

What Happened After Columbus?

Objective(s): The student will be able to:

- Understand that Columbus' voyages led to further colonization in the "New World."
- Use point of view to write about different perspectives of the same event.

TEKS:

3.1 History. (A), (B), (C)

3.3 History. (B)

3.4 Geography (B), (C)

3.16 Social studies skills (A)

Vocabulary:

- Colony
- Colonists
- Explore
- Explorer

Materials:

- Social Studies box that contains:
 - Spain Flag
 - Compass
 - Telescope
 - Raw Corn
 - Sweet Potato
 - Map of Florida and Puerto Rico
 - Treasure box with "gold"
 - Books on Ponce De León such as: "Ponce De León" by Wyatt Blassingame, "Juan Ponce De León" by Jim Whiting, "Ponce De León, navegante del Caribe" by Tamara Green
- Pencils
- Social Studies Journals
- Markers
- Scroll Paper
- Social Studies Textbook pgs. 214-215
- Classroom World Map
- Previously prepared Unit Timeline

Learning strategies:

1. To begin the lesson the teacher will ask what Columbus was looking for in the Americas

and why he thought it was India and show the route of Columbus' voyage from Spain to the Americas on the classroom world map.

- The teacher will tell the class that when Columbus sailed back to Europe, he left a small number of men behind to settle a colony. [Show picture of Columbus from book and discuss the meaning of colony.] Explain that when he reached Spain, he reported his findings to Queen Isabella and Ferdinand. [Show pictures of Queen Isabella and Ferdinand from book.]
 - The teacher asks, "Do you think that Columbus told everyone in Europe about what he found?" the teacher will continue to explain that he was convinced that he had found the Indies. His stories became public, and soon, people from other European countries, such as England and France wanted to send their own explorers in the quest for new lands to call their own.
2. The teacher will explain that when Columbus returned to the "New World," he found that the first Spanish colony had been destroyed by the Native Americans. The teacher will lead a discussion as to why the students think that the Native Americans would have destroyed the colony. [Accept reasonable answers.]
- Explain that the Spaniards (people from Spain) attacked the Native Americans, and in return they destroyed the Spanish colony because they felt that their way of life was being threatened by the "new" European way of life. The Native Americans would have probably been more than happy to share their land but the Europeans wanted to take the land for themselves.
 - The teacher will ask the students to imagine that they were at home and suddenly a group of strangers went into their house and started to take it for themselves. The questions the teacher should ask are "How would that make you feel?", "Would you be scared?", "What would you do?" and "Do you think your parents would try to do something to stop the strangers and to protect you?" The teacher will ask the students to think of the Native Americans and ask "Why do you think they destroyed the first Spanish colony?" (Accept any reasonable answer)
3. After the discussion, the students will have 10 minutes to complete a journal entry in their social studies journals. The students will pretend to be either Spaniard or a Native American during Columbus' exploration. They will write in the voice of their "character" their version of what happened when the colony was destroyed. They are going to pretend to be there and write in that specific point of view. Their writings should include feelings and how the battle went. The teacher will observe the students writing and answer questions about Spaniards and Native Americans. The teacher will explain that when the lesson is done, they will be able to transfer their journal writing onto scroll paper like the ones that Columbus would use.
4. After the 10 minutes of writing, the teacher will tell the students that they are now going to move on to 1521 and have them figure out how many years have passed by.
- The students will open their social studies textbook to page 214. The class will read the "You Are Here" section and discuss the feeling of the crew on the ship.
 - They will continue to read page 215 and discuss what Ponce De León was looking for gold [show treasure box with "gold"] and he didn't find it. He instead found

land good for farming [Show corn and sweet potato].

5. The teacher will explain how Ponce De León named Florida because he saw many flowers when he landed there. The teacher will ask the students how to say flower in Spanish and relate the word “flor” to “Florida.”[Show the map of Florida and Puerto Rico and show the flowers on Florida.] Move the boat from Florida to Puerto Rico to express that Ponce de León left Florida to go to Puerto Rico.
6. As students continue to finish their journal entries and transfer them to scroll paper, the teacher should call a group of students at a time to go to the box and touch and look through the items.

Parent/family/community inclusion:

The students will visit the school’s library and look for books on Christopher Columbus and Native Americans. The students will take the books home and read them with their families and discuss Christopher Columbus and Native Americans and how the Spanish explorers changed the lives of the Native Americans.

Images

