

CHAPTER 3: SPANISH EXPLORERS AND SETTLERS

Chapter Objective: Students will trace the routes of the Spanish explorers in the Southwest. They will evaluate the goals of Spanish exploration and the impact of settlement upon New Mexico and its native population.

Vocabulary:

capital	expedition	mainland	plaza
casa	Fray	missal	revolt
colony	governor	mission	conquistadors
conquer	hacienda	missionary	tri-centennial
empire	Hispanic	padre	

<< **“Spanish Explorers” Picture** >>

Lesson Plan 3.1

Objective: Students will gain a time reference regarding the sequence of Spanish exploration and settlement of New Mexico.

Student Activities:

1. Have students read the Time Line: *Spanish Exploration and Settlement*.
2. Have students answer the questions in connection with the Time Line, Student Exercise 3.1.

Key Skills: understanding and using a time line

Teacher Strategy:

1. *Introduce the vocabulary words for Chapter 3.*
2. *For many students this may be their first experience with a Time Line; therefore, some introduction will be required. Understanding that a time line helps us to see information at a glance and make assessments without reading pages of text will be of interest to the students. You may wish to show other examples of Time Lines to the students.*
3. *Assist the students in interpreting the information presented on the Time Line, "Spanish Exploration and Settlement".*
4. *Assist students with mathematical calculations to figure out how much time elapsed between events.*

Student Exercise 3.1

<< Time Line: Spanish Exploration and Settlement >>

Student Exercise 3.1

Name: _____ Date: _____

Timeline: Spanish Exploration and Settlement

Using the Time Line provided answer the following questions.

1. How many years does the time line cover? _____
2. When did Fray Augustín “rediscover” New Mexico? _____
3. How many years passed between Oñate’s first Spanish settlement and the Pueblo Revolt? _____
4. When was the city of Santa Fe established? _____
5. How many years passed between the time when the Church-State conflict peaked and the Pueblo Revolt occurred? _____
6. Was Santa Fe founded before or after the Pilgrim Fathers celebrated the First Thanksgiving? _____

Bonus Question: During what century does the Pueblo Revolt take place? _____

Answer Key 3.1

Timeline: Spanish Exploration and Settlement

Using the Time Line provided answer the following questions.

1. How many years does the time line cover? 195 years
2. When did Fray Agustín “rediscover” New Mexico? 1581
3. How many years passed between Oñate’s first Spanish settlement and the Pueblo Revolt? 82 years
4. When was the city of Santa Fe established? 1610
5. How many years passed between the time when the Church-State conflict peaked and the Pueblo Revolt occurred? 40 years
6. Was Santa Fe founded before or after the Pilgrim Fathers celebrated the First Thanksgiving? before

Bonus Question: During what century does the Pueblo Revolt take place? 17th Century

Lesson Plan 3.2

Objective: Students will be able to understand the importance of Hernando Cortés, Alvar Nuñez Cabeza de Vaca, Estevanico, and Fray Marcos de Niza in the developing history of New Mexico.

Student Activities:

1. Have students read pages 57-62 in the student textbook.
2. Have students complete Student Exercise 3.2.
3. Have students commence work on Student Exercise 3.3, beginning with Alvar Nuñez Cabeza de Vaca and Fray Marcos de Niza.

Key Skills: sequence and schedule

Enrichment:

1. Students could research the remarkable journey and adventures of Cabeza de Vaca from Florida, including his shipwreck off Texas and his trek on foot through the Southwest. His account is available in the book *Adventures in the Unknown Interior of America* translated by Cyclone Covey. In addition, students could create a map showing his amazing journey.
2. The story of Estevanico is another remarkable tale. Students could research his journey with Cabeza de Vaca and then his return to New Mexico with Fray Marcos de Niza.
3. Language Arts Curriculum integration: The students could write a paragraph about a personal adventure.

Teacher Strategy:

1. Assist the students in evaluating the material to complete the chart on Spanish Explorers in regard to Alvar Nuñez Cabeza de Vaca and Fray Marcos de Niza.
2. The video, *Cabeza de Vaca* is a full length feature film by New Horizons Home Video, starring Juan Diego, available at some video outlets. It is **not** suitable for students; however, as a teacher you may have some interest in it.

Student Exercise 3.2

Name: _____ Date: _____

Spanish Explorers and Settlers

Complete the following sentences with information from Chapter 3, pages 57-62.

1. The Spanish hoped to find _____ in New Mexico, like they had in Mexico.
2. _____ conquered the _____ Empire of Mexico.
3. _____ was lost for seven years as he attempted to reach the settlements of New Spain.
4. _____ survived his journey with Cabeza de Vaca. Later, he served as a guide for _____ on his expedition into New Mexico.
5. Fray Marcos de Niza thought he had seen the seven cities of _____ which he was sure were filled with _____.

Using the glossary located at the back of your textbook or a dictionary, define these words:

conquistadors: _____

revolt: _____

Answer Key 3.2

Spanish Explorers and Settlers

Complete the following sentences with information from Chapter 3, pages 57-62.

1. The Spanish hoped to find gold in New Mexico, like they had in Mexico.
2. Hernando Cortés conquered the Aztec Empire of Mexico.
3. Cabeza de Vaca was lost for seven years as he attempted to reach the settlements of New Spain.
4. Estevanico survived his journey with Cabeza de Vaca. Later, he served as a guide for Fray Marcos de Niza on his expedition into New Mexico.
5. Fray Marcos de Niza thought he had seen the seven Cities of Cibola which he was sure were filled with gold.

Using the glossary located at the back of your textbook or a dictionary, define these words:

conquistadors: Spanish conquerors.

revolt: A violent uprising against a government. When people revolt, they want to change the government by force.

Student Exercise 3.3

Name: _____ Date: _____

<< Spanish Explorers >>

Answer Key 3.3

<<**Spanish Explorers**>>

Lesson Plan 3.3

Objective: Students will be able to follow the route of the Spanish explorer Francisco Vásquez de Coronado. Students will understand the importance of his discoveries in the development of New Mexico.

Student Activities:

1. Have students read pages 62-66 in the student textbook.
2. Have students complete Student Exercise 3.4.
3. Have students complete a section on Francisco Vásquez de Coronado on the Spanish Explorers chart, Student Exercise 3.3.
4. Have students trace Coronado's route in red, through Mexico and the American Southwest on the map of Mexico and the United States, Student Exercise 3.5, using the map on page 60 of the student textbook.
5. Have students write a paragraph on Coronado's expedition, Student Exercise 3.6. Was it a success or failure? The students should give three reasons to support their answer. This may be presented orally to the class.

Key Skills: analysis and oral presentation

Enrichment:

1. Show the video *Famous Explorers: Francisco Coronado*.
2. Art curriculum integration: Students could make a recruiting poster that would entice someone to join Coronado's expedition. What would get you to join a dangerous expedition? Encourage the students to be colorful, creative and imaginative.

Teacher Strategy:

1. *Cooperative learning groups may be used in creating the Spanish Explorers, Student Exercise 3.3, Francisco Vásquez de Coronado section.*
2. *Students may present orally their prepared opinions of success or failure in regard to Coronado's expedition.*

Student Exercise 3.4

Name: _____ Date: _____

Spanish Explorers and Settlers

Complete the following sentences with information from Chapter 3, pages 62-66.

1. Coronado hoped to find _____ when he arrived in New Mexico.
2. The journey into New Mexico was long and hard because _____ and _____ were difficult to find.
3. Pedro de Tovar and some soldiers from Coronado's expedition were the first Europeans to see the _____.
4. Coronado's expedition spent the winter on the banks of the Rio Grande, near present day _____, now known as Coronado State Park.
5. Coronado was the first Spanish explorer to hear of the gold and treasure of _____ as told by El Turco.

Using the glossary located at the back of your textbook, define these words.

empire: _____

expedition: _____

colony: _____

Answer Key 3.4

Spanish Explorers and Settlers

Complete the following sentences with information from Chapter 3, pages 62-66.

1. Coronado hoped to find gold when he arrived in New Mexico.
2. The journey into New Mexico was long and hard because water and food were difficult to find.
3. Pedro de Tovar and some soldiers from Coronado's expedition were the first Europeans to see the Grand Canyon of Arizona.
4. Coronado's expedition spent the winter on the banks of the Rio Grande, near present day Bernalillo, now known as Coronado State Park.
5. Coronado was the first Spanish explorer to hear of the gold and treasure of Quiverá as told by El Turco.

Using the glossary located at the back of your textbook, define these words.

empire: A large area ruled by a king. An empire usually includes land that was conquered.

expedition: A group of people who go out to explore.

colony: Land settled by people from another country. That country also rules the colony.

Student Exercise 3.5

Name: _____ Date: _____

**Exploration Routes of Coronado (1540-1542)
and
Oñate (1598)**

Using the map on page 60 of the student textbook, trace the route of Coronado in red. In the next lesson, you will be asked to trace the route of Oñate in blue.

<< Exploration Routes Map >>

**Exploration Routes of Coronado (1540-1542)
and
Oñate (1598)**

Using the map on page 60 of the student textbook, trace the route of Coronado in red. In the next lesson, you will be asked to trace the route of Oñate in blue.

<< Exploration Routes Map >>
<< Answer Map >>

Objective: Students will understand the movement of the Spanish into New Mexico and the development of permanent Spanish settlements. The difference and results between exploration and settlement will be understood.

Student Activities:

1. Have students read pages 67-74 in the student textbook.
2. Have students complete Student Exercise 3.7.
3. Have students complete the last section on the Spanish Explorers chart, Student Exercise 3.3, on Juan de Oñate.
4. Using Student Exercise 3.5, have students trace Oñate's route in blue, from Santa Barbara to San Juan Pueblo, where he established the settlement of San Gabriel. Use the map on page 60 of the student textbook as a reference.
5. Have students complete Student Exercise 3.8.

Key Skill: preparing a list

Enrichment:

1. Have students study the list of items that one soldier took with him on Oñate's expedition in 1598. Have students prepare a titled list of five of the most important items they would have taken with them on Enrichment Project 3.1.
2. Consider a field trip to El Morro to see Oñate's signature carved in the rock.

Teacher Strategy:

1. *Have students use a dictionary to define immigration and migration. Have students make suggestions as to why the settlers may wish to migrate. Guide students to see that immigration and migration is an on-going process even today. Use the wall map to illustrate the on-going process of migration and immigration through the movements of students and their families in the classroom.*

2. *Remind the students in preparation of making their list of*

items to be taken on an expedition that the year is 1598. It is doubtful that money was very useful since there was no place to spend it in New Mexico. The settlers lived in a barter economy.

3. *Assist the students with completion of Student Exercise 3.8 to reinforce their understanding and comprehension of the material presented in this chapter.*
4. *Teacher may wish to make a random check of the students' New Mexico Notebooks to see that they are organized and up to date.*
5. *Definitions:*
 - *immigrate: come as a permanent resident to a country other than one's own native land*
 - *migrate: move from one place of abode to another, especially in a different country*

<< Graphics-Spanish Colonists Find Socorro >>

Name: _____ Date: _____

Spanish Explorers and Settlers

Complete the following sentences with information from Chapter 3, pages 67-74.

1. _____ set up the first permanent settlement of New Mexico by the Spanish which was called San Gabriel.
2. _____ Pueblo resisted the settlement of New Mexico by the Spanish. It was defeated and burned by the Spanish.
3. The capital of New Mexico was moved from _____ to _____.
4. The move was ordered by the new governor, _____, in the year _____.
5. Today, the city of _____ is the oldest _____ in the United States.
6. The Governor's Palace is now a _____ and is the oldest public building in the United States.
7. The padre built a _____ church near each pueblo.
8. _____ started as a mission and became an important stop on the long journey between _____ and Chihuahua.

Spanish Explorers and Settlers

Complete the following sentences with information from Chapter 3, pages 67-74.

1. Oñate set up the first permanent settlement of New Mexico by the Spanish, which was called San Gabriel.
2. Acoma Pueblo resisted the settlement of New Mexico by the Spanish. It was defeated and burned by the Spanish.
3. The capital of New Mexico was moved from San Gabriel to Santa Fe.
4. The move was ordered by the new governor, Don Pedro de Peralta, in the year 1609.
5. Today, the city of Santa Fe is the oldest capital in the United States.
6. The Governor's Palace is now a museum and is the oldest public building in the United States.
7. The padre built a mission church near each pueblo.
8. El Paso started as a mission and became an important stop on the long journey between Santa Fe and Chihuahua.

Name: _____ Date: _____

Missions and Settlements

Use the clues to fill in the puzzle.

1. Hoped to start a settlement
2. A priest, first to go north
3. Became governor of New Mexico
4. Black explorer
5. Brought Casilda Sanchez, the first non-Indian woman to New Mexico
6. Formed an expedition of 300 soldiers
7. A leader of the missionaries
8. Shipwrecked on the Texas coast
9. First to see the Grand Canyon
10. Conquered the Aztecs at Mexico City

<< Puzzle for Missions and Settlements >>

Missions and Settlements

Use the clues to fill in the puzzle.

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7. A leader of the missionaries
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9. First to see the Grand Canyon
10. Conquered the Aztecs at Mexico City

<< Mission and Settlements: Answer Key >>

Lesson Plan 3.5

Objective: Students will examine the causes of the Pueblo Revolt of 1680.

Student Activities:

1. Have students read pages 75-78 in the student textbook.
2. Discuss the concept of cause and effect, and apply the principle to the Pueblo Revolt. Have students complete Student Exercise 3.9.

Key Skills: understanding and applying cause and effect

Enrichment:

1. Make available to the students a copy of the award-winning non-fiction on the Pueblo Revolt entitled *Indian Uprising on the Rio Grande* by Franklin Folsom.
2. The video *Two Knots on a Counting Rope* is of interest here.

Teacher Strategy:

1. *This may be the first formal experience with the idea of cause and effect for the students. Assist students in understanding the new concept.*
2. *Assist students in applying the idea of cause and effect to the Spanish treatment of the Indians and the resulting Pueblo Revolt in 1680.*
3. *Guide students in completing Student Exercise 3.9, which involves identifying three causes of the Pueblo Revolt and writing a short newspaper story about the Revolt.*

Pueblo Revolt

Students' answers will vary. The following are some suggested guidelines.

List 3 causes of the Pueblo Revolt of 1680.

- 1. The Spaniards treated the Pueblo people harshly.*
- 2. The Spaniards burned the Pueblo kivas.*
- 3. The Spanish missionaries tried to stop the Indian dances and other ceremonies.*
- 4. The Spaniards did not want the Indians to have their own culture or follow their old ways.*
- 5. The Spaniards wanted the Indians to adopt Spanish ways and beliefs.*
- 6. The Spaniards forced the Indians to work for them.*
- 7. The leadership of Popay brought the Pueblos together to fight the Spaniards.*

The students' newspaper stories about the Pueblo Revolt of 1680 will vary according to how the students see the event. It was the only time that Native Americans forced a European country to retreat and abandon a region.

Lesson Plan 3.6

Objective: Students will review and reinforce the material that has been presented through reading and student activities in the chapter titled Spanish Explorers and Settlers.

Student Activities: Have students answer in complete sentences all of the questions at the end of the chapter on pages 80 and 81.

Key Skills: synthesize and recall

Teacher Strategy:

- 1. Students may work in pairs and use peer learning to develop their answers, but each student should complete his or her own paper.*
- 2. Discuss the questions with the class in preparation for the quizzes.*

CHAPTER 3: SPANISH EXPLORERS AND SETTLERS

Reviewing What You Have Read

Answers to Questions on page 80:

1. Hernando Cortés was a Spanish explorer. He conquered the Aztecs who lived in present day Mexico.
2. From a distance, Háwikuh looked like a great city to Fray Marcos de Niza.
3. The Spanish thought Coronado was a failure because he found no gold or great Indian cities and civilizations. He had only found poor Indians and a wilderness.
4. Don Juan de Oñate was searching for silver mines.
5. Don Juan de Oñate's expedition was different because he brought settlers, sheep, cattle, donkeys, and tools. Oñate's expedition had come with the intention of settling rather than passing through, looking for riches.
6. Don Pedro de Peralta founded the city of Santa Fe in 1610.
7. The Spanish wanted the Indians to become like the Spanish in thought, customs, actions, and religion.
8. Catua and Omuta were Pueblo boys who were messengers carrying information regarding the planned Pueblo uprising against the Spanish. The boys were arrested and later hanged by the Spanish.
9. The leader of the Pueblo Revolt was Popay of San Juan Pueblo.
10. The surviving Spanish fled south out of New Mexico following the Pueblo Revolt of 1680. Many of the Spanish settled in El Paso.

CHAPTER 3: SPANISH EXPLORERS AND SETTLERS

Thought and Discussion

For Questions on Page 81:

1. The Spanish believed there was another rich Indian empire like the Aztec Empire hidden somewhere in the wilderness of the North. Fray Marcos de Niza contributed to the idea of gold because he was convinced that he had found a large city when he viewed Háwikuh from a distance. He thought it was one of the seven Cities of Cibola.
2. Encourage the students to support their opinions with specific details and examples:
 - The Spanish helped the Indians by bringing organ and horn music, books, new crops, new livestock, new language, new religion, and new building styles.
 - The Spanish put the Indians in contact with the larger, outside world.
 - The Spanish hurt the Indians by forcing them to give up their religion and customs and change their way of life.
3. Students will probably talk about the concept of fairness. Perhaps they will also come up with the idea of freedom of religion. Students may be encouraged to see that the United States has separation of church and state and that the United States encourages religious tolerance.

Name: _____ Date: _____

Chapter 3: Spanish Explorers and Settlers – Quiz

Section I: Vocabulary Matching

Match the definition in Column I with the correct vocabulary term in Column II. Write the **letter** of your answer in the blank space provided. Please write neatly and clearly.

Column I	Column II
___ 1. a large area ruled by a king	A. capital
___ 2. a Catholic priest	B. colony
___ 3. a town where the main government offices are located	C. revolt
___ 4. commemoration of an event that happened 300 years ago	D. conquer
___ 5. land settled by people from another country	E. expedition
___ 6. a kind of settlement started by the Catholic church	F. empire
___ 7. a violent uprising against the government	G. governor
___ 8. a group of people who set out to explore	H. mission
___ 9. the person who is in charge of a state or territory	I. padre
___ 10. to take over by force	J. tricentennial

Name: _____ Date: _____

Chapter 3: Spanish Explorers and Settlers – Quiz

Section II: Who's Who

Match the description of the person in Column I with their name in Column II. Write the **letter** of your answer in the blank space provided. Please write neatly and clearly.

Column I

- _____ 1. Shipwrecked Spaniard who wandered across New Mexico
- _____ 2. Indian leader of the Pueblo Revolt
- _____ 3. Brought back first accurate information about New Mexico
- _____ 4. His voyages discovered America
- _____ 5. Lead the first permanent Spanish settlers into New Mexico

Column II

- A. Christopher Columbus
- B. Francisco Vásquez de Coronado
- C. Popay
- D. Don Juan de Oñate
- E. Alvar Nuñez Cabeza de Vaca

Name: _____ Date: _____

Chapter 3: Spanish Explorers and Settlers – Quiz

Section III: Multiple Choice

Read each question carefully and select the best possible answer. Write the **letter** of the answer in the blank space provided. Please write neatly and clearly.

- ____ 1. What did the Spanish hope to find in New Mexico?
A. buffalo to hunt
B. gold and riches
C. new land
D. trade with the Indians
- ____ 2. Which of these was a result of the Pueblo Revolt?
A. All the Spanish in New Mexico were killed.
B. Indian attacks on the Spanish failed.
C. Only a few pueblos revolted against the Spanish.
D. The Spanish were driven out of New Mexico.
- ____ 3. Fray Marcos de Niza actually saw
A. the seven cities of Cibola.
B. the Zuni city of Háwikuh.
C. the Grand Canyon of Arizona.
D. the riches of Quivirá.
- ____ 4. Why did the Spaniards think that Coronado's expedition was a failure?
A. He found the Grand Canyon.
B. He did not find the Mississippi River.
C. He did not find the seven Cities of Cibola.
- ____ 5. Which of the following did the Spanish not do upon arriving in New Mexico?
A. The Spanish brought new plants and animals.
B. The Spanish introduced the Catholic religion.
C. The Spanish allowed the Pueblo religion to continue.

Chapter 3: Spanish Explorers and Settlers Quiz – Answer Key

Section I: Vocabulary Matching

1. F
2. I
3. A
4. J
5. B
6. H
7. C
8. E
9. G
10. D

Section II: Who's Who

1. E
2. C
3. B
4. A
5. D

Section III: Multiple Choice

1. B
2. D
3. B
4. C
5. C

CHAPTER 3: SPANISH EXPLORERS AND SETTLERS

Teaching Resources

Material Resources:

Hispanic artifacts useful for teaching are available at:
Spanish Trails International
Villa Linda Mall
P.O. Box 16112
Santa Fe, NM 87592
Toll Free Number: (877) 829-7646

Bibliography:

Non-Fiction:

Cobos, Ruben. *A Dictionary of New Mexico and Southern Colorado Spanish* (Museum of New Mexico Press, Santa Fe, 1983) Dictionary of New Mexico and Southern Colorado Spanish. Reference.

Covey, Cyclone. *Adventure in the Unknown Interior of America* (University of New Mexico Press, 1999) Translated and annotated adventures of Nuñez Cabeza de Vaca's trip through the unknown interior of America. Recommended teacher reading.

Folsom, Franklin. *Indian Uprising on the Rio Grande*

Videos:

Famous Explorers: Francisco Coronado (Film Ideas, Wheeling, IL, 2002) Describes the life of the Spanish general who explored New Mexico and the southwest region in a desperate search for splendor and fortune. In his attempt to conquer the fabled Seven Cities of Cibola, he discovered the riches of the Native American people.

Two Knots on a Counting Rope (Bfa, Stephen Bosustow, 1968) Shows a young Navajo boy and his grandfather as they share knowledge of two cultures, Navajo and Anglo, by using a rope to count.

Field Trip Suggestions:

The Albuquerque Museum (Four Centuries Tour)
2000 Mountain Road NW
Albuquerque, NM 87104
Telephone: (505) 243-7255 (Education)

Coronado State Monument
485 Kuaul
Bernalillo, NM 87004
Telephone: (505) 867-5351

El Morro National Monument
Rte. 2, Box 43
Ramah, NM 87321
Telephone: (505) 783-4226

Hike Tome Hill

Allow time to examine and enjoy the outdoor sculpture at the bottom of the hill. It symbolizes the cultures of New Mexico in a most unique way.
Belen, NM

Salinas Pueblo Missions National Monument
P. O. Box 496
Mountainair, NM 87036
Telephone: (505) 847-2585