

# MUNDOS de MESTIZAJE: A DIGITAL EXPLORATION

ES 3/5

Lesson Title: **Animal Exchange: A Virtual Tour of Mundos de Mestizaje**

Grade Level: 3-5

Estimated Time: 2 to 4 hours

## ANIMAL EXCHANGE: A Virtual Tour of Mundos de Mestizaje

### STANDARDS AND BENCHMARKS:

Social Studies 1ABCD, 2ABCD, 4C

Language Arts 1BC, 2B

Visual Arts 1A, 5AB, 6A, 7A

### MATERIALS/RESOURCES

- Online Supplemental Materials: Animal Exploration Sheet, Animal Exchange World Map, Animal Note-taking Guide, Animal Summary Writing Sheet
- Online Interactive *Mundos de Mestizaje*

### VOCABULARY

Donkey	Pack Animal
Horse	Domesticated Animal
Mule	
Wild Horse	
Wild Animal	

### OBJECTIVES

- Students identify animals from *Mundos de Mestizaje* online interactive.
- Students explore the difference between domesticated and wild animals.
- Students identify how domesticated animals impact the environment, food supply/security, and colonial life.
- Students identify animals from other parts of the world that were introduced to the Americas.
- Students practice note-taking and summarizing.

### PROCEDURE

#### Viewing Phase

1. Students use the online interactive *Mundos de Mestizaje* on the National Hispanic Cultural Center website to identify all of the animals in the mural. Students use the Animals Exploration Sheet to record their lists. Teacher reviews the difference between a domesticated animal and a wild animal.
2. Students use their existing knowledge of animals to decide if the animals were domesticated or wild. Students note if the animals were used for food, for work, or if they lived as “wild” animals.
3. Students have time to work individually and then, working with each other, discuss their responses.
4. If students disagree on any of the responses, they can use the computer to look up answers.
5. As a class, the students discuss the animals of the mural.

#### Understanding the Exchange

1. Remind students of the previous lesson about foods from the Americas that travelled the world.
2. Students focus on how animals from other parts of the world were introduced to the Americas and conduct online research on the geographic journey of: horses, pigs, sheep, goats, and cattle.
3. Students use maps of the world to document the journey of the animals to the Americas.

4. As a class, the students map the journey using strings and push-pins on the class map.

### Learning About Domesticated Animals

1. Students read about the introduction of pigs, sheep, donkeys, horses, chickens and cattle and study the impact of four animals introduced to the Americas by the Spanish.
2. Students use the Animal Note-taking Guide to extract important information about the animals.
3. Students write a summary sentence about the history of each animal in the Americas.

### EXTENSION

Students conduct research and write a short report on turkeys. Students can include the following information:

- Region where turkeys were domesticated (present day Mexico)
- Group that domesticated turkeys (Aztecs)
- Group that introduced turkeys to Europe (Spanish)
- Significance of turkeys to Europe and subsequent settlement of the East Coast by the British (food source)

### ASSESSMENT

Online Supplemental Materials: Animal Summary Sentence Scoring Rubric, Animal Note Taking Rubric

### ADDITIONAL RESOURCES

- The Mariner's Museum: Exploration Through the Ages The Great Exchange-Animals  
<http://ageofex.marinersmuseum.org/?type=webpage&id=4>
- Learn North Carolina: Carolina Digital History Project The Columbian Exchange  
<http://www.learnnc.org/lp/editions/nchist-twoworlds/1866>

### COMMON CORE

CCSS.ELA-Literacy.W.4.2a  
CCSS.ELA-Literacy.W.4.2b  
CCSS.ELA-Literacy.W.4.2d  
CCSS.ELA-Literacy.L.4.2

Animal Exploration Sheet

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

Animal Name with Sketch	Domesticated	Wild	Was the Animal used for food?	Did the Animal do work?



World Map - Animal Exchange Geography

**Directions:**

Use a variety of sources to learn more about the animals brought to the Americas by explorers. Write information about the historical journey of each animal in the boxes.

**Horses**  
Date introduced to the Americas \_\_\_\_\_


**Sheep**  
Date introduced to the Americas \_\_\_\_\_


**Cattle**  
Date introduced to the Americas \_\_\_\_\_


**Pigs**  
Date introduced to the Americas \_\_\_\_\_


**Donkeys**  
Date introduced to the Americas \_\_\_\_\_


**Chickens**  
Date introduced to the Americas \_\_\_\_\_


## Scoring Rubric For Notes

	Excellent: 2 Points	Good: 1 Point	Unsatisfactory: 0 Points
COMPLETION	All animals have been researched and three pieces of information have been included for each animal	4-5 of the animals have been researched and have 3 pieces of information for each animal	Less than 4 of the animals have been researched and there is not sufficient information for each animal
CONTENT	Notes contain pertinent and accurate information about each animal	Notes have some pertinent information but some of the ideas are common knowledge and do not come from research	Notes are missing important information
LEGIBILITY	All notes are neat and legible. They will be beneficial as a study aid independently or with a partner	Most notes are neat and legible. They will be beneficial as a study aid independently or with a partner	Notes are messy and illegible, making them difficult to use as a study tool
Name:		Total Points:	

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Name:		Total Points:	

**Directions:**

Use your notes to write a sentence summarizing the journey for the animals listed.

Animal	Summary Sentence
Horses  Present in mural?	
Sheep  Present in mural?	
Cattle  Present in mural?	
Pigs  Present in mural?	
Donkeys  Present in mural?	
Chickens  Present in mural?	

## Summary Sentence Scoring Rubric

Quality	Excellent: 2 Points	Good: 1 Point	Unsatisfactory: 0 Points
Summary	Sentence summarizes main idea of research	Sentence has information from research but does not summarize main idea	The sentence does not summarize information or main idea
Capitalization	Use of correct capitalization (first word in sentence, names, and pronoun I)	Mostly uses correct capitalization (first word in sentence, names, and pronoun I)	Very little use of correct capitalization (first word in sentence, names, and pronoun I)
Legibility	Sentence is legible and written neatly	Mostly legible and neat	Not legible and/or neat
Punctuation	All punctuation is used correctly (.?!)	Most punctuation is used correctly (.?!)	Very little punctuation is used correctly (.?!)
Spelling	All words spelled correctly	Most words spelled correctly	Very few words spelled correctly

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

Total Points \_\_\_\_\_

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Total Points \_\_\_\_\_