

7-2012

Explorers [4th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Explorers

Grade Level: Fourth Grade

Subject/Topic Area(s): Social Studies- Texas History

Designed By: Carrie Sites and Melissa Cole

Time Frame: 7 days

School District: East Central ISD

School: Salado Intermediate

School Address and Phone: 3602 South WW White Road, San Antonio TX 78222

Brief Summary of Unit (Including curricular context and unit goals):

Students will understand that people explore and settle for different purposes including riches, land, and the spread of religion. Students will also know the history or background of explorers and how that defines the cultures of Texas. At the end of this unit students will independently demonstrate their learning by summarizing an explorer's accomplishments and reasons for exploring by creating and interacting with a Fakebook page.

UbD -Explorers

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>4.2AB (2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to: (A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion; (B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavalier, Sieur de la Salle, on the settlement of Texas</p> <p>4.21A (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (A) differentiate between, locate, and</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Summarize an explorer’s accomplishments and reasons for exploring with a Fakebook page.</p>	
	Meaning	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • People explore and settle for different purposes, including riches, land, spread of religion • The history or background of explorers and how that defines the cultures we find in Texas </td> <td style="width: 50%; vertical-align: top;"> <p>Essential Questions</p> <ul style="list-style-type: none"> • Why do people explore and colonize new places? • How does culture affect communities? </td> </tr> </table>	<p>Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • People explore and settle for different purposes, including riches, land, spread of religion • The history or background of explorers and how that defines the cultures we find in Texas
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Acquisition		
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<p>use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas</p>	<ul style="list-style-type: none"> Spaniards mainly explored for gold, French for more land, but they also explored to spread religion Primary source- piece of information that was created by someone who witnessed the event or was part of the historical event Secondary source- information that is written about an event, but the person who wrote it did not witness or experience the event 	
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Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	Time Frame Summary Important Dates Map with map features Postings Friends Hobbies	Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> Creating a Fakebook page about one Texas explorer where students summarize an explorer’s reasons for travelling, identify parts of Texas he explored, and identify connections between explorers ----- Other Evidence (e.g., formative) Quiz Participation Notes Exit slips Observation Curriculum tests

Stage 3 – Learning Plan

CODE (A, M, T)	<p style="text-align: center;">Pre-Assessment</p> <p style="text-align: center;"><i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i></p> <p>Please give pre-assessment a week before you begin unit to familiarize yourself with student ability</p>	
A	<p>Learning Activities</p> <p>Day 1 Hook with sand and Columbus</p>	<p>Progress Monitoring (e.g., formative data)</p> <p>Observation, notes,</p>

<p>A</p>	<p>After reviewing Columbus, write the word Spaniard on the board. Let students know the next couple explorers we will be learning about are Spaniards. Talk about root words and how that means these explorers were from Spain. Discuss where Spain is located and what direction they travelled to reach the New World. Ask them to make a list of what they know about Spain. It may not be very much. But you can encourage them to add what they just learned- it's in Europe, across the Atlantic, they speak Spanish. Give roughly a minute and share out</p> <p>There are 2 powerpoints to get through today. If you need to separate them, then that works too. De Vaca explored Texas first so do that powerpoint first. As you go through the slides, discuss various things about each, where they were from, why they travelled, what they were truly searching for, who they met along the way, parts of Texas, etc. Throughout the powerpoint, remind students to be filling out the chart "this might be important to know..."</p> <p>After each explorer, add his route to the class map of Texas. On the legend, with the explorer name, also add the years they explored Texas. This way students can see that the French explorers came roughly a century after the Spanish. Discuss what parts of a map are needed: title, legend/key, compass, and grid lines (although I tell them that while they're important, we won't do them on this map together). You can choose to do this as whole class or have students do individually. However, they will be doing another map for their performance task. You also need to add to the primary and secondary sources page after each explorer. Slowly letting students figure out for themselves which is primary and which is secondary.</p> <p>After you do one powerpoint, if time, do the other. Follow the powerpoint with adding to the map and the sources page</p> <p>Day 3 Spanish Explorer Videos and French Explorer Preparation If possible, download a Spanish song from iTunes. It gets them in the mindset of a different country and language. If you can't download one, you might be able to find one for free online, or at least part of one. Afterwards have students share aloud what they think the song meant, then share the meaning with them. Review with them the Spanish explorers and what they did for Texas, what they were searching for and where they travelled. This is where you can bring in culture. Discuss what you notice about Spanish culture- food language, point out in Texas (on the map created as a class), where you usually see this culture. Talk about why that is, Spaniards settled that part of Texas. This would also be an opportunity to talk about the further South you are in Texas, the more Mexican influence you see.</p>	<p>Observation, participation, notes</p>
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A	<p>Watch videos about Spanish exploration to Texas, if you have United Streaming, there's a video "Exploring the World: Spanish Explorers of North America" Most of the Spanish explorer video aligns with what they are learning, but they also throw in a few others, which wouldn't be bad. You can watch the whole thing, or choose the clips you want.</p> <p>Write the word French on the board. Ask students what they know about the word and where they think these next explorers will be from. Point out France on a map, discuss continent, direction they travelled, etc. Ask them to make a list of what they know about France. It may not be very much. But again you can encourage them to add what they just learned- it's in Europe, across the Atlantic, they speak French. Give roughly a minute and share out.</p> <p>After sharing what they know about France, have students watch clips from United Streaming "The French Explorers: The Exploration of the Mississippi River: Marquette, Jolliet, and LaSalle: 1672-1687". The La Salle clip is the only one that is relevant, but depending on time, it wouldn't be bad for them to learn about others.</p> <p>Day 4 French Explorers</p> <p>To get students in the mindset of French explorers, give them a review of yesterday about where France is located, and also what they know about de Vaca and Coronado.</p> <p>If possible, download a French song from iTunes. It gets them in the mindset of a different country and language. If you can't download one, you might be able to find one for free online, or at least part of one. Have students write what they think it's about and then let them know the meaning.</p> <p>After listening to the song and letting them know the meaning, pull up the powerpoint point on la Salle, students need to take notes on their Explorer chart about them as well. Once again discuss the slide who he was and any extra information that might be interesting- before exploring TX la Salle explored the Ohio and it is said that he had a strong desire to find a route to China, although it was never confirmed. When he made his final trip to the New World it was to set up a colony for France in Louisiana, he travelled into East Texas and began to set up French colonies.</p> <p>One of the larger impacts of the French colonies was the Spanish reaction to the colonies. They felt threatened by the</p>	<p>Observation, participation, notes, exit slip</p>
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<p>M, T</p>	<p>French and began to create missions throughout Texas, which will be the next unit. Talk about how most of the French influence you see in the east part of Texas, but how a lot of it is seen in Louisiana because that was the main part they settled in. Talk about the capital of Baton Rouge (rouge meaning red), how they have a culture of Cajuns which has a huge French influence. After discussing the French, add La Salle's route to the map (good time to discuss the French coming a century after the Spanish)- can talk about terms of century and decade. Make sure students finish the Explorer Chart. Give students some time to answer the question at the bottom of the chart where they talk about what they would explore for. Pick this up at the end of the period.</p> <p>Before students leave, hand out the exit slip so students have 5 minutes to fill it out.</p> <p>Day 5 Quiz, introduce rubric To review for the quiz, do an "I have, who has" of the explorers. You can do several rounds and try to beat your score each time. Then students are going to take the quiz about the explorers. After they finish with their quiz, have them read silently till everyone's done.</p> <p>Once everyone's done, pick up the quizzes and hand out the rubric. Go over the assignment and answer questions. Then sift through the rubric. Let students have a choice of who they want to research, but keep in mind that you want to have an equal number of each so they can write on each other's walls.</p> <p>Students do not start the Fakebook until after they have all of their information. As students start their planning page for their Fakebook, walk around offering ideas and suggestions. Students won't need to work in their groups yet, their groups are merely to post on each other's walls after they've created their profile.</p>	<p>Quiz, observation, participation</p>
<p>T</p>	<p>Day 6 Fakebook Students work on their planning. Give students about half the time today to work on their planning. Then have them stop and show them how they will create their Fakebook page. Use the teacher directions for Christopher Columbus, since no one is researching him, it will be a good example. Once they see the idea of what to do, let them go back to planning, or some may be ready to get to their profile.</p> <p>By the end of today all students should either be ready to start the computer work first thing tomorrow, or have already started it.</p>	<p>Observation</p>

<p>M, T</p>	<p>Day 7 Fakebook</p> <p>Students work on the computer to type up their Fakebook, walk around helping students with any questions they have about the website. Pull groups together throughout the day and show them how they will post on each other's walls. This can be complicated, so you might want to sit with the group as they do their first posts.</p> <p>If time today, give the post-assessment</p> <p>*Depending on how much time you can give to social studies, you might need to extend this an extra day, but they shouldn't need more than 1 more day to finish typing this up and take their post- assessment.</p>	<p>Observation, Fakebook</p>
	<p>Ext- For the profile picture have students find a good picture of their person, save it to the computer, and upload it themselves. For the dates, students research and find that information on their own. Research hobbies/activities people participated in during that time period and put that down. Students can research kings and people who funded the exploration of their person and create a profile for him/her.</p> <p>Modifications- For the dates section, give students the article about important dates for their person, they find the information in that article instead of on their own. Have a video instead of article for students who struggle with reading. Take out the reading plan. They can find a map, instead of creating it.</p>	

Pre-Assessment:

Name: _____

Date: _____

Columbus	England	Money and Wealth
Cabeza de Vaca	Hernán Cortés	Spread Religion
Francisco Vásquez Coronado	France	Spain
Seven Cities of Gold	Italy	Fountain of Youth
French	Spanish	Expand claim of land
René Robert Cavalier Sieur de la Salle	Settle new lands	

1. What was Coronado searching for? _____.
2. _____ never came to Texas!
3. _____, _____, and _____ were things that all of the explorers were looking for.
4. Which explorer came from France? _____.
5. _____ and _____ were two countries that sent explorers to Texas.
6. Which explorers came from Spain? _____ and _____.
7. The _____ explorers came to Texas before the _____ explorers.
8. Why did La Salle want to explore Texas? _____.

Name: _____

Date: _____

Explorer	Country they explored for	Why they explored	Regions of Texas explored	Interesting Fact

If you were an explorer, what would be your reason for exploring the New World? Why? _____

Primary Sources

A primary source is _____

List the primary sources we have for the explorers.

What are other primary sources we could use to learn about them?

Secondary Sources

A secondary source is _____

List the secondary sources we have for the explorers.

What are other secondary sources we could use to learn about them?

Day 4 – Exit Slip

Which explorer (of the ones we looked at that came to Texas) was your favorite? Why? List reasons from what we learned today and from your notes.

Day 4 – Exit Slip

Which explorer (of the ones we looked at that came to Texas) was your favorite? Why? List reasons from what we learned today and from your notes.

Day 4 – Exit Slip

Which explorer (of the ones we looked at that came to Texas) was your favorite? Why? List reasons from what we learned today and from your notes.

I have the first card,	I have the Gulf Coast.
Who has the French Explorer who traveled to Texas to expand France's claim on land	Who has the name for 100 years of time
I have Rene-Robert Cavelier, Sieur de La Salle	I have a century
Who has the reason that the Spaniards wanted to explore Texas	Who has the name for 10 years of time
I have riches and new lands	I have a decade
Who has the explorer that NEVER came to Texas	Who has where De Vaca shipwrecked on the coast of Texas?
I have Christopher Columbus,	I have Galveston Island.
Who has the explorer that did not find the Seven Cities of Gold, but did find the Grand Canyon	Who has the region of Texas that De Vaca explored?
I have Francisco Vásquez Coronado	I have the southern regions of Texas
Who has the explorer that affected the settlement of Texas by exploring and mapping Texas	Who has the region of Texas that Coronado explored?
I have Cabeza de Vaca	I have the Great Plains.
Who has what Coronado was searching for, but did not find	Who has the Native Americans that De Vaca lived with
I have Seven Cities of Gold	I have the Karankawa
Who has the reasons that some people might have for exploration	Who has the reason that Spain reclaimed and settled Texas
I have Money and Wealth, Spread Religion and Settle new lands	I have the explorations and failed colonization of La Salle
Who has the two countries that sent explorers to Texas	Who has the cultural reasons that Spain wanted to settle
I have France and Spain	I have the claim for land and the spread of culture and religion, with Catholic priests
Who has the people who explored Texas before other explorers	Who has legend that De Vaca began
I have the Spanish	I have the legend of Cibola
Who has the region that La Salle explored	Who has the first card

Name _____

Date _____

Texas Explorer Quiz

1. I, Francisco Coronado, came to Texas in search of _____. Instead of finding it, I became one of the first white men to see the _____.
 - A. New Religion... American Indians
 - B. Seven Cities of Gold... Fountain of Youth
 - C. Seven Cities of Gold... Grand Canyon
 - D. New Religion... Grand Canyon

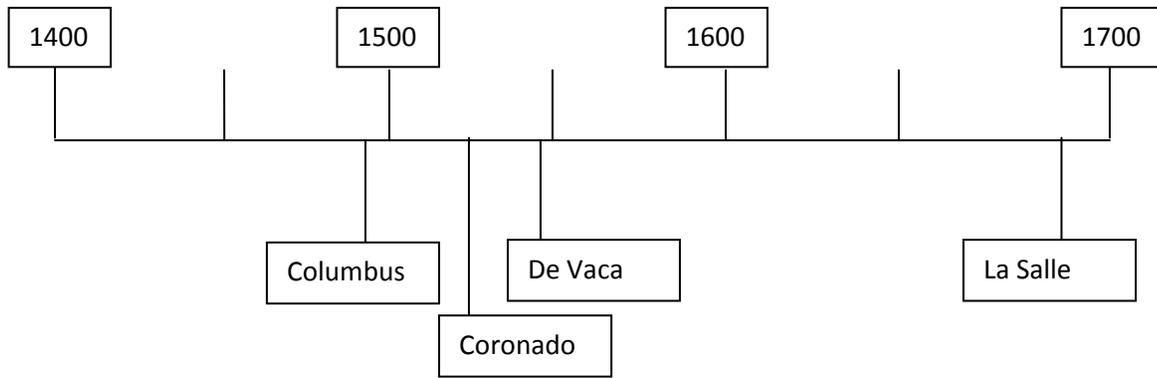
2. Which of the following was NOT a reason for explorers coming to Texas?
 - A. Wealth and Gold
 - B. Search of new land
 - C. Spread Christianity
 - D. To help the American Indians

3. What region of Texas did Robert Cavalier Sieur de la Salle explore?
 - A. Mountains and Basins
 - B. Coastal Plains
 - C. High Plains
 - D. Low Plains

4. I was a Spanish explorer who came to Texas to map the wilderness. During my exploration it is said I lived with the Karankawa. Who am I?
 - A. Christopher Columbus
 - B. Francisco Vasquez de Coronado
 - C. Robert Cavalier Sieur de la Salle
 - D. Cabeza de Vaca

5. I, Robert Cavalier Sieur de la Salle, came to Texas from _____, to explore and _____.
 - A. France... Claim new lands
 - B. France... Gain wealth
 - C. Spain... Claim new lands
 - D. Spain... Gain wealth

For questions 6 and 7, use the timeline provided



6. What is true about the timeline?

- A. La Salle was the first explorer to come to the New World
- B. Columbus was the first white man to see Texas
- C. Coronado came to the new world after Columbus but before de Vaca
- D. De Vaca came to Texas after La Salle

7. What is NOT true about the timeline?

- A. Columbus was the first white man to see the New World
- B. La Salle came to Texas about a century after the Spanish
- C. De Vaca explored Texas around the time of 1548
- D. Coronado explored Texas around the time of 1425

8. What was an impact of French claiming lands in Texas?

- A. The Spanish created missions in Texas
- B. The Italians started to settle Texas
- C. Columbus became a strong figure for Texas since he explored there
- D. The Spanish started a war against the French

Fakebook Page Directions

Teacher Use

Log-in to <http://www.classtools.net/fb/home/page>

For the Fakebook project, hand out the assignment sheet and rubric to students.

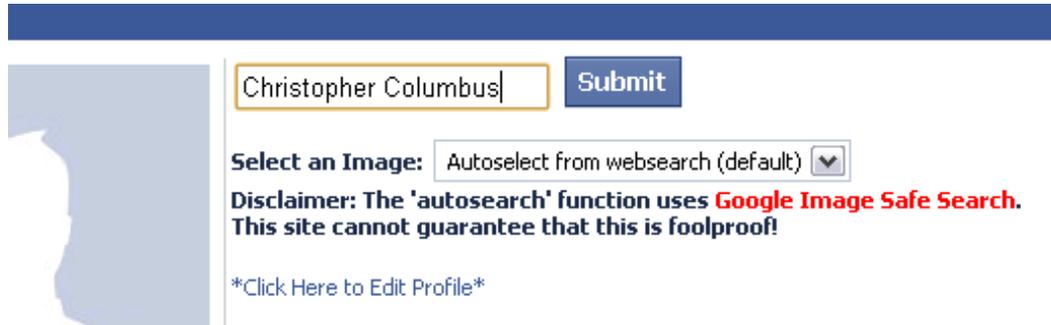
Log in to display/screen to demonstrate to students how they will log onto the site and create their own Fakebook for their explorer. Once logged onto <http://www.classtools.net/fb/home/page> click on the top link on the page that says:

CLICK HERE TO ENTER NAME

[*Click Here to Edit Profile*](#)

Once there- type in the name of the explorer that you are working on- for an example page you could type Christopher Columbus.

Once you have typed the name into the box next to the submit button – there will be a drop box below that has options for you to either 1) use the safe search on Google to automatically select an image for the explorer or 2) you can upload an image from your computer.



Christopher Columbus

Submit

Select an Image: Autoselect from websearch (default) ▼

Disclaimer: The 'autosearch' function uses Google Image Safe Search. This site cannot guarantee that this is foolproof!

[*Click Here to Edit Profile*](#)

You can then click submit and the photo and profile for your explorer will be created. Students will then need to click on the edit profile link on the right side of the page to begin typing.

fakebook Tweet 593 Like 5k

Disclaimer: This tool is for educational purposes. It is NOT affiliated with Facebook or any other social networking site.

Christopher Columbus [*Click Here to Edit Profile*](#) [Edit Profile](#)

Music Producer Education
Learn Artist Management, Music Law, Media Distribution and More Online!
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[Add Post]

"Fakebook" allows teachers and students to create imaginary profile pages for study purposes.

Friends [add]

Here they will type in the Summary of their exploration, Important Dates (Where they were born, landed in Texas, Died) and where they came from. They will get this information from the articles provided. Click Save Changes when you are done typing the information.

Christopher Columbus [Edit Profile](#)

Add each profile item on a separate line (as many as you like!), in the following format:

Birthday=30th November 1971
Job=Teacher
whatever=whatever

[Save Changes](#)

Now students can add the other explorers as well as addition historical figures as friends for their explorer. On the bottom left under the picture of Christopher Columbus is a button that says Friends (add). Click on the add button and a screen will pop up that allows you to type in the name of another explorer or historical figure. Similar to the drop down menu that appeared when you created the Fakebook page, you can choose to either have a picture for the character chosen automatically from a safe Google search, or you can upload an image from you computer and then click the Add button. Repeat this process for all friends you want to add.

Friends [add]

King Ferdinand

Columbus

Isabella of Castile

Students will then need to add a map of Texas on which they have charted the path their explorer took as well as identified the regions of Texas that they traveled through. You will need to scan or take a picture of these maps and save them as images to upload to your computer. Once you have the image scanned and saved on your computer. You can create a post that will have the map on it.

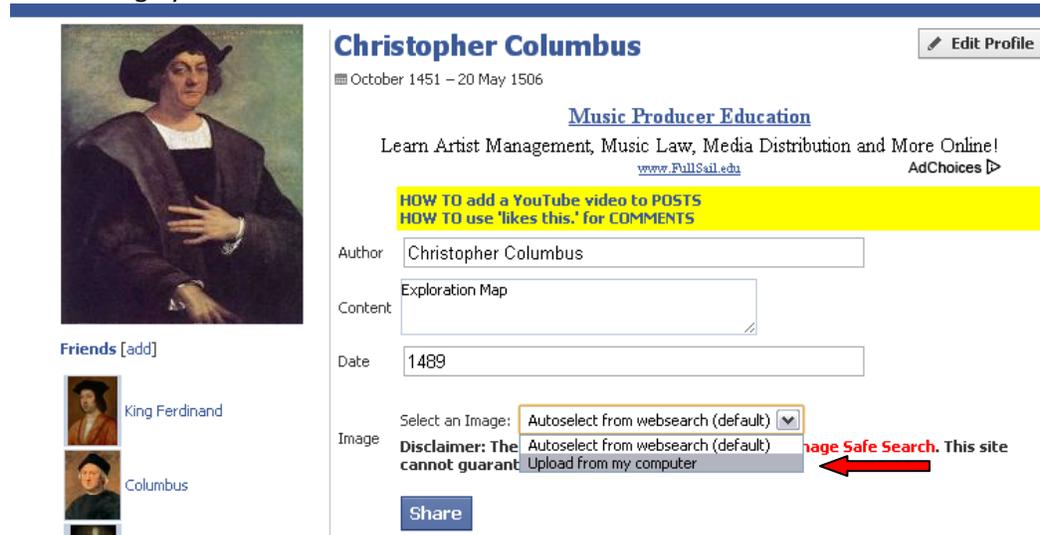
On the Fakebook page you will click the Add Post button located under the profile information that you previously entered.



Once clicked a screen will appear that gives you blank fields to fill in for Author of the post, content, date and image with a drop down screen.

Because at this point students are posting as their own explorer – they will leave the Author field with their name in it. Under content they will type – Exploration Map (or something similar) under Date they will need to write the dates that their person was exploring Texas.

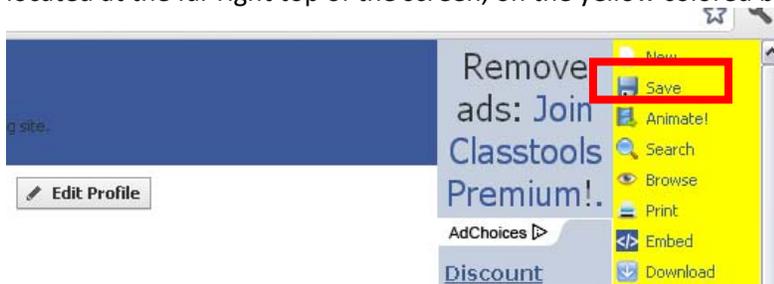
Under image you will need to choose the



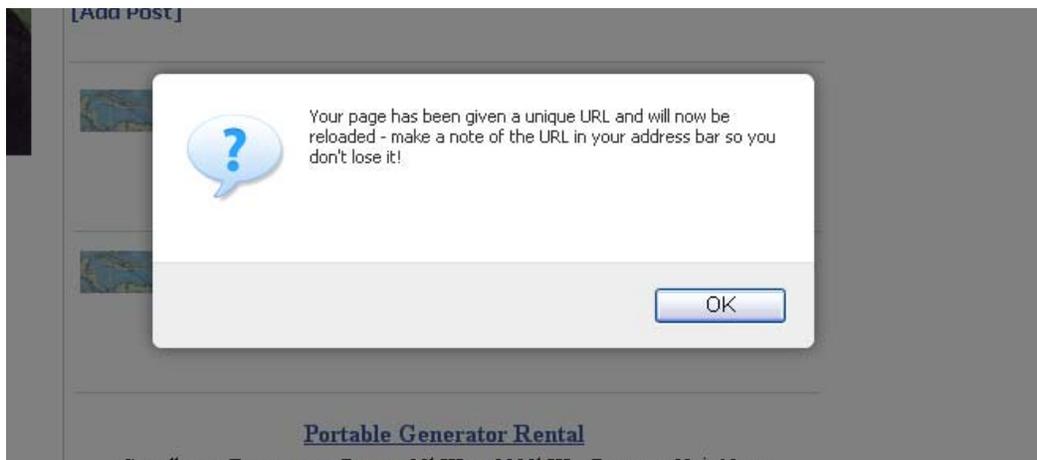
Click the choose file button – then select your map and click share.

The post will show up BELOW The black video screen- which will go away after you have saved.

At this point you will need to save the profile that you have created. You will click the Save button located at the far right top of the screen, on the yellow colored background.



At the top of the screen a prompt will appear asking you to create a password for your profile
EVERY PERSON IN A GROUP MUST HAVE THE SAME PASSWORD FOR THIS TO WORK! 😊



You will now need to MAKE SURE that you get the URL for each of your students as they create their pages.

One your class website or wiki, you can then create links for the groups of 3.

EVERY PERSON IN A GROUP MUST HAVE THE SAME PASSWORD FOR THIS TO WORK! 😊

On your webpage create links with student or team names. Each set of links will have the URL for that person linked to the name of that explorer. Students will then be able to click on that link to the Fakebook page, click edit profile, enter their TEAM Password and then be able to post comments. When posting comments, they will need to change the Author's name to their explorer- and will then write the post as their explorer on another explorer's webpage.

EXAMPLE:

TEAM A Tom – La Salle Lee – Coronado Jim – De Vaca	TEAM B - La Salle - Coronado - De Vaca
TEAM C Lisa – La Salle Anne – Coronado Molly – De Vaca	TEAM D - La Salle - Coronado - De Vaca

Each one of these names (student and explorer) would have a hyperlink to their Fakebook page. Students could then login to your website, click their team's explorers, use their Team password and create posts and comments on each other's pages.



Name: _____

You will be creating a Fakebook page(similar to Facebook) for one of the explorers that we have been studying together. You will need to get into groups of 3 and assign each group member one explorer.

Cabeza de Vaca -René Robert Cavalier Sieur de la Salle Francisco Vásquez Coronado

1. You will need to read the article for the explorer you chose and write a summary of that article.
2. Using your summary you will then create a draft of your explorer’s profile page including: When they were born, when they landed in Texas, when they died (and how), and where they came from. You will also need to share where you got this information (the article) and if that was a primary or secondary source and how you know what kind of source it is.
3. You will also get a blank map of Texas. On this map you will need to create a map showing where your explorer traveled in Texas, as well as what regions they traveled through. You will need to post this to your page and comment on where you went (as your explorer.)
4. On your Fakebook, you will need to add friends that you would have had during that time. You must include the other two explorers that we are looking at, but you may also find kings and other important people from that time period and country that could be friends with your explorer.
5. As a group you will create a password to use for ALL of your Fakebook accounts.

Group Password: _____

MUST ALSO GIVE THE PASSWORD TO YOUR TEACHER

After you have your group password, you will be able to log-in to the Fakebook pages and comment on the other explorer pages in your group. You must post on both of the other explorer pages in your group and posts must be about Texas, exploration, reasons for exploring, where they are in Texas. If you ask a question or someone else asks you a question, you should answer it on their page!

6. Under the edit profile section of your Fakebook, add hobbies that your explorer may have had – be sure to keep them historically accurate – Explorer’s did NOT play video games.

Checklist –

Summary of Explorer from Article	
Important Information placed on profile page	
Map of where your explorer went in Texas	
Friends	
Posts/Comments	
Hobbies	

Due Date: _____

Rubric

Grading Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
<p>Summary of article</p> <p>25 points</p> <p>5 points</p>	<p>Summary of article is incomplete or missing vital information about your explorer.</p> <p>Sources not mentioned or wrong</p>	<p>Summary of article has minimal or basic information about your explorer.</p> <p>Sources identified correctly as either primary or secondary but reasoning is wrong OR reasoning is correct by identification of source is wrong</p>	<p>Summary of article has detailed information about your explorer's life and travels in Texas.</p> <p>Source is both identified correctly and reasoning for being a primary or secondary source is correctly explained.</p>
<p>Profile Information – important dates and information about your explorer</p> <p>15 points</p>	<p>Basic information is either incorrect or missing.</p>	<p>Profile information is mostly complete, although some maybe missing or incorrect</p>	<p>Profile information is complete and accurate.</p>
<p>Exploration Map of Texas</p> <p>20 points</p>	<p>Exploration map of Texas is missing, incomplete or incorrect.</p>	<p>Exploration map of Texas is complete, but may have a few mistakes or is not neat.</p>	<p>Exploration map of Texas is complete and pristine.</p>
<p>Friends</p> <p>10 points</p>	<p>Friends are missing or incorrect for historical accuracy or the assignment.</p>	<p>Friends include the two other explorers listed on the assignment page.</p>	<p>Friends include the two other explorers AND other historical figures from that time period and country.</p>
<p>Comments/Posts</p> <p>15 points</p>	<p>Comments/posts are incomplete, missing or off topic.</p>	<p>Comments/posts are present and on topic, but to do not have questions that are asked/answered of other explorers in the group.</p>	<p>Comments/posts are present, pertain to Texas, exploration, reasons for exploring, where they are in Texas AND answer/ask questions of other explorers in the group.</p>
<p>Hobbies</p> <p>10 points</p>	<p>Hobbies are missing, incomplete or historically inaccurate.</p>	<p>Hobbies listed are basic, but historically accurate.</p>	<p>Hobbies listed are historically accurate, researched and interesting- things that the explorer probably really did!</p>

Notes:

Alvar Nunez Cabeza de Vaca: Explorer

Alvar Nuñez Cabeza de Vaca [Cabeza de Vaca means "head of a cow"] (1490?-1557?) was a Spanish explorer who sailed to North America from Spain, leaving in 1527.



The expedition of 250 to 300 men was led by [Panfilo de Narvaez](#). After surviving a hurricane near Cuba, the expedition landed on the west coast of [Florida](#) (near Tampa Bay) in April 1528, claiming the land for Spain.

A series of hurricanes and fights with Native Americans killed many of the crew, and the pilot of the ship sailed to Mexico without the 250 to 300 men. The stranded men hastily made 5 make-shift rafts on which they sailed west, hoping to reach a Spanish settlement in Mexico. Three rafts sank, but the two surviving rafts (carrying 80 men) landed at Galveston Island (off what is now Texas). Narvaez did not survive.

After a very cold winter with very little food, only 15 men survived. In spring, the men traveled west by land, walking along the Colorado River. By 1533, there were only four survivors, including [Estevanico](#), Carranza, Cabeza de Vaca, and Alonso Castillo Maldonado. The men were enslaved for a while by some Indian tribes along the way, and were helped by other tribes. They were the first non-natives to travel in this area of the southwestern North America. Da vaca and his fellow travelers were the first Europeans to see the [bison, or American buffalo](#).

The four men finally reached the Spanish settlement of Culiacan in early 1536 (8 years after being stranded in Florida). Later that year they reached Mexico City, where they were welcomed by the Viceroy Antonio de Mendoza.

After serving as a Mexican territorial governor, Cabeza de Vaca returned to Spain (in 1537) and published an account of his travels, noting the appalling treatment of Indians by the Spanish. His writing encouraged many other Spanish expeditions to the Americas, including those of [Hernando de Soto](#) and [Francisco Vasquez de Coronado](#).

In 1540, Cabeza de Vaca was appointed governor of the Spanish settlement on the Rio de la Plata (now called Paraguay). He explored along the Paraguay River (in 1542, he was the first European to see Iguacu Falls). The settlers threw him out of office in 1545, and he was put on trial - he was charged with many offenses, including usurping the authority of the King of Spain. He was found guilty and died soon after.

Source: <http://www.enchantedlearning.com/explorers/page/d/devaca.shtml>

Modified

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René-Robert Cavelier, Sieur de La Salle: North American Explorer

René-Robert Cavelier, Sieur de La Salle (1643-1687) was a French explorer. He was sent by King Louis XIV (14) to travel south from Canada and sail down the Mississippi River to the Gulf of Mexico. He was the first European to travel the length of the Mississippi River (1682). His



mission was to explore and establish fur-trade routes along the river. La Salle named the entire Mississippi basin Louisiana, in honor of the King, and claimed it for France on April 9, 1682. He also explored Lake Michigan (1679), Lake Huron, Lake Erie, and Lake Ontario. He tried to start a settlement in the southern Mississippi River Valley, but the venture ended in disaster.

Exploring North America: La Salle traveled from France to Quebec, New France (Canada), in late 1667. He was determined to find a water passage to the east through North America. Leaving Montreal in July, 1669, La Salle crossed Lake Ontario, Lake Erie, and other places which are not documented (he did not return to Montreal until late 1670, and may have traveled down the Ohio or Mississippi River). La Salle made many exploring trips during the years 1671 to 1673.

La Salle returned to France in 1677, getting permission from the King to explore the area between Florida, Mexico and New France (Canada). He returned to Canada in 1678 with his friend, Henri de Tonty, and others.

In Canada, they constructed a fort on the Niagara River (between Ontario and New York) and built a ship called the Griffon, which they used to explore the Great Lakes. They sailed on August 7, 1679, traveling across Lake Erie and Lake Huron. They traveled across land to Lake Michigan, which they paddled across in canoes. Returning, they discovered that the Griffon was lost, the fort at Niagara had burned down, and many men had deserted their posts, robbing supply stores.

Traveling the Length of the Mississippi River: On a 1681 expedition, La Salle and about 40 men again headed to the Mississippi River. They reached the Mississippi River on February 6, 1682, then headed down it in canoes. They built Fort Prud'homme at what is now Memphis, [Tennessee](#), and later reached the Gulf of Mexico on April 9, 1682, where they built a cross. They claimed all the land along the Mississippi River for France. Their return to New France was beset by illness and Indian attacks.

Settling Gone Awry: La Salle returned to France in 1683, but sailed to the New World again in 1684 with four ships, intending to start a colony in the Mississippi River Valley (the king actually wanted him to travel to the Rio Grande to take over Spanish mines, but La Salle lied and told him that the Mississippi was farther north than it is). The expedition lost a vital supply ship en route, and mistakenly landed in Matagorda Bay, near what is now Houston, [Texas](#), where one ship ran aground. La Salle's men shot Indians who took supplies from the wrecked ship, making enemies of the local Indians. One ship returned to France with a disgruntled crew.

Stranded in Texas: The French expedition built a fort at the mouth of the Lavaca River, and explored the area. The last

remaining ship was wrecked by a drunken pilot in April 1686, stranding the French in Texas. The 20 men traveled up the Lavaca River, trying to locate the Mississippi River so they could follow it north into the French missions in the [Great Lakes region](#). Most of the men in this expedition died, and the 8 survivors returned to the fort in October, 1686. On a second try, La Salle and 17 others set out (25 people remained at the fort); in a few months, a group of five mutineers shot and killed La Salle (near Navasota, Texas) on March 19, 1687. They left his body for the animals to eat. The rest of the expedition made it to Montreal in 1688, but those at the fort were killed by the Karankawa Indians.

<http://www.enchantedlearning.com/explorers/page/l/lasalle.shtml>

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René-Robert Cavelier, Sieur de La Salle: North American Explorer

René-Robert Cavelier, Sieur de La Salle was a French explorer. He was born in 1643 and died in 1687. He was sent by King Louis XIV (14) to travel south from Canada and sail down the Mississippi River to the Gulf of Mexico.

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fur-trade routes along the river. La Salle named the entire Mississippi basin Louisiana, in honor of the King, and claimed it for France on April 9, 1682. He also explored Lake Michigan (1679), Lake Huron, Lake Erie, and Lake Ontario. He tried to start a settlement in the southern Mississippi River Valley, but failed.



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Francisco Coronado



Coronado was governor of [New Galicia](#) (contemporary [Sinaloa](#) and [Nayarit](#), Mexico). As such he had already sent out Friar [Marcos de Niza](#) and [Narváez expedition](#) survivor [Estevanico](#) on a voyage to the north, to [New Mexico](#). When Marcos returned he told about a wealthy, golden city, called [Cíbola](#). Coronado's friend, Antonio Mendoza appointed Coronado as the commander of an expedition to go and find the seven golden cities and take all of their gold. He set out in 1540, joined by a large expedition of 335 Spanish, 1,300 Mexican Indian allies, four Franciscan monks, the most notable of which was [Juan de Padilla](#), and several slaves, both native Americans and Africans.

<http://www.enchantedlearning.com/cgifs/Coronadomap.GIF>

He followed the coast of the [Sea of Cortez](#) northward to the [Sonora](#), then traveled upstream on the Sonora, and crossed the [Gila](#) to Cibola, in the west of present-day New Mexico. There he was met by disappointment. Cibola was nothing like the great golden city fray Marcos had described, it was just a simple [pueblo](#) of the [Zuni](#) Indians. Marcos was sent back to [Mexico](#) in disgrace.

Coronado conquered Cibola, and explored the other six Zuni pueblos. He also sent out various expeditions. [Melchior Diaz](#) was sent out to the mouth of the [Colorado river](#), to meet [Hernando de Alarcón](#) who would be shipping supplies for Coronado. [Pedro de Tovar](#) was sent northwest, and heard of a great river further west (the [Colorado](#)). [García Lopez de Cardenas](#) was sent out to find this river, and found himself being the first European to see the magnificent [Grand Canyon](#). [Hernando de Alvarado](#) was sent east, and found villages around the [Rio Grande](#). Coronado set up his winter quarters in one of them, [Tiguex](#) (across the river from present-day [Bernalillo](#) near [Albuquerque, New Mexico](#)). In the winter of 1540-41 the demands of his army resulted in conflicts with the Rio Grande Indians that led to the brutal [Tiguex War](#), which resulted in the destruction of the Tiguex pueblos and the death of hundreds of Indians.

He met an Indian, which he called *the Turk*, who told him about [Quivira](#), a rich country in the northwest. He decided to look for Quivira, taking the Turk as his guide. He traversed the [Llano Estacado](#) and what is now the [Texas Panhandle](#), and marched on further north. However, the Turk was found lying about the route, or at least Coronado thought he did so, and was executed. Other guides led him further to Quivira, and he reached a village near present-day [Lindsborg, Kansas](#). But his disappointment was repeated: The Quivira Indians (later known as [Wichita](#)) were no rich people at all, the village consisted mostly of thatched huts, and not even small amounts of gold could be found. Coronado returned to Tiguex, where his main force had remained behind. Here he spent another winter.

In 1542 he went back to Mexico through roughly the same route he had come. Only 100 of his men came back with him. Although the expedition was a complete failure, he remained governor of New Galicia until [1544](#), then retired to [Mexico City](#), where he died in [1554](#).

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Francisco Coronado



Coronado was a governor in Spain. He sent out men on expeditions through New Mexico. When they returned they told about a golden city called Cibola.

Coronado was given an expedition to go and find the seven cities of gold and take all of their gold. He

began this expedition in 1540 with 335 Spanish and 1,300 Mexican Indians, monks, and slaves.

He followed the coast, traveling towards Sonora. When he crossed into Gila to Cibola, in present day New Mexico, he did not find any cities of gold. Instead he found the Zuni Indians. Coronado conquered Cibola and explored six other pueblos. He sent out other expeditions and was the first European to see the Grand Canyon.

In 1542 Coronado went back to Mexico on about the same route he had come before. Only 100 of his men came back with him. Although he did not find any cities of gold, he was still the governor of New Galicia until 1544. Then he retired to Mexico City, where he died in 1554.

[http://academickids.com/encyclopedia/index.php/Francisco Coronado](http://academickids.com/encyclopedia/index.php/Francisco_Coronado)

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