

# UNIT 1

1491 to 1607

<b>6 Lessons</b>	<b>based on a 50 min class</b>
<b>Required Skills</b>	<b>Big Ideas</b>
<input type="checkbox"/> To understand contextualization - the ability to relate a topic to broader historical events, developments, or processes. <input type="checkbox"/> To understand the Historical Thinking Skills of causation and causes and effects of a given topic. <input type="checkbox"/> To understand a document's point of view, purpose, intended audience or historical perspective.	<input checked="" type="checkbox"/> To understand the global effects of the <b>Columbian Exchange</b> . <input checked="" type="checkbox"/> To understand the overall <b>causes for exploration to the New World</b> - religious, social and political, as well as how these differed among the European countries. <input checked="" type="checkbox"/> To understand the motives of exploration for each European country. <input checked="" type="checkbox"/> To understand the devastating effects of European exploration and colonization on Native American tribes, especially disease. <input checked="" type="checkbox"/> To understand the <b>effects of three cultures coming into contact for the first time</b> - European conquest and colonization, followed by the enslavement of Africans. <input checked="" type="checkbox"/> To understand the <b>diversity of cultures which existed in the Western Hemisphere prior to 1492</b> - from the Iroquois and Anasazi in North America, the Aztecs and Mayans in Central America and the Incas in South America.
<b>Primary Sources</b>	
The Spanish Requirement of 1510	
Painting - Columbus Lands in The New World	
"Bartolome de Las Casas Defends the Indians" 1552 - <i>The American Spirit</i>	
"Juan Gines de Sepulveda Belittles the Indians" 1547 - <i>The American Spirit</i>	
Francisco Coronado Explores the American Southwest" 1541 - <i>The American Spirit</i>	

<b>Political Changes</b>	Between 1491 and 1607 the major European powers will first explore and then settle and conquer many Native American civilizations in the New World in an effort to gain wealth and power. The European monarchies each wanted to be the first to gain access to the East (India), discover precious metals and expand their realm of control. While the Spanish will take an early lead in their quest to own land in the New World, the French and English will vie for power as well - each looking to accomplish their own imperial goals.
<b>Economic Changes</b>	Between 1491 and 1607 three worlds will meet - Europe, Africa and the Western Hemisphere. As the Europeans take ownership of land in the New World, the Old and New Worlds will begin to intertwine with a vast array of resources being shared - both voluntarily and involuntarily. This transfer of food, animals and disease will be known as the Columbian Exchange.
<b>Social Changes</b>	Between 1491 and 1607, as European explorers began to claim land in the New World, a new social structure was established in which Native Americans, many of whom died from disease, were suddenly treated as mere laborers and expected to conform to the ways of the Spanish and Portuguese.

<b>Checklist of Activities/Skills/Content Taught</b>			
Done!	Task	CED Historical Thinking Skills	Specifics
<input type="checkbox"/>	Teach HAPPY	2. Sourcing & Situation	This is taught through several primary source documents throughout the unit.
<input type="checkbox"/>	Practice HAPPY	2. Sourcing & Situation	This is taught through several primary source documents throughout the unit.
<input type="checkbox"/>	Contextualization	4. Contextualization	This is taught in lesson one through a timeline that combines World History with American History.

# Unit 1

## Contact and Exploration

1491 to 1607

# Overview of Activities

**American Spirit:** Introduction of unit should be read for contextualization.

<b>Lesson ONE</b>	<b>Contextualization Lesson</b>
	<input type="checkbox"/> Students complete the Vocabulary Knowledge Rating to familiarize themselves with words common to this unit. <input type="checkbox"/> Class discussion and/or lecture on the First Americans. <input type="checkbox"/> Short three-minute video, "America Before 1492" <i>The American Spirit</i> Introduction to Chapter One - What Three Cultures are going to Meet? <input type="checkbox"/> Teach HAPPY
<b>Lesson TWO</b>	<b>First Civilizations</b>
	<input type="checkbox"/> Circle of Knowledge Discussion Activity - African Kingdoms - Ghana, Mali, Songhai <input type="checkbox"/> Preview of College Board new resources for APUSH including Progress Check Multiple Choice Questions <input type="checkbox"/> 3-2-1 Activity - Three Takeaways, Two Questions, One Opinion <input type="checkbox"/> Timeline of Native American History activity
<b>Lesson THREE</b>	<b>European Exploration</b>
	<input type="checkbox"/> Document analysis of photo - "Columbus Discovers America", Gilder Lehrman <input type="checkbox"/> Explorer Chart - organized by country for whom they sailed <input type="checkbox"/> And The Winner Is Activity - Which Explorers Had the Greatest Impact on the New World? <input type="checkbox"/> Document Analysis - "Coronado Explores the Southwest", <i>The American Spirit</i>
<b>Lesson FOUR</b>	<b>The Spanish Empire in the New World</b>
	<input type="checkbox"/> ESPN - Organization of terms by category <input type="checkbox"/> Top Hat Organizer on the culture and conquest of the Aztecs and Incas by Spanish Conquistadors Cortez and Pizarro <input type="checkbox"/> Two Views of Spanish Conquest of the Americas - Bartolomeu de Las Casas v. Sepulveda - <i>The American Spirit</i> <input type="checkbox"/> The Way I See It Activity - European Explorers
<b>Lesson FIVE</b>	<b>Three Worlds Collide</b>
	<input type="checkbox"/> Explorer Matching Activity <input type="checkbox"/> Discussion of the comparison of European v Native American beliefs regarding religion, family roles, land ownership, etc. <input type="checkbox"/> Primary Source Discussion - "The Spanish Requirement of 1510" <input type="checkbox"/> Students complete College Board practice questions - Progress Checks as a formative assessment.
<b>Lesson SIX</b>	<b>The Columbian Exchange</b>
	<input type="checkbox"/> Unit One Timeline of Events - See Resources <input type="checkbox"/> Students will illustrate The Columbian Exchange <input type="checkbox"/> Discussion of quote by Alfred Crosby - importance of Columbian Exchange - Group Activity with Essential Questions on whiteboards. <input type="checkbox"/> Study for Unit Assessment - Students create Specific Factual Information lists by topic.

# Unit 1

## Contextualization Lesson The Western World

# 1491 - 1607

<b>1.1</b>	Explain the context for European encounters in the Americas from 1491 to 1607.	<b>Lesson Day ONE</b>
<b>Bell Ringer</b>	Students will complete the Vocabulary Knowledge Rating to familiarize themselves with words common to this unit.	
<b>Beginning</b>	Class discussion of topics most relevant to Unit One- Bering Land Bridge, migration of groups to various points in the Western Hemisphere. Also connect the beginning of US History to students' prior knowledge of world history from 8th and 9th Grades. What topics are most relevant to this period of history?	
<b>Middle</b>	Short Video From Digital History, "America Before 1492" (3 minutes) <a href="http://bit.ly/firstamericansaplus">http://bit.ly/firstamericansaplus</a>	
<b>End</b>	Teach HAPPY - (Resources) Use handout entitled "What Is Happy?"	
<b>Exit Slip</b>	Read the Intro to Chapter One in <i>The American Spirit</i> . Discuss the quote by William Strachey - What was his Point of View concerning future exploration? Do students agree or disagree? Ask students -Who are the "Three Worlds" that will meet in the 1500s? Which group will benefit or not due to this and why?	
<b>Extension</b>	Show students the moving timeline of events for Unit I - 1491 to 1607 on the Gilder Lehrman website for Period One. Discuss the events that lay ahead in their reading. What predictions can they make about ways in which the Western Hemisphere will be changed by the coming of the Europeans? Discuss key terms that appear in the timeline as well as on the list of key terms. <a href="http://bit.ly/unit1aplus">http://bit.ly/unit1aplus</a>	
<b>Homework</b>	Read in textbook about the first encounters of Europeans with the New World - the Vikings, the civilizations in Mesoamerica - Mayans, Aztecs and the Incas. Complete Western Civilizations graphic organizer as you read. (Resources)	



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# Unit 1

## The New World

# 1491 - 1607

1.2	Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.	<b>Lesson Day TWO</b>
<b>Bell Ringer</b>	Timeline of events that connect the beginning of American History to events learned in World History in the ninth grade. (Resources)	
<b>Beginning</b>	Quick write on the first civilizations - Students choose one of the groups from the homework reading - Incas, Aztecs, Iroquois, Moundbuilders or Anasazi/Pueblo- and write a short response to the question, "What would a Day in the Life of the _____ Civilization include?" Students can be grouped according to their topic and then share common facts about each group. Students will also complete a Comparison Chart on the First Civilizations.	
<b>Middle</b>	Show students the apcentral website: <a href="https://apcentral.collegeboard.org/courses">https://apcentral.collegeboard.org/courses</a> and new resources that they will be using throughout the year. Include the new Progress Check multiple choice organized by time period.	
<b>End</b>	3-2-1 Activity - Students consider individually first, 3 Takeaways from the lesson/homework reading, 2 Questions they still have, and one Opinion they have. Then they share their questions with a partner and decide on two to write on their individual whiteboard and share with the class. The class discusses possible answers to these questions considering the content of the lesson.	
<b>Exit Slip</b>	Show students the apcentral website: <a href="https://apcentral.collegeboard.org/courses">https://apcentral.collegeboard.org/courses</a> and new resources that they will be using throughout the year - including the new Progress Check multiple choice organized by time period.	
<b>Extension</b>	As a preview of what students will read for homework and discuss in the next class, show the timeline of Native American History from <a href="http://bit.ly/nativesaplus">http://bit.ly/nativesaplus</a> Select the underlined word, Indian, to read about the origins of this word in reference to the Native tribes in the Western Hemisphere.	
<b>Homework</b>	Students read in their textbook about exploration to the new world by European countries.	



# Unit 1

## The New World Conquered

# 1491 - 1607

1.5	Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.	<b>Lesson Day FOUR</b>
<b>Bell Ringer</b>	ESPN Activity - Students relate terms to one of the four categories - Environmental, Social, Political or Economic	
<b>Beginning</b>	<p>Students view three short videos (each less than 3 minutes) on the conquistadors Pizarro, Cortes, and Coronado. Debrief the videos after watching. What details were not in their textbook but in the video?</p> <p>Pizarro <a href="http://bit.ly/pizarroaplus">http://bit.ly/pizarroaplus</a>            Cortes <a href="http://bit.ly/cortesaplus">http://bit.ly/cortesaplus</a>            Coronado <a href="http://bit.ly/coronadoaplus">http://bit.ly/coronadoaplus</a></p>	
<b>Middle</b>	Top Hat Organizer - Comparison of the Incas to the Aztecs - (Their culture and conquest.)	
<b>End</b>	<p>Document Analysis - Compare two points of view of the Spanish conquest of the Americas.</p> <p>"Juan Gines de Sepulveda Belittles the Indians", <i>The American Spirit</i>.            " Bartolome de Las Casas Defends the Indians", <i>The American Spirit</i></p> <p>Have students divide their paper and write HAPPY vertically on both sides. This activity can be done in partners or divide the class and then compare the two documents or use documents found in resources for this unit. (resources)</p>	
<b>Exit Slip</b>	<p>The Way I See It Activity - Three conquistadors - Cortez, Pizarro and Coronado</p> <p>Direct students to write the name Cortez, Pizarro and Coronado on each of the three heads depicted in the graphic organizer. Direct students to write in the box where it says "topic to examine is". Students should write "the conquest of the Americas". They then will use what they have learned to fill in the thought bubble for each explorer expressing what they think the explorer would have to say.</p>	
<b>Extension</b>	<p>The Document Analysis activity can be extended into a mini-debate over the effects of exploration. Two students take on the role of Queen Isabella and King Ferdinand, while two groups then present their side.</p>	
<b>Homework</b>	Students read in their textbook.	



# Unit 1

## A Clash of Cultures

1491 - 1607

<p><b>1.6</b></p>	<p>Explain how and why European and Native American perspectives of others developed and changed in the period.</p>	<p><b>Lesson Day FIVE</b></p>
<p><b>Bell Ringer</b></p>	<p>Explorer Matching Activity - See Resources</p>	
<p><b>Beginning</b></p>	<p>Go to <a href="http://bit.ly/aztecsaplus">http://bit.ly/aztecsaplus</a> and have students analyze the painting that depicts the Aztecs practicing human sacrifice. After students HAPPY this document and discuss, the class can view the short one minute video about the Aztec Empire and Cortez. Ask students what the opinion of the Europeans was when they learned about the practice of human sacrifice in the New World.</p>	
<p><b>Middle</b></p>	<p>Direct Instruction - Topics - Comparison of European versus Native Americans regarding: Religion, Land, Trade, Matriarchal v. Patriarchal, Occupations, Role of Women.</p>	
<p><b>End</b></p>	<p>With a partner - discuss an answer to the "Thought Provokers" question in <i>The American Spirit</i> at the end of Chapter One. How might we explain the attitudes of Renaissance era Europeans toward the newly discovered Indians? Was the concern for Christianizing the Native Americans sincere? To further this discussion, read the "Spanish Requirement of 1510" and discuss the motives of the Spanish in the New World. Students can also HAPPY this document for practice.</p>	
<p><b>Exit Slip</b></p>	<p>Students will complete selected multiple choice questions that are appropriate for this unit. As a reminder, the College Board requires that these questions be utilized only as a measurement of where the student stands and cannot be utilized as a pass or fail graded assignment.</p>	
<p><b>Extension</b></p>	<p>As Review for the Unit Assessment - Students complete the First Civilizations Matching Activity using key terms, people, events etc. - See Resources - This could also be used as a Bell-Ringer or Exit Slip</p>	
<p><b>Homework</b></p>	<p>Finish reading the chapter - begin studying for the unit assessment.</p>	



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