12.3.1 | Lesson 4

Introduction

In this lesson, students read and analyze *Guns, Germs, and Steel*, pages 65–71 (from "The biggest population shift of modern times has been" to "no Indian should be able to offend a Christian"). In this passage, Diamond uses a patchwork of eyewitness accounts to reconstruct "the encounter between the Inca emperor Atahuallpa and the Spanish conquistador Francisco Pizzaro," which he calls "the decisive moment in the greatest collision of modern history" (p. 66). Additionally, students learn how to generate inquiry questions from their surfaced issues to prepare for independent research. Student learning is assessed via a Quick Write at the end of the lesson: Select two inquiry questions and discuss how the selected questions will lead to further exploration of a surfaced issue.

For homework, students read and annotate pages 71–78 of *Guns, Germs, and Steel*, boxing any unfamiliar words and looking up their definitions. Additionally, students continue to generate inquiry questions for 2-3 surfaced issues and come to the next lesson prepared to discuss several questions.

Standards

Assessed Standard(s)	
RI. 11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
Addressed Standard(s)	
W. 11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
L. 11-12.4.a,c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Assessment

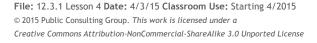| Assessment(s) |
|---|
| Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

• Select two inquiry questions and discuss how the selected questions will lead to further exploration of a surfaced issue. |
| **High Performance Response(s)** |
| A High Performance Response should:

• Select two inquiry questions (e.g., How does technology influence war (duration of battle, number of casualties, etc.)? and How does warfare influence technological advancement?).

• Discuss how the selected questions will lead to further exploration of a surfaced issue (e.g., The questions I have selected will lead to further exploration of the issue "technology and warfare." I am interested in how technology influences war, as Diamond points out that "Pizarro captured Atahuallpa within a few minutes" (p. 66), largely due to the Spaniards' huge technological advantage. Without a technological advantage (i.e., without guns) would the collision at Cajamarca have lasted longer and would the Incas have defended themselves more easily? I am also interested in whether war spurs people to develop new technologies.). |

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- well-attested (v.) – gave sufficient proof or evidence of; manifested
- inferred (adj.) – formed (an opinion) from evidence; reached (a conclusion) based on known facts
- subsequent (adj.) – occurring or coming later or after
- subdue (v.) – to conquer and bring into subjection
- revered (v.) – regarded with respect tinged with awe; venerated
- formidable (adj.) – causing fear, apprehension, or dread
- litter (n.) – a vehicle carried by people or animals, consisting of a bed or couch, often covered and curtained, suspended between shafts

Vocabulary to teach (may include direct word work and/or questions)

- infidels (n.) – those who do not believe in a religion that another regards as the true religion

Additional vocabulary to support English Language Learners (to provide directly)

- ragtag (adj.) – made up of different people or things and not organized or put together well
- reneged (v.) – refused to do something that you promised or agreed to do
- squadron (n.) – a military unit consisting of soldiers

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RI.11-12.1.a, W.11-12.9.b, L.11-12.4.a,c • Text: *Guns, Germs, and Steel* by Jared Diamond, pages 65-71 **Learning Sequence:** 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Posing Inquiry Questions 5. Quick Write 6. Closing	 1. 5% 2. 15% 3. 35% 4. 25% 5. 15% 6. 5%

Materials

- Student copies of the 12.3 Common Core Learning Standards Tool (refer to 12.3.1 Lesson 3) (optional)
- Student copies of the Surfacing Issues Tool (refer to 12.3.1 Lesson 2) (optional)—students may need additional blank copies
- Copies of the Posing Inquiry Questions Handout for each student
- Student copies of the Short Response Rubric and Checklist (refer to 12.3.1 Lesson 1) (optional)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.1.a. In this lesson, students read pages 65–71 of *Guns, Germs, and Steel*, analyzing the eyewitness accounts in this excerpt. Students also learn how to generate inquiry questions from their surfaced issues to prepare for independent research.

- Students look at the agenda.

- **Differentiation Consideration:** If students are using the 12.3 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project standard RI.11-12.1.a. Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses should include:
  - Develop different kinds of questions about a text that help with comprehension and analysis.
  - Further explore the issues that are surfaced in the text.

- In this lesson, students begin to generate inquiry questions based on issues surfaced in the text.

Activity 2: Homework Accountability   15%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Read and annotate pages 65–71 of *Guns, Germs, and Steel* (from "The biggest population shift of modern times has been" to "no Indian should be able to offend a Christian") (W.11-12.9.b).) Instruct students to form pairs to discuss their responses.

- Student annotation may include:

    ○ Exclamation point next to the sentence, "Nevertheless, Pizarro captured Atahuallpa within a few minutes after the two leaders first set eyes on each other" (p. 66), because it is a very surprising victory since the odds were stacked against the Spanish.

    ○ Star next to the paragraph that begins, "Thus, Atahuallpa's capture interests us specifically as marking" (p. 66), because in this paragraph, Diamond explains that this historical scenario mirrors other clashes between "colonizers and native peoples" (p. 66).

    ○ Star next to the paragraph that begins, "Atahuallpa asked for the Book, that he might look at it" (p. 69), because this is the moment that sparks the eruption of Spanish soldiers and the beginning of battle.

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson's homework (L.11-12.4.c).

- Students may identify the following words: *well-attested*, *inferred*, *subsequent*, *subdue*, *revered*, *formidable*, and *litter*.

- **Differentiation Consideration:** Students may also identify the following words: *ragtag*, *reneged*, and *squadron*.

- Definitions are provided in the Vocabulary box in this lesson.

Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Also, continue to surface issues related to the text for research purposes and come to the next class prepared to share 2–3 additional issues.) Instruct student pairs to discuss their responses to the homework assignment.

- Student responses may include:

- Reliability of primary sources

- Religious motivations for war

- Specific moments in history as windows into other events in world history

Activity 3: Reading and Discussion   35%

Instruct students to stay in their pairs from the previous activity. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss (W.11-12.9.b).

Remind students to continue to record issues for research as they read and analyze the text.

- **Differentiation Consideration**: For additional support, consider providing students with copies of the Surfacing Issues Tool.

- If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

- **Differentiation Consideration**: Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

    Summarize the events that led to Atahuallpa's capture.

Instruct student pairs to reread pages 65–71 (from "The biggest population shift of modern times has been" to "no Indian should be able to offend a Christian") and answer the following questions before sharing out with the class.

What is the "Old World" (p. 65) to which the author refers?

- The "Old World" is Europe. Since the "New World" was inhabited by "Native Americans" (p. 65), the "New World" refers to the Americas.

What does Diamond's use of the word *nevertheless* (p. 66) suggest about Pizarro's capture of Atahuallpa?

- The word *nevertheless* draws attention to the fact that Pizarro led a "ragtag group of 168 Spanish soldiers" in "unfamiliar terrain" and "far beyond the reach of timely reinforcements," while Atahuallpa had an "army of 80,000 soldiers" (p. 66). Being so vastly outnumbered in foreign territory would normally prevent an army from achieving victory, so Pizarro's capture of Atahuallpa was unlikely.

According to Diamond, what about Atahuallpa's capture "interests us" (p. 66)?

- Diamond claims that Pizarro's victory over Atahuallpa was "[t]he most dramatic moment in … European–Native American relations" (pp. 65-66) since Columbus. Diamond also claims that "the factors that resulted in Pizarro's seizing Atahuallpa were essentially the same ones that determined the outcomes of many similar collisions between colonizers and native peoples elsewhere in the modern world" (p. 66). Therefore, to understand this event will help the reader understand the general principles behind many other similar events that shaped modern history in the New World.

Given the identities of the authors of the "eyewitness accounts" (p. 67), what might the word *infidels* mean in the first paragraph on page 67? (L.11-12.4.a)

- The firsthand accounts were written by Pizarro's "companions" and "brothers" who serve "the Roman Catholic empire" (p. 67). Their belief that "the battles of the Spaniards … will cause joy to the faithful and terror to the infidels" suggests that, in this case, infidels are people who do not share or practice the Catholic faith (p. 67).

- Consider providing students with the definition for *infidels*.

  - Students write the definition of *infidels* on their copies of the text or in a vocabulary journal.

- **Differentiation Consideration**: If students struggle, consider asking the following scaffolding question:

  Who are the authors of the "eyewitness accounts" (p. 67)?

  - The firsthand accounts were written by Spanish Catholics, specifically "six of Pizarro's companions, including his brothers" (p. 67).

Why were the Spaniards "full of fear" (p. 68)?

- The Spaniards were "full of fear" (p. 68) because as they approached Cajamarca they realized that they were severely outnumbered: "Hernando Pizarro estimated the number of Indian Soldiers there at 40,000, but … there were actually more than 80,000" (p. 68). As well as being so outnumbered, they were also "so far into a land where [they] could not hope to receive reinforcements" (p. 68) or additional supplies to keep the battle going.

How did the Governor convince Atahuallpa to approach the Spaniards (p. 68)?

- The Governor sent a messenger to Atahuallpa saying that "[he] [would] receive him as a friend and brother … No harm or insult [would] befall him" (p. 68). However, the Governor lied to Atahuallpa in order to lure him closer so that he could capture him.

How is Atahuallpa's toss of the Bible meaningful in the "collision" (p. 65) of the Spaniards and Incas?

- The Spaniards were in Cajamarca to "cause joy to the faithful and terror to the infidels" (p. 67) and to spread Christianity as part of their conquest. Because the Bible is the holy book of the Christians, when Atahuallpa "threw it away from him" (p. 69) the Spanish were deeply insulted. This event sparked the battle that followed. The Friar yelled, "Come out! Come out, Christians! Come at these enemy dogs who reject the things of God. That tyrant has thrown my book of holy law to the ground!" (p. 69). Because Atahuallpa rejected Christianity, by throwing the Bible and adhering to a different religious law, the Spaniards decided to attack.

Why were the Incas so "terrified" when they far outnumbered the Spanish troops (p. 70)? What advantage does the Incas' terror highlight?

- The Incas were "terrified" by "the firing of the guns and at the horses" (p. 70) because they had never seen such technology, nor had they ever seen horses. Diamond claims that "the Spaniards' superior weapons would have assured an ultimate Spanish victory" (p. 66). The Incas' terror is an example of how superior weapons were used to give Europeans a dramatic upper hand in battle against native peoples.

How do the eyewitness accounts help demonstrate "the factors … that determined the outcome of many similar collisions between colonizers and native peoples" (p. 66)?

- The eyewitness accounts demonstrate that the Spanish, like many other "colonizers … in the modern world" had advantages over "native peoples" (p. 66), like greater access to weapons.

Lead a brief whole-class discussion of student responses.

Activity 4: Posing Inquiry Questions   25%

Instruct students to take out their documentation of the issues that they have surfaced throughout this lesson and previous lessons. Inform students that in this lesson, they will use these issues to generate inquiry questions as they begin the process of building evidence-based arguments for research. Explain that inquiry questions guide the research and analysis throughout the research process. Inform students that this inquiry question process is iterative; students will continue to surface new questions as they acquire information about their research issues.

- Students listen.

Distribute the Posing Inquiry Questions Handout to students. Explain that this handout offers instructions and tips for generating inquiry questions. Students will refine these questions in later lessons as they narrow down their area of investigation and problem-based question, but at this stage students will pose questions to guide an initial exploration of an issue they surfaced from the text. Instruct students to read the Generating Questions portion of the handout.

- Students read the Generating Questions portion of the handout.

Explain to students that they will come up with a wide variety of inquiry questions by applying the questions on the handout to the issues they surfaced. Encourage students to consider what they find interesting and would like to know more about when they are generating inquiry questions. Explain that at this stage it is best to brainstorm as many questions as possible.

- Students listen.

Explain that students will now see this process modeled using "warfare and colonization" as a sample issue. Display for students the issue "warfare and colonization" and the example inquiry question:

How are warfare and colonization related?

Explain to students that this inquiry question is an open-ended question, and therefore satisfies one of the suggestions from the handout ("Questions that can be answered with a simple 'yes' or 'no' generally do not make effective inquiry questions"). Ask students:

What are some other potential inquiry questions for the issue "warfare and colonization"?

- Student responses may include:

  ○ How does technology influence battle and colonization?

  ○ What motivates people to colonize?

  ○ What are some historical examples where people colonized other countries without waging warfare?

- This model uses potential inquiry questions based on a specific issue surfaced in this lesson.

Instruct students to form pairs. Instruct student pairs to choose an issue from their surfaced issues and generate 5 inquiry questions for that issue.

- Student responses vary according to the research conducted, but should follow the guidance on the Posing Inquiry Questions Handout. Student responses may include:

- o   Issue: Technology and warfare

- o   Inquiry questions:

    - ▪   How does technology influence war (duration of battle, number of casualties, etc.)?

    - ▪   How or why is more advanced technology more or less advantageous than a large number of troops?

    - ▪   How does warfare influence technological advancement?

Activity 5: Quick Write   15%

Instruct students to respond briefly in writing to the following prompt:

Select two inquiry questions and discuss how the selected questions will lead to further exploration of a surfaced issue.

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses.

- •   Students listen and read the Quick Write prompt.

- •   Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- •   Students independently answer the prompt using evidence from the text.

- •   See the High Performance Response at the beginning of this lesson.

- •   Consider using the Short Response Rubric to assess students' writing. Students may use the Short Response Rubric and Checklist to guide their written responses.

Activity 6: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate pages 71–78 of *Guns, Germs, and Steel* (from "Let us now trace the chain of causation" to "causation that will take up the next two parts of this book") (W.11-12.9.b). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text (L.11-12.4.c).

Additionally, instruct students to continue to generate inquiry questions for 2–3 surfaced issues and come to the next lesson prepared to discuss several questions.

- Students follow along.

Homework

Read and annotate pages 71–78 of *Guns, Germs, and Steel* (from "Let us now trace the chain of causation" to "causation that will take up the next two parts of this book"). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.

Also, continue to generate inquiry questions for 2–3 surfaced issues and come to the next lesson prepared to discuss several questions.

Model Surfacing Issues Tool

Name:		Class:		Date:	

Directions: As you read, look for issues that are suggested in the text. Remember that an issue is an important aspect of human society for which there are many different opinions about what to think or do. Summarize the issue succinctly, and note the page number and what the text says about the issue in the correct columns.

Issue	Page(s)	Key information about the issue from the text
Technological disparities between Europeans and Native Americans	65-66	The Europeans' technology, such as guns, provided them with an upper hand in battle with native peoples in the New World. The upper hand was so great that Pizarro was able to "capture[] Atahuallpa within a few minutes after the two leaders first set eyes on each other" (p. 66), despite the fact that Pizarro was outnumbered by tens of thousands.
Specific moments in history as windows into other events in world history	66	Diamond claims that "Atahuallpa's capture offers us a broad window onto world history" (p. 66) because "the factors that resulted in Pizarro's seizing Atahuallpa were essentially the same ones that determined the outcome of many similar collisions … elsewhere in the modern world" (p. 66). Thus, historians can look at individual moments in history in order to understand broader patterns.

| Religion as a motivating factor in colonization | 67, 71 | The writers of the firsthand accounts say that they are "vassals of the most invincible Emperor of the Roman Catholic Empire" (p. 67) on a mission to "cause joy to the faithful and terror to the infidels" (p. 67). Pizarro claims that "by reason of our good mission, God … permits this" (p. 71). These statements suggest that religion can motivate people to conquer other people. |
| Warfare and colonization | 71 | Throughout the entire passage (pp. 65–71), warfare and colonization are bound, because the colonizers are waging warfare on the Inca people. At the end of the passage specifically, Pizarro is quoted as saying, "Do not take it as an insult that you have been defeated and taken prisoner, for with the Christians who come with me, though so few in number, I have conquered greater kingdoms than yours" (p. 71). The way that Pizarro speaks about colonizing and spreading Christianity explicitly mentions "conquer[ing]" kingdoms in warfare, as though they are inextricable. |

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Posing Inquiry Questions Handout

Name:		Class:		Date:	

Generating questions

In this module, *Guns, Germs, and Steel* is a starter or "seed text" that helps to generate potential issues that drive the research process. Issues that are surfaced in the text will be used to pose inquiry questions. These inquiry questions help illuminate different potential areas of investigation within a research issue. When generating inquiry questions, it is often a good idea to brainstorm as many as possible before selecting and refining the richest ones. Here are several guiding questions to help you get started:

How is the issue defined?

What are its major aspects?

Where did it originate?

What are its causes and implications?

What is its history?

What other issues is it connected to or associated with?

What are its important places, things, people, and experts?

Selecting and refining questions

Once the brainstorming process is completed, it is important to review and select the strongest questions generated. Use these questions to assist with selecting and refining the strongest inquiry questions:

Are you genuinely interested in answering your question?

There is a lot of work involved in research, and genuine interest motivates the research process. The most effective questions are about issues that are interesting to individual researchers and what they consider to be valuable information.

Can your question truly be answered through your research?

Some questions are unanswerable (Are there aliens on Jupiter?) or take years to answer (What is the meaning of life?). An effective inquiry question must be realistic and researchable.

Is your question clear? Can you pose your question in a way that you and others understand what you are asking?

Clear inquiry questions are straightforward and not confusing. If the question has two parts it may be better to separate the parts to form two new questions.

What sort of answers does your question require?

Questions that can be answered with a simple "yes" or "no" generally do not make effective inquiry questions. Effective inquiry questions should support deep investigation that may even lead to multiple answers, and more questions. For example, the question "What are the causes of war?" could lead to questions about how these causes are defined and research about different reasons for going to war throughout history.

Do you already know the answer?

Effective inquiry questions are questions that cannot be answered immediately. The research process involves inquiry, finding more information about a question, and developing a perspective based on the evidence discovered, and this cannot happen if the question is already answered or too simplistic. For example, there is a big difference between the questions, "Has the United States participated in any wars?" (a question that is easily answered and requires little research) and, "What has been the impact of war on the United States?" (a question that would require a lot of research).