

Teaching American History For All

A series of lessons incorporating literacy strategies for
Mt. Diablo Unified School District
5th, 8th, and 11th grade teachers,
in partnership with
University Of California, Berkeley
History - Social Science Project

5th Grade lesson: Conquistadors

Wendy Citron, MDUSD 5th Grade Teacher
Alejandra Dubcovksy, UCB History Graduate Student

Teaching American History for All

MDUSD/UCB H-SSP
5th Grade Lesson: “Conquistadors”

Developed by: Wendy Citron, Alejandra Dubcovksy

Teaching American History Grant Focus Question:

How did definitions of citizenship change from the 17th-century to the 20th-century?

5th Grade Yearlong Question:

How did Americans change from being colonial subjects to American citizens?

Unit Focus:

Spanish Explorers - Conquistadors

Unit Focus Question:

How did the voyages of European exploration affect the lives of the Native Americans they encountered?

Unit Working Thesis:

Although the European voyages of exploration had multiple destructive effects on Native American populations, including disease, warfare, loss of land, there were also benefits, such as the acquisition of new goods and technologies.

Lesson Focus Question:

Why did the Spanish explorers journey to the New World?

Lesson Working Thesis:

The Spanish explorers journeyed to the New World because they wanted to expand their national power, obtain wealth, gain personal glory, and spread their religious beliefs.

Reading Strategy:

The reading strategy is categorizing evidence.

Writing Strategy:

Create a thesis statement.

Suggested Amount of Time:

One to two class periods.

Textbook:

The United States: Making a New Nation. Orlando, Florida: Reflection Series, Harcourt School Publishers, 2007, Chapter 3, pp. 115-139.

Secondary Sources:

Evidence cards (included)

Primary Sources:

Pictures of Conquistadors

Context of the lesson in the unit (and its connection to Citizenship):

This is a culminating activity for the exploration unit.

Lesson Procedure:

Day 1:

1. Introduction

- Review previously read text about explorers.

2. Reading Strategy

- Place students in groups.
- Pass out sets of Evidence Cards to each group.
- Give the following instructions to the groups:
 - Read the Evidence Cards aloud one at a time to your group.
 - Discuss and group Evidence Cards that go together.
- Upon completing this exercise, then ask students to create category headings for each of their groupings.
- Groups report on findings.
- Whole class discussion. Class selects two main categories.

3. Writing Strategy

- Pass out organizing evidence worksheet (will refer to for second writing strategy below).
- Teacher models how to complete the worksheet using Evidence Cards.
- Students will organize evidence using selected categories.

4. Writing Strategy

- First, review as needed.
- Pass out Thesis Statement Writing worksheet.
- Students will need Organizing Evidence worksheet .

- With modeling as needed, students will complete Thesis Statement Writing worksheet.

History-Social Science Content Standards

CA.SS.5.2.2 ...Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world

Historical and Social Sciences Analysis Skills:

1. **Students summarize the key events of the era they are studying and explain the historical contexts of those events.**
2. **Students identify and interpret the multiple causes and effects of historical events.**

Reading/Language Arts Content Standards:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

2.0 Reading Comprehension (Focus on Information Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Expository Critique

2.5 Distinguish facts, supported inferences, and opinions in text.

1.0 Writing Strategies

1.2 Create multiple-paragraph expository compositions:

- a. Establish a topic, important ideas, or events in sequence or chronological order.
- b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

- a. Frame questions that direct the investigation.
- b. Establish a controlling idea or topic.
- c. Develop the topic with simple facts, details, examples, and explanations.

1.0 Listening and Speaking Strategies

Comprehension

- 1.1 Ask questions that seek information not already discussed.
- 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
- 1.3 Make inferences or drawn conclusions based on an oral report

Evidence Cards

Christopher Columbus promised new lands to King Ferdinand and Queen Isabella of Spain.

Christopher Columbus promised to take the Catholic religion to the people of Asia.

Christopher Columbus believed his voyage plan would bring great wealth to Spain.

Christopher Columbus claimed San Salvador, and other islands he sailed to, for Spain.

Christopher Columbus did not to find any Asian silk or spices.

Christopher Columbus collected a few gold items.

When King Ferdinand and Queen Isabella saw the gold, they paid for another expedition.

Vasco Nunez de Balboa searched for gold in what is now the country of Panama.

Ferdinand Magellan left Spain to find a western route to Asia.

The king of Spain offered large sums of money, called grants, to encourage explorers.

Explorers wanted to gain national glory for their expeditions.

In 1513, Juan Ponce de Leon landed in what is now the state of Florida and claimed it for Spain.

In 1519, Hernando Cortes found gold in the land of the Aztecs.

After Hernando Cortes found wealth among the Aztecs, the Spanish looked elsewhere for more riches.

In 1549, Francisco Vasquez de Coronado set out to find the mysterious golden cities.

Francisco Vasquez de Coronado claimed lands for Spain.

Hernando de Soto helped conquer the Inca Empire in Peru which made him rich.

Hernando de Soto wanted the gold and glory that would come from exploration.

Although Hernando de Soto found no gold, he and his men claimed a lot of land for Spain.

Conquistadors returned to Spain with treasure chests full of gold and silver from conquests in Mexico and South America.

Conquistadors claimed huge sections of the Americas for Spain.

Conquistadors believed that they could find a shortcut to the riches of Asia by sailing to the New World.

Organizing Evidence

NAME _____

Lesson Question: Why did the Spanish explorers journey to the New World?

TOPIC SENTENCE/EVIDENCE #1

TOPIC SENTENCE (CATEGORY)
EVIDENCE
EVIDENCE
EVIDENCE

TOPIC SENTENCE /EVIDENCE #2

TOPIC SENTENCE (CATEGORY)
EVIDENCE
EVIDENCE
EVIDENCE

Thesis Statement Writing

NAME _____

Lesson Question:

Why did the Spanish explorers journey to the New World?

<p>Thesis Statement:</p> <p>The Spanish explorers journeyed to the New World</p> <p>because they wanted _____</p>

and _____.