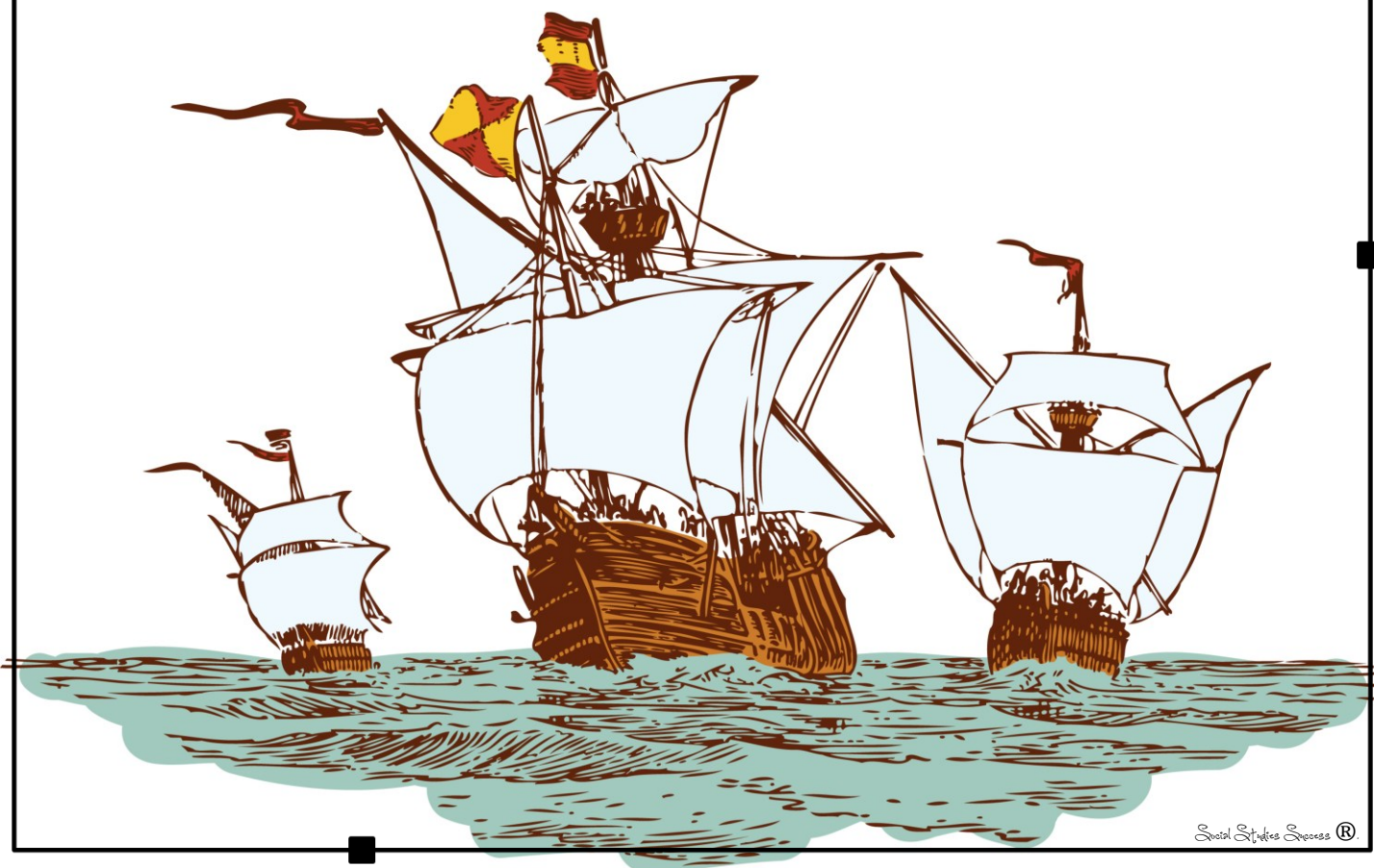


AGE OF *Contact*





Before the Lesson

SNAPSHOT

This lesson is designed for your students to identify important individuals, events, and issues related to the European exploration and conquest of Texas.

It includes a:

- **Color-Coded Vocabulary Activity**
- **Crop-It Image Preview**
- **Readings with Discussion Questions & Writing Response**
- **Spanish Colonization Doodle Notes™**
- **Conquistador Scavenger Hunt (clues & placards)**
- **Play It, Say It Assessment**
- **Short-Constructed Response**

MATERIALS

- plastic sleeves
- envelopes
- red, yellow, and green colored pencils
- cardstock

COLLABORATION

Students will be working with a partner for this activity.

PREPARATION

Vocabulary Terms – print a set in color and place them on your word wall.

Student Handouts – 1 per student of each

- **Color-Coded Vocabulary Chart**
- **Discussion Questions & Writing Response**
- **Age of Contact and Texas Conquistadors Doodle Notes™**
- **Short-Constructed Response**

Teacher Copy

- **Clap, Snap, Tap, Stomp** handout
- **Crop It Questions**

Manipulatives

- Copy the **images** and place them in plastic sleeves (1 set per partner group).
- Copy and create the **crop-it tools** on cardstock (a class set).
- Copy the **clues** onto cardstock and cut them out (3–4 sets).
- Copy the **Play It, Say It cards** onto cardstock, cut them out, and place each set in an envelope (1 set per partner group).

Class Set

- **Age of Contact readings.**
- **Conquistadors Placards** – print two or three sets and place them in plastic sleeves. Hang around your room.

TECHNOLOGY

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. 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. *Please note these resources are locked to preserve the integrity of the fonts and to follow the copyright restrictions of the images. You can edit by deleting and adding your own slides.*

Click on the link below:

- [Presentation](#)



Teaching the Lesson

PACING

The pacing of the lesson is 4 – 5 days. If you need to speed up the lesson, make the following modifications:

- Remove the **crop-it tools** and use the [Presentation](#) to ask questions prior to reading
- Remove the **Age of Contact Doodle Notes™** and only use the **Discussion Questions**
- Reduce the number of **Play It, Say It** questions

OBJECTIVES

Content Objective: Students will identify important individuals, events, and issues related to the European exploration and conquest of Texas—including Alonso Álvarez de Pineda and Álvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain—and explain the significance of the year 1519.

Language Objective: Students will read silently with comprehension using visual and contextual supports and record their understanding through written and sketched notes.

VOCABULARY

COLOR-CODED VOCABULARY ACTIVITY

1. Use the **Word Wall images** to teach the vocabulary. Pronounce each term for your students and discuss the images.
2. Pass out the **Color-Coded Vocabulary Activity** and colored pencils.
3. Assign the vocabulary activity once students are familiar with each term.

ENGAGE

CROP-IT PREVIEW

1. Place your students with a partner.
2. Introduce the lesson using the first **image—European Exploration**. Choose a few of the **Crop-It Questions** to ask your students.
3. Model how to use the crop-it tool to answer the questions (for example, “Crop to a clue that shows where this is taking place”).



Teaching the Lesson

LEARN

READINGS, DISCUSSION & NOTES

1. Read **Age of Contact Readings** together as a class, or have partners read it, depending on your students' level.
2. Pass out the **Discussion Questions and Writing Response**. Give students a few minutes to discuss the first round of questions, then debrief as a class.
3. Repeat the process—image analysis, reading, and discussion questions—for *The Conquistadors* and *Spanish Legacy*.
4. Assign the writing response, *Conquistadors: Hero or Villain?*, before moving on.

SCAVENGER HUNT

1. Explain that students will complete a scavenger hunt to learn about the conquistadors of Texas.
2. Model with **clue #2** and the **Pineda reading**: students identify the symbols on the clue, read the placards to name the conquistador, check their answer with you, write a summary on the **Doodle Notes™**, and then receive a new clue.
3. Repeat until students have matched all six explorers (Pineda, Cabeza de Vaca, Estevanico, De Soto & Moscoso, Coronado, and La Salle).

PRACTICE

PLAY IT, SAY IT

Debrief the different conquistadors with the **Play It, Say It** activity

1. Give your students a set of the **Conquistador Cards**.
2. Read a statement from the Play It, Say It handout to your students. Give your students 10-15 seconds to discuss the answer.
3. Students choose the card that best represents the statement.
4. Teacher says, "1-2-3, PLAY IT!" and students hold up their response card.
5. Teacher then says, "SAY IT!" and students shout out their answer, all at the same time.

PROCESS

SHORT-CONSTRUCTED RESPONSE

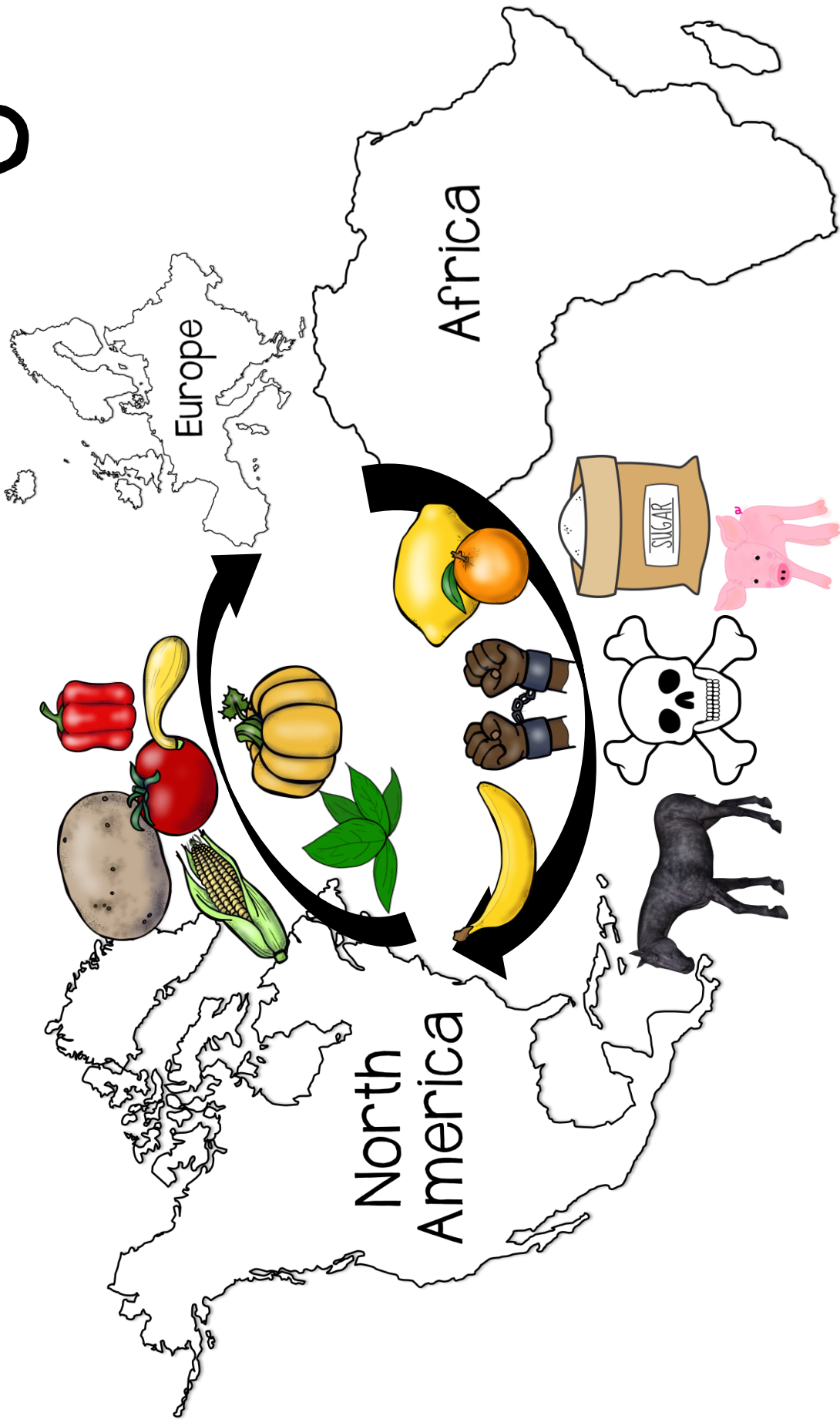
Conclude with the short-constructed response: "Which conquistador had the greatest impact on Texas? Explain his actions and why you think he had the greatest impact." Score with the rubric.

Word Wall Terms and Activity

Print one set of the terms

Copy the chart for your students

Columbian Exchange

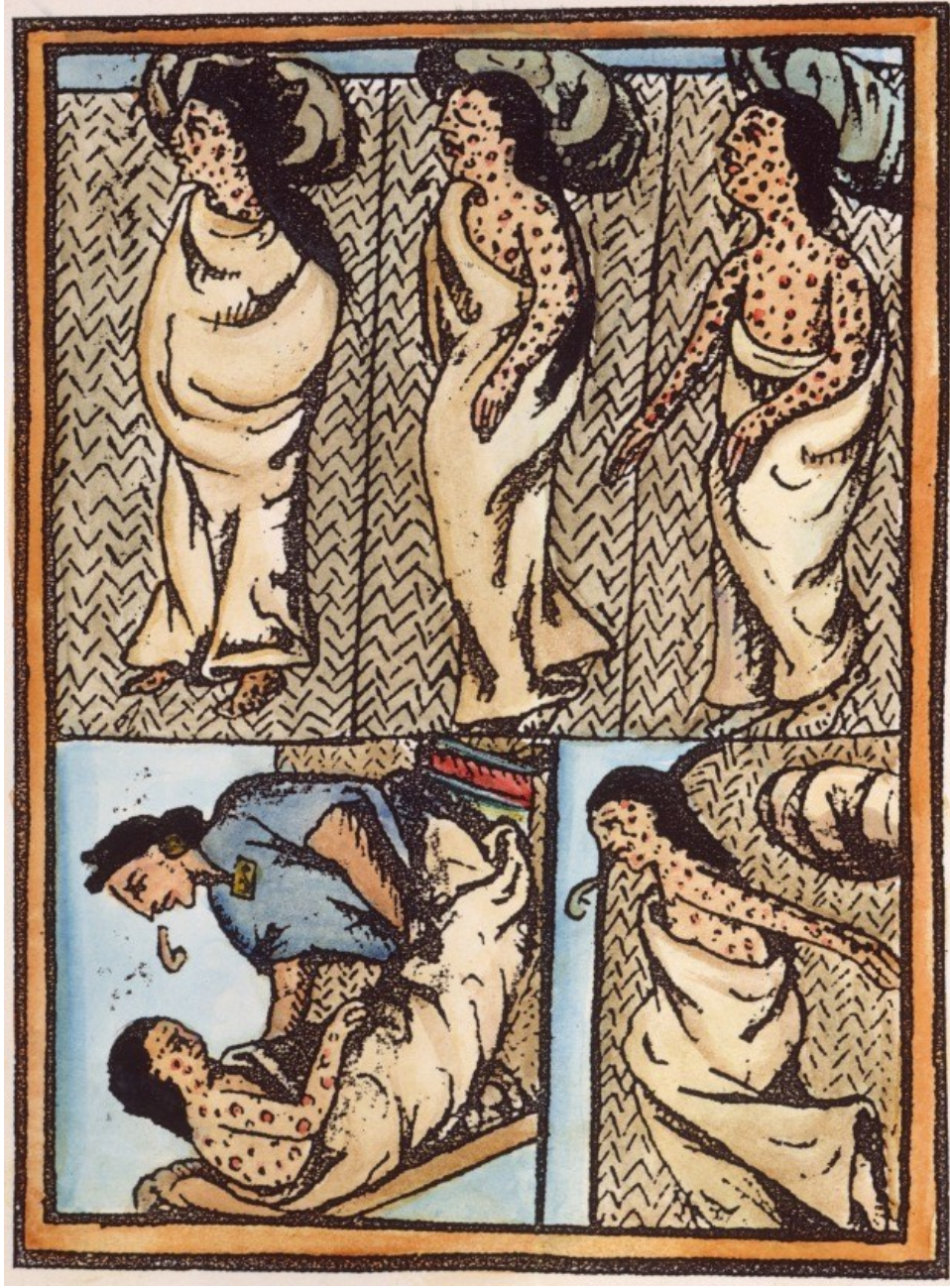


The image displays three distinct types of 16th-century European knights, each in a full-body illustration. Knight I, on the left, is a heavy plate armor knight, wearing a full suit of metal armor with a red surcoat and a plumed helmet. He holds a sword in his right hand and a mallet in his left. Knight II, in the center, is a lighter armor knight, wearing a red surcoat over a metal breastplate and a ruff collar. He holds a sword in his right hand and a shield in his left. Knight III, on the right, is a pike and shotte knight, wearing a red surcoat over a metal breastplate and a helmet with a large plume. He holds a long pike in his right hand and a handgun in his left. The illustrations are set against a plain, light-colored background.

convert



epidemic



indigenous



settlement



Color-Coded Vocabulary Activity

Directions: Look at the terms on the Word Wall. Can you identify some of the terms already? If you can, write the term next to the correct definition. If you are 100% sure your definition is correct, color the definition green. If you are unsure of the definition, color it yellow. If you don't know the definition at all, leave the term blank, and color the definition red.

Term	Definition	Term	Definition
	An explorer and conqueror, especially one of Spanish origin		Change one's religious faith or other beliefs
	An infectious disease that is widespread in a community at a particular time		The exchange of diseases, ideas, food, crops, and populations between the Americas and Europe/Africa following Christopher Columbus' voyage in 1492.
	Originating or occurring naturally in a particular place, native		a place, typically one that has been empty, where people establish a community

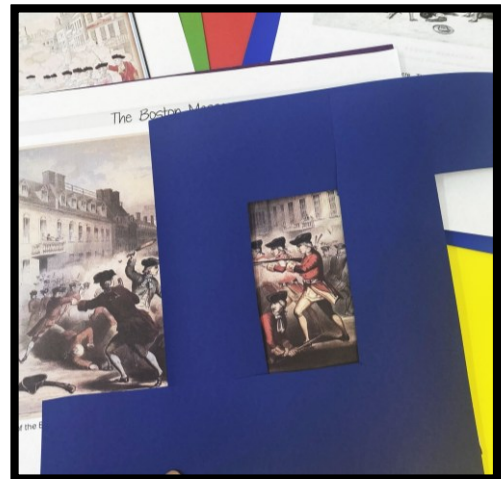
Preview Activity

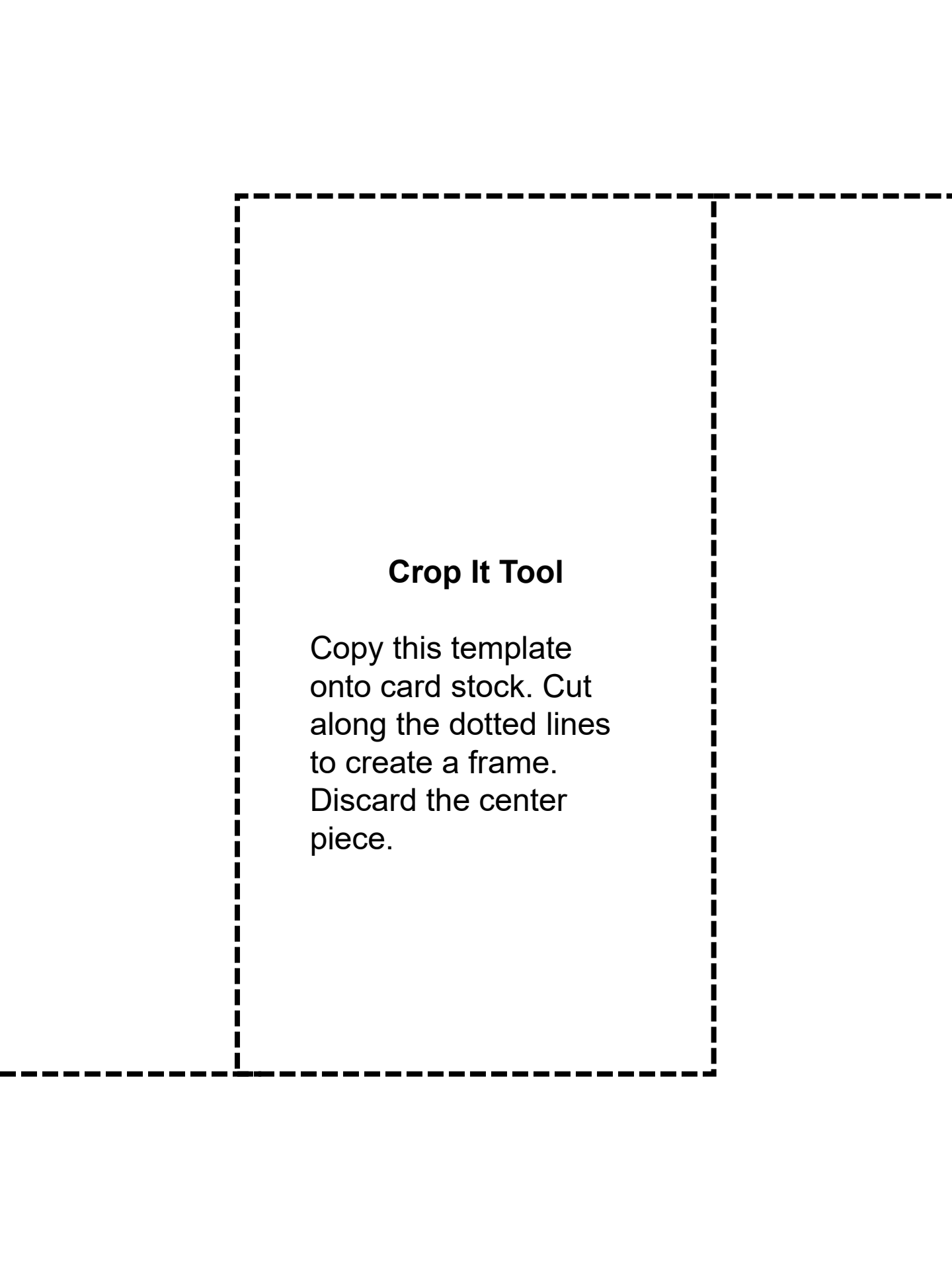
Use the crop-it tool, questions,
and images to preview the lesson

Crop-It Questions

Choose from the following questions for your students to use the Crop-It Tool.

- Crop to show what first caught your eye – Why did you first notice this part?
- Crop to show who or what this image is about. Why is this person or thing important?
- Crop to a clue that shows where this takes place. What do you think is happening?
- Crop to a clue that tells when this is happening. What helps us recognize specific times or eras?
- Crop to show the most important part of the image. Why is this part important?
- Crop to show tension or a problem in the image. Why is this important to the image or era?
- If you were to create a title for the image, what part of the image would you crop to highlight the title? What is the title you would create?
- Crop to a spot that you have a question about. What is your question?
- Crop to a spot that this image tells us about the past. How does it show the past?
- Crop to a place where you would add something to this image. What would you add and why?
- Crop to a spot that shows the emotion expressed in the image. What emotions are you seeing? Why are they important to the image?
- Crop to a spot that shows action. What action is occurring and why is it important to the image?



The image shows a template for a 'Crop It Tool'. It consists of a large square frame defined by a dashed line. Inside this frame, there is a smaller square frame, also defined by a dashed line, which is centered. The text 'Crop It Tool' is centered between the two frames. Below the title, there is a paragraph of instructions: 'Copy this template onto card stock. Cut along the dotted lines to create a frame. Discard the center piece.'

Crop It Tool

Copy this template
onto card stock. Cut
along the dotted lines
to create a frame.
Discard the center
piece.

European Exploration



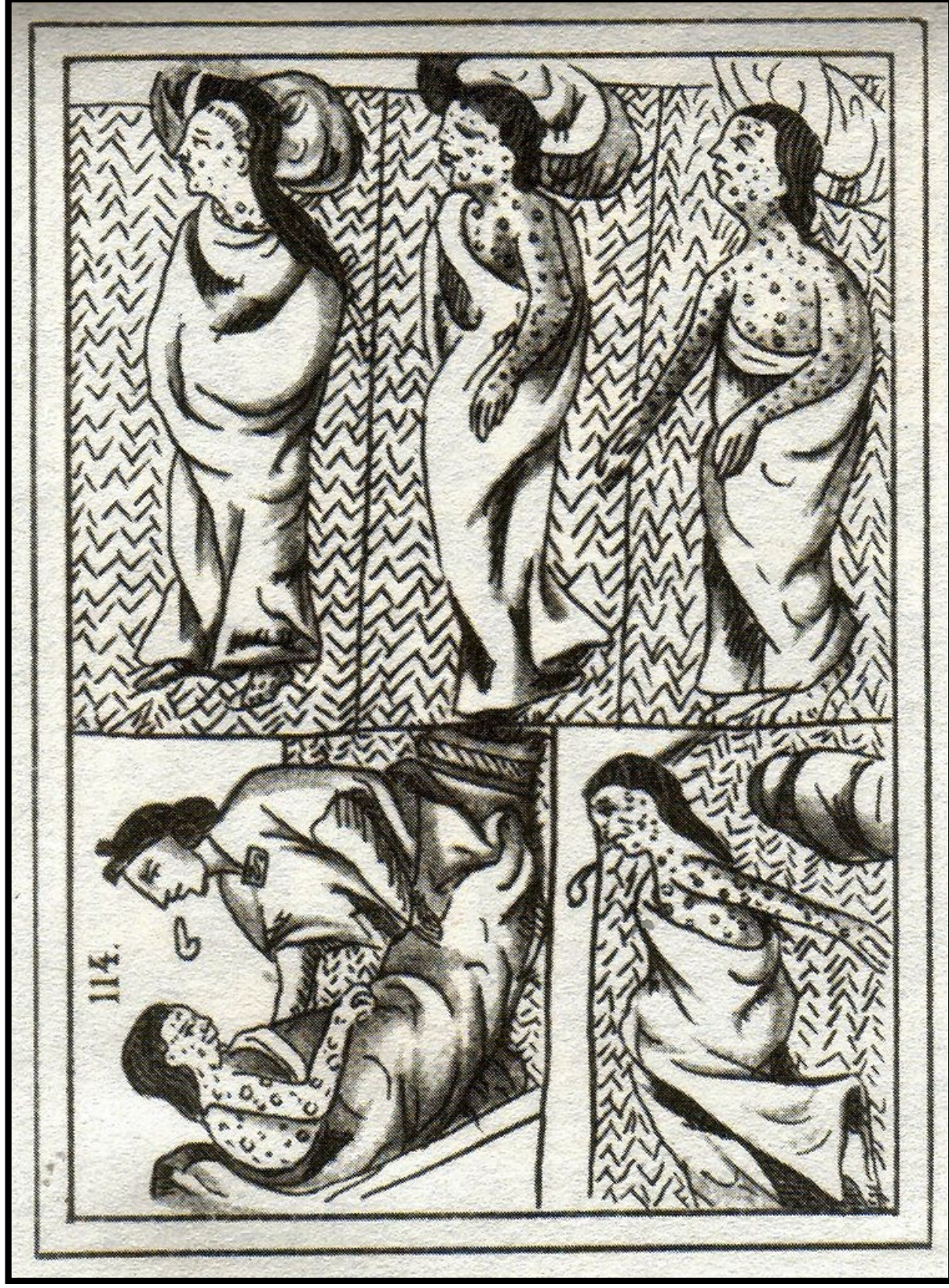
Landing of Columbus at the Island of Guanahani, West Indies (1846), (John Vanderlyn, artist).

The Conquistadors



The Conquistadors enter (Mexico), 1909 Margaret Coxhead

Spanish Legacy



Sixteenth-century Aztec drawings of victims of smallpox.

Student Readings

Make a class set

Texas History

Spanish Conquest



The Voyages of Columbus

Describe what happened when Columbus sailed to the Americas.

WHO **WHAT** **WHERE**
HOW **???** **WHEN** **WHY**



Goals of the Spanish

What were the goals of the Spanish in the Americas and Texas?

Conquistadors

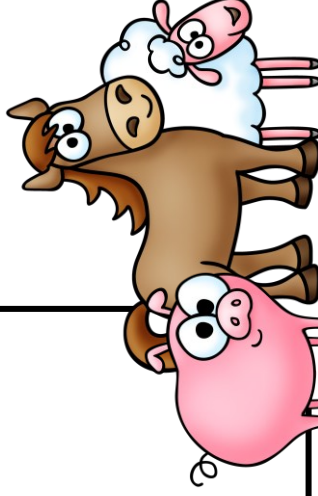
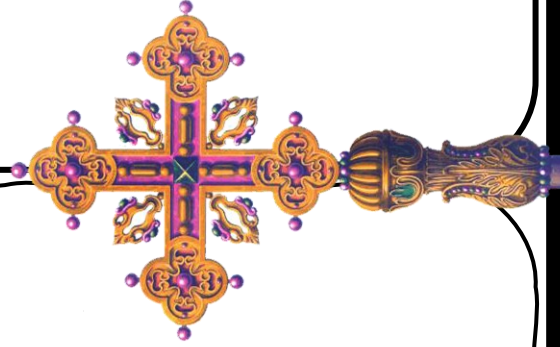
Describe the Conquistadors that came to the Americas and Texas. Who were two important Conquistadors and what did they do?



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The Legacy of Spanish Colonization

Describe the legacy of Spanish colonization on the Americas and Texas.



Answer each of these questions in complete sentences.

Discussion Questions

STOP AND DISCUSS – European Exploration

Who is Christopher Columbus? What did Columbus do that helped Spain? What did he do that hurt the Taino people of the Americas?

STOP AND DISCUSS – The Conquistadors

What is a conquistador? What were the reasons the Spanish came to the Americas? Who was Hernando Cortes and what did he do? What two things happened in 1519?

STOP AND DISCUSS: - Spanish Legacy

What is the Columbian Exchange? How did it change the world? What did the early explorers and conquistadors do that helped Spain? What did they do that hurt the native people of the Americas? How did the Columbian Exchange impact the world?

Write about it....

Were the Conquistadors heroes or villains? Explain your answer.



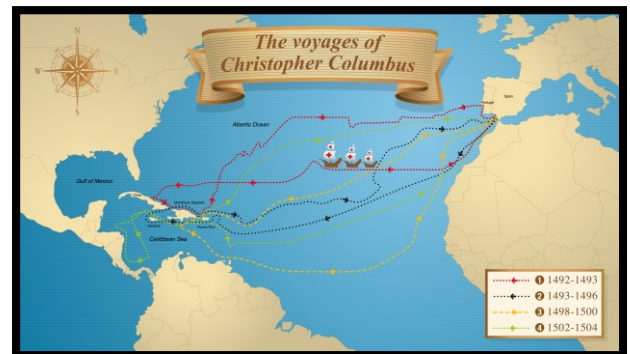
European Exploration

The first attempts at European exploration in the Americas started around the year 1000 CE, when Norse Viking explorers crossed over from Greenland and Iceland. Vikings established a **settlement** in current day Canada called Vinland. The settlement only lasted for a few years and was later abandoned by the Vikings.

The Voyages of Columbus

Spanish exploration and conquest in the Americas began with Christopher Columbus in 1492. Columbus thought he could reach India in Asia more quickly to obtain spices and luxury items by sailing west around the globe, instead of the longer, more dangerous route around Africa. Columbus underestimated the size of the world and reached not India, but the Americas, specifically an island in the Bahamas. He called the **indigenous** people living there (the Taino) Indians since he originally believed he had found India. He was incorrect, but his new route would change the world.

Columbus made four voyages across the Atlantic Ocean, searching for wealth and building settlements. Columbus sent all the resources he found back to Spain. With him came priests to **convert** the indigenous people to the Catholic faith, warriors to fight and claim the land, and settlers to build farms.



This map shows Columbus' voyages of conquest.

Initially the Taino welcomed Columbus and the Spanish sailors by giving gifts and feeding them, but that soon changed when Columbus realized what the gifts included – gold. When Columbus realized the wealth he could gain from the indigenous people, Columbus and his sailors required the Taino to dig for gold to bring to the Spanish. If the Taino did not bring enough gold, they were tortured or killed. The Taino rebelled against the Spanish as best they could, but without iron weapons, horses, or guns they were unsuccessful in defeating the Spanish invaders. In less than 100 years after contact, the Taino ceased to exist as a civilization.

The Conquistadors

Columbus's voyages began a period of European exploration, conquest, and colonization in the Americas. Spain wanted to claim land in the Americas. To explore and conquer "New Spain," the Spanish turned to explorers called **conquistadors**. The conquistadors were allowed to establish settlements and take the wealth from the people living in the area. In return, the Spanish government took part of the treasures they found. The conquistadors gained glory and fame in their home country of Spain.



In addition to searching for gold, the Spanish also came to spread their faith. Catholic priests came with the Conquistadors to convert the indigenous population to Christianity. Priests built churches across the Americas. The Catholic religion became the most important form of Christianity in the newly conquered lands.

One of the most successful conquistadors was Hernando Cortes. He arrived in 1519 and by 1521 had defeated the Aztecs in Mexico, a powerful nation that controlled the region. With the defeat of the Aztecs, Cortes gained the wealth of their empire. His success inspired many other conquistadors to come to the Americas searching for their own success.

1519 turned out to be a pivotal year in Texas as well. It is the year the first Spanish conquistador arrived and mapped the gulf coast. Pineda was a Spanish explorer who made the first map of the Texas coast. Soon, Conquistadors were set to explore and conquer Texas for the Spanish empire.

Spanish Legacy

The explorations and conquests of the conquistadors changed the world. This conquest began what is called the **Columbian Exchange** – the exchange of ideas and goods between the Americas, Europe, and Africa.

Besides gold and silver, ships brought corn and potatoes from the Americas to Spain. These crops grew well in Europe. By increasing the food supply, they helped spur a population boom, and the population of Europe increased. Conquistadors also introduced Europeans to other important items like chocolate and tobacco. For a time, wealth from the Americas made Spain one of the world's richest and most powerful countries.

Horses changed the way of life
of American Indians in Texas.



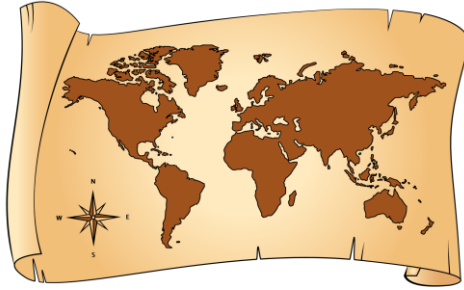
The Spanish conquests had a major impact on the Americas. The Spanish introduced new animals, such as horses, cattle, sheep, and pigs. But they also destroyed advanced civilizations like the Aztecs. The native population lost much of their culture along with their wealth. Many were enslaved by the Spanish. Millions of people died from the diseases brought over by the Spanish. In Mexico, for example, there were about 25 million indigenous people in 1519. By 1605, this number had dropped to 1 million.

The Columbian Exchange was also harmful to Africa. Spanish conquerors enslaved the people of the Americas to work on their farms and search for more gold. When they died, Africans were enslaved and brought over to the Americas. Millions of Africans were sold into slavery to work in the Americas.

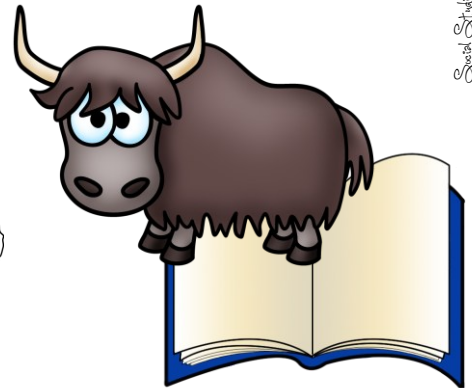
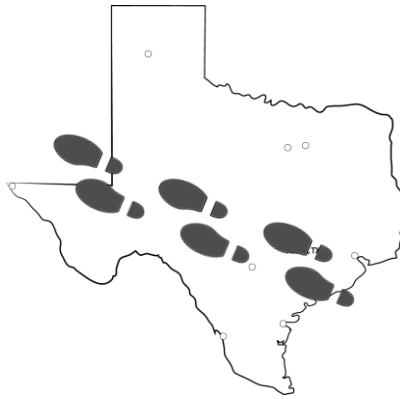
Clues

Copy on cardstock and cut out
Make 3-4 sets

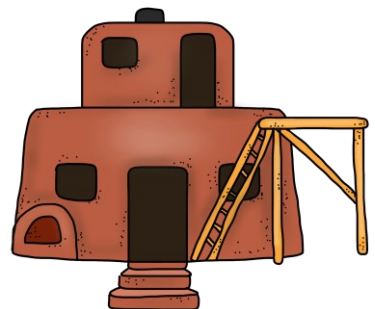
CLUE SET TWO



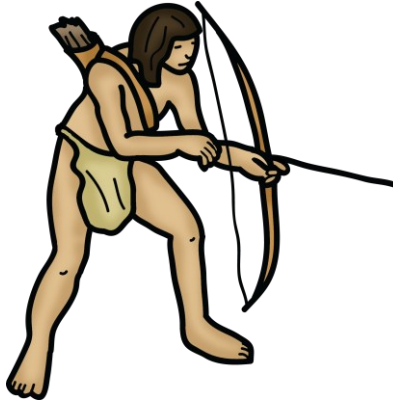
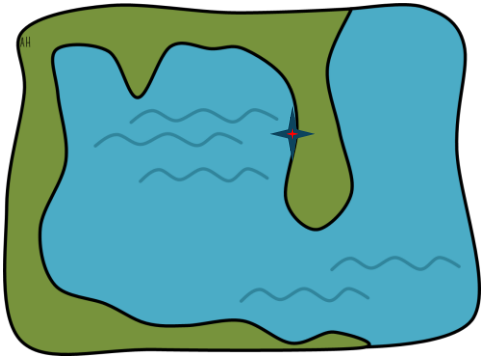
CLUE SET ONE



CLUE SET THREE

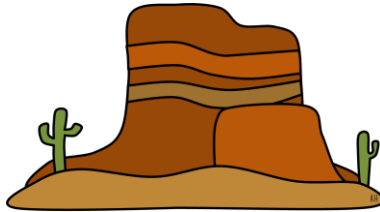
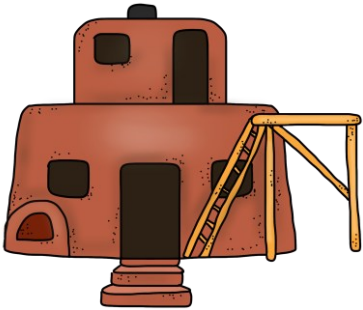


CLUE SET FIVE



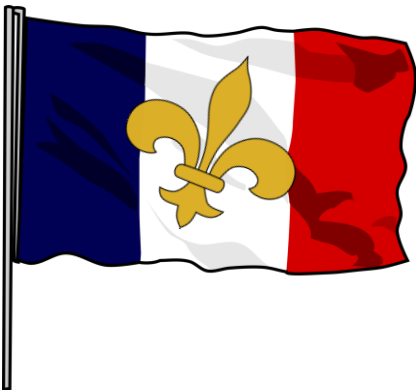
Special Styling Services®

CLUE SET SIX



Special Styling Services®

CLUE SET FOUR



Special Styling Services®

Placards

Make 3-4 sets for your classroom

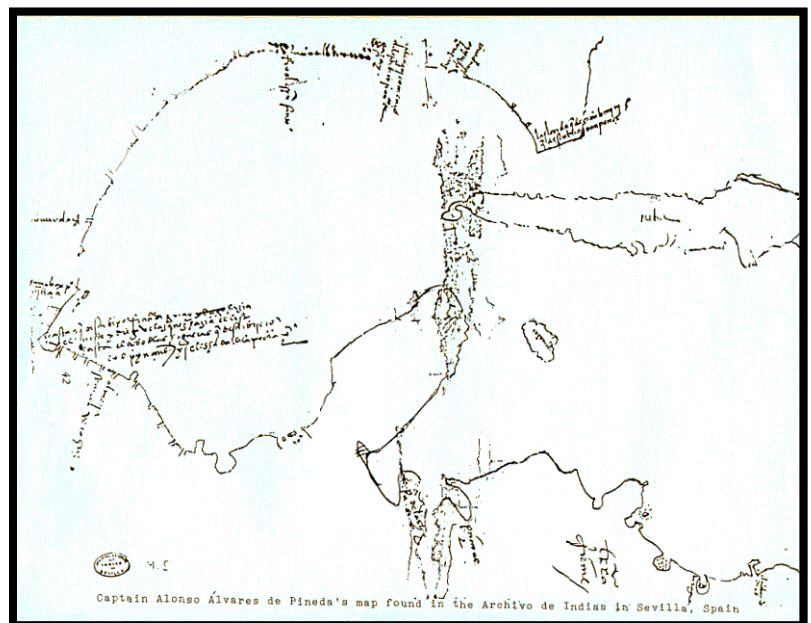
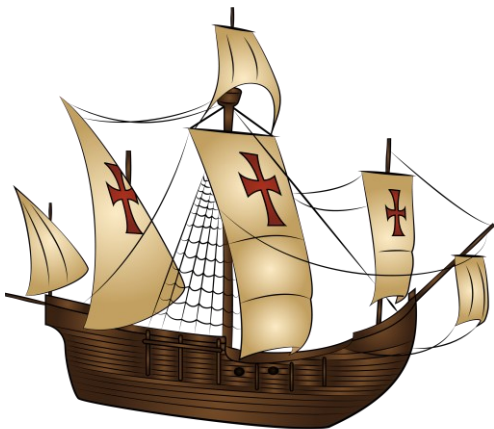
Alonso Alvarez de Pineda (1492? – 1520)

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 American Indians 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 someone's life, 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.

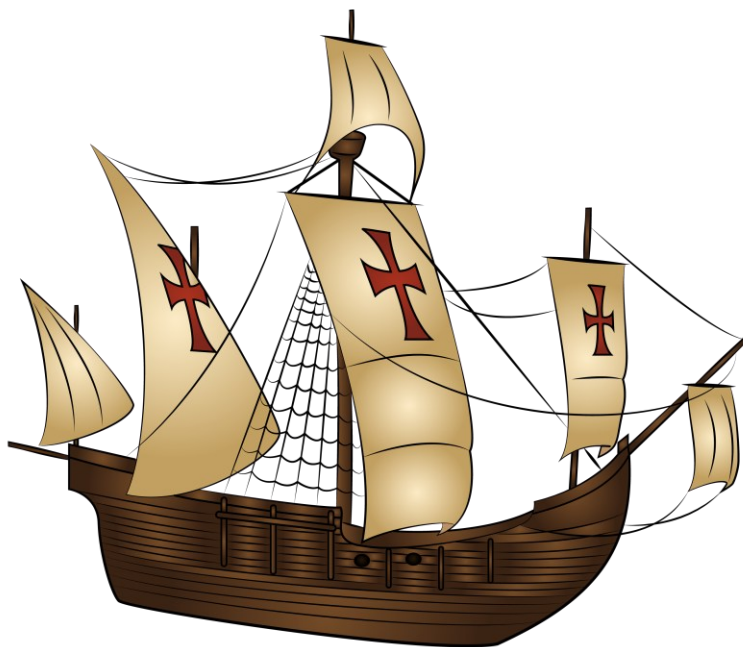
Cabeza de Vaca wrote about this journey, describing the many indigenous Texan peoples he encountered. He also recorded descriptions of the plants and strange animals he saw like the buffalo. Cabeza de Vaca is remembered for being the author of the first book *La relación y comentarios* ("The Account 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 indigenous people of the Americas.

Estevanico (Esteban)

(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 indigenous 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 north on an expedition with a Catholic priest, **Fray Marcos**. They were searching for the seven golden cities of Cibola. 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 *these golden cities* inspired other conquistadors 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, 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 had also been confirmed by another explorer, Fray Marcos.

Francisco Vázquez de Coronado was inspired by the stories of *Cibola*. He organized a large expedition of hundreds of Spaniards, enslaved people, 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 Estevanico had died. Instead of gold, the Spanish found cities made with adobe – dried mud bricks.

In the spring of 1541, Coronado moved east 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 American Indian 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 indigenous people of the Southwest. Coronado caused a huge loss of life among these people, both in battle and the many diseases he and his men brought with him.

Rene-Robert Cavelier, Sieur de La Salle

(1643 – 1687)

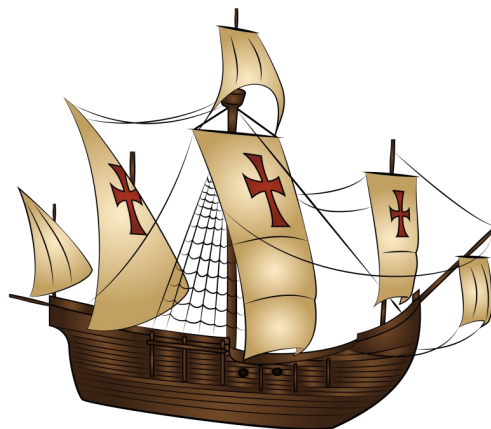
Rene-Robert Cavelier, Sieur de La Salle was a French explorer that claimed all the lands along the Mississippi River. He called the area Louisiana.

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.



Doodle Notes

Provide for differentiation with
different graphic organizers

TEXAS CONQUISTADORS

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

Estevanico.

I 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 -

number ____

I explored

I explored

I explored

I explored

I explored

I explored

During the dates of

During the dates of

During the dates of

During the dates of

During the dates of

During the dates of

I accomplished or didn't accomplish

I accomplished or didn't accomplish

I accomplished or didn't accomplish

I accomplished or didn't accomplish

I accomplished or didn't accomplish

I accomplished or didn't accomplish



TEXAS CONQUISTADORS

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 -	Clue # ____	
My name is Cabeza de Vaca. Here is my story -	Clue # ____	
My name is Estevanico. Here is my story -	Clue # ____	
We are De Soto and Moscoso. Here is our story -	Clue # ____	
My name is Coronado. Here is my story -	Clue # ____	
My name is La Salle. Here is my story -	Clue # ____	
We are the people of the Americas. This is what happened to us -	Clue # ____	

Play It,
Say It
Statements and
Cards

Play It, Say It

1. Read one of the statements below to your students. Give your students 10-15 seconds to discuss the answer.
2. Students choose the card that best represents the statement.
3. Teacher says, "1-2-3, PLAY IT!" and students hold up their response card.
4. Teacher then says, "SAY IT!" and students shout out their answer, all at the same time.

- ☐ I mapped the coast of the Gulf of Mexico (Pineda)
- ☐ We earned the honor of being called "Medicine Men" (Cabeza de Vaca and Estevanico)
- ☐ I was an enslaved African brought to Texas (Estevanico)
- ☐ We led an expedition from Florida, but one of us later died from disease (De Soto and Moscoso)
- ☐ My expedition attacked the Caddo and stole their food (De Soto and Moscoso)
- ☐ My exploration was a disaster! I lost several ships and was killed by my own men (La Salle)
- ☐ My expedition in 1519 created a document for others to follow (Pineda)
- ☐ My journals told the story of living with the Karankawa and all that I experienced (Cabeza de Vaca)
- ☐ I led an expedition in search of the seven cities of gold. When I couldn't find the cities, I killed my guide (Coronado)
- ☐ I was an explorer from France, and my expedition set up a colony near Matagorda Bay (La Salle)



PINEDA

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CABEZA DE VACA



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ESTE VANICO



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DE SOTO & MOSCOSO



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CORONADO



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LA SALLE



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Short Constructed Response

With Rubric

Age of Contact

Name _____
Period _____
Date _____

Which conquistador had the greatest impact on Texas? Explain his actions and why you think he had the greatest impact on Texas.

Select from:

- Pineda
- Cabeza de Vaca
- Estevanico
- De Soto and Moscoso
- Coronado
- La Salle

I think _____ had the greatest impact on Texas because



Age of Contact Rubric

Which conquistador had the greatest impact on Texas? Explain his actions and why you think he had the greatest impact on Texas.

Select from:

- Pineda
- Cabeza de Vaca
- Estevanico
- De Soto and Moscoso
- Coronado
- La Salle

Element	1 pt- Conquistador actions	1 pt – impact on Texas
Pineda	Explored the Gulf of Mexico and mapped the Texas coast in 1519.	Answers vary – justified actions as important
Cabeza de Vaca	Explored Texas, seen as a medicine man, wrote diary entries about what he saw in Texas	Answers vary – justified actions as important
Estevanico	Explored Texas, seen as a medicine man, led Fray Marcos in search of Cibola	Answers vary – justified actions as important
De Soto and Moscoso	Conquered American Indians along their exploration path, spread disease, reported no gold in Texas	Answers vary – justified actions as important
Coronado	Led an expedition in search of Cibola, spread disease, reported no gold in Texas	Answers vary – justified actions as important
La Salle	Explored the Mississippi River and the Gulf of Mexico, French presence in Texas inspired Spain to colonize	Answers vary – justified actions as important

Comments:

Key



Color-Coded Vocabulary Activity

Directions: Look at the terms on the Word Wall. Can you identify some of the terms already? If you can, write the term next to the correct definition. If you are 100% sure your definition is correct, color the definition green. If you are unsure of the definition, color it yellow. If you don't know the definition at all, leave the term blank, and color the definition red.

Term	Definition	Term	Definition
conquistador	An explorer and conqueror, especially one of Spanish origin	convert	Change one's religious faith or other beliefs
epidemic	An infectious disease that is widespread in a community at a particular time	Columbian Exchange	The exchange of diseases, ideas, food, crops, and populations between the Americas and Europe/Africa following Christopher Columbus' voyage in 1492.
indigenous	Originating or occurring naturally in a particular place, native	settlement	a place, typically one that has been empty, where people establish a community



The Voyages of Columbus

Describe what happened when Columbus sailed to the Americas.

WHO WHAT WHEN HOW ??? WHERE

1492 — Columbus sailed west from Spain to reach India/Asia faster.

Misjudged the world's size and landed on an island in the Bahamas, not India.

Called the native Taino "Indians"; made four voyages seeking wealth and building settlements.

Forced the Taino to dig for gold; they were wiped out within about 100 years.

Texas History

Spanish Colonization

Key

Conquistadors

Describe the Conquistadors that came to the Americas and Texas. Who were two important Conquistadors and what did they do?

- **Spanish explorers** who conquered land in "New Spain," took its wealth, and gave a share to Spain for glory and fame.
- **Hernando Cortes** — arrived in 1519 and defeated the Aztecs in Mexico by 1521, taking their empire's wealth.



Goals of the Spanish

What were the goals of the Spanish in the Americas and Texas?

- **Claim land** and build settlements for Spain.
- **Find wealth** — gold and silver to send home.
- **Spread the Catholic faith** by converting people and building churches.
- **In Texas: explore, map, and conquer** the land for the Spanish empire.

- **Pineda** — made the first map of the Texas Gulf coast in 1519.

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The Legacy of Spanish Colonization

Describe the legacy of Spanish colonization on the Americas and Texas.

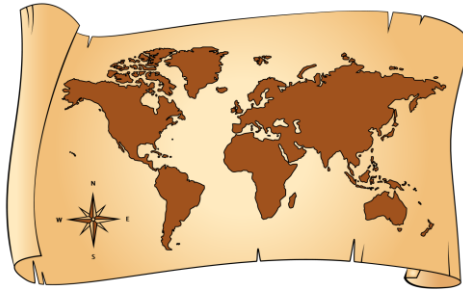
- **Started the Columbian Exchange** — goods and ideas traded between Europe, Africa, and the Americas (corn, potatoes, chocolate, tobacco).
- **New animals introduced** — horses, cattle, sheep, pigs; horses changed life for American Indians in Texas.
- **Great harm** — civilizations like the Aztecs destroyed; many enslaved; millions died of disease (Mexico: 25 million in 1519 → 1 million by 1605).
- **Enslaved millions of Africans** and brought them to the Americas to work.

Clue Set Two

Pineda



First



map



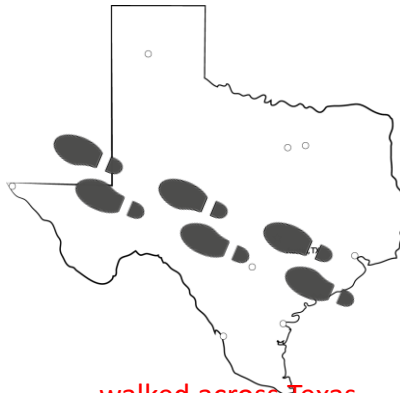
Texas

Clue Set One

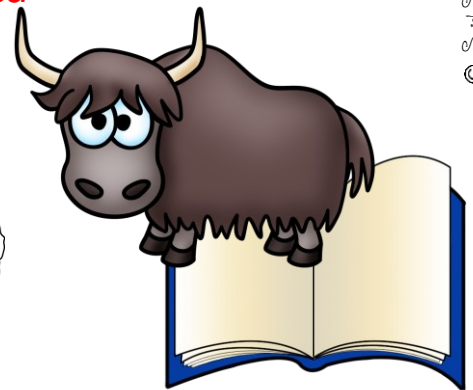
Cabeza de Vaca



Shipwrecked on an island



walked across Texas



wrote a book, described buffalo

Clue Set Three

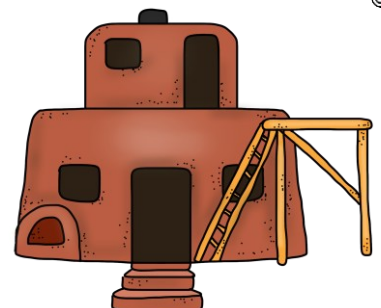
Estevanico



Enslaved



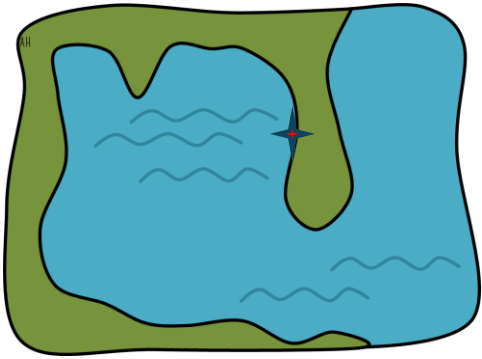
shipwrecked on an island



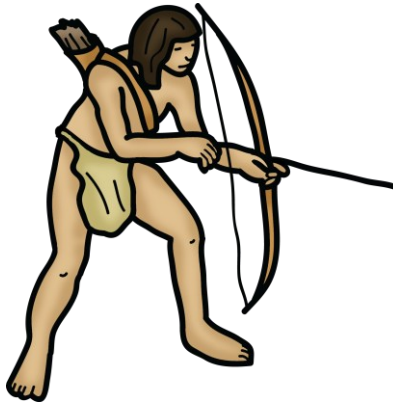
saw pueblo villages

Clue Set Five

De Soto



Started journey in Florida



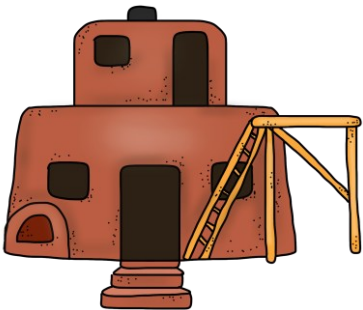
fought many natives



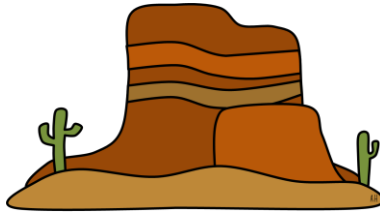
died before end of journey

Clue Set Six

Coronado



Found Pueblo villages



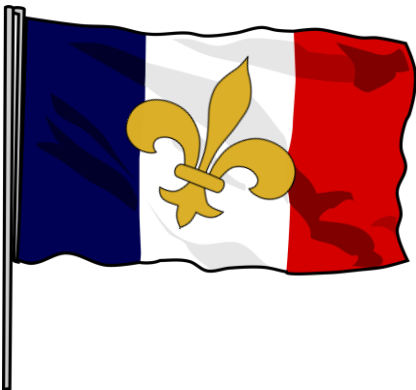
travelled in Palo Duro Canyon



said there was no gold

Clue Set Four

La Salle



Represented the French



Shipwrecked in Matagorda Bay



Killed by his own men

TEXAS CONQUISTADORS

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 -

I explored the coast between Florida and Mexico. I am famous for mapping the Texas coast in 1519.

My name is **Cabeza de Vaca**.

Here is my story -

I explored from Galveston to Mexico through Texas. I am famous for becoming a medicine man and writing about what I discovered.

My name is

Estevanico.

Here is my story -

I was enslaved by the Spanish. I too explored from Galveston to Mexico through Texas. I am famous for becoming a medicine man and later leading Fray Marcos on an expedition to discover Cibola.

We are **De Soto** and

Moscoso.

Here is our story -

We explored Florida to Texas including the Mississippi River. We claimed the land for Spain, but attacked people wherever we went.

My name is **Coronado.**

Here is my story -

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

My name is **La Salle.**

Here is my story -

I was a French explorer in Texas. We got lost and set up a colony in Matagorda Bay. I was later killed by my own men. My presence in Texas inspired the Spanish to colonize.

We are the **people of the Americas**. This is what happened to us - **Thousands of us were killed by war and disease. Our food was stolen and culture destroyed.**

Clue # 1

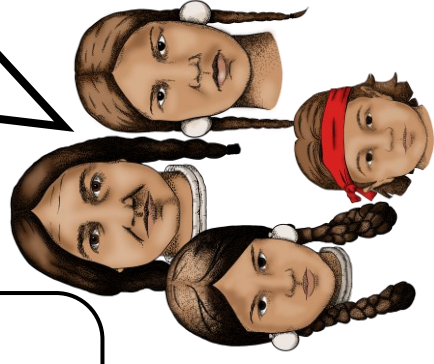
Clue # 3

Clue # 5

Clue # 6

Clue # 4

Clue # 2





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About the Author

What do I believe about Social Studies instruction?

- ✓ Students need to be engaged to learn.
-Schlechty's *Design Qualities of engagement*
- ✓ All students can learn – we just need to support them in different ways.
-Seidlitz's *Seven Steps*
- ✓ Kids need to continuously review content through games and engaging activities.
-Himmele's *Total Participation Techniques*
- ✓ Writing is essential for learning, not just assessment.
-Daniels' *Content Area Writing*
- ✓ Vocabulary instruction must be intentional and engaging.
-Marzano *Academic Vocabulary*
- ✓ History should not be trivial pursuit – dig deeper and teach with essential questions and enduring understandings.
-Wiggins & McTighe *Essential Questions*
- ✓ Students are social – purposeful talk is crucial to learning.
-Walsh *Quality Questioning*
- ✓ Students need to read in Social Studies – reading informational text cannot be mastered without constant practice.
-Kinsella's *Considerate Text*
- ✓ “Soft skills” of collaboration, communication, critical thinking, and creativity are essential to future success in the job market.
-Muir *Reasons Millennials Get Fired*
- ✓ The best way to improve reading comprehension and scores, is to focus on building knowledge through Social Studies instruction.
-Wexler *The Knowledge Gap*
- ✓ Heavy reliance on digital technology can weaken critical thinking, focus, and literacy – students learn best with pen and paper.
-Horvath *The Digital Delusion*



Dawn
Viñas

Dawn earned her Master's degree in Curriculum and Instruction from Texas A&M University. In her education journey, she was shaped by her various roles as a classroom teacher, instructional coach, curriculum coordinator, professional development trainer, university professor, and author. Dawn has provided Social Studies professional development for over 20 years to more than 10,000 teachers from Alaska to Florida. In 2015, Dawn started Social Studies Success[®] with the mission to revolutionize Social Studies instruction. With a goal of improving instruction, Dawn has provided consulting, classroom resources, and professional development services to several school districts across the state of Texas and the nation. You can reach Dawn [here](#).