, and I gave the person with the least amount of information to the lowest EL’s and they could read the words if they had to when they presented which person they were pretending to be. I also gave them sentence starts as a guide.
Original Lessons
Lesson 1 (45 minutes)
5 minutes: Geography. Locate the Aztec and Inca Empires on a world map.
10 minutes: Read opener.
5 minutes: "Teaching with Pictures"
10 minutes: Read "Cortés conquered the Aztecs.
15 minutes: "Cooperative Learning" Work in groups of 4.

Lesson 2 (45 minutes)
10 minutes: "Cooperative Learning" Continue to work in groups of 4.
20 minutes: "Cooperative Learning" Act out plays
10 minutes: Read "Pizarro conquered the Incas."
5 minutes/homework:
Section Review:
Define: a
Identify: a-g
Answer: 1-3

Lesson 3 (45 minutes)
20 minutes: Read "Spaniards explored widely."
25 minutes:
Section Review:
Define: b-c
Identify: h-m
Answer: 4-5
Critical Thinking: 6

Lesson 4: (45 minutes)
45 minutes: Test

Original Materials
William Auveneerme
The Spanish Empire and Shifts in European Power
## Contents of the Teacher's Edition

The contents of the Student Edition are listed beginning on page iii.

- A Note from the Authors .................. T3
- About the Student Edition ................ T4
- Program Resources ....................... T6
- Specialized Resources ..................... T8
- Introduction to the Teacher's Edition ..... 3a
- Program Bibliography ..................... 989

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International Standard Book Number: 0-669-40534-5
Teaching with Pictures

Ask students to read the chapter opener on pages 392–393 to become familiar with Cortés and the Spanish invasion of Mexico in 1519. Then have them study the painting of Cortés’s meeting with Montezuma and describe what is going on, how Montezuma is being treated by his people, and how the Indians and Spaniards are dressed. Point out to students that Mexico City was established on the site of Tenochtitlán.

BACKGROUND

In Nahua, the language of the Aztec’s forebears, Quetzalcoatl meant a combination of a bird and a snake (quetzal, a bird; coatl, a snake), or a feathered serpent.

In royal splendor, the Aztec ruler Montezuma greeted the Spanish explorer Cortés and his translator, Diois Manua. In Aztec tradition, the ruler’s feet could not touch ground, and his subjects could not look directly at his face.

Key Terms
conquistador
viceroy
encomienda
capitalism
profit
Commercial Revolution

Read and Understand

1. Spain built an overseas empire.
2. Spain was a Catholic bulwark.
3. The Netherlands won independence.
4. France’s crown changed hands.
5. Religious wars split Germany.

For several months, messengers had been bringing frightening reports to Montezuma, emperor of the Aztecs, in his capital city of Tenochtitlán in the Valley of Mexico. The reports told of white-skinned, bearded men arriving at the coast in winged towers. Were these strangers merely men from distant lands? Or was their leader, as Montezuma feared, the ancient Aztec ruler-god, Quetzalcoatl [ket-suhl-KWAH-tuhl], returning to claim the Aztec kingdom?

In fact, the strangers were a small force of Spaniards under the leadership of Hernán Cortés [air-NAHN kor-TEHZ]. Cortés had sailed in March 1519 from the Spanish settlement on Cuba with about

Chapter 17 Resources

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ENRICHMENT
- Critical Thinking 17
- History and Literature 17

ASSESSMENT
- Chapter Test 17
- Alternate Chapter Test 17
- Computer Test Bank
Spain built an overseas empire.

In the 1490's, Christopher Columbus [page 360] founded the earliest Spanish settlements in the Americas on the islands of Hispaniola and Cuba. Within a generation, Spain's lands in the Americas grew to a great empire. Sailing out from the islands, daring Spanish fortune hunters called **conquistadors** (kohn-KEES-truh-dohrs) searched the Americas for gold and precious gems. Hernán Cortés was one of the earliest, and most successful, of these conquistadors.

Cortés conquered the Aztecs.

After Cortés's fateful decision to sink his ships, he was committed to war against the Aztecs. The Spaniards were overwhelmingly outnumbered, but they did have several advantages. They were equipped with weapons the Aztecs had never seen. There were horses, steel swords and armor, crossbows, and light artillery.

Cortés also had another advantage. Traveling with him was a young Native American woman who had been given to him as a slave when his group first landed. Her name was Malinche, and she spoke the Aztec language and several others. She learned Spanish rapidly. The Spaniards gave her a Christian name, Marina.

Doña [Lady] Marina soon became Cortés's invaluable aide. She explained that the Aztecs were feared and feared by most of the peoples they ruled. She helped him win allies among these peoples. Later, she played on Montezuma's fears to keep him from taking a strong stand against the Spaniards.

On November 8, 1519, Cortés reached Tenochtitlán. Montezuma invited the Spaniards into the city as his honored guests. Much impressed with the place, Cortés would later call Tenochtitlán "the most beautiful city in the world."

Why did Montezuma let the Spaniards enter his capital? He still feared that Cortés might be Quetzalcoatl, a light-skinned god who had once ruled the lands around Lake Texcoco. One day he had vanished mysteriously, but he vowed to return and claim his kingdom. As fate would have it, Cortés arrived in exactly the same year...
Quetzalcoatl was expected to return. As the legend had foretold, Cortés came in “white-winged ships” from across the eastern sea. Thus, Montezuma feared Cortés as a god. His fear led to the fall of the Aztec empire.

After several days of sight-seeing in Tenochtitlán, the Spaniards boldly took Montezuma prisoner. Despite his apparent success, Cortés was still in an explosive situation. While he was out of the city, one of his lieutenants interfered with an Aztec religious ceremony. An uprising broke out against the Spaniards.

When Cortés returned, he and Marina forced Montezuma to go out on the roof of the Spanish barracks to calm the crowd. The Aztecs flung stones at their former ruler, now the puppet of Cortés. Soon after, word came that Montezuma was dead. The Spaniards said he had been killed by a stone from the mob. Not surprisingly, the Aztecs believed the Spanish had killed him. The Spaniards were now surrounded by thousands of Aztecs demanding their blood.

On the night of June 30, 1520, the Spaniards tried to sneak out of the city, but a guard spotted them. The Aztecs swarmed out to attack the hated foreigners. Many Spaniards, slowed by the loot they carried, were either clubbed to death or carried away for sacrifice. Among those who escaped were Cortés and Doña Marina.

The Aztecs might have pursued Cortés and destroyed his small force, but for another disaster. The morning after Cortés’s flight, smallpox broke out in the city. This terrible disease, brought by the Spaniards, killed many Aztec leaders (page 368). Partly for that reason, the Aztecs failed to follow the fleeing Spaniards.

A year later, in 1521, Cortés returned. This time he had with him a huge army of Aztecs hating Native Americans. Trapped in their inland city, the Aztecs refused to surrender. Cortés’s army had to fight its way into the city block by block. After an 85-day siege, Tenochtitlán lay in ruins. When it was rebuilt, it was as the capital of a Spanish colony.

**ART MASTERPIECES**

This headdress, four feet high, belonged to the Aztec emperor Montezuma. It was made of the tail feathers of the quetzal bird and originally had a golden bird’s head mounted in the center.

Cortés shipped the headdress to Spain along with other booty taken from the Aztecs. It wound up in the hands of a European duke, whose children wore it to costume parties. It is now in a Vienna museum.

**ART MASTERPIECES**

You may wish to have students read the selection The Broken Spears, edited by Miguel Leon-Portilla, in the Anthology of World Literature, pages 890–894.
Pizarro conquered the Incas.

Cortés was only one of many Spanish adventurers who hoped to win a large fortune in the Americas. Another was Francisco Pizarro. A gray-bearded man of 62, Pizarro sailed on the coast of Peru in 1532 with about 200 men. The Spaniards landed on the western slope of the Andes and followed the Inca road to the city of Cajamarca. They found the city deserted.

The Inca ruler, Atahualpa, and his army were camped close by. Atahualpa had won the throne after a bitter war with his brother. The war between the two brothers severely weakened the Inca empire. Even so, Atahualpa had 30,000 men to fight Pizarro's small force. Pizarro, on the other hand, had horses and superior weapons.

Though a messenger, Pizarro invited Atahualpa to Cajamarca for a friendly visit. The Inca ruler agreed. Meanwhile, the Spaniards hid themselves in the narrow alleys of the city. They waited in silence as Atahualpa was carried into the city on a gold litter. He was accompanied by a guard of between 5,000 and 6,000 men. The guards were not armed.

A Spanish priest greeted Atahualpa. Suddenly a shot rang out. From all directions, the Spaniards charged their startled visitors. Not one Spaniard died, but the slaughter of Inca guards was dreadful. Most important, Atahualpa was taken prisoner. Since only the emperor could lead the Inca army, no one could rescue him. The emperor's absolute power was his empire's fatal flaw.

Atahualpa offered a huge ransom for his release. He promised to fill a large room with gold and another with silver. Pizarro agreed to free the Inca when the ransom was paid. Soon the rooms were filled as promised. Pizarro melted down the finely crafted objects into gold and silver bricks. Then, breaking his promise, he ordered Atahualpa strangled to death.

A few months later in 1533, Pizarro's horses clattered down the streets of Cuzco, the Inca capital. The Spaniards were now rulers of Peru, and Pizarro was rich beyond measure. However, the Spaniards began to fight among themselves. In 1541, a group of Pizarro's old comrades broke into his home and killed him.
Background

The expedition of 1528 was attacked repeatedly by Native Americans. When the soldiers returned to the coast, they discovered their ships had left. They built five makeshift boats for their escape, but nearly all of the men were lost at sea.

Spaniards Explored Widely.

The conquests of Cortés and Pizarro filled Spaniards with pride. Both men had conquered rich empires and converted thousands of people to Christianity. Other conquistadors now looked to the lands north of Mexico for opportunities to find gold, spread Christianity, and win glory.

The Discovery of Florida

The gray-haired governor of Puerto Rico, Juan Ponce de León, listened with increasing interest to an incredible story. According to legend, a nearby land contained a wondrous fountain that restored youth to whoever bathed in it. Determined to find the fountain, the aging governor organized an expedition that sailed north in 1513.

De León first landed near present-day St. Augustine. He thus became the first European to set foot on what is now the United States. De León named the land Florida ("full of flowers") because of its many sweet-smelling azalea bushes and magnolia trees. He failed, however, to find the Fountain of Youth or a rich empire.

De León's failure did not dampen Spain's enthusiasm for exploring Florida. In 1528, a small fleet landed 300 well-equipped soldiers near what is now Tampa Bay. The Spaniards hoped to find a great empire filled with treasures. Instead, they found only disaster and death.

The only survivors of the expedition included a resourceful officer named Cabeza de Vaca, a tall African named Estevanico, and two other soldiers. These four managed to reach an island near present-day Galveston, Texas. Although captured and enslaved by Native Americans, they eventually escaped. They finally reached Mexico eight years after landing in Florida.

Exploring the Southeast

After recuperating from his long ordeal, Cabeza de Vaca returned to Spain. He soon attracted excited attention by repeating stories he claimed Native Americans had told him about the Seven Cities of Cibola. These fabulous cities were said to have emerald-studded walls and treasures filled with gold.

The discovery of the Aztec and Inca empires encouraged many Spaniards to believe almost any report of riches in the Americas. Of all the conquistadors, none was more eager for adventure than Hernando de Soto. As one of Pizarro's chief officers, De Soto had returned home rich with Inca plunder. He now cast a greedy eye on Florida. After obtaining royal permission, De Soto used his new wealth to finance a well-equipped expedition to search for the cities of gold.

De Soto confidently landed on the western coast of Florida in May 1539 with 600 soldiers. During the next four years, the Spaniards explored the Southeast from the Atlantic to the Mississippi River and beyond.

Although De Soto and his men learned much about the geography of what is now the southeastern United States, they failed to find any gold. They also earned the hatred of Native Americans by stealing their food and making slaves of them. When De Soto died of a fever in the spring of 1542, his men cast his body into the Mississippi to keep it from being captured. In late 1543, only about 300 desperate survivors finally reached a Spanish settlement in Mexico.

Exploring the Southwest

The reports of golden cities that excited De Soto also swept through Mexico City. The viceroy of New Spain chose a young captain, Francisco Vásquez de Coronado, to investigate the accuracy of these stories. Coronado quickly assembled an army of 300 men to head north looking for gold and glory.

Coronado's expedition began in February 1540. After traveling 1,500 miles across a harsh, barren...
the conquistadors finally came upon one of the fabled seven cities near present-day New Mexico. To their bitter disappointment, however, they found only a small village of adobe houses. Coronado refused to give up. He sent out two parties to explore the region. One party sighted the Grand Canyon. The other party worked eastward to the Great Plains.

These important discoveries failed to satisfy Coronado. Instead, he listened to Native American tales of wealthy cities far to the east where people ate from golden bowls and drank from golden jugs. Desperate for success, Coronado and his men pushed across the seemingly endless plains as far as present-day Kansas. Once again, a crushing disappointment awaited them. Instead of a great city, they found only grass huts.

**Exploring Chile** Meanwhile, far to the south, a man and a woman extended Spain’s conquests in the Andes. In 1540, Pedro de Valdivia (vahl-dee-hy-va) and Ines Suarez (ee-nehz suh-ray-say) led a small army south from Spain’s strongholds in Peru. They marched along the coastal desert of what is now Chile. In 1541, they founded the city of Santiago, Chile’s modern capital. Between 1540 and 1547, they conquered much of Chile for Spain.

By 1550, Spanish territory reached all the way from present-day Kansas to Chile. Spain’s American lands were larger than the empires of Alexander the Great or Julius Caesar. This was also the first empire in history that was separated from its capital by an immense ocean. Its ruler was Spain’s Charles I, who also held the title of Holy Roman Emperor as Charles V.

**Colonists enslaved Native Americans.**

The king of Spain claimed absolute power over his American lands. He entrusted the power to make laws for these lands to a group of officials called the Council of the Indies. The council met in Spain and sent its laws to two capitals in the Americas. One capital was Mexico City, which the Spaniards had built over the ruins of Tenochtitlan. The other capital was Lima, Peru. Pizarro founded Lima in 1535 and made it the capital of Peru because communication with Spain was easier from the coastal Lima than from the inland Cuzco.

In both Mexico City and Lima was a royal agent called a viceroy. The viceroy in Mexico City ruled Spain’s North American territory, called New Spain. The viceroy in Lima ruled Spain’s South American lands, called Peru. Viceroys were noblemen born in Spain. No one born in America could reach such high office.

The viceroy’s authority did not matter much to the average Aztec, Inca, or Maya. For the conquered people, the only rulers who mattered were the ruthless conquistadors who seized their villages. The Council of the Indies granted to certain settlers a privilege called an encomienda (ehn-koh-mee-ehn-duh). The holder of an encomienda became master of a particular area. He could force Native Americans in his lands to work long hours in his fields or silver mines. In effect, the Spaniards treated the Native Americans as slaves. Abuse in Spanish silver mines killed thousands of Native Americans.

**Map Study**

*What viceroyalty included the former land of the Aztecs? Which Spanish explorer traveled farthest north? When did Pizarro go to Peru?*

**Backward**

Some Spaniards, especially missionaries, were deeply concerned about the Native Americans. One, Bartolome de las Casas, convinced the Spanish monarch to enact laws protecting them. The laws met with opposition from the encomienderos and were soon repealed.
ANSWERS TO (continued)

acted as royal agent  
(c) privilege granted to certain settlers  

Identify:  
(a) emperor of Aztec  
(b) capital city of the Aztec  
(c) conqueror of Aztec  
(d) Native American woman who helped Cortés  
(e) Spain’s lands in North America  
(f) conqueror of Inca  
(g) Inca ruler killed by Pizarro  
(h) first European to set foot on what is now the United States  
(i) officer who reached Mexico, told stories in Spain about Seven Cities of Cibola  
(j) Spaniard who claimed the Mississippi River for Spain  
(k) Spaniard who explored as far north as Kansas  
(l) woman who helped conquer the Andes  
(m) woman who helped conquer Chile for Spain  

Answer:  
1. (a) He was the god who had once ruled the land around Lake Texcoco and had vowed to return to reclaim his kingdom. (b) The Aztec thought that Cortés was this god and let him enter the capital.  
2. used an army of Aztec-hating Native Americans  
3. There was no one to lead the Inca army.  
4. (a) by the Council of the Indies, which met in Spain and sent its laws to viceroys in Mexico City and Lima  
(b) being born in Spain  
5. (a) farming and mining  
(b) Native American slave labor  
6. Answers may vary but should indicate that in the long run knowledge of the land was more important than gold.
Checklists
# Sheltered ELL Strategies Checklist

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<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
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<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td>p.7, p.8</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
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<tr>
<td>I. E. Create Opportunities To Negotiate Meaning</td>
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<td>p.10, p.11</td>
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<tr>
<td>II. Make Text Comprehensible</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>p.12</td>
<td>p.9</td>
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<td>III. C. Use of Word Walls</td>
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<td>III. E. Check for Understanding</td>
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<td>V. Engage at Appropriate Language Proficiency Levels</td>
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<tr>
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## Function Checklist

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## Grammar Checklist

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