

European Exploration: Cultural Impact on the USA, Canada & Mexico

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| Grade Level | 5 |
| Duration | 2-3 40 minute blocks |

| National Geography Standards | Ohio Learning Standards for Social Studies | Other Standards addressed |
|---|---|---------------------------|
| <p>Essential Element I. THE WORLD IN SPATIAL TERMS Standard 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.</p> <p>Essential Element IV. HUMAN SYSTEMS Standard 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.</p> | <p>Topic- Human Systems</p> <p>10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.</p> | |

Level of Understanding expected for the Ohio Learning Standards

Introductory

Approaching
Mastery

Mastery



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OVERVIEW

After completing a set of learning station activities, students will see that the period of European exploration extends beyond the 17th century & into modern culture through a set of hands-on explorations at stations and collect their data and findings in a “passport.”

PURPOSE

The diversity of cultures in the Western Hemisphere is a result of interaction of European, Asian, African and native civilizations. This lesson examines the cultural impact of European culture on the Western Hemisphere.

MATERIALS / RESOURCES

- Student “Passports”
- Station Image Cards
- 3 computer or tablets to display images (or printed copies)
- a CD player or audio device for 3 stations
- cardboard or poster board, tissue paper, scissors, glue
- audio CDs or youtube.com
- **Spanish Music (Station 2):**
 - "Mexican Folk Music Part 1" (skip through the clip for samplings of various styles), Accessible at https://www.youtube.com/watch?v=cPH1tHfZ_IY
 - "Long Flamenco Guitar Mix- Spanish Guitar Playlist," Accessible at <https://www.youtube.com/watch?v=4EI3z0ldt3g>
- **French Music (Station 6):**
 - "Zydeco a Pas Sale", Jeffery Broussard & the Creole Cowboys," Accessible at: <https://www.youtube.com/watch?v=fa8vyTfugcl>
 - "Acadie À La Louisiane by Bruce Daigrepoint," Accessible at: https://www.youtube.com/watch?v=fVqQJ61_FZA
- **English Music (Station 10):**
 - "English Folk Music" (skip through the clip for samplings of various styles), Accessible at: <https://www.youtube.com/watch?v=pEORiArLI3c>

OBJECTIVES

- The student will be able to:
1. Identify cultural connections between European colonizers and regional cultural patterns in the Western Hemisphere after examining provided resources related to artistic expression, language, religion and food.
 2. Analyze a map to draw conclusions about patterns of European influence in the Western Hemisphere.

PROCEDURES

DAY 1

1. Students analyze & complete the map handout
2. Introduce stations & go over directions. Students should be able to complete 4 stations (of the 12 total)

DAY 2

1. Students complete stations. Monitor as students progress through stations, allowing 5-10 minutes per stations.
2. Whole class discussion on answers and observations/findings at the stations. Answer student questions and ask guided questions to extend student analysis.
3. Summative assessment.

TEACHER NOTES for stations:

- For language stations (1, 5, 9), students should view the image cards & guess what words each image may represent. Then they self-check on the back of the card.
- For music stations (2, 6, 10), students read the passage, listen to the music & make observations. Brainstorm with students vocabulary they may use to discuss music (tempo, volume, tone, instruments, etc.)



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- For architecture stations (3, 7, 11), students read the passage, view the images (on a computer, tablet, or printed page packet) & make observations. Brainstorm with students vocabulary they may use to discuss architecture (symmetry, materials, features, etc.)
- For food/tradition stations (4, 8, 12), students should view the image cards & guess what food each image may represent. Then they self-check on the back of the card. The Spanish food/tradition station also requires additional set-up/instruction. Students can help create a very basic 'pinata' by adding a strip of tissue paper to a paper or cardboard tube.

ASSESSMENTS

Formative Assessment:

Teacher observation of students at stations and spot-check passports. Some teachers may want to build in a group checkpoint after a number of stations.

Summative Assessment:

Students complete the Age of Exploration Passport Inspection (found in the Student Handouts section). Collect student passport & assess for completion & accuracy.

ACCOMMODATIONS AND EXTENSIONS

- Struggling students may be given a handout with suggested vocabulary words for the architecture & music stations.
- Add latitude and longitude activities to the map station for an extension activity that promotes map skills.
- Encourage students to research cultural connections in their own region or other regions, using Internet resources.

CONTENT NOTES (For the Instructor)

This lesson focuses on European influences in the Western Hemisphere, with an emphasis on North America. To fully meet the Ohio Content Statement #10, students will need to also examine the cultural impact of native cultures and African cultures, therefore we identified this lesson as “approaching mastery.”

In order to truly understand the geographic, socio-logical and historical forces at play in cultural diffusion might require an advanced degree, but we wanted to offer a few key content pieces to support this lesson:

- Settlement patterns in the Western Hemisphere are based partly on political conflicts between European powers and political decisions like the Treaty of Tordesillas in which Pope Alexander VI settled a dispute about claims for newly discovered lands in the New World by drawing a line “100 leagues” west of the Cape Verde islands. This was later extended further west when Portugal realized very little land lay in their zone. Spain received lands west of the line and Portugal received the lands east. Spain and Portugal were established in Central and South America before the English and French began exploring North America.
- The way land was claimed by different European powers also helped set the settlement pattern. The English settled on the coast in North America and claimed all lands west of those settlements. The French tended to claim land by river systems. Where those claims overlapped, conflicts occurred. The French influence along the Mississippi is partly explained by this pattern.



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- All of the cities mentioned in the lesson have been influenced by multiple cultures over different historical periods. This lesson simplifies the connections to the dominant influence in the colonial period. Likewise, cultural connections like Cajun music have roots in the original culture but have grown, changed, and adapted by other influences that are too complex for this lesson to address.
- The Cajun connection in this lesson references the French influence of political exiles from Acadia, now the Maritime Provinces of Canada, when the British assumed control of the region. The name Cajun is derived from Acadians.

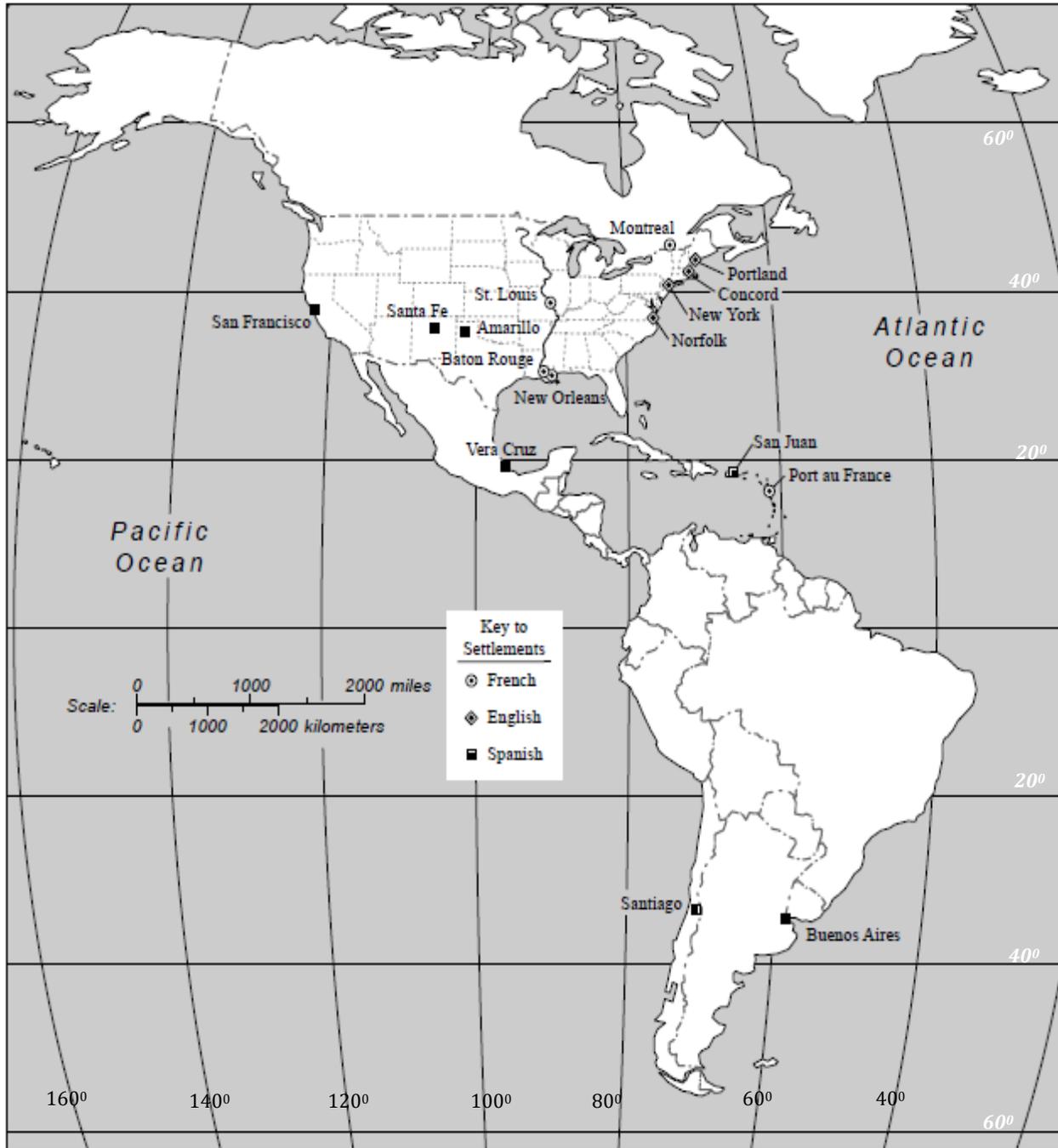
Instruction Tips:

- Make sure that students see the way this lesson connects the impact of 15-16th century explorers to their everyday life. While they may not have been to Spain or France, they no doubt have experienced Spanish cuisine or seen features of French architecture such as balconies or wrought iron fences.
- This lesson is very interactive & allows students to explore their own connections to European culture. It does require an upfront time investment on the part of the teacher, but I have found it worth it during my 10 years of leading this activity.
- For piñata station, make a tube shape out of cardboard (it was hollow and not filled with candy, but explain that traditionally it would be filled). Cut strips of tissue paper before the activity, about 2in x 6 in. The students cut fringe into the strips and glued each onto the piñata. Use glue sticks to minimize mess.
- Stations can be set up thematically as 1 country per station or by topic (food, language, music, etc.)

Snapshot: images of student station work:



STUDENT HANDOUT #1: Map of European Influence



Map courtesy of The Ohio State University Department of Geography



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Map Questions

Several European countries explored and settled different parts of the Americas during the Age of Exploration. Examine the map and identify the regions where each European country settled.

Geography Skills questions:

1. On which continent do you find no symbols for French influence?
2. On which continent do you find the symbols for English influence?
3. Which European countries influenced the lands north of 20° North latitude?
4. How far apart are the French settlements of Montreal and St. Louis?

Analysis Questions

Name the region or regions where each European country seems to have had significant influence by creating settlements. Use cardinal directions and relative location, including key landforms and water bodies to identify regions.

England:

France:

Spain:



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ASSESSMENT HANDOUT

European Influence Passport Inspection

Name: _____ Score: _____/20

Part I: For each item below, tell what category of exploration it is related to, by writing a capital **S** for Spanish, **F** for French, or **E** for English. You may use your passport!!

Discoveries/Land Claims:

1. _____ Mississippi River Valley (the area around the Mississippi River)
2. _____ the US Southwest region
3. _____ Louisiana
4. _____ New England/ the US Northeast Region

Influences

5. _____ “Mission” style architecture
6. _____ scones
7. _____ word “poet”
8. _____ piñatas
9. _____ square, symmetrical houses with straight lines and windows
10. _____ word “rubbish”
11. _____ croissant

Continue on the next page.



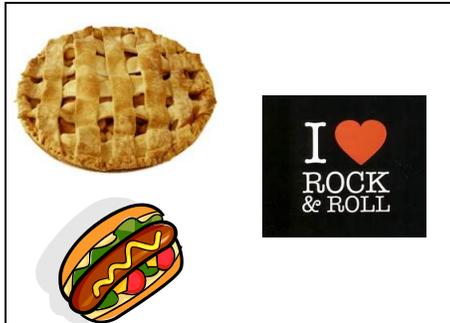
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Part II: For each of the cultures we have studied, draw a small picture (icon) that shows **AT LEAST 2-3 DETAILS/ITEMS** to represent the music, food, architecture, language, or traditions. You will also need to write a **SHORT** caption explaining the objects shown in your picture. (9 pts)

An example has been created for AMERICAN culture.

| | |
|---|---|
|  | <p>Example caption: This picture shows how American culture is known for hot dogs, apple pie, and rock & roll music.</p> |
|---|---|

15. **SPANISH** symbol/ caption

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16. **FRENCH** symbol/ caption

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17. **ENGLISH** symbol/ caption

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Additional Handouts

Visit the Ohio Geographic Alliance website at www.ogaohio.org for the image and stations handouts needed to complete this lesson.

1. **European Influence Station Images.PDF**
2. **Stations Passport Data Sheets.PDF**



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