**Christopher Columbus Unit**

**Lesson 3**

**Grade: 5 Time Required: 40 minutes**

**CCSS**

**1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

**6. Describe how a narrator’s or speaker’s point of view influences how events are described.**

**GLCE**

5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).

**Lesson Specific Objectives**

**Students will…**

1. **Each be handed a different story about Christopher Columbus’ second voyage and have at least 5 informational facts from the reading.**
2. **Use at least one picture of text to provide evidence from text.**
3. **Discuss as a whole about each other’s text reading and talk about one informational fact with the group.**
4. **Complete writing prompt within a ten minute time spend and use at least one example from text to use for their point of view.**

**Materials**

**Word wall**

**Pens/pencils**

**Traveling kit**

**Word wall booklets**

**Information sheet**

**journals**

**Primary source documents (different for each student)**

**Writing prompt**

**Anticipatory Set**

**Discuss the new word wall words: enslavement, Christianity, and voyage. Have the students write the words in the word wall booklet.**

**Review what they talked about last week. Christopher Columbus’ first voyage and the interactions with the Tainos. How were the similarities and differences between stories?**

**Activity**

**Give instructions on what students will be completing today, because every student has a different primary source.**

**Hand each student an information sheet and explain that every student needs to have at least 5 informational facts, something new, and/or questions filled out on the sheet. Additionally they need to observe and analyze the picture with their text.**

**Closure**

**The group comes together and students pull out their journals. Each student goes around and talks about their text. They have to at least talk about one informational fact from the text and what they learned about Christopher Columbus’ second voyage.**

**Extension**

**If time allows, have students do BINGO to review word wall words and information from the first voyage**

**Assessment**

**The students will be assessed on their completion of at least 5 informational facts, questions, and/or something new. Their discussion will show comprehend of what they read and will be assessed on their participation and completion of journal entries.**

**Adaptations**

**Students who have a lower reading level will be given an informational text set to their level of reading. The students that struggle with focusing will be given a fidget toy to help keep focused and on task.**

**Informational Sheet**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Facts/Questions/Learned**

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**Picture Analysis**

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**Source #1**

**Extermination**

The enslavement, torture, murder, and extermination of the native people of the West Indies followed quickly on the heels of Columbus and his men. It was obvious from Columbus’s journal that the Tainos were not as used to battle and warfare as the Spaniards. Columbus notes that “with 50 men you could subject everyone and make them do what you wished” and that the natives were “such cowards and so fearful” that they were, therefore, easy to rule. This idea was carried back to Europe, setting the tone for the relationship between the natives and the European explorers.

The search for gold was the primary cause for the mistreatment of the native people. On one of Columbus’s later voyages he ordered his men to complete certain tasks to ensure their survival as a colony. His men, however, disliked such hard labor and refused to act. When Columbus returned a few months later to find things worse than when he left, he punished the natives for the failure of his own men. He blamed them for destroying the settlers’ property, stealing their food, and instilling fear. In retaliation for these acts, few—if any—of which had actually occurred, he had his men round up over 1,500 Taino men, women, and children, then forced the Tainos into slavery.

Columbus, in need of a cargo other than gold and spices to ship to Spain, decided to send the Taino slaves as a show of the wealth available in the New World. He loaded the “best men and women” onto ships and sent them off to Europe, thus beginning the widespread enslavement of the native peoples.

While a fairly large number of men and women were enslaved and sent back to Spain, the fate of those left behind was equally disturbing. With each new island conquered and tribe taken, the leader of the current Spanish expedition would gather the captured natives and ask them to swear their allegiance to Spain and the Pope. This ritual was concluded with the following warning:

*I certify to you that, with the help of God, we shall powerfully enter into your country and shall make war against you in all ways and manners that we can, and shall subject you to the yoke and obedience of the Church and Their Highnesses. We shall take you and your wives and your children, and shall make slaves of them, and as such shall sell and dispose of them as Their Highnesses may command. And we shall take your goods, and shall do you all the mischief and damage that we can, as to vassals who do not obey and refuse to receive their lord and resist and contradict him.*

The natives understood little of this, since the oath was given in Spanish—a language the natives were never taught. The punishment for failure to agree with the above declaration was severe. The natives were forced into slavery. These slaves were then made to do the work of their captors. From finding gold to building settlements, the natives were forced into hard labor under terrible conditions. And if they failed to comply with the orders from the Spanish guards, they were often beaten, tortured, and killed.

[Bartolomé de las Casas](http://www.newadvent.org/cathen/03397a.htm), a Spanish missionary who fought for the rights and protection of the native people, gives accounts of this mistreatment in his books on the Spanish invasion of the New World. He describes in vivid detail the punishments that the natives received at the hands of the soldiers and guards. The search for gold was so important to the Spanish leaders that they forced nearly all of the slaves, except young children, to look for the valuable metal. Those who found enough to fill their quota were given a token which they wore as proof of their success. The biggest problem for the people forced to look for gold was that there was very little of it on the islands. The vast amounts of gold of which Columbus spoke when he returned to Spain were nowhere to be found.

Any attempt by the natives to fight back was put down immediately and efficiently by the Spanish invaders. Those who led and participated in a revolt were punished by death. In order to undermine the authority of chiefs within the Taino villages, the Spaniards would gather thirteen of the leaders and, before a gathered crowd of enslaved natives, burn them alive.

This ruthlessness took its toll on the Taino population. When Columbus arrived at Hispañiola in 1492 there were an estimated 8 million people living on the island. By 1496 the population had been cut nearly in half; three to four million natives had died in less than four years. By 1508 the population was less than one hundred thousand. By 1518 there were fewer than twenty thousand. And by 1535, the entire native population of Hispañiola was gone. In just 43 years an entire culture had been eliminated. In fact, every island in the Antilles experienced similar purges and rapid decreases in population.

<http://www.glencoe.com/sec/socialstudies/btt/columbus/native_peoples.shtml>



**Source #2**

Columbus left from Cádiz in Spain for his second voyage (1493-1496) on September 24, 1493, with 17 ships and about 1200 men. His aim was to conquer the Taíno tribe and colonise the region. On October 13, the ships left the Canary Islands, following a more southerly course than on his first voyage. The actual course between Hierro and his landfall point is 252° true. Since the fleet was sailing WSW (258°.8 magnetic), we know that the average magnetic variation during the voyage was about 7° west.

Unlike the low key first voyage, the second voyage was a massive logistic effort. The second voyage brought European livestock (horses, sheep, and cattle) and settlers to America for the first time.

Although Columbus kept a log of his second voyage, only very small fragments survive. Most of what we know comes from indirect references or from accounts of others on the voyage.

Columbus hoped to make landfall at Hispaniola (where he had left 40 men the previous January). He sighted land in the West Indies at dawn on Sunday, November 3. The transatlantic passage of only 21 days was remarkably fast.

He named the island he saw Dominica. On the same day, he landed at Marie-Galante. After sailing past Les Saintes (Todos los Santos), he arrived at Guadaloupe, which he explored between November 4 and November 10, 1493. He then ran north namimg several islands - Montserrat (Santa Maria de Monstserrate), Antigua (Santa Maria la Antigua), Redonda (Santa Maria la Redonda), Nevis (Santa María de las Nieves), Saint Kitts (San Jorge), Sint Eustatius (Santa Anastasia), Saba (San Cristobal), Saint Martin (San Martin), and Saint Croix (Santa Cruz). He also sighted the Virgin Islands, which he named Santa Ursula y las Once Mil Virgines, and the islands of Virgin Gorda, Tortola, and Peter Island (San Pedro).

He landed at Puerto Rico (San Juan Bautista) on November 19, 1493. On November 22, he reached Hispaniola, where he found his colonists had fought with natives and had been killed. He established a new settlement at Isabella, on the north coast of Hispaniola where gold had first been found, but it was a poor location, and the settlement was short-lived. He explored the interior of the island for gold, and established a small fort in the interior. Columbus then set off from Isabela with three ships, in an effort to find the mainland of China, which he was still convinced must be nearby. He reached Cuba on April 30 and sailed along its southern coast. Columbus left Cuba on May 3rd, and anchored at Jamaica two days later. The Indians here were hostile, and since he had still not found the mainland, he left Jamaica on May 13, returning to Cuba the following day. He explored the south coast of Cuba and several nearby islands, including the Isle of Youth (La Evangelista), before returning to Hispaniola on August 20.

But by the end of September, Columbus was seriously ill. His crew abandoned further explorations and returned to the colony at La Isabela. He sent a letter to the monarchs in Spain proposing to enslave some of the native peoples, specifically the Caribs. Although his petition was refused by the Crown, in February 1495 Columbus took 1600 Arawak as slaves. 560 slaves were shipped to Spain; 200 died en route, probably of disease. After legal proceedings, the survivors were released and ordered to be shipped home. Others of the 1600 were kept as slaves for the settlers in the Americas.

Soon after the settlement was made at Isabella the colonists began to complain that the amount of gold had been vastly exaggerated. Further the Spanish suffered from the unhealthiness of the climate. Columbus himself suffered considerably from ill-health. Isabella with its fifteen hundred Spanish immigrants was the most populous settlement. And for the protection of the colonists Columbus built in the interior a little fort called Santo Tomas.

At Isabella there was grumbling against the admiral, in which the Benedictine Father Buil (Boil) and the other priests joined. In the interior there was trouble with the natives. The commander at Santo Tomas, Pedro Margarite, was accused of cruelty to the Indians, but Columbus himself in his Memorial of 30 January, 1494, commends the conduct of that officer. He had to send him reinforcements, which were commanded by Alonzo de Ojeda.

Unable to ascertain the true state of affairs in the Indies, the sovereigns decided to send a special commissioner to investigate and report. They chose Juan de Aguado who had gone with Columbus on his first voyage and with whom he had always been on friendly terms. Aguado arrived at Isabella in October, 1495, while Columbus was absent on a journey of exploration across the island.

As supplies brought from Spain dwindled, Columbus decided to return to Spain to ask for more help in establishing the colony. So he fitted out two ships, one for himself and one for Aguado, placing in them two hundred dissatisfied colonists, a captive Indian chief (who died on the voyage), and thirty Indian prisoners, and set sail for Spain on 10 March, 1496, leaving his brother Bartholomew at Isabella as temporary governor. Columbus reached Cadiz 11 June, 1496.

[www.christopher-columbus.eu/voyage-2.htm](http://www.christopher-columbus.eu/voyage-2.htm)