



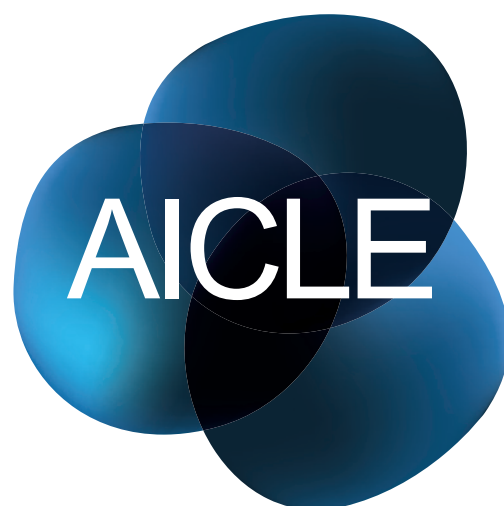
Ciencias Sociales

Secundaria



JUNTA DE ANDALUCÍA

Inglés



JUNTA DE ANDALUCÍA

Identificación del material AICLE

TÍTULO	The Age of Discovery
NIVEL LINGÜÍSTICO SEGÚN MCER	A2.1
IDIOMA	Inglés
ÁREA / MATERIA	Ciencias Sociales. Geografía e Historia
NÚCLEO TEMÁTICO	La era de los descubrimientos geográficos.
GUIÓN TEMÁTICO	La secuencia analiza la época de los grandes descubrimientos, sus causas e impacto en Europa y en el Nuevo Mundo, centrándose en los viajes de Colón, la conquista de los imperios azteca e inca, y el legendario personaje de la india Malinche.
FORMATO	Material didáctico en formato PDF
CORRESPONDENCIA CURRICULAR	2º de Educación Secundaria
AUTORÍA	Mª Ángeles Crespo Fernández
TEMPORALIZACIÓN APROXIMADA	5 sesiones, más una propuesta de trabajo en equipo y presentación de resultados y un cuestionario de autoevaluación de contenidos y destrezas.
COMPETENCIAS BÁSICAS	<p>Competencia lingüística (C1): Lectura de textos diversos y producción de pequeñas narraciones.</p> <p>Competencia en el conocimiento e interacción con el medio físico (C2): Observación crítica de distintos mapas.</p> <p>Competencia cultural y artística (C3): Comentario de diversas imágenes.</p> <p>Competencia social y ciudadana (C4): Desarrollo de habilidades sociales para el trabajo en equipo.</p> <p>Competencia en el tratamiento de la información (C5): Análisis de fuentes diversas que usan lenguaje verbal y no verbal.</p> <p>Competencia para aprender a aprender (C6): Desarrollo de estrategias para organizar e integrar los conocimientos adquiridos.</p> <p>Competencia para la autonomía e iniciativa personal (C7): Desarrollo de iniciativas en la realización de debates, trabajos individuales y en grupo.</p>
OBSERVACIONES	Los contenidos de cada sesión pueden trabajarse con independencia de las otras sesiones. La selección de materiales resulta obligatoria, puesto que la realización de todas las actividades incluidas en una misma sesión excede la duración de una hora lectiva. En cada sesión se han incluido actividades con distinto grado de dificultad para atender a la diversidad en el aula. Se aconseja que en las actividades de interacción oral, se fijen por escrito las conclusiones.

Tabla de programación AICLE

OBJETIVOS	<ul style="list-style-type: none"> - Identificar y localizar los procesos y acontecimientos históricos relevantes en la historia del mundo - Desarrollar actitudes de respeto hacia otras culturas - Realizar tareas en grupo y participar en debates con una actitud constructiva, crítica y tolerante - Adquirir y emplear el vocabulario específico que proporcionan las Ciencias Sociales - Comprender y expresarse de manera adecuada en una lengua extranjera 		
CONTENIDOS DE CURSO / CICLO	<ul style="list-style-type: none"> - Obtención de información de fuentes diversas - Localización en el espacio y en el tiempo - Lectura e interpretación de imágenes y mapas - Análisis crítico de la información 		
TEMA	<ul style="list-style-type: none"> - Las causas de los descubrimientos geográficos - Los viajes de Colón - Las culturas precolombinas - La conquista del Nuevo Mundo - Las consecuencias - La india Malinche 		
MODELOS DISCURSIVOS	<ul style="list-style-type: none"> - Formular hipótesis sobre causas de hechos históricos - Contrastar opiniones sobre distintas civilizaciones - Realizar pequeñas narraciones/diálogos de culturas indígenas - Extraer información de textos, mapas e imágenes - Narrar viajes marítimos 		
TAREAS	<ul style="list-style-type: none"> - Breve narración en primera persona - Role-play - Elaboración de un póster y presentación del mismo a la clase 		
CONTENIDOS LINGÜÍSTICOS	FUNCIONES: <ul style="list-style-type: none"> - Contrastar razones - Discrepar sobre ciertas versiones que ofrece la historia - Discutir acerca de las consecuencias de los hechos históricos - Justificar las propias opiniones y argumentarlas 	ESTRUCTURAS: <p>A little more than.. Having this -ed... Archaeology provides evidence ofat its peak. The higher the position, the more... Most historians agree... According to today's standards... made of... related to... Unless it were... In addition... So much emphasis was placed on... All his demands were met...</p>	LÉXICO: <p>species, westward, mainland, inland, crew, caravel, compass, astrolabe, cabotage, passage, colonies, overseas, monopoly, profit, hammock, amazed, hierarchy, smallpox, firearm, mita, spokesperson, interpreter, mismanagement, intercultural exchange, light-skinned</p> VERBOS: <p>To sponsor, set sail, land, build empires, overthrow, surrender, enslave, abuse, mistreat, be of no use</p>
CRITERIOS DE EVALUACIÓN	<p>C1: Adquiere un vocabulario específico de la propia materia. Adquiere vocabulario básico en lengua inglesa</p> <p>C2: Reconoce la importancia del medio físico en el desarrollo histórico.</p> <p>C3: Desarrolla destrezas para observar y analizar distintas imágenes.</p> <p>C4: Desarrolla una actitud participativa para trabajar en equipo</p> <p>C5: Obtiene información de fuentes escritas, gráficas y visuales</p> <p>C6: Desarrolla estrategias para organizar y recuperar la información</p> <p>C7: Desarrolla destrezas para trabajar en equipo.</p>		

THE AGE OF DISCOVERY



Prehispanic America, by Diego Rivera

CONTENTS:

1. Introduction.
 2. The Voyages of Cristopher Colombus.
 3. Native Americans. Project.
 4. The conquest of the New World.
 5. Consequences of the Age of Discovery.
- Uncovering women in History: Mallinali
Test yourself!

Session 1: INTRODUCTION

Talk to your partner:

- Who are these people?
- Where are they?
- When does it happen?
- Might it be true?



You can use the following structures:

As far as I know,
they are...
he must be...
it was around the Xth century
this happened about the year X

I think it..
is probably/cannot be
a real historical fact because...

1. Brainstorm:

What do you want to know?

Make a list of questions you'd like to answer by the end of this unit:

-
-
-
-
-
-
-

Keep them somewhere safe!

2. Read:

Why did the voyages of exploration begin when they did?



The fifteenth and sixteenth centuries were a time of great change in Europe. The Renaissance resulted in advances in art, literature, science and learning. Europeans began to view the world differently. From the mid-1400s, explorers began to travel across the oceans of the world and to discover new lands and peoples.

Before this period, most Europeans had some strange ideas about the world. They believed it was flat and that if you sailed to the horizon, you would fall off the edge. They believed that Europe was the centre of the world, and that the seas and oceans of the world were filled with great monsters which could destroy a ship and eat the sailors!



a) **Underline** the ideas that have changed since then and write new sentences describing our knowledge of the world nowadays:

.....

.....

.....

The Age of exploration was the time when Europeans really discovered the world. Sailors and adventurers went on incredibly dangerous journeys in small wooden ships, often without maps and with no way of keeping food fresh on board. So, before we think about how and when these voyages of exploration occurred, we must consider why sailors and adventurers departed from European ports to explore the mysterious and dangerous oceans of the world.



b) In pairs, **talk** about why people began to explore.

Look at these pictures...



Spices

Harvesting pepper, from *Le livre des merveilles* by Marco Polo



Northern Africa Portulano. 1377

The money changer and his wife, by Quentin Massys



Caravel



Compass



Look at these words.

natural-resources
Great-Silk-Road
spread-Christianity
Turkish-empire
compass
Mediterranean-Sea
build-empires
caravel
colonies
astrolabe
spices
Sagres

It may be...
It's possible that...
It's quite likely...
I expect...
It's not very likely that...
Perhaps



Write your conclusions:

.....

.....

.....

.....

.....

.....

.....

c) Now, **listen** and see if you were right:

1st listening:

What are the reasons for exploration given in the text?

.....

What is another positive consequence?

.....

2nd listening: **fill in** the gaps

Though the desire to explore the unknown is a typical human (1)_____, things were not very easy for the world's famous explorers. They needed a (2)_____, supplies, and a (3)_____ to leave from, at least. Very often, they had no money. As a result, many turned to their (4)_____ which(5)_____.

3rd listening: answer the questions:

Why did several nations sponsor the voyages?

.....

What role did the Turkish/Ottoman Empire play in the Age of Exploration and Discovery?

.....

Listen X1 times and put the sentences in order:

Initially, exploration took the form of small scale excursions that were financed by independent businessmen. Ships were sent along the coast of Africa to find inhabited areas. This proved that exploration was profitable and European monarchs began to take a greater interest.

¹ Throw a dice to decide how many times you can listen to this piece of information.



The first of the journeys associated with the Age of Discovery was conducted by the Portuguese under Prince Henry the Navigator.

By the mid-1400s, this goal was realized and a trading port was established at Elmina in West Africa.

- a) The first of the journeys associated with the Age of Discovery was conducted by the Portuguese under Prince Henry the Navigator.
- b) Earlier sailors relied on Portolan charts, which were maps created by navigators based on land features.
- c) In challenging this form of navigation, the Portuguese sailed out of sight of land and discovered the Madeira Islands in 1419 and the Azores in 1427.
- d) Because these charts relied on the ability to see land, the voyages prior to those conducted by Prince Henry stayed along the coastlines.
- e) These voyages were different because they covered a much larger area.
- f) The main goal for the Portuguese voyages was to discover a trade route to West Africa without having to go through the Sahara Desert.
- g) By the mid-1400s, this goal was realized and a trading port was established at Elmina in West Africa.



4. Analyzing a map:



Look carefully at this map. Can you **write** a key for it?
Find out:

- What it represents
- When it was drawn
- Who made it possible

You can use your textbook or go to
http://en.wikipedia.org/wiki/Age_of_Discovery



← Key

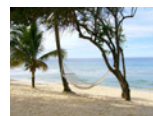
This map...

SESSION 2: THE VOYAGES OF CRISTOPHER COLOMBUS



1. Warming-up: Where do they come from?

Talk to your partner and tick ✓ the items you think came from America:



2. All for one and one for all!

Make groups of five.

Each of you is going to read a text. First, work with people from other groups who have the same text as you and share information. **Focus on the general idea.** Ask for help if you need it. Then get back into your groups of five. Tell your group about your text (focus on the most important details). You can use brief notes and the pictures included to help you but do not use the text itself.

(Afterwards we'll have a quiz to see if everyone has understood the key facts).

Student 1: INTRODUCTION

New vocabulary:

overseas	in a place across the sea
westward	toward the west
sponsor	finance
rejected	not accepted
crusade	military expedition to recapture the Holy Land from the Muslims
monarchs	kings and queens

Portugal's rival Castile (predecessor of Spain) had been slower than its neighbour to begin exploring the Atlantic. It was not until the unification of Castile and Aragon that Spain started to look for new trade routes and colonies **overseas**.

Before 1492 Spain's only possession outside Europe was the Canary Islands. By the mid-sixteenth century, Spain controlled much of the Caribbean, large portions of the Americas and parts of Africa. At the same time the country became much more powerful and important in Europe through a series of political marriages.

Christopher Columbus was very familiar with the Mediterranean and eastern Atlantic coastal routes. He thought that one could also sail **westward** and ultimately reach India. In 1484, Columbus attempted to convince King John II of Portugal to **sponsor** a voyage, but unfortunately Portugal was engaged in discovering the sea-route to India via Africa.

His plan **rejected**, Columbus turned to Spain. His first attempt was unsuccessful, but after a while, Queen Isabella and King Ferdinand finally agreed to sponsor Columbus. In 1492, the Catholic **monarchs** took Granada, the last Muslim kingdom in Spain. They wanted to continue their **crusade** by converting the non-Christians living on the other side of the ocean. They also wanted wealth, especially gold.



Catholic monarchs' coat of arms



Columbus before the Catholic Kings, by Emanuel Gottlieb



Make notes to remember the main ideas:

Student 2: FIRST VOYAGE

New vocabulary:

starvation	to have nothing to eat
dehydration	to have nothing to drink
throne	chair of a king/queen
standard	flag
ashore	on land
natural	law law set by nature and therefore has validity everywhere
property	belonging, material possession
complain	express discontent
intercultural	to promote mutual understanding
riches	wealth, abundance of material possessions and resources
throughout	widely spread
potential	possibilities

Columbus departed from the port of Palos on August 3, 1492 with 104 men and three ships: the Niña, Pinta and Santa María. The voyage took five weeks. During this time, the sailors had a hard time, many contracted diseases or died from **starvation** and **dehydration**. Even they demanded to turn back.

On October 12, they arrived at San Salvador, in the Bahamas. The first thing was to take possession of this new land in the name of the Spanish **throne**. A royal **standard** was brought **ashore**.

According to medieval concepts of **natural law**, only those territories that are uninhabited can become the **property** of the first person to discover them. There were people living on the island, but they thought Columbus was a god. Columbus called these people "Indians" because he believed he had reached the Indies. He performed a ceremony in a strange language. He kissed the ground and claimed the land for Spain. Obviously none of the natives **complained**. Thus, the first contact between European and non-European worlds was not exactly an **intercultural** exchange.

Because he did not find **riches**, Columbus decided to continue sailing in search of China. Instead, he ended up visiting Cuba and the island of Haiti, named La Española.

Columbus set sail for Spain where he arrived on March 15, 1493, completing his first voyage west. He claimed to have found an alternate route to Asia. He thought Cuba was Japan.

News rapidly spread **throughout** Europe. Columbus' voyage succeeded in demonstrating the **potential** of European ships and sailors. But Columbus and other Spanish explorers were initially disappointed with their discoveries.



Make notes to remember the main ideas:

Student 3: SECOND VOYAGE

New vocabulary:

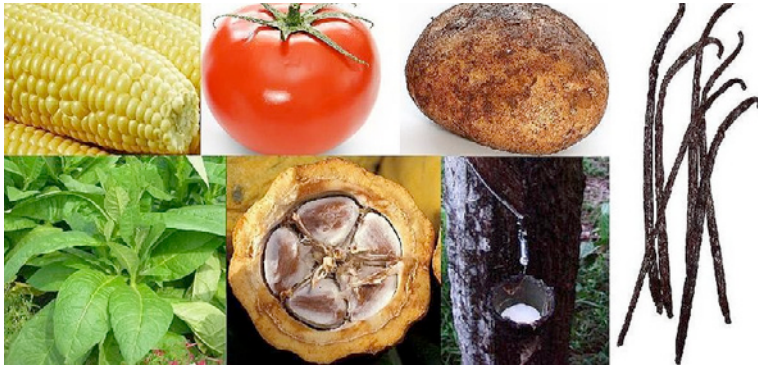
amazed	surprised
Court	the residence of sovereigns
tobacco plant	see picture
pineapple	see picture
turkey	see picture
hammock	see picture
set sail	begin a sea voyage
instructed	ordered
indigenous	native
monopoly	exclusive control or possession of something
crew	people who work in a ship or aircraft
sighted	saw
mistreated	abused
radically	in a very different manner
released	set free as from prison or duty
tribute	tax

Columbus **amazed** the **Court** of the Catholic Monarchs with the wonderful objects, animals and people he had brought from the other side of the ocean, together with tales of fabulous wealth. He brought the unknown **tobacco plant**, the **pineapple**, the **turkey** and the **hammock**. The monarchs decided to finance a second voyage to the Indies, as the Europeans called America.

Columbus **set sail** west again on September 23, 1493 with 17 ships and 1,200 men. The purpose of this journey was to establish colonies in the name of Spain. Columbus was **instructed** to convert **indigenous** populations to Christianity, build trading posts, and continue his search for the Orient and its riches. Columbus was also granted a **monopoly** on exploration of the region.

On November 3, **crew** members **sighted** land and found three more islands, Dominica, Guadalupe, and Jamaica, which Columbus thought were islands off Japan. Because there were still no riches there, they went on to Hispaniola, only to discover that their settlement had been destroyed and his crew killed after they **mistreated** the indigenous population.

Columbus' objectives **radically** changed from exploration and trade to conquest and subjugation. Members of the local population were captured and treated as slaves. Others were captured with the promise that they would be **released** once a **tribute** was paid to Columbus in gold. He conquered the entire island of Hispaniola. He then set sail for Spain and arrived in Cadiz on July 31, 1496.

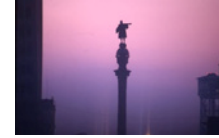


New World crops.

Top left: 1. Corn 2. Tomato 3. Potato 4. Vanilla 5. Rubber 6. Cacao 7. Tobacco



Hammock



Colombus in Barcelona



Pineapple

Turkey



Make notes to remember the main ideas:

Student 4: THIRD VOYAGE

New vocabulary:

confidence	a feeling of trust, believing that events will be favourable
nevertheless	despite anything to the contrary
gathered	collected
profit	gain, benefit
fearing	concerned
revoked	cancelled
license	give permission for
mainland	mass of a continent (not an island)
complained	expressed discontent
mismanagement	management that is careless or inefficient
erratic	unpredictable
tyrannically	like a dictator
charges	accusations

Returning to Spain, Columbus found that his achievements inspired little **confidence** or **excitement**. **Nevertheless**, Columbus had **gathered** enough evidence to suggest that future exploration could make a wealthy **profit** in gold. In fact, **fearing** that the concessions granted to Columbus may have been too generous, the Spanish Crown **revoked** Columbus' monopoly and began to **license** other expeditions.

Columbus's third voyage began on May 30, 1498 and took a more southern route than the previous two. Still looking for China, he found Trinidad and Tobago, Grenada, and Margarita, on July 31. He explored the Gulf of Paria which separates Trinidad from modern Venezuela. He also reached the **mainland** of South America, including the Orinoco River. He described the new lands as belonging to a previously unknown new continent.

Large numbers returned to Spain where they demanded back pay for their efforts and **complained** of Columbus' **mismanagement** of the colony.

Columbus' behaviour had become increasingly **erratic** over the years.

Reports from the colony accused him of governing **tyrannically**. King Ferdinand and Queen Isabella sent Francisco de Bobadilla to investigate the problems in 1500.

Columbus was arrested and sent back to Spain. He arrived in October and was able to successfully defend himself against the **charges**.



Make notes to remember the main ideas:

Student 5: FOURTH VOYAGE

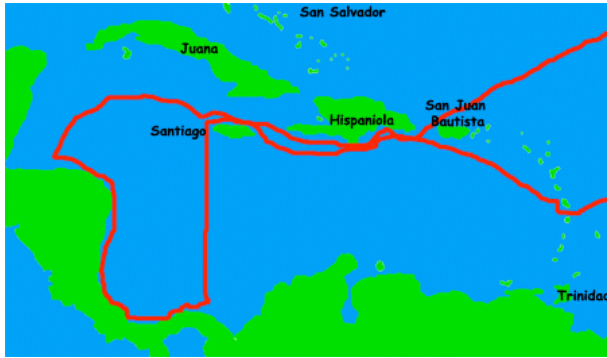
New vocabulary:

passage	a way through
reveal	show
westward	moving toward the west
morale	team spirit
crew	people who work in a ship or aircraft
turn back	go back
set sail	begin a trip by ship
settled	started to live somewhere

King Ferdinand and Queen Isabella decided to allow Columbus to make another expedition. Columbus believed that China was a short distance to the northwest of South America and that there should be a **passage** to the Indian Ocean between Cuba and the "Other World", but the voyage along the northern coast of South America did not **reveal** another route to the Indian Ocean. On Christmas day, 1502, Columbus found himself at what is now the entrance to the Panama Canal. Without any sign along the coastline to indicate that it was possible to sail **westward** into the Pacific Ocean and with the **morale** of his **crew** quickly disappearing, Columbus **turned back**.

Columbus **set sail** for Spain on November 7, 1504. When he arrived there, he **settled** with his son in Seville.

Columbus died in 1506 but he had been mostly forgotten by then.



Seville, by Claudio Coello

Make notes to remember the main ideas:

3. Quiz:

1. Spain started to look for new trade routes and colonies overseas

- a) before 1492
- b) after 1492
- c) after the unification of Castile and Aragon
- d) at the beginning of the Middle Ages

2. Columbus presented his plan to travel westward

- a) only to the Catholic monarchs
- b) to the Catholic monarchs first
- c) to King John II of Portugal first
- d) none of the above

3. The Catholic Kings agreed to sponsor Columbus' voyage because

- a) they wanted gold
- b) they wanted to compete with Portugal
- c) they wanted to spread Christianity
- d) all of the above

4. Columbus departed from Palos on August 3, 1492

- a) correct
- b) wrong
- b) from Sanlúcar de Barrameda on August 2, 1492
- c) from Palos on October 12, 1492

5. The crew was very enthusiastic during the journey

- a) wrong, they were frightened
- c) they were more than enthusiastic, they were fascinated
- d) they didn't say anything
- e) we don't know as there are no written records

6. What was Columbus' first meeting with the Native Americans like?

- a) there was no first meeting but a war
- b) the Indians wanted to kill them
- c) it was a never-ending party
- d) he took advantage of the Native Americans

7. Columbus' first voyage demonstrated that

- a) they had arrived in the Indies
- b) Spanish ships and sailors were very good
- c) a caravel was a safe ship
- d) there was a New World

8. The Catholic Kings were.....Columbus' news

- a) amazed by
- b) disappointed by

- c) sceptical of
- d) fearful of

9. Columbus' second voyage was very different from the first one

- a) yes, he set sail with more people and ships
- b) no, it was the same
- c) yes, he set sail with more people and ships, and concrete orders from the monarchs.
- d) yes, he set sail with more people and ships, and concrete orders by the monarchs, who had granted him a monopoly of the exploration of the region.

10. During the second voyage, members of the indigenous population were:

- a) captured
- b) mistreated
- c) enslaved
- d) all of the above

11. The Spanish Crown revoked Columbus' monopoly

- a) wrong – it stayed the same
- b) correct – they stopped the explorations
- c) correct – they began to license other expeditions
- d) wrong – they made it even better

12. Columbus was arrested and sent back to Spain

- a) we don't know, there is no evidence
- b) wrong
- c) because he was accused of governing tyrannically
- d) because he stole some gold

13. The Spanish Crown allowed Columbus a fourth voyage

- a) right
- b) wrong
- c) true, but Columbus preferred to settle in Seville
- d) any other voyage was forbidden

14. Columbus' last voyage was very lucky

- a) because he reached China
- b) because he found a way across the Panama Canal
- c) wrong, he got flu and died
- d) wrong, his crew lost confidence in him

15. Columbus was successful

- a) right
- b) wrong
- c) it depends on your point of view



4. Feedback:

- How easy/difficult was the activity?
Grade on a scale of 1-5 where 1 is very easy and 5 is very difficult:
- How good were your notes?

Here are some tips for next time:

- Be selective in your reading.
- Note taking has three functions:
 - a) Recording useful information.
 - b) Organizing your ideas.
 - c) Selecting the key ideas.
- Cut out the unnecessary content.
- Notes do not need to be grammatical: use abbreviations and symbols.



b) **Imagine**

You are a sailor who travelled with Columbus on his first trip OR you are a Native American who witnessed the arrival of Columbus.

What did you see? What did you experience? How did you feel?

My name is...

I live...

In 1492, I...

I felt...

The most unbelievable thing was...

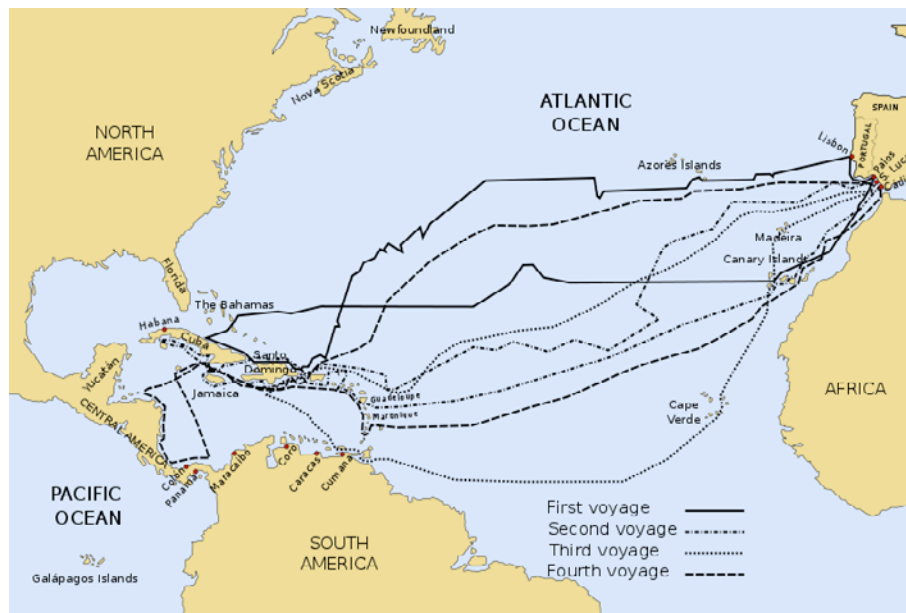
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c) Recap



Look at carefully the map and use it to summarise the information you have so far:



Session 3: NATIVE AMERICANS



1. Getting started

Which of the following statements is correct?

- ☐ Christopher Columbus discovered America in 1492.
- ☐ Christopher Columbus was the first European to set foot on the continent that was to be called America.



What do you know about the Native Americans?

Talk to your partner and **complete** the following questionnaire.

1. The earliest inhabitants of Asia migrated to America across the Bering Straits

TRUE FALSE

2. By 1492 the population in America was more than 45 million.

TRUE FALSE

3. More than 160 languages were spoken in America when Columbus arrived.

TRUE FALSE

4. At this time, the only people living in America were the Maya, Aztec and Inca.

TRUE FALSE

5. The wheel and steel weapons were unknown to Native Americans.

TRUE FALSE

6. They were underdeveloped cultures.

TRUE FALSE

7. They built pyramids.

TRUE FALSE

8. They practiced human sacrifices.

TRUE FALSE

9. They produced written texts.

TRUE FALSE

10. They believed that the World had been created and destroyed several times.

TRUE FALSE

11. They had developed an impressive system of astronomy.

TRUE FALSE

12. Everyone worked for the Empire.

TRUE

FALSE

14. Money didn't exist.

TRUE

FALSE

13. They had built a road along the Pacific Coast.

TRUE

FALSE

15. Gold and silver were used as decoration.

TRUE

FALSE

16. They didn't use animals to help on the land.

TRUE

FALSE

17. They had hydraulic agriculture.

TRUE

FALSE

18. They believed that the world would end after an earthquake.

TRUE

FALSE

19. They astonished the conquerors with the beauty of their capital.

TRUE

FALSE

20. They believed that the conquerors were gods coming home.

TRUE

FALSE





2. Listening



Write down the **key words** (the most important words):



Listen again and **write down chunks** (words that usually go together).



Rewrite the text linking the key words and chunks with your own words.

PROJECT: DISCOVERING NATIVE AMERICANS



You are going to work in groups of five.

Your final task is to make a poster about KEY FACTS IN MAYAN, AZTEC AND INCAN CULTURES (up to ten facts).

Use the links below but do not just cut and paste – re-write the information in your own words. Use a dictionary if you need it.

Illustrate your poster with pictures and maps (give the source).

Each of you will play a role in the group: one will be the artistic designer, one will be the spokesperson, one will search for information about Mayan Culture, one Aztec and one Incan.

Information about Mayan Culture

http://www.religionfacts.com/mayan_religion/index.htm

<http://www.learner.org/interactives/collapse/mayans.html>

<http://www.digitalmeesh.com/maya/history.htm>

Information about Incan Culture

<http://www.andes.org/phrases.html>

<http://www.mnsu.edu/emuseum/prehistory/latinamerica/south/cultures/inca.html>

<http://www.crystalinks.com/incan.html>

Information about Aztec Culture

<http://www.mexicocity.com.mx/history1.html>

http://www2.truman.edu/~marc/webpages/nativesp99/aztecs/aztec_template.html

<http://www.indians.org/welker/aztec.htm>

<http://www.yale.edu/ynhti/curriculum/units/1999/2/99.02.01.x.html#k>

Present your poster to the rest of the class.

You can follow this model:

Introduction:

Today, I would like to...
Let me begin with...
Let me explain...

Body:

There are X main points...
Next
So
Thirdly
After that
The most interesting thing is how...

Conclusion:

In conclusion,
To summarise
Finally,

At the end the class must complete this table:

	Mayan culture	Aztec culture	Incan culture
Geographical framework			
Capital			
Population			
Society			
Economy			
Language			
Religion			
Calendar			
Other interesting historical notes			

SESSION 4: THE CONQUEST OF THE NEW WORLD

Work in pairs.

One of you will work on the Conquest of the Aztec Empire and the other on the Conquest of the Incan Empire.

At the end you will share information and find out what they have in common.

The conquest of the Aztec Empire

1. **Guess** how these words are linked to the Conquest of the Aztecs:

Quetzalcoatl
smallpox
jewellery
horses
1521

2. Now **read** the text and **complete** it with these words

Moctezuma
Tenochtitlan
Stone Age
cannon
40,000
1519
died

In February (1)_____, Hernán Cortés was sent by the governor of Cuba, Diego Velázquez to explore the Aztec area.

was happy
to see him

When Cortés arrived in Tenochtitlan, the Aztec emperor (2)_____ **greeted him with open arms**, believing that he was the Aztec god **Quetzalcoatl**, returning from over the sea.

surprise

taking by
force

The Spaniards, despite their **amazement** at (3)_____ - considered the Aztecs barbarians and thought only of **seizing** their riches and of forcing them to become Christians and Spanish **subjects**.

under the
Spanish
Crown

When the Aztecs realized that Cortés was not who they thought, they gave him gold and **jewellery** hoping that he would leave. Instead the Spaniards became **greedier**.

they
wanted
more



Entrance of Cortes into Mexico

images
of gods

Cortés asked Moctezuma for more gold and demanded that the two large **idols** be removed from the main temple pyramid in the city and that the Virgin Mary and St. Christopher be set up in their place. He also stopped the human sacrifices. All his demands were met. Cortés then made Moctezuma prisoner in his own palace, as insurance against Aztec revolt, and demanded an enormous ransom of gold, which was delivered.

At this point, Cortés had to leave Tenochtitlan urgently for a while. Only one hundred men were left under Pedro de Alvarado to hold the city.

When Cortés returned, he found that Alvarado and his men had attacked and killed many of the Aztec nobility during a festival. Alvarado's explanation to Cortés was that the Aztecs planned to attack the Spanish.

surrounded

The Aztec troops **besieged** the palace housing the Spaniards and Moctezuma. Needing desperate help, Cortés asked the emperor to speak to his people. But they **stoned** him and, as a consequence, a few days later Moctezuma (4)_____.

throwing
stones at
someone

military
blockade

The **siege** of Tenochtitlan lasted eight months. Not all the population fought the Spaniards. Mostly they suffered passively, and acted bravely when called upon by the war leaders and nobles. Though dramatically affected by **smallpox**, the Aztecs continued to battle with their (5)_____ weapons against Spaniards who wore steel and were armed with (6)_____. The Indians "were filled with wonder to behold the **horses**, and the Spaniards riding on their backs." In **1521**, about one year later, a battle took place, leaving behind (7)_____ dead Indians, marking the end of the Aztec empire.



The city of Tenochtitlan, by Diego Rivera



Sun Stone



Aztec warriors



3. **Write** sentences using the words in green:

Quetzalcoatl

.....

smallpox

.....

jewellery

.....

horses

.....

1521

.....



4. **Tell** your partner about the Conquest of the Aztec Empire (10 minutes!)



5. **Make** a list of the similarities between the two processes.



The conquest of the Incan Empire

Guess how these words are linked to the Conquest of the Aztecs:

El Dorado
smallpox
horses
light-skinned
1535

Now **read** the text and **complete** it with these words

Atahualpa
Cuzco
ransom
revolted
180
1529
40,000

Francisco Pizarro decided to go to the lands of South America, attracted by the news of a rich and fabulous kingdom: the myth of **El Dorado**. In (1)_____, he obtained permission from the Spanish monarchy to conquer the land they called Peru. The expedition force had two ships, about one hundred men and one cannon.



weapons
made
of steel

The appearance of **light-skinned** strangers during the rule of (2)_____, was to change things forever. The Incas did not recognise the danger in Spanish **steel weaponry** and **horse cavalry**.

troops of
horseback

taken
prisoner

Atahualpa and his forces met with the Spaniards at Cajamarca. The Inca emperor, Atahualpa, was **kidnapped** and held for (3)_____. After paying the gold Atahualpa, was **hung** by the Spaniards who then marched straight for (4)_____ and its riches.

kill
someone
by
constricting
their throat

No one would have expected the Incan empire to fall. The Incas had an army of (5)_____ people. The Spanish army in the Americas, which was commanded by Francisco Pizarro, had only (6)_____ people. How could an Army of only 180 defeat an army of 40,000? There are four main reasons:



The production of gold, by Diego Rivera

1) Much of the Incan army died as a result of **smallpox**, which was carried to them via the Spanish Conquerors.

**work
together**

2) The Spanish Conquerors were able to convince other tribes, already under Incan rule, to **side** with them and overthrow the Incan Empire.



guns

3) The Incan military technology was inferior to that of the Spaniards, who possessed **horses**, armour, swords, and primitive, but effective, **firearms**.

**reduce
strength**

4) The Incas were engaged in a civil war between Huascar and Atahualpa, **weakened** the empire immediately prior to its struggle with the Spanish.

defeated

By **1535**, Incan society was completely **overthrown**, and Pizarro moved the capital from Cuzco to Lima.

But this wasn't enough to control the whole country. The fighting went on, especially in the remote areas with forests and valleys, mountains and wild animals, which made passage and camping very difficult for the Spaniards.



Many kingdoms and tribes had been conquered. Some parts of the Inca Empire (7) _____, joining the Spanish against their own rulers. They thought that by joining the Spaniards, they could gain their own freedom. In total, the conquest took about forty years to complete.





3. Write sentences using the words in green:

El Dorado

.....

smallpox

.....

light-skinned

.....

horses

.....

1535

.....



4. Tell your partner about the Conquest of the Inca Empire (10 minutes!)



5. Make a list of the similarities between the two processes.



6. Whole class discussion

What do you think of the Spanish Conquest?

I tend to think/believe...
I'm not sure that...

SESSION 5: CONSEQUENCES OF THE AGE OF DISCOVERY



Who is who?

1. Listen **TWICE** to the following characters talking and **match** the pictures with the voices.



No. 1

My
name
is ...

My name is ...



No. 4



No. 2

My
name
is ...

My
name
is ...



No. 5



No. 3

My
name
is ...

My
name
is ...



No. 6



2. Listen again and take notes.

No.1

No.4

No.2

No.5

No.3

No.6



Listen again. Who...?



...was born in Seville.	
...was amazed with Africa.	
...conquered the Incan Empire.	
...was a priest.	
...was arrested.	
...wrote a famous book about the Indies.	
...was a slave.	
...defended the rights of the Indians.	
...spoke several languages.	
...was one of the first Europeans to view the Pacific Coast.	
...was America named after.	
...was a woman.	
...was the first to identify America as a new continent.	
...was born in Genoa.	
...died in Seville.	
...sponsored many voyages.	
...is remembered as a kind person.	
...is not remembered as a kind person.	
...travelled to several European countries.	
...died from malaria.	
...travelled four times to the New World thinking it was Asia	
...had an important role in the Conquest of the Aztec Empire	

d) Role-play:

Work in groups of six.

Imagine that these characters have been brought together to write a book about the history of the New World from 1492.

- *What will they write about?*
- *Will they agree or disagree?*
- *On which subjects will they disagree most?*
- *Whose portrait would be on the book cover?*



Choose one of the characters. You are going to have a meeting with the publishers. **Read** your role card and **behave** accordingly.



Bartolomé de las Casas:

- You insist on being called “friar” as you are a clergyman.
- You hated the Spanish behaviour in the New World and demanded rights for the Indians.
- The book must explain this to future generations.
- You think you are the most important person in this historical period, as you were the only to defend the American natives. Therefore, you must be on the book cover.

Francisco Pizarro:

- You want gold, gold, gold...
- You don't care about Indians - they are barbarians who kill people for religious sacrifice.
- There is nothing interesting to write about this period except for your adventures.
- You think you are the most important person in this historical period, as you conquered the largest and wealthiest empire in South America with a very few men. Therefore, you must be on the book cover.

Malinali:

- Remember you are both a woman and a slave. You have no rights. Speak only when spoken to.
- You are concerned about the people of your country. The book must focus on their version of the history.
- The book must be a bilingual edition, in Nauatl and Spanish.
- You think you are the most important person in this historical period, as you are the only one in the group who was born in America and represent the silenced voice of slaves and women. Therefore, you must be on the book cover.

Americo Vespuccio:

- You are proud of being the first to identify America as a single continent.
- You think that different landscapes and the American way of life must be carefully described in the book.
- Only people who have travelled across the New World, like you,

should have the right to participate in the writing of the book.

- You think you are the most important person in this historical period, as America was named after you. Therefore, you must be on the book cover.

Christopher Columbus:

- You are fed up, exhausted and disenchanted with History and historians.
- You never went to America; you went to an unknown part of Asia.
- The book must make this tremendous historical mistake clear.
- You think you are the most important person in this historical period, as you were the first to successfully sail westward. Therefore, you must be on the book cover.

Henry, the Navigator

- You act and behave like a prince.
- You don't want to argue with anyone about the book or anything.
- The wonders of Africa must be described in the book.
- You think you are the most important person in this historical period, as you encouraged exploration and sponsored voyages overseas. Therefore, you must be on the book cover.



e) **Write** your own version of this historical period.



From your point of view, **who should be on the book cover?** **Justify** your answer.



2. **Choose** two or three of these written sources and **read** them carefully. Use a dictionary if you need it. **Circle** the key words and **underline** the chunks.

Columbus believed that he had reached Asia. He never even suspected that he had been responsible for the encounter of two worlds: the old world (Europe, Africa and Asia), and the new world, which would later be called America. From this moment on, two areas of the world that had been separated for thousands of years would come together. Different societies and mutual influences would blend together to change both ways of life.

This encounter was terrible for the inhabitants of the New World. The Europeans took control of the land and forced the indigenous people to work in the mines; they imposed a religion and a new way of life upon them.

Source 1

The Age of Discovery is seen as a bridge between the Middle Ages and the Modern era, along with its contemporary Renaissance movement. Accounts from distant lands and maps spread with the help of the new printing press, and promoted the rise of humanism and worldly curiosity, resulting in a new age of scientific and intellectual inquiry. European overseas expansion led to the rise of colonial empires, with the contact between the Old and New Worlds. European exploration led to the global mapping of the world, resulting in a new worldview.

Source 2

The arrival of Europeans also initiated the decline of the native population. Entire villages were devastated by diseases such as measles, smallpox, cholera and pneumonia to which the Indians had no immunity, at a greater rate than any army or armed conflict. Other natives, forced to leave their traditional hunting and farming lands, found it difficult to re-establish themselves elsewhere and suffered malnutrition and death. There was also considerable enslavement, pillaging and destruction from warfare.

Source 3

The Spanish conquerors along with certain churchmen burned almost all of the codices and destroyed the pre-Hispanic centers of education. But a few remarkable missionaries, particularly Bernardino de Sahagun and Diego de Duran, gathered up whatever they could of indigenous literature. They managed to acquire a few codices that had escaped the flames, but their major success was to save a great many of the old songs and narratives that were still faithfully remembered after the Conquest.

Source 4

The events that took place in the Age of Discovery have been recounted in a number of chronicles and other writings, of which the best known are the letters Cortes wrote to King Charles V and the True History of the Conquest of Mexico by Bernal Diaz del Castillo. But these chronicles present only one side of the story, that of the conquerors. For some reason historians have failed to consider the version of the victims.

Source 5

European overseas expansion led to the contact between the Old and New Worlds. It involved the transfer of goods from one hemisphere to another. Europeans brought cattle, horses, and sheep to the New World, and from the New World, they received tobacco, potatoes and corn. Other items becoming important in global trade were the sugarcane and cotton crops of the Americas, and the gold and silver brought from the Americas not only to Europe but elsewhere in the Old World.

Source 6

The new trans-oceanic links and their domination by the European powers led to the Age of Imperialism, where European colonial powers came to control most of the planet. The European appetite for trade, commodities, empire and slaves greatly affected many other areas of the world.

Source 7

The basis of wealth in medieval Europe had been land, and landowners lived quite well by renting their lands out and requiring their renters to provide them with service and a share of their crops. Suddenly gold and silver, which had been in short supply, began flooding from the New World into Europe and prices began to increase. [Note that the more money there is in circulation the less it is worth in relation to the commodities for sale, and so the price of commodities rises.] This caused what historians call *The Price Revolution*, in which those people on fixed incomes, like landlords, were impoverished and those who had fixed payments, like renters, found that the real value of their debts was swiftly dropping. The countries acquiring this gold and silver (Spain and Portugal) did not have much manufacturing and needed trading goods and supplies for their new colonies. England, France, and the Netherlands developed the manufacturing facilities to provide these goods, and the center of industrial and financial power shifted to those countries.

Source 8

The availability of vast “empty” lands affected a society, whose elite had been distinguished by the fact that they were land-owners. Europe had found a place to dump their unwanted population. Dissidents, criminals, paupers, religious fanatics, and others were shipped off, one way or another, to populate the new colonies.

Source 9

New religions replaced older “pagan” rituals. The native cultures were modified, and the Indians were not allowed to practice their religion. They were forced to become Catholics and follow the “one true religion”. Brute force was applied to demolish everything that was non-Christian.



Now, find someone in the class who has read different sources. Work with him/her and **share** your conclusions. Swap partners if you have time.



Whole class discussion: talk about The Age of Discovery

Since
As
Given
It seems
In the same way
as a result
In that case



f) **Choose** one consequence and make a line with your classmates. One by one **say** your chosen consequence aloud. **Move** to the right if you’ve chosen a negative consequence and to the left if you’ve chosen a positive consequence. **Divide** each side in two groups: consequences in the New World and consequences in Europe



Cantino planisphere.
Map of the XV century

UNCOVERING WOMEN IN HISTORY

1. Working with vocabulary

Look at the words in red:

In a Catholic family, parents **christened** their children when they were born.

A **mistress** is a woman that has a sexual relationship with a married man who is not her husband. There is no term for men.

A mixed race child (European and indigenous American) is a **mestizo**.

If I am eighteen-nineteen years old, I am **in my late teens**.

Your perspective is your **viewpoint**.

You **betray** someone if you give their secrets away.

If you support for someone, you are **siding** with them.

A **spokesperson** is someone who represents someone else's policy or purpose.

If you provoke something, you are **instigating** it.

When you are worried about something/someone, you are **concerned about** it or them.

Something just is something **fair**.

Spaniards means Spanish people.

Something **unimportant** is something not important.

Opposing opinions means having very different opinions about the same thing.

To a great degree is **widely**.

If you are **disloyal**, you are unpatriotic.

Enabling is making something possible.

Slaughter is the savage killing of many people.



2. Listen to Malinali. What is she talking about?

3. Listen again and take notes:

4. Listen again and circle each word in red (in activity 1) as you hear it.



5. Listen again and answer the questions below.

Work with your partner and share the information. One of you will answer questions a, c, e, g, i. and the other will answer questions b, d, f, h, j.



a. How many names did she have?

b. Where was she born?

c. Did she have a loving family?

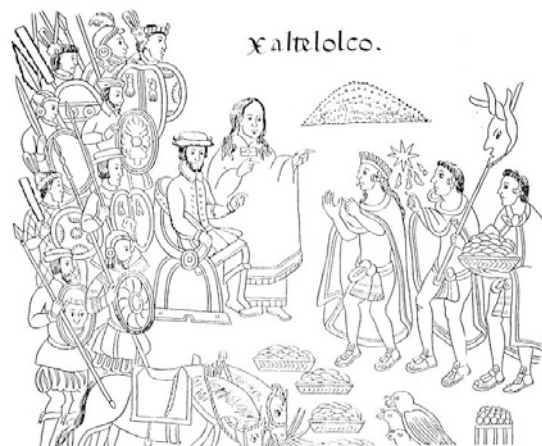
d. Circle the words which don't belong

slave air-hostess doctor interpreter musician mother

e. She was given as a present to Cortés along with other young women. True or false?

f. How many languages did she speak?

g. Did she attend Moctezuma and Cortés' meetings? Why?



Mallinali translating

- h. Did she care about Aztec people? Why do you think so?
- i. What does history say about her?
- j. What does *malinchista* mean?

6. Whole class discussion

What do you think about Malinali?
Was she a traitor or a prisoner of her circumstances?

You can use this help to start talking:

I don't really think...
I believe...
Personally, I think...
In my opinion...
In my view...
It seems to me...

7. Look at the picture *The production of gold* by Diego Rivera, (see Session 4).

Choose a woman in the picture and **write** about her daily life.

Think about these questions and try to answer them in your composition:

- a) What is she like?
- b) Where does she live?
- c) Who lives with her?
- d) What about her family?
- e) Describe her house, village, town...
- f) What does she eat?
- g) What does she do from sunrise to sunset?
- h) What is she afraid of?
- i) Who does she worship?
- j) Who are her friends?
- k) What languages does she speak?

Add as many details as you can remember after studying this period.

Now, check your questions from the beginning of the unit: Are all of them answered?
If so, congratulations! Well done!
If not, ask your teacher. We still have time!



TEST YOURSELF!

✓ Tick the correct answer

SKILLS	My opinion			My teacher's opinion		
	😊	?	Not yet	😊	?	Not yet
Listening						
I can understand my teacher's instructions.						
I can fill the gaps in a text after listening.						
I can take notes.						
I can distinguish key words and chunks.						
Reading						
I can distinguish the main ideas from secondary information.						
I can get some information from a text and evaluate the author's view.						
I can analyze a map.						
Writing						
I can write about historical facts.						
I can write about someone's daily routine.						
I can write a short composition.						
Speaking						
I can give my opinion and support it with evidence.						
I can agree/disagree with someone else.						
I can make an oral presentation.						
I can answer questions about a topic.						
Interaction						
I follow classroom rules.						
I listen to someone else talking in silence.						
I respect the other's opinion.						
I can work in groups/pairs.						
CONTENTS						
I understand why the Age of Discovery began.						
I know the circumstances involved in Columbus' voyages.						
I can describe some aspects of Pre-Columbian cultures.						
I know some of the consequences of the Conquest.						

What I like in this unit.....

What I have learned is.....

What I have to improve is:.....

SOURCES

■ Front page

Prehispanic America, by Diego Rivera

http://www.google.es/imgres?imgurl=http://lh6.ggpht.com/_FIs6Y2XOFN8/RaZg552scyl/AAAAAAAAAJw/7pO_Ay4DZW4/Diego.Rivera_America.Prehispanica.jpg&imgrefurl=http://picasaweb.google.com/lh/photo/D0F-3_eZi-TTpID6J1Ef2A&usg=__z1tCWvXkMgBKuBYIGUZJA6JhErQ=&h=762&w=1024&sz=268&hl=es&start=18&tbnid=7tLQU_ZSAU7IjM:&tbnh=112&tbnw=150&prev=/images%3Fq%3Ddiego%2Brivera%26hl%3Des%26sa%3DG%26as_st%3Dy%26biw%3D1282%26bih%3D680%26tbs%3Disch:1,iur:f0,800&itbs=1&iact=hc&vpx=924&vpy=257&dur=991&hovh=112&hovw=150&tx=96&ty=91&ei=svpoTKfgDs n34AbT2YSZBA&oei=VPpoTJ_pH9CIOIOu1LkF&esq=4&page=2&ndsp=18&ved=1t:429,r:16,s:18&biw=1282&bih=680

■ Session 1: Introduction

Cartoon adapted from

http://www.google.es/imgres?imgurl=http://www.educared.org.ar/enfoco/recursos/descubrimiento%2520inchala041013.jpg&imgrefurl=http://educared.org.ar/enfoco/recursos/archivo/comunicacion.asp%3Fcat%3D6%26sub%3D51&usg=__V9bKmiXrJuavZhTiWATvJForCB8=&h=455&w=398&sz=41&hl=es&start=0&tbnid=3N3HfVSeOxd1KM:&tbnh=156&tbnw=136&prev=/images%3Fq%3Ddescubrimiento%2Bde%2Bamerica%26hl%3Des%26safe%3Doff%26sa%3DG%26biw%3D1268%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1&itbs=1&iact=hc&vpx=131&vpy=289&dur=351&hovh=240&hovw=210&tx=90&ty=139&ei=FbnpTJ-GHKaiOKCsvbkF&oei=FbnpTJ-GHKaiOKCsvbkF&esq=1&page=1&ndsp=16&ved=1t:429,r:6,s:0

Text about reasons for exploration

Uncovering History, by Seán Delap and Paul McCormack, Folens Publishers, 2007
<http://geography.about.com/od/historyofgeography/a/ageexploration.htm>

Wordcloud

www.wordle.net

Dice

<http://www.clker.com/clipart-14696.html>

Spices

http://www.google.es/imgres?imgurl=http://lh4.ggpht.com/_GfTa1ASF09Q/SR3U05STVOI/AAAAAAAAAHDY/RgStWtliwEQ/136%2B-%2BZoco%2BESpecies%2B2.JPG&imgrefurl=http://picasaweb.google.com/lh/photo/uTmZIKRM-5wbptfSg5FnPw&usg=__y58i61fwwga59gUfN7d4p-WDuf8=&h=1200&w=1600&sz=538&hl=es&start=0&tbnid=OqJHhXmLLrorBM:&tbnh=113&tbnw=150&prev=/images%3Fq%3Despecies%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:f&itbs=1&iact=hc&vpx=808&vpy=195&dur=1527&hovh=113&hovw=150&tx=105&ty=82&ei=Bk1qTNXYKZKXOKy-8IAB&oei=Bk1qTNXYKZKXOKy-8IAB&esq=1&page=1&ndsp=16&ved=1t:429,r:3,s:0

Harvesting pepper. Illustration from Le livre des merveilles de Marco Polo ("The Adventures of Marco Polo"), date unknown. Paris, Bibliothèque Nationale, Ms Français 2810 folio 84

http://upload.wikimedia.org/wikipedia/commons/2/2d/Le_livre_des_merveilles_de_Marco_Polo-pepper.jpg

The money changer and his wife, by Quentin Massys

http://upload.wikimedia.org/wikipedia/commons/9/9f/Quentin_Massys_001.jpg

Northern Africa portulano, 1377

http://www.google.es/imgres?imgurl=http://lh4.ggpht.com/_uR3hnKeG_gg/R3cCaW3TOnI/AAAAAAAHFU/XCzRMmsufRI/cabo_bojador.jpg&imgrefurl=http://picasaweb.google.com/lh/photo/f0gtOrKlkr-GFfRdX5uJEg&usg=__XA0v8C3x2_a8vyhCBUh7dg9-noU=&h=652&w=500&sz=135&hl=es&start=0&tbnid=O5ZwIUya_hT4KM:&tbnh=138&tbnw=106&prev=/images%3Fq%3Dportulano%26hl%3Des%26sa%3DG%26biw%3D1282%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:f&itbs=1&iact=hc&vpx=624&vpy=152&dur=4730&hovh=138&hovw=106&tx=86&ty=90&ei=G_doTJXMLYmaOMjd2LkF&oei=G_doTJXMLYmaOMjd2LkF&esq=1&page=1&ndsp=15&ved=1t:429,r:2,s:0

Old Silk Road Map

http://www.google.es/imgres?imgurl=http://www.sairamtour.com/silkroad/OldGreatSilkRoad.gif&imgrefurl=http://www.sairamtour.com/silkroad/sr_02.html&usg=__kNR6q2sTULfEs2GLqonaioQvKvE=&h=283&w=513&sz=14&hl=es&start=0&sig2=dIRKG8EwTwHucYcDlnpfEg&tbnid=3E4-b9dp9wLDSM:&tbnh=94&tbnw=170&ei=119pTLM9LN2UOJ_RxLgF&prev=/images%3Fq%3Dgreat%2Bsil%2Broad%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26gbv%3D2%26tbs%3Disch:1&itbs=1&iact=hc&vpx=102&vpy=87&dur=1873&hovh=167&hovw=302&tx=173&ty=72&oei=119pTLM9LN2UOJ_RxLgF&esq=1&page=1&ndsp=24&ved=1t:429,r:0,s:0

Caravel

http://www.google.es/imgres?imgurl=http://lh6.ggpht.com/_SRv_qI7ZFgg/SozP_jNnyTI/AAAAAAAAAZE/KTRX9kHEoYw/Caravela.JPG&imgrefurl=http://picasaweb.google.com/lh/photo/MtYgUgQTQqmN1cYJR2iLcQ&usg=__aKfxQvZRKgMIFhg_WzbjryqaXuY=&h=3074&w=2736&sz=349&hl=es&start=0&tbnid=Ay60QBbKgdkhbm:&tbnh=147&tbnw=130&prev=/images%3Fq%3Dcaravela%26um%3D1%26hl%3Des%26sa%3DG%26biw%3D1282%26bih%3D680%26as_st%3Dy%26tbs%3Disch:1,iur:f&um=1&itbs=1&iact=hc&vpx=154&vpy=182&dur=3890&hovh=150&hovw=134&tx=88&

Compass

[http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/d/d7/Brújula_azimutal_española_s.XVIII_\(M.A.N._Madrid\)_01.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Br%25C3%25BAjula_azimutal_espa%25C3%25B1ola_s.XVIII_\(M.A.N._Madrid\)_01.jpg&usg=__sDVDBxs1kBqMvB7ZABL3HdpGbfS=&h=2382&w=2009&sz=1884&hl=es&start=15&tbnid=hm3UgkqAaadw2M:&tbnh=150&tbnw=127&prev=/images%3Fq%3Dbrujula%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26as_st%3Dy%26tbs%3Disch:1,iur:f0,800&itbs=1&iact=hc&vpx=652&vpy=230&dur=1333&hovh=150&hovw=127&tx=121&ty=112&ei=7ENqTN6gOo2K4QaT0sB9&oei=yUNqTJT-KeeVOKjJoYwB&esq=8&page=2&ndsp=15&ved=1t:429,r:12,s:15&biw=1270&bih=680](http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/d/d7/Brújula_azimutal_española_s.XVIII_(M.A.N._Madrid)_01.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Br%25C3%25BAjula_azimutal_espa%25C3%25B1ola_s.XVIII_(M.A.N._Madrid)_01.jpg&usg=__sDVDBxs1kBqMvB7ZABL3HdpGbfS=&h=2382&w=2009&sz=1884&hl=es&start=15&tbnid=hm3UgkqAaadw2M:&tbnh=150&tbnw=127&prev=/images%3Fq%3Dbrujula%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26as_st%3Dy%26tbs%3Disch:1,iur:f0,800&itbs=1&iact=hc&vpx=652&vpy=230&dur=1333&hovh=150&hovw=127&tx=121&ty=112&ei=7ENqTN6gOo2K4QaT0sB9&oei=yUNqTJT-KeeVOKjJoYwB&esq=8&page=2&ndsp=15&ved=1t:429,r:12,s:15&biw=1270&bih=680)

Bartolomeu Dias' voyage

http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/d/d6/Bartolomeu_Dias_Voyage.PNG&imgrefurl=http://commons.wikimedia.org/wiki/File:Bartolomeu_Dias_Voyage.PNG&usg=__YCdvj9VzUnQzm-1B7K1HewQ_JGc=&h=801&w=642&sz=632&hl=es&start=31&tbnid=mvwly85sioOAM:&tbnh=137&tbnw=114&prev=/images%3Fq%3Dearly%2Bportuguese%2Bvoyages%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:f0,1200&itbs=1&iact=hc&vpx=146&vpy=227&dur=3&hovh=143&hovw=115&tx=86&ty=48&ei=8WFqTLOhG8OqlAfzjZlw&oei=7GFqTOi_NMitOlma_ZcB&esq=3&page=3&ndsp=21&ved=1t:429,r:8,s:31&biw=1270&bih=680

■ Session 2: The voyages of Cristopher Colombus

Tomatoes

http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/3/3b/Tomate_2008-2-20.JPG&imgrefurl=http://commons.wikimedia.org/wiki/File:Tomate_2008-2-20.JPG&usg=__b5t6zEgPmyO_98qCxyq25aKR3rs=&h=2173&w=3231&sz=1615&hl=es&start=83&zoom=0&tbnid=iPPp0VgChfe9xM:&tbnh=101&tbnw=150&prev=/images%3Fq%3Dtomate%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:f0,2800&itbs=1&iact=hc&vpx=1046&vpy=242&dur=1553&hovh=101&hovw=150&tx=39&ty=74&ei=pVJuTLiDDduO4gbF55HzCg&oei=mlJuTMPRCNvPjAfR6YX7CA&esq=5&page=6&ndsp=17&ved=1t:429,r:11,s:83&biw=1270&bih=680

Chocolates

http://www.google.es/imgres?imgurl=http://www.freefoto.com/images/09/06/09_06_9---Chocolate_web.jpg%3F%26k%3DChocolate&imgrefurl=http://www.freefoto.com/preview/09-06-9%3Ffid%3D09-06-9&usg=__dsAGbkwqBSO5D_6HodiifzSOAt4=&h=402&w=600&sz=53&hl=es&start=0&zoom=1&tbnid=APD-aHVhpSsv0M:&tbnh=155&tbnw=199&prev=/images%3Fq%3Dchocolate%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:f&itbs=1&iact=hc&vpx=463&vpy=325&dur=423&hovh=157&hovw=234&tx=142&ty=133&ei=ElRuTKCeB8un4AaW2ZDfCA&oei=BVRuTOPXDtvNjAflten6CA&esq=5&page=1&ndsp=17&ved=1t:429,r:7,s:0

Potatoes

http://www.google.es/imgres?imgurl=http://www.freefoto.com/images/09/11/09_11_1---New-Potatoes_web.jpg%3F%26k%3DNew%2BPotatoes&imgrefurl=http://www.freefoto.com/preview/09-11-1%3Ffid%3D09-11-1&usg=__sF7hG6rINLlamEkGaZPuCCoMDe4=&h=400&w=600&sz=60&hl=es&start=0&zoom=1&tbnid=MKfuANILxJnCdM:&tbnh=166&tbnw=207&prev=/images%3Fq%3Dpotatoes%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:f&itbs=1&iact=hc&vpx=146&vpy=141&dur=388&hovh=169&hovw=254&tx=130&ty=104&ei=BVVuTMW7lsSOjAfU-bj6CA&oei=BVVuTMW7lsSOjAfU-bj6CA&esq=1&page=1&ndsp=15&ved=1t:429,r:0,s:0

Llama

http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/6/63/Llama_in_Machu_Picchu.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Llama_in_Machu_Picchu.jpg&usg=__Xt1LGMBNZU1a6jj6RjMeFOMx_xY=&h=1470&w=980

Tobacco plant

http://www.google.es/imgres?imgurl=http://farm2.static.flickr.com/1420/1176472335_4b865bb5f7.jpg&imgrefurl=http://www.flickr.com/photos/merfam/1176472335/&usg=__8sV4D3eMmNE NvgRiZB6VqVPmRcl=&h=500&w=375&sz=155&hl=es&start=0&zoom=1&tbnid=39QI35__TjkHzM:&tbnh=159&tbnw=92&prev=/images%3Fq%3Dtobacco%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:f&itbs=1&iact=hc&vpx=129&vpy=99&dur=658&hovh=174&hovw=130&tx=77&ty=124&ei=ElduTOayEafT4waco8GNCw&oei=_IZuTKn-N5XNjAf08z6CA&esq=16&page=1&ndsp=17&ved=1t:429,r:0,s:0

Horse

http://www.google.es/imgres?imgurl=http://4.bp.blogspot.com/_Z4-oN67WtHw/RleX6jG4pHI/AAAAAAAAADc/4fwOakFVLC4/s400/caballo.jpg&imgrefurl=http://ramsesbrambila.blogspot.com/2007/05/caballo-90x70-cm.html&usg=__5kKEd87iEb8IFz43x6B3GVvoBik=&h=400&w=314&sz=27&hl=es&start=0&zoom=1&tbnid=OJq2j-_Pq0PLmM:&tbnh=150&tbnw=143&prev=/images%3Fq%3Dcaballo%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:f&itbs=1&i

act=hc&vpx=140&vpy=130&dur=1&hovh=253&hovw=199&tx=104&ty=174&ei=VVhuTLC9FM7KjAfPlaH7CA&oei=VVhuTLC9FM7KjAfPlaH7CA&esq=1&page=1&ndsp=16&ved=1t:429,r:0,s:0

Maize

http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/7/72/Maiz545.JPG&imgrefurl=http://commons.wikimedia.org/wiki/File:Maiz545.JPG&usg=__27jl-AXV-iHwdtszw3Tzxm4A nmA=&h=948&w=966&sz=296&hl=es&start=18&zoom=0&tbnid=qxF60BN7RHeH3M:&tbnh=145&tbnw=148&prev=/images%3Fq%3Dmaiz%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:f0,700&itbs=1&iact=hc&vpx=289&vpy=343&dur=382&hovh=145&hovw=148&tx=75&ty=33&ei=yVluTMijJZ2H4gb8692NCw&oei=t1luTPmpF9CRjAf3m5n7CA&esq=14&page=2&ndsp=18&ved=1t:429,r:13,s:18&biw=1270&bih=680

Coat of arms picture

[http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/6/6f/Escudo_Reyes_Catolicos_\(anterior_a_1492\).png&imgrefurl=http://commons.wikimedia.org/wiki/File:Escudo_Reyes_Catolicos_\(anterior_a_1492\).png&usg=__mZH4EdV9BZMKPYNG7lplZdHMlo=&h=1210&w=1016&sz=281&hl=es&start=0&zoom=0&tbnid=eXdL95BG5SxG-M:&tbnh=150&tbnw=126&prev=/images%3Fq%3Dcastile%2Bragon%2B1492%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:f&itbs=1&iact=hc&vpx=876&vpy=156&dur=352&hovh=150&hovw=126&tx=81&ty=87&ei=_WBUtm_JBs7KjAfPlaH7CA&oei=_WBUtm_JBs7KjAfPlaH7CA&esq=1&page=1&ndsp=18&ved=1t:429,r:4,s:0](http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/6/6f/Escudo_Reyes_Catolicos_(anterior_a_1492).png&imgrefurl=http://commons.wikimedia.org/wiki/File:Escudo_Reyes_Catolicos_(anterior_a_1492).png&usg=__mZH4EdV9BZMKPYNG7lplZdHMlo=&h=1210&w=1016&sz=281&hl=es&start=0&zoom=0&tbnid=eXdL95BG5SxG-M:&tbnh=150&tbnw=126&prev=/images%3Fq%3Dcastile%2Bragon%2B1492%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:f&itbs=1&iact=hc&vpx=876&vpy=156&dur=352&hovh=150&hovw=126&tx=81&ty=87&ei=_WBUtm_JBs7KjAfPlaH7CA&oei=_WBUtm_JBs7KjAfPlaH7CA&esq=1&page=1&ndsp=18&ved=1t:429,r:4,s:0)

Map of the Iberian Peninsula

http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/c/c9/España1212_a_1492.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Espa%25C3%25B1a1212_a_1492.jpg&usg=__koqfOJZYdTwxn__cc20wnnKHe0=&h=642&w=828&sz=531&hl=es&start=0&zoom=0&tbnid=lpk7T-Drcpw-sM:&tbnh=112&tbnw=144&prev=/images%3Fq%3Dmap%2Bcastile%2B1492%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:f&itbs=1&iact=rc&dur=358&ei=2l1uTPC3OdvNjAe2te36CA&oei=2l1uTPC3OdvNjAe2te36CA&esq=1&page=1&ndsp=2&ved=1t:429,r:0,s:0&tx=112&ty=91

Colombus

From http://www.ucalgary.ca/applied_history/tutor/eurvoya/Know.html

http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright06/fernandez/Fernandez_Spain-Discovery.pdf

Colombus before the Queen

http://en.wikipedia.org/wiki/File:Emanuel_Gottlieb_Leutze_-_Columbus_Before_the_Queen.JPG

Colombus taking possession

http://upload.wikimedia.org/wikipedia/commons/9/95/Columbus_Taking_Possession.jpg

The Niña, the Pinta, the Santa María

http://upload.wikimedia.org/wikipedia/commons/e/e8/Niña_replica_-_Morro_Bay_CA.jpg

<http://upload.wikimedia.org/wikipedia/commons/6/64/LaPinta.jpg>

<http://en.wikipedia.org/wiki/File:Santa-Maria.jpg>

Map of first voyage of Columbus

http://www.joh.cam.ac.uk/library/library_exhibitions/schoolresources/exploration/columbus/#top

Hammock

<http://en.wikipedia.org/wiki/File:HammockonBeach.jpg>

Colombus' sculpture

http://www.google.es/imgres?imgurl=http://farm1.static.flickr.com/25/36904006_331bf1aa93.jpg&imgrefurl=http://flickr.com/photos/fernandocarmona/36904006/&usg=__ySWEOW806-pfq5_WOpQJB8sLorQ=&h=321&w=500&sz=11&hl=es&start=0&tbnid=vy1pQwmn7l0yVM:&tbnh=83&tbnw=130&prev=/image%3Fq%3Destatua%2Bcolon%2Bbarcelona%26um%3D1%26hl%3Des%26sa%3DG%26biw%3D1282%26bih%3D680%26as_st%3Dy%26tbs%3Disch:1,iur:f&um=1&itbs=1&iact=hc&vpx=324&vpy=210&dur=1887&hovh=83&hovw=130&tx=103&ty=53&ei=gfZoTISVMeKIOlzDgboF&oei=gfZoTISVMeKIOlzDgboF&esq=1&page=1&ndsp=22&ved=1t:429,r:1,s:0

New World plants

http://en.wikipedia.org/wiki/File:New_World_Domesticated_plants.JPG

Pinneapple fruit

http://www.google.es/imgres?imgurl=http://farm1.static.flickr.com/157/417626435_c93c24bcfb_o.jpg&imgrefurl=http://flickr.com/photos/7304492%40N06/417626435/&usg=__z3i1-Ooyw3G5Jh8BNETx4TpSx8A=&h=782&w=800&sz=131&hl=es&start=0&zoom=0&tbnid=c4FioMZ5V4WBzM:&tbnh=140&tbnw=143&prev=/images%3Fq%3Dpinneapple%2Bfruit%26hl%3Des%26sa%3DG%26as_st%3Dy%26biw%3D1270%26bih%3D680%26tbs%3Disch:1,iur:f&itbs=1&iact=hc&vpx=401&vpy=207&dur=153&hovh=140&hovw=143&tx=102&ty=72&ei=vYVtTOvNIKbtnQed8omRBQ&oei=vYVtTOvNIKbtnQed8omRBQ&esq=1&page=1&ndsp=19&ved=1t:429,r:2,s:0

Turkey

http://www.google.es/imgres?imgurl=http://farm3.static.flickr.com/2196/2054831550_41b0f0eb89.jpg&imgrefurl=http://www.flickr.com/photos/91572794%40N00/2054831550/&usg=__pL485dcGwRYgbb_2D7kGfUZTH1Y=&h=500&w=333&sz=98&hl=es&start=0&zoom=1&tbnid=4YS1tNDkpr8jaM:&tbnh=151&tbnw=97&prev=/images%3Fq%3Dturkey%26hl%3Des%26sa%3DG%26as_st%3Dy%26biw%3D1270%26bih%3D680%26tbs%3Disch:1,iur:f&itbs=1&iact=hc&vpx=126&vpy=115&dur=54&hovh=275&hovw=183&tx=86&ty=145&ei=rlZtTI74IJCgnQeY_tXUBw&oei=rlZtTI74IJCgnQeY_tXUBw&esq=1&page=1&ndsp=17&ved=1t:429,r:0,s:0

Map of third voyage of Columbus

http://www.google.es/imgres?imgurl=http://www.blackstudies.ucsb.edu/antillians/images/columbus3.jpg&imgrefurl=http://www.blackstudies.ucsb.edu/antillians/columbusmaps.html&usg=__kE0Ji9f6Z8K-B5IO68O_q9Ai18U4=&h=383&w=440&sz=25&hl=es&start=0&sig2=_iveZsJ2zBY-kxX-l2e4Zg&tbnid=JdH9jV6AhIQDWM:&tbnh=169&tbnw=209&ei=5SxsTJjMMIbLONObuf8H&prev=/images%3Fq%3Dthird%2Bvoya%2Bcolumbus%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26gbv%3D2%26tbs%3Disc h:1&itbs=1&iact=hc&vpx=152&vpy=298&dur=392&hovh=209&hovw=241&tx=155&ty=99&oei=5SxsTJjMMIbLONObuf8H&esq=1&page=1&ndsp=15&ved=1t:429,r:5,s:0

Old woman

<http://www.disparaleatodo.com/foto2.php?imgx=1227&pag=10&skip=1&autor=167&seccion=-1>

Francisco de Bobadilla and Colombus' picture

http://www.google.es/imgres?imgurl=http://www.laguia2000.com/wp-content/uploads/2009/03/bobadilla.jpg&imgrefurl=http://www.laguia2000.com/espana/francisco-de-bobadilla&h=396&w=285&sz=37&tbnid=PJe7yrOBOPcPSM:&tbnh=124&tbnw=89&prev=/images%3Fq%3Dfrancisco%2Bde%2Bbobadilla&zoom=1&hl=es&usg=__NOYIHFlp7Ix_mxkXIWN20h75Vts=&sa=X&ei=62VuTP_uApLN4Abk3PWjCw&ved=0CCgQ9QEwAw

Map of the fourth voyage of Colombus

http://www.google.es/imgres?imgurl=http://www.christopher-columbus.eu/photos/Columbus-voyage-4.gif&imgrefurl=http://www.christopher-columbus.eu/voyage-4.htm&usg=__b80EKUUqpwXnqJvIGBukm4NyWE=&h=262&w=450&sz=18&hl=es&start=0&sig2=bBRWNTzBRiONvu-h45x1vw&tbnid=Sd0bj19rSBFEKM:&tbnh=102&tbnw=176&ei=nEJsTOigENWhOPaptZoC&prev=/images%3Fq%3Dfourth%2Bvoyage%2Bof%2Bcolumbus%26hl%3Des%26sa%3DG%26biw%3D1270%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1&itbs=1&iact=hc&vpx=297&vpy=87&dur=2321&hovh=171&hovw=294&tx=107&ty=119&oei=nEJsTOigENWhOPaptZoC&esq=1&page=1&ndsp=24&ved=1t:429,r:1,s:0

Seville in the 16 th century

http://upload.wikimedia.org/wikipedia/commons/f/f6/La_sevilla_del_sigloXVI.jpg

Tips for reading and note making

From Modern History As & A2, by Philip Nichols, Pearson Education Publishers

Map of the voyages of Christopher Colombus http://en.wikipedia.org/wiki/File:Viajes_de_colon_en.svg

■ Session 3: American Natives. Project.

Map of the routes of Colombus

http://www.google.es/imgres?imgurl=http://lh5.ggpht.com/_SzDJH5luKnk/SLa-1br1mAI/AAAAAAAAAJ-So/IEblvN6rEyc/IMG_0432.JPG&imgrefurl=http://picasaweb.google.com/lh/photo/dN-SPewXpufV-wp6hW37-Q&usg=__vpnth7QLpe4qsl3-D0XrFwwyCEA=&h=1200&w=1600&sz=370&hl=es&start=18&tbnid=tTyUAbuvdJjvGM:&tbnh=113&tbnw=150&prev=/images%3Fq%3Dcarabela%26um%3D1%26hl%3Des%26sa%3DG%26biw%3D1282%26bih%3D680%26as_st%3Dy%26tbs%3Disch:1,iur:f0,800&um=1&itbs=1&iact=rc&dur=391&ei=FvVoTKCrA8nH4AbJ96WZBA&oei=EvVoTOqiF8ieOOeNyLkF&esq=2&page=2&ndsp=15&ved=1t:429,r:13,s:18&tx=58&ty=70&biw=1282&bih=680

Information about native Americans

from <http://www.historyonthenet.com/>

Picture of discovery of America.

From a stamp engraved on Copper by Th. de Bry, in the collection of Grand Voyages, in folio, 1590

http://www.google.es/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/9/9f/Columbus_landing_on_Hispaniola_adj.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Columbus_landing_on_Hispaniola_adj.jpg&usg=__llwIKPOseWapGMLbtI4egpzf9zg=&h=693&w=816&sz=242&hl=es&start=33&tbnid=yBYLtSoZ77kHEM:&tbnh=122&tbnw=144&prev=/images%3Fq%3Ddiscovery%2Bof%2Bamerica%26hl%3Des%26sa%3DG%26biw%3D1282%26bih%3D680%26gbv%3D2%26as_st%3Dy%26tbs%3Disch:1,iur:f0,1000&itbs=1&iact=hc&vpx=421&vpy=431&dur=402&hovh=122&hovw=144&tx=83&ty=84&ei=sfhoTM21IlaJ4Qbi5KSZBA&oei=W_hoTOjNEeSWONPB-LkF&esq=3&page=3&ndsp=18&ved=1t:429,r:7,s:33&biw=1282&bih=680

■ Session 4: The conquest

<http://www.rediscovermachupicchu.com/spanish-conquest-colonization.htm>

Aztec empire map

http://en.wikipedia.org/wiki/File:Aztec_Empire_c_1519.png

Picture of entrance of Cortés into Mexico

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The city of Tenochtitlan, by Diego Rivera

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■ Session 5: Consequences

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