

EXPLORATION OF THE *Americas*





Before the Lesson

SNAPSHOT

This lesson is designed for your students to identify the reasons for English, Spanish, and French exploration and colonization of North America.

It includes a:

- **Color-Coded Vocabulary Chart**
- **Crop-It Image Preview**
- **Readings with Discussion Questions**
- **Colonization Doodle Notes™**
- **Hexagonal Thinking Activity (three rounds)**
- **Exploration Scenarios**

MATERIALS

- plastic sleeves
- cardstock (several colors)
- manila paper
- colored pencils
- index cards or sticky notes
- Ziplock bags

COLLABORATION

Students will be working in groups of three for this activity.

PREPARATION

Word Wall Terms – print a set in color and post them in the front of the room.

Student Handouts – 1 per student of each

- **Color-Coded Vocabulary Chart**
- **Doodle Notes™**
- **Exploration Scenarios**

Class Sets

- Print a class set of the **readings**.

Manipulatives

- Copy the **Crop-It Tool** onto cardstock, cut it out, and laminate it for durability (1 set per student).
- Place the **exploration images** in plastic sleeves so students can write on them with dry-erase markers.
- Copy the **hexagons** onto a different color of cardstock for each round; cut them out ahead of time or have students cut them during the lesson.

TECHNOLOGY

You will be directed to a page in your Google™ account that will ask if you would like to copy the document. Once you **make a copy**, you will be able to manipulate parts of the activity before you assign it to your students. Once you are ready to go, assign the activity to your students. When assigning in Google Classroom™, be sure to select **"Make a Copy for Each Student"** to ensure that each student has their own assignment to work on individually. *Please note these resources are locked to preserve the integrity of the fonts and to follow the copyright restrictions of the images. You can edit by deleting and adding your own slides.*

Click on the link below:

- **Presentation**



Teaching the Lesson

PACING

The pacing of the lesson is 3 – 4 days. If you need to speed up the lesson, make the following modifications:

- Remove the **Crop-It preview** and use the images to ask questions prior to reading.
- Combine the reading rounds and complete the **Doodle Notes™** together as a class.
- Reduce the **hexagonal thinking** to two rounds instead of three.

OBJECTIVES

Content Objective: Students will identify the reasons for and the role of key people in the European colonization of North America—including the search for religious freedom and economic gain—and explain when, where, and why the English, Spanish, and French explored, colonized, and settled in what became the United States.

Language Objective: Students will read with comprehension using visual and contextual supports, record their understanding through written and sketched notes, and explain the connections they make between key people, places, and events.

VOCABULARY

COLOR-CODED VOCABULARY ACTIVITY

1. Use the **Word Wall images** to teach the vocabulary. Pronounce each term for your students but do not define the terms for the students.
2. Pass out the **Color-Coded Vocabulary Chart** and colored pencils.
3. Challenge students to match the definition with each term on the chart
4. Debrief the correct answers with the students.

ENGAGE

CROP-IT PREVIEW

1. Introduce the lesson using the **Crop-It Tool**, images, and questions.
2. Use just one of the **images** or all three to introduce the lesson.
3. Model how to use the crop-it tool to answer the questions (for example, “Crop to a clue that shows where this is taking place”).



Teaching the Lesson

LEARN

READINGS, DISCUSSION & NOTES

1. Place your students into groups of three. Give each group a copy of the first two pages of the **reading** and the **Doodle Notes™**.
2. Have students read the first two pages and discuss the questions together.
3. After the questions have been discussed, guide students through the notetaking process on the **Doodle Notes™**.
4. Repeat the process with pages 3–4 of the reading, and again with the final page—discussing the questions and completing the notes each time.

PRACTICE

HEXAGONAL THINKING

Hexagonal thinking allows students to make connections between people, places, and events.

1. After the first two pages, give each group a sheet of **manila paper** and the **Round One hexagons**.
2. Challenge students to make connections between the terms and images. Each connection earns 1 point, and students must be able to explain it.
3. Glue the hexagons down and have students annotate their connections.
4. After pages 3–4, give the **Round Two hexagons** (a different color) to add to Round One; after the final page, give the last set of hexagons.

PROCESS

SCENARIOS

Students will read scenarios and identify the purposes of exploration.

Vocabulary Instruction

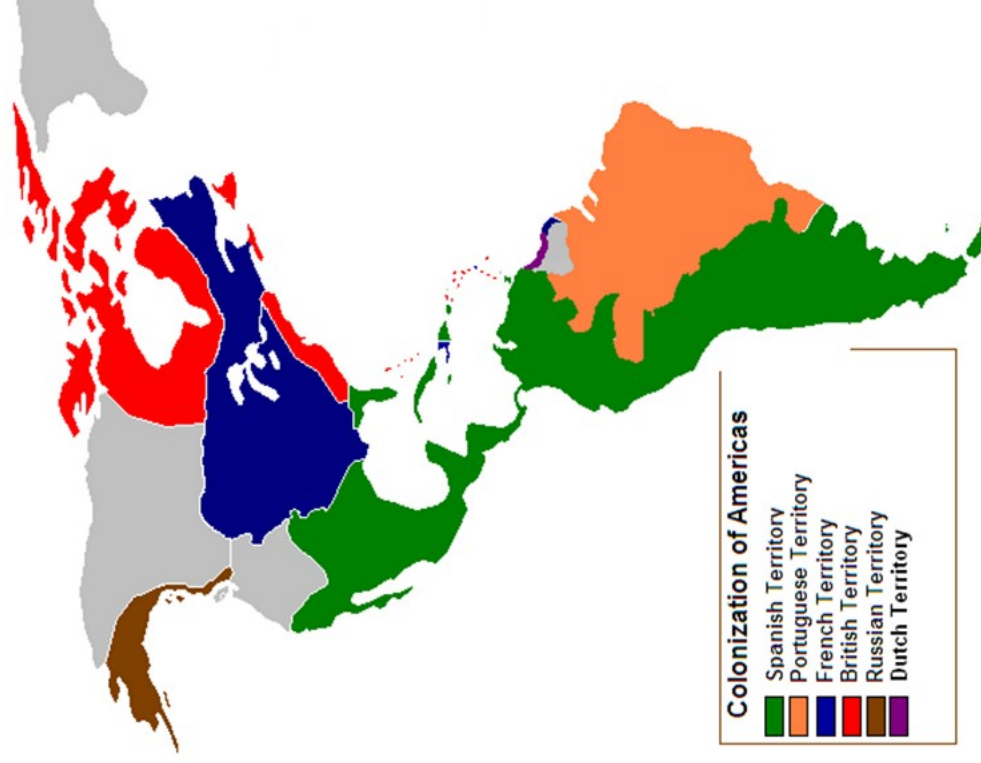
Print the Word Wall terms in color and post on your white board. Each student needs their own copy of the Color-Coded Vocabulary and red, yellow, and green colored pencils.

Exploration Vocabulary

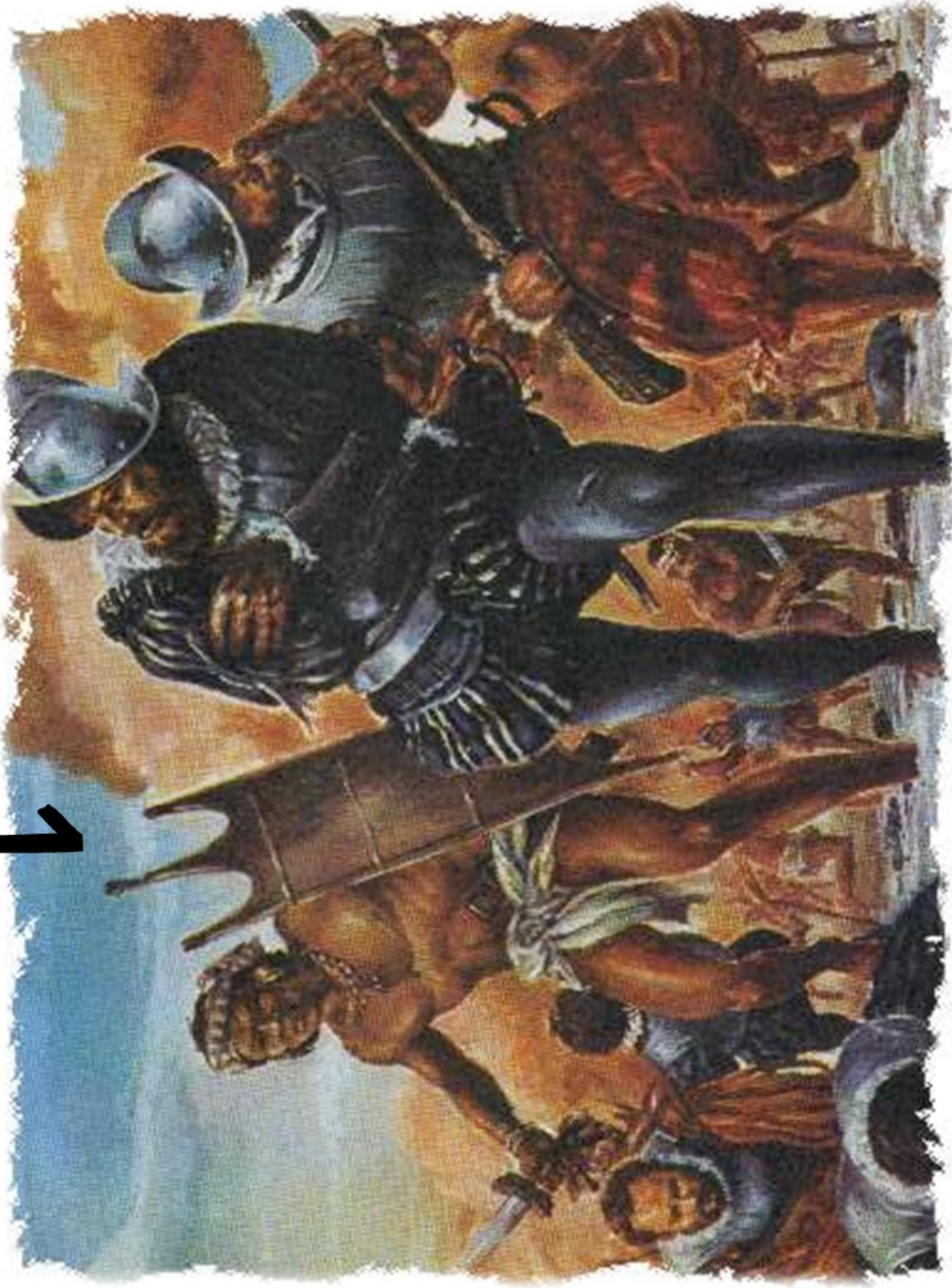
Directions: Look at the terms on the Word Wall. Can you identify some of the terms already? If you can, write the term next to the correct definition. If you are 100% sure your definition is correct, color the definition green. If you are unsure of the definition, color it yellow. If you don't know the definition at all, leave the term blank, and color the definition red.

Term	Definition	Term	Definition
	An area of a country under control of another country and occupied by settlers from that country.		To make a slave of a person.
	The movement of people, animals, diseases, and plants between the Americas and Europe/Africa.		To build houses and towns in a new area.
	A Spanish conqueror of the Americas.		A long trip across the ocean.
	To change your religion.		Money made from gold, silver, or other natural resources.
	To make animals and plants usable by people.		

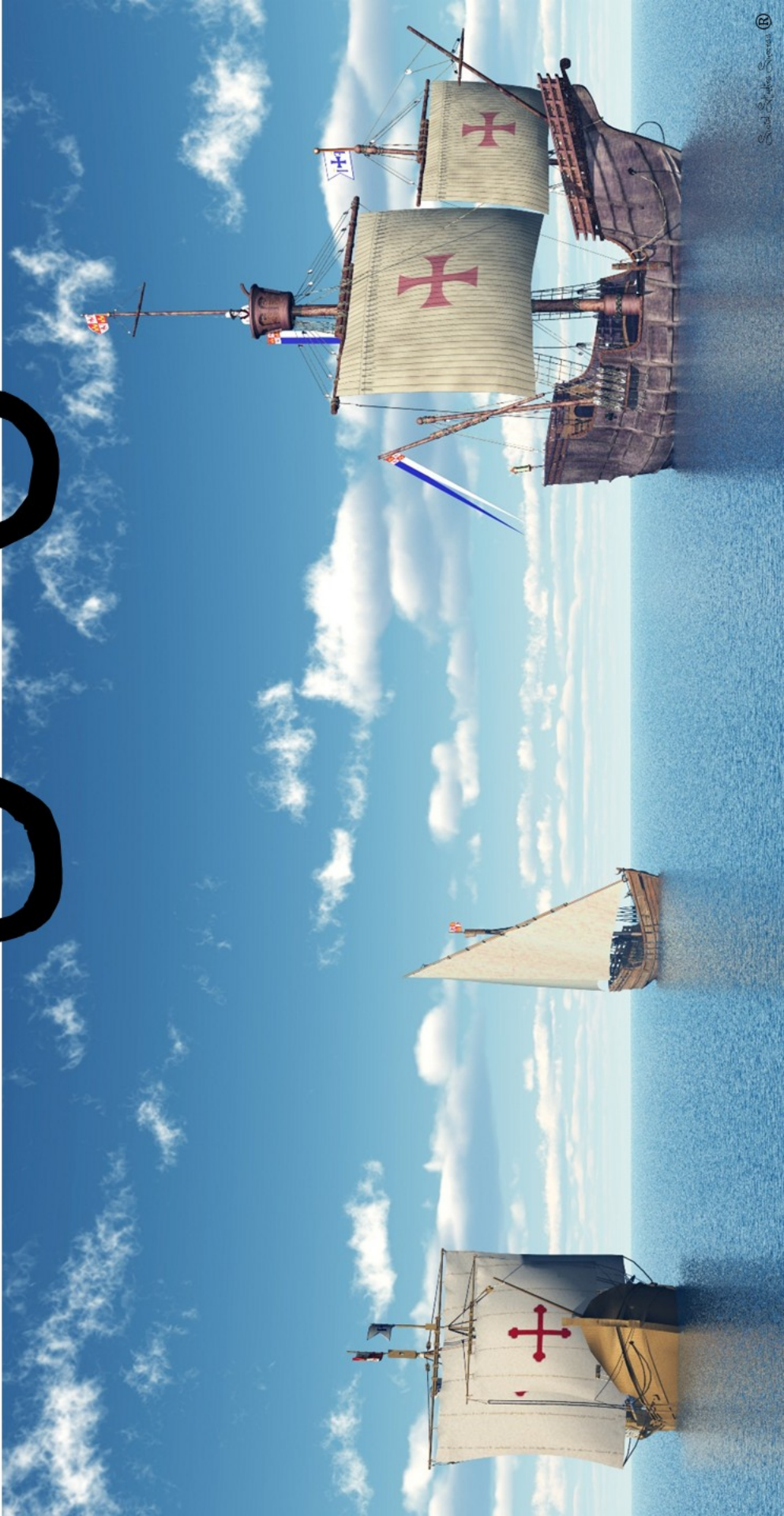
Colonization



Conquistador



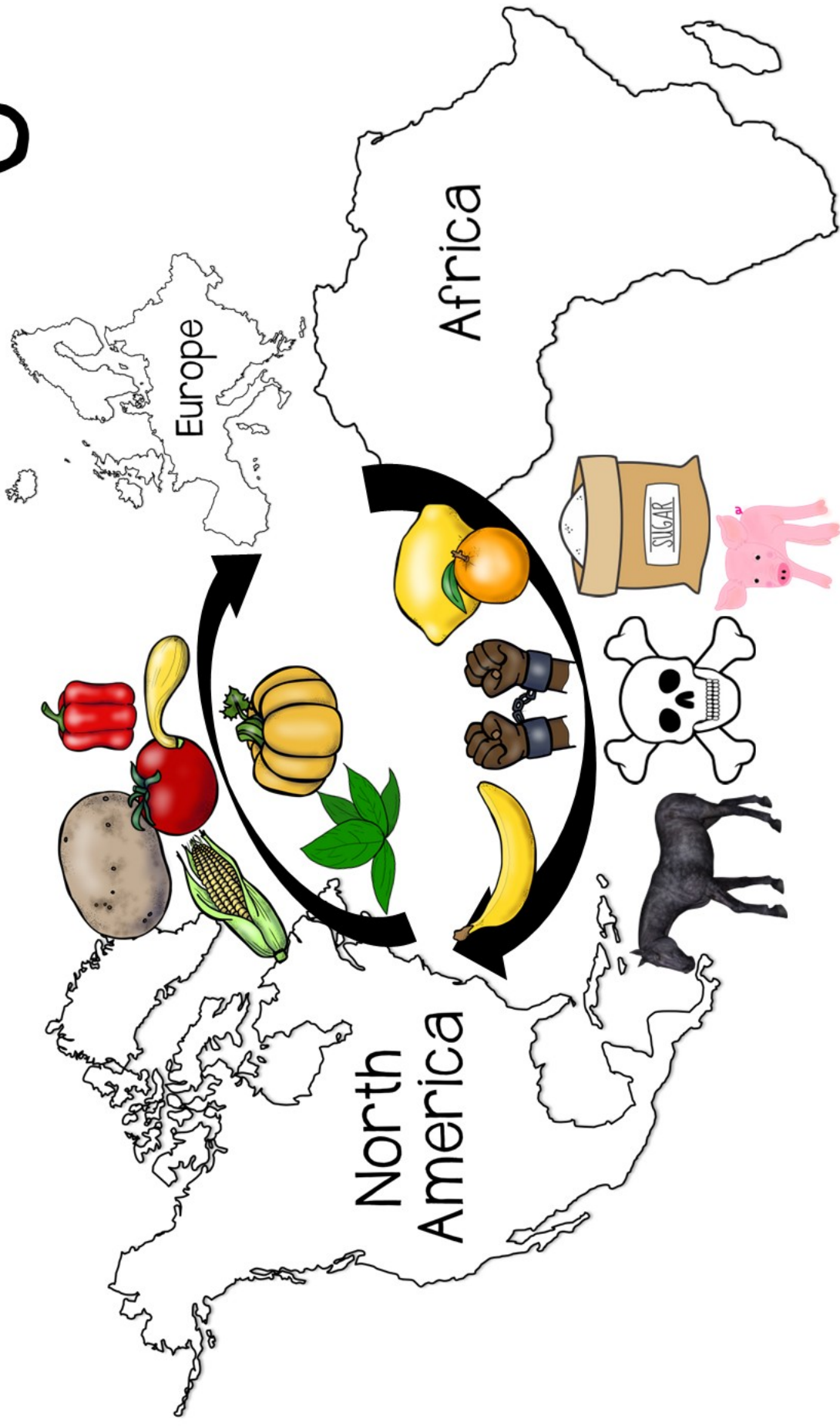
voyage



settlement



Columbian Exchange



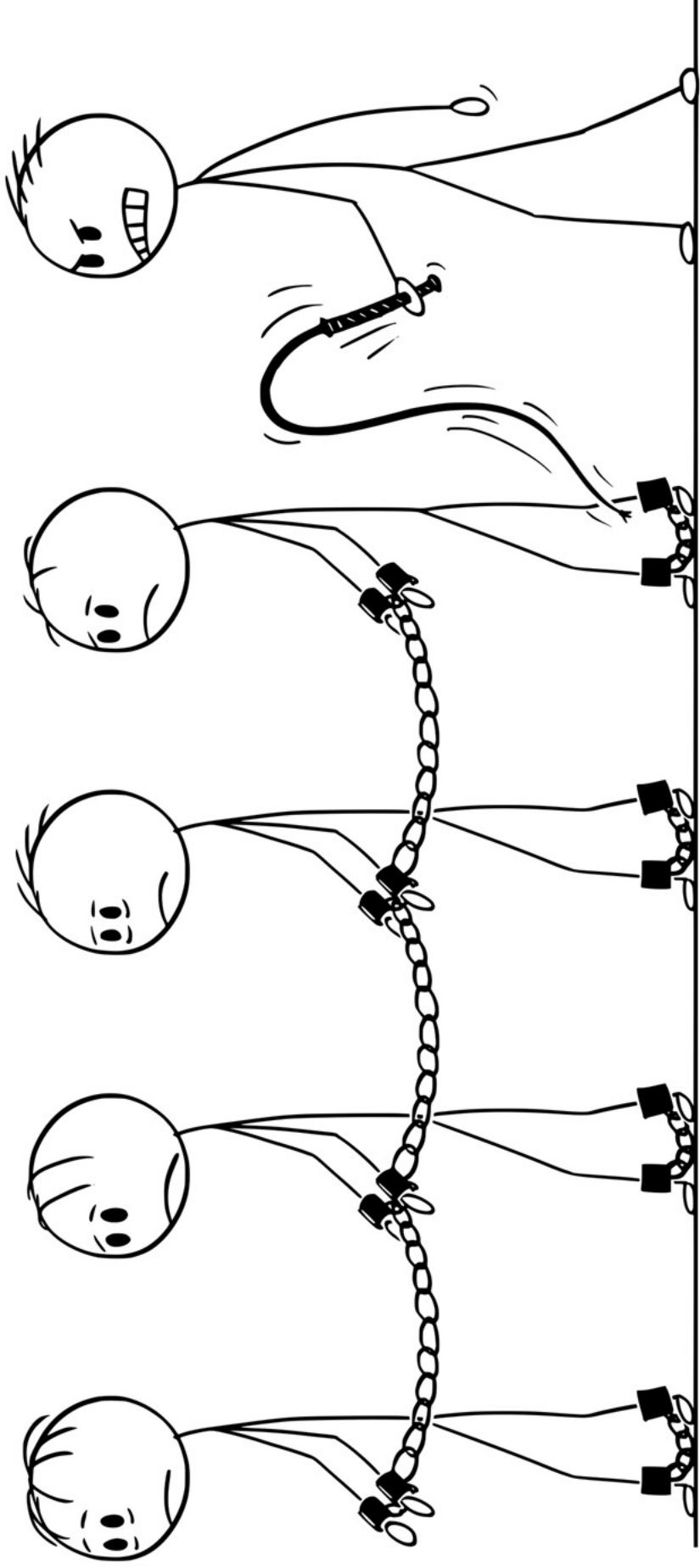
convert



domesticated



enslaved



wealth



Preview Activity

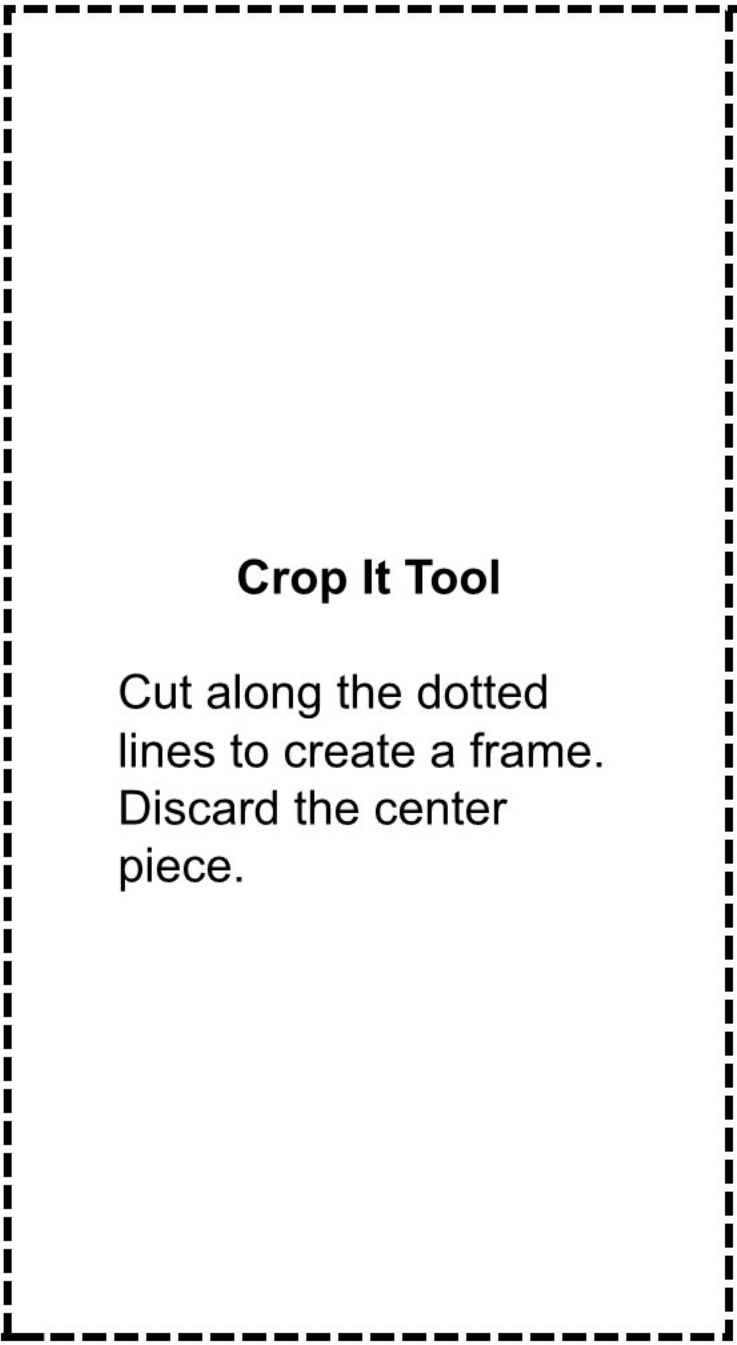
Use the crop-it tool, questions,
and images to preview the lesson

Crop-It Questions

Choose from the following questions for your students to use the Crop-It Tool.

- Crop to show what first caught your eye – Why did you first notice this part?
- Crop to show who or what this image is about. Why is this person or thing important?
- Crop to a clue that shows where this takes place. What do you think is happening?
- Crop to a clue that tells when this is happening. What helps us recognize specific times or eras?
- Crop to show the most important part of the image. Why is this part important?
- Crop to show tension or a problem in the image. Why is this important to the image or era?
- If you were to create a title for the image, what part of the image would you crop to highlight the title? What is the title you would create?
- Crop to a spot that you have a question about. What is your question?
- Crop to a spot that this image tells us about the past. How does it show the past?
- Crop to a place where you would add something to this image. What would you add and why?
- Crop to a spot that shows the emotion expressed in the image. What emotions are you seeing? Why are they important to the image?
- Crop to a spot that shows action. What action is occurring and why is it important to the image?





Crop It Tool

Cut along the dotted
lines to create a frame.
Discard the center
piece.

Exploration of the Americas



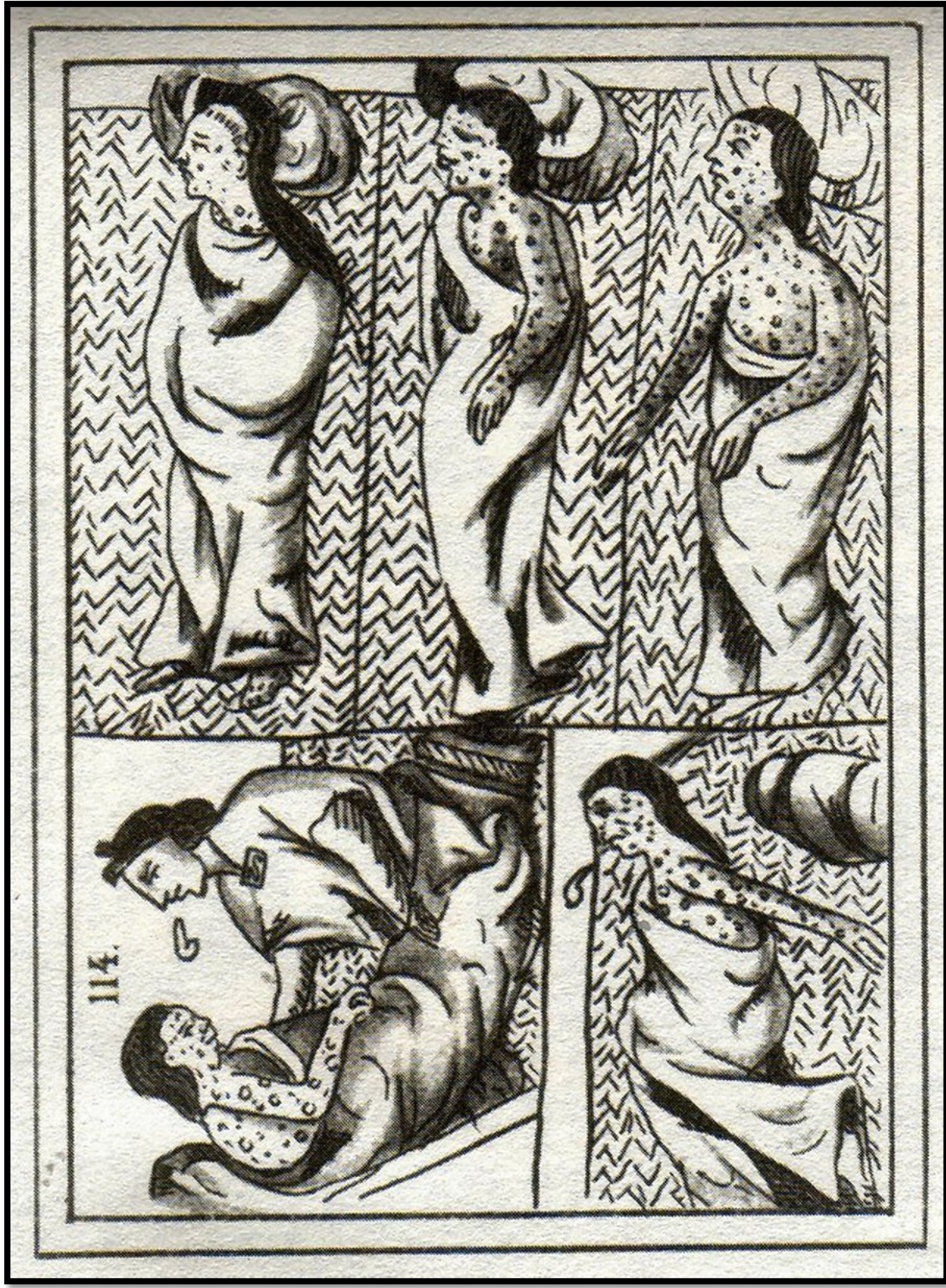
Landing of Columbus at the Island of Guanahani, West Indies (1846), (John Vanderlyn, artist).

Exploration of the Americas



The Conquistadors enter (Mexico), 1909 Margaret Coxhead

Exploration of the Americas



Sixteenth-century Aztec drawings of victims of smallpox.

Readings and Doodle Notes™

Copy for your students

Exploration of the Americas

The first attempts at European exploration in the Americas started around the year 1000, when Norse Viking explorers crossed over from Greenland and Iceland. Vikings established a settlement in current day Canada, but it was later abandoned.



The era of European exploration and conquest in North and South America began with Christopher Columbus in 1492. Columbus sailed from Spain to find a new trade route to Asia. Reaching India and China meant a long, dangerous journey — either overland or by a sea route around Africa that Europeans were still working to complete. Columbus thought he could sail around the world and reach Asia quicker and easier.



This painting shows the landing of Christopher Columbus in the Americas.

Columbus sailed to an island in the Caribbean and thought he had discovered a new trade route to India. He was wrong. Instead, he had discovered a new route to the Americas, and this discovery would change the world.

Columbus made four **voyages** across the Atlantic Ocean. Those voyages, and his efforts to establish permanent **settlements**, began the Spanish conquest of the Americas. Columbus was not the first European explorer to reach the Americas, but his voyages led to the Columbian Exchange — the movement of people, plants, animals, and diseases between the Americas and Europe and Africa. The Spanish conquered the people living in the Americas and sent back **wealth**, including gold, to Spain.

Spanish Exploration



Spanish conquistadors conquered the people living in the Americas.

Columbus's voyages began a period of European exploration, conquest, and colonization in the Americas. Spain wanted to expand its empire, claim land in the Americas and create colonies. The Spanish claimed the Caribbean Islands, Central America, most of South America and parts of North America. To explore and conquer "*New Spain*," the Spanish turned to explorers called *conquistadors* (conquerors). The conquistadors were allowed to establish settlements and take the wealth of the American Indians. In return, the Spanish government took part of the treasures they found.

In addition to searching for gold, the Spanish also came to spread their Catholic Christian faith. Catholic priests came with the conquistadors to **convert** the people living in the Americas to Christianity. Priests built missions across their **colony** and required many of the American Indians to convert to the Catholic religion.



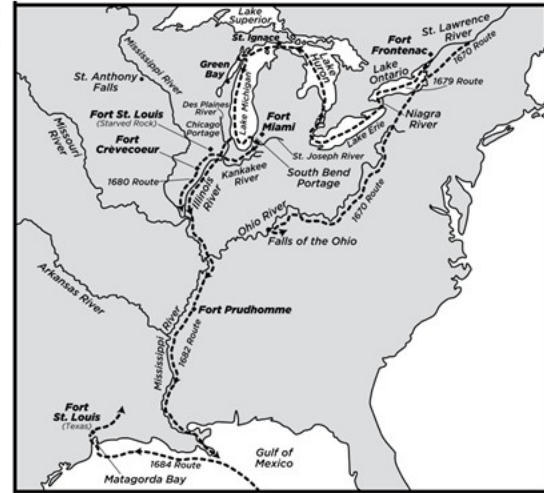
The Spanish built missions across their claimed land to convert American Indians to Christianity.



***STOP AND DISCUSS:** Who were the first Europeans to explore North America? Who is Christopher Columbus? What did Columbus do that helped Spain? What is a conquistador? What were the reasons the Spanish came to the Americas? How did exploration and colonization impact the American Indians in the Americas?

French Exploration

The stories of gold and wealth would motivate other European nations to explore and conquer lands in the Americas. Starting in the early 1500s, the French king sponsored expeditions into the Americas looking for wealth and land to conquer and claim. The French explored northern areas of North America (present day Canada) and along the Mississippi River valley. They claimed the land around the Great Lakes for France and named the region New France. In the late 1600s, the French explored the Great Lakes region and the entire course of the Mississippi River to the Gulf of Mexico.



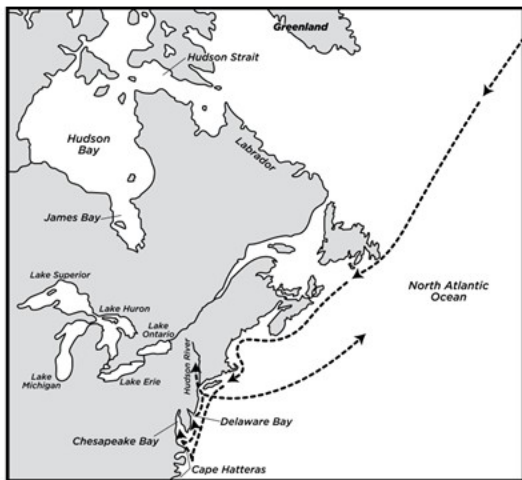
French explorers traveled along the Mississippi River.

The Spanish had forced their culture and religion when they **colonized**, but the French would blend into the American Indian cultures instead. The French became trading partners with many American Indian groups and were typically friendly with them. The French did not have many colonies but made their money from furs and trading. Beaver pelt was highly valued at this time, and many French fur traders made their fortune trading for this valuable fur.



Beaver pelts were made into hats in Europe.

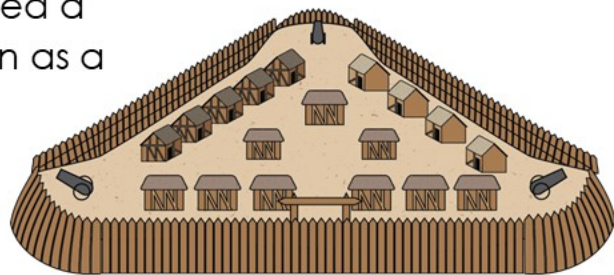
English Exploration



English explorers sailed along the coast of Canada.

Just as Spain conquered and claimed most of the land in Central and South America, the English would soon claim most of the land in North America. The first English expedition occurred in the late 1400s. English explorers traveled along parts of Newfoundland (present day Canada). While they found large amounts of natural resources, they did not start a colony.

In the late 1500s, several more English explorers were sent to explore and claim land in North America. They claimed land along the Atlantic coast for England and started their first colony, Roanoke, on the coast of present-day North Carolina (land the English then called Virginia). While Roanoke was not a successful colony, this claimed land would later grow into the United States. In 1607, the King of England granted a charter to a group of investors (known as a joint-stock company) to **colonize** present day Virginia. Their goal was to make a **profit** from the riches that North America offered. This colony was known as Jamestown and was the first successful English colony in North America.



English colonists built a fort around their town to protect it from attack.



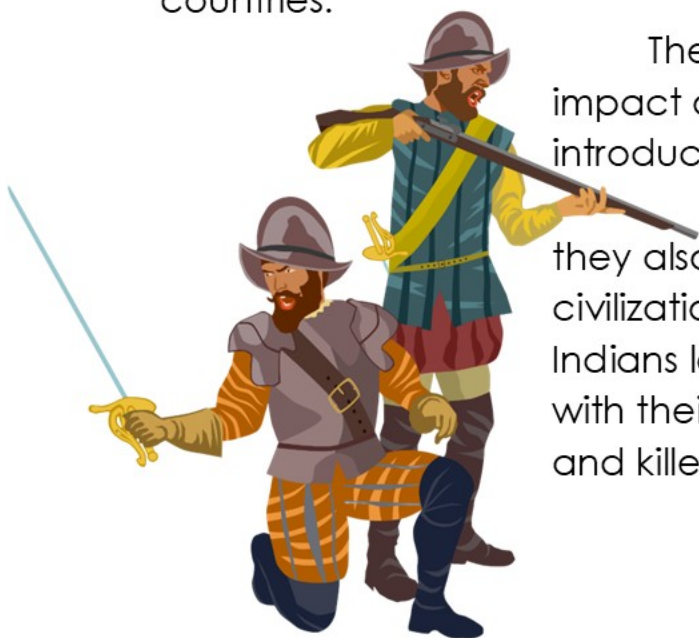
***STOP AND DISCUSS:** What other European nations explored North America? How did the French differ from the Spanish in the Americas? When did English exploration of the Americas begin? What important event occurred in 1607?

Impact on the Americas

The explorations and conquests of the conquistadors changed the world. This conquest began what is called the Columbian Exchange – the exchange of people, plants, animals, diseases, and goods between the Americas and Europe. Besides gold and silver, ships brought corn and potatoes from the Americas to Spain. These crops grew well in Europe. By increasing the food supply, they helped spur a population boom, and the population of Europe increased. Conquistadors also introduced Europeans to other important items like chocolate and tobacco. For a time, wealth from the Americas made Spain one of the world's richest and most powerful countries.



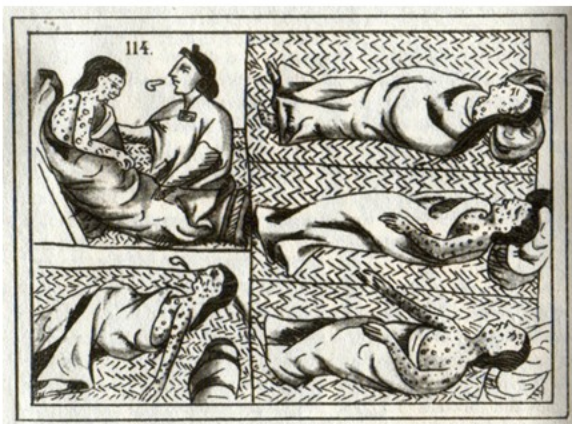
The Spanish conquests had a major impact on the Americas. The Spanish introduced new animals, such as horses, cattle, sheep, and pigs. But they also destroyed advanced civilizations like the Aztecs. The American Indians lost much of their culture along with their wealth. Many were **enslaved** and killed by the Spanish.



Impact on the Americas

European conquest also changed the environment of the Americas. The popularity of beaver fur led to the overhunting of beavers in the Northeast, and their eventual disappearance from New England. With the introduction of **domesticated** animals like pigs and horses, native wildlife was destroyed.

The biggest impact on the Americas was the loss of life. Millions of American Indians died from the diseases brought over by the Europeans. Infectious diseases such as smallpox and influenza decimated the population of the Americas. In Mexico, for example, there were about 25 million people in 1519. By 1605, this number had dropped to 1 million. Along the Atlantic Coast between 1616 and 1618, smallpox killed 75 percent of the people living in the area.



Diseases like smallpox killed millions.

The Columbian Exchange impacted the people in Africa as well. Spanish conquerors enslaved the people of the Americas to work on their farms and search for more gold. When the American Indians died, Africans were enslaved and brought over to the Americas. Millions of Africans were sold into slavery to work in the Americas.



***STOP AND DISCUSS:** What is the Columbian Exchange? What did the early explorers and conquistadors do that helped Spain? What did they do that hurt the American Indians? How did the Columbian Exchange impact the world?

EXPLORATION

Colonization and Conquest

WHO WHERE WHAT WHEN
HOW ??? WHY



The Voyages of Columbus

Describe what happened when Columbus sailed to the Americas.

Spanish Colonization

Describe the Spanish colonization of the Americas.



French Colonization

Describe the French colonization of the Americas.

English Colonization

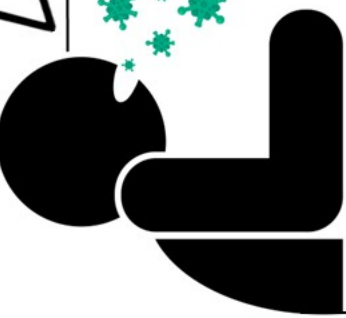
Describe the English colonization of the Americas.



What are two interesting facts you learned about the exploration of the Americas?



Disease



Columbian Exchange



Plants and Animals



Environment



People



Answer these questions in your notes-

What came to the Americas from Africa and Europe? What came to Africa and Europe from the Americas? How did it impact each region?

Hexagons

Give each group of 3 a set
Copy each page on different colored
paper



Directions

Hexagonal thinking is a strategy that allows students to make connections between people, places, and events. Follow these directions to use hexagonal thinking in this lesson. Please note: the hexagons may vary in the directions.



Prepare Round One
hexagon shapes prior to the lesson, or give your students scissors to cut them out quickly. If you have students cut the shapes out in class, I recommend putting them on a timer, so it is completed quickly.



Challenge students to make connections between the hexagon shapes. For every connection they make, they earn 1 point. For example, the indigenous people shape is connected on 5 sides, exploration, Columbus, Spanish, person figure and Indigenous person. A student should be able to explain how all of these are connected. If they can, they earn 5 points.



Require students to explain their connections, either on an index card or post-it note. They should also be able to explain their connections to another group or you. You can also have your students glue the hexagons down on a sheet of manila paper and annotate the connections.



Make the Round Two hexagons on a different colored sheet of cardstock. When students cut out and apply these shapes, the connections should grow. If a group wants to move a shape, they can.



After reading about the impact of exploration, give the final sets of hexagons to your students to arrange. Conduct a class discussion or writing assignment when you are done.

Spanish

Columbian
Exchange



exploration

people



Columbus



Vikings



New
Netherland

Canada

Henry Hudson



France



Jacques
Cartier

Northwest
Passage



Mississippi
River

Dutch

La Salle



John Cabot

English

New York

colony

animals

Europe

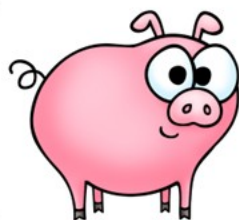


millions

disease



farming



Catholic

chocolate



corn

Africa



Scenarios

Each student needs their own copy
and a set of colored pencils.

Exploration Scenarios

Name _____
Period _____
Date _____

Directions: Read each scenario and determine which of the three reasons for exploration it represents. Many will include more than one reason! Color code the reason(s) and the evidence in the text with the correct color:

- **Green** – economic reasons for exploration (gold)
- **Pink** – religious reasons for exploration (God)
- **Blue** – political reasons for exploration (glory)

1. The era of European exploration and conquest in North and South America began with Christopher Columbus in 1492. Columbus sailed from Spain to **find a new trade route** to Asia. Reaching India and China meant a long, dangerous journey — either overland or by a sea route around Africa that Europeans were still working to complete.

Which of the following are present in this paragraph - choose all that apply:

- ☐ **Gain wealth**
- ☐ Claim land and expand their empire
- ☐ Spread their religion

2. The Spanish claimed the Caribbean Islands, Central America, most of South America and parts of North America. To explore and conquer “New Spain,” the Spanish turned to explorers called *conquistadors* (conquerors). The conquistadors were allowed to establish settlements and take the wealth of the American Indians. In return, the Spanish government took part of the treasures they found.

Which of the following are present in this paragraph - choose all that apply:

- ☐ Gain wealth
- ☐ Claim land and expand their empire
- ☐ Spread their religion

3. In 1607, the King of England granted a charter to a group of investors (known as a joint-stock company) to colonize present day Virginia. Their goal was to make a profit from the riches that North America offered.

Which of the following are present in this paragraph - choose all that apply:

- ☐ Gain wealth
- ☐ Claim land and expand their empire
- ☐ Spread their religion

Exploration Scenarios

4. The French did not have many colonies but made their money from furs and trading. Beaver pelt was highly valued at this time, and many French fur traders made their fortune trading for this valuable fur.

Which of the following are present in this paragraph - choose all that apply:

- ☐ Gain wealth
- ☐ Claim land and expand their empire
- ☐ Spread their religion

5. The Spanish built missions across their colonies and sent priests to the Americas.

Which of the following are present in this paragraph - choose all that apply:

- ☐ Gain wealth
- ☐ Claim land and expand their empire
- ☐ Spread their religion

6. "As I saw that they were very friendly to us, and perceived that they could be much more easily converted to our holy faith by gentle means than by force, I presented them with some red caps, and strings of beads to wear upon the neck, and many other trifles of small value, wherewith they were much delighted, and became wonderfully attached to us."
-Christopher Columbus, diary entry, October 12, 1492

Which of the following are present in this paragraph - choose all that apply:

- ☐ Gain wealth
- ☐ Claim land and expand their empire
- ☐ Spread their religion

Sum it up! Write two sentences summarizing what you have learned about the European exploration of the Americas. Be sure to include the reasons for exploration.

Key



Exploration Vocabulary

Directions: Look at the terms on the Word Wall. Can you identify some of the terms already? If you can, write the term next to the correct definition. If you are 100% sure your definition is correct, color the definition green. If you are unsure of the definition, color it yellow. If you don't know the definition at all, leave the term blank, and color the definition red.

Term	Definition	Term	Definition
colony	An area of a country under control of another country and occupied by settlers from that country.	enslaved	To make a slave of a person.
Columbian Exchange	The movement of people, animals, diseases, and plants between the Americas and Europe/Africa.	settlement	To build houses and towns in a new area.
Conquistador	A Spanish conqueror of the Americas.	voyage	A long trip across the ocean.
convert	To change your religion.	wealth	Money made from gold, silver, or other natural resources.
domesticated	To make animals and plants usable by people.		

EXPLORATION

Colonization and Conquest

WHO WHERE WHAT WHEN
HOW ??? WHY



Spanish Colonization

Describe the Spanish colonization of the Americas.

The Spanish sent conquistadors to conquer the American Indians. They converted people to the Catholic religion and sent back gold to Spain. They claimed parts of North America, Central America, and South America for Spain.



The Voyages of Columbus

Describe what happened when Columbus sailed to the Americas.

Columbus sailed to the Americas in 1492. His voyages started the Columbian Exchange. He started the Spanish conquest of the Americas.



French Colonization

Describe the French colonization of the Americas.

The French colonized parts of North America wanting land and wealth. Their colony included land around the Great Lakes region and the Mississippi River Valley. Their wealth came from the fur trade with American Indians.



English Colonization

Describe the English colonization of the Americas.

The English first explored and colonized the Eastern coast of North America. Their first colony was Roanoke, on the coast of present-day North Carolina, but it was unsuccessful. Jamestown, Virginia was founded in 1607 to make a profit from the natural resources in North America.



Key

What are two interesting facts you learned about the exploration of the Americas?

Answers vary.

Key

Disease

Millions of American Indians died from disease brought over by the Europeans.

People

Europeans came over to claim land, find wealth, and spread their religion. They enslaved the American Indians, and later Africans to work in the Americas. Advanced civilizations like the Aztec were destroyed by the European settlers.

Columbian Exchange



Answer these questions in your notes-

What came to the Americas from Africa and Europe? What came to Africa and Europe from the Americas? How did it impact each region?

Plants and Animals

New plants and animals were transported from Europe to the Americas. These included horses, sheep, cows, and pigs. New plants were brought from the Americas to Europe, like corn, potato, tobacco, and chocolate.



Environment

The environment of the Americas was impacted by the Columbian Exchange. Many animals were hunted and others were killed by new animal species.



Special Education Services®

Exploration Scenarios

Directions: Read each scenario and determine which of the three reasons for exploration it represents. Many will include more than one reason! Color code the reason(s) and the evidence in the text with the correct color:

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- **Pink** – religious reasons for exploration (God)
- **Blue** – political reasons for exploration (glory)

1. The era of European exploration and conquest in North and South America began with Christopher Columbus in 1492. Columbus sailed from Spain to **find a new trade route** to Asia. Reaching India and China meant a long, dangerous journey — either overland or by a sea route around Africa that Europeans were still working to complete.

Which of the following are present in this paragraph - choose all that apply:

- ☐ **Gain wealth**
- ☐ Claim land and expand their empire
- ☐ Spread their religion

2. The **Spanish claimed the Caribbean Islands, Central America, most of South America and parts of North America.** To explore and conquer "New Spain," the Spanish turned to explorers called *conquistadors* (conquerors). The conquistadors were allowed to establish settlements and **take the wealth of the American Indians.** In return, the Spanish government took part of the treasures they found.

Which of the following are present in this paragraph - choose all that apply:

- ☐ **Gain wealth**
- ☐ **Claim land and expand their empire**
- ☐ Spread their religion

3. In 1607, the King of England granted a charter to a group of investors (known as a joint-stock company) to **colonize present day Virginia.** Their goal was to make a profit from the riches that North America offered.

Which of the following are present in this paragraph - choose all that apply:

- ☐ **Gain wealth**
- ☐ **Claim land and expand their empire**
- ☐ Spread their religion

Exploration Scenarios

4. The French did not have many colonies but made their money from furs and trading. Beaver pelt was highly valued at this time, and many French fur traders **made their fortune trading** for this valuable fur.

Which of the following are present in this paragraph - choose all that apply:

- ☒ **Gain wealth**
- ☐ Claim land and expand their empire
- ☐ Spread their religion

5. The **Spanish built missions** **across their colonies** and **sent priests** to the Americas.

Which of the following are present in this paragraph - choose all that apply:

- ☐ Gain wealth
- ☒ **Claim land and expand their empire**
- ☒ **Spread their religion**

6. "As I saw that they were very friendly to us, and perceived that they could be much **more easily converted to our holy faith** by gentle means than by force, I presented them with some red caps, and strings of beads to wear upon the neck, and many other trifles of small value, wherewith they were much delighted, and became wonderfully attached to us."
-Christopher Columbus, diary entry, October 12, 1492

Which of the following are present in this paragraph - choose all that apply:

- ☐ Gain wealth
- ☐ Claim land and expand their empire
- ☒ **Spread their religion**

Sum it up! Write two sentences summarizing what you have learned about the European exploration of the Americas. Be sure to include the reasons for exploration.

Answers should include references to gain wealth, claim land and expand their empire, and spread their religion.



Sources

Where the historical information in this lesson comes from

"Beavers, Hats, and the Fur Trade." *JSTOR Daily*, 2018, daily.jstor.org/beavers-hats-fur-trade.

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Coxhead, Margaret Duncan. *The Conquistadors Enter Tenochtitlan to the Sounds of Martial Music*. Illustration for Mexico, T. C. & E. C. Jack, 1909. *Look and Learn History Picture Archive*, www.lookandlearn.com.

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"Landing of Columbus." *Architect of the Capitol*, www.aoc.gov/explore-capitol-campus/art/landing-columbus.

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About the Author

What do I believe about Social Studies instruction?

- ✓ Students need to be engaged to learn.
-Schlechty's *Design Qualities of engagement*
- ✓ All students can learn – we just need to support them in different ways.
-Seidlitz's *Seven Steps*
- ✓ Kids need to continuously review content through games and engaging activities.
-Himmele's *Total Participation Techniques*
- ✓ Writing is essential for learning, not just assessment.
-Daniels' *Content Area Writing*
- ✓ Vocabulary instruction must be intentional and engaging.
-Marzano *Academic Vocabulary*
- ✓ History should not be trivial pursuit – dig deeper and teach with essential questions and enduring understandings.
-Wiggins & McTighe *Essential Questions*
- ✓ Students are social – purposeful talk is crucial to learning.
-Walsh *Quality Questioning*
- ✓ Students need to read in Social Studies – reading informational text cannot be mastered without constant practice.
-Kinsella's *Considerate Text*
- ✓ “Soft skills” of collaboration, communication, critical thinking, and creativity are essential to future success in the job market.
-Muir *Reasons Millennials Get Fired*
- ✓ The best way to improve reading comprehension and scores, is to focus on building knowledge through Social Studies instruction.
-Wexler *The Knowledge Gap*
- ✓ Heavy reliance on digital technology can weaken critical thinking, focus, and literacy – students learn best with pen and paper.
-Horvath *The Digital Delusion*



Dawn
Viñas

Dawn earned her Master's degree in Curriculum and Instruction from Texas A&M University. In her education journey, she was shaped by her various roles as a classroom teacher, instructional coach, curriculum coordinator, professional development trainer, university professor, and author. Dawn has provided Social Studies professional development for over 20 years to more than 10,000 teachers from Alaska to Florida. In 2015, Dawn started Social Studies Success[®] with the mission to revolutionize Social Studies instruction. With a goal of improving instruction, Dawn has provided consulting, classroom resources, and professional development services to several school districts across the state of Texas and the nation. You can reach Dawn [here](#).

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