

Lesson Plan: The Three C's: Columbus Cortes, and Chocolate

Grade Level: 10th

Subject/Topic Areas: History, Math, Geography

Time Frame: Four Day lesson (four 42 minute blocks)

Assessment(s):

Performance Tasks, Projects:

At the conclusion of instruction, each group will design a bar graph comparing chocolate consumption by designated countries. As a class, using the Smartboard, students will work together to use the information that was gathered by the groups to create a class bar graph that compares and analyzes chocolate consumption around the world. Students will discuss how the lesson relates to the Columbian Exchange, the Conquistadors, and the clash of cultures that occurred between Native Americans and European explorers.

New Jersey Core Curriculum Content Standards:

6.1.12.B.1.a: Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.

6.1.12.D.1.a: Explain the consequences to Native American groups of the loss of their land and people.

6.2.12.D.1.a: Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.

4.4: Data Analysis

3.3.12.A.3: Assume leadership roles in student-directed discussions, projects, and forums.

3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Lesson Summary:

In this lesson, students will gain and understanding of cultural exchange by using a product that is familiar to most students. Using chocolate, a product made popular in Spain and other parts of Europe after Cortes brought it back from the Aztec Empire, students will learn how the conquest of the Americas by the Spanish impacted the entire world.

Lesson Outcomes: What key knowledge and skills will students acquire as a result of this lesson?

Students will evaluate the impact of the Columbian Exchange.

Students will reflect on how the clash of European and American cultures impacted the world.

Students will utilize math skills to create and interpret graphs in meaningful context.

Procedure: Columbus, Cortes, and Chocolate**Day One: Columbian Exchange**

- ❖ Students will enter the room and complete a warm-up on Columbus' contributions to the Age of Exploration. Students will "pair share" their responses to foster group discussion.
- ❖ Students will view brief video on Columbus and his voyages to provide a brief introduction.
- ❖ Teacher will then use whole group instruction utilizing the SmartBoard to provide necessary background information on Columbus' contributions and the Columbian Exchange. (Students will be given the opportunity to interact with the Smartboard.)
- ❖ Students will then synthesize this information and discuss with their groups why the Columbian exchange had such an important impact on the world. Students will create Historical Markers in their interactive notebooks on Columbus' "discovery."

Day Two: God, Gold, and Glory: Cortes and the Conquistadors

- ❖ Students will enter the room and complete a warm-up on motivations for exploration. Students will "pair share" their responses to foster group discussion.
- ❖ Students will organize into groups to research, discuss the Spanish explorers and conquistadors, and create charts in their interactive notebooks.
- ❖ Teacher will facilitate a whole class discussion on the Spanish explorers and what their actions meant for the Native Americans and Europeans.
- ❖ Students will use the information gathered to create a sensory figure for Cortes and a Native American (comparing how both perceived the clash of the two cultures)

Day Three and Four: 3 C's: Columbus, Cortes, and Chocolate (the Conquest of America and its impact on the world)

- ❖ Students will enter the room and complete a warm-up about bar graphs. Students will "pair share" their responses to foster group discussion.
- ❖ Teacher will discuss the information that students gathered in the previous two days and will provide students with information on the Smartboard on how to gather information and set up graphs and why they are important to the study of history.

- ❖ Students will watch a brief video on the history of chocolate. After the video, teacher will facilitate a whole group discussion on the video and what chocolate has to do with the conquest of America.
- ❖ Students will break into groups. Each group will receive six countries, and will have to research the chocolate consumption for those countries. Each group will be responsible for creating a bar graph that compares the chocolate consumption of their countries (students will also be responsible for converting pounds into kilograms so that the graph data is comparable).
- ❖ Groups will present their graphs to the class and communicate their findings. Class will use the Smartboard to create a class bar graph that integrates and compares all information gathered. Students will then discuss the graph and its trends. Students will be able to draw conclusions from the graph as to why chocolate is more popular in certain areas than others (especially in Europe). This information will be used to not only look at chocolate consumption, but students will connect the information they researched with the impact that European exploration had on the entire world.
- ❖ Teacher will print copies of class chart for students to insert into their interactive notebooks.

Extension of the lesson: Teacher will provide students with information on chocolate production. Students will analyze this information and make inferences as to why certain nations today might lead the world in chocolate production and how the information that they gathered during past week might help them make connections to the Columbian Exchange, European Exploration, and the conquest of Mexico.

Evaluation: Completed group charts and class charts will be utilized to make connections between the lessons over the past week. Students will include a copy of class chart into their student portfolio (interactive notebook) and they will complete an “exit ticket” about the activity.