

The Explorers of Texas





Terms of Use

thank you!

Thank you for your purchase and support. Your satisfaction and positive feedback is the greatest compliment you can offer me! I appreciate your business and I hope you and your students enjoy using my resources. Please take a moment to review my terms of use.

© 2018, 2020 Social Studies Success, LLC. All rights reserved by author. This product is to be used by one teacher only. Copying for more than one teacher, classroom, department, school, or school system is prohibited. **This product may not be distributed or displayed digitally for public view.** If you would like to copy this product for more than one teacher, please return to your 'My Purchases' page and purchase additional licenses.

Please do not upload to a shared computer space! Failure to comply is a copyright infringement and a violation of the Digital Millennium Copyright Act (DMCA). Clipart and elements found in this PDF are copyrighted and cannot be extracted and used outside of this file without permission or license.

All images are taken from public domain, purchased from Adobe Stock Images or these talented artists on TeachersPayTeachers. This includes images taken by employees of various US Government agencies; images published prior to 1923; or images that have otherwise been released to public domain.



Clip Art and Fonts



Directions

Prior to the lesson –

- ☐ **Print the Explorers readings, Image Handouts, Sentence Strips, Doodle Notes, Tree Map, and clues.** You will need 3-4 sets of the readings and clues based on the size of your class. Each student will need their own copy of the Doodle Notes with the tree map copied on the back. The readings, Doodle Notes, and tree map are available on Google Slides – directions are on the following page. If you use this resource remotely, delete the steps with the clues.
- ☐ **Post the Explorers readings** around your room and cut out the clues. You should have enough readings and clues that each partner group can receive a clue and find the matching reading.

Day of the Lesson –

1. Pass out the image handouts to the students. Cut out the sentence strips. Challenge the students to read the strip and decide which image it would belong to. Place the strip next to the correct image.
2. Model how to "read a clue" by interpreting the symbols on the clue set. Each set of clues is a series of symbols that represent the explorer. Students will read the clue and skim the different explorer readings until they find the one that is a correct match. They will then need to check with you to see if it is correct. Once they have the correct clue with the reading, they can read the handout and summarize the key information on their Doodle Notes. I recommend modeling with Pineda. Make sure students complete the impact on people of the Americas as well as the explorers.
3. Place your students with their partner. Give each student their own copy of the Doodle Notes and one clue. After they finish each explorer, hand them a different clue until they have completed all of the explorers.
6. When your students have completed all of the clues and their notes, challenge them to analyze the impact of the explorers on the Americas by completing the tree map and summary.
7. Have fun! This lesson will take you 1-2 regular class periods (45 minutes) depending on the level of your students.



Directions

Be sure to follow these important directions if you want to allow your students to complete this activity using Google Slides™.

Click on this link below from your Google Drive™ –

[Explorers of Texas](#) [Doodle Notes](#)

You will be directed to a page in your Google™ account that will ask if you would like to copy the document. Once you make a copy, you will be able to manipulate parts of the activity before you assign it to your students. The individual pages are locked images, but you will be able to delete or add any slides you wish. Once you are ready to go, assign the activity to your students. When assigning in Google Classroom™, be sure to select "Make a Copy for Each Student" to ensure that each student has their own assignment to work on individually.

Enjoy!

Dawn



Image One

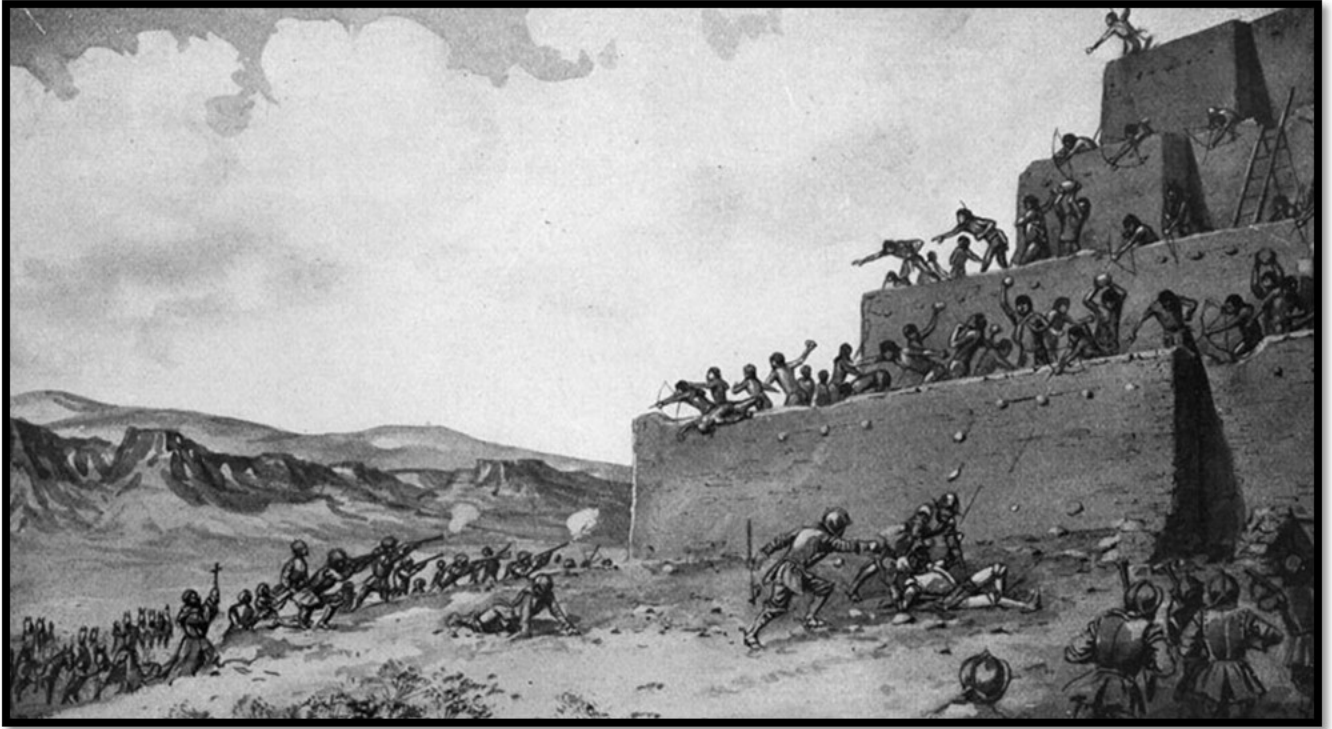


Image Two



Directions: Cut out the sentence strips. Challenge the students to read the strip and decide which image it would belong to. Place the strip next to the correct image.

Conflict between the two groups was frequent, leading to misunderstandings, exploitation, and violence.

Coronado gathered 1,000 men and thousands of horses, mules, sheep and cattle for the expedition to find gold.

Instead of streets paved with gold, the party found a city of more than 500 families living in buildings constructed of sandstone and adobe.

The *Requerimiento*, was a document in Spanish that ordered Native Americans to submit to the King of Spain's rule and convert to Christianity.

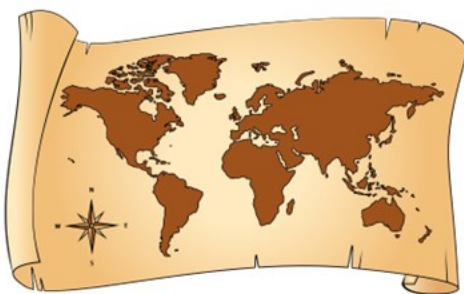
If Native Americans resisted the Spanish, then the Spaniards took what they wanted by force. These tactics led to conflict, suffering, and often death for many Native Americans throughout the Western Texas.

Anxious to repeat the Spanish conquest of the Aztec world, Coronado was disappointed when he arrived at Zuni the following year to find only poor natives living in earthen communities. Coronado's massive expedition quickly conquered the Zuni and the pueblo became Spanish headquarters for the next several months.

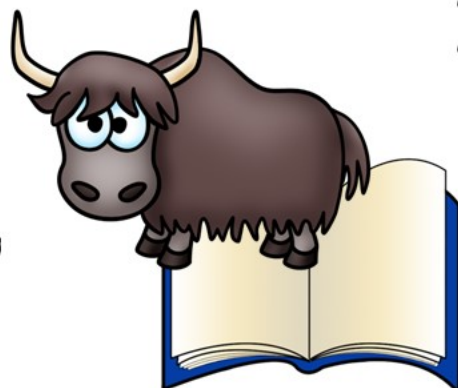
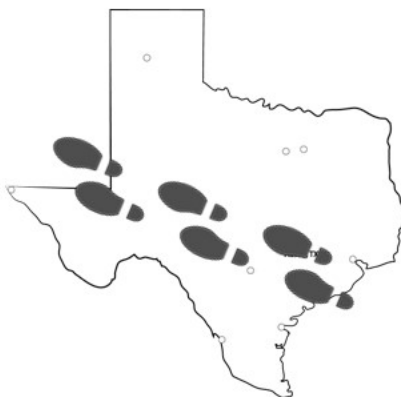
The Spanish brought particular livestock, agricultural goods, metal, things that were useful to the Pueblos - horses,

On April 23, 1541, Coronado and his men began their search for the golden city of Quivira. They crossed the Pecos River onto the West Texas Plains. They were amazed at the number of buffalo they saw. Having never seen this type of animal before, they mistook it for a type of cow.

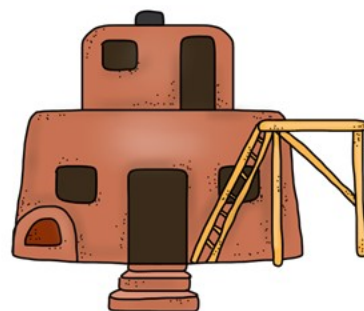
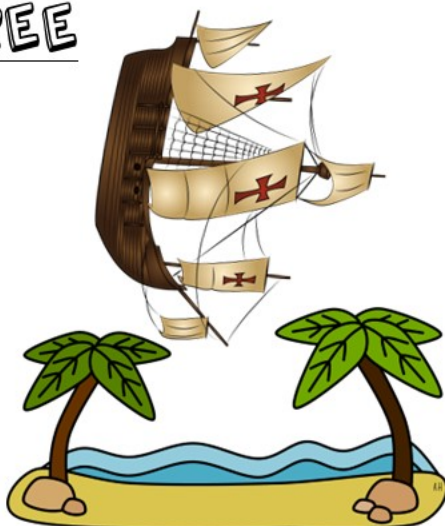
CLUE SET TWO



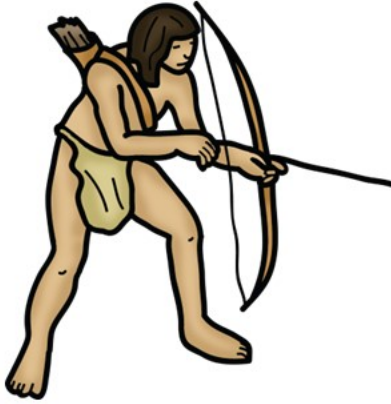
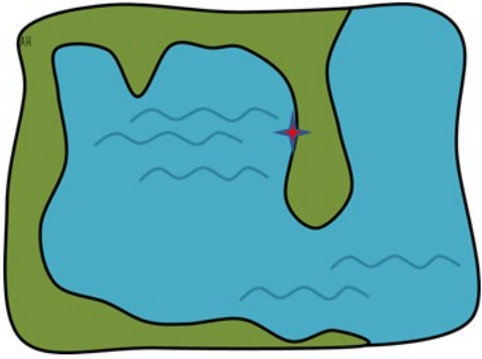
CLUE SET ONE



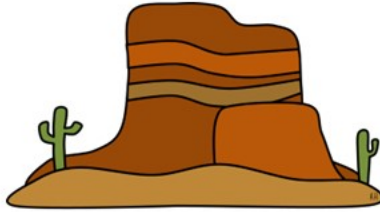
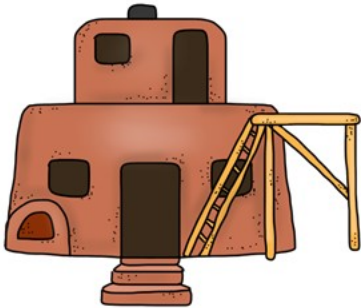
CLUE SET THREE



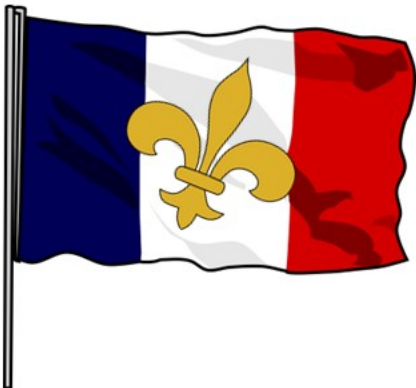
CLUE SET FIVE



CLUE SET SIX



CLUE SET FOUR



Alonso Alvarez de Pineda

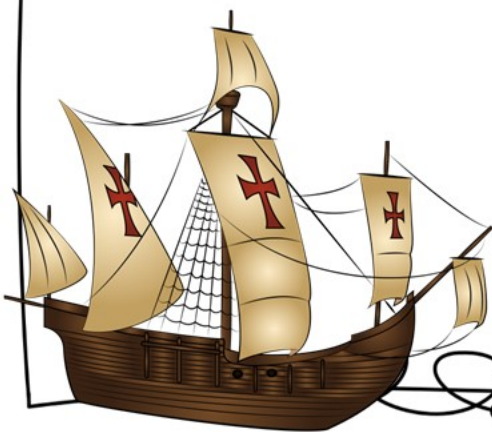
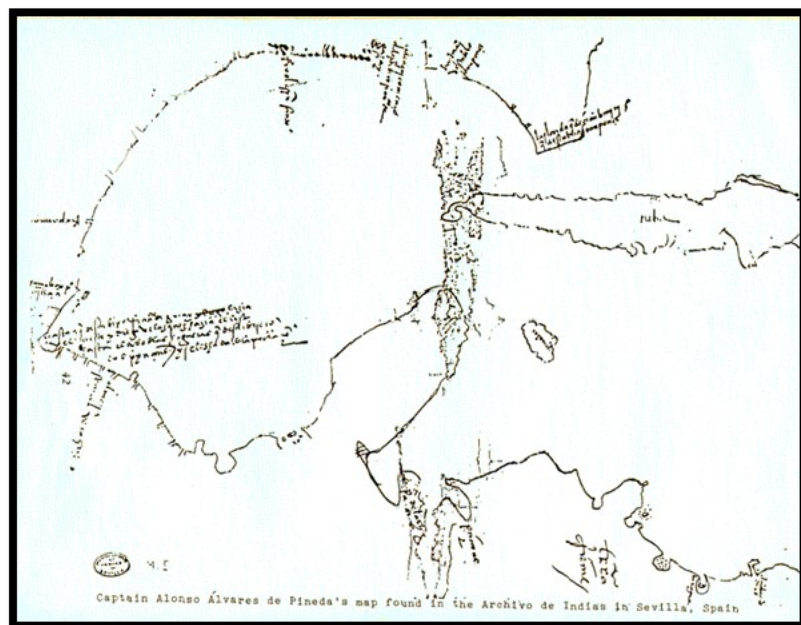
(1492? - 1520)

Alonso Alvarez de Pineda led an expedition to explore the coast between Florida and southeastern Mexico. His goal was a passage for ships to sail from the Atlantic Ocean to the Pacific Ocean. He left Jamaica in March of 1519 and entered the Gulf of Mexico heading north up the Florida coastline. One of the expedition's first discoveries was that Florida was not an island but instead a peninsula.

The ships continued west along the coastline mapping along current day Florida, Alabama, Mississippi and Louisiana. In June of 1519, a river was found and named *Espiritu Santo* that could have been the Mississippi River. The group sailed 18 miles up the river before turning back to the Gulf. Pineda also mapped Corpus Christi Bay and Matagorda Bay along the Texas coast. Another large river was found and named *Las Palmas* that was probably the Rio Grande. The group sailed up this river as well but found no access to the Pacific Ocean.

Pineda's voyage was unsuccessful in discovering a waterway to the Pacific Ocean. He was killed in a battle before he could return to Spain. Pineda is credited with creating the first known map of the Texas coastline and the Gulf of Mexico.

Pineda's map is on display at the Archivo General de Indias in Spain.

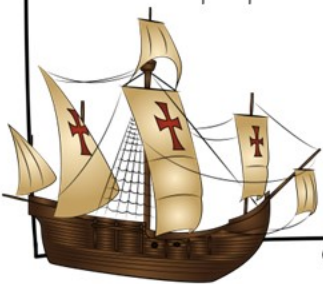


Alvar Nunez Cabeza de Vaca (1490? - 1557?)

In 1527, Alvar Nunez Cabeza de Vaca left Spain as part of an expedition to Florida searching for gold and to establish colonies in Florida. This expedition was led by Pánfilo de Narváez and considered an extreme failure. In Florida, many of the Spanish were captured by Native Americans and suffered disease and starvation. The rest tried to sail back to Cuba on rafts. Three of the rafts sank drowning all of the men onboard. The remaining two rafts were blown off course by a hurricane and washed ashore near Galveston Island. Only 80 of the original crew of 300 men were left alive. At first, Cabeza de Vaca and the remaining men were enslaved by the Karankawa. After saving the life of a native, he earned the reputation of a medicine man.

By the summer of 1534, only 4 men were left alive from the original expedition. These men included Cabeza de Vaca, and an enslaved African named **Estevanico**. In 1534, these four men started a journey west in hopes of finding a Spanish settlement in Mexico. During the next 2 years, the small group wandered through Texas, New Mexico, Arizona and northern Mexico. The exact route is not known, but the group traveled along the Colorado River and the Rio Grande River. By the time they reached a settlement, they had walked over 2,400 miles in 2 years.

Cabeza de Vaca wrote about this journey, describing the many native Texan peoples he encountered. He also recorded descriptions of the plants and strange animals he saw like the buffalo. Cabeza de Vaca is remembered for being the author of the first book *La relación y comentarios* ("The Account and Commentaries"), describing the people of Texas. His goal was to "transmit what I saw and heard in the nine years I wandered lost and miserable over many remote lands. He wanted to share 'not merely a report of positions and distances, flora and fauna, but of the customs of the numerous indigenous people I talked with and dwelt among, as well as any other matters I could hear of or observe'. He is one of the few explorers who advocated for the care of the native people of the Americas.

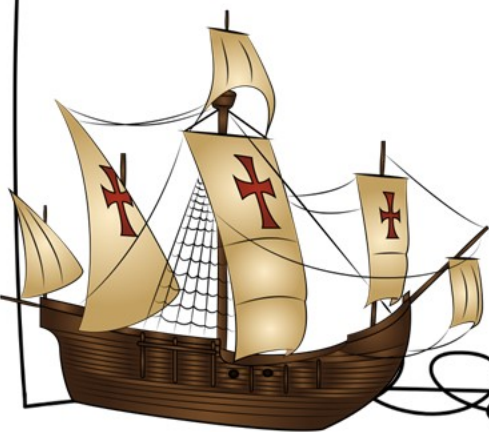


Estevanico

(1500? - 1539)

Estevanico was born in Africa. At 13, Estevanico was captured and sold into slavery. In 1528, Estevanico was taken on an expedition to Florida with **Alvar Nunez Cabeza de Vaca**. Estevanico ended up being shipwrecked on the shores of Galveston Island. After living with various Native Texan people for several years, Estevanico and Cabeza de Vaca travelled through Texas to Mexico. During this time, both he and Cabeza de Vaca were granted safety in their travels by their work as medicine men.

In 1539, Estevanico was ordered back to Texas on an expedition with a Catholic priest, **Fray Marcos**. They were searching for the seven golden cities of Cibola, or *El Dorado*. Estevanico was sent ahead of the main expedition group to scout a safe route. He was ordered to send a message back to Fray Marcos when it was safe to move on to the next village. On one of these scouting expeditions, Estevanico disappeared. He was either killed or escaped from the Spanish. Without his guide, Fray Marcos returned to Mexico and reported that he had traveled close to a Zuni pueblo village and had seen a huge city covered in gold. The stories of *El Dorado* inspired other explorers to head north out of Mexico in search of gold.



Hernando de Soto (1496? - 1542) and Luis de Moscoso (1505 - 1551)

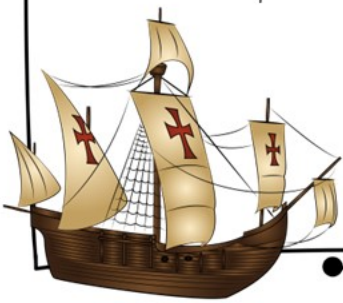
In 1539, Hernando De Soto began an expedition into North America. De Soto had previously helped conquer the Inca Empire in Peru and was searching North America for gold and wealth similar to what he had taken in South America. De Soto was inspired by the stories of the Seven Cities of Cibola, or *El Dorado*, mentioned by Cabeza de Vaca and reportedly seen by Fray Marcos. After years of travel and conquest De Soto's expedition crossed the Mississippi River in 1541. Unable to find any great amount of wealth, De Soto decided the expedition should return to the Gulf of Mexico. He died of a fever in 1542 before reaching the gulf. He named **Luis de Moscoso Alvarado** as the new leader of the expedition.

De Soto's expedition had explored Florida and what is now the Southeastern United States for over three years. They had lost half of the men to battle and a majority of their supplies. Moscoso decided to lead the remaining men in the expedition home.

The expedition under Moscoso traveled through Louisiana then southwest into Texas, possibly as far as the Brazos River. During their journey they attacked Caddo towns and stole food. The expedition turned back to the Mississippi River where they built 7 ships. Hugging the Gulf coastline, they explored Galveston Bay, Matagorda Bay and Aransas or Corpus Christi Bay. Upon their arrival in Mexico, Moscoso shared that he was unable to find any wealthy cities.



The De Soto / Moscoso expedition had lasting consequences for the people of the area. The expedition spread diseases which resulted in the deaths of thousands of people. They killed hundreds of people in battle and enslaved others. This expedition did not bring back wealth in the form of gold, but instead claimed the land for Spain.



Francisco Vázquez de Coronado

(1510 - 1554)

After Cabeza de Vaca returned from Texas, rumors of great wealth spread across Mexico. Cabeza de Vaca had supposedly seen cities made out of gold. These Seven Cities of Cibola, or *El Dorado*, had also been confirmed by another explorer, Fray Marcos.

Francisco Vázquez de Coronado was inspired by the stories of *El Dorado*. He organized a large expedition of hundreds of Spaniards, enslaved natives, horses, sheep, pigs and cattle, to return and find the cities of gold. In February of 1540, Coronado's force traveled up the west coast of Mexico. A small group split off the main force to travel northwest to the supposed site of Cibola, the Zuni pueblo city where Estavanico had died. Instead of gold, the Spanish found cities made with adobe - dried mud bricks.

In the spring of 1541, Coronado moved west into Palo Duro Canyon and traveled across the panhandle of Texas. Again, Coronado split off with a small force to explore across Oklahoma into present day Kansas. Coronado had heard stories from his guide "The Turk" of great treasure to be found in another golden city called *Quivira*. Instead of a golden city, only native villages were found. Coronado executed the "The Turk" and returned to Mexico. Among his people, the Turk is regarded as a hero for protecting them by leading Coronado away from their homes.

When Coronado returned to Mexico after years of searching for gold, he declared that there was no wealth to be found north of Mexico. The expedition had been a colossal failure - he was driven into bankruptcy and was charged with war crimes for his actions against the native peoples of the Southwest. Coronado caused a huge loss of life among these peoples, both in battle and the many diseases he and his men brought with him.



Rene-Robert Cavelier, Sieur de La Salle

(1643 - 1687)

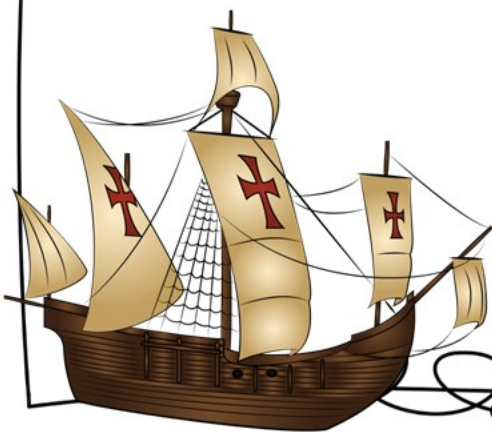
Rene-Robert Cavelier, Sieur de La Salle was a French explorer that claimed all the lands along the Mississippi River. He called the area Louisiana.

In 1684, La Salle left France with four ships and 300 sailors headed to the mouth of the Mississippi River. His goal was to build a colony and challenge Spanish control of the area. One ship was attacked and taken by pirates in the West Indies. Even though La Salle had sailed down the Mississippi River several times, he couldn't find the mouth of the river from the Gulf. The three ships landed 500-miles to the west at Matagorda Bay in Texas. One of the remaining ships sank and another headed back to France. The last ship was wrecked when the pilot got drunk, stranding the survivors in Texas. One of these ships, *La Belle*, was discovered in Matagorda Bay in 1995.

Fort St. Louis was established by La Salle and his men next to Matagorda Bay. The French colony struggled to survive. Many settlers died from starvation and disease with the rest lost to battles with the Karankawa.

In 1686, La Salle took a small group of men to try and find the Mississippi River, but most of the men died. Several months later they tried to find it again. La Salle's men mutinied, or rebelled, against him and La Salle was killed.

In 1688, the French colony of Fort St. Louis failed after a final attack from the Karankawa. While La Salle's colony was not successful, it did succeed in one thing - scaring the Spanish. The Spanish realized they needed to colonize Texas or risk losing it to their French enemy.



EXPLORERS OF TEXAS

Directions: identify the clue set that matches each explorer. Write a summary that includes the dates of exploration, the area explored, and what each explorer accomplished (or didn't accomplish).

My name is Pineda.

I match clue set
number ____

My name is Cabeza de

Vaca.
I match clue set
number ____

My name is Esteban.

I match clue set
number ____

We are De Soto and

Moscoso.
We match clue set
number ____

My name is Coronado.

I match clue set
number ____

My name is La Salle.

I match clue set
number ____

We are the people of
the Americas. This is
what happened to us -



EXPLORERS OF TEXAS

Directions: identify the clue set that matches each explorer. Write a summary that includes the dates of exploration, the area explored, and what each explorer accomplished (or didn't accomplish).

My name is Pineda.
Here is my story -

My name is Cabeza de Vaca.
Here is my story -

My name is Esteban.
Here is my story -

We are De Soto and
Moscoso.
Here is our story -

My name is Coronado.
Here is my story -

My name is La Salle.
Here is my story -

We are the people of
the Americas. This is
what happened to us -



EXPLORERS OF TEXAS

Directions: Analyze the impact of the explorers of Texas by completing the graphic organizer. On the left side, list four ways the explorers impacted the Americas. On the right side, list four ways the explorers impacted their home country. Underneath, write a short summary stating the impact of exploration.

Explorers of Texas

Impact on Americas

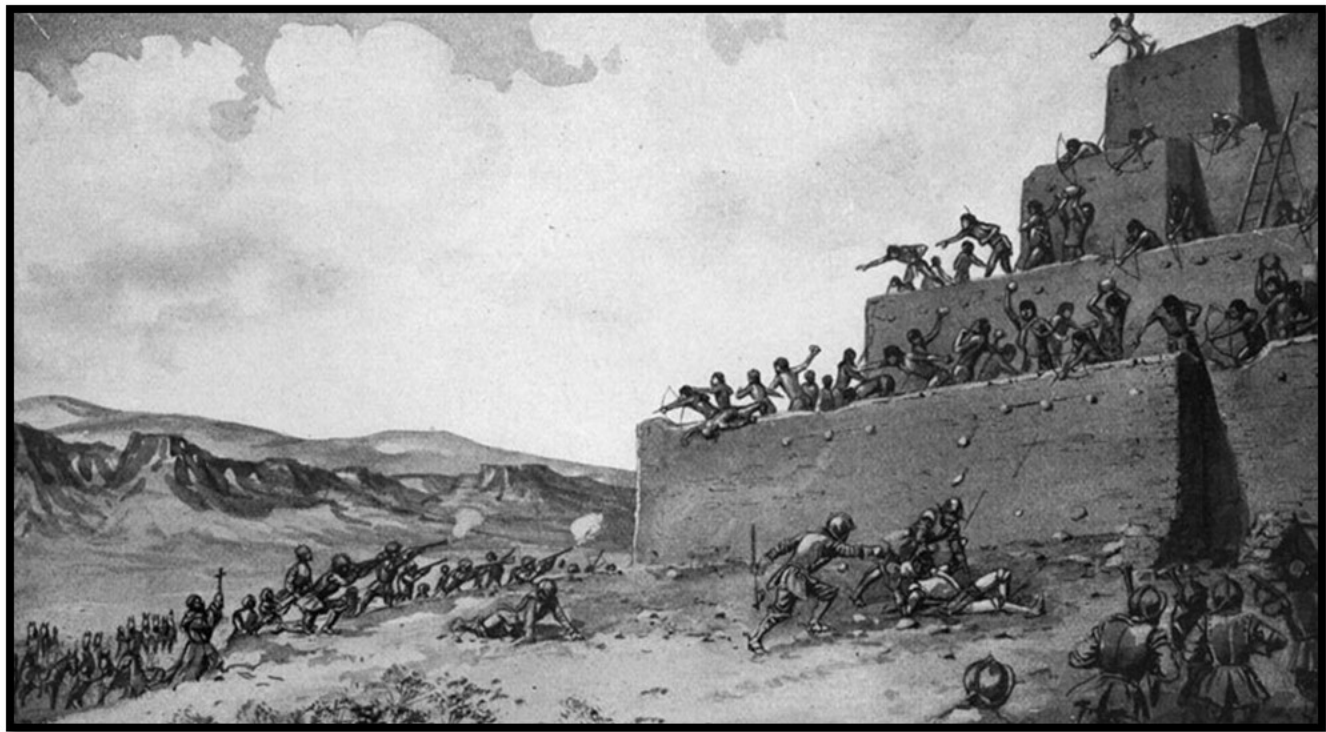
Impact on Europe

Summary:

Key



Image One



Conflict between the two groups was frequent, leading to misunderstandings, exploitation, and violence.

Instead of streets paved with gold, the party found a city of more than 500 families living in buildings constructed of sandstone and adobe.

If Native Americans resisted the Spanish, then the Spaniards took what they wanted by force. These tactics led to conflict, suffering, and often death for many Native Americans throughout the Western Texas.

Anxious to repeat the Spanish conquest of the Aztec world, Coronado was disappointed when he arrived at Zuni the following year to find only poor natives living in earthen communities. Coronado's massive expedition quickly conquered the Zuni and the pueblo became Spanish headquarters for the next several months.

Image Two



Coronado gathered 1,000 men and thousands of horses, mules, sheep and cattle for the expedition to find gold.

The *Requerimiento*, was a document in Spanish that ordered Native Americans to submit to the King of Spain's rule and convert to Christianity.

The Spanish brought particular livestock, agricultural goods, metal, things that were useful to the Pueblos - horses,

On April 23, 1541, Coronado and his men began their search for the golden city of Quivira. They crossed the Pecos River onto the West Texas Plains. They were amazed at the number of buffalo they saw. Having never seen this type of animal before, they mistook it for a type of cow.

CLUE SET TWO

Pineda



first



map



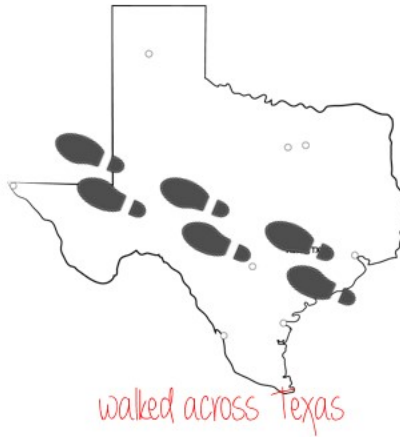
Texas

CLUE SET ONE

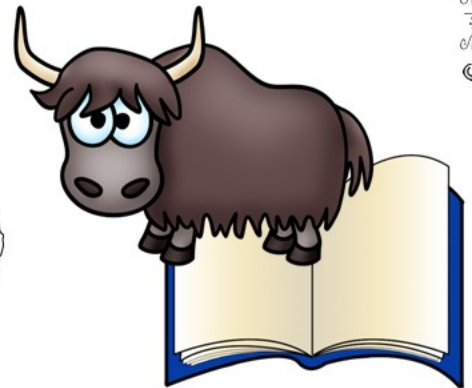
Cabeza de Vaca



Shipwrecked on an island



walked across Texas



wrote a book, described buffalo

CLUE SET THREE

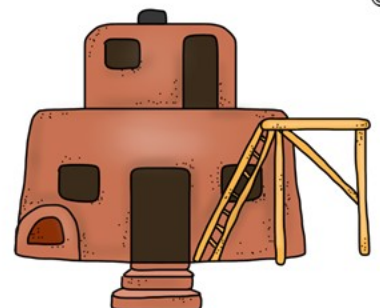
Estevanico



Enslaved

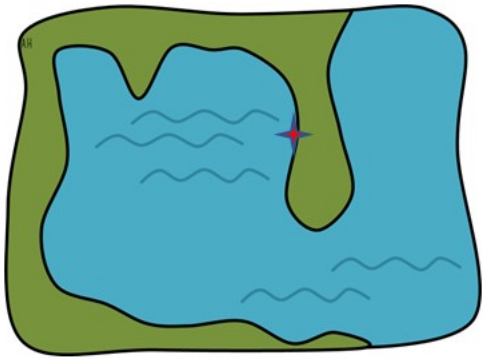


shipwrecked on an island



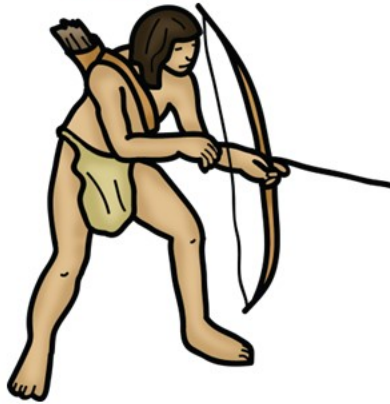
saw pueblo villages

CLUE SET FIVE



Started journey in Florida

De Soto



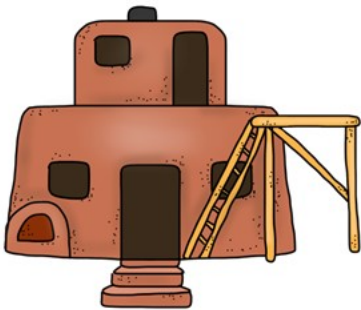
fought many natives



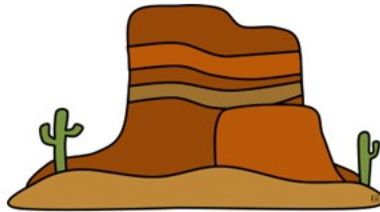
died before end of journey

CLUE SET SIX

Coronado



found Pueblo villages



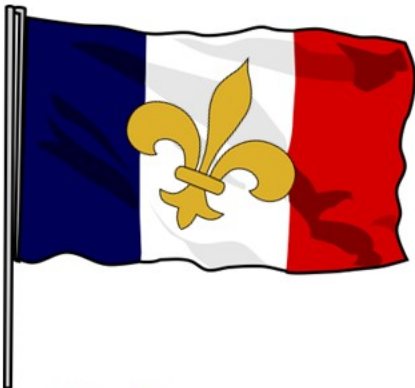
travelled in Palo Duro Canyon



said there was no gold

CLUE SET FOUR

La Salle



Represented the French



Shipwrecked in Matagorda Bay



Killed by his own men

EXPLORERS OF TEXAS

Directions: identify the clue set that matches each explorer. Write a summary that includes the dates of exploration, the area explored, and what each explorer accomplished (or didn't accomplish).

My name is Pineda.
I match clue set
number 2

I explored
the coast
between
Florida +
Mexico. I
am famous
for mapping
the Texas
Coast.



My name is Cabeza de
Vaca.
I match clue set
number 1

I explored
from Galveston
to Mexico
through Texas.
I am famous
for writing
about what
I discovered.



My name is Esteban.
I match clue set
number 3

I explored
Texas twice.
I am the
1st African
in Texas.
I served
with Cabeza
de Vaca.



We are De Soto and
Moscoso.
We match clue set
number 5

We explored
Florida to TX
including the
Mississippi R.
We claimed
the land for
Spain but
treated
Native's poorly.



My name is Coronado.
I match clue set
number 6

I explored
New Mexico,
Texas and
Kansas. I
was searching
for gold in
Cibola and
Quivira.



My name is La Salle.
I match clue set
number 4

I explored
the Mississippi
R. I set
up a colony
at Natchitoches
Bay. It
was a
French
colony in TX.



We are the people of
the Americas. This is
what happened to us -

Thousands
of us were
killed by
war and
disease. Our
tribes
were
slain and
culture destroyed.





Want more???

Did you  the lesson and want others like it?

Click on a link below to explore more exciting lessons for





Connect with me!

I love *connecting* and *sharing ideas* with teachers!

You can find me on social media and through my website.



www.pinterest.com/SSSuccess/



<https://twitter.com/@SSSuccess1>



<https://www.facebook.com/SocialStudiesSuccess/>



https://www.instagram.com/social_studies_success/



www.SocialStudiesSuccess.com

Social Studies Success





Terms of Use

thank you!

Thank you for your purchase and support. Your satisfaction and positive feedback is the greatest compliment you can offer me! I appreciate your business and I hope you and your students enjoy using my resources. Please take a moment to review my terms of use.

© 2018, Social Studies Success, LLC. All rights reserved by author. This product is to be used by one teacher only. Copying for more than one teacher, classroom, department, school, or school system is prohibited. **This product may not be distributed or displayed digitally for public view.** If you would like to copy this product for more than one teacher, please return to your 'My Purchases' page and purchase additional licenses.

Please do not upload to a shared computer space! Failure to comply is a copyright infringement and a violation of the Digital Millennium Copyright Act (DMCA). Clipart and elements found in this PDF are copyrighted and cannot be extracted and used outside of this file without permission or license.

All images are taken from public domain, purchased from Adobe Stock Images or these talented artists on TeachersPayTeachers. This includes images taken by employees of various US Government agencies; images published prior to 1923; or images that have otherwise been released to public domain.



Clip Art and Fonts

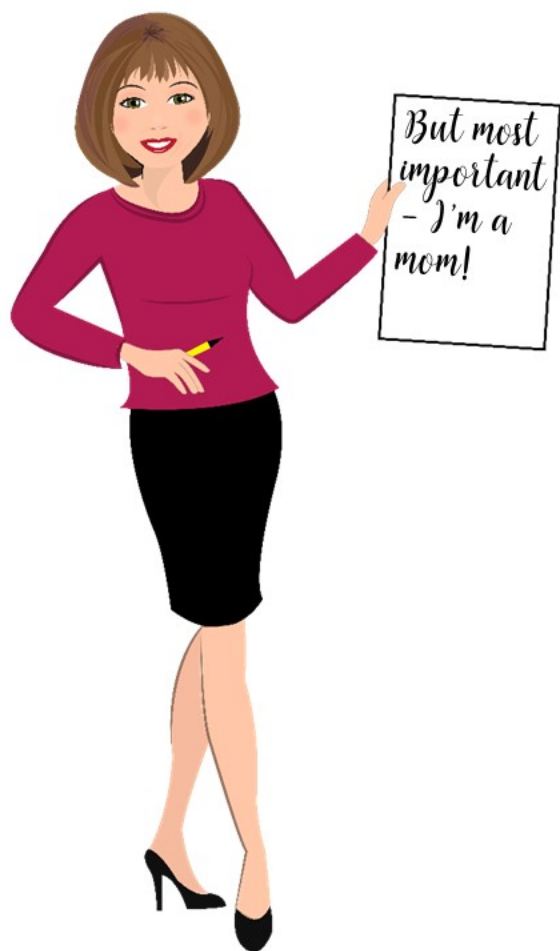




About the Author

For more than 25 years, I have brought my love of Social Studies to teachers and students. My journey includes a variety of roles - classroom teacher, instructional coach, curriculum coordinator, university professor, and professional development trainer. Working with middle school students has been one of the highlights of my career.

After thirteen years in the classroom teaching 7th and 8th grade history, I transitioned into the role of an instructional coach at a high school campus. This window into other teachers' classrooms motivated my inner calling to improve social studies instruction. I realized how important quality teachers are in changing the way students learn history.



My next step was to central office. I served a district of over 55,000 students as a Social Studies Coordinator. My goal of improving Social Studies instruction continued as I worked with over 600 K-12 Social Studies teachers to implement transformative Social Studies education.

In my current role, I provide professional development, consulting services and resources to Social Studies teachers. Research into best practices is embedded into all of my resources. I want every child to understand the importance of Social Studies in their life - and every teacher to have the tools to reach them.

You can reach me at

www.SocialStudiesSuccess1@gmail.com

Dawn