COLUMBUS AND THE CONQUISTADORS

“We suffer from a disease that only gold can cure.” -Hernandez Cortez

Grade Level: First Grade
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Length of Unit: 5 Lessons

I. ABSTRACT

This unit was written for first grade on Christopher Columbus and the conquistadors, namely Hernandez Cortez and Francisco Pizarro. It should proceed after the unit on the Maya, Aztecs, and Inca. This unit will give students an understanding of how Columbus’ discovery of the New World led other explorers from Spain to the new world and that these explorers, motivated by the desire for gold, conquered the existing ancient civilizations. These expeditions consequently led to global transformations as the Americas were settled.

II. OVERVIEW

A. Concept Objectives
1. Understand how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations.
2. Develop a sense of historical empathy: see through the eyes of the people who were there.
3. Comprehend the danger and consequences of greed.

B. Content from the Core Knowledge Sequence
1. Christopher Columbus, thinking he sailed around the earth to the Indies, actually landed in the Americas. (p. 143-145 in What Your First Grader Needs to Know by E.D. Hirsch Jr.)
2. Europeans were searching for riches in the New World, especially gold (p. 146 in What Your First Grader Needs to Know by E.D. Hirsch Jr.)
3. Hernandez Cortez conquered the Aztecs (p. 146-147 in What Your First Grader Needs to Know by E.D. Hirsch Jr.)
4. Francisco Pizarro conquered the Incas (p. 146-147 in What Your First Grader Needs to Know by E.D. Hirsch Jr.)

C. Skill Objectives
1. The student will be able to locate Europe, Spain, the Indies, the Atlantic Ocean, North America, Central America, South America, the Bahamas, Mexico, and Peru on a map.
2. The student will identify Columbus as the first of many explorers to claim parts of the New World.
3. The student will define explorer, claim, greed, possessions, conquer, conquistador, disease, small pox.
4. The student will identify Spain as the country of origin for the majority of explorers.
5. The student will recall that many explorers were searching for gold.
6. The student will be able to distinguish that Hernandez Cortez conquered the Aztecs and Francisco Pizarro conquered the Incas.
7. The student will compare and contrast the Spanish and the Aztecs.
8. The student will recognize how a disease like smallpox can spread and devastate an entire civilization.
9. The student will recognize the Spanish advantage of having horses and guns.
10. The student will be able to distinguish between an explorer and a conquistador.
11. The student will memorize Luke 12:15 which says, “Watch out! Be on your guard against all greed; a man’s life does not consist in the abundance of his possessions.”
12. The student will be able to compare and contrast Luke 12:15 with a quote from Hernandez Cortez that says, “We suffer from a disease that only gold can cure.”

III. BACKGROUND KNOWLEDGE
A. For Teachers
   1. Aztec and Incan civilizations
   2. The merchant and trading climate in Europe in the 1400’s
   3. A basic knowledge of Hernandez Cortez and Francisco Pizarro. (Reading the information in this unit beforehand will suffice.)
B. For Students
   1. Aztec and Incan civilizations from a previous First Grade unit
   2. World Geography—specifically the continents and oceans
   3. A basic knowledge of Christopher Columbus’ voyage from Kindergarten

IV. RESOURCES
E. http://www.pbs.org/conquistadors/
F. Marks, Richard L. Cortes: The Great Adventurer and the Fate of Aztec Mexico. Knopf, 1993

V. LESSONS
Lesson One: Christopher Columbus discovers the New World
A. Daily Objectives
   1. Concept Objectives
      a. Understand how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations.
b. Develop a sense of historical empathy; see through the eyes of the people who were there.

2. Lesson Content
   a. In the 1400’s trade with the East (the area around Eastern Asia) was important to the continent of Europe.
   b. Christopher Columbus was motivated to find a more efficient way to sail to the Indies.
   c. Columbus has a difficult time finding someone to fund his expedition, but finally, the King Ferdinand and Queen Isabella of Spain sponsored him.
   d. In 1492 Columbus and his men sailed in three boats: the Ninã, the Pintã, and the Santa Maria.
   e. Columbus landed in Hispanola (present day Bahamas) and called the people who lived there “Indians” because he thought he had landed in the Indies.
   f. Columbus claimed the land for Spain.
   g. Geography:
      i. Europe
      ii. Spain
      iii. the Indies (the general area around China)
      iv. the Atlantic Ocean
      v. North America
      vi. the Bahamas

3. Skill Objectives
   a. The student will be able to locate Europe, Spain, the Indies, The Atlantic Ocean, North America, and the Bahamas (Hispanola).
   b. The student will identify Columbus as the first of many explorers to claim parts of the New World.
   c. The student will define explorer.

B. Materials
   1. a large world map
   2. a globe
   3. examples of spices, ivory, silk, gold, jewels
   4. one revised world map (see Appendix 1)
   5. one world map for each child (see Appendix 2).
   6. one paper towel tube for each child
   7. one Pringles can for each child
   8. crayons for each child
   9. glue sticks for each child

C. Key Vocabulary
   1. explorer – someone who searches for something
   2. claim – to take something for your own

D. Procedures/Activities
   1. Give the students some very brief background information: For a time the countries in Europe (point on a map) were busy fighting wars against each other. After this, they had time to explore new places (point to the Eastern
Hemisphere, especially around China). These travelers brought back many precious and new things like special spices, ivory, silk, and jewels. These things are riches.

2. Next show on the map how Europeans traveled across the land (Asia) and remind them that it would be difficult to bring back a lot of things with them. They would have to load the riches onto horses and walk the horses all the way back across the land. It would be much faster to load a ship full of riches and sail it back to Europe. So, the Europeans began to sail around Africa (point to the route on a map) to bring big boatloads of riches back to Europe to sell.

3. Have the kids give you thumbs up if they remember learning about Christopher Columbus in kindergarten. Remind the students that Christopher Columbus was looking for a new quicker way to sail to the East. He was trying to sail all the way around the world. But, instead, he bumped into the New World. (Show the student on a globe).

4. Read the children pages 144-145 from *What Your First Grader Needs To Know* by E.D. Hirsch.

5. Drill the students the specific areas of content that should be committed to memory.
   a. “In four hundred and ninety-two, Columbus sailed the ocean blue.”
   b. Columbus sailed in the Nina, the Pinta, and the Santa Maria
   c. Ferdinand and Isabella
   d. the location of Spain, the Indies, and the Bahamas (Hispaniola) on a map

E. Assessment/Evaluation

1. Each child will complete two "spy-glass maps."

2. Begin by passing the revised world maps to each student. These are maps without the North or South American continents. Explain to the children that this is the "Old World" and this is might be like a map that the people in Europe had during the time of Columbus. Point out the Atlantic Ocean and remind them that North and South America are missing.

3. Have the students take their green crayon and make a line going from Spain to the Indies over the land. Explain that along this line is a very high mountain range called the Himalayas. It would be very difficult to carry riches back to Europe over the mountains.

4. Next have the students make a line using their blue crayon from Spain, down the coast of Africa, and back up to the Indies. This is the route the Europeans were sailing to get back and forth from the Indies.

5. Next have the students put glue on the "Eastern" edge of the map and then wrap the map around a paper towel tube.

6. Have the students take their finger and run it from Spain around to the Indies. This will demonstrate why Columbus wanted to try to sail West to get to the East. This also shows how close Columbus thought he might be to the Indies. Now have them take a red crayon and trace this route.
7. Next pass out the world map (Appendix 2 ~ be sure to enlarge the map so it fits around a Pringles can). Explain that this is a real map of the world. There are no missing continents.
8. Have the students mark this map with their green crayon from Spain to the Indies along the land route and then make a line from Spain around the African coast to the Indies with the blue crayon.
9. Next have the students put glue on the "Western" edge of the map and then wrap the map around a paper towel tube.
10. Have them run their finger from Spain around towards the Indies. What is in the way? The continents of North and South America. This is how Columbus discovered America, or the New World. Have them trace from Spain to the Bahamas with a red crayon to highlight Columbus' actual route.

Lesson Two: The Desire and Search for Gold
A. Daily Objectives
1. Concept Objectives
   a. Understand how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations.
   b. Develop a sense of historical empathy; see through the eyes of the people who were there.
   c. Comprehend the danger and consequences of greed.
2. Lesson Content
   a. After Columbus discovered the New World, many Europeans wanted to explore this land for riches—for gold, silver, spices, and jewels.
   b. Many countries, especially Spain, claimed much of the New World.
   c. Many explorers claimed this land with disregard for the people who were already established there.
   d. The greed of these explorers and the countries they came from destroyed ancient civilizations.
   e. Geography:
      i. Europe
      ii. Spain
      iii. the East (the general area around China)
      iv. the Atlantic Ocean
      v. North America
      vi. Central America
      vii. South America
   f. Brief overview of explorers such as:
      i. Ponce de Leon and Florida
      ii. Cortez and Mexico
      iii. Pizarro and Peru
      iv. De Soto and Florida
      v. Coronado and the Southwestern United States
g. Bible verse
   i. Watch out! Be on your guard against all greed; a man’s life does not consist in the abundance of his possessions. Luke 12:15

3. Skill Objectives
   a. The student will be able to locate Europe, Spain, the Indies, The Atlantic Ocean, North America, Central America, and South America on a map.
   b. The student will define explorer, claim, greed, and possessions.
   c. The student will identify Spain as the country of origin for the majority of explorers.
   d. The student will recall that many explorers were searching for gold.

B. Materials
   1. 3-4 bags of chocolate gold coins
   2. 3-4 small flags stuck in a small ball of clay (I used colored paper umbrellas for party drinks.)
   3. a large world map
   4. examples of spices, ivory, silk, gold, jewels
   5. Explorers of North America by Brendan January
   6. Land Ho! Fifty Glorious Years in the Age of Exploration by Nancy Winslow Parker
   7. Appendix Three (Note: Please shade the maps included before photocopying for your students.)

C. Key Vocabulary
   1. explorer – someone who searches for something
   2. claim – to take something for your own
   3. greed – selfishness
   4. possessions – things that belong to you
   5. conquer - to win against someone or to beat them

D. Procedures/Activities
   1. During recess or before school hide the bags of chocolate gold coins in the classroom. Put one or two bags in student desks and one or two in items that belong to the children such as their spelling folders or cubbies. It is important that the bags of gold coins are hidden in places or things that belong to the children.
   2. At the beginning of the history lesson explain that you represent a country that loves gold and that you are exploring the classroom for riches.
   3. Next, set sail from your desk and travel around the room looking for riches. Find the examples of spices, silk, ivory, and jewels on display at the history table. Tell your students that these aren’t enough riches for you. You want more! You want gold! Quote Cortez: “I suffer from a disease that only gold can cure!” (Be dramatic.)
   4. Next, go to a child’s desk with a bag of coins hidden inside. (Choose a student who isn’t sensitive and won’t cry…) Tell the class that you are
claiming this desk for yourself. It now belongs to you. Place your flag on their desk and take off their nametag. The child sitting at the desk may say, “Hey, that’s not fair. That is my desk!”

5. Next tell the class that the desk belongs to you and so does everything inside the desk. Make the child stand next to their desk while you take their crayons, scissors, pencils, and the gold coins for your own.

6. Continue to walk around the classroom claiming the areas and things that the gold coins are hidden in. Tell the children that you are going to keep the gold coins for yourself and your teacher friends. The children undoubted will feel and voice the injustice of these actions.

7. Remind the students that once the New World was discovered by Columbus, European countries, especially Spain (point to it on a map), began claiming these lands and exploring these lands for riches. Ask your students if they know what claim means. Give them clues: It is just what I did to your desk. I took it for my own. I claimed it.

8. Tell the children that they are going to learn about two famous explorers, but for now you are going to tell them some stories about some other explorers. First make sure they understand the word explore.
   a. There was a man from Spain named Ponce de Leon who was an explorer. Soon after Columbus discovered the New World, he explored Florida. He was looking for some special water that people said would always keep you young. It was called “The Fountain of Youth” Read p.12 in Land Ho! Fifty Glorious Years in the Age of Exploration by Nancy Winslow Parker.
   b. Another man from Spain named Hernandez Cortez claimed and conquered the Aztecs in Mexico. He became very rich, but he had to kill thousands of people to do this. We will learn a lot about him tomorrow.
   c. The other person we will learn a lot about is another man from Spain named Francisco Pizarro. He conquered the Incas in Peru. He also became very rich, but he had to kill thousands of people to do this.
   d. There was another man from Spain named de Soto explored Florida. Read pp.16-17 in Explorers of North America by Brendan January.
   e. Another man from Spain named Coronado went to find “golden cities” in the Southwest of current day U.S. Read pages 14-15 in Explorers of North America by Brendan January

9. Ask the children if they remember who lived in North and South America (point to it on the map) before the explorers came?
   a. North America: Native Americans (they should remember this from kindergarten)
   b. Central America: Maya and Aztec
   c. South America: Inca

10. Tell the children that over the next few days they are going to learn more about what happened when these Native Americans met these explorers,
especially Hernandez Cortez and Francisco Pizarro. Tell them that they are going to learn how these explorers destroyed the ancient civilizations that we learned about earlier—the Aztecs and the Incas.

11. Revisit the exercise from the beginning of the lesson. Ask how the children felt when their gold coins were taken. Was it fair? Was it good? Was it ok for me the explorer to do this just because I wanted gold? Was I being greedy? Is this way God’s way? What does God say about selfishness? When I claimed your desk, was I doing what was right?

12. Listen to what Jesus says about being greedy: Watch out! Be on your guard against all greed; a man’s life does not consist in the abundance of his possessions. Luke 12:15

13. Discuss. What are possessions? Is our life better if we have a lot of possessions? We are going to find out that Cortez and Pizarro thought that if they had lots of gold their life would be better. But we know this isn’t right.

E. **Assessment/Evaluation**

1. Each child will complete a teacher directed picture test on the content from Lesson One. See Appendix 3.

**Lesson Three: Hernandez Cortez and the Aztecs**

**A. Daily Objectives**

1. **Concept Objectives**
   a. Understand how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations.
   b. Develop a sense of historical empathy; see through the eyes of the people who were there.
   c. Comprehend the danger and consequences of greed.

2. **Lesson Content**
   a. Hernandez Cortez an explorer was from Spain
   b. Cortez wanted gold.
   c. Cortez took an army and supplies to Tenchtitlan (tay-notch-tit-LAN).
   d. Cortez met Montezuma who thought he might be the god Quetzalcoatl (ket-zel-CO-atl).
   e. The Aztecs were very fearful of Cortez and his men because they had never seen horses, guns, or cannons before.
   f. The Spanish brought many diseases, including smallpox. This killed many Aztecs.
   g. The Aztecs and the Spanish fought and the Spanish won.
   h. Cortez claimed the land and the riches in the land for Spain.

3. **Skill Objectives**
   a. The student will locate Mexico on a map.
   b. The student will recall that Cortez conquered the Aztecs.
   c. The student will identify Spain as the country of origin for the majority of explorers.
d. The student will recall that many explorers were searching for gold.
e. The student will compare and contrast the Spanish and the Aztecs.
f. The student will recognize how a disease like smallpox can spread and devastate an entire civilization.
g. The student will show progress in the memory verse: Watch out! Be on your guard against all greed; a man’s life does not consist in the abundance of his possessions. Luke 12:15

B. Materials
1. *Exploration and Conquest* by Besty and Giulio Maestro
2. Chart paper and markers (See Appendix 5.)
3. One “Smallpox simulation” card for each child. (See Appendix 4.)

C. Key Vocabulary
1. conquer – to win against someone or to beat them
2. conquistador – someone who conquers another civilization
3. Hernandez Cortez – the Spanish conquistador who conquered the Aztecs
4. Montezuma – the leader of the Aztecs
5. disease – a sickness
6. smallpox – a disease like chicken pox, but worse

D. Procedures/Activities
1. Briefly review with questions.
   a. Who remembers where the Aztec civilization lived? (Modern day Mexico)
   b. Who remembers the name of the famous Aztec leader? (Montezuma)
   c. Who remembers the name of the Aztec capital city? (Tenochtitlan (tay-notch-tit-LAN)
   d. Who remembers some of the strange dreams and prophecies that Montezuma had? (He thought that a god from the East with light hair and skin named Quetzalcoatl (ket-zel-CO-atl) would come back to rule the Aztecs.)
   e. How did explorers from Spain know about the New World? (Columbus)
   f. Who remembers why some people began exploring the New World? (They wanted gold.)
   g. Who remembers the vocabulary word that means “to take.” This is what I did to your desks yesterday. (claim)
   h. Who remembers some of the explorers that claimed land in the New World? (Ponce de Leon, Cortez, Pizarro, Coronado, and de Soto)
2. Today we are going to learn about Hernandez Cortez. He was one of the explorers that conquered the people in Mexico. To conquer means to beat someone or to win. We call these people like Hernandez Cortez conquistadors because they conquered, or won against the people in new lands.
a. Read pp. 9-10 from *Exploration and Conquest* by Besty and Giulio Maestro.

b. Tell the children that before Cortes went to Tenochtitlan, he was already rich and powerful. He was a leader in Cuba. But he still wanted more. He didn’t follow Jesus’ advice: Watch out! Be on your guard against all greed; a man’s life does not consist in the abundance of his possessions. Luke 12:15

c. Why did Cortez go to the Aztecs? (To find riches.)

d. Why did the Aztec leader Montezuma welcome Cortez and his men? (They thought he was Quetzalcoatl (ket-zel-CO-atl), a god from the East.)

e. Why were the Aztecs afraid of Cortez and his men? (Because they had never seen horses, guns, armor, or cannons before.)

f. Who won the battle? (Cortez and his men did.)

g. Why did Cortez and his men win the battle? (They had a great advantage with their guns, horses, and cannons.)

3. Besides the guns and cannons, another reason the Spanish were able to win this battle was that they brought from Spain some diseases that made many Aztecs sick. When you have a disease your body remembers the disease. Your body can remember a special code to fight against the disease if you get it again. Then you won’t get sick. This means you are immune to the disease. When you are immune that means that your body remembers a special code to fight against the disease. In Europe and Spain many diseases were passed around and so many people’s bodies remembered how to fight these diseases. But the Aztec people had never gotten any of these diseases. When the Spanish came, some of them brought some germs that gave the Aztec people these diseases. Smallpox was one of them. It is kind of like chicken pox, but worse. The Aztec people’s bodies didn’t have the right codes to fight this disease. The Spanish people’s bodies did have the right code to fight smallpox. So, the Aztec people got very sick and died and the Spanish people didn’t. This helped the Spanish people win the war, but it was very sad for the Aztec people.

4. Do the “Smallpox Simulation Activity.” See Appendix 4.

5. Now we are going to chart the differences between the Aztecs and the Spanish. This will demonstrate why the Spanish were able to win the battle against so many Aztecs. See Appendix 5.

<table>
<thead>
<tr>
<th>Aztec</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weapons</td>
<td>Bows, arrows, spears, darts, clubs</td>
</tr>
<tr>
<td>Animals</td>
<td>Deer, dogs, jaguar</td>
</tr>
<tr>
<td>Clothing</td>
<td>Cotton clothing</td>
</tr>
<tr>
<td>Health</td>
<td>They had never been exposed to influenza or smallpox</td>
</tr>
</tbody>
</table>
6. Ask questions that point toward the conceptual ideas:
   a. How did Columbus’ discovery of the New World begin to change the New World? How did it begin to change the Old World?
   b. How do you think the Aztecs felt about Cortez and his army?
   c. Can you offer any better solutions?
   d. If Cortez hadn’t been greedy after gold how would his actions be different?
   e. Why were the Spanish able to win?

7. Review memory verse and discuss implications. “Watch out! Be on your guard against all greed; a man’s life does not consist in the abundance of his possessions.” Luke 12:15

8. Contrast this to a quote from Cortez: “We suffer from a disease that only gold can cure.”

E. Assessment/Evaluations
1. The student participated in lesson. Teacher will evaluate by a Lesson Two Participation checklist. See Appendix 6.

Lesson Four: Pizarro and the Incas
A. Daily Objectives
   1. Concept Objectives
      a. Understand how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations.
      b. Develop a sense of historical empathy; see through the eyes of the people who were there.
      c. Comprehend the danger and consequences of greed.

   2. Content
      a. Francisco Pizarro was an explorer from Spain
      b. Pizarro heard about how Cortez conquered the Aztecs and took a lot of gold from them.
      c. Pizarro wanted gold for himself.
      d. Pizarro traveled to South America to find riches there.
      e. He met the Inca people who lived in Peru.
      f. The Inca were very fearful of Pizarro and his men because they had never seen horses, guns, or cannons before.
      g. The Spanish brought many diseases with them, especially smallpox. The Incas got very sick from these diseases.
      h. The Inca’s leader was Atahuallpa (ah-ta-wall-pah).
      i. Pizarro captured the Inca leader Atahuallpa and said he would let him go if the Inca people brought him a whole roomful of treasure, which they did.
      j. Pizarro didn’t keep his word. He killed Atahuallpa, kept the treasure, and kept fighting against the Incas.
      k. Pizarro and his men won the battle.
      l. Pizarro claimed the land and the riches in the land for Spain.
3. Skill Objectives
   a. The student will be able to locate Peru on a map.
   b. The student will identify Spain as the country of origin for the majority of explorers.
   c. The student will recall that many explorers were searching for gold.
   d. The student will recall that Pizarro conquered the Inca.
   e. The student will recognize the Spanish advantage of having horses and guns.
   f. The student will show significant progress in memory work. Watch out! Be on your guard against all greed; a man’s life does not consist in the abundance of his possessions. Luke 12:15 and “We suffer from a disease that only gold can cure.”—Hernandez Cortes

B. Materials
   1. Exploration and Conquest by Besty and Giulio Maestro.
   2. One index card for each child. ¾ should say Inca, ¼ should say Spanish.
   3. Stacks of scrap paper.
   4. Two wastebaskets.
   5. Appendix Seven.

C. Key Vocabulary
   1. Francisco Pizarro - Spanish conquistador who conquered the Inca
   2. Atahuallpa – leader of the Inca

D. Procedures/Activities
   1. Briefly review with questions.
      a. Who remembers where the Inca civilization lived? (Modern day Peru)
      b. Who remembers why the conquistadors began exploring the New World? (They wanted gold.)
      c. Who remembers the word that means “to take.” This is what I did to your desks the other day. (claim)
      d. Who remembers the conquistador that claimed the Aztec land? (Hernandez Cortez)
      e. What were some of the reasons he was able to win? (He had horses, guns, cannons, and the Spanish had diseases that wiped out the Aztecs).
   2. Introduce Francisco Pizarro. Ask the children to watch for some similarities between Cortez and Pizarro.
      b. Ask the children why Pizarro and his men were able to win.
      c. Discuss the similarities to Cortez.
   3. Do the “Horse Advantage Simulation.” (Idea from Cyndi Wells. Original source unknown.) Take the children outside to a field. Have children draw cards. 3/4 of the cards should say Inca, the others should say Spanish. If the child draws Inca then they must compete without a horse. This means they have to hop backwards. If the children draw Spanish,
they have the advantage of a horse and they can complete by running forward. Set out a racecourse and have the children race. This will demonstrate the advantage that the Spanish had with their horses.

4. Take the children back inside. Do the “Gun and Cannon Advantage Simulation.” (Idea from Cyndi Wells. Original source unknown.) Have the children draw cards. 3/4 of the cards should say Inca, the others should say Spanish. Explain that we are going to have a war. The Spanish side will have guns and cannons. The Incas will use spears and bows and arrows. Both sides will have a stack of scrap paper and a wastebasket. The object will be to throw your paper into the other side’s wastebasket. This is like aiming and actually hitting something. The Spanish side will be allowed to crumple their paper and throw it. The Inca side may only throw the sheets of paper. This will demonstrate the advantage of the Spanish of having weapons like guns and cannons.

5. Ask questions that point toward the conceptual ideas:
   a. How did Columbus’ discovery of the New World begin to change the New World? How did it begin to change the Old World?
   b. How do you think the Incas felt about Pizarro and his army?
   c. Can you offer any better solutions?
   d. Why were the Spanish able to win?
   e. If Pizarro hadn’t been greedy after gold how would his actions have been different?
   f. Did Pizarro practice Jesus’ advice from Luke 12:15?

6. Go over memory work.
   a. “Watch out! Be on your guard against all greed; a man’s life does not consist in the abundance of his possessions.” Luke 12:15
   b. “We suffer from a disease that only gold can cure.” - Hernandez Cortes
   c. How are these different?

E. Assessment/Evaluation
1. The class will participate in a fill in the blanks exercise about the content covered in Lesson 4. See Appendix 7.

Lesson Five: Compare Columbus, Cortez, and Pizarro

A. Daily Objectives
1. Concept Objective
   a. Understand how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations.
   b. Develop a sense of historical empathy; see through the eyes of the people who were there.
   c. Comprehend the danger and consequences of greed.

2. Lesson Content
   a. Columbus, Cortez, and Pizarro were from Spain.
   b. Columbus went to Hispanola, Cortez went to Tenochtitlan (tay-noch-tit-lan), and Pizarro went to Peru.
c. Columbus went because he was looking for a trade route to the Indies, Cortez went because he wanted riches, and Pizarro went because he wanted riches.
d. Columbus met the Tiano civilization, Cortez met the Aztec people, Pizarro met the Inca people.
e. Columbus, Cortez, and Pizarro were explorers.
f. Columbus was not a conquistador. Cortez and Pizarro were conquistadors.

3. Skill Objectives
a. The student will locate Spain, the Bahamas, Mexico, and Peru on a map.
b. The student will identify Spain as the country of origin for the majority of explorers.
c. The student will identify Columbus as the first of many explorers to claim parts of the New World.
d. The student will recall that many explorers were searching for gold.
e. The student will be able to distinguish that Hernandez Cortez conquered the Aztecs and Francisco Pizarro conquered the Incas.
f. The student will be able to distinguish between an explorer and a conquistador.
g. The student will illustrate and write to demonstrate content knowledge of either Cortez or Pizarro.

B. Materials
1. chart paper and markers (prepare chart ahead of time, see Appendix 8)
2. a large world map
3. story paper (half blank and half lined) and crayons for each child
4. Appendices 8 and 9.

C. Key Vocabulary
1. explorer – someone who searches for something
2. claim – to take something for your own
3. greed – selfishness
4. possessions – things that belong to you
5. conquer – to win against someone or to beat them
6. conquistador – someone who conquers another civilization

D. Procedures/Activities
1. Begin with review questions.
a. How did Columbus’ discovery of the New World begin to change the New World (the Americas)? How did it begin to change the Old World (Europe)?
b. What country did Cortez come from?
c. What country did Pizarro come from?
d. What does conquer mean?
e. Who did Cortez conquer?
f. Who did Pizarro conquer?
g. How do you think the Aztecs and the Incas felt about Cortez and Pizarro?

h. What were some of the reasons Cortez and Pizarro were able to win?

i. How would the outcome have been different if Cortez and Pizarro weren’t greedy men?

2. Tell the children that you want them to think of some of the similarities and differences between Columbus, Cortez, and Pizarro. Fill out the chart (see Appendix 8) with the class.

3. Go over memory work. "Watch out! Be on your guard against all greed; a man’s life does not consist in the abundance of his possessions. Luke 12:15 and “We suffer from a disease that only gold can cure.”-Hernandez Cortes

E. Assessment/Evaluation

1. Ask the children to choose one of the three explorers from the chart. Have them make an illustration of this explorer and have them caption their illustration. Encourage the more proficient writers to write a few sentences about the explorer. Less proficient writers can write one or two words. Make sure to tell the children that you want their illustration and sentences to tell you something about the explorer. Make sure the illustration/sentences are content rich. While the children are completing this call each child up a one minute interview on Columbus and the Conquistadors. Fill out an Oral Evaluation checklist for each child. (See Appendices 9 and 10)

VI. CULMINATING ACTIVITY

A. Columbus, Cortez, and Pizarro comparison chart. (This is contained within lesson five.)

VII. HANDOUTS/WORKSHEETS

A. Appendix One – Revised World Map, Lesson One
B. Appendix Two - World Map, Lesson One
C. Appendix Three – Written Assessment, Lesson Two
D. Appendix Four – Smallpox Simulation Activity, Lesson Three
E. Appendix Five—Aztec to Spanish Comparison Chart, Lesson Three
H. Appendix Six —Student Participation Checklist, Lesson Three
I. Appendix Seven—Fill in the Blank Chart, Lesson Four
J. Appendix Eight—Compare and contrast Columbus, Cortez, and Pizarro Chart, Lesson Five
K. Appendix Nine —Unit Assessment (Oral Evaluation), Lesson Five
L. Appendix Ten— Questions for Unit Assessment, Lesson Five

VIII. BIBLIOGRAPHY


Appendix Three
Written Assessment, Lesson Two

Name: ____________________________

1. Christopher Columbus discovered a way to sail to
the New World, Africa, or the Indies.

2. Many explorers were from
Australia, Spain, or Africa.

2. Hernandez Cortez was a famous
fireman, explorer, or computer programmer.

4. Many explorers from Spain were looking for
5. Francisco Pizarro was a teacher, construction worker, and explorer.

- coconuts
- gold
- zebras.
Appendix Four
Smallpox Simulation Activity, Lesson Three
(Idea from Cyndi Wells. Original source unknown.)

• You will need an index card for each child in your class. Label two of the cards with the word CONQUISTADOR. Put red dots on three of the cards. Put green dots on the rest of your cards.
• Distribute the cards, one to each child. The children should keep their card secret.
• The children that receive the cards with CONQUISTADOR will be immune to smallpox. They will survive the epidemic.
• The children with a red dot on their card will begin the game with smallpox.
• The children with a green dot on their card will begin the game as healthy Aztec people.
• Begin the game.
• Say "go" and have each child trade cards with another with the exception of the children with CONQUISTADOR cards. They will walk around the classroom during the game, but will not trade cards at any point.
• If a child with a green card trades with a green card, nothing happens.
• If a child with a green card trades with a red card, then the original holder of the red card dies (lies down on the floor) and the original holder of the green card now holds a red card and is sick with smallpox.
• Trade again and again until only the conquistadors are left alive.
• This demonstrates how quickly smallpox can destroy a civilization with no immunities.
A blank chart on large chart paper should be prepared in advance.

<table>
<thead>
<tr>
<th></th>
<th>Aztec</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weapons</td>
<td>Bows, arrows, spears, darts, clubs</td>
<td>Cannons, guns, swords, cross bow, poleax</td>
</tr>
<tr>
<td>Animals</td>
<td>Deer, dogs, jaguar</td>
<td>Horses, dogs</td>
</tr>
<tr>
<td>Clothing</td>
<td>Cotton clothing</td>
<td>Leather, armor</td>
</tr>
<tr>
<td>Health</td>
<td>They had never been exposed to influenza or small pox.</td>
<td>They had been exposed to influenza and small pox and had resistance to them.</td>
</tr>
</tbody>
</table>
Appendix Six
Student Participation Checklist, Lesson Three

Student Participation Checklist

Student name: ________________________________
Date: ________________________________
Assessed by: ______________________________

Topic: Conquistadors: Cortez and the Aztec

<table>
<thead>
<tr>
<th>Checklist Items</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answered more than two questions throughout lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listened to reading about Cortez from <em>Exploration and Conquest</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in class Aztec/Spanish comparison chart.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively reviewed memory verse Luke 12:15 with the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seemed to grasp content of the unit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seemed to grasp concepts of the unit.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: ______________________________________________________

______________________________________________________

______________________________________________________
This exercise should be written ahead of time on large chart paper with dashed blanks to show how many letters are in each word. I laminated my chart and use overhead pens (that wipe away with water) so I can use the chart again from year to year.

Francisco Pizarro was from Spain.

Pizarro heard about how Cortez conquered the Aztecs.

Pizarro wanted gold for himself.

He met the Inca people who lived in Peru.

The Inca were afraid of Pizarro and his men because they had guns, cannons, and horses.

Pizarro captured the Inca leader Atahuallpa and said he would let him go if the Inca brought him a roomful of riches.

Pizarro didn’t keep his word.

He won the battle against the Inca. Pizarro was greedy for gold.
Appendix Eight

Compare and contrast Columbus, Cortez, and Pizarro Chart, Lesson Five

A blank chart should be prepared ahead of time on large chart paper.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbus</td>
<td>Spain</td>
<td>Hispanola</td>
<td>To find a new route to the East.</td>
<td>The Taino people.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Cortez</td>
<td>Spain</td>
<td>Tenochtitlan, Mexico Central America</td>
<td>To get gold.</td>
<td>The Aztecs. Montezuma.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Pizarro</td>
<td>Spain</td>
<td>Peru, South America</td>
<td>To get gold.</td>
<td>The Inca. Atahualla.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Oral Evaluation

**Student name:** ____________________________________________

**Date:** ______________________________________

**Assessed by:** ____________________________________________

**Topic:** Conquistadors

<table>
<thead>
<tr>
<th>Unit content</th>
<th>Yes</th>
<th>No</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can locate Europe on a map.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can locate Spain on a map.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can locate Central America on a map.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can locate South America on a map.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can define conquistador.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student distinguishes that Cortez conquered the Aztecs and Pizarro conquered the Inca.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student understands some of the reasons why the Spanish won.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can define greed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student memorized Luke 12:15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Unit Concepts:**

- Student begins to understand how Columbus’ discovery of the New World began to transform the whole world.
- Student developed a sense of historical empathy: they can see through the eyes of the people who were there.
- Student understands the danger and consequences of greed.

**Study Habits:**

- Student participates often.
- Student waits turn to talk.
- Student seemed to enjoy unit.
Questions for Lesson Five Oral Assessment

1. Can you point to Europe on this map?
2. Can you point to Spain?
3. Can you point to Central America?
4. Can you point to South America?
5. Can you tell me who Christopher Columbus was?
6. Can you tell me what a conquistador is?
7. Who conquered the Aztecs?
8. Who conquered the Inca?
9. Why did Cortez and Pizarro win their battles?
10. What do you think greedy means?
11. Can you say our memory verse with me?
12. How did Columbus’ discovery of the New World begin to change the New World?
13. How do you think the Incas felt when Pizarro came?
14. What happened because Pizarro was greedy?