

## E.1: LESSON PLAN

|                                  |   |
|----------------------------------|---|
| <b>Title</b>                     | <b>Animal Exchange</b>  |
| <b>Subject</b>                   | Economics   |
| <b>Grade Level</b>               | K – 5   |
| <b>Time</b>                      | 2 to 4 hours  |
| <b>Purpose</b>                   | Students explore the <i>Mundos de Mestizaje</i> fresco and explore the difference between domesticated and wild animals to identify how domesticated animals impact the environment, food supply/security, and colonial life.   |
| <b>Key Questions</b>             | <ol style="list-style-type: none"> <li>1. What animals do you see in the fresco? Are they domesticated or wild animals?</li> <li>2. How were animals introduced to the Americas?</li> <li>3. What was the impact of animals introduced to the Americas by the Spanish?</li> </ol>   |
| <b>Values</b>                    | Exploration, Communication  |
| <b>Materials &amp; Resources</b> | Virtual tour of the fresco; fresco image guide; Animal Exploration Sheet, Animal Exchange World Map, Animal Note-taking Guide, Animal Summary Writing Sheet.  |
| <b>Activities</b>                | <ol style="list-style-type: none"> <li>1. Lead students through a virtual tour of the fresco and ask students to identify all of the animals in the mural. Students use the Animals Exploration Sheet to record their lists. With students, review the difference between a domesticated animal and a wild animal.</li> <li>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.</li> <li>3. Students have time to work individually and then, working with each other, discuss their responses. If students disagree on any of the responses, they can use other resources to look up answers.</li> <li>4. As a class, the students discuss the animals of the fresco.</li> <li>5. Students focus on how animals from other parts of the world were introduced to the Americas and conduct research on the geographic journey of: horses, pigs, sheep, goats, and cattle.</li> </ol> |

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6. Students use maps of the world to document the journey of the animals to the Americas.
  7. As a class, the students map the journey using strings and push-pins on the class map.
  8. 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.
  9. Students use Animal Note-taking Guide to extract important information about the animals.
  10. Students write a summary sentence about the history of each animal in the Americas.
  11. 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).

**Evaluation/Assessment**

[Share results of the lesson with the NHCC](#); formative and summative assessment (e.g. [Edutopia](#); [CRLT](#)); state assessment tools.



Animal Exploration Sheet

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

| Animal Name<br>with Sketch | Domesticated | Wild | Was the Animal<br>used for food? | Did the Animal<br>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 \_\_\_\_\_

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

**Directions:**

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

| Animal                        | Summary Sentence |
|-------------------------------|------------------|
| Horses<br>Present in mural?   |                  |
| Sheep<br>Present in mural?    |                  |
| Cattle<br>Present in mural?   |                  |
| Pigs<br>Present in mural?     |                  |
| Donkeys<br>Present in mural?  |                  |
| Chickens<br>Present in mural? |                  |