

SOCIAL STUDIES 5



JPS 5th Grade Social Studies Scope and Sequence 2019-2020



Grade 5 Social Studies Overview

To be productive members of society, students must be critical consumers of information they read, hear, and observe and communicate effectively about their ideas. They need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

1. Use sources regularly to learn content.
2. Make connections among people, events, and ideas across time and place.
3. Express informed opinions using evidence from sources and outside knowledge.

Teachers must create instructional opportunities that delve deeply into content and guide students in developing and supporting claims about social studies concepts. In grade 5, students explore what makes a place unique as they examine the geographic, historic, cultural, governmental, and economic characteristics that make Louisiana unique. The [key themes](#) in grade 5 highlight the connections among the GLEs that students should make as they develop and express informed opinions about the grade 5 claims.

Assessment Guidance [5th Grade Guide](#) Companion Document [5th Grade Document](#) Practice Test [5th Grade Test](#), [Key](#)

Pacing Chart

Content	Claims	Timeline
Unit 1 Indigenous Cultures of the Americas	What is a civilization?	Aug 8-Sept. 19, 2019
Unit 2 European Exploration	What happens when cultures collide?	Sept. 20-Oct. 29, 2019
Unit 3 Settlement of the Present-Day United	How are civilizations established?	Oct 30-Dec 13, 2019
Unit 4 Colonial Advancement	How do civilizations advance?	Dec. 16, 2019-Feb 18, 2020
Unit 5 The French and Indian War	How does war shape the development of	Feb. 19-March 27, 2020

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Unit 1: Indigenous Cultures of the Americas (29 Days)

Overview

Students explore the characteristics of civilization and consider how the development of various indigenous cultures of the Americas exemplifies those characteristics

Claim

The students develop a claim to respond to the overarching question: What is a civilization?

Key Connections

- The Maya, Aztec, and Inca developed large and complex civilizations that flourished economically, socially, and politically.
- Surplus food in the Maya, Aztec, and Inca empires allowed trade to develop, and brought in goods that city-states did not have.
- Development of civilizations across the Americas depended on geographic resources, and shared common characteristics.

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Unit Terminology and Tools	
Content Vocabulary	compass rose, map title, map key or legend, grid, cardinal directions, intermediate directions, distance scale, longitude, latitude, Equator, Prime Meridian, hemispheres, plains, plateau, basin, coast, primary and secondary sources, culture, civilization, society, migrate, Aztec, Maya, Inca, Olmec, Tenochtitlan, nomad, artifact, empire, aqueducts, causeways, astronomy, observatory, bartering, archeologist/anthropologist, indigenous, pyramid, mound, terrace, pueblo, plaza, conquer/conquest/conquistadors, pre-Columbian, explorer/exploration, soldier, sacrifice, architecture, agriculture, rights, citizenship, language, religion, technology, indigenous, native
DBQ Project Correlation	CLEVER: The Maya: What was their Most Remarkable Achievement?
Studies Weekly Correlation	CLEVER: USA Studies Weekly: Ancient America to Reconstruction, Week 3
Supplemental Materials	WorldBook Online: What is a Map? , How to Read Map Symbols Discovery Education: The Aztecs , Machu Picchu , Mayans , Chichen Itza , The Anasazi Pueblo Bonito , Effects on Native American Culture LDOE Task Item: Indigenous Cultures
Assessments	

- LDOE Unit 1 Assessment: Students will participate in a Socratic seminar in response to the question: What does it mean to be civilized?
- JPPSS Unit 1 Assessment

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Essential GLEs

Essential content represents the most important concepts to be taught in each unit. Teachers should spend the majority of their time teaching the essential content.

5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration.

Priority Concepts and Content

- Evaluate the Aztec, Maya, and Inca Empires, and Native American (Northeastern Woodlands, Southeast, Plains, Southwest/Pueblo, Great Basin, Plateau, Northwest Coast) civilizations to determine how the empires exemplify the characteristics of civilization (large population centers, monumental architecture and art, written language, organized central government, specialization and division of labor, social classes/structures).
- Describe the social, cultural, religious, and economic characteristics of the Mayan civilization (writing system, human sacrifice, stepped pyramids, terrace farming, plazas, clay works).
- Describe major accomplishments of the Inca empire (roads and bridges, architecture, centralized economy, terrace farming, aqueducts).
- Explain why roads were so important to the Inca Empire (impact on expansion of empire).
- Describe the innovations and products of the Aztec Empire (food, jewels, metals, stones, bones, feathers, medicine, salons, restaurants, drinking water, pipes, and roads).
- Describe the importance of Tenochtitlan's geographic location, and explain its economic innovations (the market, tribute system, and chinampas - floating islands for crops).
- Explain how agricultural innovations contributed to the Aztec economic system.
- Describe characteristics of Native American tribes (tribes from the Northeastern Woodlands, Southeast, Plains, Southwest/Pueblo, Great Basin, Plateau, and Northwest Coast) before Europeans came to the Americas.
- Compare and contrast how indigenous cultures developed in North and South America, and what likely contributed to the similarities and differences.

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5.4.3 Analyze maps from the Age of Exploration to 1763.

Priority Concepts and Content

- maps of the Maya and Inca empires, and explain the significance of the spread and growth of the empires.
- Use maps of the Aztec empire to analyze its spread and growth.
- Analyze maps of Tenochtitlan to explain the importance of the causeways and roads in the city.
- Use maps of pre-Columbian North America to analyze the spread and growth of Native American cultures.

Ancillary GLEs

Ancillary content represents skills that are used in support of bigger ideas, review content within a unit, and historical thinking skills. Ancillary content should not be cut from instruction.

5.1.1 Create a timeline of key events in early American history from the pre-Columbian to 1763.

Priority Concepts and Content

- Create a timeline of indigenous civilizations including the estimated beginning and end of the Maya and Inca Empires, founding of Tenochtitlan, beginning and end of the Aztec Empire, and Native North American civilizations.

5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763.

Priority Concepts and Content

- Analyze artifacts to determine religious, social, cultural, and political characteristics of the Aztec, Maya, Inca, and Native North American civilizations.

5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks: conducting historical research; evaluating a broad variety of primary and secondary sources; comparing and contrasting varied points of view; determining the meaning of words and phrases from historical texts; using technology to research, produce, or publish a written product

Priority Concepts and Content

- Produce writing explaining why the Maya, Inca, and Aztec are civilizations.
- Conduct historical research on the characteristics of Native American civilizations.

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5.4.1 Differentiate between various types of maps using characteristics, functions, and applications.

5.4.2 Analyze a map using a variety of tools.

Priority Concepts and Content

- Differentiate between physical, political, historical, climate, and resource maps, and describe common uses for each.

Priority Concepts and Content

- Describe the locations of the Aztec, Maya, and Inca empires on a map.
- Use the title, scale, legend, and grid to describe maps from the Aztec, Maya and Inca Empires.
- Locate on a map where North American indigenous tribes are located (Northeast, Southeast, Plains, Southwest, Great Basin, Plateau, Northwest Coast).

Topic 1: Characteristics of Civilization

Students develop a “value-free” definition of civilization by identifying the common characteristics of civilizations. Throughout grade 5, students explore the question: “What does it mean to be civilized?” For this topic, students understand the meaning of civilization as it relates to their society. They identify and define the many characteristics of civilizations, each of which contributes to the development of a civilization. They also provide examples from their society. Students are also encouraged to understand their bias and assumptions when defining civilization. Civilizations are often viewed as “advanced societies.” The problem with this definition is that it assumes early societies are less civilized than modern-day society because we have advanced since that time. As students’ progress through this unit, it is important that they begin to understand that civilizations are defined as a type of human community with common characteristics and avoid assuming an early society is less civilized because, for example, they used farming to grow food locally rather than mass producing food in factories.

GLEs

Essential

5.2.1

Ancillary

5.1.4; 5.4.1

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Key Questions

- What is a civilization?
- What are the characteristics of a civilization?

Timeline: 4 Days

While the activities below were inspired by the LDOE's sample lessons for this topic, many were modified to serve the needs of the teachers in JPS and to correspond to the JPS Student Resource Books. Additional information for each topic can be found in the Priority Concepts and Content section of the Essential and Ancillary GLEs found in the LDOE Companion Document.

What is a Civilization?

1. Write the word "civilization" on the board and read or project the following definitions. Students can follow along in the Student Resource Book:
 - a. The stage of human social development and organization that is considered most advanced.
 - b. The process by which society or place reaches an advanced stage of social development and organization.
 - c. The society, culture, and way of life of a particular area.
 - d. The comfort and convenience of modern life, regarded as available only in towns and cities.
2. Read aloud two other definitions of "civilization" from the first two paragraphs of Vocabulary.com. Students can follow along in the Student Resource Book. Ask students: "What do these definitions have in common?" Take notes for the class or annotate the definitions as students share their answers. Say: "According to many of these definitions, "civilization" is defined by advancement. However, think about the definition that said, 'the society, culture, and way of life of a particular area.' How is this definition different from the other definitions you have read?" Direct students to explain the meaning of "civilization" in the space provided in the Student Resource Book by using their own words and providing a visual. Divide the class into pairs or small groups and ask them to identify words and phrases related to "civilization" (Ex. synonyms-area where people live, organized society) and words from the same family (Ex. civil, civilized, citizen).
3. Have students turn to the "Class Society" diagram for Maya Civilization in the Student Resource Book. Instruct them to examine the diagram and answer the following question: "What is a hierarchy?"

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4. Have students turn to the "Characteristics of Civilizations" chart in the Student Resource Book. As a class, discuss how the United States is an example of a "civilization." Define the characteristics, and then, work together to identify modern-day examples. Direct students to record definitions and examples during the discussion. (Ex: For "Centralized government or state systems," ask students to recall the type of government in the United States and what distinguishes it as such. Project "[Citizenship Rights and Responsibilities](#)." Read the passage aloud to the students, while students follow along in the Student Resource Book. Ask students to explain the difference between a right and responsibility in the space provided in their Student Resource Book. Then, complete the row for "Centralized government or state systems" together.)
5. Following the class discussion and completion of the "Characteristics of Civilization" chart, explain to students that they will explore "what it means to be civilized" throughout the school year in social studies. Tell them that they will study various civilizations in order to identify their individual characteristics as civilizations, what happens with two civilizations collide, and what happens over time as civilizations grow, change, and mix.

Topic 2: The Aztec Empire

Students examine various sources from Tenochtitlán, the capital city of the Aztec Empire, to determine advancements made by the Aztec Empire, including social hierarchy (e.g., those closer to the Templo Mayor had a higher status in the society), agriculture, markets and job specialization, system of tribute (e.g., vassals contributed clothing, honey, feathers, etc.), organized religion, and an organized system of government (e.g., the Triple Alliance maintained power over the surrounding areas and required tribute), and to understand how those advancements exemplify the characteristics of civilization.

GLEs

Essential

5.2.1, 5.4.3

Ancillary

5.1.1, 5.1.2, 5.4.2

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Key Question

- What do sources reveal about the characteristics of civilization exemplified by the Aztec Empire?

Timeline: 7 Days

While the activities below were inspired by the LDOE's sample lessons for this topic, many were modified to serve the needs of the teachers in JPS and to correspond to the JPS Student Resource Books. Additional information for each topic can be found in the Priority Concepts and Content section of the Essential and Ancillary GLEs found in the LDOE Companion Document.

Aztec Empire: Overview

1. Say: "We are going to explore several sources from Tenochtitlán, the capital of the Aztec Empire. The Aztec Empire was an alliance of three large civilizations in present-day Mexico, which began around 1427 A.D. At the height of the Aztec Empire, the city of Tenochtitlán was home to as many as 300,000 people. The Aztec Empire is considered an indigenous group, or group that is native to the Americas. This means they lived in the Americas before the Europeans explored and colonized the Americas. What we know today as the United States was the result of that exploration and colonization. We will learn more about the exploration and colonization of the Americas throughout this year." (Suggestion: As you introduce the Aztecs, you may wish to briefly mention several civilizations which pre-dated and inspired the Aztecs: the [Olmecs](#), the [Zapotecs](#), [Teotihuacan](#), and the [Toltecs](#).)
2. Have students turn to the "Map of the Americas" in the Student Resource Book. Direct them to label the continents for points of reference. Then, have students locate and label the Aztec Empire. They should also determine: Where was the Aztec Empire located in relation to modern-day Louisiana? What modern-day country is located where the Aztec Empire once existed?
3. Ask students to start a timeline with the founding of Tenochtitlán in 1325 and the beginning of the Aztec Empire in 1427. Explain to them that they will continue to add events to the timeline throughout the unit. (Note: There is a blank "Timeline of the Native Cultures of the Americas" in the Student Resource Book; however, timelines can also be created on a separate sheet paper or digitally on any of the following platforms: [ReadWriteThink](#), [knight lab](#), [timeglider](#), [Sutori](#), or [myHistro](#).)

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4. Say: "Your goal with the next task is to examine various sources to determine whether the Aztec Empire is a civilization based on its characteristics. We are going to work together on this task as a model. For the next task, you will work in small groups, and then, independently. Next, students will engage in a similar process for other indigenous cultures in the Americas. Our first step in this task is to answer the question: "What is important about the location of Tenochtitlán?" As a class, view Maps 1-3 and Diagram 1 of Tenochtitlán in order in the Student Resource Packet. (Note: The original New York State task was intended for 9th graders; however, specific sources were selected by the LDOE to be used in the 5th grade classrooms.) ([Pages 17-18, 21, & 23 of the original New York State task](#)) As needed, teach students about the key features of a map (Ex. title, orientation, scale, legend, and grid) as well as the different types of maps provided (Ex. political map, physical map, road map). To assist students with understanding the information in these sources, the Student Resource Book also includes [Analyze a Map](#) organizers for students to complete with Maps 1-3.

5. Have students turn to the "Mapping Tenochtitlán" chart in the Student Resource Book. Instruct students to work with a partner or small groups to examine their findings and record the information in the "Mapping Tenochtitlán" chart. While still with their partner or in small groups, conduct a brief discussion about the significance of Tenochtitlán's location. Encourage students to use the [conversation stems](#) (Note: LDOE Scope and Sequence pg. 142; conversation stems are included in the front of the Student Resource Book) and provide evidence from the sources and their knowledge of social studies to support their answers.

Guiding questions:

- a. Where was Tenochtitlán located?
- b. Why might the Aztecs have chosen that particular location?
- c. What were the likely consequences of selecting that location?
- d. What characteristics of civilization are revealed by the location and geography of Tenochtitlán?

After the students discuss, have them share their responses and record class notes for examples of the "Characteristics of Civilizations" from the Aztec Empire. (Suggestion: Post these notes on chart paper for students to refer to throughout the unit.)

Aztec Artifacts: Templo Mayor

6. Say: "The Aztecs built the great city of Tenochtitlán as the fulfillment of a prophecy. The people who would become the Aztecs had wandered Mexico for almost 100 years looking for a specific sign from [Huitzilopochtli](#), the sun god. According to the Aztecs, when they saw an [eagle perched on a cactus](#) situated on a rock in the center of a lake and eating a serpent, the prophecy was fulfilled and they built their empire around this location, Tenochtitlán. At the center of Tenochtitlán was the Templo Mayor, which is now buried under modern-day Mexico City. The temple was the largest structure within Tenochtitlán and was built to honor Huitzilopochtli and acted as a government and religious center. Our next step is to look at three archaeological artifacts to determine what they tell us about the Templo Mayor." (Note: The hyperlinked images were included in the Student Resource Book for reference.)

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7. Turn to the three “Templo Mayor Artifacts” in the Student Resource Book. (Note: The Temple Entry Stone was censored in the Student Resource Book due to nudity in the original photograph.) ([Pages 29-31 of the original New York State task](#)) As a class, for each artifact: 1) the Temple Entry Stone, 2) Skull Rack, and 3) Aztec Calendar Stone, ask students to think about each object, and then, make a hypothesis about the purpose of the object (how the Aztecs might have used it). Guiding questions:

- a. What are your first impressions?
- b. What is the object made of?
- c. How big does the object appear to be?
- d. Is it intact or does it look like parts are missing?

8. After viewing the artifacts, have students turn to the “Digging for Clues: Templo Mayor Artifact Analysis, Part One” chart and instruct them to individually record information from the class discussion in the chart. (Suggestion: As needed, teach students how to analyze objects using the resources in [Engaging Students with Primary Sources pgs. 46-51](#) from Smithsonian and Thinkfinity.) Next, divide the class into pairs or small groups and have them turn to the “Digging for Clues: Templo Mayor” fact sheet, containing all three artifacts. (Note: The Temple Entry Stone was censored in the Student Resource Book due to nudity in the original photograph.) ([Page 28 of the original New York State task](#)). Direct each pair or small group to complete “Digging for Clues: Templo Mayor Artifact Analysis, Part Two” in the Student Resource Book by using the new information about the objects to: 1) evaluate their hypothesis and 2) describe what the object reveals about the Templo Mayor. Following the object analysis, ask: “What ‘Characteristics of Civilizations’ are revealed by the objects from Templo Mayor?” As students discuss, record class notes of examples of the “Characteristics of Civilizations” for the Aztec Empire. (Suggestion: Post these notes on chart paper for students to refer to throughout the unit.)

Aztec Economic Innovations

9. Say: “Other important aspects of Tenochtitlán included the market, the “chinampas” (floating islands for crops), and the causeways. Outside the city was an extensive network of other indigenous communities that were economically tied to the Aztec Empire through a system of tribute or taxation. Listen to how one Spanish explorer described Tenochtitlán in 1519, when he arrived: ‘These great towns and cues [temples] and buildings rising from the water, all made of stone, seemed like an enchanted vision from the tale of Amadis. Indeed, some of our soldiers asked whether it was not all a dream. It is not surprising therefore that I should write in this vein. It was all so wonderful that I do not know how to describe this first glimpse of things never heard of, seen or dreamed of before. — Letters from Bernal Díaz, 1519–1526.’ Our next step is to examine three economic innovations in Tenochtitlán – the market, the tribute system, and “chinampas” (floating islands for crops) – to determine what ‘Characteristics of Civilizations’ they reveal.”

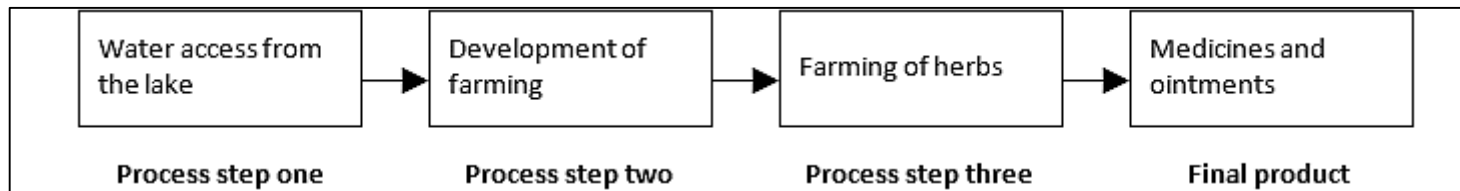
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10. Read aloud “Hernan Cortés, Second Letter to Charles V, 1520” in the Student Resource Book ([Page 36 of the original New York State task](#)). Say: “As I re-read a portion of Cortés’ letter about the Tenochtitlán Market, locate final innovations or products of the market.” Reread aloud the following portion of the letter: “more than sixty thousand souls, engaged in buying and selling; and where are found all kinds of merchandise that the world affords, embracing the necessities of life, as for instance articles of food, as well as jewels of gold and silver, lead, brass, copper, tin, precious stones, bones, shells, snails, and feathers. There are apothecaries’ shops, where prepared medicines, liquids, ointments, and plasters are sold; barbers’ shops, where they wash and shave the head; and restaurateurs, that furnish food and drink at a certain price. [. . .] An abundant supply of excellent water, is conveyed by one of these pipes, and distributed about the city, where it is used by the inhabitants for drink and other purposes.”

11. In the Student Resource Book, allow students an opportunity to create two lists based on information from the letter: final innovations (Ex. salons, restaurants, pipes for drinking water, etc.) and final products (Ex. food, jewels/metals/stones, bones, feathers, medicines, etc.). As a class, have students share the lists they created and compile a class list to pull from for the next activity.

12. Say: “We are going to create “chaîne opératoires,” or operational sequences, for these economic innovations and products. An operational sequence looks a lot like a flow chart that highlights each step, material, or invention needed to get to the final innovation or product. This will allow us to consider the characteristics of civilizations exemplified by the Aztec Empire.” Have students turn to the “Operational Sequence: Tenochtitlán Market” in the Student Resource Book. Select one of the final innovations or products from the list that the class developed and create a class operational sequence for the Tenochtitlán Market that identifies the steps in the process which would likely lead to the selected final innovation or product. (Note: You must walk students through this step for them to understand the flow being identified. Before starting this activity, examine the completed example from the [LDOE Scope and Sequence pg. 23.](#))

For a partial example, see below:



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Students should use the selected class innovation or product to build the first row, and then, branch off the appropriate steps with directional arrows. For example, the first two process steps would likely be the same steps for “restaurants” as the final innovation, so students should start their steps below that square and add the appropriate directional arrows. Additionally, not every student will describe these steps in the same way. Some students may see more or fewer steps for the innovations/products. What is important is that students notice the variety of advances needed to get to the final innovation or product and that they begin to consider the advances made by the Aztecs. (Note: You may not use all of the boxes provided.)

13. Provide students with context about the next two sources, which are labeled Artifact 4 & Artifact 5 in the Student Resource Book. ([Pages 37-38 of the original New York State task](#)).

- a. For Artifact 4: Codex Mendoza, an annotated manuscript describing the Aztec tribute system, ca. 1535, say: “This source is an annotated codex of the tribute system. A codex is an ancient manuscript in book form; a manual. They often explain the way of life of the time period. The Aztecs used the tribute system as a system of taxes to be paid by the other local governments the Aztec Empire controlled. Most of the tribute went to Tenochtitlán.”
- b. For Artifact 5: Te Papa, Photograph of a model of Aztec chinampas, say: “This photograph is a model of the chinampas, a method of agriculture that allowed the Aztecs to use small areas of fertile land to grow crops on the lake beds that surrounded Tenochtitlán.”

14. Have students turn to the “Operational Sequence: Tribute System or Chinampas” in the Student Resource Book. Divide the class into pairs or small groups and direct them to repeat the same process with one of the new sources (Artifact 4 or 5). You may choose to assign half the pairs or small groups to analyze Artifact 4 (tribute system) and half the pairs or small groups to analyze Artifact 5 (the chinampas). (Suggestion: Students may find it easier to write in pencils so that they have the ability to erase.)

For this task, students should:

- a. Identify the final innovations and products.
- b. Determine steps necessary to create these innovations or products.
- c. Create an operational sequence using the sources and the space provided in the Student Resource Book.

15. As needed, provide pairs with lists of final innovations or products for each economic innovation.

- a. Tribute system: capes/waist cloths/clothing, feathers, shields, grain, gold, honey, wood, and copper; names of towns expected to pay tribute

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b. Chinampas: wooden posts, woven frameworks, waterways, agricultural tools, crops (seeds), willows, farmers/human labor

16. As the pairs or small groups work, challenge students to consider the evidence available for their inferences and prompt them to consider what else might have been necessary (Ex. human intelligence, the need or desire for innovation) to build this elaborate economic system. Direct pairs or small groups to share their operational sequence with another pair or small group analyzing the same source. Then, direct the new groups to share their operational sequence with another group that analyzed the other source.

17. Following the source analysis, conduct a brief discussion with partners or small groups. Guiding questions:

- a. How did the agricultural innovations feed into the Aztecs' larger economic systems, including the tribute system and the marketplace?
- b. How did Tenochtitlán sustain itself?
- c. What characteristics of civilizations in Tenochtitlán are revealed by your operational sequence?

As students discuss, record class notes of examples of the characteristics of civilizations for the Aztec Empire. (Suggestion: Post these notes on chart paper for students to refer to throughout the unit.)

Topic 3: Indigenous Cultures of the Americas

Students conduct small-group and then independent research on indigenous peoples of the Americas (e.g., the Maya, Aztec, Inca, and various Native American tribes) to identify characteristics of civilization exemplified by the various groups. Students also compare and contrast early American civilizations and make connections between where a civilization was located and the differences in their characteristics.

GLEs

Essential

5.2.1, 5.4.3

Ancillary

5.1.1, 5.1.2, 5.4.2

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Key Questions

- How do indigenous cultures of the Americas exemplify the characteristics of a civilization?
- How were early civilizations of the Americas similar to and different from one another?

Timeline: 18 Days

While the activities below were inspired by the LDOE's sample lessons for this topic, many were modified to serve the needs of the teachers in JPS and to correspond to the JPS Student Resource Books. Additional information for each topic can be found in the Priority Concepts and Content section of the Essential and Ancillary GLEs found in the LDOE Companion Document.

Maya, Aztec, and Inca Empires: Small Group Research

1. Say: "Now that you've learned about the characteristics of civilizations and evaluated the Aztec Empire to determine how it exemplifies the characteristics of a civilization, your next task is to practice researching with a small group. During this research, you will continue examining indigenous cultures of Mesoamerica (a cultural area in present-day Central America) and South America. As small groups, you will research the Maya, the Aztec, or the Inca Empires. Before we begin our research, let's establish where and when these cultures existed."
2. Have students turn to the new "Map of the Americas" in the Student Resource Book. Then, show students the location of the Maya and Inca Empires and have them label the empires on their map. Have students return to the "Timeline of the Native Cultures of the Americas" and add the estimated beginning and end of each empire on their timelines.
3. Divide the class into groups of 2-4 students and assign each group to research the Maya, Aztecs, or Inca. (Note: Depending on the total number of students in class, some groups will research the same topic.) Direct each group to complete the four research steps as described in the "Small Group Civilization Research" directions in the Student Resource Book. Upon completion, collect the students' written products. Review the paragraphs about whether each group was a civilization to identify common trends and evidence provided by students. Allow students the opportunity to share out information they learned from working within their groups. Add examples for each empire to the class notes on the "Characteristics of Civilizations" chart.

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4. Close out the small group research by reviewing the class notes for each indigenous culture and discussing their characteristics which exemplify a civilization. Possible discussion topics:
- The Maya belief system was defined by their worship of nature gods. Their economic structure focused on agriculture and trade. The government of Maya was well-organized and made up of city-states. The Maya developed a writing system and created codices which provided a way to record information, communicate ideas with others, and preserve their history. The Maya number system has many similarities to the system we use today, such as place value and a symbol for zero. The Maya also developed the 365-day calendar.
 - The Aztec belief system was defined by their worship of nature gods much like the beliefs of the Maya. Their economic structure focused on agriculture and trade; the Aztec used a monetary system. Aztec government was well-organized and consisted of a king chosen by a council. The Aztec were focused on conquest and wealth. The Aztec had a defined social class structure as well as defined roles for males and females. The Aztec had many achievements in engineering (Ex. canals and aqueducts) and learning (Ex. codices, compulsory education).
 - The Inca belief system was defined by their belief in nature gods. The Inca economy was centrally planned and, like the Maya and Aztec, was focused on agriculture. Collective labor and specialization ensured that all their needs were met. Like the Maya and Aztec, the Inca had a defined social class structure. They also had defined roles for males and females. Every member of society over the age of five had a role in society. The government of the Inca was highly organized with a strong central government and local rulers. The Inca developed a system of roads throughout their empire. The Inca developed a system for doing mathematical calculations and were advanced engineers.

Indigenous Cultures of North America-Independent Research

5. Say: "Now that you've engaged in research as a whole class and small group, your next task is to research an indigenous culture from North America independently. Your goal in researching the culture is to locate examples of the various characteristics of civilization. You will then present your examples to the class for other students to learn about early civilizations of North America."

6. Post and review the criteria for the "Independent Civilization Research." Have students turn to the "Independent Civilization Research" chart in the Student Resource Book.

Criteria:

- Establish context (time and place)
- Review various maps to determine what the geography reveals about the civilization
- Examine various sources (Ex. objects, photographs, a letter, a codex, models) to identify examples of the characteristics of the civilization

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7. Review the “Characteristics of Civilizations” as listed on the “Independent Civilization Research” chart. Review the class notes that were developed throughout the unit, which explain the “Characteristics of Civilization” that were revealed for the Maya, Aztec, and Inca Empires.

8. As a class, brainstorm various questions to guide the independent research and direct students to record notes on the “Independent Civilization Research” chart. Say: “Remember, the goal of your research is to find examples of the ‘Characteristics of Civilizations’ for your assigned indigenous group from North America. Be sure to follow the criteria that we discussed for this task.” Assign each student a cultural region and tribe:

- a. Northeast Native Americans (Ex. Iroquois, Wampanoag, Mohican, Powhatan, Huron)
- b. Southeast Native Americans (Ex. Cherokee, Choctaw, Natchez, Houma, Opelousas, Tunica)
- c. Plains Native Americans (Ex. Blackfoot, Arapaho, Cheyenne, Comanche, Ojibwa, Sioux)
- d. Southwest Native Americans (Ex. Apache, Navajo, Hopi, Zuni)
- e. Great Basin Native Americans (Ex. Shoshone, Washoe, Ute)
- f. Plateau Native Americans (Ex. Nez Perce)
- g. Northwest Coast Native Americans (Ex. Kwakiutl, Haida, Chinook)

Latitude is given to classroom teachers to choose the final product from this activity. Explain how students should conduct their research in order to obtain the desired result. Things to consider: What is the process for research? What are the student deliverables? What are the due dates? How will the research be graded? Review the grading rubric with students before allowing them to begin the task. (Note: The Student Resource Book includes a series of articles for various Native American regional groups, but feel free to provide students with additional printed materials and/or allow them access to laptops for digital research.) As needed, support students in developing research skills, including creating effective search questions for digital research, how to identify accurate and credible sources, the importance of reviewing multiple sources to corroborate information, how to engage in ethical use of information including create a list of sources used, etc.

Assessment Opportunity

9. Once students have completed their research, direct them to write a presentation (1-2 minutes) in which they share the following information about their assigned civilization.

- a. Where and when did the Native American tribe exist?
- b. Is the group you researched an example of a civilization? Why?

Collect the written presentations to ensure the information that will be presented is accurate. Work with individual students, as needed. Provide class time for students to present their information to the class. During the presentation, direct the audience to:

- a. Record information about each cultural region and tribe on their “Map of the Americas” and their “Timeline of the Native Cultures of North America.”

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b. Take notes on the examples of the “Characteristics of Civilization” (Ex. Write the example, what “Characteristic of Civilization” does it represent, and the name of the Native American group).

10. Following all of the presentations, conduct a brief discussion with partners or in small groups. Guiding questions:
- Compare and contrast how the Americas were developed by native cultures in the different places.
 - What likely contributed to those similarities and differences?
 - How is modern-day society impacted by early American civilizations?

LDOE Unit 1 Assessment

JPS Unit 1 Assessment

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Unit 2: European Exploration (26 Days)

Overview

Students learn about early European exploration and encounters with indigenous groups to consider what happens when cultures collide.

Claim

The students will develop a claim to respond to the overarching question: What happens when cultures collide?

Key Connections

- Motivations of European people and nations influenced the colonization and physical environment of North America.
- Supply, demand, and scarcity motivated European exploration and settlement in the Americas.
- The Columbian Exchange brought new goods, people, ideas, innovations, and diseases to the Americas, Europe, and West Africa.
- Interactions between Europeans and indigenous peoples sometimes led to cooperation and trade, but mostly resulted in conflict and devastation for indigenous peoples.

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Unit Terminology and Tools	
Content Vocabulary	Aztecs, Maya, Inca, Columbus, John Cabot, Bartolome de Las Casas, Hernan Cortes, Jacques Cartier, Hernando de Soto, Sir Frances Drake, Samuel Champlain, Columbian Exchange, Northwest Passage, nationalism, empire, mesa, long house, pueblo, teepee, adobe, culture, society, land claim, routes, economy, trade, nomad, migrate, slave, death rate, disease, smallpox, types of maps population map, political map, resource/product map, road map, climate map, cartographer, explorer, conquistador, crusade, spices, frontier, mission/missionary, presidio, trading post, supply, demand, scarcity, increase/decrease, risk, profit, ownership, missionaries, convert, cooperation, conflict, diffusion
DBQ Project	CLEVER: (Optional) Exploration or Reformation: Which was the Most Important Consequence of the Printing Press? <u>or</u> April 27, 1521: Was Magellan Worth Defending?
Studies Weekly Correlation	CLEVER: USA Studies Weekly: Ancient America to Reconstruction, Weeks 4-6
Supplemental Material	World Book: English Exploration of North America , French Exploration of North America , Spanish Exploration of North America Discovery Education: The Introduction and Story of Columbus , Cortes and the Quest for Glory , The Expedition of Hernando de Soto , Exploring a New World
Assessments	

- LDOE Unit 2 Assessment: Students will write a one-page essay in response to the following question: How did the European explorers' morality and desire for wealth and power affect how they interacted with indigenous groups?
- JPPSS Unit 2 Assessment

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Essential GLEs

Essential content represents the most important concepts to be taught in each unit. Teachers should spend the majority of their time teaching the essential content.

5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763.

5.2.2 Identify early explorers and their motivations, challenges, and achievements.

5.2.3 Describe the Spanish conquests in the Americas, including the impact on the Aztecs, Incas, and other indigenous peoples.

Priority Concepts and Content

- Read primary journals, letters, and speeches to analyze the perspective of indigenous Americans and Europeans.

Priority Concepts and Content

- Explain common motivations for European countries to fund travel/exploration to the Americas (moral obligation and spread of religion, to gain wealth through taking natural resources, or power in the form of claiming land).
- Discuss the motivations, routes, and challenges of the following European explorers (Columbus, John Cabot, Bartolome de Las Casas, Hernan Cortes, Jacques Cartier, Hernando de Soto, Sir Frances Drake, Samuel Champlain).
- Compare and contrast the motivations and challenges of European explorers.

Priority Concepts and Content

- Describe the motivations and strategies of the Spanish Conquistadors in the Inca Empire, including the enslavement of Incas by the Spanish.
- Explain Spanish Conquistadors' motivations for conquering the Aztec empire.
- Explain the Spanish Conquest of the Aztec empire, including how warfare between the Spanish and Aztecs differed, how the Spanish weakened the Aztecs (disease, weapons), and the role of Montezuma.
- Explain the differing perspectives of Europeans when interacting with Native Americans, and explain how negative perspectives influenced European treatment of Native Americans.

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5.2.4 Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa.

Priority Concepts and Content

- Define the Columbian Exchange as a system of biological and cultural exchanges between North America, Europe, and West Africa.
- Explain the impact of Europeans on Native American populations (materials brought from Europe, loss of ownership of land, disease, population decrease, missionaries and loss of own religious/spiritual identity).
- Explain why goods were traded through the Columbian Exchange from each continent, and how access to those goods changed the culture/economy of the receiving group.
- Explain why the Native American death rate from European diseases was significantly higher than the European death rate of the same diseases.
- Explain the impact of smallpox and other diseases on Native Americans, and explain the role diseases played in European countries conquering the Americas.
- Explain how trade encourages the exchange of ideas and cultural diffusion, using the Columbian Exchange as an example.
- Explain the positive and negative cultural and economic impacts of the Columbian Exchange on N. America, W. Africa, and Europe.

5.3.1 Compare and contrast the convergence of trade, cultural diffusion, and innovation in the Western Hemisphere after 1492.

Priority Concepts and Content

- Explain how cultural diffusion was an effect of the Columbian Exchange.
- Explain the positive and negative impacts of the convergence of European innovations (iron, metal) on Native American cultures.

5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans.

Priority Concepts and Content

- Describe and explain the reaction of Native Americans to Europeans and how this led to cooperation/conflict.
- Describe and explain the reaction of Europeans to Native Americans and how this led to cooperation/conflict.

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5.4.3 Analyze maps from the Age of Exploration to 1763.

5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand and scarcity.

Priority Concepts and Content

- Analyze maps to explain changes in prevalence of indigenous groups and claims on land in North America.

Priority Concepts and Content

- Explain how the supply, demand, and scarcity of spices motivated European exploration to America.
- Use the terms profit, risk, supply, demand, and scarcity to explain the motivations for exploration to the Americas and the Columbian Exchange.

Ancillary GLEs

Ancillary content represents skills that are used in support of bigger ideas, review content within a unit, and historical thinking skills. Ancillary content should not be cut from instruction.

5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763.

5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks: conducting historical research; evaluating a broad variety of primary and secondary sources; comparing and contrasting varied points of view; determining the meaning of words and phrases from historical texts; using technology to research, produce, or publish a written product

Priority Concepts and Content

- Create a timeline from indigenous civilizations through European explorers' (Columbus, Bartolome de Las Casas, Hernán Cortés, Hernando De Soto) journeys to the Americas.

Priority Concepts and Content

- Produce writing to explain the role perceptions played in the early interactions between European explorers and indigenous peoples of the Americas.

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5.4.2 Analyze a map using a variety of tools.

Priority Concepts and Content

- Trace the routes of European explorers on a map to compare and contrast motivations, challenges, and achievements.
- Use primary maps created/used by early European explorers to identify and explain their challenges and successes.

Topic 1: European Explorers (A)

Students study the impact of Christopher Columbus' "discovery" of the New World on early European explorers and trade to understand how their motivations outweighed the risks and the inherent bias they brought with them.

GLEs

Essential

5.1.2, 5.2.2, 5.2.4, 5.8.1

Ancillary

5.1.1, 5.1.4

Key Questions

- How do issues of morality, wealth, and power influence exploration? How were motivations for exploration similar and different?
- Why did Europeans risk the challenges associated with exploration?
- What were the positive and negative consequences of the Columbian Exchange?

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Timeline: 5 Days

While the activities below were inspired by the LDOE's sample lessons for this topic, many were modified to serve the needs of the teachers in JPS and to correspond to the JPS Student Resource Books. Additional information for each topic can be found in the Priority Concepts and Content section of the Essential and Ancillary GLEs found in the LDOE Companion Document.

Exploration

1. Say: "In unit one, we established characteristics of civilizations and researched how indigenous peoples exemplify these characteristics. In this unit, we will study explorers to investigate what happens when cultures collide."
2. Write the word "explore" on the board and instruct students to write what the word means to them in the space provided in the Student Resource Book. Once student have finished, allow students time to share out and develop a class definition. Then, add an "r" to the word to form explorer.
Ask: "What does an explorer do? What are the benefits and risks associated with being an explorer?" Allow students the opportunity to fill in their answers to these questions in the space provided in the Student Resource Book. Then, discuss as a class.

Christopher Columbus

3. Explain that students will study one of the most famous explorers, Christopher Columbus, to understand what motivated him to set sail. Have students turn to "A Boy Named Christopher Has a Dream" in the Student Resource Book. Instruct students to annotate the text as they read the passage. Once students have had the opportunity to read and annotate, conduct a class discussion. Upon completion, have students turn to "A New Land is 'Discovered'" in the Student Resource Book. Instruct students to annotate the text as they read the passage. Once students have had the opportunity to read and annotate, conduct a class discussion.
4. ELA Guidebooks: (Optional) Complete Lessons 11 & 12 from the English Language Arts Guidebooks 2.0 "Birchbark House" unit.
5. Instruct students to analyze the "Map of Columbus' Voyages" in the Student Resource Book in order to understand the routes that Columbus used to make it to the Americas. Ask: Where was Columbus trying to reach on his first voyage in 1492? Where did he end up when his expedition spotted land in 1492? Why did you think he kept coming back to the same area? Allow students the opportunity to discuss the questions with a partner or in small groups and record their answers in the Student Resource Book before clarifying their findings as a class.

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6. Direct students to the “First Contact with the Taino” picture in the Student Resource Book. Have them use the [Analyze Artwork](#) organizer that follows to unpack the layers of symbolism within the image. Then, instruct students to turn to the “Timeline of European Exploration of the Americas” in the Student Resource Book and add the first voyage of Columbus in 1492.

7. Say: “Once news of Christopher Columbus’ ‘discovery’ reached Europe, it was not long before other Europeans set their sights on the New World.” Watch the video called [Columbus’ Report His First Voyage](#). Ask: What kind of source was the document discussed in the video? How do you know? What did Columbus say that he found on his voyage in 1492? What impact do you believe the printing of this document had on the world? Allow students the opportunity to discuss the questions with a partner or in a small group and record their answers in the Student Resource Book before clarifying their findings as a class. Extension Activity: View, read aloud, and discuss the translation of [Columbus’ Report](#).

Early European Explorers

8. Have students turn to the “Early European Explorer” chart in the Student Resource Book. Use the passages included in the Student Resource Book to introduce the motivations, routes, and challenges of the early European explorers. Encourage students to annotate the passages as they read them. Suggestion: Consider dividing students into jigsaw groups to complete this activity.

Examine the following explorers:

- a. John Cabot
- b. Bartolomé de Las Casas
- c. Hernán Cortés
- d. Jacques Cartier
- e. Hernando de Soto
- f. Sir Walter Raleigh
- g. Sir Francis Drake
- h. Samuel Champlain

9. While reading through the passages in the Student Resource Book, direct students to record information in columns 2-5 of their “European Explorer” chart. Share information with students as needed about each explorer based on the following questions:

- a. Which country sponsored each of these explorations?
- b. When did each European explorer make his journey?
- c. What route did each European explorer take and which lands did each “discover”?
- d. What motivated each of these explorers? Did they have a moral obligation (Ex. spreading Christianity)?

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Did they desire wealth (Ex. gold, spices, or luxury goods, such as silk fabric)? Did they desire power in the form of claiming land for their country and making a name for themselves?

e. What challenges did each of these explorers face?

f. What are the similarities in the motivations and challenges of these explorers? Do explorers sailing for the same country have similar motivations? What does that tell us about the motivations of the European nation?

g. What are the differences in the motivations and challenges of these explorers?

h. What did these explorers bring to the New World?

10. After completing the "European Explorer" chart, instruct students to turn to their "Timeline of European Exploration of the Americas" and add dates and events for the explorers they just researched.

11. Have students discuss the motivations and actions of early European explorers. Encourage students to use the conversation stems during the discussion and provide evidence from their completed European explorer organizer or outside knowledge to support their answers. Guiding questions:

a. Why did other Europeans set their sights on the New World?

b. What did they do to achieve these goals?

c. How did they treat the indigenous groups they encountered?

d. Why did they treat them that way?

12. Direct students to review the characteristics of civilization and the indigenous groups of the Americas from Unit 1. Then, have students respond to the following prompt with evidence from the sources in this unit and their knowledge of social studies to support their answer: "Based on what we know about their motivations and actions, how did early European explorers view the indigenous groups? Were their perceptions accurate? Explain why or why not."

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Topic 1: European Explorers (B)

Using the Columbian Exchange, students consider how the system changed the culture and/or economy of North America, Europe and Africa. They chart the positive and negative consequences of Columbian Exchange, including the devastating effects of diseases on the Native Americans. Finally, students participate in a discussion about the significance of the Columbian Exchange using evidence from sources and outside knowledge to support their answers.

GLEs

Essential

5.1.2, 5.2.2, 5.2.4, 5.8.1

Ancillary

5.1.1, 5.1.4

Key Questions

- How do issues of morality, wealth, and power influence exploration?
- How were motivations for exploration similar and different?
- Why did Europeans risk the challenges associated with exploration?
- What were the positive and negative consequences of the Columbian Exchange?

Timeline: 6 Days

While the activities below were inspired by the LDOE's sample lessons for this topic, many were modified to serve the needs of the teachers in JPS and to correspond to the JPS Student Resource Books. Additional information for each topic can be found in the Priority Concepts and Content section of the Essential and Ancillary GLEs found in the LDOE Companion Document.

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The Realities of Columbus

1. Define the economic concepts of supply, demand, and scarcity. Allow students to record the definitions in the Student Resource Book. Then, direct students to refer to the segment of “The Next Voyage” in the Student Resource Book and read the passage aloud. After reading the passage, review Columbus’ motivations for exploring the New World and incorporate these economic ideas into the conversation. Ask: “What goods did Columbus hope to bring back from his travels? What was actually brought back to Europe? What did Columbus introduce to the West Indies? What lasting impact did Columbus’ voyages have on the West Indies?” Provide students an opportunity to record their own answer in the space provided in the Student Resource Book before discussing as a class. (Note: [Columbus’ First Fleet](#)-for a larger image and information about the fate of the fleet)
2. Say: “Spices were in high demand in Europe in the late 1400s, but they were scarce. Columbus knew that the Indies had a large supply of spices. Why would this knowledge motivate Columbus to sail to the Indies?” Working with a partner or in a small group, allow students to discuss the prompt, and then, instruct them to write their response in the space provided in the Student Resource Book. Remind students to use the conversation stems and provide evidence from the sources and their knowledge of social studies to support their answer.

The Columbian Exchange

3. Project and discuss the [Columbian Exchange Map](#). Instruct students to follow along and jot down notes in the Student Resource Book. Say: “Once the ‘Old World’ encountered the ‘New World,’ a system of biological and cultural exchanges developed commonly referred to as ‘The Columbian Exchange.’ The initial exchange was mostly informal. In other words, explorers brought supplies with them on their journey to the New World like horses, plants, and produce. They returned from their journey with new goods gained through simple trade with indigenous people or through discovery. Goods were exchanged between Europe, Africa, and North America. Since each location had different physical features and climates, each had its own crops. As Europeans learned of the things that existed in the Americas, demand for those goods increased, leading explorers to profit from their journeys.” Ask: “Does anyone have any questions so far?” After clarifying student misconceptions, continue...
4. Say: “Exposure to new goods and cultures typically affected the receiving group. For example, tomatoes were not available to Europeans prior to exploration. Think about Italian foods like pizza. How did access to tomatoes change the culture of Italy? Similarly, horses did not exist in North America prior to exploration. How did gaining access to horses change the culture of the Native Americans in the Great Plains? Unfortunately, the movement of new goods and people caused diseases to be unknowingly transported to new places. After hundreds of years of exposure to various diseases, the bodies of Europeans had built up resistance to many of them. Unfortunately, the bodies of indigenous groups had not developed resistance, which caused many of them to get sick and die. Disease had disastrous effects on the indigenous populations.”

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5. Have students turn to the “Goods and Society” chart in the Student Resource Book. Direct students to work with a partner to identify six goods that were introduced to North America, Europe, and Africa that they believe had the most impact on the society that received them. For each good, tell them to consider how access to those goods changed the culture and/or economy of the receiving group.

6. Watch [“An Introduction to Alfred Crosby's The Columbian Exchange”](#) as a class. After viewing the video, have students work with a partner or in small groups to conduct a brief discussion about the Columbian Exchange. Encourage students to use the conversation stems and provide evidence from the video/map and their knowledge of social studies to support their answers. Have students record their responses in the space provided in the Student Resource Book. Guiding questions:

- a. What did the narrator mean when he said that this was “the story of when two worlds collide?”
- b. What was the relationship between the fish in the red and blue tanks and the “Old” and “New Worlds”?
- c. What role did diseases play in the ‘Old World’ triumphing over the ‘New’?”
- d. How did the increase in food supply affect the world population?
- e. What did the Columbian Exchange explain?

7. ELA Guidebooks: (Optional) Complete Lesson 27 from the English Language Arts Guidebooks 2.0 “Birchbark House” unit.

Consequences of the Columbian Exchange

8. Say: “Now let’s consider the positive and negative consequences of the Columbian Exchange as we watch a video” Have students turn to the “Columbian Exchange T-Chart” in the Student Resource Book. Divide the class into pairs using an established classroom routine and identify a *Partner A* and a *Partner B*. Explain that *Partner A* will document the positive consequences of the Columbian Exchange and *Partner B* will document the negative consequences in the space provided on the “Columbian Exchange T-Chart.” Read aloud the summary that appears on the screen before [“The Effects of the Columbian Exchange”](#) video. Say: “As we watch the video, your job is to record either the positive or negative consequences of the Columbian Exchange on your T-chart.” Watch all three parts of [“The Effects of the Columbian Exchange”](#) video. Pause the video, if necessary, to allow students time to record their responses.

9. After watching the video, direct students to work with their partner to share the information that they gathered to complete their T-chart. Encourage pairs to include additional examples and evidence from their “Columbian Exchange Map” and/or [“An Introduction to Alfred Crosby's The Columbian Exchange”](#) (Suggestion: If you have access, provide students with Chapter 8 from *Before Columbus: The Americas of 1491* by Charles Mann.)

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10. Extension Activity: Once each pair has sufficient evidence, engage the class in a philosophical chairs debate to answer the question: "The Columbian Exchange was a positive event in world history. Do you agree or disagree?" Direct students to use evidence from the various sources to support their opinion.
11. Have students work with a partner or in a small group to discuss the significance of the Columbian Exchange. Encourage students to use the conversation stems during the discussion and provide evidence from sources and their outside knowledge to support their answers. Have students record their responses to the questions in the Student Resource Book. Guiding questions:
- Why did trade emerge in the Western Hemisphere after 1492?
 - How does trade encourage the exchange of ideas and cultural diffusion?
 - What is the relationship between the motivations for exploration and the Columbian Exchange?

Assessment Opportunity 1

12. Have students complete [The Age of Exploration in the Americas](#) sample assessment task set.

Topic 2: Early Interactions Between Indigenous Groups and European Explorers

Students contrast their view of the various indigenous groups from unit one with European view of those cultures. They read different perspectives about Montezuma and Cortes and infer what likely happened to the Incas given their understanding of the conquest of the Aztecs by Cortes. Students then read historical documents to evaluate different perspectives on the interactions between the European explorers and indigenous groups of the Americas. They represent the perspective of someone who was there in a class pinwheel discussion and then respond in writing to the following prompt: What role did perceptions play in the early interactions between the European explorers and indigenous groups of the Americas?

GLEs

Essential

5.1.2, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.3

Ancillary

5.1.3, 5.1.4, 5.4.2

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Key Questions

- How did early interactions between European explorers and indigenous groups create rising tensions in the New World?
- What role did perceptions play in the early interactions between the European explorers and indigenous groups of the Americas?

Timeline: 15 Days

While the activities below were inspired by the LDOE's sample lessons for this topic, many were modified to serve the needs of the teachers in JPS and to correspond to the JPS Student Resource Books. Additional information for each topic can be found in the Priority Concepts and Content section of the Essential and Ancillary GLEs found in the LDOE Companion Document.

Introducing Perspective

1. Have students turn to the maps called "North America, 1762-1783" and "Cultures of the Americas" in the Student Resource Book. Instruct students to work with a partner or in small groups to conduct brief discussion in which they compare the two maps.

Encourage students to use the conversation stems and provide evidence from the maps and their knowledge of social studies to support their answers. Guiding questions:

- a. What changes do you see in the countries that have made land claims in the New World?
- b. What do you notice about the indigenous groups in the 1762-1783 map?
- c. What do you think led to the changes in these maps?
- d. What do the differences in these maps show?
- e. Based on the map from 1762-1783, what problems do you predict might arise?

2. Direct students' attention to the "North America: Start of the French and Indian War" in the Student Resource Book. Say: "Your task for the rest of the school year is to figure out how we got here and understand why these changes occurred. In doing so, you will better understand how civilizations grow, change, advance, and sometimes, fail or get taken over."

3. Say: "Let's review what we learned in Unit 1." Ask students to recall that civilizations are defined by their characteristics even if they may not appear overly "advanced" according to our modern view. Review how the various indigenous groups from Unit 1 exemplified the "Characteristics of Civilizations." As part of the review, share the following quotation: "...But the Indians were

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changing the forest, too. Before, they had burned the undergrowth to create new growth for grazing deer and elk. Now they started replanting large stretches of woodland, turning them into orchards of fruit and nut trees... Within a few hundred years after adopting maize, the Indians of the Easter forest had transformed their landscape. What was once a patchwork game park had become a mixture of farmlands and orchards. Enough forest was left to allow for hunting, but agriculture was on the rise. The Native Americans had created a new balance of nature." (Charles Mann, *Before Columbus: The Americas of 1491*)

4. Watch "[The Pilgrims: Native American Relationship to the Land](#)" from American Experience on PBS. After watching the video, ask students to compare the video's description of the indigenous people with the European's view of them. Allow students an opportunity to respond in the space provided in the Student Resource Book. Once students have finished their thoughts, say: "When the Europeans journeyed to the New World, they thought they were coming to undeveloped and unclaimed land. For example, we learned in the first part of this unit that Columbus 'discovered' the Americas. What does 'discover' imply? How does video and what we learned in Unit 1 challenge the claim that Columbus 'discovered' the Americas?" Allow students the opportunity to discuss these questions with a partner and record their responses in the Student Resource Book.

Perspectives on Interactions: Aztecs and Incas

5. Explain to students that the purpose of the next task is to explore the different perspectives about and consequences of early interactions between European explorers and indigenous groups. Have students read and annotate "Clash of Cultures: Two Worlds Collide." Once students finish reading, check their understanding of the passage by instructing them to answer the following questions:

- a. Who was Moctezuma?
- b. How did the warfare of the Spanish and Aztecs differ?
- c. In what other ways did the Spanish weaken the Aztecs?
- d. According to the article, how did the Aztecs' beliefs affect their outcome?

6. Have students turn to "[Moctezuma and Cortés: Textbook Passage](#)" in the Student Resource Book and read aloud the first sentence: "A small group of conquistadors led by Hernán Cortés reaches Mexico in 1519." Ask: "What happened when Cortés and Moctezuma met in 1519?" and "How do we know that this account of the meeting is accurate? Have the students record their responses in the Student Resource Book.

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7. Write “conquistadors” on the board and guide students to developing a definition. Say the word again, emphasizing the first two syllables. Ask: “What other words are similar to this word?” Typical responses: conquer, conquest, and conqueror. Facilitate a discussion about the meaning of “conquistadors” and allow students an opportunity to write in the class definition into the Student Resource Book. (Note: In order to access Stanford History Education Group resources, you must create a free account. This activity in its original form was created for 6th-12th grades, but tasks have been selected for use in 5th grade classrooms.)

8. Complete steps 1-9 of the “[Moctezuma and Cortes](#)” lesson from the Stanford History Education Group (SHEG). (Note: Documents A-C are included in the Student Resource Book.) Condensed, abbreviated instructions appear below:

Document A: Begin with a class discussion of sourcing. Ask students who wrote the document and when it was written. Remind students that sourcing is important for determining whether you are dealing with reliable sources of information. Say: “Reliability is often determined in part by the author’s purpose, knowledge, and when and where a source was written about an event. No source is without bias (an opinion for or against something), so we must determine whether we can trust the information in it.” Allow students to read and annotate the text. Ask: “How was Cortes’ account in Document A similar to and different from the textbook passage? How reliable was Document A in helping you understand what happened when Moctezuma met Cortés? Explain why you feel that way.” Provide students with time to complete these questions in the space provided in the Student Resource Book.

Document B: Return to the idea of sourcing. Get students to determine who wrote the document and why as well as whether it is a reliable source. To further their understanding, ask students to argue different sides in response to the question of whether or not the document is reliable. Students will likely conclude that the source does not completely represent the Aztec point of view. Allow students to read and annotate the text. Ask: “How was Moctezuma’s account in the Florentine Codex from Document B similar to and different from the account in Document A? How reliable was Document B in helping you understand what happened when Moctezuma met Cortés? Explain why you feel that way.” Again, provide students with time to complete these questions in the space provided in the Student Resource Book.

Document C: Again, return to the idea of sourcing. Get students to determine who wrote the document and why as well as whether it is a reliable source. Students should conclude that the author’s background as a leading expert on colonial Latin American History makes his account generally reliable. Allow students to read and annotate the text. They should also recognize that Document C provides very different explanations than Documents A & B or the textbook passage. Ask: “How was Matthew Restall’s account in Document C similar to and different from the accounts in Document A & B? How reliable was Document C in helping you understand what happened when Moctezuma met Cortés? Explain why you feel that way.” Again, provide students with time to complete the questions in the Student Resource Book.

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Assessment Opportunity 1

Provide students with the opportunity to respond to the following prompt in the space provided in the Student Resource Book: "Based on Documents A-C and the textbook passage, explain what most likely happened when Moctezuma met Cortés."

9. Following the SHEG task, have students conduct a discussion in which they compare the experiences of the Aztec and Inca civilizations. Encourage students to use the conversation stems and provide evidence from the sources and their knowledge to support their answers. Guiding questions:
- What similarities exist between the Aztec and Inca civilizations?
 - What were the motivations of the Spanish explorers?
 - Given what you know about the Inca civilization and the motivations of the Spanish explorers, what do you think happened when those cultures collided?
10. Instruct students to read and annotate "Pizarro and Atahualpa: The Curse of the Lost Inca Gold" in the Student Resource Book. Ask: "How did the new information change the way you thought about the interaction between the Incas and Pizarro? Explain your answer." Allow students the opportunity to respond to the prompt in the space provided in the Student Resource Book.

Other Interactions and Perspectives

11. Explain to student that they will continue to evaluate different perspectives on the interactions between the European explorers and indigenous groups of the Americas. Say: "We will have a small group discussion. Each group member will have an opportunity to lead the group as you read different historical documents to understand different opinions about these interactions."
12. Divide the class into four groups, and then, have students turn to the sources needed to complete the "Perspectives Chart" in the Student Resource Book. (Note: The sources follow the chart in the Student Resource Book.) The four perspectives are:
- Perspective 1 (Columbus): Excerpt from The Letter of Columbus to Luis de Santangel Announcing His Discovery, 1493
 - Perspective 2 (Cartier): Jacques Cartier's Second Voyage to the St. Lawrence River and Interior of "Canada," 1535-1536
 - Perspective 3 (Creek Chief and John White): "Native Americans Discover Europeans" and "Indian in Bodypaint" by John White
 - Perspective 4 (de Las Casas): Excerpts from "A Short Account of the Destruction of the Indies" by Bartolome de las Casas, 1542

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13. Ask groups to assign each member to read one of the four perspectives. Keep official time while students read Perspective 1. After reading the passage, the group member who read will lead the rest of the group in a discussion to answer the guiding questions for that perspective. After providing adequate time for students to finish, instruct the next group member read and lead discussion for Perspective 2. Repeat the process until all four perspectives have been read. The guiding questions follow each passage in the Student Resource Book and are as follows:

a. Perspective 1 (Columbus):

- i. How did Columbus describe the Native Americans in paragraph 3?
- ii. What word did Columbus use to describe the Native American use of weapons?
- iii. What did Columbus say about the Native Americans and their possessions?
- iv. What words showed that Columbus may have respected the Native Americans?
- v. What words showed that Columbus may not have respected the Native Americans?

b. Perspective 2 (Cartier):

- i. How did Cartier describe the beliefs of the Native Americans in paragraph 1?
- ii. According to Cartier, what methods did the explorers use to convert the natives to Christianity?
- iii. What words showed that Cartier may have respected the Native Americans?
- iv. What words showed that Cartier may not have respected the Native Americans?

c. Perspective 3 (Creek Chief and John White):

- i. What did the Chief mean when he said, "The things that seldom happen bring astonishment"?
- ii. How did that statement explain the Native Americans' reaction to the explorers?
- iii. How did the Chief describe the nature of his people?
- iv. What characteristics of tribal life did John White illustrate in his watercolor?
- v. Is his illustration realistic? What does this indicate about his opinion of Native Americans?

d. Perspective 4 (de Las Casas):

- i. How did Bartolome de Las Casas describe the Native Americans in paragraphs 2 and 3?
- ii. According to Bartolome de Las Casas, how did the Native Americans feel about material goods and power?
- iii. To what did Bartolome de Las Casas compare the Native Americans? What did this suggest about his point of view?
- iv. To what did Bartolome de Las Casas compare the Spaniards? What did this suggest about his point of view?

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Assessment Opportunity 2

14. Once the group discussion is completed, instruct students to individually complete the “Perspectives Chart” in the Student Resource Book. Encourage them to use their notes from the guiding questions as well as the four perspectives.

15. Instruct students to work with a partner or in small groups to discuss the perspectives they have just studied. Encourage them to use the conversation stems and provide evidence from the sources and their knowledge of social studies to support their answers. Guiding questions:

- a. Why did the Native Americans react the way they did to the European explorers?
- b. Why did the European explorers react the way they did to the Native Americans?
- c. What made the Native American way of life different from that of the Europeans?
- d. Were the Native Americans less civilized?

Assessment Opportunity 3

16. Instruct students to respond in writing to the following prompt: What role did perceptions play in the early interactions between the European explorers and indigenous groups of the Americas? Have students use evidence from the unit and their knowledge of social studies to develop and support their answers.

LDOE Unit 2 Assessment

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