



Spanish Exploration of Colorado

**Goals 2000 - Partnerships for
Educating Colorado Students**

**In Partnership with the Denver Public Schools
and the Metropolitan State College of Denver**

El Alma de la Raza Project



Spanish Exploration of Colorado

By Linda Weiss

Grades 3-5

Implementation Time
for Unit of Study: 3 weeks

Goals 2000 - Partnerships for
Educating Colorado Students
El Alma de la Raza Curriculum
and Teacher Training Project

Loyola A. Martinez, Project Director

El Alma de la Raza Series

Spanish Exploration of Colorado

Unit Concepts

- Geography of the present-day state of Colorado and the southwestern part of the United States
- Routes of Spanish explorers
- How explorers affected the indigenous populations
- Daily life on a mission of exploration

Standards Addressed by This Unit

Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students read and recognize literature as a record of human experience. (RW6)

History

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students know how to use the processes and resources of historical inquiry. (H2)

Students understand that societies are diverse and have changed over time. (H3)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources. (G5)

Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future. (G6)

Introduction

The first Europeans to explore the southwestern part of the present-day United States were Spanish conquistadors. These explorers were looking for “gold, God, and glory.” The area was rife with rumors of golden cities filled with riches. After the phenomenal treasures that were discovered in the conquest of the Aztecs, these rumors were eminently believable. The expeditions invariably included a priest or two, looking to convert the indigenous people to a more “civilized” religion. And finally, they were looking for new lands to claim for the glory of their king and their personal glory.

Probably the most famous of these explorers was Francisco Vázquez de Coronado, who spent a great deal of time and effort in his search for the Seven Cities of Cíbola. His exploration route is somewhat in dispute. Some historians believe he may have entered Colorado, although most maps discount this theory.

Notable explorers of Colorado included Juan de Ulibarri (1706), Pedro de Villasur (1720), Domínguez and Escalante (1776–77), and Juan Baptiste de Anza (1779). Ulibarri came to this area looking for runaway slaves. On his expedition, he claimed the land for Spanish, officially making Colorado Spanish territory. Domínguez and Escalante were two Spanish priests searching for a new route to California. They did not reach California, but thoroughly explored much of western Colorado, keeping extensive diary entries on what they saw. Translations of their diary entries are available and are fascinating to read.

These explorers opened the area for future expeditions, including those by Lieutenant Zebulon Pike in 1806 and Major Stephen H. Long in 1820. Both of these men have prominent Colorado mountains named after them.

Implementation Guidelines

It is recommended that this unit be taught in fourth grade social studies classes as part of the Colorado history curriculum, but it could also be used in third or fifth grade classrooms. The unit begins with lessons orientating the students to the geography of the area and proceeds to the human aspect of these explorations. The teacher should be familiar with the unit in order to judge whether pre-teaching of any concepts will be necessary. Some additional activities are included to familiarize students with various Spanish words and names. Ample reading materials should be provided and students should be encouraged to utilize this material during reading time.

Instructional Materials and Resources

It is suggested that the teacher provide the students with access to a variety of reading materials on this topic for research purposes. See bibliography for some suggestions. The following resources are also required for successful implementation of this unit:

Coronado's Golden Quest by Barbara Weisberg

Explorers by Hazel Songhurst

Questions and Answers About Explorers by Christopher Maynard

The Legend of the Indian Paintbrush by Tomie de Paola

Lesson Summary

- Lesson 1 **Geography of the Southwest**
This lesson develops an understanding of the geography of the Southwestern part of the United States and the state of Colorado.
- Lesson 2 **Coronado, Explorer of the Southwest**
This lesson focuses on the contributions of Francisco Vásquez de Coronado, the first European to explore much of the Southwest.
- Lesson 3 **European Contact with Native Americans**
Contact with the Spaniards and other European explorers caused radical changes in the lives of the Native Americans living in the area. This lesson explores both positive and negative changes caused by this contact.
- Lesson 4 **What Do Explorers Need?**
Any explorer needs certain things before setting off on an expedition. This lesson explores those necessities.
- Lesson 5 **Geography of Colorado**
An in-depth look at the geography of Colorado and how the physical landforms affected the routes of the explorers who visited the state.
- Lesson 6 **Explorers of Colorado**
A look at some of the major explorers of Colorado—what they were looking for and what they found.

Lesson 1: Geography of the Southwest

What will students be learning?

STANDARD(S)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future. (G6)

BENCHMARK(S)

Students know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.

Students know how to apply geography to understand the past.

OBJECTIVE(S)

Students will develop familiarity with the geography of the southwestern United States.

Students will be able to describe how the borders and ownership of lands in the southwestern United States have changed since the time of the early Spanish explorers.

SPECIFICS

The borders of the United States have changed dramatically throughout the country's history. It is important for students to know that parts of the United States were once controlled by Spain.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

KWL

Cooperative groups

Student-directed class discussion

ACTIVITIES

Complete as a class a KWL chart about the exploration of Colorado and the Southwest. In small groups, study the maps of the southwest. Each student should have two maps. Using an atlas or wall map, draw in the current state boundaries on one map. On the other map, draw in the Spanish territory boundaries as they existed around 1540. Compare the maps. Discuss how physical landforms (mountains, rivers, deserts, etc.) may have affected these boundaries and how they have changed. Using an overhead transparency of the same blank map, the students will guide the teacher in drawing the boundaries. Each group will compare their findings and theories with the rest of the class.

RESOURCES/MATERIALS

relief map of southwestern United States (2 per student)

overhead transparencies of the relief map (2)

ASSESSMENT

Completion of group maps and class participation.

Lesson 2: Coronado, Explorer of the Southwest

What will students be learning?

STANDARD(S)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

BENCHMARK(S)

Students use chronology to present historical events and people.

OBJECTIVE(S)

Students will learn about the life of Francisco Vásquez de Coronado, the major explorer of the American Southwest.

SPECIFICS

Francisco Vásquez de Coronado was the first European to explore much of the American Southwest. Although he was considered by many in his time to be a failure, he made important discoveries for his country and for the people who were to come after him. No lesson on major explorers of the United States would be complete without a study of Coronado.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Independent reading

Character analysis

Determining importance in text

Read aloud

Timeline

ACTIVITIES

The teacher will read aloud Chapter 1 of *Coronado's Golden Quest* by Barbara Weisberg. The class will discuss how Coronado and his men probably felt while embarking on this expedition. Individually, read the attached information on Coronado. Choose one of the following three activities.

1. Imagine that you are Coronado and are just leaving on your expedition. Write a letter to Governor Mendoza, expressing your feelings. Write again six months later, then one year into the expedition, and finally, 18 months after leaving Mexico. How do the letters differ as time goes by? Choose one or two letters to share with the class.
2. Make a detailed drawing of one of the Seven Cities of Cibola. Be sure to include appropriate plant life. Name the city, color the picture, and write two paragraphs describing the city and your favorite part of it. Share with the class.
3. Prepare a timeline of Coronado's life. Research and include the important dates of his life. Illustrate and share with the class.

Lesson 2 (cont.)

VOCABULARY

conquistadors	Conquerors
entrada	Expedition

RESOURCES/MATERIALS

Coronado's Golden Quest by Barbara Weisberg
Coronado information sheet

ASSESSMENT

Student project and participation in class discussion and individual presentations.

Coronado

Francisco Vásquez de Coronado was born in 1510 in Salamanca, Spain. As a young man, he traveled to New Spain (Mexico) as an assistant to Governor Antonio de Mendoza, the most powerful man in the government of New Spain. Viceroy Mendoza was appointed by the king of Spain to rule his settlements in Mexico.

In 1536, Alvar Nuñez Cabeza de Vaca told Viceroy Mendoza about Indian rumors of the Seven Cities of Cibola. Rumors had circulated before about these cities, which were said to have buildings which were made of gold and had roofs decorated with jewels. The inhabitants had great riches of gold and silver. After the fabulous wealth discovered in Mexico and Peru, many people believed these stories. The governor knew that if he could discover these wealthy cities, he would be a rich and famous man!

In 1539, Viceroy Mendoza ordered the African slave Esteban, a member of the Cabeza de Vaca party, to guide a Franciscan priest named Fray Marcos de Niza to the fabled cities. Fray Marcos traveled across the deserts for weeks. When the natives told him that they were near the first city, he climbed a hill. In the distance he saw many buildings that looked like a large city—perhaps even larger than Mexico City! Apparently, he went no closer to the settlement. When he returned to Mexico and reported this information to Viceroy Mendoza, the viceroy appointed Coronado to lead a large expedition to discover all seven of these wealthy cities.

In 1540, Coronado left Mexico with two thousand soldiers, priests, native guides, and slaves. The *entrada* (expedition) traveled across the Arizona desert and stopped at the first village they came to. Coronado and his men were confused; the walls were made of sunbaked clay, not gold and silver. Instead of jewels and turquoise, they were decorated with common rocks and stones. The villagers pointed them in another direction. Coronado's group went that new way, only to be disappointed again. During the two years of their *entrada*, they traveled thousands of miles across New Mexico, Texas, Oklahoma, and Kansas. They discovered the Grand Canyon, but no gold or other riches. Tired and disappointed, Coronado and his men returned to Mexico. The Spanish gave up their quest for gold in North America.

Even though Coronado's expedition seemed like a failure, he was able to claim Arizona, Kansas, and Oklahoma for the king of Spain. He also strengthened Spain's claims in Texas and New Mexico. Francisco Vásquez de Coronado died in Mexico City in 1554. He has gone down in history as one of the greatest explorers of the Americas.

Lesson 3: European Contact with Native Americans

What will students be learning?

STANDARD(S)

Students understand that societies are diverse and have changed over time. (H3)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

BENCHMARK(S)

Students know how various societies have been affected by contacts and exchanges among diverse peoples.

Students know the processes, patterns and functions of human settlement.

OBJECTIVE(S)

Students will understand how the lives of the Native Americans were changed (both positively and negatively) by contact with the conquistadors.

SPECIFICS

Contact with the conquistadors brought radical changes to the lives of the Native Americans living in the area. Some of these changes were very positive, such as the introduction of horses; others were extremely negative, such as the spread of diseases.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Large and small group discussion

Shared readings

Drawing conclusions

ACTIVITIES

As a class, read and discuss the information sheet: European Contact with the Native Americans. Speculate about other ways the Native Americans were affected by contact with the Europeans. In small groups, decide whether you think the contact was mostly a good thing or mostly a bad thing. Come up with ideas to support your belief. Each group will present their ideas to the rest of the class and try to convince listeners that their belief is the correct one.

RESOURCES/MATERIALS

European Contact with the Native Americans information sheet

VOCABULARY

nomadic Moving around from place to place

encomienda Land grant system that gave native people to Spanish settlers

ASSESSMENT

Individual participation in small groups and small group presentation to the rest of the class.

European Contact with the Native Americans

The lives of the Native Americans who were living in the southwestern part of the United States changed forever with the arrival of the Spanish conquistadors and the explorers who came after them. Some of these changes were very positive for the Indians, but others were very negative.

Many of the Native Americans living on the plains survived by hunting buffalo. These large animals provided their major source of food and clothing. It was very hard for them to hunt the large animals. They often tried to stampede them over a cliff where the buffalo would break their legs and be easier to kill. However, the Spaniards brought with them many horses which the Indians eventually obtained. The way of life of the Plains Indians changed dramatically. They began a nomadic lifestyle, following the buffalo herds. The hunting was much easier and less dangerous for them. It was also easier to move from place to place. Instead of walking everywhere, they could now ride. The addition of horses meant that they could now travel farther, carry heavier loads, and hunt larger game. Another animal that the Spaniards brought with them was the chicken. The Native Americans quickly learned to raise them as an additional source of food.

One of the negative things brought by the Europeans were new diseases that the Native Americans had no resistance to. Many of them died from these illnesses. Also, the Europeans did not respect the land rights of the Indians they encountered. The Spanish tried to conquer and enslave all the people they could find in the New World. They set up an encomienda system that allotted native workers to each Spanish settler. Many of the enslaved Native Americans died under the harsh treatment on the Spanish haciendas.

It is important to note that not all the Spanish settlers were harsh toward the local people. Priests and missionaries from Spain converted many Native Americans to Christianity. The missions provided reading instruction to the natives and helped them adapt to Spanish ways. Many priests defended Native Americans against abuse and mistreatment from other Spanish settlers. Fray Bartolome de la Casas earned the title “Protector of the Indians” for his support.

Lesson 4: What Do Explorers Need?

What will students be learning?

STANDARD(S)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

BENCHMARK(S)

Students will use reading, writing, speaking, listening, and viewing to gather data, define the problem, and apply problem-solving skills.

OBJECTIVE(S)

Students will understand that explorers must make detailed plans and carry many supplies with them on their extended trips.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Large group discussion

Inferencing

Writing

ACTIVITIES

With the rest of the class, brainstorm items that every explorer needs to survive (food, water, etc.). The teacher will list these items on chart paper. Discuss how explorers today obtain and transport these things. How does this compare with the early explorers? Is it easier to explore now or then? Choose one of the following areas to explore: 1) the moon, 2) Antarctica, 3) the Sahara desert, 4) a tropical rain forest, 5) under the Pacific Ocean, 6) an island in the middle of an ocean. Make a list of the things you will need and how you will transport them. What type of clothing will you need? How will you protect yourself? How long will you plan to be gone? Will you need to carry all your food with you or do you think you can find food at your destination? Write a report on what your expedition will be searching for and what you will take with you. Illustrate your report. Compare your expedition to others going to the same place. Use the books *Explorers* and *Questions and Answers About Explorers* for ideas.

RESOURCES/MATERIALS

Explorers (English) or *Explorador* (Spanish) by Hazel Songhurst

Questions and Answers About Explorers by Christopher Maynard

ASSESSMENT

Student-made reports.

Lesson 5: Geography of Colorado

What will students be learning?

STANDARD(S)

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources. (G6)

BENCHMARK(S)

Students know the physical and human characteristics of places.

Students know how physical systems affect human systems.

OBJECTIVE(S)

Students will be able to describe the physical geography of Colorado.

Students will relate how the natural features (rivers, mountains, etc.) affected the explorers' routes and the locations of major modern highways.

SPECIFICS

Many of the early explorers' routes were affected by the physical geography of the area they were traveling through. These same features affect where major highways are built, thereby affecting us today.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Map reading

Cloze activity

Whole class discussion

ACTIVITIES

As the teacher displays on an overhead a map of the routes of Colorado explorers, discuss these routes and things that might have affected them (rivers, mountains, etc.). On your packet of maps, trace the routes of the explorers. Take your packet of maps apart and compare the three maps. Do you think the explorers' routes were affected by Colorado's physical characteristics? Explain your answers. Do you notice any comparison between the routes, the rivers, and the highways of today? Complete the worksheet that has been provided for you.

RESOURCES/MATERIALS

packet of 3 maps (Early Explorers, Rivers of Colorado, Colorado Highways), stapled together for each student; put pieces of carbon paper between the maps

overhead transparency of each map

cloze worksheet

ASSESSMENT

Completed map packet and completion of cloze worksheet.

Explorers, Mountains, and Rivers

1. List at least three physical obstacles early Colorado explorers faced and tell how we've overcome them in today's world.

a. _____

b. _____

c. _____

2. How do physical obstacles affect where people build towns and highways? List at least four examples.

3. How did Colorado's physical characteristics affect early movement and settlement?

Lesson 6: Explorers of Colorado

What will students be learning?

STANDARD(S)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources. (RW5)

BENCHMARK(S)

Students will apply formal usage in speaking and writing.

Students will paraphrase, summarize, organize, evaluate, and synthesize information.

OBJECTIVE(S)

Students will demonstrate knowledge of the major explorers of Colorado.

SPECIFICS

The early explorers are very important in the study of Colorado history. They are the people who opened up this area for the settlers and homesteaders who would follow. In this lesson, students will have the opportunity to visualize what Colorado looked like before there were any permanent settlements and learn about some of the explorers.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Partner readings

Reading and writing in the content area

ACTIVITIES

With a partner, read and discuss the attached information on some of the early explorers of Colorado. Talk about similarities and differences among these explorers (include discussion about their routes, what they found, and their reasons for coming to Colorado). In small groups (5–6 students) discuss the similarities and differences you and your partner came up with and compare them to those of the rest of the group. Make a list to share with the rest of the class. When you are finished discussing, you will take a test to assess your knowledge of these explorers.

Optional Activity: Fill out the Explorer Crossword Puzzle. Have a partner check your results.

RESOURCES/MATERIALS

Early Colorado Explorers information sheet

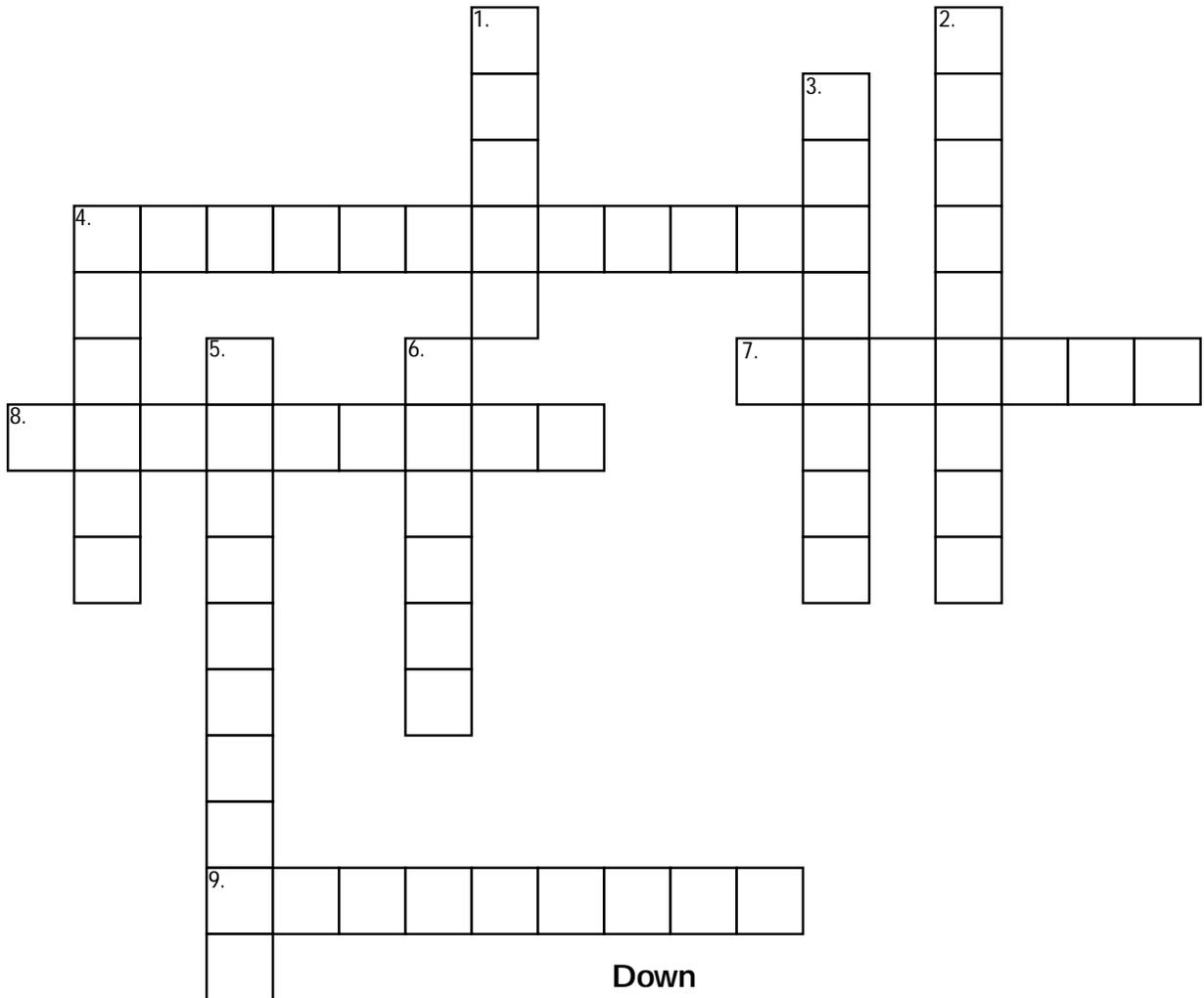
Colorado Explorers Quiz

optional: reproduced copies of Explorer Crossword Puzzle and Key

ASSESSMENT

Student performance on quiz on early Colorado explorers.

Explorer Crossword Puzzle



Across

4. A Spanish explorer was called this. In English it means “conquerer.”
7. The conquistadors called their expedition an _____.
8. One of the obstacles to the exploration of Colorado was the Rocky _____.
9. Two of the most famous Spanish explorers were _____ and Escalante.

Down

1. An animal that the Spanish gave to the Native Americans that helped them in many ways.
2. This unit is about the _____ of Colorado.
3. The first explorer of the American Southwest.
4. Coronado was looking for the Seven Cities of _____.
5. The name of the land grant system that gave native people to Spanish settlers.
6. Many of the explorers followed these bodies of water on their journeys.

Explorer Crossword Puzzle Key



Early Colorado Explorers

Juan de Oñate

Spaniards first came to the United States in search of gold and riches. After Coronado's failure to discover gold, it was believed for quite a while that no riches existed so far north. By the end of the 16th century, however, rumors of gold again reached the King of Spain. He organized the region into the province of New Mexico and appointed Juan de Oñate as its governor. In 1598, Oñate led 400 colonists north into this area (which includes present-day New Mexico). After founding and beginning a settlement called San Juan, he traveled north to look for gold. The governor explored hundreds of miles north, east, and west, trying to locate the riches he had heard about. His expedition went through Taos, New Mexico, and into the area of present-day Trinidad, Colorado. When he and his companions reached the San Luis Valley, they became the first Europeans to set foot in what is now the state of Colorado. Governor Oñate and his party eventually traveled as far north as the site of present-day Denver, but like Coronado before him, he found no gold. How surprised these explorers would have been to know that massive gold deposits were awaiting them under the snow-capped mantle of the Rocky Mountains!

Juan de Ulibarri

In the late 1600s a group of Picurie Indians left Taos, in the province of New Mexico. We are not sure if they were kidnapped by Apaches or if they were escaping from Spanish rule. We do know they were living in a place called El Cuartelejo. However, in 1706, Don Francisco Cuevo y Valdez, governor of the province, received word from the chief of the Picuries that his people wanted to return to New Mexico. The governor assigned Juan de Ulibarri, a soldier, to bring the group back. Ulibarri headed an expedition of 40 soldiers and 100 Indian allies to retrieve the Picuries. He headed north from Santa Fe, to Taos, on to the location of the present-day city of Trinidad, crossed the Purgatoire River (which he named the Santa Ana River) and reached the Arkansas River. On the way, he named every stream and river he saw. He crossed the Arkansas, which he called the Río Grande de San Francisco, about 15 miles from the site of modern-day Pueblo, Colorado. Twenty days after leaving Santa Fe, on August 2, 1706, Juan de Ulibarri reached El Cuartelejo. The Picuries were happy to leave and the Apaches they were living with were willing to let them go. Upon arriving, he was surprised to discover that the Apaches were in possession of French-made guns. This made him think that the Apaches might be working with the French. Hoping to strengthen Spain's claim to the area, he had the Apache leaders swear an oath of loyalty to King Philip V, the king of Spain. He also made the first recorded claim to Colorado soil in the name of his beloved country.

Domínguez and Escalante

The greatest Spanish exploration came in 1776. Two priests, Padre Silvestre Vélez de Escalante and Fray Antanasio Domínguez, were sent to find a new route linking Santa Fe, the capital of New Mexico with the Spanish missions on the California coast. These explorers never reached California, but their incredible journey lasted five months and covered almost 1,800 miles. They thoroughly explored much of western Colorado, Utah, Arizona, and New Mexico. Like the other explorers of this time, they kept a detailed journal about their trip, describing every river and mountain they encountered. For the first time, huge new areas of the American west were opened up for future generations to explore and settle. Their detailed reports allowed maps of this area to be drawn for the first time.

Early Explorers (cont.)

Zebulon Pike

In June, 1806, an expedition, commanded by twenty-seven year old Zebulon Pike, a lieutenant in the United States Army, set out from St. Louis, Missouri, to explore the southwestern part of the United States. They were looking for the starting point of the Arkansas River. By October, Pike and his men had crossed the Great Plains and followed the Arkansas River into eastern Colorado as far as the site of the present-day city of Pueblo. On November 15, Pike saw in the distance what he thought was a blue cloud. This “cloud” turned out to be the mountain that is now known as Pike’s Peak. He never actually climbed to the top of the 14,100-foot mountain. The men built a stockade (building) where they could live and protect themselves from Indians. When the stockade was completed, Pike and three other men started out for the mountain, intent on climbing it. Three days later, they still had not reached the mountain. They had no blankets, food, or water. The weather was cold and snowy. They finally had to turn back without even reaching the base of the mountain. Pike called this mountain Grand Peak. It was not until 1859 that people began calling it Pike’s Peak. After finally discovering the source of the Arkansas River, Pike and his weary men started for home. Along the way, they were arrested by Spanish troops and accused of spying. After being released, they finally returned home on July 1, 1807.

Stephen H. Long

The second American explorer to come to Colorado was Stephen H. Long. His expedition was in 1819–20 and included a group of 18 men. They followed the Platte River and were able to travel approximately 25 miles per day on horseback. On June 27, Long reached the eastern border of Colorado. He saw large herds of wild horses and buffalo. On June 30, the expedition saw the Rocky Mountains and viewed the famous “Two-Ears” peak, the mountain which he named after himself and which is now known as Long’s Peak. Long was extremely disappointed in the grasslands area of eastern Colorado. He called this region the “Great American Desert” and he reported that people would never be able to live or grow food there.

John Gunnison

In 1853 two expeditions crossed Colorado in search of railroad routes. One of these expeditions was led by Captain John W. Gunnison. Captain Gunnison crossed the Arkansas and Huerfano Rivers, climbed the Sangre de Cristo Mountains, and crossed the Continental Divide. He made a trail down the western slope of Conchetopa Pass, next to a river that is now named after him. Gunnison and the members of his expedition saw blue spruce trees, many beautiful wildflowers, and a variety of animals. Some of the many animals they saw were rabbits, squirrels, deer, elk, beavers, and chipmunks. Gunnison made it all the way to Utah, but there he was attacked and killed by Indians.

Colorado Explorers Quiz

1. Name four of the explorers we read about in this lesson.

2. Name two Colorado mountains that are named after explorers.
_____ and _____
3. What were Domínguez and Escalante looking for?
4. What was Juan de Oñate's job (besides being an explorer)?
5. What was Oñate looking for?
6. Who was sent to look for the Picuríe Indians?
7. What did he find when he reached El Cuartelejo?
8. Who was sent by the U.S. Army to explore the southwestern part of the United States?
9. What did he discover and what name did he give it?
10. Who do you think is the most interesting explorer, and why?

Unit Assessment

How will students demonstrate proficiency?

PERFORMANCE TASK

As the teacher reads *The Legend of the Indian Paintbrush*, listen carefully and try to visualize how the plains looked during this time period. Concentrate on the plant and animal life. Were there buildings? What did the land look like? Would you have seen rivers? Mountains? As a class, make a list of what kinds of plants and animals might have been encountered by the early explorers to Colorado. Reread the information on Colorado explorers from Lesson 6. Choose one explorer to focus on and research. Using at least three sources, look for information on your explorer. Familiarize yourself with his route. Imagine that you are this person. Write four diary entries describing what you have seen on that particular day. Each entry must include a date and be at least one-half page long. Be sure to do some advance planning—think about what you want to say before you begin writing. Remember, if you have never seen a buffalo before, you would not call it a buffalo, you would simply describe it! Focus on your descriptions. Each entry must include at least one illustration of a plant or animal that you are describing. Be creative! Choose at least one diary entry to share with the entire class.

On a separate sheet of paper, draw a map of Colorado. Include as many landforms as possible. Draw the route of your chosen explorer to include as part of your final project.

SCORING RUBRIC

4. The final product includes at least four diary entries. Each entry is at least one-half page long and includes a drawing. Creativity is evident. A map of the explorer's route is included and is easy to read.
3. The final product includes at least four diary entries, but they are not at least one-half page long (each) and/or are missing an illustration. The entries are very similar.
2. The final product includes only three diary entries. Creativity is not evident.
1. The final product includes two or fewer diary entries or has entries which contain incorrect information.

Bibliography

- Ayer, Eleanor. *Celebrate the States—Colorado*. New York: Marshall Cavendish, 1997.
Grades 3–5. This book does not contain a lot of information about the early explorers, but what it has is very readable and very interesting.
- Ayer, Eleanor. *Hispanic Colorado*. Frederick, Colorado: Jende-Hagan Bookcorp, 1982.
This is Volume 4 of the Colorado Chronicles, a series that is very highly recommended to those teaching about the state. This volume focuses on Hispanic contributions and has an extremely interesting section on Domínguez and Escalante, including some of their actual diary entries. Very readable for intermediate students.
- Beck, Warren A. and Ynez D. Haase. *Historical Atlas of the American West*. Norman, Oklahoma: University of Oklahoma Press, 1989.
This book has some wonderful maps related to the history of the Southwest. Of special interest are the maps showing various routes of the explorers and the section on the barriers to the West.
- Clissold, Stephen. *The Seven Cities of Cibola*. New York: Clarkson N. Potter, 1962.
Not the best book on Coronado, but very detailed.
- Day, A. Grove. *Coronado's Quest*. Berkeley, California: University of California Press, 1964.
A long book about Coronado's travels; it has a lot of details but is rather time-consuming to read in its entirety.
- de Onís, Jose, ed. *The Hispanic Contribution to the State of Colorado*. Boulder, Colorado: Westview Press, 1976.
The introduction and the first two articles in this book work perfectly with this unit, but teachers will probably enjoy reading the rest of it for general information.
- Echevarria, E.A. and J. Otero, eds. *Hispanic Colorado*. Fort Collins, Colorado: Centennial Publications, 1976.
A series of excellent articles on the Spanish influences and contributions to the state of Colorado.
- Grant, Matthew G. *Coronado, Explorer of the Southwest*. Mankato, Minnesota: Creative Education, 1974.
Grades 3–5. Easy-to-read story of Coronado's explorations.
- Hodge, Frederick W., ed. *Spanish Explorers in the Southern United States*. New York: Barnes and Noble, 1959.
Nearly one-third of this book is dedicated to the narrative of the expedition of Coronado by a private soldier in his army. There is some fascinating stuff here!
- Horgan, Paul. *Conquistadors in North American History*. El Paso, Texas: Texas Western Press, 1982.
Lots of good background information about the Spanish conquistadors is available in this book. Most of the reading would be too difficult for elementary students, but the information could be disseminated to the class by the teacher.
- Jacobs, William Jay. *Coronado, Dreamer in Golden Armor*. New York: Franklin Watts, 1994.
Grades 3–5. This book contains a lot of details about the life and times of Coronado and would be especially good for read-alouds and discussion starters.

Bibliography (cont.)

Keating, Bern. *Famous American Explorers*. Chicago, Illinois: Rand McNally and Co., 1972.

Grades 3–5. This book contains chapters on Spanish conquistadors (although the main focus is on Cabeza de Vaca, there is some mention of Coronado) and the explorations of Zebulon Pike.

Knowles, Richard and Evelyn D. Scott. *Colorado Source Book*. Castle Rock, Colorado: Hi Willow Research and Publishing, 1995.

A “must-have” for any educator who is teaching about Colorado. The timeline of Colorado history has some good information as well as the short article on the only Spanish fort ever built in Colorado (p. 310). The book also contains some excellent maps; notably the “Early Boundaries of Colorado” (p. 340).

LaBaw, Wallace, L. *God, Gold, Girls and Glory*. Broomfield, Colorado: Big Mountain Press, 1966.

This rather irreverent book is written primarily for adults. It contains good thumbnail sketches of a variety of Spanish explorers—enough to whet a researcher’s appetite to learn more.

Meinig, D.W. *Southwest*. New York: Oxford University Press, 1971.

Background information geared more to the teacher. This book has some interesting information about the initial Spanish contact with Native Americans living in the southwestern part of the United States.

Songhurst, Hazel. *Explorador*. Barcelona: Times Four Publishing Ltd., 1993.

Grades 3–5. This is an excellent resource for this unit. It gives a lot of basic information about what explorers need to take with them on their expeditions. It is available in both English and Spanish; the English title is *Explorers*.

Ubbelohde, Carl, Maxine Benson, and Duane A. Smith, eds. *A Colorado History*. Boulder, Colorado: Pruett Publishing Company, 1982.

This book contains one chapter on the Spanish explorations, and has an excellent map showing the route of Domínguez and Escalante on page 17. A good teacher reference.

Wills, Charles A. *A Historical Album of Colorado*. Brookfield, Connecticut: The Millbrook Press, 1996.

Grades 4 and up. A good choice for any classroom which is teaching about Colorado. Very interesting reading about Colorado’s past and present.

About the Author

Linda Weiss was born in Gothenburg, Nebraska. She grew up on a farm outside of Gilcrest, Colorado and graduated from the University of Northern Colorado with a bachelors degree in Spanish.

Linda was employed at the University Laboratory School in Greeley, followed by a stint as Education Coordinator for Colorado National Bank in Denver. Her fifteen years as a travel agent enabled her to travel extensively throughout the world, including trips to Mexico, Argentina and Spain.

Linda has taught in a second-grade bilingual classroom in Denver Public Schools since 1996. In 1997, she completed a masters degree in Curriculum and Instruction at the University of Colorado-Denver. She has served on the Bilingual Textbook Selection Committee for Denver Public Schools and is a facilitator for Project Wild and Project Learning Tree. Linda has volunteered throughout the Denver community for many years, including 15 years at the Denver Museum of Natural History.