

EXPLORATION AND SETTLEMENT OF THE AMERICAN SOUTHWEST

Grade Level or Special Area: Third Grade

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Length of Unit: Seven lessons of approximately forty-five minutes each

I. ABSTRACT

In this history/geography unit, students will gain knowledge and understanding of how the early Spanish explorers in the American southwest searched for the seven cities of gold and made discoveries of particular geological landmarks, how the Spanish missions were created, and what caused the Zuni Pueblo Revolt. Students will engage in teacher guided discussions about the aforementioned topics and complete activities to achieve understanding. The unit will be evaluated by administration of an assessment test.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships (*Colorado Model Content Standards for History*, Standard 1).
2. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future (*Colorado Model Content Standards for Geography*, Standard 6).
3. Students will understand how physical geography processes shape the Earth's surface patterns and systems (*Colorado Model Content Standards for Geography*, Standard 3).

B. Content from the *Core Knowledge Sequence*

1. Third Grade History and Geography: American History and Geography (p.71)
 - a. Early Exploration of North America
 - i. Exploration and Settlement of the American Southwest
 - a) Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California
 - b) Coronado and the legend of the "Seven Cities of Cibola" (the Seven Cities of Gold)
 - c) Grand Canyon and Rio Grande (geography)
 - d) Conflicts with Pueblo Indians

C. Skill Objectives

1. The students will define the vocabulary words *Amazon River*, *Cibola*, *El Dorado*, *Manoa*, *Quivira*, *Rio Grande*, and *Rocky Mountains*.
2. The students will define the vocabulary words *Morocco*, *governor*, *Zuni*, *healer*, and *missionary*.
3. The students will define the vocabulary words *nobleman*, *Mexico City*, *Great Plains*, *bison*, *Grand Canyon*, and *commemorates*.
4. The students will define the vocabulary words *mission*, *presidio*, *Christianity*, *livestock*, *vaqueros*, and *blacksmith*.
5. The students will define the vocabulary words *revolt*, *executed*, *ancestral*, *rebellion*, *reclaim* and *inhabited*.
6. The students will review the unit vocabulary words.

7. The students will demonstrate knowledge of the geography of North America, specifically the American Southwest area and the location of the fabled “Seven Cities of Gold” as it relates to the earliest Americans, as well as European exploration and settlement through reading and teacher-guided discussion.
8. The students will write a story from their own imagination about the fabled “Seven Cities of Gold.”
9. The students will be able to answer specific questions using facts from their reading about the explorers Alvar Nunez Cabeza de Vaca and Estevanico.
10. The students will be able to answer specific questions using facts from their reading about the Spanish explorer Francisco Vasquez de Coronado.
11. The students will be able to answer specific questions using facts from their reading about Spanish Missions.
12. The students will be able to answer specific questions using facts from their reading about the Zuni Pueblo Native American Revolt.
13. The students will be able to answer specific questions using facts from their reading about the seven cities of gold, Spanish explorers, Spanish missions, and the Native American Revolts.
14. The students will demonstrate knowledge of the geography of North America, specifically the American Southwest area and the location of the fabled “Seven Cities of Cibola” as it relates to the earliest Americans, as well as European exploration and settlement through completing a written assessment.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, Jr. E.D. *What Your 3rd Grader Needs To Know*, Geography of the Americas, pp. 79-81
 2. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge: History and Geography* (Third Grade), pp. 139-148
- B. For Students
 1. General geographic understanding of the regions of the United States (Core Knowledge Kindergarten-Grade 2)
 2. Knowledge that North America was explored by Europeans starting in the thirteenth century (Core Knowledge Grades 1-2)
 3. Understanding that Native Americans were the first inhabitants of North America (Core Knowledge Kindergarten-Grade 2)

IV. RESOURCES

- A. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge: History and Geography* (Third Grade) (Lesson One)

V. LESSONS

Lesson One: Introduction of Unit: The Legend of the Seven Cities of Gold (45 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how physical geography processes shape the Earth’s surface patterns and systems.
 2. Lesson Content
 - a. Exploration and Settlement of the American Southwest

- i. Coronado and the legend of the “Seven cities of Cibola” (of gold)
 - ii. Geography: Rio Grande
 3. Skill Objective(s)
 - a. The students will define the vocabulary words *Amazon River, Cibola, El Dorado, Manoa, Quivira, Rio Grande, and Rocky Mountains*.
 - b. The students will demonstrate knowledge of the geography of North America, specifically the American Southwest area and the location of the fabled “Seven Cities of Gold” as it relates to the earliest Americans, as well as European exploration and settlement through reading and teacher-guided discussion.
 - c. The students will write a story from their own imagination about the fabled “Seven Cities of Gold.”
- B. *Materials*
 1. Appendices A-1,A-2.1 (vocabulary page), A-3, and A-4 (one copy per student, one transparency for teacher)
 2. Appendices B-2.1 (vocabulary page), B-3 and B-4 (one copy for teacher)
 3. Appendix C (rubric for writing assignment made into a transparency)
 4. Colored transparency pens (for teacher)
 5. Overhead projector
 6. Illustration on pp. 140-141 in *Pearson Learning Core Knowledge: History and Geography* (Third Grade)
 7. Common classroom supplies; notebook, folder, paper, pencils, crayons, and markers to be used in every lesson hereafter
- C. *Key Vocabulary*
 1. Amazon River-the longest river in South America that is surrounded by jungle
 2. Cibola-cities that, according to legend, were plated with gold and silver
 3. El Dorado-a name that Spanish explorers gave to the legendary chief of the Native American tribe said to rule over the fabled city of gold. The name was also given to the fabled city of gold itself
 4. Manoa-one of the fabled seven cities of gold
 5. Quivira-another name for one of the fabled seven cities of gold
 6. Rio Grande-a river that flows along the southern border of Texas and today divides the United States from Mexico (it’s name means “Big River” in Spanish)
 7. Rocky Mountains-the tall mountain range located in western North America
- D. *Procedures/Activities*
 1. Spark lesson anticipation by asking, “Has anyone ever heard of the seven cities of gold?” Allow time for student responses.
 2. Tell students, “Today we are going to begin a new unit about early Spanish exploration in the American Southwest and read the legend of the seven cities of gold.”
 3. Distribute stapled copies of Appendices A-1- A18 “Early American Southwest Explorers” packet and direct students to place their names on the cover page Appendix A-1.
 4. Using Appendix B-3 read to students the legend of the seven cities of gold. After reading, show students illustrations on pp. 140-141 in *Pearson Learning Core Knowledge: History and Geography* (Third Grade).
 5. Say to students, “Now we will define words that will help us to better understand the rest of our reading.”

6. Supply students with the correct vocabulary definitions located on Appendix B-2.1 by using a transparency of student vocabulary page from Appendix A-2.1, #1-7 to write the correct vocabulary definitions on using the overhead projector.
 7. Direct students to transfer the correct vocabulary definitions shown on the teacher's transparency onto their student vocabulary page Appendix A-2.1, #1-7.
 8. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
 9. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
 10. Direct students to turn back to page A-3 in their Early American Southwest Explorers packet. Finish reading aloud the last four paragraphs on the page.
 11. Direct students to turn to Appendix A-4 in their Early American Southwest Explorers packet.
 12. Read the directions aloud to the students. Answer any questions the students may have about the assignment at this time, also.
 13. Place the transparency of Appendix C (rubric for writing assignment) on the overhead projector. Explain what is expected for the writing assignment by reading over the rubric with the students.
 14. Allow students ten to fifteen minutes to complete Appendix A-4.
 15. OPTIONAL: If a few students would like to read their completed writing assignment to the class, allow a few minutes to do so.
 16. End the lesson by telling students that tomorrow they will learn about some explorers who searched for the seven cities of gold.
- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A-4.
 2. Each student's Appendix A-4 will be graded using the Appendix C rubric (staple a copy of the rubric to each student's work).

Lesson Two: Alva Nunez, Cabeza de Vaca, and Estavanico (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
 2. Lesson Content (from the *Core Knowledge Sequence*)
 - a. Exploration and Settlement of the American Southwest
 - i. Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California
 - ii. Coronado and the legend of the "Seven Cities of Cibola" (the Seven Cities of Gold)
 3. Skill Objective(s)
 - a. The students will define the vocabulary words *Morocco*, *governor*, *Zuni*, *healer*, and *missionary*.
 - b. The students will demonstrate knowledge of the geography of North America, specifically the American Southwest area and the location of the fabled "Seven Cities of Cibola" as it relates to the earliest Americans, as well as European exploration and settlement through reading and teacher-guided discussion.

- c. The students will be able to answer specific questions using facts from their reading about the explorers Alvar Nunez Cabeza de Vaca and Estevanico.

B. *Materials*

1. Appendices A-2.1 (vocabulary page), A-5, A-6, and A-7 (one copy per student, one transparency for teacher)
2. Appendices B-2.1 (teacher vocabulary page/answer key), B-5, B-6 and B-7(one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

1. Morocco-the African country that Estevanico is said to have been from
2. Governor-the ruler of a state or country
3. Zuni-the Native American Pueblo tribe whose pueblo villages were mistaken for the seven cities of gold
4. Healer-one who is believed to have the power to heal others
5. Missionary-a priest or other person who attempts to teach their religious beliefs to others

D. *Procedures/Activities*

1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (the legend of the seven cities of gold).
2. Tell students, “Today we are going to learn about two Spanish explorers that were searching for the seven cities of gold.”
3. Say to students, “Now we will define words that will help us to better understand the stories about explorers we are going to read today.”
4. Supply students with the correct vocabulary definitions located on Appendix B-2.1 by using a transparency of student vocabulary page from Appendix A-2.1, #8-12 to write the correct vocabulary definitions on using the overhead projector.
5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary page Appendix A-2.1, #8-12.
6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
8. Direct students to turn to Appendix A-5 in their Early American Southwest Explorers packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
9. Stop to briefly discuss the information about Cabeza de Vaca and address questions that the students may have.
10. Direct students to turn to Appendix A-6 in their Early American Southwest Explorers packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
11. Stop to briefly discuss the information about Estevanico and address questions that the students may have.
12. Direct students to turn to page A-7 in their Early American Southwest Explorers packet.

13. Read the directions aloud to the students. Also be sure to tell them that they may review Appendices A-5 and A-6 while they are completing the assignment if they need to.
 14. Place the transparency of Appendix A-7 on the overhead projector. Complete the first two questions with the students.
 15. Allow students five minutes to complete Appendix A-7.
 16. End the lesson by telling students that tomorrow they will learn about another explorer who also searched for the seven cities of gold.
- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A-7.

Lesson Three: Francisco Vasquez de Coronado (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
 - c. Students will understand how physical geography processes shape the Earth's surface patterns and systems.
2. Lesson Content (from the *Core Knowledge Sequence*)
 - a. Exploration and Settlement of the American Southwest
 - i. Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California
 - ii. Coronado and the legend of the "Seven Cities of Cibola" (the Seven Cities of Gold)
 - iii. Geography: Grand Canyon
3. Skill Objective(s)
 - a. The students will define the vocabulary words *nobleman*, *Mexico City*, *Great Plains*, *bison*, *Grand Canyon*, and *commemorates*.
 - b. The students will demonstrate knowledge of the geography of North America, specifically the American Southwest area and the location of the fabled "Seven Cities of Cibola" as it relates to the earliest Americans, as well as European exploration and settlement through reading and teacher-guided discussion.
 - c. The students will be able to answer specific questions using facts from their reading about the Spanish explorer Francisco Vasquez de Coronado.

B. *Materials*

1. Appendices A-2.1 (vocabulary page), A-8, and A-9 (one copy per student, one transparency for teacher)
2. Appendices B-2.1 (teacher vocabulary page/answer key), B-8 and B-9 (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

1. Nobleman-a person who is of high rank in a particular society
2. Mexico City-the largest city in Mexico
3. Great Plains-the region in the middle of North America usually referring to the states of North and South Dakota, Nebraska, Kansas, and Oklahoma

4. Bison-large cattle-like animals that grazed on the Great Plains (also known as buffalo)
 5. Grand Canyon-a deep, wide canyon in Arizona formed by the Colorado River
 6. commemorates-to recall or remember
- D. *Procedures/Activities*
1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (explorers who searched the legend of the seven cities of gold, Alvar Nunez Cabeza de Vaca, Estevanico).
 2. Tell students, “Today we are going learn about another Spanish explorer that also searched for the seven cities of gold.”
 3. Say to students, “Now we will define words that will help us to better understand the story about explorer we are going to read today.”
 4. Supply students with the correct vocabulary definitions located on Appendix B-2.1 by using a transparency of student vocabulary pages from Appendices A-2.1 and 2.2, #13-18 to write the correct vocabulary definitions on using the overhead projector.
 5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary pages Appendices A-2.1 and 2.2, #13-18.
 6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
 7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
 8. Direct students to turn to Appendix A-8 in their Early American Southwest Explorers packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
 9. Stop to briefly discuss the information about Coronado and address questions that the students may have.
 10. Direct students to turn to page A-9 in their Early American Southwest Explorers packet.
 11. Read the directions aloud to the students, stressing that they must write in complete sentences for every question. Also be sure to tell them that they may review Appendix A-8 while they are completing the assignment if they need to.
 12. Place the transparency of Appendix A-9 on the overhead projector. Complete the first two questions with the students.
 13. Allow students five minutes to complete Appendix A-9.
 14. End the lesson by telling students that tomorrow they will learn about Spanish missions.
- E. *Assessment/Evaluation*
1. Grade students’ independent work from Appendix A-9.

Lesson Four: Spanish Missions (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.

2. Lesson Content (from the *Core Knowledge Sequence*)
 - a. Exploration and Settlement of the American Southwest
 - i. Missionary settlements (missions), especially in Texas and California
 3. Skill Objective(s)
 - a. The students will define the vocabulary words *mission*, *presidio*, *Christianity*, *livestock*, *vaqueros*, and *blacksmith*.
 - b. The students will demonstrate knowledge of the geography of North America, specifically the American Southwest area, as well as European exploration and settlement through reading and teacher-guided discussion.
 - c. The students will be able to answer specific questions using facts from their reading about Spanish Missions.
- B. *Materials*
1. Appendices A-2.2 (vocabulary page), A-10, and A-11 (one copy per student, one transparency for teacher)
 2. Appendices B-2.2 (teacher vocabulary page/answer key), B-10 and B-11 (one copy for teacher)
 3. Colored transparency pens (for teacher)
 4. Overhead projector
- C. *Key Vocabulary*
1. Mission-a religious community built by the Spanish
 2. Presidio-a fort built by the Spanish
 3. Christianity-the religion taught to the Native Americans by the Spanish
 4. Livestock-animals raised to be used as food
 5. Vaqueros-the name given to Native American cowboys who worked in the missions
 6. Blacksmith-a person who makes iron tools, horseshoes, and other useful items
- D. *Procedures/Activities*
1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (an explorer who searched the legend of the seven cities of gold, Francisco Vasquez de Coronado).
 2. Tell students, “Today we are going learn about Spanish missions that were built after the southwest region was explored.”
 3. Say to students, “Now we will define words that will help us to better understand what we are going to read about Spanish missions today.”
 4. Supply students with the correct vocabulary definitions located on Appendix B-2.2 by using a transparency of student vocabulary pages from Appendix A-2.2, #19-24 to write the correct vocabulary definitions on using the overhead projector.
 5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary pages Appendix A-2.2, #19-24.
 6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
 7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.

8. Direct students to turn to Appendix A-10 in their Early American Southwest Explorers packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
 9. Stop to briefly discuss the information about Spanish missions and address questions that the students may have.
 10. Direct students to turn to page A-11 in their Early American Southwest Explorers packet.
 11. Read the directions aloud to the students. Also be sure to tell them that they may review Appendix A-10 while they are completing the assignment if they need to.
 12. Place the transparency of Appendix A-11 on the overhead projector. Complete the first question with the students.
 13. Allow students five minutes to complete Appendix A-11.
 14. End the lesson by telling students that tomorrow they will learn about how the Native Americans rebelled against the people in the Spanish missions.
- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A-11.

Lesson Five: The Native American Revolt (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content (from the *Core Knowledge Sequence*)
 - a. Exploration and Settlement of the American Southwest
 - i. Missionary settlements (missions), especially in Texas and California
 - ii. Conflicts with Pueblo Indians
3. Skill Objective(s)
 - a. The students will define the vocabulary words *revolt*, *executed*, *ancestral*, *rebellion*, *reclaim* and *inhabited*.
 - b. The students will demonstrate knowledge of European exploration and settlement through reading and teacher-guided discussion.
 - c. The students will be able to answer specific questions using facts from their reading about the Zuni Pueblo Native American Revolt.

B. *Materials*

1. Appendices A-2.2 (vocabulary page), A-12, and A-13 (one copy per student, one transparency for teacher)
2. Appendices B-2.2 (teacher vocabulary page/answer key), B-12 and B-13(one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

1. Revolt-a large uprising usually meant to drive out unwanted visitors
2. Executed-to put to death by force
3. Ancestral-having to do with one's ancestors
4. Rebellion-when a group of people go against those who are ruling over them
5. Reclaim-taking back what belongs to you
6. Inhabited-lived and worked in an area

D. *Procedures/Activities*

1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (what happened after the explorations took place, the building of missions by the Spanish).
2. Tell students, “Today we are going learn about what happened after the Spanish built many missions in the region.”
3. Say to students, “Now we will define words that will help us to better understand what we are going to read about today.”
4. Supply students with the correct vocabulary definitions located on Appendix B-2.2 by using a transparency of student vocabulary pages from Appendix A-2.2, #25-30 to write the correct vocabulary definitions on using the overhead projector.
5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary pages Appendix A-2.2, #25-30.
6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
8. Direct students to turn to Appendix A-12 in their Early American Southwest Explorers packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
9. Stop to briefly discuss the information about the Native American Revolt and address questions that the students may have.
10. Direct students to turn to page A-13 in their Early American Southwest Explorers packet.
11. Read the directions aloud to the students. Also be sure to tell them that they may review Appendix A-12 while they are completing the assignment if they need to.
12. Place the transparency of Appendix A-13 on the overhead projector. Complete the first question with the students.
13. Allow students five minutes to complete Appendix A-13.
14. End the lesson by distributing Appendix D (unit study guide) and telling students that tomorrow they will review all that they have learned in the unit by playing a review game.

E. *Assessment/Evaluation*

1. Grade students’ independent work from Appendix A-13.

Lesson Six: Unit Review (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
 - c. Students will understand how physical geography processes shape the Earth’s surface patterns and systems.
2. Lesson Content (from the *Core Knowledge Sequence*)
 - a. Exploration and Settlement of the American Southwest

- i. Early Spanish explorers in the lands that are now the of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California
 - ii. Coronado and the legend of the “Seven Cities of Cibola” (the Seven Cities of Gold)
 - iii. Geography: Grand Canyon and Rio Grande
 - iv. Conflicts with Pueblo Indians
 - 3. Skill Objective(s)
 - a. The students will review the unit vocabulary words.
 - b. The students will demonstrate knowledge of the geography of North America, specifically the American Southwest area and the location of the fabled “Seven Cities of Cibola” as it relates to the earliest Americans, as well as European exploration and settlement through review and teacher-guided discussion (review game).
 - c. The students will be able to answer specific questions using facts from their reading about the seven cities of gold, Spanish explorers, Spanish missions, and the Native American Revolts.
- B. *Materials*
 - 1. Appendices E.1-E.3 (teacher review game question sheet)
 - 2. Appendix D (one copy per student)
- C. *Key Vocabulary*
There will be no new vocabulary presented in this lesson. However, all vocabulary from the unit will be used as review.
- D. *Procedures/Activities*
 - 1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (the Native American Revolt).
 - 2. Tell students, “Today we are playing a review game to help us get ready for our test tomorrow.”
 - 3. Proceed to divide students into two groups. Allow the groups to give themselves a team name that has to do with something in the unit. (For example, Zuni vs. Missionaries, Explorers vs. Native Americans, etc.) Write the team names on the board.
 - 4. After students have settled on a name, direct one student from each team to go to the chalkboard in front of their team name.
 - 5. Tell students that they must raise their hand high when they are ready to answer a question. The first student to raise their hand will have to answer the question, even if has not been completely read. If they get the question correct, their team will receive a point. If they do not get the question correct, the other team will be allowed to hear the entire question again and have the opportunity to answer it. If they get the question correct, they will receive a point for their team. If they do not get the question correct, both students will be asked to sit down and two new students will come to the board and an entirely new question will be asked.
 - 6. Begin the game by asking questions from Appendices E.1-E.3 and following the procedure in step 5.
 - 7. After all questions have been asked, the team with the most points “wins” and the game is over.
 - 8. Give students a copy of Appendix D to use to study for the test.
 - 9. After the game is over, if time permits, allow students to quietly study with a partner to help them prepare for the test tomorrow.

10. To conclude the lesson, remind the students to study their vocabulary pages and their study guides to be best prepared for the test they will have tomorrow.
- E. *Assessment/Evaluation*
1. An informal evaluation will occur while the teacher is leading the game and observing the student responses.

Lesson Seven: Unit Assessment/Explorer Report (three sessions at 45 minutes each)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
 - c. Students will understand how physical geography processes shape the Earth's surface patterns and systems.
2. Lesson Content (from the *Core Knowledge Sequence*)
 - a. Exploration and Settlement of the American Southwest
 - i. Early Spanish explorers in the lands that are now the of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California
 - ii. Coronado and the legend of the "Seven Cities of Cibola" (the Seven Cities of Gold)
 - iii. Geography: Grand Canyon and Rio Grande
 - iv. Conflicts with Pueblo Indians
3. Skill Objective(s)
 - a. The students will demonstrate knowledge of the geography of North America, specifically the American Southwest area and the location of the fabled "Seven Cities of Cibola" as it relates to the earliest Americans, as well as European exploration and settlement through completing a written assessment.
 - b. The students will be able to answer specific questions by completing a written assessment using facts from their reading about the seven cities of gold, Spanish explorers, Spanish missions, and the Native American Revolts.

B. *Materials*

1. Appendix F (Student Vocabulary Assessment) (one copy per student)
2. Appendix H (Student Unit Assessment) (one copy per student)
3. Appendix G (Vocabulary Assessment Answer Key) (one copy for teacher)
4. Appendix I (Unit Assessment Key) (one copy for teacher)
5. Appendix J (Explorer Report) (one copy per student)
6. Appendix K (Explorer Report Rubric) (one copy per student)

C. *Key Vocabulary*

There will be no new vocabulary presented in this lesson. However, some vocabulary from the unit will be included in the assessment.

D. *Procedures/Activities*

1. Tell students, "Today we are going to take a vocabulary test and a unit test to show what we have learned in our Early American Southwest Explorers Unit."
2. Give each student a copy of Appendix F (student vocabulary assessment).
3. Allow students 10-15 minutes to complete Appendix F.

4. After students are finished with Appendix F, give them each a copy of Appendix H (student unit assessment).
 5. Allow students 5-10 minutes to complete Appendix H.
 6. When all students are finished with both assessments, distribute one copy to each student of Appendix J.
 7. Tell students that they will have two days to finish Appendix J (explorer report) as homework. Read the directions with them and explain that they may choose one of the three explorers (Alvar Nunez Cabeza de Vaca, Estevanico, or Francisco Vasquez de Coronado) to report on.
 8. Students may use their packet information (from Appendices A-1-A-13) to help them complete their report as well as information from other sources (internet, library, etc.).
 9. Give each student a copy of Appendix K (explorer report rubric) to use as a guide to help them complete this assignment.
 10. OPTIONAL: Students can orally report Appendix J during a class period after it is turned in.
 11. Conclude the lesson by congratulating the students for a job well done completing the unit.
- E. *Assessment/Evaluation*
1. Grade Appendices F and H by using Appendices G and I.
 2. Appendix J will be graded using Appendix K.

VI. CULMINATING ACTIVITY

- A. Exploration and Settlement of the American Southwest Unit Assessment, Appendices F and H
- B. Explorer Report, Appendix J
- C. OPTIONAL: Oral presentation of completed Explorer Report, Appendix J

VII. HANDOUTS/WORKSHEETS

- | | | |
|----|-------------------|---|
| A. | Appendix A1-A13: | Student Early American Southwest Explorers Packet |
| B. | Appendix B1-B13: | Teacher Early American Southwest Explorers Packet/
Answer Key |
| C. | Appendix C: | You've Discovered the Seven Cities of Gold! Rubric |
| D. | Appendix D: | Early American Southwest Explorers Unit Study Guide |
| E. | Appendix E.1-E.3: | Early American Southwest Explorers Review Game Teacher
Question Sheet |
| F. | Appendix F: | Early American Southwest Explorer Student Vocabulary
Assessment |
| G. | Appendix G: | Early American Southwest Explorer Student Vocabulary
Assessment/Teacher Answer Key |
| H. | Appendix H: | Student Unit Assessment |
| I. | Appendix I: | Student Unit Assessment/Teacher Answer Key |
| J. | Appendix J: | Student Explorer Report |
| K. | Appendix K: | Explorer Report Rubric |

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- H. *Microsoft Encarta Encyclopedia*, Microsoft Corporation, 2002.

Student Early American Southwest Explorers Packet

Early American Southwest Explorers

Name: _____

Appendix A-2.1

Student Vocabulary Definition Sheet

1. Amazon River: _____

2. Cibola: _____

3. El Dorado: _____

4. Manoa: _____

5. Quivira: _____

6. Rio Grande: _____

7. Rocky Mountains: _____

8. Morocco: _____

9. governor: _____

10. Zuni: _____

11. healer: _____

12. missionary: _____

13. nobleman: _____

14. Mexico City: _____

15. Great Plains: _____

16. bison: _____

17. Grand Canyon: _____

Appendix A-2.2

Student Vocabulary Definition Sheet

- 18. commemorates: _____

- 19. mission: _____

- 20. presidio: _____

- 21. Christianity: _____

- 22. livestock: _____

- 23. vaqueros: _____

- 24. blacksmith: _____

- 25. revolt: _____

- 26. executed: _____

- 27. ancestral: _____

- 28. rebellion: _____

- 29. reclaim: _____

- 30. inhabited: _____

Student Early American Explorers Packet

The Legend of the Seven Cities of Gold

It is a place of great mystery and magic! It is only found after a very long journey. To get there, you must travel for many months. You must cross rushing rivers. You must climb steep mountains. You must cross deep valleys.

You will see the kingdom for miles and miles before you reach its borders. This is because it glows like a second sunrise in the light of day. You will see its towers first. They are made of solid gold. Its walls are plastered with silver. Emeralds, rubies, and pearls shine like rainbows on every rooftop.

The chief of this wonderful kingdom is magnificent. He is coated with gold dust and wears a jeweled crown. Emeralds fall from his fingertips wherever he goes.

No one who lives in this kingdom is ever thirsty or hungry or sick. No one who lives there has any cares at all. The streets are always filled with dancing and singing. In the fountains in every square, sprays of precious stones drop into pools of liquid silver.

If you were traveling with Spanish explorers in the 1500s, you might have heard this story. This story is the legend of **El Dorado**, the famous cities of made of gold named after the legendary Native American chief who ruled the cities.

This chief would cover his body with gold dust during festivals. He was said to be enormously wealthy. The cities were made of gold and precious stones. The cities of gold were also referred to as the Seven Cities of **Cibola, Manoa, or Quivira**.

Many Spanish explorers were fascinated by the legend of the cities of gold and searched for many years to find them. Explorers searched the plains of Kansas, traveled down the **Rio Grande**, climbed the **Rocky Mountains**, and even searched the jungles of the **Amazon River** in South America. Unfortunately, many died or became very ill while searching for the cities of gold. Much to their disappointment, no explorer ever found the seven cities of gold, but they did report back important information about regions which had never been explored before.

Today, **El Dorado** has come to mean any place (usually make-believe) of great wealth or opportunity.

Student Early American Explorers Packet

Alvar Nunez Cabeza de Vaca

One Spanish explorer who tried to find the seven cities of gold was Alvar Nunez Cabeza de Vaca. He was born in Jerez de la Frontera, Spain in 1490. One of his first expeditions was in 1527 to conquer and colonize Florida. On this expedition, Panfilo de Narvaez was the leader of 300 men, including Cabeza de Vaca.

On this expedition, the men sailed from Spain to Tampa Bay in Florida in 1528 and began an overland march to try to reach Mexico. This was a much harder journey than the men had thought it would be, and over the next two years, more than half of the 300 men died. Cabeza de Vaca became the leader after reaching Galveston Island in Texas.

The men were captured by Native Americans there and many did not survive. While they were being held captive by the Native Americans, the men heard stories of wealthier tribes that lived farther inland. These stories kept the men's imagination alive about the seven cities of gold. After six years, Cabeza de Vaca and three other survivors, including Estevanico escaped and began searching for the seven cities of gold. They traveled through what is now the southwestern United States and northern Mexico and met the **Zuni** tribe. They reached a Spanish settlement in Mexico along the Sinalo River in 1536. They never found the cities of gold, and Cabeza de Vaca returned to Spain in 1537 and was rewarded for his bravery by being appointed as **governor** of Rio de la Plata in South America.

Cabeza de Vaca's stories of his expedition, including his tales of the Zuni tribe and their villages and the search for the seven cities of gold, encouraged others to explore America in search of the seven cities of gold. Alvar Nunez Cabeza de Vaca died in 1557 at the age of 67.

Student Early American Explorers Packet

Estevanico

Estevanico was a former slave who became a respected explorer in the Spanish explorations of North America. He was born in Azamor, **Morocco**. It is not known when he was born, however. He was captured in Morocco sometime around 1513 by the Portugese. He became a Spanish slave and was known by several other names as well including Esteban, Esteban de Dorantes, Estebanillo, and Little Stephen.

In 1528 the slave Estevanico went along with an expedition of 300 men to conquer and settle Florida led by Panfilo de Narvaez. Estevanico was a valuable member of the expedition in which Alvar Nunez Cabeza de Vaca was also a member. The expedition traveled overland through Florida and around the coast of the Gulf of Mexico to Texas. This was a very difficult journey. Many members of the expedition died in clashes with Native Americans and many others died from diseases. By the time the group reached Texas, only four men survived.

The four remaining men were captured by Native Americans and held them as prisoners for six years. During this time, Estevanico became known as a **healer** to others. Finally, all four escaped, and Cabeza de Vaca led the group back to Spanish territory in Mexico.

Upon their return, the men told stories that their Native American captors had told them about wealthier tribes which made the men believe that they must have been describing the seven cities of gold. After hearing this Spain decided to send another expedition to find the seven cities of gold. The expedition was led by Father Marcos de Niza, a Franciscan **missionary**. Estevanico was chosen as the guide. Estevanico guided the expedition across what are now the states of Arizona, New Mexico, Colorado, Texas, Oklahoma, and Kansas.

They thought they found one of the cities of gold, but it was actually a Zuni tribe village. When the expedition got close to the cities in 1539, the Zuni tribe captured and killed Estevanico. Father Marcos de Niza, the leader, saw the village, but only from a distance. He thought that the city was filled with gold and riches, even though it really was not.

Father Marcos de Niza's reports of seeing the seven cities of gold caused Spain to send Francisco Vasquez de Coronado to lead another expedition to the area in 1540 to find the seven cities of gold.

Student Early American Explorers Packet

Name: _____ Date: _____

Alvar Nunez Cabeza de Vaca and Estevanico

Directions: Circle the best answer.

1. Alvar Nunez Cabeza de Vaca and Estevanico were members of an expedition to conquer and colonize Florida. How many men began the expedition?

50 men

300 men

1,000 men

2. The expedition across Florida was very difficult. After reaching Texas, the men were captured and held as prisoners. Who captured them?

Native Americans

pirates

the king of France

3. Cabeza de Vaca, Estevanico, and two other men eventually escaped. How many years were they held as prisoners?

one year

six years

ten years

4. Estevanico was not born in Spain. Where was he born?

Lisbon, Portugal

Sydney, Australia

Azamor, Morocco

5. During the time that Estevanico and Cabeza de Vaca were held captive, Estevanico became known as a _____.

healer

priest

king

6. Estevanico guided a second expedition for Spain across what are now the states of Arizona, New Mexico, Colorado, Texas, Oklahoma, and Kansas. Who was the leader of that expedition?

Cabeza de Vaca

Father Marcos de Niza

Coronado

Appendix A-8

Student Early American Explorers Packet

Francisco Vasquez de Coronado

Francisco Vasquez de Coronado was a Spanish **nobleman** who lived in Mexico. He worked for Governor Mendoza, the man who ruled the Mexican settlements for the Spanish king. A native slave told the governor that his father traveled north for forty days to the seven cities of gold. The slave said that his father found great riches of gold and silver. He said the buildings had windows and doors framed in turquoise. The slave said his father came back a very rich man. The governor wondered if these seven cities could be the seven cities in Antilia. If he could find them, he would be a famous and rich man.

So Governor Mendoza sent another expedition led by a Franciscan missionary, Father Marcos de Niza, to try to find the cities. He sent Estevanico with him as a guide. They left in 1539. He traveled many days across deserts. When the natives told him that they were near the first city, Father Marcos de Niza climbed a hill. In the far distance there were many buildings that *looked* like a large city of gold. He wrote back to the governor about a handsome city of gold that looked larger than **Mexico City**. Father Marcos de Niza's story spread through Mexico. The Spanish were dreaming of gold and glory and so the story sounded good to them.

The governor told Francisco Vasquez de Coronado to lead an expedition to find these cities of gold in 1540. There were over two hundred horsemen in the expedition wearing shining armor, and silks and velvets of blue, red, and gold. A thousand Native Americans went along, also. Coronado took huge herds of cattle and pigs to eat on the long journey to the seven cities of gold.

Coronado headed in the direction to the cities that Father Marcos de Niza had described. They did not find the seven cities of gold, though. What they saw were pueblos in a village built by the Zuni tribe. There was no gold or riches there. Father Marcos de Niza must have thought that the golden color of the Zuni pueblos was a city of gold when he looked at it from the distance.

Francisco Vasquez de Coronado continued on his expedition and traveled eastward in 1541, crossing the Rio Grande and the **Great Plains** where they saw **bison** for the first time. Then Coronado turned north and ended up in what is now Kansas. He saw a village of Wichita people which he thought might be the wealthy kingdom Quivira (one of the seven cities of gold), but it was not. Another important landmark that Coronado discovered was the **Grand Canyon**. The sight of the steep canyon walls formed by the Colorado River must have been breathtaking. The expedition tried to cross the steep canyon but could not. He returned to Mexico disappointed from his expedition in 1542.

Even though he did not find the cities of gold, his exploration expedition is viewed as very valuable because of his descriptions of what is now the southwestern United States. Today, The Coronado National Monument in Bisbee, Arizona **commemorates** Coronado's expeditions.

Appendix A-9

Student Early American Explorers Packet

Name: _____ Date: _____

Francisco Vasquez de Coronado

Directions: Answer each question with a complete sentence.

1. Who did Coronado work for in Mexico? _____

2. When (what year) did Coronado leave for his expedition to find the seven cities of gold? _____

3. How many Native Americans joined Coronado on his expedition? _____

4. What did Coronado and his expedition members find INSTEAD of the seven cities of gold that Father Marcos de Niza thought that he had seen? _____

5. Coronado saw some animals on the Great Plains that no Europeans had seen before. What animals did he see? _____

6. In what state of today did Coronado see the Wichita people in a village he thought was the wealthy kingdom of Quivira? _____

7. Where is the Coronado National Monument located (city and state)? _____

Student Early American Explorers Packet

Spanish Missions

Many Spanish explorers searched for the seven cities of gold. No one ever found the cities. However, the Spanish exploration of today's American Southwest led to the building of many **missions** and **presidios** throughout the region.

Spanish priests explored the region in search of Native American villages, not gold like the Spanish explorers who were in search of the seven cities of gold. They wanted to find the villages because they wanted teach the Native Americans their religion, which was Christianity.

To try to get the Native Americans to be interested in learning Christianity, the Spanish priests built large churches and schools called **missions** near the Native American villages. The missions often were built by the Native Americans who lived inside the missions once they were completed. The Native Americans were given food and a safe place to live if they worked at the mission. However, they had to give up their own way of life and live like the Spanish. That meant they had to give up their religious beliefs, too. Some Native Americans became angry because they had to give up their own religion.

Life in the missions centered around the church. The mission church bells rang to tell people when to wake up in the morning, when to come to church, when it was time to work, when to eat, when to play, and even when to sleep. The local priest was in charge of the mission and the mission community.

Missions had crops and livestock to provide food for the people who lived inside the mission. The crops were grown by the Native Americans who worked in the fields. They grew corn, beans, chilies, squash, melons, and cotton. They also grew apples, peaches, and grapes in orchards. The livestock taken care of by the Native Americans included cattle, sheep, and goats. The Native American men who took care of the animals were called **vaqueros**. They could be called the first cowboys.

Inside the mission, Native Americans were taught skills that helped keep the mission going. Carpenters, **blacksmiths**, and weavers were trained to meet the needs of the mission community. A blacksmith is a person who makes tools, horseshoes, and other useful items out of iron. Native American women and girls made pottery and wove baskets. They prepared meals, also.

The Spanish set up many missions in the today's American southwest. Many can still be seen today in places such as California and Texas.

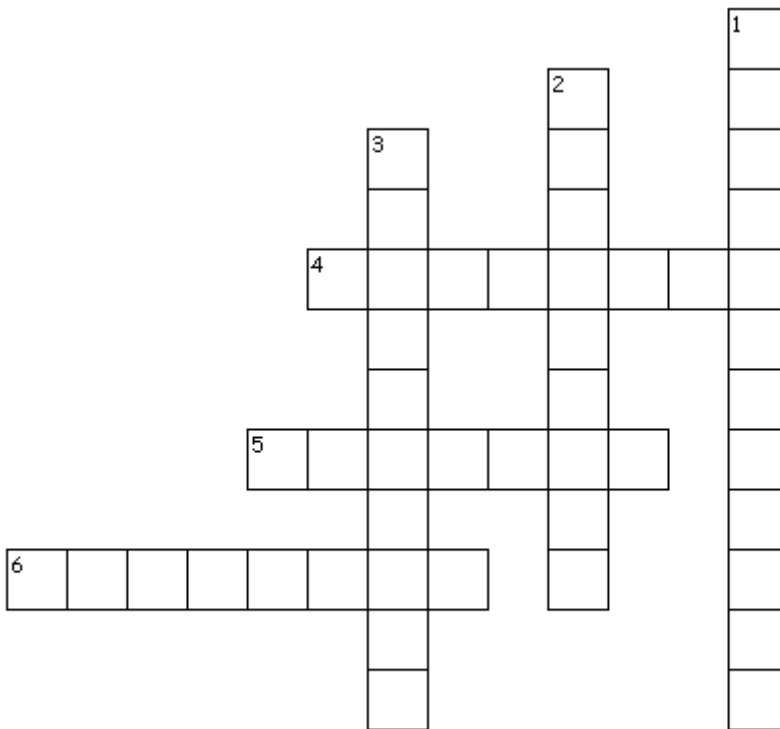
In addition to missions, the Spanish also built forts known as **presidios**, throughout the region. As more and more missions were built, some Native Americans became angry at the Spanish for invading their land. Because the Spanish were worried about attacks from the Native Americans, they built presidios to try to protect the missions and keep the angry groups of Native Americans under control.

Student Early American Explorers Packet

Name: _____ Date: _____

Spanish Missions

Directions: Complete the crossword puzzle using the clues below.



Across

4. the name given to the Native American cowboys who worked in the missions
5. a religious outpost built by the Spanish
6. a fort built by the Spanish

Down

1. the religion that the Spanish wanted the Native Americans to convert to
2. animals raised for food
3. a person who makes tools, horseshoes, and other useful objects out of iron

Student Early American Explorers Packet

The Native American Revolt

As the Spanish people built more and more missions, the Native Americans became less friendly and angrier. They had many reasons to become angry at the Spanish. The Spanish forced the Native Americans that lived and worked in the missions to believe in Spanish Christianity instead of their own religion. They also made slaves out of some of the Native Americans.

In the 1670s, many years after Spanish explorers gave up the search for the seven cities of gold, the Spanish governor of New Mexico tried to force Native American members of the Zuni Pueblo tribe to believe in Christianity. The Zuni tribe members who refused were publicly whipped, beaten, and sometimes even **executed**.

One of the members of the Zuni tribe who was whipped was named Pope' (POH peh). Pope' was known as a healer among the Zuni Pueblo tribe. Pope' said that **ancestral** spirits were telling him to lead a **revolt** to drive away the Spanish settlers and their religion, Christianity.

Pope' organized the **rebellion** known as the Pueblo Revolt that included more than twenty-four different Pueblo villages. The tribes living in these villages spoke some different languages. The villages were far apart from one another. Because of these reasons, it is surprising that these Native Americans came together to revolt against the Spanish. They stood united and drove the Spanish out of their region. They destroyed many churches and killed more than 400 of the Spanish settlers. After driving the Spanish to what is now El Paso, Texas, the Pueblo tribes were able **reclaim** their territory.

The Pueblo Revolt turned out to be the most successful Native American revolt in North American history. However, after only twelve years, the Spanish one again took control of the region **inhabited** by the Pueblo.

Student Early American Explorers Packet

Name: _____ Date: _____

The Native American Revolt

Directions: Write the word *True* in the blank if the statement is true.
Write the word *False* in the blank if the statement is false.

1. _____ The Native Americans were very happy that the Spanish had built missions for them to live and work in.
2. _____ The Spanish settlers inside the missions wanted the Native Americans to believe in Christianity instead of their own religion.
3. _____ Zuni Pueblo Native Americans were whipped and beaten by some of the Spanish if they did not believe in Christianity.
4. _____ A healer named Pope' organized a party for the Spanish to tell them, "Thank you."
5. _____ The more than twenty-four Pueblo villages that joined together for the rebellion against the Spanish were close to one another.
6. _____ The Pueblo Revolt was the most successful Native American revolt in North American history.
7. _____ The Spanish never took control of the Pueblo lands again.

Early American Southwest Explorers

Answer Key

Appendix B-2.1

Teacher Vocabulary Definition Sheet Answer Key

1. Amazon River-the longest river in South America that is surrounded by jungle
2. Cibola-a city that according to legend was plated with gold and silver
3. El Dorado-another name explorers used for the fabled city of gold
4. Manoa-one of the fabled seven cities of gold
5. Quivira-another name for one of the fabled seven cities of gold
6. Rio Grande-a river that flows along the southern border of Texas and today divides the United States from Mexico (it's name means "Big River" in Spanish)
7. Rocky Mountains-the tall mountain range located in western North America
8. Morocco-the African country that Estevanico is said to have been from
9. governor-the ruler of a state or country
10. Zuni-the Native American Pueblo tribe whose pueblo villages were mistaken for the seven cities of gold
11. healer-one who is believed to have the power to heal others
12. missionary-a priest or other person who attempts to teach their religious beliefs to others
13. nobleman-a person who is of high rank in a particular society
14. Mexico City-the largest city in Mexico
15. Great Plains-the region in the middle of North America usually referring to the states of North and South Dakota, Nebraska, Kansas, and Oklahoma
16. bison-large cattle-like animals that grazed on the Great Plains (also known as buffalo)
17. Grand Canyon-a deep, wide canyon in Arizona formed by the Colorado River
18. commemorates-to recall or remember

Appendix B-2.2

Teacher Vocabulary Definition Sheet Answer Key

19. mission-a religious community built by the Spanish
20. presidio-a fort built by the Spanish
21. Christianity-the religion taught to the Native Americans by the Spanish
22. livestock-animals raised to be used as food
23. vaqueros-the name given to Native American cowboys who worked in the missions
24. blacksmith-a person who makes iron tools, horseshoes, and other useful items
25. revolt-a large uprising usually meant to drive out unwanted visitors
26. executed-to put to death by force
27. ancestral-having to do with one's ancestors
28. rebellion-when a group of people go against those who are ruling over them
29. reclaim-taking back what belongs to you
30. inhabited-lived and worked in an area

Teacher Early American Explorers Packet

The Legend of the Seven Cities of Gold

It is a place of great mystery and magic! It is only found after a very long journey. To get there, you must travel for many months. You must cross rushing rivers. You must climb steep mountains. You must cross deep valleys.

You will see the kingdom for miles and miles before you reach its borders. This is because it glows like a second sunrise in the light of day. You will see its towers first. They are made of solid gold. Its walls are plastered with silver. Emeralds, rubies, and pearls shine like rainbows on every rooftop.

The chief of this wonderful kingdom is magnificent. He is coated with gold dust and wears a jeweled crown. Emeralds fall from his fingertips wherever he goes.

No one who lives in this kingdom is ever thirsty or hungry or sick. No one who lives there has any cares at all. The streets are always filled with dancing and singing. In the fountains in every square, sprays of precious stones drop into pools of liquid silver.

If you were traveling with Spanish explorers in the 1500s, you might have heard this story. This story is the legend of **El Dorado**, the famous cities of made of gold named after the legendary Native American chief who ruled the cities.

This chief would cover his body with gold dust during festivals. He was said to be enormously wealthy. The cities were made of gold and precious stones. The cities of gold were also referred to as the Seven Cities of **Cibola, Manoa, or Quivira**.

Many Spanish explorers were fascinated by the legend of the cities of gold and searched for many years to find them. Explorers searched the plains of Kansas, traveled down the **Rio Grande**, climbed the Rocky Mountains, and even searched the jungles of the Amazon River in South America. Unfortunately, many died or became very ill while searching for the cities of gold. Much to their disappointment, no explorer ever found the seven cities of gold, but they did report back important information about regions which had never been explored before.

Today, **El Dorado** has come to mean any place (usually make-believe) of great wealth or opportunity.

Teacher Early American Explorers Packet

Alvar Nunez Cabeza de Vaca

One Spanish explorer who tried to find the seven cities of gold was Alvar Nunez Cabeza de Vaca. He was born in Jerez de la Frontera, Spain in 1490. One of his first expeditions was in 1527 to conquer and colonize Florida. On this expedition, Panfilo de Narvaez was the leader of 300 men, including Cabeza de Vaca.

On this expedition, the men sailed from Spain to Tampa Bay in Florida in 1528 and began an overland march to try to reach Mexico. This was a much harder journey than the men had thought it would be, and over the next two years, more than half of the 300 men died. Cabeza de Vaca became the leader after reaching Galveston Island in Texas.

The men were captured by Native Americans there and many did not survive. While they were being held captive by the Native Americans, the men heard stories of wealthier tribes that lived farther inland. These stories kept the men's imagination alive about the seven cities of gold. After six years, Cabeza de Vaca and three other survivors, including Estevanico escaped and began searching for the seven cities of gold. They traveled through what is now the southwestern United States and northern Mexico and met the **Zuni** tribe. They reached a Spanish settlement in Mexico along the Sinaloa River in 1536. They never found the cities of gold, and Cabeza de Vaca returned to Spain in 1537 and was rewarded for his bravery by being appointed as **governor** of Rio de la Plata in South America.

Cabeza de Vaca's stories of his expedition, including his tales of the Zuni tribe and their villages and the search for the seven cities of gold, encouraged others to explore America in search of the seven cities of gold. Alvar Nunez Cabeza de Vaca died in 1557 at the age of 67.

Teacher Early American Explorers Packet

Estevanico

Estevanico was a former slave who became a respected explorer in the Spanish explorations of North America. He was born in Azamor, **Morocco**. It is not known when he was born, however. He was captured in Morocco sometime around 1513 by the Portugese. He became a Spanish slave and was known by several other names as well including Esteban, Esteban de Dorantes, Estebanillo, and Little Stephen.

In 1528 the slave Estevanico went along with an expedition of 300 men to conquer and settle Florida led by Panfilo de Narvaez. Estevanico was a valuable member of the expedition in which Alvar Nunez Cabeza de Vaca was also a member. The expedition traveled overland through Florida and around the coast of the Gulf of Mexico to Texas. This was a very difficult journey. Many members of the expedition died in clashes with Native Americans and many others died from diseases. By the time the group reached Texas, only four men survived.

The four remaining men were captured by Native Americans and held them as prisoners for six years. During this time, Estevanico became known as a **healer** to others. Finally, all four escaped, and Cabeza de Vaca led the group back to Spanish territory in Mexico.

Upon their return, the men told stories that their Native American captors had told them about wealthier tribes which made the men believe that they must have been describing the seven cities of gold. After hearing this Spain decided to send another expedition to find the seven cities of gold. The expedition was led by Father Marcos de Niza, a Franciscan **missionary**. Estevanico was chosen as the guide. Estevanico guided the expedition across what are now the states of Arizona, New Mexico, Colorado, Texas, Oklahoma, and Kansas.

They thought they found one of the cities of gold, but it was actually a Zuni tribe village. When the expedition got close to the cities in 1539, the Zuni tribe captured and killed Estevanico. Father Marcos de Niza, the leader, saw the village, but only from a distance. He thought that the city was filled with gold and riches, even though it really was not.

Father Marcos de Niza's reports of seeing the seven cities of gold caused Spain to send Francisco Vasquez de Coronado to lead another expedition to the area in 1540 to find the seven cities of gold.

Appendix B-7

Teacher Early American Explorers Packet

Alvar Nunez Cabeza de Vaca and Estevanico Answer Key

Answers are underlined

Directions: Circle the best answer.

1. Alvar Nunez Cabeza de Vaca and Estevanico were members of an expedition to conquer and colonize Florida. How many men began the expedition?

50 men

300 men

1,000 men

2. The expedition across Florida was very difficult. After reaching Texas, the men were captured and held as prisoners. Who captured them?

Native Americans

pirates

the king of France

3. Cabeza de Vaca, Estevanico, and two other men eventually escaped. How many years were they held as prisoners?

one year

six years

ten years

4. Estevanico was not born in Spain. Where was he born?

Lisbon, Portugal

Sydney, Australia

Azamor, Morocco

5. During the time that Estevanico and Cabeza de Vaca were held captive, Estevanico became known as a _____.

healer

priest

king

6. Estevanico guided a second expedition for Spain across what are now the states of Arizona, New Mexico, Colorado, Texas, Oklahoma, and Kansas. Who was the leader of that expedition?

Cabeza de Vaca

Father Marcos de Niza

Coronado

Appendix B-8

Teacher Early American Explorers Packet

Francisco Vasquez de Coronado

Francisco Vasquez de Coronado was a Spanish **nobleman** who lived in Mexico. He worked for Governor Mendoza, the man who ruled the Mexican settlements for the Spanish king. A native slave told the governor that his father traveled north for forty days to the seven cities of gold. The slave said that his father found great riches of gold and silver. He said the buildings had windows and doors framed in turquoise. The slave said his father came back a very rich man. The governor wondered if these seven cities could be the seven cities in Antilia. If he could find them, he would be a famous and rich man.

So Governor Mendoza sent another expedition led by a Franciscan missionary, Father Marcos de Niza, to try to find the cities. He sent Estevanico with him as a guide. They left in 1539. He traveled many days across deserts. When the natives told him that they were near the first city, Father Marcos de Niza climbed a hill. In the far distance there were many buildings that *looked* like a large city of gold. He wrote back to the governor about a handsome city of gold that looked larger than **Mexico City**. Father Marcos de Niza's story spread through Mexico. The Spanish were dreaming of gold and glory and so the story sounded good to them.

The governor told Francisco Vasquez de Coronado to lead an expedition to find these cities of gold in 1540. There were over two hundred horsemen in the expedition wearing shining armor, and silks and velvets of blue, red, and gold. A thousand Native Americans went along, also. Coronado took huge herds of cattle and pigs to eat on the long journey to the seven cities of gold.

Coronado headed in the direction to the cities that Father Marcos de Niza had described. They did not find the seven cities of gold, though. What they saw were pueblos in a village built by the Zuni tribe. There was no gold or riches there. Father Marcos de Niza must have thought that the golden color of the Zuni pueblos was a city of gold when he looked at it from the distance.

Francisco Vasquez de Coronado continued on his expedition and traveled eastward in 1541, crossing the Rio Grande and the **Great Plains** where they saw **bison** for the first time. Then Coronado turned north and ended up in what is now Kansas. He saw a village of Wichita people which he thought might be the wealthy kingdom Quivira (one of the seven cities of gold), but it was not. Another important landmark that Coronado discovered was the **Grand Canyon**. The sight of the steep canyon walls formed by the Colorado River must have been breathtaking. The expedition tried to cross the steep canyon but could not. He returned to Mexico disappointed from his expedition in 1542.

Even though he did not find the cities of gold, his exploration expedition is viewed as very valuable because of his descriptions of what is now the southwestern United States. Today, The Coronado National Monument in Bisbee, Arizona **commemorates** Coronado's expeditions.

Teacher Early American Explorers Packet

Francisco Vasquez de Coronado Answer Key

Answers are underlined

Directions: Answer each question with a complete sentence.

1. Who did Coronado work for in Mexico? Coronado worked for Governor Mendoza. (Also accept: Coronado worked for the governor.)
2. When (what year) did Coronado leave for his expedition to find the seven cities of gold? Coronado left in 1540.
3. How many Native Americans joined Coronado on his expedition? One thousand Native Americans joined Coronado on his expedition.
4. What did Coronado and his expedition members find INSTEAD of the seven cities of gold that Father Marcos de Niza thought that he had seen? Coronado and his expedition found the Zuni pueblos.
5. Coronado saw some animals on the Great Plains that no Europeans had seen before. What animals did he see? He saw bison.
6. In what state of today did Coronado see the Wichita people in a village he thought was the wealthy kingdom of Quivira? Coronado saw the Wichita people in what is now Kansas.
7. Where is the Coronado National Monument located (city and state)? The Coronado National Monument is located in Bisbee, Arizona.

Teacher Early American Explorers Packet

Spanish Missions

Many Spanish explorers searched for the seven cities of gold. No one ever found the cities. However, the Spanish exploration of today's American Southwest led to the building of many **missions** and **presidios** throughout the region.

Spanish priests explored the region in search of Native American villages, not gold like the Spanish explorers who were in search of the seven cities of gold. They wanted to find the villages because they wanted teach the Native Americans their religion, which was Christianity.

To try to get the Native Americans to be interested in learning Christianity, the Spanish priests built large churches and schools called **missions** near the Native American villages. The missions often were built by the Native Americans who lived inside the missions once they were completed. The Native Americans were given food and a safe place to live if they worked at the mission. However, they had to give up their own way of life and live like the Spanish. That meant they had to give up their religious beliefs, too. Some Native Americans became angry because they had to give up their own religion.

Life in the missions centered around the church. The mission church bells rang to tell people when to wake up in the morning, when to come to church, when it was time to work, when to eat, when to play, and even when to sleep. The local priest was in charge of the mission and the mission community.

Missions had crops and livestock to provide food for the people who lived inside the mission. The crops were grown by the Native Americans who worked in the fields. They grew corn, beans, chilies, squash, melons, and cotton. They also grew apples, peaches, and grapes in orchards. The livestock taken care of by the Native Americans included cattle, sheep, and goats. The Native American men who took care of the animals were called **vaqueros**. They could be called the first cowboys.

Inside the mission, Native Americans were taught skills that helped keep the mission going. Carpenters, **blacksmiths**, and weavers were trained to meet the needs of the mission community. A blacksmith is a person who makes tools, horseshoes, and other useful items out of iron. Native American women and girls made pottery and wove baskets. They prepared meals, also.

The Spanish set up many missions in the today's American southwest. Many can still be seen today in places such as California and Texas.

In addition to missions, the Spanish also built forts known as **presidios**, throughout the region. As more and more missions were built, some Native Americans became angry at the Spanish for invading their land. Because the Spanish were worried about attacks from the Native Americans, they built presidios to try to protect the missions and keep the angry groups of Native Americans under control.

Appendix B-11

Teacher Early American Explorers Packet

Spanish Mission Crossword Answer Key

Answers are underlined

Across

4. vaqueros- the name given to the Native American cowboys who worked in the missions
5. mission-a religious outpost built by the Spanish
6. presidio-a fort built by the Spanish

Down

1. Christianity-the religion that the Spanish wanted the Native Americans to convert to
2. livestock-animals raised for food
3. blacksmith-a person who makes tools, horseshoes, and other useful objects out of iron

Teacher Early American Explorers Packet

The Native American Revolt

As the Spanish people built more and more missions, the Native Americans became less friendly and angrier. They had many reasons to become angry at the Spanish. The Spanish forced the Native Americans that lived and worked in the missions to believe in Spanish Christianity instead of their own religion. They also made slaves out of some of the Native Americans.

In the 1670s, many years after Spanish explorers gave up the search for the seven cities of gold, the Spanish governor of New Mexico tried to force Native American members of the Zuni Pueblo tribe to believe in Christianity. The Zuni tribe members who refused were publicly whipped, beaten, and sometimes even **executed**.

One of the members of the Zuni tribe who was whipped was named Pope' (POH peh). Pope' was known as a healer among the Zuni Pueblo tribe. Pope' said that **ancestral** spirits were telling him to lead a **revolt** to drive away the Spanish settlers and their religion, Christianity.

Pope' organized the **rebellion** known as the Pueblo Revolt that included more than twenty-four different Pueblo villages. The tribes living in these villages spoke some different languages. The villages were far apart from one another. Because of these reasons, it is surprising that these Native Americans came together to revolt against the Spanish. They stood united and drove the Spanish out of their region. They destroyed many churches and killed more than 400 of the Spanish settlers. After driving the Spanish to what is now El Paso, Texas, the Pueblo tribes were able **reclaim** their territory.

The Pueblo Revolt turned out to be the most successful Native American revolt in North American history. However, after only twelve years, the Spanish one again took control of the region **inhabited** by the Pueblo.

Teacher Early American Explorers Packet

The Native American Revolt Answer Key

Answers are underlined

Directions: Write the word *True* in the blank if the statement is true.
Write the word *False* in the blank if the statement is false.

1. False The Native Americans were very happy that the Spanish had built missions for them to live and work in.
2. True The Spanish settlers inside the missions wanted the Native Americans to believe in Christianity instead of their own religion.
3. True Zuni Pueblo Native Americans were whipped and beaten by some of the Spanish if they did not believe in Christianity.
4. False A healer named Pope' organized a party for the Spanish to tell them, "Thank you."
5. False The more than twenty-four Pueblo villages that joined together for the rebellion against the Spanish were close to one another.
6. True The Pueblo Revolt was the most successful Native American Revolt in North American history.
7. False The Spanish never took control of the Pueblo lands again.

Appendix C

You've Discovered the Seven Cities of Gold! Rubric

Student Name _____ Date _____

CATEGORY	4	3	2	1	Score
STAYS ON TOPIC	Writing is on topic throughout entire story (100% of the time).	Writing is on topic throughout most of the story (80%-99%) of the time).	Writing is on topic through out some of the story (40%-79% of the time).	Writing is almost never on topic in the story (less than 39% of the time) and it is hard to tell what the topic is.	
DETAILS	Student has listed details in the story such as who lives in the cities, if the people are friendly or not, what the people look like, what the streets and buildings look like/are made of, if they are allowed to take things from the city, and what they may take back with them from the cities.	Student has listed some details in the story including at least two details about the people, one detail about the streets and buildings.	Student has listed a few details in the story including at least one detail about the people and one detail about the streets and buildings.	Student has listed one detail about the city or the people in the story.	
CAPITALIZATION AND PUNCTUATION	The student has made no capitalization or punctuation mistakes in his/her writing.	The student has made less than two capitalization or punctuation mistakes in his/her writing.	The student has made less than five capitalization or punctuation mistakes in his/her writing.	The student has made more than five capitalization or punctuation mistakes in his/her writing.	
GRAMMAR	The student has made no grammatical errors in his/her writing.	The student has made less than two grammatical errors in his/her writing.	The student has made less than four grammatical errors in his/her writing.	The student has made more than four grammatical errors in his/her writing.	
TOTAL SCORE:	<p align="right">Points _____/16</p> <p align="right">Percentage _____%</p> <p align="right">Letter Grade _____</p>				

Appendix D

Early American Southwest Explorers Study Guide

STUDY GUIDE

Name: _____ Date: _____

BE SURE TO STUDY EACH FACT LISTED ON THIS PAGE AS WELL AS THE UNIT VOCABULARY DEFINITIONS SO THAT YOU WILL BE PREPARED FOR THE TEST!

The Spanish explored the southwest part of America.

The legend of the seven cities of gold encouraged several Spanish explorers to search for them.

The seven cities of gold were also known as the El Dorado, Cibola, Manoa, or Quivira.

Alvar Nunez Cabeza de Vaca was one of four men (out of an expedition that started with 300) who survived after being held captive by Native Americans.

Estevanico was a slave who traveled with Cabeza de Vaca. He was known as a healer and guided another expedition in search of the seven cities of gold.

Francisco Vasquez de Coronado did not find the seven cities of gold in the southwest part of the United States, but he did find the Grand Canyon.

Spanish settlers in what is now the American Southwest built many missions to try to convince the Native Americans to become Christians.

The Pueblo Revolt was the most successful Native American revolt in North American history. The revolt was led by a Zuni Pueblo Native American named Pope'.

Appendix E.1

Early American Southwest Explorers Review Game Teacher Question Sheet

answers are in parentheses following the question

What legend encouraged several Spanish explorers to go on expeditions?
(the legend of the seven cities of gold)

What are large cattle-like animals that grazed on the Great Plains (also known as buffalo) called?
(*bison*)

What word means having to do with one's ancestors?
(*ancestral*)

What did the Spanish settlers in what is now the American Southwest build to try to convince the Native Americans to become Christians?
(*missions*)

What does *reclaim* mean?
(taking back what belongs to you)

What word means to have lived and worked in an area?
(*inhabited*)

Francisco Vasquez de Coronado did not find the seven cities of gold in the southwest part of the United States, but what great North American scenic landmark did he find?
(the Grand Canyon)

Who explored the southwest part of North America?
(the Spanish)

What is the name of the longest river in South America that is surrounded by jungle?
(*Amazon River*)

How many men BEGAN the expedition in which Alvar Nunez Cabeza de Vaca and three other men were the only survivors after being held captive by Native Americans?
(300 men)

Appendix E.2

Early American Southwest Explorers Review Game Teacher Question Sheet

Who or what were *vaqueros*?

(the name given to Native American cowboys who worked in the missions)

What was the religion taught to the Native Americans by the Spanish?

(Christianity)

What is the name of the river that flows along the southern border of Texas and today divides the United States from Mexico (it's name means "Big River" in Spanish)?

(*Rio Grande*)

The Pueblo Revolt was the most successful Native American revolt in North American history. Who was the revolt led by?

(a Zuni Pueblo Native American named Pope')

What is a *presidio*?

(a fort built by the Spanish)

What is the name given to a person who makes iron tools, horseshoes, and other useful items?

(*a blacksmith*)

What is the name of the tall mountain range located in western North America?

(*Rocky Mountains*)

What is the name of the African country that Estevanico is said to have been from?

(*Morocco*)

What word means to recall or remember?

(*commemorates*)

What is the name of the Native American Pueblo tribe whose pueblo villages were mistaken for the seven cities of gold?

(*Zuni*)

Who or what is a *governor*?

(the ruler of a state or country)

What is a person called who is believed to have the power to heal others?

(*a healer*)

Appendix E.3

Early American Southwest Explorers Review Game Teacher Question Sheet

What is a priest or other person who attempts to teach their religious beliefs to others called?

(missionary)

A person who is of high rank in a particular society is known as a _____?

(nobleman)

To be put to death by force is to be _____?

(executed)

What was the name of the slave who traveled with Cabeza de Vaca who was known as a healer and went on to guide another expedition in search of the seven cities of gold?

(Estevanico)

What are animals raised to be used as food called?

(livestock)

What is the largest city in Mexico?

(Mexico City)

What is it called when a group of people goes against those who are ruling over them?

(rebellion)

What is the region in the middle of North America usually referring to the states of North and South Dakota, Nebraska, Kansas, and Oklahoma called?

(Great Plains)

What is a large uprising usually meant to drive out unwanted visitors called?

(revolt)

What is the name of the deep, wide canyon in Arizona formed by the Colorado River?

(Grand Canyon)

What were some other names used for the seven cities of gold?

(El Dorado, Cibola, Manoa, or Quivira)

What is the name of the religious communities built by the Spanish?

(missions)

Appendix F

Student Vocabulary Assessment

Name: _____ Date: _____

Directions: Match the letter of the correct definition in the blank next to the correct vocabulary word(s).

- | | | |
|---|----|---|
| 1. _____ EL DORADO, MANOA, QUIVIRA AND CIBOLA | a. | a deep, wide canyon in Arizona formed by the Colorado River |
| 2. _____ RIO GRANDE | b. | a priest or other person who attempts to teach their religious beliefs to others |
| 3. _____ PRESIDIO | c. | large cattle-like animals that grazed on the Great Plains (also known as buffalo) |
| 4. _____ GOVERNOR | d. | names used by explorers for the fabled cities of gold |
| 5. _____ MISSIONARY | e. | a fort built by the Spanish |
| 6. _____ GRAND CANYON | f. | a large uprising usually meant to drive out unwanted visitors |
| 7. _____ ANCESTRAL | g. | a religious community built by the Spanish |
| 8. _____ BISON | h. | look to other people to see how to act in unfamiliar situations |
| 9. _____ CHRISTIANITY | i. | a river that flows along the southern border of Texas and today divides the United States from Mexico ("Big River") |
| 10. _____ REVOLT | j. | the name given to Native American cowboys who worked in the missions |
| 11. _____ ZUNI | k. | having to do with one's ancestors |
| 12. _____ A FEATHER IN YOUR CAP | l. | the religion taught to the Native Americans by the Spanish |
| 13. _____ MISSION | m. | the Native American Pueblo tribe whose villages were mistaken for the seven cities of gold |
| 14. _____ INHABITED | n. | lived and worked in an area |
| 15. _____ VAQUEROS | o. | the ruler of a state or a country |

Appendix G

Student Vocabulary Assessment/Teacher Answer Key

Name: _____ key _____ Date: _____

Directions: Match the letter of the correct definition in the blank next to the correct vocabulary word(s).

- | | |
|--|---|
| <p>1. <u>d</u> EL DORADO, MANOA, QUIVIRA
AND CI BOLO</p> | <p>a. a deep, wide canyon in Arizona formed by
the Colorado River</p> |
| <p>2. <u>i</u> RIO GRANDE</p> | <p>b. a priest or other person who attempts
to teach their religious beliefs to others</p> |
| <p>3. <u>e</u> PRESIDIO</p> | <p>c. large cattle-like animals that grazed on
the Great Plains (also known as buffalo)</p> |
| <p>4. <u>o</u> GOVERNOR</p> | <p>d. names used by explorers for the fabled
cities of gold</p> |
| <p>5. <u>b</u> MISSIONARY</p> | <p>e. a fort built by the Spanish</p> |
| <p>6. <u>a</u> GRAND CANYON</p> | <p>f. a large uprising usually meant to drive out
unwanted visitors</p> |
| <p>7. <u>k</u> ANCESTRAL</p> | <p>g. a religious community built by the Spanish</p> |
| <p>8. <u>c</u> BISON</p> | <p>h. one who is believed to have the power to
heal others</p> |
| <p>9. <u>l</u> CHRISTIANITY</p> | <p>i. a river that flows along the southern
border of Texas and today divides the
United States from Mexico ("Big River")</p> |
| <p>10. <u>f</u> REVOLT</p> | <p>j. the name given to Native American
cowboys who worked in the missions</p> |
| <p>11. <u>m</u> ZUNI</p> | <p>k. having to do with one's ancestors</p> |
| <p>12. <u>h</u> HEALER</p> | <p>l. the religion taught to the Native
Americans by the Spanish</p> |
| <p>13. <u>g</u> MISSION</p> | <p>m. the Native American Pueblo tribe whose
villages were mistaken for the seven
cities of gold</p> |
| <p>14. <u>n</u> INHABITED</p> | <p>n. lived and worked in an area</p> |
| <p>15. <u>j</u> VAQUEROS</p> | <p>o. the ruler of a state or a country</p> |

Appendix H
Student Unit Assessment

Name: _____ Date: _____

Directions: Circle the correct answer for each question.

1. Who explored the southwest part of America?
SPANISH RUSSIANS DUTCH

2. What legend encouraged many Spanish explorers to explore the American Southwest?
LEGEND OF CANDYLAND LEGEND OF THE SILVER TREASURE

LEGEND OF THE SEVEN CITIES OF GOLD

3. What was another name for the cities of gold?
MIDAS EL DORADO KARAT

4. Who was one of four men who survived (out of an expedition of 300) after being held captive by Native Americans?
CORONADO POPE' CABEZA DE VACA

5. Who found the Grand Canyon, but didn't find the seven cities of gold?
CORONADO CABEZA DE VACA ESTAVANICO

6. Who was a slave that traveled with Alvar Nunez Cabeza de Vaca and was known as a healer? (He also guided another expedition in search of the seven cities of gold.)
CORONADO POPE' ESTAVANICO

7. Spanish settlers built many missions to try to convince the Native Americans to become _____.
SPANISH CHRISTIANS AMERICANS

8. Who led the Pueblo Revolt?
CORONADO POPE' ESTAVANICO

Appendix I

Student Unit Assessment/Teacher Answer Key

Name: _____ key _____ Date: _____

Directions: Circle the correct answer for each question.

CORRECT ANSWERS ARE UNDERLINED

- Who explored the southwest part of America?
SPANISH RUSSIANS DUTCH
- What legend encouraged many Spanish explorers to explore the American Southwest?
LEGEND OF CANDYLAND LEGEND OF THE SILVER TREASURE
LEGEND OF THE SEVEN CITIES OF GOLD
- What was another name for the cities of gold?
MIDAS EL DORADO KARAT
- Who was one of four men who survived (out of an expedition of 300) after being held captive by Native Americans?
CORONADO POPE' CABEZA DE VACA
- Who found the Grand Canyon, but didn't find the seven cities of gold?
CORONADO CABEZA DE VACA ESTAVANICO
- Who was a slave that traveled with Alvar Nunez Cabeza de Vaca and was known as a healer? (He also guided another expedition in search of the seven cities of gold.)
CORONADO POPE' ESTAVANICO
- Spanish settlers built many missions to try to convince the Native Americans to become _____.
SPANISH CHRISTIANS AMERICANS
- Who led the Pueblo Revolt?
CORONADO POPE' ESTAVANICO

Appendix J

Name: _____ Date: _____

Explorer Report

Directions: complete each question with a complete sentence about your chosen explorer.

Explorer's name: _____

Where was he born?

When was he born?

When did he die?

Where did he die?

Why was he exploring (what was he trying to find)?

What was he best known for?

What were some of his life highlights (what will he always be known for...why is he famous)?

What were some characteristics that made him a good explorer?

Appendix K
Explorer Report Rubric

Student Name _____ Date _____

CATEGORY	4	3	2	1	Score
COMPLETION	Student has completed entire (100%) of report form including all questions.	Student has completed at least seven questions on report form.	Student has completed at least five questions on report form.	Student has completed three or fewer questions on report form.	
CAPITALIZATION AND PUNCTUATION	The student has made no capitalization or punctuation mistakes.	The student has made less than two capitalization or punctuation mistakes.	The student has made less than five capitalization or punctuation mistakes.	The student has made more than five capitalization or punctuation mistakes.	
GRAMMAR	The student has made no grammatical errors in his/her writing and has written in complete sentences for each blank on report form EXCEPT for the <i>explorer name</i> blank.	The student has made no more than two grammatical errors in his/her writing and has written in complete sentences for at least six blanks on report form EXCEPT for the <i>explorer name</i> blank.	The student has made no more than three grammatical errors in his/her writing and has written in complete sentences for at least five blanks on report form EXCEPT for the <i>explorer name</i> blank.	The student has made four or more grammatical errors in his/her writing and has NOT written in complete sentences for four or more blanks on report form EXCEPT for the <i>explorer name</i> blank.	
TOTAL SCORE:	Points _____/12 Percentage _____% Letter Grade _____				