



***“In 1492, Christopher Columbus Sailed the Ocean Blue.”***

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This curriculum unit is recommended for: grades 4-6 in elementary or middle school

**Keywords:** Christopher Columbus, the Admiral of the Ocean Sea, Queen Isabella of Castile, King Ferdinand of Aragon, the Catholic Monarchs, Taino, Arawak, San Salvador, Guanahani, 1492, Inquisition, Reconquista, the Edict of Expulsion of the Jews, Toledo, coat of arms, tolerance, the Encounter, Columbian Exchange, legacy.

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:**

The historical figure at the center of this unit is Christopher Columbus. Through social studies and English language arts lessons, the students will learn more about the man, his dream, his sponsors, his motivations, his voyages and his impact on the populations that he encountered. The students will also learn about Spain in 1492: The Catholic Monarchs, the frightening Inquisition, the importance of the end of the Reconquista, and the Edict of Expulsion of the Jews. Moreover, they will reflect on the concept of tolerance and, at the end of the unit, will debate whether Christopher Columbus should be glorified, as he has been historically, vilified, as he has been more recently, or whether his legacy deserves a more nuanced, complicated recounting.

The resources used in these lessons are highly visual: the paintings, the maps, the cartoons, the drawings facilitate discussions easily conducted in any language. The students are exposed to two pieces of literature, the picture book *Encounter* by Jane Yolen and the fascinating letter of Christopher Columbus to Luis de Sant Angel, the treasurer of King Ferdinand and Queen Isabella, that lead them to compare and contrast the point of view of the Native Americans versus the explorer.

*I plan to teach this unit during this coming year to 21 students in a 5th Grade French immersion classroom.*

*I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.*

## **In 1492, Christopher Columbus Sailed the Ocean Blue.**

*Paméla Shembo*

### **Introduction and Rationale**

I love the Spanish culture and its language. I intensely studied both a long, long time ago in high school and college. My passion for the language culminated at the end of my undergraduate career as I earned a degree in Spanish literature and language. This seminar is like meeting a long lost friend. What a joy! I followed this seminar to become more knowledgeable about the Hispanic cultures and their history in order to better relate with many of my students whom are of Hispanic descent. I also followed this seminar to be intellectually challenged. I teach in 5<sup>th</sup> grade and I love what I do, but at times I crave to be stimulated intellectually. This seminar has done just that. I have learned so much from the Age of exploration, which is in part the focus of this curriculum unit, to *Don Quijote* and the importance of different perspectives, to “Guernica” from Picasso the antiwar symbol that became an emblem of peace, to the fascinating paintings of Frida Kahlo and Diego Rivera, to highlight just a few of the many topics that we discussed in our seminar.

In social studies, in 5<sup>th</sup> grade we study the European explorers and, of course in the students’ textbook, the chapter starts with the epic figure of Christopher Columbus. At the beginning of the seminar, my knowledge of this historical figure was pretty limited and quite typical. I knew a few basic information about his life. However, I had no idea about the controversy surrounding his persona, how criticized he has been over time and I did not realize that more and more people refer to his main deed as “The Encounter” and not as “The Discovery of America”.

The idea that Christopher Columbus “discovered America” can be found in several texts used in education. For example, in my language arts class, my colleague and I ask that the students read a text titled, *Age of Exploration*<sup>1</sup>, in which they say: “Although Columbus believed he had reached Asia, he had actually discovered the entire continent of North America and claimed it for Spain.”<sup>2</sup> In this text, that comes from a rather popular website among teachers (at least at my school), the idea that Christopher Columbus was not the first one to discover North America is not even questioned. After my research on Christopher Columbus, my colleague and I will reconsider using this text as a reading assignment!

In the textbook that we use in 5th grade social studies, titled *Social Studies Alive! America’s Past*<sup>3</sup>, the section dedicated to Christopher Columbus talks about main events of his biography and a few of his voyages. It also mentions that Columbus’ main objective was to find gold and spices, however I realized that there is no mention of the killings, the

abuses, the forced labor and the enslavement that occurred during his explorations. On the contrary, the tone of the text is rather glorifying: “(...) his trips opened up a trade route that changed the history of the world.”<sup>4</sup> When I read these lines, I now cannot help but wonder: “For the worse or for the better?” The chapter ends talking about the Columbian Exchange in these praising terms: “Today, we call this flow of goods and ideas between the Americas and Europe the Columbian Exchange, in honor of Columbus the man who started it all.”<sup>5</sup>

I thought that bringing this controversy in the classroom would be thought provoking not only for my Hispanic students but also for the others. My hope is that these lessons will spark in my students an interest about this fascinating part of history and that it will trigger interesting and animated discussions. As teachers, we always look for ways to stimulate our students intellectually and to motivate them to learn. This unit will help me reach that goal. I also believe that thanks to this unit, the students will come to question, just like I did during this seminar, their knowledge about this intriguing figure in Hispanic and American history: Christopher Columbus.

### **Unit Goals**

This interdisciplinary unit interweaves social studies and literacy lessons around the figure of Christopher Columbus. The first ones are taught in French (but can be taught in any other language) and the second ones are taught in English. This unit also attempts to offer a unit in which listening, writing, speaking and reading activities are balanced.

Through the social studies lessons, the students learn about Christopher Columbus: the man, his dream, his sponsors, his voyages and his legacy. They also learn about the historical context in which he lived, in particular the iconic year of 1492. They discover, just like I myself realized during the seminar, that 1492 is not just about Christopher Columbus “discovering America” but that during this year major events occurred in the world (not studied in this curriculum unit because of a lack of time) and more specifically in Spain. In this part of the unit, the students are invited to interact with many visuals (maps, cartoons, paintings, engravings, drawings) that facilitate discussions, so crucial in any classes but most certainly in a language class. In this part of the unit, the students also reflect on the concept of “tolerance” and what it means to them.

Through the literacy lessons and the close reading strategies, the students analyze in depth two texts that lead them to reflect on the two perspectives in this encounter: The Native Americans versus the conquistador. Several times, they are asked to compose creative pieces of writing sometimes with a partner, sometimes alone.

In the coat of arms lesson (see lesson 3), which is both a social studies lesson and a literacy lesson, the students create a blazon and also reflect on their family values or on their own. This activity brings them to ponder what really matters to them and/or to their

family and, in the end, will hopefully help them to get to know and respect each other better.

Finally, at the end of the unit, we focus on listening and verbal skills since the students engage in a debate. In this culminating activity, the students get a chance to take a stand, to express their opinion and to synthesize their learning from this unit. The standards (see [appendix 1](#)) selected in this unit come from the Social Studies North Carolina Essential Standards<sup>6</sup> and the Common Core English Language Arts Standards<sup>7</sup>.

## **Background and Students**

I teach at E.E. Waddell Language Academy, a K-8 county-wide magnet school in the South Learning Community. We have a population of 1387 with 940 students at the elementary level and 447 in middle school. E.E. Waddell offers five languages: French, German, Japanese, Chinese and Spanish. Our school is incredibly diverse. The majority of the staff is bilingual and 30% of the teachers and teacher assistants do not have a US citizenship. The student body is very diverse as well: 46% Caucasian, 24% African American, 20% Hispanic, 5% Asian, 4% American Indian and 1% Multiracial. The Parent Teacher Student Association (PTSA) is extremely active and supportive. Our school was a North Carolina Honor School of Excellence for several years. It was awarded the National 2012 American Council on the Teaching of Foreign Language (ACTFL) Melba D. Woodruff Prize for exemplary Foreign Language Program. This prize recognizes schools that align their curricula with the World Readiness Standards for Language Learning and integrate languages with content areas. In 2016, E.E.Waddell was also recognized as a magnet school of distinction.

In my fifth grade French immersion classroom, math, science, social studies and French literacy are taught in French; however, the textbooks (except those used in French literacy) are in English. The students also receive daily one hour of English language arts that I co-teach. All my students entered the program in kindergarten or first grade. Most of them have learned to read and write in French first and, eventually, have transferred their reading skills into English. Following the total immersion model, formal English instruction in the French and the German program only starts in third grade when students begin to receive one hour of English instruction daily. When they arrive in fifth grade, most of the students are bilingual. They can understand, speak, read and write in French with varying levels of proficiency.

The class for which I have written this unit is quite diverse academically, socioeconomically, and ethnically. My group includes twenty-one students (ten girls and eleven boys): five Hispanics, seven African Americans, seven Caucasians and two Asian-Americans. Eight students are intellectually gifted and four are struggling in English reading and therefore will need a lot of support during the French reading sessions. Their

level of proficiency in French varies from low to advanced, with four students having the advantage of at least one French-speaking parent at home.

### **Background for teachers: Christopher Columbus, the Man, his Dream, his Sponsors and his Voyages**

“As regards his exterior person and bodily disposition, he was more than middling tall; face long and giving an air of authority; aquiline nose, blue eyes, complexion light and tending to bright red; beard and hair red when young but very soon turned gray from labors.”<sup>8</sup>

This is how in 1500 Bartolomé de Las Casas, the Dominican friar, described Christoforo Colombo, or should we call him Christovao Colom, Christóbal Colón or Christopher Columbus<sup>9</sup>.

Christopher Columbus was born in 1451, in the busy seaport of Genoa, Italy. His father was a wool weaver and his mother was the daughter of a weaver. Christoforo Colombo dedicated his life to the sea; he became a sailor at the age of 15.<sup>10</sup> When he was 25 years old, he sailed part of the Atlantic near the coast of Portugal. His ship was attacked by pirates and sank, but he escaped and lived in Portugal for several years. There he acquired experience in navigation, traveled to Iceland, Great Britain and Africa. In Portugal, he married a noble but not wealthy woman named Felipe Moniz Perestrelo. Together they had a son, Diego in 1480. His wife died soon after the birth and Colom and his son moved to Spain. There, in about 1488, he had another son, Fernando, with Beatriz Enriquez de Arana whom he never married.<sup>11</sup>

Cristóbal Colón was fascinated by Asia and its riches. He read the *Description of the World* written by the explorer Marco Polo and the stories of “(...) rubies as big as a man’s fist, and palaces with floors made of gold.”<sup>12</sup> However, the route to Asia by land was dangerous. Since the Turks had taken Constantinople in 1453, they monopolized the Asian trade. The Portuguese, at the time, were exploring a route to Asia by sailing around Africa. Bartolomeu Dias reached the Cape of Good Hope in 1488 and about ten years later, Vasco Da Gama reached India<sup>13</sup>.

Christopher Columbus believed he could reach Asia by going west. At that time, most educated people knew that the world was not flat but round. However, they didn’t know how big it was. The maps of this period show a landmass-Europe, Asia and Africa-surrounded by one body of water called the Ocean Sea.<sup>14</sup> This idea of sailing west came to the Italian explorer from reading various writings, in particular the ones of Paolo Toscanelli, a Florentine astronomer and cartographer, who placed Japan only 4,000 mi (6,437 km) from the Canary Islands when the actual distance is about 12,000 mi (19,312 km).<sup>15</sup> In a letter to Columbus, Toscanelli encourages the sailor to pursue his dream by

saying: “It pleases me much that I should be well understood; for the said voyage is not only possible, but it is true, and certain to be honorable and to yield incalculable profit, and very great fame among all Christians.”<sup>16</sup>

With this revolutionary idea, Columbus first sought the support of John II, king of Portugal, who refused deeming the voyage too perilous and too long.<sup>17</sup> The king believed that his nation would soon find a route to Asia by sailing around Africa, which the Portuguese did in 1497 with Vasco Da Gama.<sup>18</sup> Second, Columbus approached the Spanish monarchs, Ferdinand of Aragon and Isabella of Castile. With determination and perseverance, after six years of pleading his cause and on the verge of presenting his daring project to the French king, the Genoese explorer finally persuaded Queen Isabella and King Ferdinand to support his expedition.<sup>19</sup> Before leaving, he negotiated his conditions and the privileges that he would gain after his first voyage. In a letter to the Spanish sovereigns, he said: “(...) I should be called Don, and should be Chief Admiral of the Ocean Sea, perpetual Viceroy and Governor of all the islands and continents that I should discover and that I might hereafter discover and gain in the Ocean Sea, and that my eldest son should succeed, and soon from generation to generation forever.”<sup>20</sup> What did he promise to his supporters? “The three “Gs”: God, gold and glory.”<sup>21</sup> In other words, wealth, new lands and the conversion of all the people that he would meet. Columbus, just like Queen Isabella, was a devout Catholic. In a letter to her and her husband, he said: “(...) Your Highnesses, as Catholic Christians and Princes who love the Christian faith, and the propagation of it, and who are enemies to the sect of Mahoma and to all idolatries and heresies, resolved to send me, Cristóbal Colón, to the said parts of India to see the said princes, and the cities and lands, and their dispositions with a view that might be converted to our holy faith (...).”<sup>22</sup>

At last, on August 2<sup>nd</sup> 1492, Cristóbal Colón left Palos, Spain, equipped with three ships: La Niña and la Pinta (two caravels: small but fast ships) and la Santa María (a slow and heavy cargo boat on which he was the captain).<sup>23</sup> His crew consisted of 90 men. He took with him: fresh and dried meat, milk, fruit, eggs, sardines, anchovies, olive oil, raisins, biscuits, cheese, peas, garlic, onions, rice, beans, barrels of water, cannons, crossbows and muskets. For trading, they took scissors, knives, coins, beads, mirrors, bells, jewelry and dyed cloth.<sup>24</sup>

The life on board was quite difficult. In her book *Who was Christopher Columbus?* Bonnie Bader described the conditions: “The sailors could not bathe, they did not brush their teeth, they had to go to the bathroom over the side of the ship. They slept wherever they could find a dry spot. The only cabin was for the captain. There was no cook, the sailors had to cook for themselves. There were a lot of mice and rats. Often, they ate rotten food. The ship was dirty, full of fleas and lice!”<sup>25</sup>

However, on October 12 1492, Columbus landed. Even though the exact location of his first landing is disputed, many historians believe it was San Salvador, in the Bahamas.<sup>26</sup> Columbus took possession of the island right away by kissing the ground,

planting the Spanish flag and claiming the land for Spain.<sup>27</sup> He called the indigenous people that he encountered “Indians”<sup>28</sup> since he thought that he had reached one of the islands east of India. The inhabitants that he met were actually the Taino, a peaceful and generous group of Native Americans, who belonged to the ethnic group Arawak and were mainly farmers and fishermen.<sup>29</sup> In a letter that Columbus wrote to Luis de Sant Angel, the finance minister to King Ferdinand, he describes the people he met with these words: “(...) a hopelessly timid people. (...) they never refuse anything that is asked for. They even offer it themselves, and show so much love that they would give their very hearts.”<sup>30</sup>

In his first voyage, Columbus did not find a lot of gold. The little quantity that he brought back to Spain had been offered by the Native Americans. He did explore Cuba (that he thought to be Japan, called Cipangu at the time) and established a settlement on Hispaniola (Haiti and the Dominican Republic today) that he called La Navidad.<sup>31</sup> When he returned to Spain, with only 2 ships, La Niña and la Pinta -La Santa María had crashed into coral reefs and sank- he was received as a hero.<sup>3</sup> He returned with parrots, some gold, corn, yams, yuccas and a few Taino that he had kidnapped to serve as interpreters.<sup>33</sup> Queen Isabella and King Ferdinand gave him all the titles that he had asked for and he quickly received the support for a second expedition. This time, on September 25<sup>th</sup> 1493, he left Cadiz, Spain, with 17 ships.<sup>34</sup> The queen wanted him to start a colony. Unfortunately, when he arrived at Hispaniola, he found that all the men had been killed by the indigenous population because the Spaniards had mistreated their women.<sup>35</sup> He established a new colony, that he called Isabela, on December 8<sup>th</sup> 1493 on Hispaniola as well.<sup>36</sup>

During the second voyage and the two others that would follow, Columbus continued to explore not only the Caribbean (Jamaica and Trinidad), but also the coast of Venezuela in South America, Honduras, and Panama in Central America.<sup>37</sup> He enslaved many “Indians” and forced them to mine for gold, even though at the time there was little to be found.<sup>38</sup> The colonists would eventually discover large amounts of gold in the hills of Hispaniola, but only during Christopher Columbus’ third voyage.<sup>39</sup> The Admiral of the Ocean Sea never managed to become a good leader for the settlements established on Hispaniola. Indeed, if Columbus was an extraordinary seaman, he turned out to be a very poor administrator, inflicting torture to the Spaniards and to the Indigenous population as punishment for petty crimes or for not finding enough gold.<sup>40</sup> Actually, during his third voyage, he was arrested for his poor management of Hispaniola.<sup>41</sup> Queen Isabella, by friendship, freed him and, against all odds, sponsored a fourth and last voyage.<sup>42</sup> He told her that, this time, he was sure to discover the mainland of China.<sup>43</sup> The Spanish sovereigns granted his wish, but forbade him to return to Hispaniola.<sup>44</sup> This fourth and last expedition had to be a voyage strictly of exploration.<sup>45</sup> At that time, Christopher Columbus had lost his title of viceroy and would never regain it.<sup>46</sup> Nicolás de Ovando, a Spanish soldier and knight, was then the governor of Hispaniola who had been assigned by the Catholic monarchs.<sup>47</sup> In the end, on November 11 1504, Columbus returned to Spain, ill, crippled by gout and arthritis.<sup>48</sup> The Admiral of the Ocean Sea died in Valladolid at the

age of 54 believing he had reached Asia <sup>49</sup> or at least claimed to believe so (his actual belief is disputed). His life ended, if not in poverty, in complete disgrace. <sup>50</sup>

### **Introduction to the curriculum unit**

I will introduce the curriculum unit with this reflection activity (taught in French). I will ask the students to take ten minutes to respond by written to these three questions. The intent is simply to “hook” the students’ attention and get them engaged.

**Question 1:** *If you could explore anything on Earth or elsewhere, what would you explore? Why?*

**Question 2:** *What are some qualities that, according to you, an explorer should have? Why?*

**Question 3:** *If you were to encounter beings very different from you, how would you react? What would you do? What would you say? What questions would you ask? How would you communicate?*

After the 15 minutes, we will discuss their responses as a whole class.

### **Lesson 1: 1492 in Spain, historical context**

Lesson 1 is a social studies lesson, therefore it is taught in French. It focuses on the following North Carolina Social Studies Essential Standard: *5.H.1 Analyze the chronology of key events in the United States. 5.H.1.1 Evaluate the relationships between European explorers and American Indian groups based on accuracy of historical information.*<sup>51</sup>

First, I will start the lesson with a pre-assessment of what the students know about this prominent historical figure, Christopher Columbus. For that purpose, I will use a K-W-L chart. The K will tell me what they know, the W what they want to know and the L (that we will complete at the end of the unit) what they have learned.

Second, I will present a PowerPoint titled: *In 1492, Christopher Columbus sailed the Ocean Blue*. This Power Point will reveal to the students that, even though most people associate the year 1492 with “the discovery” of America by Christopher Columbus, other major events were happening in Spain at that time.

Christopher Columbus dedicated his life not only to pursuing a dream, but also to the Queen Isabella of Castile. So, who was this woman, who throughout her life, even if critical of some of his deeds, remained his allied and his friend?

When Isabella was born in 1451 <sup>52</sup>, Spain was divided into five kingdoms often at war: Castile, Aragon (which included Catalonia, Valencia, the kingdom of Naples, Sardinia and Sicily), Navarre, Portugal and Granada. <sup>53</sup> The four first kingdoms were



Christians while Granada was ruled by Muslims from North Africa, the Moors.<sup>54</sup> Isabella was a remarkable woman, very independent and strong willed. In 1469, she married Ferdinand of Aragon at the age of 18 years old, insisting on a prenuptial agreement that guaranteed her authority in Castile and the power sharing with Ferdinand once she became queen.<sup>55</sup> She was crowned Queen of Castile in 1474 after a war of succession.<sup>56</sup> The couple ruled jointly creating a new coat of arms<sup>57</sup>, minting new coins with both of their portraits<sup>58</sup> and changing the motto to: “Tanto monta, monta tanto, Isabel como Fernando.” (“To stand as high, as high to stand, Isabella and Ferdinand.”).<sup>59</sup> This extraordinary partnership was revolutionary during a time when men were expected to rule alone.

Isabella was fervently religious.<sup>60</sup> She spent hours praying.<sup>61</sup> She and her husband are known in history as the “Catholic Monarchs.”<sup>62</sup> They established the Spanish Inquisition in 1480.<sup>63</sup> This tribunal of the faith fought heresy<sup>64</sup>(anyone who held opinions contrary to the church). The first victims were the “Conversos”, the Jews who had been the target of antisemitism and who had converted to Christianity.<sup>65</sup> For many Jews, this conversion to a new faith was genuine, but for some, called the “Marranos”, it was not<sup>66</sup>. They continued to practice their beliefs in secret.<sup>67</sup> Later, the Inquisition also persecuted the “Moriscos”, the Spanish Muslims who converted to Christianity.<sup>68</sup>

The word “Inquisition” comes from the latin word “inquisitio” which means “investigation.”<sup>69</sup> The Inquisition, led by the Dominican friar Tomas de Torquemada in Spain, encouraged the population to denounce people anonymously.<sup>70</sup> The “Holy Office”<sup>71</sup> (as this institution was called) used trials to judge the victims. These could not rely on a lawyer to defend them, they had to testify and eventually to “confess.”<sup>72</sup> To obtain these confessions, the inquisitors did not hesitate to use forms of tortures such as starvation, placing burning coals on parts of the body, and forcing the victim to drink huge quantity of water or using the rack (an apparatus that dislocated members).<sup>73</sup> In those days, the concept of “presumption of innocence” did not exist.<sup>74</sup> Someone accused of a crime was assumed guilty.<sup>75</sup> Things like avoiding to eat pork, wearing clean clothes on the day of the Sabbath, or lighting candles on Jewish holidays were seen as highly suspicious.<sup>76</sup> If the victim confessed his/her crime, he/she was forgiven but was still punished. He/she had to wear a pointed hat or a special shirt, or was forced to walk barefoot or even naked.<sup>77</sup> If he/she committed the same crime a second time, then he/she was executed and burned at the stake.<sup>78</sup>

Another major event during the reign of Isabella was the end of the Reconquista (The Reconquering of the Iberian Peninsula). In 1492, Ferdinand and Isabella reconquered the kingdom of Granada. Isabella participated actively in this war. Kristin Downey refers to her as the “Warrior Queen”<sup>79</sup> in her book *Isabella, the Warrior Queen*. In 711 AD, the Muslims had taken over almost all the Iberian Peninsula in just seven years.<sup>80</sup> This part of Europe became part of an Islamic empire governed by Umayyad Caliphs.<sup>81</sup> The Christians began to fight back in the XI century through crusades.<sup>82</sup> The Spanish monarchs’ victory in 1492 ended eight centuries of Muslim presence in Spain and unified the country.<sup>83</sup> It is

only after the end of the war that Isabella would accept to support Christopher Columbus' first expedition, hoping to replenish the coffers of the government.<sup>84</sup>

On March 31<sup>st</sup> 1492, three months after the end of the Reconquista, in an effort to unify Spain through its religion, Ferdinand and Isabella published the Edict of Expulsion of the Jews.<sup>85</sup> At this place in the Power Point, we will stop for a writing activity. I will ask the students to answer these questions<sup>86</sup>:

**Question 1:** *What would you do if you had two days to pack up all your belongings and leave your home and the USA?*

**Question 2:** *Where would you go?*

**Question 3:** *What kind of things would you take with you if you would travel on foot and if you could only carry your belongings on your person (in your hands, on your back)?*

After discussing the students' answers to these questions, we will read excerpts of this frightening document. Since the comprehension of this piece of writing is quite challenging in French, I will ask the students to first read it in pairs and to underline the main ideas. Then, I will read it aloud a second time and we will discuss orally the following questions as a whole class:

**Question 1:** *Who is targeted in this edict? Why?*

**Question 2:** *What do the Spanish monarchs instruct them to do? How much time do they give them to execute their orders?*

**Question 3:** *What will be the consequences if the targeted people return to Spain?*

**Question 4:** *What options do the targeted people have?*

**Question 5:** *What do you think of this document?*

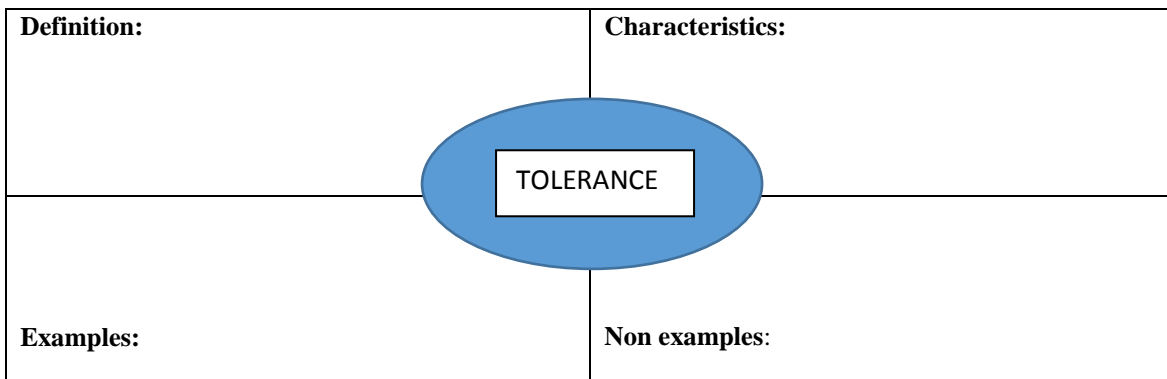
In this document, the Spanish monarchs accused the Jewish people of trying to convert the Christians to Judaism. The Edict expelled men, women, and children and forbade them from returning to Spain. The victims were not allowed to take anything of value with them, including gold and silver. Historians estimate that between 50,000 and 60,000 Jews<sup>87</sup> left Spain. They went to Italy, North Africa, the Ottoman Empire or Portugal.<sup>88</sup> If many decided to leave, many decided to stay on their ancestors' land and therefore to convert to Christianity<sup>89</sup>. This aggressive religious politic, motivated by the belief that Catholicism was the only truth acceptable and by a religious fervor typical of the time, helped the Spanish monarchs unify the country under one religion.<sup>90</sup> The confiscated Jewish property also helped them bring funds into the government coffers.<sup>91</sup> The Spanish constitution abolished the Edict on June 5<sup>th</sup> 1869.<sup>92</sup>

Extension to lesson 1: The concept of tolerance

After this lesson, we will reflect on the idea of "tolerance". Even though in this part of its history Spain's intolerance culminates, tolerance existed in the peninsula before the events presented in lesson one. "La convivencia" (literally means "the act of living together")

describes the period before 1492 when the three principal populations of Spain, the Catholics, the Muslims and the Jews lived together relatively peacefully. Toledo, for example, was known as the “city of three religions.”<sup>93</sup> The city was conquered by the Moors in 712, but an important number of Jews and Christians stayed and were allowed to practice their religion freely.<sup>94</sup> The Christian king Alonso VI of Castile reconquered the town in 1085 and maintained this tradition of tolerance.<sup>95</sup> At that time, a famous school of translators was created.<sup>96</sup> Although the Christians tolerated the Muslims and the Jews, they quickly imposed their dominance converting mosques into churches.<sup>97</sup> The Grand Gothic Cathedral was built in 1227 on the site of the great Mosque.<sup>98</sup>

In this extension of the lesson, the students will first share their definition of “tolerance”. Second, as a whole class we will complete a Frayer model<sup>99</sup> for the word “tolerance”.



If one of the students offers a relevant definition we will write it down or we may just write this French Larousse definition: “Attitude de quelqu’un qui admet chez les autres des manières de penser et de vivre différentes des siennes propres. »<sup>100</sup> For an English definition of the word, I suggest the following Merriam-Webster definition: «The willingness to accept feelings, habits or beliefs that are different from your own.”<sup>101</sup>

Third, before sharing with the group, individually and by written the students will reflect on these questions:

**Question 1:** *Is being tolerant important to you? Why?*

**Question 2:** *Have people been intolerant with you? How did it make you feel? Would you like to share?*

**Question 3:** *At the time of Christopher Columbus, do you think that the concept of “tolerance” was an important and common value in the society?*

**Question 4:** *What do you think we can do to make tolerance a core value in our society?*

**Question 5:** *What is even better than being “tolerant”?*

Through this simple discussion, the students will come to the conclusion that the concept of tolerance should not be taken for granted. This rather modern idea has come a long way and if, today, it is a building block in most of our societies it is still too often trampled! As a teacher, I pledge to stress the importance of tolerance as a first step, that hopefully will lead to the more noble concepts of “acceptance” and “respect of other cultures”, which I believe are the only ways to reach harmony and happiness in our communities.

## **Lesson 2: Christopher Columbus**

This social studies lesson will also be conducted in French. It focuses on the same North Carolina essential standard than lesson 1: *5.H.1 Analyze the chronology of key events in the United States. 5.H.1.1 Evaluate the relationships between European explorers and American Indian groups based on accuracy of historical information.*<sup>102</sup>

I will start the lesson by showing the students a picture of the Christopher Columbus and Isabella of Castile statue<sup>103</sup> in Granada. Then, I will place them in groups of two or three and will assign them a chapter of the book *Christophe Colomb, Histoire Vivante* by Clare D. John.<sup>104</sup> They will read, summarize and present it to the class. For the most part, the book gives the same information presented in the introduction of this unit, in the section *Background for teachers: Christopher Columbus, The man, His Dream, His Sponsors and His Voyages*. If you conduct this lesson in English, I would suggest using the book *Who Was Christopher Columbus?* written by Bonnie Bader.<sup>105</sup>

After the presentations, we will organize the information in a chart divided into the following categories: Personal background, motives, dates, routes of exploration and impact. This activity is suggested in the online social studies textbook *Social Studies Alive! America's Past*<sup>106</sup> chapter 5 titled *Routes of Exploration to the New World*. This activity will help the students retain the main ideas.

At the end of the lesson, I will show the students two primary sources. The first one is the Martellus map<sup>107</sup> created in 1491 by a German cartographer. This map represents the world as it was known at the time of Christopher Columbus. In pairs, the students will compare this map to a map of the world as we know it today. In the discussion that will follow, we will come to the conclusion that the cartographers of that time had an accurate idea of Europe and Asia's outlines. The depiction of Africa, on the other hand, was much less accurate. They knew its northern, western and southern coastlines thanks to the voyage of Bartolomeu Dias who sailed to the tip of Africa in 1487, but a big part of its eastern region was missing. The Indian Ocean appears on the map. The Pacific Ocean had not been discovered yet and the Americas, Antarctica and Australia were unknown continents.

The second document is an engraving by Theodore de Bry<sup>108</sup> completed in 1594 representing Christopher Columbus landing at Guanahani, the first island that he found in

the New World, that he would rename San Salvador. In pairs, the students will talk about what they see that is relevant. In the discussion that will follow as a whole class, I will point out the cross that the Spaniards brought with them to convert the Natives, the ships in the background and the fact that the Natives bring gifts to the visitors. I may also show the painting by Discoro Teofilo de la Puebla (1831-1901), *Landing of Columbus on the Shores of the New World*.<sup>109</sup> This piece of art by the Spanish painter presents the advantage to show the flags that the explorer brought with him to claim the new lands for Spain. The theme of the propagation of Christianity is also clearly visible.

#### Lesson 2, extension 1: The spices

As extensions to lesson 2, I propose three activities “à la carte”. A teacher may decide to do some or all of them depending on the time available and the interest. The first extension is a lesson about spices. First, I will remind students that one of the reasons European explorers wanted to reach Asia was not only to find gold and silver, but also to find silk and spices. In her article, *How the Spice Trade Changed the World*, Heather Whipps explains that: “At one point in the 1300s, when tariffs were at their highest a pound of nutmeg in Europe cost seven fattened oxen and was a more valuable commodity than gold.”<sup>110</sup> She also explains that spices were used for: “(...) flavoring food but also for making perfume, embalming the dead, preserving meat and sprucing up salve recipes in traditional medicines.”<sup>111</sup>

In this lesson, first I will ask the students to go home and to ask their parents to cook a dinner without any spices and to tell us the following day what they ate and how it tasted.<sup>112</sup> Then, I will buy the following spices: pepper, turmeric, cinnamon, cloves, cardamom, nutmeg and ginger. I will place them in Tupperware containers with a number on it. On a piece of paper, I will write the name of these spices. The students’ task will be to associate the spices with their name. They will be able to look at the spices, to touch and to smell them. This activity will appeal to the kinesthetic learners, however if buying the spices is a problem, then I suggest a matching exercise (see [Appendix 2](#)).

#### Lesson 2, extension 2: If the painting could talk!

For this second extension, I will show to the students the painting titled *Christopher Columbus at the Royal Court of Spain* (1884)<sup>113</sup> by the Czech painter Václav Bzožik. This piece of art represents the Italian explorer presenting his idea to Queen Isabella and her council on May 1<sup>st</sup> 1486. After briefly discussing what they see, I will ask them to create a speaking bubble for Christopher Columbus who is standing and a thought bubble for the queen who is listening. They will complete this activity in a group of two or three. Each group will receive a copy of the painting on which they will be allowed to write. They will share their work in a gallery walk. If this lesson is conducted in English, the kids could also write a persuasive paper to Isabella of Castile pretending to be Christopher Columbus.<sup>114</sup>

## Lesson 2, extension 3: A page of Christopher Columbus' sailor diary

For the last extension, the students will imagine that they are sailors on board of Christopher Columbus' ship, the Santa María, and will write a page in their journal that they will read to the class at the end.

Christopher Columbus kept two logs: One in which he recorded the real distance sailed and one in which he changed the distance sailed to avoid frightening sailors about the length of the voyage.<sup>115</sup> The original version of Christopher Columbus diary was lost when, on his way back to Spain after the first voyage, a storm rose up.<sup>116</sup> Fearing death, the Admiral of the Sea placed the diary in a barrel and threw it overboard.<sup>117</sup> Luckily, he made it and arrived to the Azores.

What we have today is a copy of Christopher Columbus' diary transcribed in the 1530's by Bartolomé de Las Casas, the Dominican friar, whose father traveled with the seaman on his second voyage.<sup>118</sup> In this copy, Bartolomé De Las Casas sometimes paraphrases, sometimes quotes Christopher Columbus who often refers to himself in the third person.<sup>119</sup>

With the class, we will read two short excerpts (September 8<sup>th</sup> and September 14<sup>th</sup>)<sup>120</sup> and a longer passage (September 17<sup>th</sup>)<sup>121</sup> and <sup>122</sup> of the diary. These passages will serve as models and will help the students write their page. In this lesson, I opted to use this historical document that has been translated in both French and English. However, I want to mention that a teacher could also choose to read excerpts of the book *Pedro's Journal* by Pam Comrad<sup>123</sup>, this work of fiction would definitely appeal to 10, 11 years old since the main character is a ship's boy of the same age, who tells his voyage with Christopher Columbus on the Santa María.

### **Lesson 3: Coat of arms**

In this French literacy and social studies lesson, the students analyze Christopher Columbus' coat of arms and create their own.<sup>124</sup> The value of this activity, besides studying an important artifact of the XV century, is for the students to reflect on their personal family values and to represent them symbolically and artistically. The lesson will address the following world language essential standard: *(IL.COD.3.1)<sup>125</sup>: Use academic content terminology in a series of phrases and sentences with a few details to give spoken and written presentation in the target language on familiar topics.*

Coats of arms date back to the middle age.<sup>126</sup> They were used to identify soldiers on a battlefield or knights in a tournament.<sup>127</sup> On May 20 1493, the Spanish monarchs

granted Christopher Columbus a coat of arms as a reward for his successful first voyage. His motto: “Por Castilla y por León. Nuevo mundo halló Colón”<sup>128</sup> (For Castile and León. Columbus found a new world). The upper half of its blazon<sup>129</sup> represents a castle and a lion. The lower half represents islands and a continent on the left, and five anchors on the right. In his book, *Christopher Columbus and the Age of Exploration for Kids with 21 Activities*, Ronald Reis<sup>130</sup> explains some symbols on coat of arms. In Christopher Columbus’ case the lion and the castle represent the royal arms of Castile and León. The anchors stand for religious steadfastness and hope. Indeed, even if Christopher Columbus committed atrocities against indigenous people, he was a devout man. Furthermore, the conversion of the Native Americans was one of the main motives of the sailor’s expedition. With regard to the islands and the continent -Ronald Reis does not explain their significance- I would simply assume that they represent the discoveries of the Admiral.

Even though I have added or/and modified some parts of this lesson, the main steps are inspired by the lesson plans of Carolyn Gosnell<sup>131</sup> and Ronald Reis.<sup>132</sup> First, the teacher shows to the students Christopher Columbus’ coat of arms<sup>133</sup> and asks the following questions:

- *Do you know what this is? What is it called?*
- *What do you see?*
- *What do you think it represents?*
- *Does this coat of arms represent Christopher Columbus well? How so?*

Second, the teacher presents the task to the students: Design a coat of arms that represents who you are or who your family is. Use heraldic symbols or colors (see [appendix 3](#)) or invent your own. If you do not find symbols that you like in the list proposed in appendix three, consult the website [Fleurdelis](#)<sup>134</sup>. Don’t forget to add a catchy motto that reflects who you are. In order to create your final product, you can either use the site [Makeyourcoatofarms](#)<sup>135</sup> that allows you to design digitally an emblem that you can print, or you can make one the traditional way<sup>136</sup>, with pencils and crayons, and by using the template in [appendix four](#). Finally, write an explanation (one or two paragraphs) of your crest and present your work to the class with pride.

#### **Lesson 4: The “Encounter”**

In this English language arts lesson, I will focus on the following reading Common Core Standard: (RI.5)<sup>137</sup>: *Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.* The students will read two texts that offer two opposite points of view: The Indigenous people versus the explorer. This activity will lead the students to reflect on an event that represents one of the greatest culture shocks in history.

On October 12 1492, Christopher Columbus landed in the Bahamas on the island originally named Guanahani (meaning “iguanas”) that he would rename San Salvador.<sup>138</sup> He encountered the Taino, a subtribe of the Arawak, a semi sedentary group of the Caribbean islands.<sup>139</sup> Christopher Columbus and his men traded glass beads and bells for cotton, tobacco, wooden spears, gold trinkets and parrots.<sup>140</sup> Columbus also decided to take six Native Americans to whom he taught Spanish so they could serve as interpreters.<sup>141</sup>

I will introduce this lesson with a comic strip.<sup>142</sup> The drawing represents two sides, on the left the indigenous people are laughing and saying: “Dice que se llama Colón y que viene a ¡descubrirnos!”<sup>142</sup> (“He is saying that his name is Colón and he is coming to discover us!”). On the right, the Spaniards are looking at them incredulously. Each pair of students will receive this drawing blank and will imagine what the Indigenous people are saying. Before showing them the original version, the groups willing to present their work will do so (some may choose to role play their lines). Then, I will ask them why the comic strip is humorous. Did Christopher Columbus really “discover” anyone? The Native Americans had been there all along. At the end of our discussion, the students will hopefully realize that the word “encounter” is much more appropriate to use when referring to this historical event.

#### Lesson 4 Part 1: The point of view of the Native Americans

In this part of the lesson, I will read the picture book *Encounter*<sup>143</sup> by Jane Yolen. Reading picture books to older kids is a powerful way to help them relate better with distant historical events. In this book, Jane Yolen tells the arrival of Christopher Columbus through the eyes of a native boy. The illustrations are not only beautiful, but also thought provoking. After the reading, the students will respond orally to these questions as a whole class:

**Question 1:** *What surprised the Native Americans?*

**Question 2:** *What do the Native Americans believe about the strangers?*

**Question 3:** *How do the Native Americans welcome the Spaniards?*

**Question 4:** *What are the feelings of the young native American toward the Spaniards?*

#### Lesson 4 Part 2: The point of view of the explorer

In this part of the lesson, the students will read the letter from Christopher Columbus<sup>144</sup> to Luis de Sant Angel, the treasurer of King Ferdinand and Queen Isabella, after his first voyage. First, I will show them a map of the Caribbean<sup>145</sup> outlining the islands that Christopher Columbus explored during his first voyage. I will also remind them that he believed he had reached Asia.<sup>146</sup> In this letter, he mentioned in the first paragraph that he thinks he is very close to the “mainland, the province of Cathay” which refers to China. For this reading lesson, I will place the students in groups of two or three and will help a group of struggling readers. Since this historical document is quite long, I suggest reading



one paragraph per day. I have opted not to shorten the text because, first of all, the whole document is fascinating and highly valuable from an educational point of view, second of all, because I believe it is important to expose students to challenging and long pieces of writing.

*Questions for paragraph 1:*

**Question 1:** *How long did the voyage take?*

**Question 2:** *Why did he call the first island San Salvador, the third Fernandina and the fourth Isabella?*

**Question 3:** *What did Christopher Columbus do with all the islands that he “discovered”?*

*Questions for paragraph 2:*

**Question 1:** *How does Christopher Columbus describe the island Hispaniola?*

**Question 2:** *Make an individual drawing of the island Hispaniola.*

**Question 3:** *What riches does Christopher Columbus say he has discovered?*

**Question 4:** *How does Christopher Columbus describe the Native Americans at the end of the paragraph?*

*Question for paragraph 3:*

**Question 1:** *How does Christopher Columbus describe the Indigenous people he met?*

**Question 2:** *What are some of their qualities according to Christopher Columbus?*

**Question 3:** *What are their beliefs according to Christopher Columbus?*

**Question 4:** *What, according to Christopher Columbus, surprised the Native Americans?*

**Question 5:** *Why did Christopher Columbus take by force some of the Native Americans?*

*Questions for the end of the letter:*

**Question 1:** *In the beginning of the fourth paragraph, Christopher Columbus talks about the Caribe, another ethnic group that he met in the Caribbean. How does he describe them?*

**Question 2:** *What does Christopher Columbus promise to the Spanish monarchs?*

**Question 3:** *What does he ask for?*

To close lesson 4, I will ask the students to compare, in a Ven diagram, the Encounter seen through the Natives and the European’s eyes. What are some of the differences between the two groups? Can they find similarities? I doubt that they will, so large were their cultural differences!

## **Lesson 5: the controversial legacy of Christopher Columbus**

This English language arts lesson will address the following speaking and listening Common Core Standard: *(S.L.5)*<sup>147</sup> *Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on other's ideas and expressing their own clearly.* In this lesson, the students will participate in a philosophical debate around the question: Is Christopher Columbus a “hero” or a “villain?”<sup>148</sup> The reality is that the Italian explorer is a prominent historical figure still credited by many people with the “discovery of America”. In the Western hemisphere many places are named after him: The country of Columbia in South America, the capital Washington DC (District of Columbia), the Columbia River and many American cities such as Columbus, Ohio. Furthermore, Columbus Day on October 12 became a federal holiday in 1937 under president Franklin D. Roosevelt.

Christopher Columbus's voyages led to what Alfred Crosby calls “the Columbian Exchange”<sup>149</sup>, “(...) the interchange of plants, animals, cultures, human populations, transmittable diseases and ideas between the Old World and the New.”<sup>150</sup> This exchange (see the two games online that the students can play under the endnote 151) introduced new, healthy plants in Europe such as the potatoes, the tomatoes, the chili peppers, the chocolate and the corn.<sup>152</sup> The New World, on the other hand, would lead to the European discovery of bananas, oranges, and coffee.<sup>153</sup> Cattle and horses would also be introduced in the New World.<sup>154</sup> Unfortunately, the Columbian Exchange also had negative impacts. Diseases such as whooping cough, bubonic plague, measles, chicken pox, malaria and typhus would weaken and eventually disseminate the American Indian population who had no immunity to such illnesses<sup>155</sup>. In exchange, the Old World got the syphilis, a killer in the late 15<sup>th</sup> and 16<sup>th</sup> centuries.<sup>156</sup>

Although many people consider Christopher Columbus a hero, some question his legacy. After all, the man did not discover America, since the continent was already populated with indigenous inhabitants. Actually, he was not even the first European to reach America. Many historians agree that Leif Erikson<sup>157</sup>, an Icelandic, reached Newfoundland, in what is now Canada, nearly 500 centuries before the Admiral of the Ocean Sea. Not only Christopher Columbus's legacy is questioned, but some protesters go as far as calling him “a criminal, a terrorist.”<sup>158</sup> Indeed, Christopher Columbus established a shameful tribute system in which each Arawak above the age of 14 was forced to fill a hawk's bell with gold.<sup>159</sup> If there was no yellow metal in the area, the American Indians had to turn in 25 pounds of spun cotton.<sup>160</sup> When they did not comply, the Spaniards punished them by killing them or by cutting off their hands.<sup>161</sup> Thousands of Arawaks reacted to this inhumane treatment by committing mass suicide<sup>162</sup>. In his book, *Christopher Columbus and the Age of Exploration for Kids with 21 Activities*, Ronald Reis says that it is estimated that about 50,000 indigenous people took their own life.<sup>163</sup> In the end, “though there were originally some 300,000 islanders by 1548, a little more than fifty years later, less than 500 remained. Today there are no full blooded Taino.”<sup>164</sup>

These numbers explain why some people would prefer that Columbus Day be abolished and be replaced by a day dedicated to the indigenous people of the Americas. As a matter of fact, Columbus Day is called Día de la Resistencia Indígena, in Venezuela, and Día de las Culturas in Costa Rica.<sup>165</sup> South Dakota celebrates the second Monday in October as Native American Day and, in 1992, Berkeley California started to celebrate Indigenous People's Day<sup>166</sup> (referred to as "El Dia de la Raza" by some people in the USA).

After careful consideration of all his actions, is Christopher Columbus a "hero" or a "villain?"<sup>167</sup> His arrival to the Americas led Spain to become one of the wealthiest and most powerful countries in Europe during the XV and XVI centuries, yet his expeditions also led to the dissemination of a whole population through diseases, abuses, enslavement and wars.<sup>168</sup> Nonetheless, should we judge the Admiral so harshly? Don't all cultural encounters end up with the domination of one group at the detriment of another, because of a thirst of power and greed? Aren't the ideas of tolerance and respect of other people's cultures a modern concept that even today is often trampled? Shouldn't we recognize the extraordinary qualities of the navigator, his determination and courage? In the end, didn't he act according to the values of his time or as John Charles Chasteen puts it in his book, *Born in Blood and Fire. A Concise History of Latin America*: "The Iberian invaders were personally no more sinful than most. They came to America seeking success in terms dictated by their society: riches, the privilege of being served by others, and a claim to religious righteousness. (...) they merely lived the logic of the world as they understood it, just as we do."<sup>169</sup> Well, maybe so. Then, why not ask the next generation what they think about these ethical questions?

On the practical side, the lesson will be structured this way. First, in order to provoke their thoughts, I will show the class a video segment from History Channel entitled *Columbus Controversy*.<sup>170</sup> Second, we will start the debate. I will post on the board the question: Is Christopher Columbus a "hero" or a "villain?"<sup>171</sup> I will invite them to pick a side facing each other. I will also encourage them to jot down their arguments on their dry erase board. Then, one at a time they will stand up and defend their opinion. As the facilitator of this debate, the teacher should ensure that each side gets a turn after the other. At any moment, if they are convinced by an opponent's argument, the students can opt to change side and to go sit with the opposite group. Based on my experience, kids love debates and their debating qualities are astonishing. Philosophical debates give to students the opportunity to articulate an opinion using logical arguments and to listen to each other. At the end of such an activity, they always ask me "who won"? We could then count how many students are on each side, or we could also respond to the question digitally. The website [Kahoot](#)<sup>172</sup> offers a feature that allows teachers to create very quickly surveys. A third option would be to respond: "I don't know!" They will not like this answer for sure, but it may lead them to realize that, just like my mom told me many times when I was a child: "In life, many issues are not always black or white!" Christopher Columbus's legacy is complicated, it is neither black or white, but rather gray. He was a man of his time and

for his time, within the boundaries of his historical period, he realized some amazing accomplishments. However, we cannot forget or minimize the destruction, the enslavement and the deaths that his passage in the Caribbean left behind?

### **Conclusion: Post assessment**

In conclusion to this unit, the students will respond to the L of the KWL activity that opened this chapter. In pairs, they will list what they learned during these lessons. Then, they will be invited to share with the whole group one thing they didn't know before the unit.

I will also use a [Kahoot](#)<sup>173</sup> to assess their learning. This website not only allows teachers to create surveys, as I mentioned before, but it also allows them to create quizzes on any topics and to receive a quick feedback. Kids love this website and educators can use it with all subjects. Teachers can choose to make their [Kahoot](#)<sup>174</sup> private or public; they can also share their [Kahoots](#)<sup>175</sup> with colleagues or research [Kahoots](#)<sup>176</sup> that already exist on specific topics. Did I mention that [Kahoot](#)<sup>177</sup> is FREE? You will find my [Kahoot](#) on this unit under the name *Christopher Columbus, the Man, his Dream, his Sponsors, His voyages and His legacy*. Enjoy!

## **APPENDIX 1: Implementing Teaching Standards**

This interdisciplinary unit interweaves social studies and literacy lessons around the figure of Christopher Columbus. The social studies lessons focus on standards taken from the North Carolina social studies essential standards<sup>178</sup> and the literacy lessons address standards from the common core reading essential standards<sup>179</sup> and from the North Carolina World Language Essential Standards<sup>180</sup>.

### **North Carolina Social Studies Essential Standards**

- *5.H.1 Analyze the chronology of key events in the United States. 5.H.1.1 Evaluate the relationships between European explorers and American Indian groups based on accuracy of historical information.*

In lesson 1, the students learn about 1492 in Spain, the Catholic monarchs who sponsored Christopher Columbus's expeditions. They also learn about the Inquisition and its implications for Spain. Finally, they analyze an excerpt of the edict of Expulsion of the Jews.

In lesson 2, the students learn about Christopher Columbus, the man, his dream, his sponsors, his voyages and the mistreatment of the Taino, the Native Americans whom he encountered in the Caribbean. In the extensions of the lesson, the students learn about the importance of the spices in discovering a route to Asia. They also analyze several paintings that depict Christopher Columbus's landing on Guanahani. Finally, before imagining a page of one of Christopher Columbus' sailors' diary, they read excerpts of his journal.

### **North Carolina World Language Essential standards**

- *IL.COD.3.1: Use academic content terminology in a series of phrases and sentences with a few details to give spoken and written presentation in the target language on familiar topics.*

In lesson 3, the students learn about coat of arms in general and Christopher Columbus's coat of arms in particular. Then, they create a blazon and explain in a French piece of writing what family values it represents.

### **Common Core Reading Essential Standards**

- *RI.5: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.*

In lesson 4, the students read and analyze through close reading strategies two texts that offer two opposite point of views: The Native Americans versus the explorer. The picture book that presents the Indigenous people's point of view is *The Encounter* by Jane Yolen. To present the opposite point of view, we use the letter from Christopher Columbus to Luis de Sant Angel, the treasurer of King Ferdinand and Queen Isabella, after his first expedition.

- *(S.L.5) Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on other's ideas and expressing their own clearly.*

In lesson 5, the students engage in a philosophical debate around the question: Is Christopher Columbus a "hero" or a "villain"?

**APPENDIX 2: SPICES**

*European explorers wanted to reach Asia not only to find gold, silver and silk but also to find spices. Can you match the picture of these spices with their name?*

A. Turmeric B. Cinnamon C. Cloves D. Pepper E. Nutmeg F. Ginger G. Cardamon

1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



Which one is not represented? \_\_\_\_\_

## APPENDIX 2 : LES EPICES

*Les explorateurs européens voulaient aller en Asie non seulement pour trouver de l'or, de l'argent et de la soie, mais aussi pour trouver des épices. Peux-tu faire correspondre le nom de ces épices avec leur image ?*

A. le curcuma B. La cannelle C. Les clous de girofle D. Le poivre E. La noix de muscade F. Le gingembre G. La cardamome

1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



Quelle épice n'est pas représentée? \_\_\_\_\_



## APPENDIX 3: COAT OF ARMS




In order to design your coat of arms, you may choose among these symbols or you may visit this site:








[www.fleurdelis.com/meanings\\_all.htm](http://www.fleurdelis.com/meanings_all.htm)





### 1. Heraldic Colors

Colors	Symbols of
Gold	Generosity
Silver	Peace & Sincerity
Red	Military strength
Blue	Truth and loyalty
Green	Hope, joy and loyalty in love
Purple	Royal majesty, sovereignty, justice
Orange	Ambition
Brown	Patient in battle and yet victorious
Black	Constancy

### 2. Heraldic Animals

Animals	Symbols of
Bear 	Strength, perseverance, industry
Dolphin 	Swiftness, love
Dragon 	

	<p>Valiant defender of treasure, valor and protection</p>
<p>Elephant</p> 	<p>Protection</p>
<p>Falcon</p> 	<p>One who does not rest until the objective is achieved</p>
<p>Fox</p> 	<p>Wit, wisdom</p>
<p>Lion</p> 	<p>Courage, bravery, strength</p>
<p>Mermaid</p> 	<p>Eloquence</p>
<p>Owl</p> 	<p>Intelligence, vigilance</p>

<p>Peacock</p>	 <p>Beauty, power, knowledge</p>
<p>Pegasus</p>	 <p>Poetic genius, messenger of God</p>
<p>Unicorn</p>	 <p>Extreme courage</p>
<p>Wolf</p>	 <p>Constant vigilance</p>



## APPENDIX 3: BLASON







Pour la création de ton blason, choisis parmi ces symboles ou choisis-en d'autres sur ce site: [www.fleurdelis.com/meanings\\_all.htm](http://www.fleurdelis.com/meanings_all.htm)


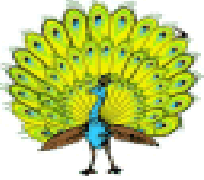



### 1. Couleurs

Couleurs	Symboles
Doré	Générosité
Argenté	Paix & sincérité
Rouge	Force militaire
Bleu	Vérité & loyauté
Vert	Espoir, joie & loyauté en amour
Violet	Majesté royale, souveraineté & justice
Orange	Ambition
Marron	Patience en bataille et cependant victorieux
Noir	Constance

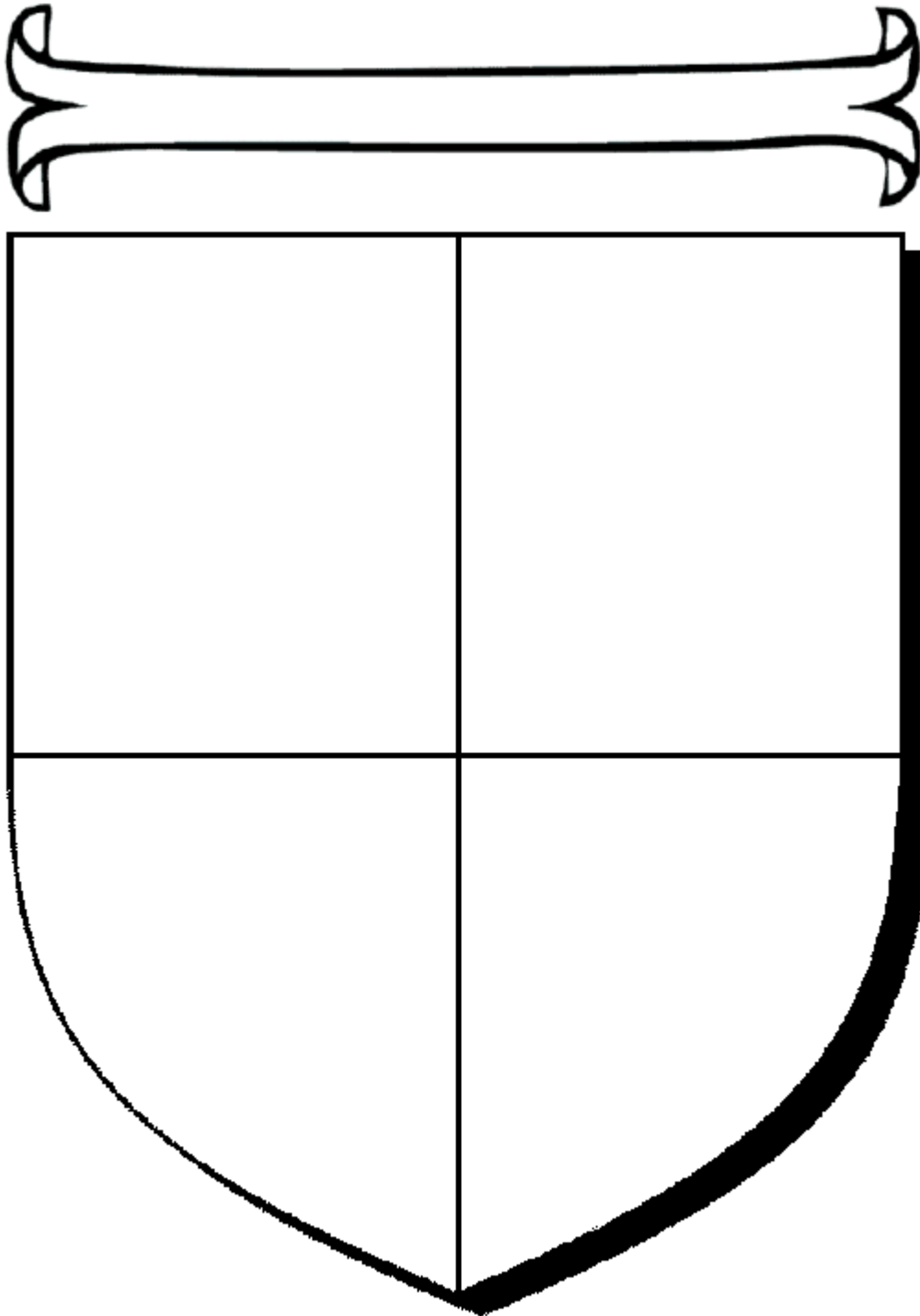
### 2. Animaux

Animaux	Symboles
Ours 	Force
Dauphin 	Rapidité & amour

Dragon		Défenseur courageux du trésor, bravoure et protection
Elephant		Protection
Faucon		Celui qui ne se repose que lorsque l'objectif est atteint.
Renard		Intelligence & sagesse
Lion		Courage, bravoure & force
Sirène		Eloquence

<p>Hibou</p>		<p>Intelligence &amp; vigilance</p>
<p>Paon</p>		<p>Beauté, pouvoir &amp; connaissance</p>
<p>Pégase</p>		<p>Génie poétique &amp; messenger de Dieu</p>
<p>Licorne</p>		<p>Extrême courage</p>
<p>Loup</p>		<p>Constante vigilance</p>

**APPENDIX 4: BLASON**



## Notes

- <sup>1</sup> MrNussBaum, “Age of Exploration”, retrieved from: [Mrnussbaum.com/explorers/age](http://Mrnussbaum.com/explorers/age)
- <sup>2</sup> Ibid.
- <sup>3</sup> *Social Studies America’s Past! America’s Past*. Teacher’s Curriculum Institute, USA, 2010.
- <sup>4</sup> Ibid.
- <sup>5</sup> Ibid.
- <sup>6</sup> <http://www.dpi.state.nc.us/docs/curriculum/socialstudies/scos/3-5.pdf>
- <sup>7</sup> <http://www.corestandards.org/ELA-Literacy/RL/5/>
- <sup>8</sup> Reis A. Ronald. *Christopher Columbus and the Age of Exploration for Kids with 21 Activities*, Chicago Review Press, Chicago, Illinois, 2013.
- <sup>9</sup> Connelly Jack. *Christopher Columbus: Discovering the Americas*. Cavendish Square Publishing, New York, 2015.
- <sup>10</sup> Ibid.
- <sup>11</sup> Ollhoff Jim. *Great Explorers Christopher Columbus*, ABDO Publishing Company, Minnesota, 2014.
- <sup>12</sup> Bader Bonnie. *Who Was Christopher Columbus?* Penguin Group, New York, 2013.
- <sup>13</sup> Connelly Jack. *Incredible Explorers. Christopher Columbus: Discovering the Americas*. Cavendish Square Publishing, New York, 2015.
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- <sup>22</sup> Markham R. Clements. *Journal of Christopher Columbus (during his First Voyage, 1492-93)*. Ashgate Publishing Group, 2010.
- <sup>23</sup> Bader Bonnie. *Who Was Christopher Columbus?* Penguin Group, New York, 2013.
- <sup>24</sup> Ibid.



<sup>25</sup> Ibid.

<sup>26</sup> Ibid.

<sup>27</sup> Ibid.

<sup>28</sup> Ibid.

<sup>29</sup> Ibid.

<sup>30</sup> *Letter from Christopher Columbus to Luis de Sant Angel Announcing His Discovery 1493.*

<sup>31</sup> Reis A. Ronald. *Christopher Columbus and the Age of Exploration for Kids with 21 Activities*, Chicago Review Press, Chicago, Illinois, 2013.

<sup>32</sup> Ibid.

<sup>33</sup> Ollhoff Jim. *Great Explorers Christopher Columbus*, ABDO Publishing Company, Minnesota, 2014.

<sup>34</sup> Ibid.

<sup>35</sup> Ibid.

<sup>36</sup> Ibid.

<sup>37</sup> Ibid.

<sup>38</sup> Ibid.

<sup>39</sup> Reis A. Ronald. *Christopher Columbus and the Age of Exploration for Kids with 21 Activities*, Chicago Review Press, Chicago, Illinois, 2013.

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<sup>41</sup> Ibid.

<sup>42</sup> Ibid.

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<sup>44</sup> Reis A. Ronald. *Christopher Columbus and the Age of Exploration for Kids with 21 Activities*, Chicago Review Press, Chicago, Illinois, 2013.

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<sup>48</sup> Downey Kirstin. *Isabella The Warrior Queen*, Penguin Random House, Toronto, 2014.

<sup>49</sup> Ibid.

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<sup>51</sup> <http://www.ncpublicschools.org/docs/acre/standards/support-tools/unpacking/social-studies/5th.pdf>

<sup>52</sup> Bridges Yim Shirin. *The Thinking Girl's Treasury of Real Princesses. Isabella of Castile*. Goosebottom Books LLC, 2010.

<sup>53</sup> Ibid.

- <sup>54</sup> Ibid.
- <sup>55</sup> Ibid.
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- <sup>62</sup> <https://fr.wikipedia.org/wiki/Roi-catholiques>
- <sup>63</sup> Ryan Edward. "Spanish Inquisition. Spanish History (1478-1834)" retrieved from: [www.britannica.com/topic/Spanish-Inquisition](http://www.britannica.com/topic/Spanish-Inquisition)
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- <sup>83</sup> Ibid
- <sup>84</sup> Fritz Jean. *The World in 1492. Europe in 1492*. Henry Holt and Company, New York, 1992.
- <sup>85</sup> The text in French of the Edict of Expulsion of the Jews can be found at:

<http://sepharade2.superforum.fr/t2839-le-texte-integral-de-l-edit-d-expulsion-des-juifs-d-espagne>.

The English version can be found at:

<http://www.sephardicstudies.org/decreed.html>

<sup>86</sup> This activity has been suggested by Dr. Angie Willis, the professor who led the seminar: “Tracing the Legacy of Hispanic Cultures: 1492 to Today.”

<sup>87</sup> [http://articles.latimes.com/1992-04-07/local/me-717\\_1\\_fellow-jews](http://articles.latimes.com/1992-04-07/local/me-717_1_fellow-jews)

<sup>88</sup> Oliel Grausz Evelyne, “1492 : La fin d’un monde l’expulsion des juifs d’Espagne », retrieved from: [www.akadem.org](http://www.akadem.org)

<sup>89</sup> Ibid.

<sup>90</sup> <https://fr.wikipedia.org/wiki/Roi-catholiques>

<sup>91</sup> Ibid.

<sup>92</sup> Oliel Grausz Evelyne, “1492 : La fin d’un monde l’expulsion des juifs d’Espagne », retrieved from: [www.akadem.org](http://www.akadem.org)

<sup>93</sup> [http://www.spainthenandnow.com/spanish-history/toledo-historical-overview/default\\_16.aspx](http://www.spainthenandnow.com/spanish-history/toledo-historical-overview/default_16.aspx)

<sup>94</sup> Ibid.

<sup>95</sup> Ibid.

<sup>96</sup> Ibid.

<sup>97</sup> Ibid.

<sup>98</sup> Ibid.

<sup>99</sup> <http://www.adlit.org/strategies/22369/>

<sup>100</sup> <http://www.larousse.fr/dictionnaires/francais/tol%C3%A9rance/78312>

<sup>101</sup> <http://www.merriam-webster.com/dictionary/tolerance>

<sup>102</sup> <http://www.ncpublicschools.org/docs/acre/standards/support-tools/unpacking/social-studies/5th.pdf>

<sup>103</sup> <https://thumbs.dreamstime.com/x/statue-queen-isabella-christopher-columbus-granada-sculpture-41258516.jpg>

<sup>104</sup> Clare D. John. *Christophe Colomb, Histoire Vivante*, Héritage INC, 1992.

<sup>105</sup> Bader Bonnie. *Who Was Christopher Columbus?* Penguin Group, New York, 2013.

<sup>106</sup> *Social Studies America’s Past! America’s Past*. Teacher’s Curriculum Institute, USA, 2010.

<sup>107</sup> [http://news.yale.edu/sites/default/files/imce/wholemap-after\\_0.jpg](http://news.yale.edu/sites/default/files/imce/wholemap-after_0.jpg)

<sup>108</sup> [https://farm4.staticflickr.com/3818/13875740814\\_33d0cab0a6\\_c.jpg](https://farm4.staticflickr.com/3818/13875740814_33d0cab0a6_c.jpg)

<sup>109</sup> [http://www.rovinginsight.org/library/images/colombus6okt09\\_webpics/Landing-ofColumbus-on-the-Shores-of-the-New-World,-by-Discoro-Teofilo-de-la-Puebla.jpg](http://www.rovinginsight.org/library/images/colombus6okt09_webpics/Landing-ofColumbus-on-the-Shores-of-the-New-World,-by-Discoro-Teofilo-de-la-Puebla.jpg)

<sup>110</sup> Whipps Heather. “How the Spice Changed the World.” May, 2008 retrieved from: [www.livescience.com/7495-spice-trade-changed-world.html](http://www.livescience.com/7495-spice-trade-changed-world.html).

- <sup>111</sup> Ibid.
- <sup>112</sup> This activity was suggested by Dr. Angie Willis, the seminar leader of this seminar.
- <sup>113</sup> [http://www.encyclopediavirginia.org/media\\_player?mets\\_filename=evr9392mets.xml#](http://www.encyclopediavirginia.org/media_player?mets_filename=evr9392mets.xml#)
- <sup>114</sup> This activity was suggested by Dr. Angie Willis, the seminar leader of this seminar.
- <sup>115</sup> Bader Bonnie. *Who Was Christopher Columbus?* Penguin Group, New York, 2013.
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- <sup>121</sup> Ibid.
- <sup>122</sup> For an English version of Christopher Columbus' diary, see: Christopher Columbus, "Journal of the First Voyage of Columbus", in Julius E. Olson and Edward Gaylord Bourne, eds., *The Northmen, Columbus and Cabot, 985-1503, Original Narratives of Early American History*. New York: Charles Scribner's Sons, 1906 retrieved from: [http://mith.umd.edu/eada/html/display.php?docs=columbus\\_journal.xml](http://mith.umd.edu/eada/html/display.php?docs=columbus_journal.xml)
- <sup>123</sup> Conrad Pam, *Pedro's Journal. A Voyage with Christopher Columbus August 3, 1492-February 14, 1493*. Scholastic INC, 1992.
- <sup>124</sup> The idea for this lesson is inspired by 2 sources. Reis Ronald. *Christopher Columbus and the Age of Exploration for Kids with 21 Activities*. Chicago Review Press, INC, 2013. And L. Carolyn Gosnell, <http://www.eiu.edu/eiutps/coat%20of%20arms.pdf> .
- <sup>125</sup> <http://www.dpi.state.nc.us/curriculum/worldlanguages/>
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- <sup>127</sup> Ibid.
- <sup>128</sup> [http://www.eccentricbliss.com/wpcontent/uploads/2013/10/2000pxHouse\\_of\\_Colon\\_COA\\_2.svg\\_.png](http://www.eccentricbliss.com/wpcontent/uploads/2013/10/2000pxHouse_of_Colon_COA_2.svg_.png)
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- <sup>130</sup> Reis Ronald. *Christopher Columbus and the Age of Exploration for Kids with 21 Activities*. Chicago Review Press, INC, 2013.
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- <sup>132</sup> Reis Ronald. *Christopher Columbus and the Age of Exploration for Kids with 21 Activities*. Chicago Review Press, INC, 2013.
- <sup>133</sup> [http://www.eccentricbliss.com/wpcontent/uploads/2013/10/2000pxHouse\\_of\\_Colon\\_COA\\_2.svg\\_.png](http://www.eccentricbliss.com/wpcontent/uploads/2013/10/2000pxHouse_of_Colon_COA_2.svg_.png)
- <sup>134</sup> <http://www.fleurdelis.com/meanings.htm>
- <sup>135</sup> <http://www.makeyourcoatofarms.com/app.asp>

- <sup>136</sup> Ronald Reis offers step by step instructions to create a coat of arms on paper in his book *Christopher Columbus and the Age of Exploration for Kids with 21 Activities*. Chicago Review Press, INC, 2013.
- <sup>137</sup> <http://www.corestandards.org/ELA-Literacy/RL/5/>
- <sup>138</sup> Conrad Pam, *Pedro's Journal. A Voyage with Christopher Columbus August 3, 1492-February 14, 1493*. Schoalstic INC, 1992.
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- <sup>142</sup> <http://www.planetazapping.com/2011/02/cristobal-colon.html>
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- <sup>144</sup> *Letter from Christopher Columbus to Luis de Sant Angel Announcing His Discovery 1493* retrieved from: <http://www.ushistory.org/documents/columbus.htm>.
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- <sup>146</sup> Ollhoff Jim. *Great Explorers Christopher Columbus*, ABDO Publishing Company, Minnesota, 2014.
- <sup>147</sup> <http://www.corestandards.org/ELA-Literacy/RL/5/>
- <sup>148</sup> Sanders Alexandra. "Christopher Columbus: Hero or Villain?" October 8<sup>th</sup>, 2012, retrieved from: [www.nhregister.com/article/NH/20121008/NEWS/310089918](http://www.nhregister.com/article/NH/20121008/NEWS/310089918)
- <sup>149</sup> Reis A. Ronald. *Christopher Columbus and the Age of Exploration for Kids with 21 Activities*, Chicago Review Press, Chicago, Illinois, 2013 page 117.
- <sup>150</sup> Ibid.
- <sup>151</sup> For games on the Columbian Exchange, I recommend these 2 websites:
- <http://ageofex.marinersmuseum.org/index.php?page=activities>  
On this website, the students get to make a lunch box and learn whether the food selected comes from the New World or the Old.
  - [http://www.sporcle.com/games/lupin/columbian\\_exchange](http://www.sporcle.com/games/lupin/columbian_exchange)  
On this website, the students can play the game created by Lupin, *Can you name the domesticated plants and animals of the Columbian Exchange?* The students have to name the plants and animals that appear on a world map. As they do so, the items get automatically classified in a chart (New Word to Old/ Old World to New).
- <sup>152</sup> Reis A. Ronald. *Christopher Columbus and the Age of Exploration for Kids with 21 Activities*, Chicago Review Press, Chicago, Illinois, 2013.
- <sup>153</sup> Ibid.
- <sup>154</sup> Ibid.
- <sup>155</sup> Ibid.

- <sup>156</sup> Ibid.
- <sup>157</sup> *Columbus Controversy* ([www.history.com/topics/exploration/columbus-controversy](http://www.history.com/topics/exploration/columbus-controversy)).
- <sup>158</sup> See picture on page 56 in\_Connelly Jack. *Christopher Columbus: Discovering the Americas*. Cavendish Square Publishing, New York, 2015.
- <sup>159</sup> Reis A. Ronald. *Christopher Columbus and the Age of Exploration for Kids with 21 Activities*, Chicago Review Press, Chicago, Illinois, 2013.
- <sup>160</sup> Ibid.
- <sup>161</sup> Ibid.
- <sup>162</sup> Ibid.
- <sup>163</sup> Ibid.
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- <sup>165</sup> Neville Loreen. « Columbus Day US Commemoration of explorer Christopher Columbus, a controversy. » October 12, 2009, retrieved from: [www.rovinginsight.org/library/index.php?id=27](http://www.rovinginsight.org/library/index.php?id=27)
- <sup>166</sup> Ibid.
- <sup>167</sup> Sanders Alexandra. “Christopher Columbus: Hero or Villain?” October 8<sup>th</sup>, 2012, retrieved from: [www.nhregister.com/article/NH/20121008/NEWS/310089918](http://www.nhregister.com/article/NH/20121008/NEWS/310089918)
- <sup>168</sup> Chasteen Charles John. *Born in Blood and Fire. A Concise History of Latin America* Norton & Company, Inc, London, 2011.
- <sup>169</sup> Ibid.
- <sup>170</sup> *Columbus Controversy* ([www.history.com/topics/exploration/columbus-controversy](http://www.history.com/topics/exploration/columbus-controversy)), History Channel.
- <sup>171</sup> Sanders Alexandra. “Christopher Columbus: Hero or Villain?” October 8<sup>th</sup>, 2012, retrieved from: [www.nhregister.com/article/NH/20121008/NEWS/310089918](http://www.nhregister.com/article/NH/20121008/NEWS/310089918)
- <sup>172</sup> <https://create.kahoot.it/account/register/>
- <sup>173</sup> Ibid
- <sup>174</sup> Ibid.
- <sup>175</sup> Ibid.
- <sup>176</sup> Ibid.
- <sup>177</sup> Ibid.
- <sup>178</sup> <http://www.dpi.state.nc.us/docs/curriculum/socialstudies/scos/3-5.pdf>
- <sup>179</sup> <http://www.dpi.state.nc.us/docs/curriculum/socialstudies/scos/3-5.pdf>
- <sup>180</sup> <http://www.dpi.state.nc.us/curriculum/worldlanguages/>

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Chasteen Charles John. *Born in Blood and Fire. A Concise History of Latin America* Norton & Company, Inc, London, 2011.

The history of Latin America (Mexico, Central and South America) from 1492 to today.

Christophe Colomb. *Journal de Bord 1492-1493*. Translated by Soledad Estorach and Michel Lequenne. Imprimerie Nationale, Paris, 1992.

Christopher Columbus' diary was transcribed by Bartolomé De Las Casas. In this document, Christopher Columbus records the distance sailed daily as well as information about the weather, the currents and significant events happening during his first voyage. In this diary, the reader will also find Christopher Columbus' detailed descriptions of the islands that he explored during his initial voyage: its inhabitants, its flora and fauna.

*Letter from Christopher Columbus to Luis de Sant Angel Announcing His Discovery 1493* retrieved from: <http://www.ushistory.org/documents/columbus.htm>.

In this letter, Christopher Columbus writes to Luis de Sant Angel, the finance minister to Ferdinando II who convinced the queen Isabella to support his voyage. Christopher Columbus talks about his discoveries.

Connelly Jack. *Christopher Columbus: Discovering the Americas*. Cavendish Square Publishing, New York, 2015.

This book talks about the early life of Christopher Columbus and his vision of discovery.

De Las Casas Bartolomé. *The Devastation of the Indies. A Brief Account*. Translated by Herma Briffault. The John Hopkins University Press, Maryland, 1992.

In this book, the Dominican friar, Bartolomé De Las Casas, denounces the mistreatment of the indigenous population committed by the Spaniards.

Downey Kirstin. *Isabella The Warrior Queen*, Penguin Random House, Toronto, 2014. Biography of Isabella of Castile, the Spanish queen, who supported Christopher Columbus' voyages, established the Spanish Inquisition and became one of the most influential female rulers in history.

Fritz Jean, Paterson Katherine, McKissack Patricia and Frederick, Mahy Margaret and Highwater Jamake. *The World in 1492*. Henry Holt and Company, New York, 1992. The book gives an historical context for the year 1492 by explaining what's happening in Europe, Asia, Africa, Australia and Oceania, and in the Americas at that time.

Markham R. Clements. *Journal of Christopher Columbus (during his First Voyage, 1492-93)*. Ashgate Publishing Group, 2010.

In this book, the reader can find letters from Paolo Toscanelli, the Florentine astronomer, to Christopher Columbus. You can also find Christopher Columbus' diary transcribed by Bartolomé De las Casas.

Ollhoff Jim. *Great Explorers Christopher Columbus*, ABDO Publishing Company, Minnesota, 2014.

The book is a biography of the Admiral of the Ocean Sea.

Reis A. Ronald. *Christopher Columbus and the Age of Exploration for Kids with 21 Activities*, Chicago Review Press, Chicago, Illinois, 2013.

The book analyzes the consequences of Columbus' four voyages. It also offers ideas of activities that teachers can do in the classroom. The book is well illustrated and refers the reader to interesting websites.

### **Bibliography for students**

Bader Bonnie. *Who Was Christopher Columbus?* Penguin Group, New York, 2013.

Christophe Columbus' biography. The book examines Christopher Columbus struggles to obtain financial support for his voyages and the discoveries that caused him to be known as the "Great Admiral of the Seas."

Bridges Yim Shirin. *The Thinking Girl's Treasury of Real Princesses. Isabella of Castile*. Goosebottom Books LLC, 2010.

A biography of Isabela of Castile, the Spanish princess and queen.

Clare D. John. *Christophe Colomb, Histoire Vivante*, Héritage INC, 1992.

This French adaptation by Sylvie Prieur gives a lot of details and offers realistic pictures about Christopher Columbus' life and voyages.

Conrad Pam, *Pedro's Journal. A Voyage with Christopher Columbus August 3, 1492-February 14, 1493*. Schoalstic INC, 1992.

In this diary, a ship's young boy, Pedro de Salcedo, tells his voyage with Christopher Columbus on board of the Santa Maria.

Yolen Jane. *Encounter*. Harcourt Brace & Company, New York, 1992.



The arrival of Christopher Columbus and his crew in San Salvador viewed through the frightened eyes of a young native boy. The illustrations by David Shannon are beautiful.

*Social Studies America's Past! America's Past.* Teacher's Curriculum Institute, USA, 2010. Textbook used in 5<sup>th</sup> grade in Charlotte Mecklenburg School System. The 20 chapters cover the history of the United States from Native American life before European arrival up to the Civil War.

### **Websites**

Text in French of the Edict of Jewish expulsion:

<http://sepharade2.superforum.fr/t2839-le-texte-integral-de-l-edit-d-expulsion-des-juifs-d-espagne>

Editors of encyclopedia Britannica. "Coat of Arms". December, 2015. Retrieved from: [www.britannica.com/topic/coatofarms](http://www.britannica.com/topic/coatofarms)

In this article, the author explains the history and the use of coat of arms.

Freeman Shanna. "How the Spanish Inquisition Worked." 2008 retrieved from: <http://history.howstuffworks.com/historical.figures/Spanish-inquisition1.htm>

In this article, Shanna Freeman explains how the inquisition operated.

Neville Loreen. « Columbus Day US Commemoration of explorer Christopher Columbus, a controversy. » October 12, 2009, retrieved from: [www.rovinginsight.org/library/index.php?id=27](http://www.rovinginsight.org/library/index.php?id=27)

In this article, Loreen Neville explains how Columbus Day is observed in different parts of the United States and in different countries in South America.

Oliel Grausz Evelyne, "1492: La fin d'un monde l'expulsion des juifs d'Espagne », retrieved from : [www.akadem.org](http://www.akadem.org)

In this article, Evelyne Oliel explains the reasons and the consequences of the Edict of the Jewish Expulsion.

Ryan Edward, "Spanish Inquisition. Spanish History 1478-1834", retrieved from: [www.britannica.com/topic/Spanish-Inquisition](http://www.britannica.com/topic/Spanish-Inquisition)

In this article, the reader can find information about the Spanish Inquisition, the tribunal of the faith established by the Catholic monarchs in 1480.

Sanders Alexandra. "Christopher Columbus: Hero or Villain?" October 8<sup>th</sup>, 2012, retrieved from: [www.nhregister.com/article/NH/20121008/NEWS/310089918](http://www.nhregister.com/article/NH/20121008/NEWS/310089918)

In this article, Alexandra Sanders explains how Christopher Columbus' day is celebrated by most but questioned by some.

Whipps Heather. "How the Spice Changed the World." May, 2008 retrieved from: [www.livescience.com/7495-spice-trade-changed-world.html](http://www.livescience.com/7495-spice-trade-changed-world.html)

In this article, the author explains the importance of the spices in the XV and XVI centuries.

[www.history.com/topics/christopher-columbus](http://www.history.com/topics/christopher-columbus)

This website offers excellent video segments, all from History Channel, on different aspects of Christopher Columbus' life. In this unit, I used the video titled *Columbus Controversy* ([www.history.com/topics/exploration/columbus-controversy](http://www.history.com/topics/exploration/columbus-controversy)). The video emphasizes that the American continent was populated by indigenous people way before the arrival of Christopher Columbus and that other people reached the Americas before the Italian explorer.

<http://ageofex.marinersmuseum.org/index.php?page=activities>

On this website, the students get to make a lunch box and learn whether the food selected comes from the New World or the Old.

[http://www.sporcle.com/games/lupin/columbian\\_exchange](http://www.sporcle.com/games/lupin/columbian_exchange)

On this website, the students can play the game created by Lupin, *Can you name the domesticated plants and animals of the Columbian Exchange?* The students have to name the plants and animals that appear on a world map. As they do so, the items get automatically classified in a chart (New Word to Old/ Old World to New).

### **Supplies needed to implement the lessons**

Chromebooks or access to a computer lab, access to the Internet, projector, screen, markers, color pencils and dry erase boards.