

Maps and Monsters: Early Explorers of the Americas

a mini-course designed by

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Abstract

Have you ever been in a dark room? Do you ever get scared and imagine there might be a monster? What if you had to draw a map of what was in that dark room? Hundreds of years ago, nobody knew what this part of the world looked like. Many parts of the earth were just like a dark room, yet explorers still created maps in this dark room—some of them even included monsters and strange creatures. This mini-course will teach students about the discovery of the Americas by the early European explorers. You'll make maps of your own worlds, and then talk about what goes into making a map. After this, you will read about the explorers' adventures—even look at Christopher Columbus's private diary and read the words of the Native Americans that the Europeans met. You will be really surprised at how many different points of view people had about this meeting of cultures. How do you react when you come upon something or someone strange, different or new? At the end of the course, you'll make brand new maps again: will your monsters have different faces? Let's find out in this mini-course!

Course Description

Introduction

In this mini-course, students begin by dividing up into “discovery groups” of four or five students, and they prepare to go on a voyage together. Each student is assigned a role within that group at random, and that will be their perspective on events (these can rotate each week, if desired). These roles include natives, navigators, gold, the explorer, and the king and/or queen. Each discovery group receives a sealed discovery box, and then the class begins to learn the basic historical narratives of Columbus, Cortés and Pizarro. Throughout the course, these “basic” narratives are re-told from various perspectives. By relating the verbal stories to cartographic representations of experience and then developing significant map reading abilities, the students will come to understand the concept of “perspective” while also gaining real-life skills. By re-witnessing the “discovery” of the Americas, the students begin to see how they deal with things that are new or different in an attempt to make them familiar. Students maintain discovery journals, which gives them a space to write, take notes, and draw. The discovery groups emphasize teamwork, while many of the activities allow for the individual to shine. Activities are varied to allow for a variety of learning styles and to keep things fun!

Conceptually, this course was designed to be adapted to any age group. Specifically, it was written for second graders. Naturally, the approach would have to change somewhat, and the material would have to be made much more rigorous, for an older age group. I would also suggest using a “final project” for the older students, in order to cohere the weekly sessions and give a sense of accomplishment. With the younger group, however, this course is a lot of fun, as they are unabashed about expressing their excitement upon encountering something new and different.

Mini-Course Goals

- To acquaint students with the basic historical narratives of Columbus, Cortés and Pizarro, as well as the indigenous populations they “conquered”
- To build basic map-reading and making skills

- To increase vocabulary with regards to maps and exploration
- To develop an understanding of how human beings confront something that is entirely new or different, and what can go wrong
- To develop the concept of “perspective” and how it relates to both visual and written artifacts, as well as the students’ own lives
- To excite interest in the early modern period

General Suggestions

The abilities of an individual class must be taken into account when preparing this course. I was lucky enough to have had a bright class, though some students struggled significantly with the harder concepts. Students tend not to remember most of the historical facts, and much needs to be reviewed and repeated from week to week. The classroom teacher can help with this by utilizing similar material for other projects between sessions. For example, my classroom teacher would give vocabulary words as spelling words, and students would surprise me with their ability to recollect tough words such as “conquistador.” Also, some of the activities are rather “exciting” for younger children, and classroom control can become a problem. Control also is a problem when the students encounter concepts that are very difficult (for this project, latitude and longitude). I was fortunate to have a classroom teacher who was also an effective disciplinarian, and rarely did I have to speak to any of the children about their behavior.

The students were very responsive to visual presentations, drawing, word searches, contests, and tactile and kinetic activities. They were less responsive to writing (they require a lot of structure to produce a coherent narrative) and conceptual discussions (except when metaphors or applicable examples were used). They were eager to share their work and their own stories. Their performance on the final “culminating” session indicated a high level of assimilation of the material and bolstering concepts.

Graduate Student Biography

As a woman with a degree in Spanish and English literature from Cornell University (1999), who is as well a former Naval lieutenant and certified nuclear engineer, I wanted to create a course that would appeal to both the pragmatic and the conceptual from multiple, alternative perspectives. I am entering my second year as a Ph.D. student in Hispanic Literatures at Cornell, intending to specialize in the colonial period from a Transatlantic (or perhaps Pacific) perspective. I also spent several years navigating destroyers and plotting sea charts while in the Navy, and naturally I retain a special fascination for those first transatlantic sea-voyagers and the maps they produced. I enjoy the early modern period because, though seemingly “long ago” (students couldn’t believe how old Columbus would have been today), the material and manners of representation can be strikingly contemporary. This “distance” allows for a more objective review of the subject, and students of the period are generally very surprised by what they discover. It has been an honor and a privilege to participate in GSSOP, and I hope my mini-course will be of use to other educators looking for a way to engage students with the Maps and Monsters of the early modern explorers.

Session 1: Discovery Voyagers

Learning Outcomes

Upon completion of this session, students will:

- Have met the instructor and told her/him their names.
- Be acquainted with the basic narratives of Columbus, Cortés and Pizarro
- Learn basic vocabulary words pertinent to the exploration of the Americas
- Receive assignment into permanent Discovery Groups and receive a role within that group
- Receive a personal “Discovery Journal”
- Begin to think about what it means for something to be “new” or “unknown”
- Begin to consider whether America was “discovered” or “encountered” and what the difference would be

Duration

1 hour

Activities

The main purpose of this first class is to be a general introduction. Pass out their “discovery group” roles and learn their names, ask them what they know about the subject at hand, and then tell them the stories. If time permits, let them do a word search. At the end of class, have them write in their discovery journals about what they think might be in the discovery boxes.

Materials

- Three boxes (less or more depending on the number of discovery groups)
- Items to put in the discovery boxes: maps, “gold,” beads, necklaces, stones, stickers (very popular) with nautical or travel themes, wooden boats, pictures, etc.—anything that could fit into a story about explorers/natives
- Five (less or more depending on the number of students per discovery group) cardboard-backed pictures (printed on construction paper) representing each

student's role in the group. Choose roles that have good visual representations and that are readily relevant to both the historical narratives and the concept of perspective.

- 15 (less or more...) small discovery journals. I found good ones at the Dollar Store, with a snap closure which the students really liked.
- Columbus Word Search (make your own online at puzzlemaker.school.discovery.com/WordSearchSetupForm.html, or find pre-made ones online)
- Handouts with Journal Assignments ([see Appendix](#))
- PowerPoint Presentation of explorers, where they went, caravels, etc.
- A world map

Background Information

The basic goal of this lesson is acquaintance and organization. Students should feel that they are placed into a narrative of their own—becoming explorers themselves within their discovery groups. This will provide overall coherence to the mini-course. They should get an idea of what they will be doing over the eight weeks and why it is important—and why their participation is important. After the instructor learns names and randomly assigns roles (unless the classroom teacher advises otherwise), the students will get into discovery groups. You will need a computer with a projector and PowerPoint (or some other way to show .jpg photos). A world map should be available to allow you to show students Spain, the Atlantic, as well as the Caribbean, México and Perú. Visual aids are KEY because students' conceptual grasp of geography is still quite undeveloped.

Suggested Introductory Script and Activities

“You are all in three different groups, and each has a very important, special role in a journey to what was once called “The New World.” Nowadays, you might think about what it would be like to go to outer space, to a planet where there is life (we don't know of any yet), or into the very deep ocean. You will be pretending to go where no one from your home has ever been before. This is how it was for the explorers over 500 years ago. I'm going to tell you a lot more about this. But for now, know that group number one, Columbus's group, went to what we call the

Caribbean Islands. Group 2, Cortes's group, went to what we call Mexico. And Pizarro's group went to what we call Peru. They all started from a country called Spain, thinking they could find a shorter way to arrive at the Indies, where there were many valuable items for trade, like Gold and Spices. Instead, they bumped into the Americas, an entire continent that no one in Europe or Asia knew about.

"You have a very special Voyager's Discovery box in the middle of your table. That is for everyone to share, but we have to wait until next week to open it...."

"Now what about these pictures each of you has? What do they mean? Well, everyone gets to play a role, but eventually we will all trade places. Some people will be coming from Spain, and others will already be living in the Americas, who we call the "natives," the ones that belong there, that were already living there. Who has a boat? [hold up shape] Ok, you're the king or queen of Spain. You paid for this voyage and you have a wish-list for the voyage. Who has a map? You're the explorer. Explorers need maps. Who has a compass? [show actual compass, if possible] This is an instrument that lets you find your direction. It belongs to the navigator, or the person who finds the way. You work with the explorer. Who has the temple? [show photo of temple] You are the king or leader of the Tainos, the Aztecs or the Incas. And the one with the golden coin is a native who gets to be friends with the explorers."

The students, after this or a similar script, should understand their role. You should also tell them how explorers made maps of the new things they saw, and that we'll be learning about all that. But first, have a story-time (very basic) about the explorers. This can be done as question and answer, with amplification, if students have a background in the subject (no matter how scarce). Emphasize the major facts that they will need to retain, but begin to also work in the key concepts: perspective, encountering the new, discovery, how to represent what is new, etc. For example, when talking about Columbus, you might emphasize 1492, the Indies, etc.—but make sure students know *why* he called them the "Indies," how he thought he was in China (until 1503), and all the other facts that make up the Columbus history and that are problematic (that is, interesting). Also ask questions about how the *natives* might have seen this arrival of the Spanish. Supplement the stories with photos (very effective), maps, and vocabulary words. Upon completion, you can let them do a word search (each group can have their own—word searches are easy to make online (puzzlemaker.school.discovery.com/

[WordSearchSetupForm.html](#)). This will reinforce both the stories and the vocabulary and allow for diversion.

Final Wrap-Up

If you are able to get through all three stories ([see Appendix](#) for sample stories—you may not be able to do them all, depending on how the class goes), then congratulations! In any case, the students will be drooling with anticipation over their discovery boxes. You should tie in the boxes to the stories, and give them an assignment ([see Appendix](#)). This assignment will have them brainstorm about what they think might be in the discovery box and why. How is the discovery box like a new continent? Why do they think the box will contain “gold” or “spices”? Is it their own desire, a relationship to the stories they heard, or pure imagination? Is it what they think an “explorer” (as they understand this concept) would need? This assignment can be done during the week and will be reviewed during the next session, where these preceding questions and concomitant concepts can be further developed. An additional assignment, which can be done during the week, or even preceding the first session, is to have students write about something new they experienced and how they felt or reacted.

Procedures

1. Setup (3 min). Place five (or appropriate number) discovery journals and discovery box on each table (or group of desks). Each table should have a number (1-3). On your desk, you should have the word searches and the role placards. Ensure the teacher has writing implements for the students. The world map should be set up where all students can easily see it. A computer with projector and screen should be set up at the front of the room. If possible, have a globe available to help the students visualize a “round” world.
2. Names and Group Organization (10 min). In this “getting to know you” portion, I had the students sit at the front of the room, and we just talked for a little while. I told them about myself, and I listened to their stories (some of them quite random) intently in order to begin to create a safe, positive environment for them. After a sufficient number of stories were told and I knew most names, I told them briefly what we would be doing together (I had

also done this in a preliminary visit). Then, I had them line up, emphasizing that no role was more important than another, to receive their placards. Each placard had a number (1-3) written on it to guide the students to their respective discovery groups.

3. Introduction (3 min)—Here you can reiterate what the groups are for, discuss the discovery boxes (not to be opened until next week!), the journals, and get the names of the explorers in the air. Ask them if they know who Columbus, Cortés and Pizarro are—elicit as many facts as possible (in my case, there were very, very few). Even the process of preliminary interrogation will inspire a little curiosity.
4. Introduction to Stories (25 min) with Q&A and PowerPoint. This step is the bulk of the class, and you probably won't get to all the explorers this first week. Do as much as possible. Stick to the basic narrative, but try to make the facts accessible and memorable. Show photos of people, places and things, but don't dwell very long on the photos.
5. Brief Discussion of Maps. This step should actually be integrated into step 4. The PowerPoint presentation includes photos of maps, and you should simply “plant the seed” of the importance of maps to early explorers. Students will probably comment on how different these maps look to them—hard to read, etc. Go with this reaction! It's perfect!
6. Word Search (10 min)—This step is a wind-down, fun activity. Students should work as a group, but the teacher should circle the classroom to make sure everyone is participating. In my experience, there are very quick students, confused students, domineering students... this can't be avoided, but you can serve to ensure that no one gets left out and that everyone is participating to the best of his or her ability.
7. Journal Assignment (5 min)—hand out the journal assignments, which they hopefully can begin. This should be worked on during the week between the first and second lessons, if possible.

Suggestions

This is, by and large, a more passive session, and student participation is fairly low. I suggest asking as many questions as possible and providing a maximum amount of activities. Use the chalkboard, and have students copy vocabulary words and names of places and people into their Journals. Use as many visual aids as possible. Relate the stories to something they've experienced. For example, I talked about finding a tree-fort in the woods, and what they would do if they found out it belonged to someone. What are the options they would have? What problems could occur? This was an easy way for them to relate. I could also refer back to this easily accessible concept in later sessions (i.e., "remember the tree fort?"—they always did). Use songs and little phrases (i.e. In 1492 Columbus sailed the Ocean Blue) to help their memory. First and foremost, know your class and adjust the material appropriately. Do not overload them with facts—because they won't recall most of them anyway. Contextualize and relate—this is most effective.

Session 2: More History!

Learning Outcomes

Upon completion of this session, students will:

- Have a solid knowledge of the basic historical narratives of Columbus, Cortés and Pizarro
- Have shared their journal entries and made analytical conclusions regarding what they wrote
- Have opened the Discovery Boxes
- Start thinking about map-making

Duration

1 hour

Activities

This session is discussion-oriented. After reviewing (or initiating) all three histories, students will take turns sharing their journal entries. About halfway through the class, students will be allowed to open the Discovery Boxes. They should write down the things they found and be prepared to talk about them. Finally, begin asking them about maps and what maps are used for.

Materials

- All materials from session 1 (should be in classroom already)
- Have computer projector with PowerPoint slideshow available to supplement discussion

Background Information

This class should be, for the first half, very similar to session 1. Make sure students still understand what we're doing, why we're here, and make sure each group has a clear understanding of their explorer, the civilization he "conquered," his country of origin, the names of the leaders (kings and queens)—all these "characters" can populate their

imaginations. Show pictures, and involve the individual students (who represent those characters) in the storytelling, if possible. To make the class more dynamic, you could have the students tell the story themselves by providing them with a script. However, I found that some students' reading skills are less than adequate (at this level) for such an activity. Also, some don't speak loudly enough or clearly enough for their classmates to comprehend this new and foreign material. Perhaps at higher grade levels, this would be very effective, though.

Once you've completed the stories—the whole time emphasizing different perspectives, mistaken perceptions, motives for conquest, who got to tell the story of what happened and what stories might have gotten lost—talk about the material culture surrounding the explorers: boats, weapons, horses, armor, gold, spices, silks, etc. This will be a good transition into a discussion of what they think is in the discovery box. Have students share their journal entries, and tie their responses to the questions listed in session 1—where did their guesses come from? Are they that much different from Columbus, thinking he'd find gold on Hispaniola or the Gran Khan in Cuba? How was the “new” continent like a closed box for the European explorers?

After letting a good portion of the class share their journal entries, let the groups open their boxes, emphasizing the need to share and let everyone see what's in the box. As mentioned above, the students should jot down what they find in their journals. After 10 minutes or so of “discovery,” reel the students back into a discussion. Why was it important to write things down? What are two ways to show what happened in the “new world”? [Answer: Journals (or diaries) and pictures—both paintings and maps.] Ask them how they would choose to show something new to their family or friends.

Depending on the time left, you can start a discussion about maps, or leave that to the following week. I found that I did not complete all three stories the first week, so I had a lot of carryover. I did hint, however, that we would be making our own maps the next week. If you choose to begin, I suggest a general discussion:

Suggested Script for Maps

Brainstorm about what maps are on the blackboard. Try to define a map, and think about what they do. What do they show? Can they show a point of view? What can they emphasize? (roads, elevation, temperature)

The key elements of a map are:

- A title: what is this a map of?
- A purpose: what does this map help us to do?
- Symbols and a legend (sometimes called a “key”)
- Locations and places
- Distance scale
- Geography
- Cartography
- Cartographer
- Cardinal directions/compass rose

Suggested script:

“We can use colors, shapes, shading, lines and symbols to ‘represent’—to show us, in a different, special way, the world around us—so that this map will help us to do something, or see the complex world in a new, simple and useful way. A road map helps us see which roads we can take to arrive at a certain location. A climate map lets us see what kind of weather a certain place has experienced over a certain amount of time. If we want to see how high the mountains and hills are and how low the valleys are, then we can use a shaded relief map, or a topographical (big word!) map. You could make a map of your yard, according to how many ladybugs are in one area as compared to another. You could make a map of your house, showing all the ways to get to your room, or to the den, or to the kitchen. You could make a map of your room, coloring your favorite places more than others. We can make maps of our bodies, of our dreams. But usually people make maps of land and water. This study of map-making is called cartography. A cartographer makes maps. What if you had to make a map of a place you’d never been?? Wouldn’t that be hard? That’s just what the explorers tried to do!”

Next week, we begin maps in earnest. Week 2, if anything, should just serve to introduce the idea.

Procedures

1. Ensure tables/desks are set up, journals and placards are in place, pencils are available, and a computer and projector with the PowerPoint presentation is available. The world map and globe will still come in handy.

2. Ask students if they've done anything "new" over the last week, or discovered anything. This is a "warm up" exercise for them. (3 min)
3. Ask students some specific questions about the three stories (or however many you covered the first week). Write key facts on the board and encourage them to copy these into their journals. (5 min)
4. Using PowerPoint and [Appendix script](#), complete telling the three histories of the explorers. (25 min)
5. Initiate a discussion about the discovery boxes and their journal entries. Allow students to share. (5 min)
6. Have students open and "document" their discovery box contents. (10 min)
7. Initiate discussion about ways of documenting new experiences (words and pictures) (5 min)
8. If time permits, begin discussing maps (using maps in discovery boxes as a starting point—these should be maps appropriate to the area of exploration and as close to the time period as possible). (5 min)

Suggestions

This session is a big hit with the students because of the thrill of opening the discovery boxes. I have never seen such excitement! They really liked all the baubles, the rocks, the shells, the beads, the necklaces, and especially the stickers. I included small wooden boats (from Michael's or any craft type store) that they decorated as a group with markers. You could possibly do a more elaborate craft (this is NOT my strong point)—there are many online examples. Again, depending on your style, supplement the histories with songs, poems, or refrains—anything you think will help aid their retention of the basic facts.

Session 3: A Map of Your World

Learning Outcomes

Upon completion of this session, students will:

- Understand the basic components of maps
- Be able to identify the components of a map
- Be able to classify maps according to purpose or style
- Develop an understanding of how maps have changed throughout history
- Complete a map activity about their own town
- Make a map of their own worlds, real or imaginary

Duration

1 hour

Activities

Using a PowerPoint presentation, or simply by showing individual photos of maps, get students talking about what they see and what they already know about maps. I found their level of knowledge to be rather high and their ability to comprehend this basic discussion very high. Show actual examples of maps—road maps, topographical maps, etc. Encourage them to focus on the common elements—distance scale, title, legend, symbols and so on. Once they’ve seen a number of maps, and you’ve at a minimum covered the introduction as set forth at the end of session 2, let them do the “Freeville Elementary Map Activity” ([see Appendix](#)). Simply photocopy a “Yahoo Maps” or “MapQuest” map of a five or ten mile radius surrounding your school. We did this activity in groups, and then answered the questions together as a class. At the end, pass out construction paper (11x17 if possible) and markers so they can make their own maps.

Materials

- PowerPoint or photos of a historical range of maps, and various types of maps
- Actual maps to hand around and look at
- Copies of local road map (from the Internet)

- Local Map Activity question sheet ([see Appendix](#))
- 11x17 construction paper in various colors
- markers

Background Information

The main purpose of this lesson is to get students to experience a wide variety of maps, their common features, and the basic concepts underlying these features. See session 2 for a suggested script. I recommend using maps beginning with the medieval T/O maps, Islamic maps, Mappaemundi, and moving onto early representations of the Americas (a Google image search will yield multitudes). Try to focus on the Caribbean, Mexico and Peru, if possible. Classify the maps according to type and function (the difference between a Portolan and a Mappaemundi, for example, is that a Portolan was basically a sea chart, used for navigating along coasts, whereas a Mappaemundi catalogued known world geography). Mostly let the students enjoy seeing these strange maps. Titles, supernatural beings, monsters...make note of these for a later session. Do not get into perspective or projection. That will be covered later.

Show students “modern” maps—city plans, road maps, topographical maps. Try to brainstorm about their common features as a group. Focus on the key features delineated in session 2. Then hand out the map of the local area and let them complete the activity. I found that some students will be really quick with this activity, and others will be totally lost. Try to give those students extra help as you walk around. [See Appendix](#) for the activities.

After they complete the activity, review the answers as a class. If time permits, let them begin work on the Map of Their World. At least begin it, so they can ask you questions. The map can be completed during the week. My teacher had them on display throughout the classroom when I returned for session 4. Give the students some ideas—and “required” (everything is very, very flexible with the second grade) elements. Some students will make very “standard” maps, whereas others will make ones that are barely recognizable. The important thing is that they are engaged in the act of representation and that there is purpose behind their work. In the next session, you can “draw out” that

purpose and articulate it, so they can see the connections between their own map and those big fancy maps on the wall.

Procedures

1. Set up classroom as before. Ensure you have all map materials on hand.
2. Do a brief review or warm-up exercise related to the explorers. You might ask each group a little quiz question. Have them recall the discovery box and the maps inside.
3. Initiate discussion of maps or review discussion of maps if already completed in session 2.
4. Have the students brainstorm by looking at actual maps.
5. Focus on historical differences, difference in purpose and type of map, but NOT on projection or perspective.
6. Perform [Local Map Activity](#) and review as a class.
7. Have students recall how the explorers made maps of the new worlds they found. How will they make a map of their own world, real or imaginary? What should every map have to help a viewer understand it? Suggest certain elements: a title, a legend, a distance scale, a purpose. Let them make a map of their world, either in class or as a between-session assignment.

Suggestions

The maps were a huge success. Some students produced excellent maps that were so like the place that I could easily recognize what they were representing.

Some of these concepts are rather abstract, so it's best to have lots and lots of examples so that students can deduce the concept from the material object.

Session 4: From Round to Flat: Making Maps

Learning Outcomes

Upon completion of this session, students will:

- Have shared the maps they made of their worlds
- Have developed a basic understanding of how maps are made (projections)
- Have learned mapmaking vocabulary: grid, latitude, longitude, equator, prime meridian, cartographer, hemisphere, distortion, accuracy
- Completed a basic map activity for latitude and longitude

Duration

1 hour

Activities

Students will share (voluntarily) the maps they made and explain them to the class. The instructor should tie their explanations back to the overall trajectory of the course and ask questions to stimulate students' thinking. Next, discuss how we take something round and real and make it into a flat map. Talk about distortion and accuracy. Use a world map to show latitude and longitude, the equator, the Prime Meridian and the compass rose. This is the grid that holds the world together on a flat piece of paper! Demonstrate latitude and longitude using apples (should be cored) or strawberries. I had students line up and ask me for either latitude or longitude. I would cut it according to their desire using the stem as "north." After this, do a class activity (using an overhead projector) that reiterates latitude, longitude and helps them navigate the locational grid of the map.

Materials

- Globe
- Flat map (Mercator or Peters projection)
- Apples or strawberries (to demonstrate latitude and longitude)

- Knife (to cut fruit)
- Napkins
- Overhead projector and transparency of world map
- World map for activity and activity sheet ([see Appendix](#))
- Markers

Background Information

This session will be challenging for the students. Some students will not be able to grasp these ideas, but they are essential to the following week’s work. If your class would struggle too much with the concepts of latitude and longitude, you could change the words to up, down, left and right. The “degrees” could just become simple real numbers: 1,2,3 etc. This would effectively teach the concept without the big words. The majority of my students were able to “get it,” but judge your class wisely before embarking on this lesson. You will also have to modify subsequent lessons accordingly.

First, review the maps students made from the last class. Point out the ways the volunteer student utilized the basic elements of mapmaking to represent a place or an idea. Tie this back into the discussion of maps from sessions 2 and 3. You shouldn’t stray too much into the idea of perspective (this comes later, as a culminating concept), but remark on the individuality of the “worlds” represented there. Make note of how different their maps are from the standard world map that hangs in a classroom. Is one “right” and one “wrong”? Or do they just have different purposes? Discuss the concept of accuracy, and how we take a globe and make it flat. I used the joke of me sitting on the globe—wouldn’t that flatten and distort things? Certainly! But to try to diminish that distortion, cartographers utilize a “grid” (show a crosshatch on the chalkboard). The grid has two sides to it—the north south side, “Latitude” (the mnemonic device “ladder-tude” was very helpful) and the east west side, “Longitude.” They have numbers (show), and the “zero” lines are very special and have their own names, the equator and the prime meridian. These divide the world into hemispheres (see if they can guess what hemisphere means—I had one student who knew). The point of all this is for them to get an idea of how maps are ordered, but also that it is just one way that everyone has agreed on to be “accurate.”

Next, have the students line up for their piece of “latitude” or “longitude.” They should get in a line and ask for the cut they prefer. This is just for fun, and it gets them used to hearing these words.

After the last of the treats have been eaten, proceed to the grid exercise ([see Appendix](#)). This will be tough for many of them, but since we do it together, it is less stressful on the students overall. This exercise will help them relate the words they just learned to actual location of places and things on a map.

Procedures

1. Set up the classroom. Ensure you have a globe and world map. An overhead projector should be available but not in the way.
2. Ask for volunteers, and let them talk about their maps. Relate their comments to the course.
3. Ask them how their maps are different from the world map on the wall, and from the globe. How does a globe become a flat map? Talk about distortion and accuracy. Mention that the method used to turn a globe into a flat map is just one way to do it.
4. Review vocabulary words in context. Introduce the concept of the grid, latitude, longitude and hemispheres.
5. Cut and distribute “longitude and latitude” strawberries or apples.
6. Do the “World Map Grid” class activity ([see Appendix](#)).

Suggestions

As mentioned above, these concepts are challenging. Go slowly, and don’t expect everyone to get it. Use imagery as much as possible (“ladder-tude” and the like). If you think the “big words” would distract the students, avoid them and use simpler terms. But I found that over the course of a few sessions, the students were, overall, very able to grasp these concepts.

Session 5: The Classroom is a Map!

Learning Outcomes

Upon completion of this session, students will:

- Have reviewed basic facts of the explorers' historical narratives
- Have further developed an understanding of latitude and longitude and their relation to real space
- Have developed both team and individual problem-solving skills

Duration

1 hour (plus 15 minute setup time)

Activities

This week's session is one long activity centered around the map skills the students gained in the previous week's session. The classroom is labeled like a map, and a map is handed out. Both have cardinal points, and latitude and longitude lines, including the equator and prime meridian. The instructor asks "quiz" type questions about the explorers, rotating through the discovery groups. The individual with a correct answer gets a clue and has to find a location on their map and in the actual classroom. This brings them one step closer to the "treasure."

Materials

- Signs (construction paper works well) that function as labels for cardinal points, latitude, longitude, equator, prime meridian, and the degrees of latitude and longitude (I used 0-40)
- World map
- A box or bag of "treasure"—could be anything (I used mixed, individually wrapped candies, but pencils or any trinkets would do just as well)
- Quiz sheet and planned progression of clues
- Maps of classroom to hand out
- Transparency of map

- Transparency markers
- Overhead projector

Background Information

The main objective of this session is to cement the somewhat abstract map-skill concepts, and also to emphasize the relation of real space to “flat” map space. By answering questions about the explorers, students will receive clues that they must interpret on their maps, and then on the actual classroom floor. Set up the classroom beforehand (it takes some time to hang all the signs, etc.) One website suggested using strings for latitude and longitude lines, but I did not do this; however, I think it’s a good idea. The whole activity might also work better in a gym or theatre, if you have those spaces available.

Begin by reviewing the ideas of latitude and longitude on the world map. Then show students the “grid” now present in the classroom. Hand out the classroom maps, and then show them how to relate the map to that grid represented by the signs on the wall. Explain to them that, just like the explorers, we’re going to be looking for “treasure” today. You could have them do a journal meditation on this idea: “If I found treasure, what would it be?”, or simply have a discussion about it.

They will have to complete a series of questions (15 clues, or one for each student). Everyone will have to answer a question, but they may receive help from their discovery groups. The questions rotate from Columbus’s to Cortes’s to Pizarro’s group, and go by placard type (explorer, navigator, etc.). Once the student gets the question right (by both class consensus and teacher approval), he or she goes to the spot where the last student left off (or, if first, he/she goes to the equator). They will receive the clue, which would be like, “Go to 20 North latitude, 10 West longitude”. Perform at least one or two examples for them. Make sure you trace the clues on your map transparency.

Sample Script

“Discovery groups will work as teams. We will rotate teams in the following order: Columbus, Cortes, and Pizarro. Within the groups we will rotate people: explorer, boat, gold, native king, compass.

“Everyone will get a turn. Pretend we’re trying to find a new empire, a place, a temple, or a treasure. Take a minute to write about what you think we could find, and how we use maps to find where we’re going.

“On the maps you have, you’ll see a map of your classroom. It doesn’t look exactly like your classroom, but it’s close. No maps are exact, remember. And you will have to do your best to try to find where you are.

“First, you will try to answer the first question on your list of questions as a group. Make sure you have an answer ready, because if the first group can’t get it, then your group might have to go!

“I’ll ask the first question. Talk amongst your own group, then when you’re ready, I want the EXPLORER to raise his or her hand. I’ll call on Columbus’s group first for this question. If this group isn’t right, we’ll go to Cortes’s group, and if Cortes’s group isn’t right, we’ll go to Pizarro’s. Whoever gets the question right gets the first clue. They use the map to try to find the right spot. Then we’ll see if we agree. That person will stay in that spot until we do the next question. Cortes’s explorer will get to answer, and if they’re right, they take the spot of the person, and get the next clue.

“The clues will be like this: Go to 20 N latitude, 60 W longitude. You’ll look at the walls. Where’s north, where’s south, etc.? So I would go to that spot.”

The class ends when they find the treasure. It should take about one hour, but if possible, leave yourself an hour and a half. After this activity, most students will have a good understanding of latitude and longitude, the grid, and how these methods of accurate representation relate to real space.

Procedures

1. Set up classroom according to previous section. You will also have to have made a map of the classroom marked with latitude and longitude, important sites, and cardinal directions. Set up the overhead projector out of the way of the “action.”
2. Pass out question sheets and maps.
3. Explain the game as above; allow for discovery journal meditation if desired.
4. Play the game.

Suggestions

I think that this game was mostly successful, but I did not prepare the classroom far enough in advance, and so I was crunched for time. Similarly, when I asked students to write about treasure, I didn't provide them enough structure and they felt kind of lost. The normal classroom teacher was absent due to his granddaughter's birth, and the students more easily lost focus. I had a hard time getting everyone to pay attention this day, something that was unusual for the class. I think this was due to rushed set-up, as well as changes in classroom "hierarchy," and these two pitfalls can easily be avoided with some care.

Session 6: Getting Some Perspective

Learning Outcomes

Upon completion of this session, students will:

- Understand the concepts of projection and perspective in maps and stories
- Have seen and discussed many kinds of maps that emphasize perspective
- Have written about their own unique perspective in life
- Related map “perspective” to narrative “perspective”

Duration

1 hour

Activities

This class will mostly involve looking at various maps of various perspectives. There are some great websites for that. Begin by looking at the “normal” Mercator world map. Is this the *real* world? Or a representation, a way of looking at it? This is the main question of the class. After looking at many maps, and drawing conclusions about why they are the way they are, students will stop to write in their discovery journals about their own unique perspectives. They will also do a history scramble exercise.

Materials

- World map.
- Computer with projector, connected to the Internet; if this is unavailable, download pictures from another source and project them from a CD-Rom
- History Scramble handouts ([see Appendix](#))

Background Information

This is a VERY important session, in my opinion. The idea of perspective and representation is key not only to understanding maps, but also to understanding history and literature. You want the children to come out of this session seeing that their perspectives are important and valid, but that sometimes we choose to collectively adopt

a different perspective for the sake of communication. When people forget that this is somewhat of an arbitrary choice, they think it is “real”—when it is, more than anything, a fiction. This may sound somewhat complex for second graders, but they seemed to grasp this idea with alarming ease.

In order to show this idea, you must disorient them, but in baby steps. Start with what they’re accustomed to seeing: the Mercator world map. Point out familiar places. Then move on to a Peters projection, which represents countries according to their actual sizes. Compare the differences. Then move on to an upside-down map, old maps, surrealist maps... the website www.public.asu.edu/~aarios/resourcebank/maps/index.html is a fantastic resource. For the Peters map, see www.diversophy.com/petersmap.htm.

Students will begin to see how, through choosing different ways of projection, according to the cartographer’s perspective, the map acquires different meaning. My group of second graders were very quick to deduce why America might be put at the center of the map, or Europe on top, or any other part exaggerated or emphasized. They seemed to understand very well the ideas of power, belonging and privilege. You can use more commonplace analogies, such as “Your aunt is making a family album and she puts really big pictures of her kids but only little ones of you and your sister that you can barely see!” Or, “What if your friend was handing out birthday invitations and you got a huge one with sparkles and a lollipop but your other friend just got a little one made on construction paper?” It doesn’t all have to be about power and discrimination; it can also be about understanding (possibly a lack of knowledge, as in the older maps). Why did the old mapmakers connect China with America? Because they didn’t know better!

After this, students can choose to do different activities. They can write about their own perspective (what make them unique), or they can draw about it. I found students had trouble writing about their own qualities and required prompting. The history scramble is more challenging. You can help them out by telling them that everything that has to do with Columbus comes before Cortes, and everything about Cortes comes before Pizarro.

Emphasize throughout this exercise the multiplicity of perspectives in this world, and the need for mutual respect and understanding. How would history have been different if

Cortes had thought about the Aztecs' perspective and respected it, instead of using it to destroy them?

Procedures

1. Set up computer, map, etc.
2. Show students the Mercator map. Ask them questions about why this is “the” map. Bring back the ideas of grid, accuracy, distortion.
3. Show them a Peters map and discuss the idea of sizes. Look at the sizes of Greenland and Africa (in the Mercator map). Why would Greenland perhaps prefer the Mercator map? Or not?
4. Next, look at the upside-down world map, the surrealist map, and other drawings. Refer back to older maps that reflect a lack of geographical knowledge.
5. Once students have given sufficient feedback regarding perspective to indicate a solid understanding of the concept, ask them about their own perspectives. Talk about your perspective, to give an example.
6. Lastly, ask them to write about their perspective (What five things make you unique?) or draw about it, to include drawing a new map, if appropriate.
7. Do the [History Scramble exercise](#), and talk about other ways to tell the basic historical “story.”

Suggestions

This session was a lot of fun for the kids (they really enjoyed having their point of view disrupted and challenged, unlike most adults!), and I was very pleased with how well they understood the idea of perspective and related it to the maps. For students who already possess map skills, this would make a great stand-alone lesson. Even for older students, they can be really shocked when an authoritative representation is undermined or complicated. Please note, this session is not meant to be political in nature. I had no underlying message except that nothing is free from individual perspective, and even if you choose to accept a particular perspective, you should be aware of its inherent, inevitable distortion.

Please also note that the students may have trouble with the history scramble and will require your assistance.

Session 7: Windmills, Monsters and Translation

Learning Outcomes

Upon completion of this session, students will:

- Have learned about the famous episode from Don Quixote, Part I, Chapter 8 (the windmills) and how stories and ideas can create individual realities
- Have learned about several kinds of monsters written about by explorers
- Have created their own monsters
- Understand that not comprehending the other culture's language led to the creation of monsters (at least for Cannibals)
- Have performed a contextual translation of indigenous languages

Duration

1 hour

Activities

This class begins with a story time, continues with a slide show of various monsters, and then allows students to create their own monsters. Finally, they perform both a history scramble and a “language challenge” activity, in which they order the explorers’ stories and translate indigenous words into English, using contextual clues.

Materials

- Computer with photo slideshow.
- Projector
- Simplified and translated Quixote script
- List of monsters and descriptions
- Construction paper and markers
- Language challenge sheets ([see Appendix](#))

Background Information

This class builds upon the last session, which talked about perspective. Now we can bring that back to narratives, not just maps. Read the following script about Don Quixote. It is my own adaptation. Try to help the students see how popular culture influences perspective and how it is easy to confuse that perspective with reality. Sometimes this confusion brings about monsters. Language can add to the confusion. This is a really fun session, especially with the monsters. Get pictures of monsters online, using a Google image search for “monsters.”

Quixote

Story time!

Once upon a time, about a hundred years after Columbus sailed to Hispaniola, a man named Miguel Cervantes wrote a great book called “Don Quixote”, which means something like “Mister Quixote.”

You know about knights, right? Did anyone see King Arthur? And you know what it’s like to make believe? Do you ever read anything and then act it out? Or watch a TV Show? And wanna be one of the characters?

I know I used to do that!!

Well, so did this guy! But he was about 50 years old when he did it! He read so many books about knights that he thought he was one! So even though his name was Alonso Quijano, he gave himself a new name, Don Quijote! He was tall and skinny and grey-haired. He wore really old armor and looked silly. And he renamed his horse. And because knights always have a lady they are in love with, he invented the most beautiful woman in the world, whom he named Dulcinea, which means “sweet one.” But she wasn’t real! {Pictures...}

He snuck out of his house, avoiding his housekeeper and niece, and journeyed off on his horse, thinking he was a knight. He had many adventures along the way, but most people thought he was crazy. He seemed to see things that others didn’t see. For him, hotels were castles, simple people were princesses, kings and queens, bad food was really good food.... he saw and experienced what he imagined.

Eventually he decided he needed a friend, a helper, so he asked a short fat guy named Sancho Panza. Sancho couldn’t read or write—he was hoping to get some money and land from his adventures with Don Quijote. He didn’t think he was a knight, but he tried to respect him since he was his boss.

Well, in their first adventure, Don Quijote sees 30 or 40 windmills, that look like the ones in these photos. “Look there, Sancho! Look at this great adventure, better than I could have hoped for! There are 30 or more

dangerous giants.... I think I'm gonna battle them and take their lives. With all the treasure we get, we'll be rich!" says Don Quijote.

"What giants are you talking about??" asked Sancho.

"Those ones that you see there!! The ones with the long arms, almost a mile long!!" said Don Quijote.

"Look, sir," Sancho said. "Those aren't giants, but windmills. Those things you think are their arms are really just the vanes of the windmill. The wind blows them, and they make the grinding stone turn inside".

"Yeah, that's what it might SEEM", responded DQ. "But you don't know anything about adventures! They ARE giants, and if you're a fraidy-cat, then get lost! Because I'm going after them and we're gonna have a great battle!"

He giddied up Rocinante and ignored Sancho's screams. He was so convinced these were actually giants! Sancho's words meant nothing to him.

"Don't run away, you cowards!" DQ screamed at the windmills. "Even though I'm just one knight, I'll get you all!"

But then the wind kicked up, and the arms of the windmills started to turn.

"Even if you try to scare me," Don Quijote yelled, "you're gonna pay!"

He rushed his lance into one of the windmills, totally destroying his lance and getting stuck on the arm of the windmill, so that it lifted him and his horse off the ground and into the air, round and round like a Ferris wheel! Then it smashed him onto the ground. Sancho came running as fast as he could.

"My goodness, sir, didn't I tell you these were windmills, not giants??" Sancho said.

"Quiet, Sancho my friend," Don Quijote said. "During battle, things can always change at the last second. I must have a magical enemy, an enchanter or wise sorcerer, that changed these giants into windmills, because he didn't want me to win the battle..."

Don Quijote and Sancho went on to have many many more adventures....

Does this story remind you of anyone we've talked about? To me, it's a lot like Columbus. He had read about Marco Polo's trip to China, and so everything he saw was all about China. But don't we all do this? Do we see what we hope is there? Or what we dream about? We try to create this world around us that fits our imagination. So if we dream about getting to China, everywhere there are signs of China! Or maybe you hope you're getting a new bike for your birthday, so everything your parents say makes you

think that you're gonna get that bike. But maybe it turns out they were saying "lake" and you just heard what you wanted to!

It's important to remember how our own wishes and desires influence our perspectives, and how these might not always be accurate or true. We might see giants where there are only windmills, and we might try to battle an enemy that is an invention, an enemy that doesn't exist.

When we make maps, we might draw them so our countries are bigger, or at the center, or a brighter color, or on top, because we hope we're more important! But are we, really? Not really...

Why do you think the old maps had a lot of monsters? People were afraid of what they didn't know. That's why when Columbus arrived in the world that was unknown to him, he tried to make it really familiar. Don Quijote wanted to be in the familiar world of his books, where knights battle giants—not windmills—all the time. The monsters in the maps represent the unknown, the fear, the places that were so dark and unexplored that the mapmakers weren't willing even to make a guess.

Monsters

See the following websites for information about monsters:

web.cn.edu/kwheeler/monster_list.html

webhome.idirect.com/~donlong/monsters/monsters.htm

Some cool monsters that some people believed in include:

Anthropophagi - Cannibals that are found in the East, and often in Africa. They are often depicted drinking from human skulls and wearing human heads and scalps for adornment.

Atomi (Apple-Smellers) - People without mouths and hairy bodies, although they usually wear garments made from tree leaves. They cannot eat, but instead live by smell, particularly apples. A bad smell will cause death.

Blemmyae - People who have neither heads nor necks, but have faces upon their chests beneath their shoulders.

Cyclopes - Giants with only one eye. Although the most famous occurred in Homer's *Odyssey*, one-eyed giants were reputed to be found in India as well.

Cynocephali - Dog-headed people who communicate through barking. They are carnivorous hunters dressed in animal skins. According to some legends, they have huge teeth and can breathe fire.

Panotii - Very shy people with enormous ears. They are reputed to use their ears like wings to fly away if they are approached by travelers.

Sciopods - People with only one leg and an enormous foot. They are extremely quick, and can protect themselves from the sun by lying on their back and shielding their body with their large foot.

Straw-drinkers - People without noses and mouths, who eat and drink through a straw.

Abarimon - People usually described as living in the north, and characterized by their backward-turned feet.

Amazons - Fierce warrior women who live without men.

Draw and name your own monster!!! After students draw their own monsters, take some time to share a few, then move on to the language challenge. The language exercise was surprisingly easy for the students (I would say most got greater than 80% correct without help). However, I designed the contexts to be fairly transparent. The important part is the concept, not the actual translation.

Procedures

1. Have students sit in discovery groups, and tell the story of Don Quixote. A Computer should also be set up with a projector so you can show pictures of Don Quixote.
2. Transition to the discussion about monsters by showing some pictures and reading the descriptions above. Make sure to connect this idea to Don Quixote and the windmills.
3. Pass out construction paper, and have students draw their own monsters (10 min).
4. Share selected monsters, trying to deduce how these monsters were “born.”
5. Have students complete the “language challenge” worksheets (5 min); [see Appendix](#).

Suggestions

This is a fun session that could really be limited to monsters if you want to go into more detail. However, the elements of narrative construction and linguistic barriers are very important for the ordering of reality, the production of maps, and the encounters between cultures. If possible, squeeze all of it in! At the end of this lesson, it is a good idea to spark students' interest by telling them that next week there'll be an outdoors treasure hunt!

Session 8: History, Maps, Treasure

Learning Outcomes

Upon completion of this session, students will:

- Have reviewed what they learned in the other sessions
- Have practiced maps skills on a map
- Be able to relate map skills to real space

Duration

The session will last about 1.5 hours.

Activities

Discovery groups receive a series of five challenges. Each discovery group should have a guide (teacher or aide). Upon completion of a particular challenge, the group receives two map clues, which they trace on their maps. After the second clue for the challenge, the guide asks, “Did you find a monster, or gold?” The students will answer, and the guide will always show the monster picture (until the tenth clue). Clues 1-8 are given inside, and 9 and 10 will be given outside. At the end, students find a treasure (gold foil covered chocolate coins or something similar).

Materials

- Treasure (hidden)
- Maps of schoolyard or location of treasure hunt
- Copies of five challenges specific to the discovery group’s explorer
- Picture of monster and picture of gold
- 10 clues (on folded paper) for each group (must all be different to avoid groups crossing paths)

Background Information

This is the culminating session which combines all the previous sessions. The class is broken up into discovery groups, each with its own guide. See [Guide for the Guide](#) in the Appendix.

All the activities that the students are required to perform ([see Guide](#)) are familiar to them. The maze and the word search can be created online (puzzlemaker.school.discovery.com). I put my own title on the maze and a pot of gold at the end (taped on, then photocopied).

Just have fun!

Procedures

1. Explain the lesson's procedures to the students.
2. Hand out materials (in folders, given to the guides). See [Guide for the Guide](#) for more detail.
3. Supervise and fine tune as the session proceeds. Because this is mostly review, and you are not teaching new material, the class requires very little instructor intervention, except in the role of a guide.

Suggestions

This session was a total success and a great way to wrap up the mini-course. The students showed they retained quite a bit of the material, enjoyed learning, and the latitude-longitude issue, which once was so strange and difficult, had become much easier for them.

Resource Materials

There are many books and websites on the explorers, but I recommend going to their journals, letters and other primary (or contemporary) sources to get something other than one historical narrative. Any basic level of research will yield a lot of information, due to the level of scholarship on these subjects.

For pictures of old maps, see the University of Texas at Austin website: www.lib.utexas.edu/maps/histus.html. It has links to many interesting images. Any Google search for “old maps,” “mappamundi,” “T/O,” etc. will yield fruitful images.

Other resources are contained within the lessons themselves. If you have any questions, please email me at mms23@cornell.edu.

Appendix

This section contains the following items:

- Columbus, Cortes and Pizarro (Session 1)
- Discovery Box Activity (Session 1)
- Local Map Activity (Session 3)
- Latitude and Longitude (Session 4)
- History Scramble (Session 6)
- Language Challenge (Session 7)
- Guide for the Guide (Session 8)

Columbus

What do you know about Columbus?

(brainstorm)

Let's talk about his "biography." This is the story of his life.

Christoforo Colombo (who we call Columbus, because it's easier to say) was born in 1451. We live in 2005, so if he were alive today, he'd be 554! He was born in a country called Italy, which is thousands of miles from where we live. Even though his Dad wanted him to make cloth, he decided to become a sailor instead. When he was only 14, he began to work on ships and take trips in the sea called the Mediterranean. By the time he was 30, he was captain—the boss—of the ship.

Columbus moved to Portugal and got married to Felipa. And because he had a family now, he started thinking about ways to make a lot of money. Spices, gold and silks brought a lot of money. And ships could travel far away to get them. The countries of that time were interested in travelling to this area, known as the Indies—what we call India and China—which were full of delicious spices and beautiful fabrics. Travellers like Marco Polo had told stories of the amazing and awesome treasures of those Eastern kingdoms. Because they weren't sure what the earth looked like, they thought they could only go this way [east]. Most people thought the earth was a sphere—like a big ball—so it should be possible to travel the other way. But that was unknown to anyone. It was kind of scary, like going into a dark room....by yourself....how do you think you'd react?

All the explorers did this—went somewhere totally new in the hopes of finding something that they wanted. Why don't you take a few minutes and make the first entry in your discovery journals about something new you experienced recently—something strange, surprising, exciting? If you don't want to write, you can draw a picture. When you're done, we'll continue talking about Columbus.

Well, Columbus had this idea about sailing to the Indies [point to map], remember? But it would take LOTS of money to build ships, pay a crew, get food and other things for a very long trip or voyage.

How could he get the money and ships?

Well he decided to ask the King of Portugal, but he said, "No way!" And it took him ten years, but he finally convinced the King and Queen of Spain, Ferdinand and Isabella, to give him the money to go on his voyage. He got three ships. Does anyone know their names? The Nina, The Pinta and the Santa Maria. They were very small ships called "Caravelas". He also got 88 men to help him on his journey.

This was 1492. "In 1492 Columbus sailed the ocean blue..." Has anyone every heard that? Well he did, and he had no idea where he was going. He thought he was going to

the Indies, but no one knew that these continents, the Americas, were in the way! They thought there were just three continents: Europe, Africa and Asia. What are the others? North America, South America, Antarctica and Australia. So all the time he thought everything he saw—birds, seaweed, and so on, were signs of land. The sailors that worked for Columbus started to get scared. Sailing was dangerous, and the sailors could get sick if they stayed at sea too long with something called “scurvy.” They wanted to go home to Spain. But Columbus insisted they keep going. Two days later, someone spotted land. “Land ho!”

Even though there were people living on the island, the Tainos, Columbus claimed the land for Spain, and called them “Indians,” because he thought they were in India. He named the island San Salvador, though it became known as Hispaniola. Unfortunately, Columbus didn’t treat the Tainos well. He made them work for him, took what little gold they had, and even killed some of them. Eventually, the Spanish made the Tainos slaves. They were afraid of what they didn’t understand. Columbus never knew he was in a “new world”—he thought he was in China or India. When people see something new, sometimes they try to make it seem like something they already know. For example, when you meet a new person, like me, you might say, well, she looks a lot like my cousin! Or, I don’t like her as well as Ms. Smith.... but it would take a lot of time for you to really get to know me, and for me to become familiar to you. Or if you were afraid of me, maybe you would make up stories about me, like how I like to keep porcupines as pets!

The Tainos enjoyed a very peaceful way of life. They were farmers and hunters. When the Spanish came, their way of life was destroyed, and a new culture came to be. We’ll talk about this more.

Let’s do a word search... [this is probably where you will end lesson 1]

These two are much shorter because of time considerations. Augment as desired.

Cortes

Has anyone heard of him? What do you know? Where do you think he went?

Hernan Cortes was born in 1485—about 520 years ago! He was born in Spain, unlike Columbus. He actually worked as a farmer on Hispaniola, the island which Columbus sailed to in 1492. He helped conquer Cuba in 1511, and then a few years later, he led an army to Mexico to explore it. From the people he met on the coast of Mexico, he learned about a great empire, that of the Aztecs. They were very rich. Cortes wanted to find the Aztecs, and he needed his army. The soldiers were scared, tired and hungry, and Cortes knew they might try to leave. So guess what he did? He burned all his ships, so they had no means to escape!!

Cortes travelled all the way to the great city of Tenochtitlan. Cortes met Moctezuma, the great leader of the Aztecs. The Aztecs were confused by the Spanish arrival and didn't know if they were men or gods. For this reason, the millions of Aztecs couldn't defend themselves against the gold-greedy Spaniards. Cortes fought for many years with the Aztecs and continued exploring into Honduras and Baja California. Finally he returned to Spain.

Pizarro

Francisco Pizarro was born in 1478. He was born in Spain, too, and used to work as a pig farmer (the kids loved this fact). He also went to Hispaniola, in 1502, and began exploring with Balboa, discovering the Pacific Ocean. He travelled much of the Pacific coast of South America into Peru. He heard about Cortes's riches, and he got jealous, so he decided to look for a civilization he had heard rumors about. If he could find that, then he would be really rich. He went twice, and both trips were really, really tough. He was having trouble finding the Incas—he finally did, but since he only had 13 soldiers with him, he couldn't do very much. He had to go back to Spain in order to convince his king, Emperor Charles V, to give him the ships, men and arms he needed. He got what he wanted—200 men and 65 horses. He travelled to Tumbez, where the Incas were fighting among themselves and suffering from some bad illnesses. Even though the Incas had an army of thousands, Pizarro had better weapons and won the battle, taking their leader Atahualpa prisoner. He stole millions of dollars worth of gold and silver from Atahualpa. Eventually, the Inca Empire was defeated.

Lesson 1: Discovery Box activity

What's in the DISCOVERY box?

Write a few sentences and draw some pictures about what you imagine might be in your group's DISCOVERY box.

What would explorers need?

What would native people have?

What do you **WISH** were inside?

Lesson 3: Local Map Activity

MAPS!!

Take a close look at the map.

1. What do you think this is a map of?
2. What kind of map is this?
3. Can you find the distance scale?
4. Which town is at the center of the map?
5. Which town is the farthest north?
6. Which town is the farthest south?
7. Which town is the farthest west?
8. What are the lines with numbers and names?
9. What are the green and blue patches?

Bonus Question: Approximately how far is it, in miles, from Freeville to West Dryden? Use the distance scale. If you need help with the math, just ask!

Lesson 4: Latitude and Longitude (need photocopied map)

Learning about Maps: Latitude and Longitude (whole class activity)

1. Draw a red line along the equator (0 degrees latitude).
2. Draw a purple line along the Prime Meridian (0 degrees longitude).
3. In which ocean is the location 10 degrees S latitude, 75 degrees E longitude located? Mark it on the map with a blue "X" and write the name of the ocean.
4. In which ocean is the location 30 degrees N latitude, 60 degrees W longitude located? Mark it on the map with a blue "Y" and write the name of the ocean.
5. Try to find at what Latitude and Longitude New York State is located!

Lesson 6: History Scramble

History Scramble

Put the sentences in the right order. The earliest event gets a number one, the next event a two, and so on. Then we can make a story! But whose perspective is it from?

1 2 3 4 5 6 7 8 9 10

___ Columbus sailed from Spain in 1492.

___ Pizarro helped discover the Pacific Ocean and then travelled to Peru to find gold.

___ Cortes married Malinche, an Atzec princess, and took over the city of Tenochtitlan.

___ Pizarro captured the Inca king, Atahualpa.

___ The Tainos were made slaves, and many got sick and died.

___ Pizarro became the governor of Peru, and Spain claimed Peru for its own.

___ Pizarro promised to let Atahualpa go if they gave him lots of gold, but it was a trick!

___ Columbus arrived in Hispaniola, but he thought he was in China.

___ Cortes worked on Hispaniola, then went to Mexico to find the Atzecs.

___ Mr. Nettleton's super smart second grade class learns about maps and explorers with Ms. Spofford!

Lesson 7: Language Challenge

Language Challenge!

One reason explorers in new lands were afraid or confused was because they didn't speak the same language as the natives. Try to figure out what some of these native words mean!! There are words in Taino, Nahuatl and Quechua.

Taino Words

Kairi “On nights with a full **kairi**, I can see where I'm going without a flashlight!”

A kairi is: 1) an ocean
2) a flower
3) a moon

Toa: “When I take a bubble bath, I like the **toa** to be warm!”

A toa is: 1) water
2) soap
3) toes

Ciba “In the stream there are many **cibas** of different colors and shapes. Each is like a treasure!”

A ciba is: 1) a tree
2) a small stone
3) a bubble

Aztec Words (Nahuatl)

Tlacatl, cihuatl : “My dad is a **tlacatl**. My mom is a **cihuatl**.”

Tlacatl means 1) dog
2) Martian
3) man

Cihuatl means 1) ice cream cone
2) woman
3) alligator

Tonaltzintli: “I like it when the **tonaltzintli** shines. It keeps me warm!!”

Tonaltzintli is

- 1) the rug
- 2) the rainbow
- 3) the sun

Atl: “When I’m thirsty, I like to drink **atl.**”

Atl means

- 1) oil
- 2) sugar
- 3) water

Inca words (Quechua from Cusco, Peru)

Allqu: “I have an **allqu** that barks alot!”

An allqu is

- 1) a rat
- 2) a tree
- 3) a dog

Q’ellu: “I love the daffodils because they’re **q’ellu.**”

Q’ellu means

- 1) stinky
- 2) yellow
- 3) tasty

Mikhuy: “I like to **mikhuy** ice cream!”

Mikhuy means

- 1) throw
- 2) eat
- 3) float

Did you make it through the LANGUAGE CHALLENGE?? :)
Congratulations!!!

Lesson 8: Guide for the Guide

A guide for the Discovery Group Guide

For each challenge successfully completed (they should all get completed), a character from our classes (Columbus, Pizarro, etc.—the guide should hold up their picture while reading the clues) will give the students 2 clues, one following the other, in numerical order.

At the end of these two clues, they will “find” either a monster or a bag of gold coins. They have to follow their maps and get to the right places (these are specified on the clues themselves so the guide can help them).

They should mark the spots (or circle them) with a marker and write the number (1,2,3 etc.), so when we go outside, they can just walk from spot to spot and not have to repeat the clues.

At the end of the second clue of each set, you should ask: monster or gold? Show them both pictures. And for the first four sets of clues, the answer is MONSTER! You should hold up the picture of one of the monsters.

Following the fifth challenge, take your discovery group outside. Tell them they have to go to every spot on their maps (from the other clues) before they can receive the last two clues. (The last two clues, ideally, will be done outside, but if it is raining too much, this will be done indoors). Ensure the group members take turns in finding locations on the map.

Once you get to the spot specified by the eighth clue, the last character should give them the ninth, then the tenth clue. As they are headed to the tenth location, you should ask, monster or gold? And the answer will be, GOLD! They will find the bag of gold in the location specified by the tenth clue.

Order of challenges:

Columbus group:

Word Search
History Scramble
Maze
Vocab Quiz
History Quiz

Cortes group:

History Quiz
Maze
Vocab Quiz
Word Search
History Scramble

Pizarro group:

Vocab Quiz
History Quiz
Word Search
History Scramble
Maze

The order is different so each group feels “independent.” Please ask me if the answers are not clear to any of the challenges.

HISTORY QUIZ! Columbus Group

1. What was the name of the island that Columbus landed on?
2. What were the names of Columbus's three ships?
3. What year did Columbus sail from Spain?
4. What country did Cortés come from?
5. What empire did Cortés conquer?
6. What was the name of that empire's king?
7. What empire did Pizarro hear rumors about and try to find?
8. What was the name of the king of the people Pizarro conquered?

helpful hints

conquistador Freeville Nina Spain ocean map Atahualpa Dryden Lake Atzec gold
Inca Pacific Hispaniola Mr. Nettleton Peru pigs Moctezuma 1492 1592 1992
round triangle flat diamonds square Pinta Lincoln Santa María Joe Shmoe Italy
Tainos

Vocabulary Match- Up

| | |
|--------------|---|
| Perspective | A representation, usually on a flat surface, of a region of the earth |
| Map | A person that makes maps or charts |
| Cartographer | The distance north or south of the equator |
| Caravel | A conqueror, especially a Spanish explorer, who defeated civilizations such as those of the Aztecs or Incas |
| Conquistador | The distance east or west of the Prime Meridian |
| Latitude | A small, light sailing ship with two or three masts used by the Spanish explorers |
| Longitude | A point of view, or a way of representing the round earth on a flat piece of paper |

History Quiz: Pizarro's Group

1. What was the name of the Native tribe that Columbus met?
2. What year did Columbus sail?
3. What shape did Columbus think the world was? How about some of his sailors?
4. What country did Cortés come from?
5. What empire did Cortés conquer?
6. What did Pizarro do before he became a conquistador?
7. Which ocean did Pizarro help to find, with Balboa?
8. What was the name of the king of the people Pizarro conquered?

helpful hints

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History Quiz: Cortes' Group

1. What was the name of the island that Columbus landed on?
2. What shape did Columbus think the world was? How about some of his sailors?
3. What country did Cortés come from?
4. Which island did Cortés work on when he was young?
5. What empire did Cortés conquer?
6. What did Pizarro do before he became a conquistador?
7. Which ocean did Pizarro help to find, with Balboa?
8. What empire did Pizarro hear rumors about and try to find?

helpful hints

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