

Conquistadors

Grade Level: Third grade

Written by: Amy Hill, Lubbock Christian School, Lubbock, TX

Length of Unit: Seven lessons

I. ABSTRACT

This unit covers the early exploration and settlement of Florida and the American Southwest. Skills from language arts, social studies, writing, and geography will be incorporated. Students will complete hands on activities as individuals and in cooperative groups. During the unit the students will assemble an exploration notebook containing completed projects. This unit will culminate with student presentations of Power Point slides.

II. OVERVIEW

A. Concept Objectives

1. The student understands the concepts of time and chronology.
2. The student understands how individuals, events, and ideas have influenced the history of various communities.
3. The student understands the concepts of location, distance, and direction on maps and globes.

B. Content from the *Core Knowledge Sequence*

1. Early Spanish Exploration and Settlement- Settlement of Florida; Ponce de Leon, legend of the Fountain of Youth; Hernando deSoto; Founding of St. Augustine (oldest continuous European settlement in what is now the U.S.); Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River (p. 71)
2. Exploration and Settlement of the American Southwest- Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California; Coronado and the legend of the “Seven Cities of Cibola” (of Gold); Geography- Grand Canyon and Rio Grande; Conflicts with Pueblo Indians (p. 71)

C. Skill Objectives

1. The student will create and interpret an exploration timeline.
2. The student will use map skills to show routes of exploration.
3. The student will communicate effectively in written, oral, and visual forms.
4. The student will use map skills to locate St. Augustine.
5. The student will use map skills to locate missions in Texas and California.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Aronson, S. *Explorers: Fandex Family Field Guide*. New York: Workman Publishing, 1999. 0-7611-1444-0.
2. Maestro, B. and Maestro, G. *Exploration and Conquest: The Americas After Columbus, 1500-1620*. New York: Mulberry Books, 1994. 0-688-15474-3.
3. Fritz, J. *Around the World in a Hundred Years: From Henry the Navigator to Magellan*. New York: Putnam and Grosset Group, 1994. 0-698-11638-0.

B. For Students

1. The Conquistadors (Grade 1)
2. Columbus (Grade K)
3. Continents, oceans, cardinal directions (Grade 2)

4. Vikings (Grade 3)

IV. RESOURCES

- A. Aronson, S. *Explorers: Fandex Family Field Guide*. New York: Workman Publishing, 1999. 0-7611-1444-0.
- B. Frantz, J. and Kracht, J. *Texas: The Study of Our State*. Glenview, Illinois: Scott, Foresman, 1988. 0-673-43057-X
- C. Fritz, J. *Around the World in a Hundred Years: From Henry the Navigator to Magellan*. New York: Putnam and Grosset Group, 1994. 0-698-11638-0.
- D. Gravois, M. *Explorers*. New York: Scholastic, 1999. 0-590-39598-X.
- E. Maestro, B. and Maestro, G. *Exploration and Conquest: The Americas After Columbus, 1500-1620*. New York: Mulberry Books, 1994. 0-688-15474-3.
- F. Mockingbird Hill. *Texas Missions Video*. Midland, Texas: Mockingbird Hill, 1994.
- G. Strohl, M. and Schneck, S. *Explorers: Cooperative Learning Activities*. New York: Scholastic, 1993. 0-590-49232-2.

V. LESSONS

Lesson One: Exploration review

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The student understands the concepts of time and chronology.
 - 2. Lesson Content
 - a. Review of prior knowledge of explorers- Columbus (Kindergarten), Cortes and Pizarro (Grade 1), Vikings (Grade 3)
 - 3. Skill Objective(s)
 - a. The student will create and interpret an exploration timeline.
- B. *Materials*
 - 1. Pictures of Columbus, Cortes, Pizarro, Eric the Red, Leif Ericson.
 - 2. Large classroom timeline
 - 3. Large classroom exploration web
 - 4. Individual student timelines
 - 5. Pencils/colored pencils
 - 6. Student exploration notebook
- C. *Key Vocabulary*
 - 1. explorer- a person who travels in search of geographical or scientific information.
 - 2. conquistador- a Spanish word for conqueror; a leader in the Spanish conquest of America.
- D. *Procedures/Activities*
 - 1. The teacher will introduce the lesson by displaying a picture gallery containing portraits of Columbus, Cortes, Pizarro, Eric the Red, and Leif Ericson. Students will ask questions to determine why these people are famous. The teacher will explain to the students that these men are all famous explorers they have studied previously in Kindergarten and Grade 1.
 - 2. Complete class explorer web to evaluate student prior knowledge of explorer names, dates of exploration, and reasons for exploration.
 - 3. The teacher will mark the period of exploration on the large classroom timeline. Show the relationship of this period to the fall of Rome and to the present day.
 - 4. The students will begin to create an exploration timeline with names and dates for previously studied explorers (Vikings, Columbus, Cortes, Pizarro).

5. All student work from the lesson will be collected in the student exploration notebook.
- E. *Assessment/Evaluation*
1. Teacher will check for accuracy of information recorded on individual student timelines.

Lesson Two: Ponce de Leon and the legend of the Fountain of Youth

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands how individuals, events, and ideas have influenced the history of various communities.
 - b. The student understands chronology and time.
 - c. The student understands the concepts of location, distance, and direction on maps and globes.
 2. Lesson Content
 - a. Ponce de Leon; legend of the Fountain of Youth
 - b. Geography- Puerto Rico, Cuba, Gulf of Mexico, West Indies, Caribbean Sea
 3. Skill Objective(s)
 - a. The student will create and interpret an exploration timeline.
 - b. The student will use map skills to show routes of exploration.
 - c. The student will communicate effectively in written, oral, and visual forms.
- B. *Materials*
1. Overhead of world map and individual copies of map for students
 2. Power Point presentation of Ponce de Leon (Appendix A)
 3. Travel brochure sheet from *Explorers*, p. 45
 4. Student timelines
 5. Pencils, colored pencils
 6. Scoring rubric for travel brochure (Appendix B)
 7. Student exploration notebook.
- C. *Key Vocabulary*
1. expedition- a journey made for a particular purpose.
- D. *Procedures/Activities*
1. The teacher will present the Power Point presentation of the exploration of Ponce de Leon.
 2. Students will fill in Ponce de Leon information on the student timeline.
 3. The teacher will identify the following key geography: Puerto Rico, Cuba, Gulf of Mexico, West Indies, and Caribbean Sea. Students will label key terms on their individual maps.
 4. The teacher will show examples of travel brochures, and will give directions for completing a travel brochure to encourage the Spanish to visit Florida with Ponce de Leon. The students will complete a travel brochure.
 5. All student work will be placed in exploration notebook.
- E. *Assessment/Evaluation*
1. Maps will be graded by the teacher.
 2. The teacher will check for accuracy of the information recorded on individual student timelines.
 3. Travel brochure graded by teacher using grading rubric.

Lesson Three: Hernando de Soto

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands how individuals, events, and ideas have influenced the history of various communities.
 - b. The student understands the concepts of time and chronology.
 - c. The student understands the concepts of location, distance, and direction on maps and globes.
2. Lesson Content
 - a. Hernando de Soto
 - b. Geography- Mississippi River
3. Skill Objective(s)
 - a. The student will use map skills to show routes of exploration.
 - b. The student will create and interpret an exploration time line.
 - c. The student will communicate effectively in written, oral, and visual form.

B. *Materials*

1. Overhead of U.S. map and student copies of U.S. map
2. Student timelines
3. Life of de Soto Skit Sheet (Appendix C)
4. Student exploration notebooks

C. *Key Vocabulary*

1. none

D. *Procedures/Activities*

1. The students will be teaching the lesson by becoming experts on different parts of the life of Hernando de Soto. The students will be divided into small groups and assigned a short reading on a certain part of de Soto's life. The students will read and create a short skit to perform for the class. As the teacher narrates each section of de Soto's life, the children in each group will perform their skit.
2. The class will brainstorm ways that de Soto's exploration affected others (i.e.- the other men in his travel party, the Indians).
3. As the teacher maps the exploration of de Soto on the overhead, the children will mark the exploration route on their map.
4. Information about deSoto will be recorded on the student timeline.
5. All student work will be placed in exploration notebook.

E. *Assessment/Evaluation*

1. Teacher observation of skits
2. Teacher observation of oral responses to brainstorming activity
3. Teacher evaluation of student maps and timelines for accuracy of information

Lesson Four: The Settlement of Florida and the founding of St. Augustine

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands how individuals, events, and ideas have influenced the history of various communities.
 - b. The student understands chronology and time.
 - c. The student understands the concepts of location, distance, and direction on maps and globes.
2. Lesson Content
 - a. Settlement of Florida

- b. Founding of St. Augustine (oldest continuous European settlement in what is now the U.S.)
 - 3. Skill Objective(s)
 - a. The student will use map skills to locate St. Augustine.
 - b. The student will communicate effectively in written, oral and visual form.
- B. *Materials*
 - 1. Teacher and student maps of Florida.
 - 2. Student worksheet on St. Augustine (Appendix D)
 - 3. Student exploration notebook
- C. *Key Vocabulary*
 - 1. Don Pedro Menendez de Aviles- the Spanish explorer who founded St. Augustine.
- D. *Procedures/Activities*
 - 1. Students will predict what city in the United States is the oldest city. This will lead into a discussion of St. Augustine, which is the oldest city in the United States.
 - 2. The teacher will locate St. Augustine on the map as students locate it on their individual maps.
 - 3. The class will read aloud the information about St. Augustine from the student worksheet. Students will use the information to answer the questions on the bottom of the worksheet.
 - 4. All student work will be placed in exploration notebook.
- E. *Assessment/Evaluation*
 - 1. Teacher grade of St. Augustine worksheet

Lesson Five: Early Spanish explorers in Texas, New Mexico, Arizona, and California

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The student understands how individuals, events, and ideas have influenced the history of various communities.
 - b. The student understands the concepts of time and chronology.
 - c. The student understands the concepts of location, distance, and direction on maps and globes.
 - 2. Lesson Content
 - a. Early Spanish explorers in Texas, New Mexico, Arizona, and California
 - 3. Skill Objective(s)
 - a. The student will use map skills to show routes of exploration.
 - b. The student will create and interpret an exploration time line.
 - c. The student will communicate effectively in written, oral, and visual form.
- B. *Materials*
 - 1. Large class United States map
 - 2. Social studies text, *Texas: The Study of Our State*, p. 63-65
 - 3. Large classroom Venn diagram and small student copies
 - 4. Student timelines
 - 5. Student exploration notebook
- C. *Key Vocabulary*
 - 1. Alonso Alvarez de Pineda- the first Spanish explorer to see Texas.

2. Alvar Nunez Cabeza de Vaca- the first Spanish explorer to spend a long time in Texas.
- D. *Procedures/Activities*
1. The students will identify the states of Texas, New Mexico, Arizona, and California on the U.S. map. The teacher will tell the students that they will be studying some explorers who traveled through these states.
 2. The teacher will introduce the names of Pineda and de Vaca to the class. The students will read p. 63-65 in the text concerning Pineda and de Vaca.
 3. The students will orally tell the teacher things about Pineda and de Vaca that are the same and different, and the teacher will record the facts on the large class Venn diagram. The students will also fill in the information on their own copies of the Venn diagram.
 4. The student will record information about Pineda and de Vaca on the student timeline.
 5. All student work will be placed in the student exploration notebook.
- E. *Assessment/Evaluation*
1. Teacher will listen to oral responses from students for Venn diagram.
 2. Teacher will check for accuracy of information recorded on student timeline.

Lesson Six: Coronado and the legend of the “Seven Cities of Cibola” (of gold)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands how individuals, events, and ideas have influenced the history of various communities.
 - b. The student understands chronology and time.
 - c. The student understands the concepts of location, distance, and direction on maps and globes.
 2. Lesson Content
 - a. Coronado and the legend of the “Seven Cities of Cibola” (of gold)
 - b. Conflicts with the Pueblo Indians
 - c. Geography- Grand Canyon, Rio Grande
 3. Skill Objective(s)
 - a. The student will create and interpret an exploration timeline.
 - b. The student will use map skills to show routes of exploration.
- B. *Materials*
1. Large class map of North America and small student North America maps
 2. Student timelines
 3. “Seven Cities of Gold” game boards and game pieces (one set per group of 2-4 children) (Appendix E)
 4. *Coronado: Explorer of the Southwest*
 5. Cloth sack full of “gold” chocolate coins
- C. *Key Vocabulary*
1. legend- a story from the past which many people have believed.
- D. *Procedures/Activities*
1. The teacher will bring in a sack of gold chocolate coins to represent the gold that Coronado was searching for. Play a yes/no game with the students so they can discover what is in the sack. This will lead to a discussion of the reason Coronado went exploring.

2. The teacher will map the travels of Coronado on the large map and the students will mark the travels on their individual maps.
 3. To learn facts about Coronado and his explorations, the students will play the “Seven Cities of Gold” Game in groups of 2-4.
 4. After the students finish the game, the teacher will ask oral questions to assess student knowledge of facts.
 5. Students will fill in information about Coronado on student timeline.
- E. *Assessment/Evaluation*
1. The teacher will listen to oral responses of students.
 2. The teacher will check accuracy of information recorded on student timeline.

Lesson Seven: The missions of Texas and California

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands how individuals, events, and ideas have influenced the history of various communities.
 - b. The student understands chronology and time.
 - c. The student understands the concepts of location, distance, and direction on maps and globes.
 2. Lesson Content
 - a. Missionary settlements (missions) of Texas and California
 3. Skill Objective(s)
 - a. The student will use maps skills to locate missions in Texas and California.
 - b. The student will communicate effectively in written, oral, and visual forms.
- B. *Materials*
1. Large class map of the United States
 2. Web Quest of missions of Texas and California (Appendix F)
 3. Power Point program
 4. Scanner
 5. Student worksheet for mission research (Appendix F)
 6. Video- *Texas Missions*
 7. Poster of the Alamo
 8. 3 dimensional model of a mission
 9. Rubric for scoring student Power Point slide (Appendix G)
- C. *Key Vocabulary*
1. adobe- sun dried brick.
 2. aqueduct-an artificial channel for bringing water from a distance.
 3. mission- an organized effort by a religious group to set up churches, schools, hospitals, etc.
 4. patio- an inner court or yard open to the sky.
 5. priest- a clergyman or minister of a Catholic church.
 6. stockade- a wall or fence of large, strong posts fixed upright in the ground, used for protection.
 7. store rooms- rooms where things are stored.
 8. workshop- shop or building where work is done.
- D. *Procedures/Activities*

1. The teacher will introduce the lesson by showing the poster of the Alamo and asking students questions to check for prior knowledge. Explain that the Alamo is a mission, and define the term.
 2. Show the students the 3 dimensional model of a mission, and discuss the related vocabulary.
 3. View the video, *Texas Missions*, to give students knowledge of why missions were established and how they affected the lives of the Native Americans.
 4. The students will identify the states of Texas and California on the large class map. The teacher will show students the locations of several missions.
 5. The teacher will give each student the name of a specific mission in Texas or California. The teacher will introduce the Web Quest to the students and demonstrate how to gather information and record it on the student worksheet.
 6. After each student completes the research worksheet on their particular mission using the Web Quest, the student will create one slide on the Power Point program. On the slide, the student will type in facts about their mission and import or scan in a picture of their mission. All the slides will be compiled into a class Power Point presentation.
- E. *Assessment/Evaluation*
1. Teacher grades Power Point slide using rubric.

VI. CULMINATING ACTIVITY

- A. The students will view the class Power Point presentation on the missions of Texas and California.

VII. HANDOUTS/WORKSHEETS

Appendices A-G

VIII. BIBLIOGRAPHY

- A. Aronson, S. *Explorers: Fandex Family Field Guides*. New York: Workman Publishing, 1999. 0-7611-1444-0.
- B. Frantz, J. and Kracht, J. *Texas: The Study of Our State*. Glenview, Illinois: Scott, Foresman, 1988. 0-673-43057-X.
- C. Fritz, J. *Around the World in a Hundred Years: From Henry the Navigator to Magellan*. New York: Putnam and Grosset Group, 1994. 0-698-11638-0.
- D. Grant, M. *Coronado: Explorer of the Southwest*. Chicago: Children's Press, 1974. 0-87191-285-6.
- E. Grant, M. *De Soto: Explorer of the Southeast*. Chicago: Children's Press, 1974. 0-87191-283-X.
- F. Gravois, M. *Explorers*. New York: Scholastic, 1999. 0-590-39598-X.
- G. Greenway, S. *Exploration of North America*. New York: Barron's Educational Series, 1988. 0-7641-0634-1.
- H. Hirsh, E.D. *What Your Third Grader Needs to Know*. New York: Dell Publishing, 1992. 0-385-31257-1.
- I. MacGregor, Cynthia. *Kids During the Age of Exploration*. New York: Powerkids Press, 1999. 0-8239-5257-6.
- J. Maestro, B. and Maestro, G. *Exploration and Conquest: The Americas After Columbus, 1500-1620*. New York: Mulberry Books, 1994. 0-688-15474-3.
- K. Mann, Kenny, "Explorers" *Kids Discover*. New York: Kids Discover, 1994.
- L. Matthews, Rupert. *Explorer*. New York: Alfred A. Knopf, 1991. 0-679-91460-9.
- M. Mockingbird Hill. *Texas Missions Video*. Midland, Texas: Mockingbird Hill, 1994.

- N. Strohl, M. and Schneck, S. *Explorers: Cooperative Learning Activities*. New York: Scholastic, 1993. 0-590-49232-2.

Appendix A

Juan Ponce de Leon

By Amy Hill

Juan Ponce de Leon

- Ponce de Leon was born in Leon, Spain in 1460.
- He sailed with Columbus on his second voyage to Hispaniola in 1493.
- De Leon made his home in Hispaniola.

- Ponce de Leon became interested in a magic fountain that was located on a nearby island. People called it the Fountain of Youth because drinking from it would keep you young.

- Before de Leon could start looking for the fountain, the king of Spain sent him to conquer Puerto Rico. So he took his red dog named Bercerillo and conquered the island for Spain.

- On March 3, 1513 the king of Spain sent Ponce de Leon to search for the Fountain of Youth. He gave him three ships to use for travel.

- On April 3, 1513 Ponce de Leon came to a large island covered with trees and flowers. He claimed the land for Spain and named it La Florida.

- Ponce de Leon started searching for the Fountain of Youth. Once, he thought he found it on the island of Key Biscayne. He drank some of the water, but nothing happened.

- Ponce de Leon sailed back to Puerto Rico, but he kept thinking about Florida. He wanted to know whether or not Florida was an island. So, he decided to retire there and explore.

- On February 21, 1521, de Leon went to Florida with 250 men. The natives were not happy to see them and attacked. Ponce de Leon was shot in the arm with an arrow. His arm became infected. He went back to Cuba and died.

Appendix B

Name: _____

Date: _____

Project Title: _____

Teacher(s): Amy Hill

Ponce de Leon Brochure Rubric



Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments:

Appendix C

Hernando de Soto Skit Sheet

Directions: Each group will be responsible for acting out one of the following sections of the life of Hernando de Soto.

1. Hernando de Soto was born in 1539 in Barcarrota, Spain. During his childhood his parents died and he was adopted by Don Pedrarias.
2. When he was 19, Hernando de Soto began exploring. He traveled to Nicaragua with General Cordoba to conquer the land for Spain. Later he traveled with Francisco Pizarro to Peru where they defeated the Incas.
3. De Soto became rich with gold from the Incas. He took his gold back to Spain and got married to Dona Isabel.
4. De Soto soon became bored with living in Spain. The king made him governor of Florida and sent him there to search for riches. De Soto took an army of 600 men, 300 horses, and several priests to explore, make the Indians Christians, and start a settlement.
5. Hernando de Soto explored the southeast United States in search of gold for Spain. At first the Indians were friendly to de Soto. Later they hated de Soto and his men because they treated the Indians poorly.
6. Hernando de Soto and his men discovered the Mississippi River on May 8, 1541. They were the first people from Europe to see the Mississippi River. They built rafts to cross it to look for gold. They never found any gold.
7. De Soto and his men traveled until they reached the crossing of the Mississippi River and the Red River. Hernando de Soto became ill with a fever. He died on May 21, 1541, and his men buried him in the Mississippi River.

Appendix D

St. Augustine

St. Augustine is located on the Atlantic coast of Florida on a bay first explored by Juan Ponce de Leon in 1513. The city was named by Don Pedro Menendez de Aviles, a Spanish explorer. He named the village St. Augustine because he arrived there on August 28, 1565, which is the feast day of St. Augustine. St. Augustine became the first permanent European settlement in what is now the United States.

When the Spanish soldiers landed at St. Augustine, they quickly began to build small wooden houses and a presidio, or fort. The settlers needed the fort to protect them from English pirates and Indians. Then the soldiers began to make the presidio stronger by building walls of stone around the wooden fort. It took them twenty-five years to finish this work. They named the presidio Castillo de San Marcos. The presidio kept the settlers safe from attackers.

Today you can go to St. Augustine, Florida. The Castillo de San Marcos is now called Fort Marion, but you can visit the presidio to see what life was like over four hundred years ago!

1. Who named the city of St. Augustine?

2. What is another term for presidio?

3. Who did the settlers need protection from?

4. How many years did it take to finish Castillo de San Marcos?

5. What is the Castillo de San Marcos called today?

6. It is the year 2001. St. Augustine was established in 1565. How old is St. Augustine?

Appendix E

The Seven Cities of Gold Game

Begin

End
Share
All
Cards

Heads=
1 space

Tails=
2 spaces

To Play:

1. Shuffle all together one set of cards per player.
2. Flip a penny to move.
3. D= draw cards from pile
G= give away cards to others
R= receive cards from others
T= trade cards with others
4. Give away or trade cards only if you have extras.
5. Make a completed timeline of Coronado's adventures. Read your completed timeline.

Cards

Appendix E

Card 1

- Francisco Coronado was born in 1510 in Salamanca, Spain. When he was older, he moved to Mexico and worked for Governor Mendoza.

Card 2

- Coronado began to hear stories of the Seven Cities of Gold. The cities were rich with gold and silver. The doors and windows of the houses were framed in turquoise.

Card 3

- In April 1540 Coronado led an expedition to find the Seven Cities of Gold. He took 200 men with him. They wore shining armor, and they took herds of cattle and pigs with them for food.

Card 4

- The Seven Cities of Gold turned out to be the adobe villages of the Zuni

Card 5

- Coronado still wanted to search for riches. He split his group of men into two parties so they could search more land. One group of men discovered the Grand Canyon, and the other group found the Pueblo Indians of the Rio Grande valley.

Card 6

- A slave named Turk told Coronado about riches that could be found in Quivira.

Card 7

- Turk led Coronado and his men through the land which is now the states of Arizona, New Mexico, Texas, Oklahoma, and Kansas. They did not find any gold, and Coronado had Turk killed.

Card 8

- In June 1542, Coronado went back to Mexico with 100 soldiers. Coronado never found the Seven Cities of Gold, but he claimed much land for Spain.

Appendix F

Webquest for California and Texas Missions

Introduction

Did you know that you can still see buildings that were built during the time of the conquistadors? If you travel to California and Texas, there are many missions that you can visit. A mission is a missionary settlement that was established by the Spanish to provide education and a place of worship for the Spanish and the Native Americans.

Task

Your job is to become an expert on one of the missions of California or Texas.

Process

To become an expert on a mission, you will use the internet and other resources to find information on your particular mission. You will use this information to answer questions about your mission. The questions that needed to be answered are located on the Mission Webquest Research Sheet that your teacher will give you. You will then use the research sheet to create a Power Point slide about your mission. On the slide you will give facts about your mission, and you will also show a photograph or drawing of your mission. You will present your slide to the class, and your presentation will be graded by your teacher.

Information Resources

For your research, you can use the following resources. You will not use all of the resources listed below for your research. Some of the internet sites deal with missions of California, and others just deal with missions of Texas.

Internet sites

<http://www.tsoft.net/~cmi/Reports.html>

<http://www.nps.gov/saan/draftindex.htm>

<http://www.missiontrail.elp.rr.com>

<http://www.hotx.com/missions/>

<http://www.thealamo.org/>

<http://www.bgmm.com/missions>

<http://www.californiamissions.com/cahistory/index.html>

Other Resources

Encyclopedia

Evaluation

Your research and Power Point slide will be graded by your teacher using the following rubric.

Conclusion

Good luck on your search for information about your mission! Your classmates and I can't wait to see what your Power Point slide will look like!

Mission WebQuest Research Sheet

Student Name: _____

Name of mission: _____

Location of mission (including state name) _____

Date the mission was founded: _____

Name of person founding mission: _____

_____ I will be importing a picture of my mission for my PowerPoint slide. The site I will import my picture from is:

_____ I will be drawing a picture of my mission and scanning it into my Power Point slide. I will need to make an accurate picture by looking at a photo of the mission to see how it looks.

Appendix G

Lubbock Christian School *Missions Power Point*

Name: _____

Teacher: Mrs. Hill

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Information Content	Information content not available at presentation time.	Information is short and inaccurate. Clarity is missing. Grammar and punctuation are mostly incorrect.	Uses acceptable amount of accurate information. Acceptable grammar and sentence structure is present.	The information used is accurate and well written. Proper grammar and sentence structure is utilized, and a near-perfect depiction is achieved.	_____
Graphics and Scanned Images	Graphical images are not available at the time of presentation.	Images used have relevance to the information. Audience is somewhat confused by placement.	Images enhance the information somewhat. Image placement is acceptable.	Images enhance the information and support the text. Placement of the images is pleasing to the eye and captures the attention of the audience.	_____
Presentation	Project not available at presentation time.	Project does not flow at all, is poorly presented, and lack of interest is evident.	Majority of project flows well. Some interesting items included.	The project flows well and keeps the attention of the audience. The project contains a wealth of pertinent information.	_____

				Total----->	_____

Teacher Comments: