



Lesson 1: *The Age of Exploration*

Estimated Timeframe: 1 Day (90-minute class session)

Brief Description of Lesson	In this lesson, students will identify the causes and consequences of the European Expansion. They will consider the importance of Hernan Cortes and Francisco Pizarro in the Spanish conquest of the Americas.
Additional Supporting Questions	<ul style="list-style-type: none">• How did the encounter between Europe and the Americas take place?• Why did Europeans start exploring the globe beyond their usual routes?• How did Europeans and Indigenous people interact when they encountered each other?• What were the consequences of the European expansion?
TEKS & C3 Frameworks	<p>World History Studies:</p> <p>(6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:</p> <p>(A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and</p> <p>(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.</p> <p>(7) History. The student understands the causes and impact of increased global interaction from 1450 to 1750. The student is expected to:</p> <p>(A) analyze the causes of European expansion from 1450 to 1750;</p> <p>(B) explain the impact of the Columbian Exchange.</p>
Learning Objectives	<p>Students will be able to...</p> <ol style="list-style-type: none">1. Name three main causes and consequences of the European expansion2. Identify the actions of Hernan Cortes and Francisco Pizarro that led to the Spanish conquest in the Americas3. Analyze primary sources to explain the conquest

	4. Reflect upon the effects of European Expansion in the students' daily life
Introduction: Focus relevant to students' lives	Think-pair-share: Students think about how their life would look like if Europe had never "discovered" the Americas. They may answer some questions such as: How would their house look like? What would they eat? What clothes would they wear? What language would they speak?
Introduction: Assess student's prior learning/knowledge	Short quiz in an educational app of your choice (Quizalize, Kahoot, Quizlet, etc.) based on previous lessons. Some questions that may be included in the quiz: <ol style="list-style-type: none"> 1. Which European countries had colonies in America? 2. What were their motivations for expansion? 3. Who were some of the main explorers? 4. Which technological developments contributed to the European expansion? 5. Name the main Indigenous civilizations in America at the time of the European expansion.
Introduction: Preview of lesson/day's agenda	<ol style="list-style-type: none"> 1. Cortes and Pizarro fast facts. 2. Primary source analysis. 3. Primary source timeline. 4. Quick write. 5. Find an extra image.
Body: Detail of activities	<ol style="list-style-type: none"> 1. Split the class in two and assign the Cortes or Pizarro video to each group. Students will watch a short video and answer the questions individually. <p>Cortes fast facts https://www.history.com/topics/exploration/hernan-cortes-fast-facts-video</p> <ol style="list-style-type: none"> a. Where did Cortes come from and where did he go? b. How did the Indigenous people and the Spaniards interact once he got to Mexico? c. Name three consequences of this encounter. d. Why do you think that Cortes decided to go on this journey? <p>Pizarro fast facts https://www.history.com/topics/exploration/francisco-pizarro-video</p> <ol style="list-style-type: none"> a. Where did Pizarro come from and where did he go? b. Why did Pizarro decide to go on this journey? c. Once Pizarro arrived in Peru, what kinds of interactions took place when the indigenous peoples encountered the Spaniards?

	<p>d. What consequences do you think that Pizarro's journey generated?</p> <p>2. Students get together in different groups, making sure that each group has both Pizarro and Cortes members included. First, students share out one interesting fact they learned from the video. Second, the teacher will choose two images from the set of primary sources/featured sources to give to students and ask them to interpret and discuss what they see in the images. They may answer these questions:</p> <ol style="list-style-type: none"> a. What do they see? Who is represented? What are they doing? Why are they doing that? b. What is important about the visual representation? <p>3. Once students are done, they will find classmates from other teams to discuss what they understood from the images and why.</p> <p>4. Ask students to arrange the images in a timeline to explain what happened when the Europeans "discovered" America and share with a partner the reasons why they arranged the images in that way.</p> <p>5. Individually, students answer the question in 4-5 sentences: How did the encounter between Europe and America take place? (Who was involved? Where did this happen? Why were the Europeans interested in conquering the Americas? What happened when the two sides first met? What happened afterwards?)</p>
Conclusion	Ask students their big takeaways from the lesson.
Assessment	<p>Quick write.</p> <p>Students find an image they would like to incorporate to their timeline to show the effects of the European expansion. They may choose an example from that time or something contemporary (like the use of Spanish in Latin America, for example).</p>

Lesson 1

Supporting Question

- How did the encounter between Europe and the Americas take place?

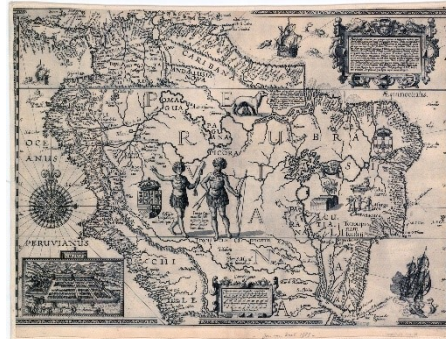
Formative Task

1. Primary source analysis and timeline.
2. Quick write.

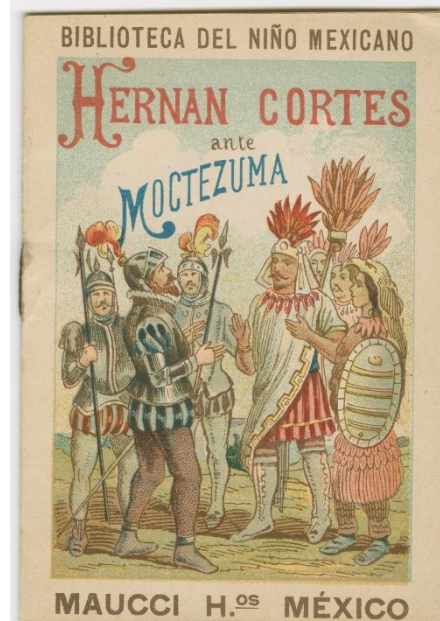
Featured Sources:



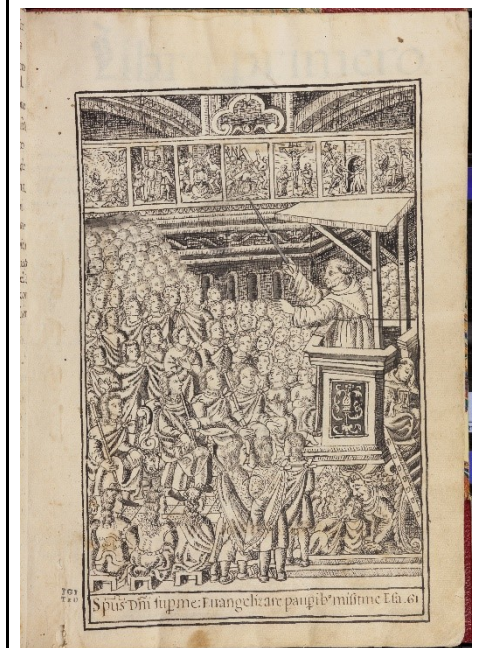
El sueño de Tenochtitlán, ó, el origen del fanatismo sanguinario [The dream of Tenochtitlán, or, the origin of bloodthirsty fanaticism], José Guadalupe Posada, 1900. Rare Book Collection, Benson Latin American Collection.



Meridionalis Americae pars quinque regiones ab Hispanis dividitur [Five regions of South America divided by Spain], Jan Van Doet, 1585. Rare Map Collection, Benson Latin American Collection.



Hernán Cortés ante Moctezuma, ó, la entrada en Tenochtitlan [Hernán Cortés before Moctezuma, or, the entrance into Tenochtitlan], José Guadalupe Posada, 1900. Rare Book Collection, Benson Latin American Collection.



Spiritus divini supreme: Evangelizare paupribus misit me esa [The Supreme Holy Spirit Has Sent me to Evangelize], Geronimo de Mendieta, 1571. Joaquín García Icazbalceta Manuscript Collection, Benson Latin American Collection.