

# Conquering Ancient Civilizations In A Four Blocks Classroom

**Grade Level:** First Grade

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**Length of Unit:** Three Lessons (Lessons are written using the Four Blocks Framework and will cover three full days of literacy activities.)

## I. ABSTRACT

This unit has been written to follow a previously taught unit of studies about the ancient civilizations of the Maya, Aztec, and Inca. The unit will begin with a review of Columbus' explorations, the geography and ancient civilizations of Central and South America. The students will be exposed to the culture and the historical events that led to the conquering and defeat of the Aztec and Inca. The unit will focus on the effects of the Spanish culture of Hernando Cortes and Francisco Pizarro on the cultures of the Aztec and Inca.

## II. OVERVIEW

### A. Concept Objectives

1. Students will use prior knowledge of the geography of the Americas, Columbus' explorations, and ancient civilizations to make a connection to the Conquistadors.
2. Students will develop an understanding of the purpose of Hernando Cortes and Francisco Pizarro's journey to the Americas.
3. Students will use prior knowledge of the Aztec and new information about Hernando Cortes to compare and contrast the effect of Cortes culture on the Aztec.
4. Students will participate in a retelling of the historical events of the Aztec and Inca cultures. (Culminating Activity)

### B. Content from the *Core Knowledge Sequence*:

1. Columbus' Exploration (page 29 of the 1998 Sequence)
2. Geography of Central and South America (page 27 of the 1998 Sequence)
3. Ancient Civilizations (page 29 of the 1998 Sequence)
4. The Conquistadors (page 29 of the 1998 Sequence)

### C. Skill Objectives

1. The students will locate and label Europe, Spain, South America, Mexico and the Atlantic Ocean on the world map.
2. The students will discuss the contributions of Columbus as an explorer.
3. The students will locate Mexico.
4. The students will discuss the purpose of Hernando Cortes' journey to the Americas.
5. The students will compare the Aztec and the Spanish.
6. The students will make a codice as a comparison to depict the Aztec and Spanish cultural activities.
7. The students will complete the Working with Words activity "Make Words" from *Sequential Systematic Phonics They Use*.
8. The students will participate in the "Guess the Covered Word" activity.
9. The students will locate Peru.
10. The students will discuss the purpose of Francisco Pizarro's journey to the Americas.
11. The students will use a KWL chart to list what they know and learn about Columbus, Hernando Cortes and Francisco Pizarro.
12. The students will write information about Francisco Pizarro and the Inca to complete a KWL chart.
13. The students will construct a helmet to represent the Conquistadors' armor.

14. The students will construct a jeweled collar to represent the Aztec and Inca cultures.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers:
  1. Cunningham, Patricia M., Hall, D.P., and Sigmon, C.M., *The Teacher's Guide to the Four Blocks*. North Carolina: Carson Dellosa, 1999. ISBN 0-88724-494
  2. Cunningham, Patricia M., *Sequential Systematic Phonics They Use*. North Carolina: Carson Dellosa, 2000. ISBN 0-88724-581-1
  3. Hirsch, Jr. E.D. *What Your First Grader Needs to Know*. New York: Dell Publishing, 1991. ISBN 0-385-31026-9
- B. For Students:
  1. The first graders should have prior knowledge of the continents, Columbus, and the ancient civilizations of the Mayas, Aztec, and Inca.

### IV. RESOURCES

- A. Activity Book
  1. Cunningham, Patricia M., *Sequential Systematic Phonics They Use*. North Carolina: Carson Dellosa, 2000. ISBN 0-88724-581-1
- B. Picture Books
  1. Maestro, Betsy and Giulio. *The Discovery of the Americas*. New York: Lothrop, Lee & Shepard Books, 1991. ISBN 0-688-06838-3
  2. DeAngelis, Gina. *Francisco Pizarro and the Conquest of the Inca*. Philadelphia: Chelsea House Publishing, 2001. ISBN 0-7910-6161-2
  3. MacDonald, Fiona. *Aztec*. London: Quarto Publishing, 1992. ISBN 0-8120-6377-5

### V. LESSONS

#### Lesson One: Columbus

- A. *Daily Objectives*
  1. Concept Objective
    - a. Students will use prior knowledge of the geography of the Americas, Columbus' explorations, and ancient civilizations to make a connection to the Conquistadors.
  2. Lesson Content
    - a. Review of Columbus' explorations and contributions
    - b. Geography of Central and South America
  3. Skill Objective(s)
    - a. The students will locate Europe, Spain, South America, Mexico and the Atlantic Ocean on the world map.
    - b. The students will discuss the contributions of Columbus as an explorer.
    - c. The students will use a KWL chart to list what they know and learn about Columbus.
- B. *Materials*
  1. Chart paper
  2. Markers
  3. Globe stickers or Ellison die cut globes
  4. Book *The Discoveries of the Americas*
  5. Post-It Notes 3"x3"
  6. Large world map
  7. Appendix A Conquistadors Journal Directions and Cover
  8. Appendix B Columbus Rivet and Directions
  9. Appendix C World map

10. Teacher-made chart of Columbus' Contributions
  11. Appendix M Conquistadors' chart
  12. Transparency of Appendix M
  13. Sentence strips
  14. Sticky tack
  15. Appendix D Guess the Covered Word Directions
  16. Appendix E Columbus Guess the Covered Word
  17. Textbook *What Your First Graders Needs to Know* by E.D. Hirsch, Jr.
  18. Large world map or globe
- C. *Key Vocabulary*
1. Explorers- one who journeys to find out about new lands
  2. Navigator- one who sails the oceans
  3. Diseases- a change in a person's body that weakens or causes pain
  4. Conquistador- Spanish soldiers, Spanish word for conquer
- D. *Procedures/Activities*
1. **Guided Reading:** Gather the students on the floor in circle time. Tell the students the purpose for reading: To identify Columbus' contributions to the discovery of the Americas.
  2. Before Reading: Prior Knowledge- Use the following questions to review what the students know about the Maya, Aztec, and Inca civilizations. "Tell me in your own words what you know about the Maya. Tell me in your own words what you know about the Aztec. Tell me in your own words what you know about the Inca." Explain what happened to these ancient civilizations. Refer to your classroom Core Knowledge time line, to which you have already added pictures of the Maya, Inca and Aztec civilizations. Tell the students that today they will learn about Columbus' contributions to the discovery of the Americas. Explain that contributions are things that Columbus did that helped other explorers. Complete the "Know" Column of the Conquistadors K&L chart with facts that the children know about Columbus. (See Appendix M)

| <i>Know</i> | <i>Learned</i> |
|-------------|----------------|
| Columbus    |                |

Tell the students that you will locate and label Europe, Spain, South America, Mexico and the Atlantic Ocean on the large world map to show Columbus' journey. Use Post-It notes to label Europe, Spain, South America, Mexico and the Atlantic Ocean. (These should be prepared ahead of time).

Predicting- Introduce today's vocabulary by guiding students in the game of rivet. Prior to this activity have the blanks and definitions written on chart paper. (Appendix B Rivet for Columbus and Directions)

3. During Reading: Tell the students to think about why Columbus went on a journey and the contributions they he made. Read aloud from *The Discoveries of the Americas* pages 26-9,42-3
4. After Reading: Summarizing and Concluding- Explain why Columbus went on a journey and the contributions that he made. Use the following questions to elicit information from the read aloud. "What did Columbus discover? What did Columbus prove? What did Columbus open up for Europe?" The teacher will point out that Columbus' explorations inspired other explorers to journey to the Americas.
5. The children will complete the "Learned" column of the chart using the information from the discussion.

| <i>Know</i>     | <i>Learned</i>  |
|-----------------|---|
| <b>Columbus</b> | <b>Columbus</b> discovered the best sea routes. He proved that all long sea journey was possible. He opened up a door to the New World for all of Europe. |

6. Souvenir: Present each student with one globe sticker or Ellison die-cut globe to remind students of the reading selection from the book *The Discoveries of the Americas*.
  7. **Writing:** Mini Lesson on listening, labeling, and listing. After the students return to their seats, use a transparency of the World Map to review the map labeling activity that was completed during the Guided Reading block. (See Appendix C) The teacher will tell students that labeling is a form of writing. It was used in the lesson to locate places on a map. The students will refer to the large world map that was labeled during the Before-Reading activity in order to label their own maps in the Conquistadors Journal. The labels should include the following: Europe, Spain, South America, Mexico, and the Atlantic Ocean. The teacher will tell students that making lists is another form of writing. The teacher will review the list of what they learned during the Guided Reading Block. The students may refer to the K&L transparency to complete their own charts in their Conquistadors Journal. (See Appendix A) Student Writing: The students will label their own maps in their Conquistadors Journal. The students will make a list of what they learned about Columbus' contributions in their journal.
  8. **Publishing/Sharing:** The teacher will choose several students to share their maps and lists. Please refer to the *Teacher's Guide to the Four-Blocks* book for additional information about the Writing Block.
  9. **Working With Words:** Segment I: Use a lesson from the book *Systematic Sequential Phonics They Use*.  
Segment II: Participate in a Guess the Covered Word activity about Columbus. (Appendix D Directions for Guess the Covered Word and Appendix E Columbus Guess the Covered Word Activity) Please refer to the *Teacher's Guide to the Four Blocks* for additional information about the Working with Words block.
  10. **Self-Selected Reading:** Choose books for your book baskets from our bibliography. Prepare a basket with books about Columbus. Please refer to the *Guided Reading The Four-Blocks Way* for choosing books or additional information about this activity.
- E. *Assessment/Evaluation*
1. The students' completed pages of the World Map and the K&L chart in the Conquistadors' Journals will be evaluated.

## **Lesson Two: Hernando Cortes and the Aztec**

### A. *Daily Objectives*

1. Concept Objective
  - a. Students will develop an understanding of the purpose of Hernando Cortes' journey to the Americas.
  - b. Students will use prior knowledge of the Aztec and new information about Hernando Cortes to compare and contrast the effect of the Spanish culture on the Aztec.
2. Lesson Content
  - a. Introduction to Hernando Cortes and the Aztec.
3. Skill Objective(s)
  - a. The students will locate Mexico on the map.
  - b. The students will use a K&L chart to list what they know and learn about Hernando Cortes and the Aztecs.

- c. The students will discuss the purpose of Hernando Cortes' journey to the Americas.
- d. The students will compare the Aztec and the Spanish.
- e. The students will make a codice as a comparison to depict the Aztec and Spanish cultural activities.
- f. The students will complete the Working with Words activity "Make Words" from *Sequential Systematic Phonics They Use*.
- g. The students will participate in the "Guess the Covered Word" activity.
- h. The students will construct a helmet to represent the Conquistadors' armor.

B. *Materials*

- 1. Chart paper
- 2. Construction paper (white 9x12') one per student
- 3. Markers
- 4. Conquistadors Journal
- 5. World map
- 6. Transparency of Appendix M Conquistadors' K&L chart
- 7. Appendix F Teacher made book *Hernando Cortes Conquers the Aztec* (Hand- out will be provided at the conference or via web site)
- 8. Appendix D Guess the Covered Word Directions
- 9. Appendix G Aztec Guess the Covered Word
- 10. Appendix H Rivet for Cortes Lesson and Directions
- 11. Appendix I Culture Comparison Chart
- 12. Appendix J Helmet Directions and Pattern
- 13. Transparency of Appendix G and I
- 14. Large world map
- 15. Overhead projector
- 16. Plastic gold coins 1 per student
- 17. Small sticky notes for Comparison chart transparencies

C. *Key Vocabulary*

- 1. Armor- helmet and coat made of strong metal
- 2. Codice- an Aztec folded picture book
- 3. Conquer- to win over
- 4. Island- land mass surrounded by water

D. *Procedures/Activities*

- 1. **Guided Reading:** Gather the students on the floor in circle time. Tell the students the purpose for reading: The students will listen for information about the Spanish culture to complete the Culture Comparison chart. The students will listen for the purpose of Hernando Cortes' journey to the Americas.
- 2. Before Reading: Prior Knowledge- the teacher will call on a student volunteer to locate Mexico on the world map. The teacher will tell the students that during today's lesson they will be comparing two cultures or ways of life. The teacher will explain the word "culture". The teacher will elicit information about what they remember about the Aztec culture. The teacher will introduce the Culture Comparison chart (Appendix I- answers covered with sticky notes) to give the children a purpose for reading.
- 3. The teacher will ask students what they know about the Aztecs and Hernando Cortes in order to complete this part of the K&L chart (Appendix O)

| <i>Know</i>     | <i>Learned</i>  |
|-----------------|---|
| <b>Columbus</b> | <b>Columbus</b> discovered the best sea routes. He proved that all long sea journey was possible. He opened up a door to the New World for all of Europe. |

|                        |  |
|------------------------|--|
| <b>Hernando Cortes</b> |  |
| <b>Aztec</b>           |  |

4. Previewing: Introduce today’s vocabulary by guiding the students in the game of rivet. (Appendix H Rivet for Cortes Lesson and Directions)
5. During Reading: Read aloud from the teacher made book *Hernando Cortes Conquers the Aztec*. (Appendix F) The students will listen for information to complete the Culture Comparison chart. The students will listen for the purpose of Hernando Cortes’ journey to the Americas.
6. After Reading: Summarizing and Concluding: Ask students to tell in their own words the purpose of Hernando Cortes’ journey to the Americas. Ask the students to predict what might have happened if the Conquistadors had not brought weapons and or diseases to the Aztec civilization. After the students return to their seats, use the transparency of Appendix I. The teacher will review the Aztec information on the Culture Comparison chart by using the following questions. Give an example of the weapons used by the Aztec. Give examples of the animals that were part of the Aztec civilization. Give examples of the Aztec clothing. “Did the Aztec have diseases?” The teacher will uncover the answers in the Aztec column on the chart. Then the teacher will prompt the students to complete the Spanish column. Give examples of the weapons used by the Spanish. Give an example of the animals that the Spanish brought to the Americas. Give examples of the clothing or protection worn by the Spanish. Give examples of the diseases that the Spanish brought to the Americas. The teacher should draw simple pictures to represent each word on the chart. This chart will be used during the writing block. The teacher will list the following cultural facts about the Spanish on the transparency of the Culture Comparison chart.

| <b>Culture Comparison Chart</b> |  |   |
|---------------------------------|--|---|
|                                 | <b>Aztec</b>   | <b>Spanish</b>                                      |
| Weapons                         | Bows, arrows, spears                                   | Cannons, lances, gun powder, guns                   |
| Animals                         | Deer, dogs, (never saw horses before)                  | Horses  |
| Clothing                        | Cotton clothing  | Armor   |
| Health                          | They had never been exposed to influenza or small pox. | Had been exposed to disease. (influenza, small pox) |

7. The children will complete the “Learned” column of the chart using the information they learned about the Aztecs and Hernando Cortes.

| <b><i>Know</i></b>     | <b><i>Learned</i></b>   |
|------------------------|---|
| <b>Columbus</b>        | <b>Columbus</b> discovered the best sea routes. He proved that all long sea journey was possible. He opened up a door to the New World for all of Europe.                         |
| <b>Hernando Cortes</b> | <b>Hernando Cortes</b> wanted to be an explorer from the time he was young. He lived in Spain. He was a farmer. He was greedy. He liked the Mayan jewels. He conquered the Aztec. |
| <b>Aztec</b>           | The <b>Aztec</b> thought that Hernando Cortes was a god. The Aztec were afraid of the conquistadors. The Aztec had never seen horses before.                                      |

8. Souvenir: Present each student with one plastic gold coin.

9. **Writing:** Mini Lesson: Picture writing- The teacher tells the students that early writing was in the form of pictures. The codice was the Aztec’s early form of written communication. Demonstrate with a sample codice made by the teacher. The teacher can show the picture of the codice in the book *Aztecs*. The students will create a codice to depict the Aztec and Spanish culture using the information on the Culture Comparison chart. Use one sheet of white construction paper to make the codice. Lay the paper in landscape position. Fold the paper in half. Then fold a two-inch section from the top. Open the paper. The paper in landscape position will have 4 sections. Write the headings: Aztec and Spanish at the top. In the larger sections, the students will illustrate the items listed on the Culture Comparison Chart. Example of a codice.

| Aztec | Spanish |
|-------|---------|
|       |         |

10. **Publishing/Sharing:** The teacher will choose several students to share their codices. Please refer to the Teachers *Guide To The Four-Blocks* book for additional information about the Writing Block.
11. **Working With Words:** Segment I: Use a lesson from the book *Systematic Sequential Phonics They Use*.  
Segment II: Participate in a Guess the Covered Word activity about the Aztec. (Appendix D Guess the Covered Word Directions) (Appendix G Aztec Guess the Covered Word) Please refer to the *Teacher’s Guide to the Four Blocks* for additional information about the Working with Words block.
12. **Self-Selected Reading:** Choose books for your book baskets from our bibliography. Prepare a basket with books about Hernando Cortes and the Aztec Indians. Include the teacher made book *Hernando Cortes Conquers the Aztec*. (Appendix F) Please refer to the *Guided Reading The Four-Blocks Way* for choosing books or additional information about this activity.
13. **Art Project:** The students will construct a helmet to represent the Conquistadors’ armor. The students will use their helmets to retell the story of Hernando Cortes and the Aztec during the Culminating Activity. (Appendix J Helmet Directions and Pattern)
- E. *Assessment/Evaluation*
1. The students' completed page of the codice and the completed K&L chart in the Conquistadors Journals will be evaluated.

### Lesson Three: Francisco Pizarro and the Inca

#### A. *Daily Objectives*

1. Concept Objective
  - a. Students will develop an understanding of the purpose of Francisco Pizarro’s journey to the Americas.
  - b. Students will use prior knowledge of the Inca and new information about Francisco Pizarro’s to compare and contrast the effect of the Spanish culture on the Inca.
2. Lesson Content
  - a. Introduction to Francisco Pizarro and the Inca.
3. Skill Objective(s)
  - a. The students will locate Peru.
  - b. The students will discuss the purpose of the Francisco Pizarro’s journey to the Americas.

- c. The students will use a K&L chart to list what they know and learn about Francisco Pizarro and the Inca.
- d. The students will complete the Working with Words activity "Make Words" from *Sequential Systematic Phonics They Use*.
- f. The students will participate in the "Guess the Covered Word" activity.
- g. The students will construct a jeweled collar to represent the Aztec and Inca cultures.
- h. The students will construct a helmet to represent the Aztec and Inca cultures.

B. *Materials*

- 1. Chart paper
- 2. Markers
- 3. Conquistadors Journal
- 4. World Map
- 5. Appendix K Teacher made book *Francisco Pizarro Conquers the Inca*. (Hand- out will be provided at the conference or via web-site)
- 6. Large world map
- 7. Overhead projector
- 8. Transparency of Appendix M
- 9. Appendix D Guess the Covered Word Directions
- 10. Appendix L Rivet for Pizarro and Directions
- 11. Appendix M Conquistadors' K&L chart
- 12. Appendix N Inca Guess the Covered Word
- 13. Appendix O Jeweled Collar Directions and Pattern
- 14. Plastic silver coins 1 per student

C. *Key Vocabulary*

- 1. Christianity- the Christian religion based on the belief of one god
- 2. Llama fleece- the coat of wool of a llama
- 3. Inca- children of the sun
- 4. Influenza- a contagious infection that causes fevers and pain also known as the flu

D. *Procedures/Activities*

- 1. **Guided Reading:** Gather the students on the floor in circle time. Tell the students the purpose for reading: The students will listen for new information about Francisco Pizarro and the Inca. The students will listen for the purpose of Francisco Pizarro's journey to the Americas.
- 2. **Before Reading: Prior Knowledge-** The teacher will use the K&L chart as a review of the Spanish explorers. The teacher will call on volunteers to make statements about what they learned in the previous lessons. Use the following questions. Tell in your own words what you have learned about Columbus. Tell in your own words what you have learned about Cortes and the Aztec civilization. The teacher will complete the K column of the K&L chart. (Appendix M Conquistadors' K&L chart) The teacher should have completed the information about the following topics: Columbus, Cortes and the Aztec. The teacher will introduce Francisco Pizarro as the conquistador of the Inca. The teacher will add the names: Francisco Pizarro and Inca to the K column of the chart. The teacher will add facts given to the teacher about the Inca.

| <i>Know</i>            | <i>Learned</i>  |
|------------------------|---|
| <b>Columbus</b>        | <b>Columbus</b> discovered the best sea routes. He proved that all long sea journey was possible. He opened up a door to the New World for all of Europe.                         |
| <b>Hernando Cortes</b> | <b>Hernando Cortes</b> wanted to be an explorer from the time he was young. He lived in Spain. He was a farmer. He was greedy. He liked the Mayan jewels. He conquered the Aztec. |

|                          |  |
|--------------------------|--|
| <b>Aztec</b>             | The <b>Aztec</b> thought that Hernando Cortes was a god. The Aztec were afraid of the conquistadors. The Aztec had never seen horses before. |
| <b>Francisco Pizarro</b> |  |
| <b>Inca</b>              |  |

The teacher will call on a volunteer to locate Peru on the world map.

Previewing: Introduce today's vocabulary by guiding students in the game of rivet.

(Appendix L Rivet for Pizarro and Directions)

3. During Reading: Read aloud from the teacher made book *Francisco Pizarro Conquers the Inca*. (Appendix K) The students will listen to identify the purpose of Francisco Pizarro's journey to the Americas.
4. After Reading: Summarizing and Concluding: Ask students to tell in their own words the purpose of Francisco Pizarro's journey to the Americas. Ask the students to predict what might have happened if the Conquistadors had not brought weapons and or diseases to the Inca civilization After the students return to their seats, use the transparency of Appendix M. The teacher will review the K column of the K&L chart. The teacher will call on volunteers to complete the K&L chart. This chart will be used during the writing block. The teacher will list the following facts about the conquistadors on the K&L chart.

| <i>Know</i>              | <i>Learned</i>  |
|--------------------------|---|
| <b>Columbus</b>          | <b>Columbus</b> discovered the best sea routes. He proved that all long sea journey was possible. He opened up a door to the New World for all of Europe.   |
| <b>Hernando Cortes</b>   | <b>Hernando Cortes</b> wanted to be an explorer from the time he was young. He lived in Spain. He was a farmer. He was greedy. He liked the Mayan jewels. He conquered the Aztec.   |
| <b>Aztec</b>             | The <b>Aztec</b> thought that Hernando Cortes was a god. The Aztec were afraid of the conquistadors. The Aztec had never seen horses before.  |
| <b>Francisco Pizarro</b> | <b>Francisco Pizarro</b> worked in the Spanish army. He worked on a pig farm. He dreamed of becoming rich and powerful in the New World. He brought artifacts from his explorations of Central America to convince king Charles V. He conquered the Inca.   |
| <b>Inca</b>              | <b>The Inca</b><br>Atahualpa and Huascar, two Inca brothers fought over who should be the new king. Atahualpa defeated his half brother Huascar. Pizarro kidnapped the king Atahualpa. The Inca had to send gold to free their king. Pizarro did not keep his promise. Pizarro took all the gold and silver. The Spanish soldiers won over the Inca because they came riding their horses and they had cannons and metal armor. The Indians had spears and shields. Hundreds of Inca were killed. The Spanish soldiers brought diseases with them that killed hundreds of Inca. |

5. Souvenir: Present each student with one plastic silver coin.
6. **Writing:** Mini Lesson: Picture writing-The teacher tells the students that a K&L chart is a graphic organizer. It is used to organize ideas and facts. Using the K&L chart transparency, the teacher will review the completed K&L chart. Writing/Publishing: The students will complete the K&L chart in the Conquistadors Journal. (Appendix M Conquistadors' K&L chart) The students can refer to the completed K&L chart on the overhead. Sharing: The teacher will choose several students to share information from the L column of the K&L charts. Please refer to the Teachers *Guide to the Four-Block* book for additional information about the Writing Block.

7. **Working With Words:** Segment I: Use a lesson from the book *Systematic Sequential Phonics They Use*. Segment II: Participate in a Guess the Covered Word activity about the Inca. (Appendix D Guess the Covered Word Directions)(Appendix N Inca Guess the Covered Word) Please refer to the Teacher’s Guide to the Four Blocks for additional information about the Working with Words block.
  8. **Self-Selected Reading:** Children can refer to the K&L chart to guide their reading choices for the day. They can research the answers to the W column from the K&L chart. Choose books for your book baskets from our bibliography. Prepare a basket with books about Francisco Pizarro and the Inca Indians. Include the teacher made book *Francisco Pizarro Conquers the Inca*. (Appendix K) Please refer to the *Guided Reading The Four-Blocks Way* for choosing books or additional information about this activity.
  9. **Art Project:** The students will construct a jeweled collar to represent the Aztec and Inca cultures. The students will use their jeweled collars to retell the story of Francisco Pizarro and the Inca during the Culminating Activity. (Appendix P Jeweled Collar Directions and Pattern)
- E. *Assessment/Evaluation*
1. The students' completed K&L chart in the Conquistadors Journals will be evaluated.

## VI. CULMINATING ACTIVITY

1. In this activity the students will be concluding, summarizing, and interpreting the historical events that lead to the conquest of the ancient civilizations of the Aztec and the Inca. The students will “do” the book” in small groups. The class will be divided into two teams. Team number one will put together a dramatic representation of their interpretation of Cortes’ invasion of the Aztec Empire.
2. Team number two will put together a dramatic representation of their interpretation of Pizarro’s conquest of the Inca Empire. The students will refer to the teacher made books and their Conquistadors Journals as a review of the events. The teacher will work with parent volunteers to guide the students. The students will use their conquistadors’ helmets and their jeweled collars during their presentation.

## VII. HANDOUTS/WORKSHEETS

1. Appendix A Conquistadors Journal Directions
2. Appendix B Columbus Rivet and Directions
3. Appendix C World map
4. Appendix D Guess the Covered Words Directions
5. Appendix E Columbus Guess the Covered Words Activity
6. Appendix F Teacher made book *Hernando Cortes Conquers the Aztec* (Handout at conference only)
7. Appendix G Aztec Guess the Covered Word
8. Appendix H Rivet for Cortes Lesson and Directions
9. Appendix I Culture Comparison Chart
10. Appendix J Helmet Directions and Pattern (Handout at conference only)
11. Appendix K Teacher made book *Francisco Pizarro Conquers the Inca* (Handout at conference only)
12. Appendix L Rivet for Pizarro and Directions
13. Appendix M Conquistadors’ K&L chart
14. Appendix N Inca Guess the Covered Word
16. Appendix O Jeweled Collar Directions and Pattern (Handout at conference only)

## VII. BIBLIOGRAPHY

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## Appendix A Conquistadors Journal Directions

The journal will be used throughout the unit. The teacher should copy the Conquistadors Journal Cover (Appendix A) on construction paper. The front and back covers should be the same color of construction paper. The teacher should encourage the students to illustrate the cover of the journal.

1. Cut two 9”X12” sheets of construction paper per student
2. Use one of the 9”x12” sheets to copy the Conquistadors Journal cover.
3. Use one of the 9”X12” sheets for the back cover of the journal.
4. Assemble the copies of the appendices in the following order and staple together:
  - a. Conquistadors Journal Cover
  - b. Appendix C World map
  - c. Lined paper titled Columbus’ Contributions
  - d. Appendix I Culture Comparison Chart
  - e. Appendix M Blank KWL chart
  - f. Blank page (optional page for the back cover)

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Conquistadors Journal Cover

# Conquistadors Journal

## By:

## Appendix B Columbus Rivet and Directions

1. Begin the activity by writing numbers and drawing lines on the board or chart paper to show how many letters each word has. For example: 1. \_ \_ \_ Write the definition of the word after the blank.
2. Fill in the letters of the first word, one at a time, as the students' watch.
3. Stop after each letter and see if anyone can guess the word. Students should be guessing each word as soon as they think of it. They should not be guessing single letters at this point.
4. Continue to add letters to the blanks for the first word.
5. Stop after each letter and see if anyone can guess the word.
6. Once a student has guessed the correct word, ask the students to help you finish spelling it.
7. Start writing the letters of the second word, pause after each letter and see if anyone can guess the word.
8. If the student gives the correct word, have the students' help you finish spelling it.
9. After the word has been spelled, give the definition of the word.
10. Continue this process until all the vocabulary words have been introduced.

### Vocabulary

1. Explorers- one who journeys to find out about new lands
2. Navigator- one who sails the oceans
3. Diseases- a change in a persons body that weakens or causes pain
4. Conquistador- Spanish soldiers, Spanish word for conquer

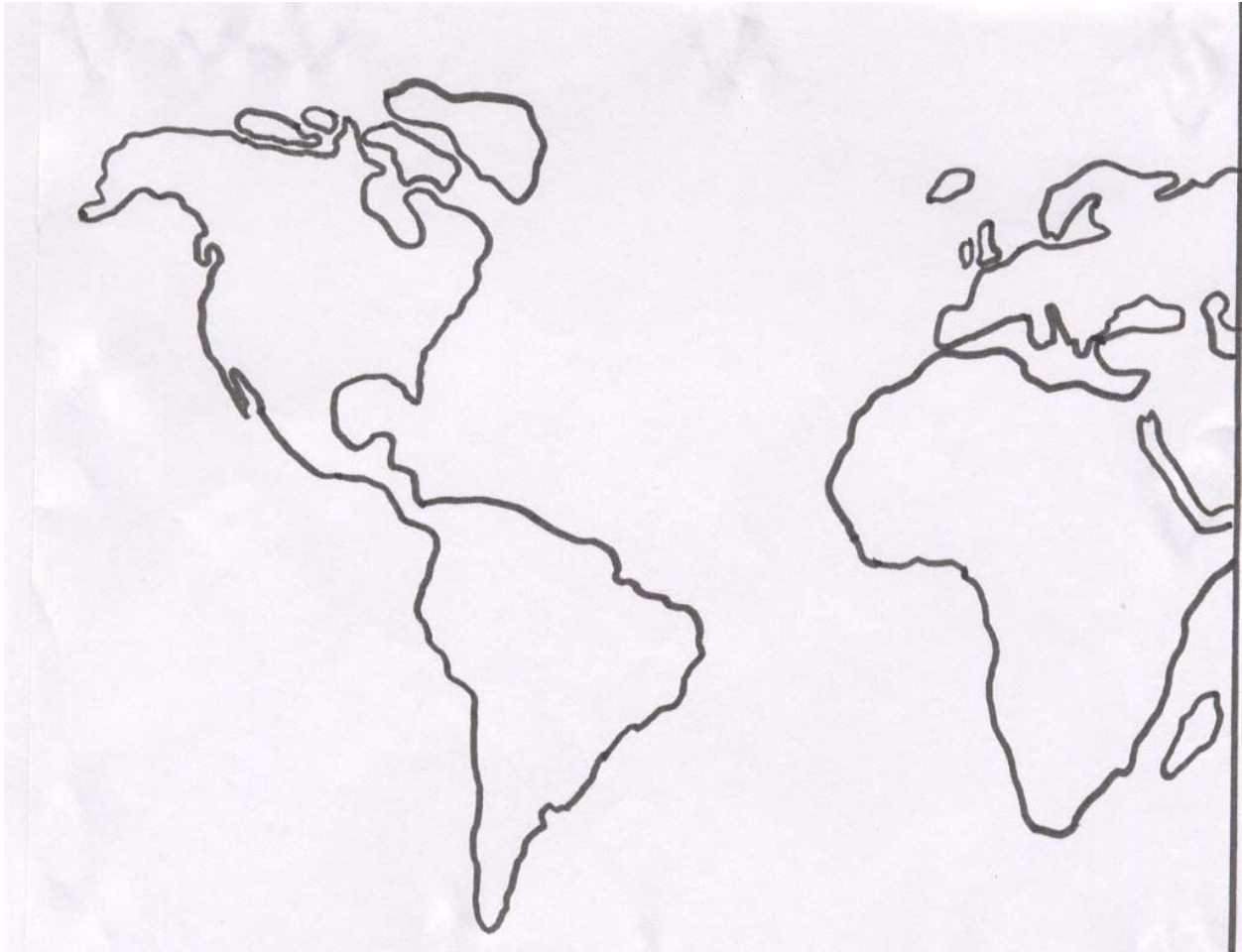
The teacher should create this activity on chart paper before the lesson.

### Rivet-

1. -----
2. -----
3. -----
4. -----

**World Map**

Label Europe, Spain, South America, Mexico and the Atlantic Ocean.



## Appendix D Guess the Covered Word Directions

1. Use sticky notes to cover the bold faced words on the Guess the Covered Word page.
2. Use a separate sticky note to cover the beginning sound (s) up to the first vowel. Then use another sticky note to cover the rest of the word.
3. Ask students to share what they do when they are reading and bump into a word they do not know. Ask them to share how well they think their plan works.
4. Share with the students that today's lesson will introduce a "strategy" with three steps that will help them when they bump into a word they do not know.
5. Read the sentence to the class and put in a "mmm..." sound when you come to an "unknown word."
6. Ask students to guess words that would make sense in the space covered in the sentence. Have the class check word length by looking at the amount of space covered by the sticky notes and comparing it to the visual length of the words they have guessed.
7. Remove the sticky note and show only the beginning letter(s) or onset. Cross check to see which of the guessed words make sense, seems to be the correct length, and begins with the correct letter. This step also helps students who guess "dad" when the word is "father." If the covered word has not yet appeared as a guess you may record additional guesses now that the beginning letter is shown.
8. Then, uncover all the letters in the word to reveal the covered word.
9. Reread the sentence and confirm that the word makes sense and matches the letters. You will be pleased to hear the students clap and cheer for themselves when they guess the covered word correctly. Continue with the rest of the sentences, making sure that students understand the steps and the order to be used.
10. Students need to be praised for using the 3-step strategy. The focus of the lesson initially needs to be on the steps in the strategy, not on the individual words.

## Columbus

Columbus sailed across the  
Atlantic **Ocean**.

He sailed from **Spain**.  
Columbus rediscovered the  
**Americas**.

They called him “The Great  
**Navigator**.”

The Europeans brought **disease**  
that killed many of the natives.

The natives could not fight the  
powerful **weapons**.

## Aztec

When Cortes was young he wanted to be an *explorer*.

He wanted to search for *gold*.

The Aztec were an early *civilization*.

Their city was built on an *island*.

Cortes conquered the *Aztec*.

## Appendix H- Rivet for Cortes Lesson and Directions

1. Begin the activity by writing numbers and drawing lines on the board to show how many letters each word has. For example: 1. \_ \_ \_
2. Fill in the letters of the first word, one at a time, as the students' watch.
3. Stop after each letter and see if anyone can guess the word. Students should be guessing each word as soon as they think of it. They should not be guessing single letters at this point.
4. Continue to add letters to the blanks for the first word.
5. Stop after each letter and see if anyone can guess the word.
6. Once a student has guessed the correct word, ask the students to help you finish spelling it.
7. Start writing the letters of the second word, pause after each letter and see if anyone can guess the word.
8. If the student gives the correct word, have the students' help you finish spelling it.
9. After the word has been spelled, give the definition of the word.
10. Continue this process until all the vocabulary words have been introduced.

### Vocabulary

1. Armor- helmet and coat made of strong metal
2. Codice- an Aztec folded picture book
3. Conquer- to win over
4. Island- land mass surrounded by water

The teacher should create this activity on chart paper before the lesson.

### Rivet-

1. - - - - -
2. - - - - -
3. - - - - -
4. - - - - -

| <b>Culture Comparison Chart</b> |              |                |
|---------------------------------|--------------|----------------|
|                                 | <b>Aztec</b> | <b>Spanish</b> |
| <b>Weapons</b>                  |              |                |
| <b>Animals</b>                  |              |                |
| <b>Clothing</b>                 |              |                |
| <b>Health</b>                   |              |                |

## Appendix L Rivet for Pizarro and Directions

1. Begin the activity by writing numbers and drawing lines on the board to show how many letters each word has. For example: 1. \_ \_ \_
2. Fill in the letters of the first word, one at a time, as the students' watch.
3. Stop after each letter and see if anyone can guess the word. Students should be guessing each word as soon as they think of it. They should not be guessing single letters at this point.
4. Continue to add letters to the blanks for the first word.
5. Stop after each letter and see if anyone can guess the word.
6. Once a student has guessed the correct word, ask the students to help you finish spelling it.
7. Start writing the letters of the second word, pause after each letter and see if anyone can guess the word.
8. If the student gives the correct word, have the students' help you finish spelling it.
9. After the word has been spelled, give the definition of the word.
10. Continue this process until all the vocabulary words have been introduced.

### Vocabulary

1. Christianity- the Christian religion based on the belief of one god
2. Llama fleece- the coat of wool of a llama
3. Inca- children of the sun
4. Influenza- a contagious infection that causes fevers and pain also known as the flu

The teacher should create this activity on chart paper before the lesson.

### Rivet-

1. -----
2. -----
3. -----
4. -----

Appendix M Conquistadors K&L Chart

| <i>Know</i>       | <i>Learned</i> |
|-------------------|----------------|
| Columbus          |                |
| Hernando Cortes   |                |
| Aztec             |                |
| Francisco Pizarro |                |
| Inca              |                |

## **Inca**

Francisco Pizarro was a Spanish **explorer**.

The **quipu** is an arrangement of knotted strings used by the Inca to keep records.

**Archaeologists** working in the Andes Mountains have made many discoveries that tell us about the Inca.

Conquistadors traveled to Peru to search for **gold**.

The Inca had never seen **horses** before.