

The Quest for an Empire: Youth, Gold, and Land

Grade Level: Third Grade

Presented by: Cheryl Fernandez and Jill Rath, Serna Elementary, San Antonio, TX

Length of Unit: Five lessons and a culminating activity - 15 days

I. ABSTRACT

This is a five-lesson unit that will engage students in the exploration of the past. It is designed to immerse students into concepts regarding the exploration of North America by the Spanish, the people they came in contact with, and their influences on the land. They will observe the different reasons each Spanish explorer had for exploring the land and developing the missions. The students will explore and discover the past through technology, real life applications, aerial drawings, sequencing, summarizing, and Native American art. By means of reading, writing, math, technology, and social studies the students will be assessed in their understanding of the hardships, determination and courage that helped develop our great empire.

II. OVERVIEW

A. Concept Objectives

1. The students will gain knowledge of the early Spanish exploration and settlement of North America. The students will utilize maps and globes by communicating in written, oral, or visual forms.
2. The students will gain knowledge of the reasons that each Spanish explorer had for exploring the land.
3. The student will understand the concept of time and chronology.

B. Content covered from the *Core Knowledge Sequence*

1. Settlement of Florida page 71
2. Juan Ponce De Leon, Legend of Fountain of Youth page 71
3. Hernando De Soto page 71
4. Founding of St. Augustine (oldest continuous European settlement and what is now the U.S.) page 71
5. Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River page 71
6. Early Spanish Explorers in the lands that are now the states of Texas, New Mexico, Arizona, California; Missionary settlements (missions), especially in Texas and California page 71
7. Cornordo and the legend of the “Seven Cities of Cibola” (of gold) page 71
8. Geography: Grand Canyon and Rio Grande page 71
9. Conflicts with Pueblo Indians page 71
10. Become familiar with American Indian works page 75

C. Skill Objectives

1. Sequence and Categorize
2. Interpret Data
3. Problem Solve
4. Identify
5. Compare and Contrast
6. Acquire Electronic Information
7. Format Digital Information
8. Delivery of information - electronically and orally

III. BACKGROUND KNOWLEDGE

A. For the teacher

1. Gallagher, Jim *Explorers of the New World: Hernando De Soto and the Exploration of Florida.*
 2. Harmon, Dan *Explorers of the New World: Juan Ponce de Leon and the Search for the Fountain of Youth.*
 3. Hirsch, E. D. *What Your Third Grader Needs to Know*
 4. Marcovitz, Hal *Explorers of the New World: Francisco Coronado and the Exploration of the American Southwest.*
- B. For the student
1. Gallagher, Jim *Explorers of the New World: Hernando De Soto and the Exploration of Florida.*
 2. Harmon, Dan *Explorers of the New World: Juan Ponce de Leon and the Search for the Fountain of Youth.*
 3. Marcovitz, Hal *Explorers of the New World: Francisco Coronado and the Exploration of the American Southwest.*

IV. RESOURCES

- A. Maestro, Betsy *Exploration and Conquest: The Americas After Columbus: 1500 - 1620.*
- B. Wade, Linda *St. Augustine: America's Oldest City*
- C. Kalman, Bobbie *Historic Communities - Spanish Missions*
- D. *A Kid's Guide to Exploring San Antonio Missions*

V. LESSONS

Lesson One: Tracing the Routes of the Spanish Explorers (2 days)

- A. *Daily Objectives*
1. Concept Objectives
 - a. The students will gain knowledge of the early Spanish exploration and settlement of North America. The students will utilize maps and globes by communicating in written, oral, or visual forms.
 2. Lesson Content
 - a. Florida
 - b. West Indies
 - c. Puerto Rico
 - d. Cuba
 - e. Gulf of Mexico
 - f. Mississippi River
 - g. Grand Canyon
 - h. Rio Grande
 - i. Caribbean Sea
 3. Skill Objective
 - a. The student will use a scale to determine the distance between places on maps and globes.
 - b. The student will identify and use the compass rose, grid, and symbols to locate places on maps and globes.
 - c. The student will express ideas orally based on knowledge and experiences.
 - d. The student will create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas.
 - e. The student will use problem solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
 - f. The student will interpret and use graphic sources of information

- including maps, charts, and diagrams.
 - g. The student will sequence and categorize information.
 - h. The student will interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
 - i. The student will use appropriate mathematical skills to interpret social studies information such as maps and graphs.
 - j. The student will use standard grammar, spelling, sentence structure, and punctuation.
- B. Materials*
- 1. map or globe
 - 2. Guide map of Magic Kingdom(or any other theme park)
 - 3. pencils
 - 4. Appendix A
- C. Key Vocabulary*
- 1. compass rose
 - 2. map key or legend
 - 3. map scale
- D. Activities/Procedures*
- 1. The teacher will ask where is Disney World. Direct discussion towards the state of Florida. Next the teacher will lead the discussion of how will they know where to find things (rides, restrooms, restaurants, etc).
 - 2. Pass out one Disney World Guide map to groups .(or any other theme park) Locate legend (map key) and discuss the different symbols. Allow the students to become familiar with map.
 - 3. Give each team a schedule of events. This schedule is flexible with some specific meeting times. See appendix A for example.
 - 4. Have each group summarize their schedule to share with the class.
 - 5. The teacher says that Disney World has a Futureland let's pretend that there is a Historyland. In this land we travel back in time to the Spanish Expeditions before Florida had a name. The explorers that we will be talking about traveled to and from many places. These places include Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, and the Mississippi River.
 - 6. Using the map scale and the compass rose discuss the locations and their proximity to each site.
 - 7. In groups the students will locate each site on a map. (Appendix C)
- E. Assessment/Evaluation*
- 1. The student will locate Caribbean Sea, West Indies, Puerto Rico, Cuba ,and the Gulf of Mexico. The students will complete a compass rose and map key. (Use Appendix C.)
 - 2. The teacher will evaluate the student's ability to transfer prior knowledge of map skills to current lesson by presenting their completed schedule and sharing with the class. Maps skills grade will be combined with location of routes. (Appendix D.) Utilize rubric on Appendix H to assess Appendices C & D

Lesson Two: Who says water doesn't make you beautiful?

- A. Daily Objectives*
- 1. Concept Objectives
 - a. The students will gain knowledge of the early Spanish exploration and settlement of North America. The students will utilize maps and globes by communicating in written, oral, or visual forms.
 - b. The students will gain knowledge of the reasons that each Spanish

- explorer had for exploring the land.
2. Lesson Content
 - a. Spain
 - b. Puerto Rico
 - c. Florida
 - d. Juan Ponce De Leon
 - e. Fountain of Youth
 3. Skill Objective
 - a. The student will use cardinal and intermediate directions to locate places: Spain, Puerto Rico, and Florida on maps and globes.
 - b. The student will use standard grammar, spelling, sentence structure and punctuation.
 - c. The student will create written and visual material to express ideas.
 - d. The student will distinguish fact from opinion in various texts, including news stories and advertisements.
 - e. The student will interpret and use graphic sources of information including maps, charts, and diagrams.
- B. Materials*
1. World Map
 2. Student
 3. Color Pencils
 4. Newspaper
 5. Books on Juan Ponce De Leon
 6. Manilla Paper
 7. Pencils
 8. Crayons
 9. Markers
 10. *Juan Ponce De Leon and the Search for the Fountain of Youth* by Dan Harmon p. 41-43
- C. Key Vocabulary*
1. Conquistador - a Spanish explorer.
 2. fact - something that can be proven.
 3. opinion - how someone feels about something.
 4. persuade - to change a persons point of view to your own.
- D. Activities/Procedures*
1. Begin lesson by asking the students if they know what is a conquistador?
 2. Tell the students about the famous conquistador Juan Ponce De Leon who searched for the “Fountain of Youth.”
 3. The students will use red color pencil and their world map (Appendix D), to trace the route of Juan Ponce De Leon from Puerto Rico to Florida. Set aside for later use.
 4. Read p. 41-43 from *Juan Ponce De Leon and the Search for the Fountain of Youth* or any other reference.
 5. Cut advertisements from the local newspaper before discussion.
 6. Discuss what a fact is and what an opinion is using pre-cut newspaper advertisements.
 7. With partners create an advertisement to persuade people to search for the Fountain of Youth.
- E. Assessment/Evaluation*
1. The students will present their advertisements that will include neatness, creativity, spelling, sentence structure, and persuasion techniques to the class for

teacher assessment. (Appendix E)

Lesson Three: God, Gold, and Glory

A. Daily Objectives

1. Concept Objectives
 - a. The students will gain knowledge of the early Spanish exploration and settlement of North America. The students will utilize maps and globes by communicating in written, oral, or visual forms.
 - b. The students will gain knowledge of the reasons that each Spanish explorer had for exploring the land.
2. Lesson Content
 - a. Mississippi River
 - b. Gulf of Mexico
 - c. Hernando De Soto
3. Skill Objective
 - a. The student will use cardinal and intermediate directions to locate places: Mississippi River, and Gulf of Mexico.
 - b. The student will identify individuals such as Hernando De Soto who have helped shape communities.
 - c. The student will determine the purpose for listening such as to get information, to solve problems, and enjoy and appreciate.
 - d. The student will retell the order of important events in stories.
 - e. The students will produce summaries of text selections.
 - f. The students will recognize and use parts of a book to locate information including an indices.
 - g. The student will interpret and use graphic sources of information including maps, charts, and diagrams.
 - h. The student will use standard grammar, spelling, sentence structure, and punctuation

B. Materials

1. Manilla paper
2. Pencils
3. Reference books
4. Crayons/Markers
5. Map from lesson 2
6. Colored pencils
7. *Hernando de Soto and the Exploration of Florida* by Jim Gallagher.
8. *Exploration and Conquest: The Americas after Columbus: 1500 - 1620* by Betsy and Giulio Maestro page 15.

C. Key Vocabulary

1. pearls - a semiprecious bead formed in oysters.
2. expedition - a trip taken for specific purpose.
3. friars - preacher in brown robes.
4. farrier - a person who makes shoes for horses.
5. scouting parties - group of people looking for a specific thing or person.
6. maize - Indian corn.
7. interpreter - A person who helps two people who speak different languages to communicate by translating what they are saying.
8. palisade - a fence of wooden stakes around a town to defend against attackers.
9. guerrilla - describes a method of warfare in which the enemy is harassed and annoyed by constant surprise attacks, rather than faced in open combat.

10. brigantine - a large sailing ship with two masts.
11. malaria - a blood diseases that is carried by mosquitoes and causes severe chills and fever.

D. Activities/Procedures

1. Read/summarize pages 31 - 58 in *Hernando de Soto and the Exploration of Florida*
2. Refer to *Exploration and Conquest: The Americas after Columbus: 1500 – 1620*. Locate de Soto's expedition route on pupils map from lesson 2. (Appendix D). Use a green colored pencil to trace his route.
3. Create a four pane window using manila paper. In the first window pane students will write Hernando De Soto's name, where he was from, and include a drawing.
4. In the second window pane the students will write his goals.
5. For the third window pane refer to the time line on page 59 in the *Hernando de Soto and the Exploration of Florida*. The students will transfer information from the timeline in the book to their project.
6. In the fourth window pane the students will utilize the text to locate his findings for example land, rivers, or treasure.

E. Assessment/Evaluation

1. Teacher will evaluate students' ability to transfer information, spelling, neatness, completeness, following instructions, and locating findings within the text. (Appendix F)

Lesson Four: So You Think Your Old!

A. Daily Objectives

1. Concept Objectives
 - a. The students will gain knowledge of the early Spanish exploration and settlement of North America. The students will utilize maps and globes by communicating in written, oral, or visual forms.
 - b. The students will gain knowledge of the reasons that each Spanish explorer had for exploring the land.
2. Lesson Content
 - a. St. Augustine
 - b. Pedro Menendez de Avilles
 - c. Early Spanish Explorers in the lands that are now the states of Texas, New Mexico, Arizona, California.
 - d. Missionary settlements (missions).
3. Skill Objective
 - a. The students identifies how individuals who have helped to shape communities.
 - b. The student will describe how individuals have contributed to the expansion of existing communities or to the creation of new communities.

B. Materials

1. *St. Augustine: America's Oldest City* by Linda R. Wade p. 4 - 10
2. Power Point presentation over the local missions (contact your local National Park Service for missions near you) www.nps.gov
3. *A Kid's Guide to Exploring San Antonio Missions*
4. Large manila paper.
5. Pencils
6. Map colors

7. Aerial pictures of buildings.
- C. *Key Vocabulary*
1. mission - a center where missionaries work to spread their beliefs to other people and to teach a new way of life.
 2. Franciscan friars - are dedicated to performing missionary work and acts of charity.
 3. missionary - a person sent out by a religious group to spread its beliefs to other people.
 4. presidio - a Spanish fort for housing soldiers.
 5. adobe - a type of clay soil found in Mexico and in dry parts of the United States.
 6. New Spain - a large area once belonging to Spain that included what are now the southwestern United States and Mexico.
 7. quadrangle - a four sided enclosure surrounded by buildings.
 8. horno - an oven used for baking bread and other food.
 9. granary - a large building where food is stored.
 10. mill - where wheat was ground.
 11. acequia - a ditch with water, located outside the walls of a mission.
 12. quarters - is another word for a house.
- D. *Activities/Procedures*
1. Read about the oldest city in America - St. Augustine p. 4-10.
 2. Review first grade teachings of Christianity.
 3. Read *Spanish Missions* by Bobbie Kalman & Greg Nickles. Students will take notes on post-its. The students will be looking for important parts of a mission. Discuss the importance of missions. Why were they important to the Native Americans? Who established the missions? What would you find in a mission and why?
 4. Watch a power point production on local missions. Look at *A Kid's Guide to Exploring San Antonio Missions* for more reference. Point out the different parts of a mission and discuss the importance of each area. Discuss the differences, if any, between two or more missions.
 5. Discuss vocabulary. Brainstorm ideas of how you would set up your mission if you were a friar in those days, why the location of each building was important, and the function of each building.
 6. Divide the class into groups of four or less.
 7. Each group is going to design an aerial view of a mission on a large sheet of manila paper. Show examples from books of aerial views.
 8. The students will include those things necessary for survival. They will label each building.
 9. They will include a compass rose and a map key.
- E. *Assessment/Evaluation*
1. The students will present their map project that will include neatness, creativity, organization, detail, map key or legend, title, labels, and presentation to the class for teacher assessment. See Appendix G.

Lesson Five: Don't Believe Everything You Hear.

A. *Daily Objectives*

1. Concept Objectives
 - a. The students will gain knowledge of the early Spanish exploration and settlement of North America. The students will utilize maps and globes by communicating in written, oral, or visual forms.
 - b. The students will gain knowledge of the reasons that each Spanish

- explorer had for exploring the land.
 - c. The student will understand the concept of time and chronology.
 - 2. Lesson Content
 - a. Coronado and the legend of the “Seven Cities of Cibola” (of gold)
 - b. Geography: Grand Canyon and Rio Grande
 - c. Conflicts with Pueblo Indians
 - d. Become familiar with American Indian works
 - 3. Skill Objective
 - a. Student will trace the route of Coronado’s expedition.
 - b. Students will be able to orally summarize the legend of the Seven Cities of Cibola.
 - c. Students will create a pinch pot.
- B. *Materials*
 - 1. *Francisco Coronado and the Exploration of the Southwest*
 - 2. Map from previous lessons.
 - 3. Colored pencils.
 - 4. Modeling clay
 - 5. Pictures of Native American pottery
- C. *Key Vocabulary*
 - 1. arquebus - a heavy firearm carried by Spanish soldiers in the 16th century.
 - 2. cavalry - soldiers who fight while mounted on horses.
 - 3. despoblado - a Spanish word meaning “uninhabited area” or “desolate wilderness.”
 - 4. gilded - coated with gold.
 - 5. hacienda - a large estate or plantation in Mexico; also the main house on such a plantation.
 - 6. hovel - a small, poorly made house or hut.
 - 7. mesa - a flat-topped hill or mountain surrounded by lower ground.
 - 8. siege - a military tactic whereby a city or town is surrounded, thus cutting off its supplies and pressuring its defenders to surrender.
 - 9. skirmish - a brief or minor fight in a larger conflict.
 - 10. turquoise - a blue or greenish - blue gemstone.
- D. *Activities/Procedures*
 - 1. Refer back to Hernando De Soto and summarize high lights of his expedition. Explain that there was another great Spanish explorer who discovered many things on his quest for the Seven Cities of Gold. Did he find the golden cities? Lets find out.
 - 2. Teacher and students will summarize *Francisco Coronado and the Exploration of the Southwest*.
 - 3. Refer to student map and trace Coronado’s route with an orange colored pencil. Add the color of his route to the student map key.
 - 4. Review highlights of Coronado’s expedition: finding the Grand Canyon, The Rio Grande River, meeting the Zuni and Hopi Indian tribes.
 - 5. Refer back to the Zuni tribe and how they were known for their pottery.
 - 6. Show pictures of Native American pottery.
 - 7. Pass out modeling clay.
 - 8. Students will create a personal pinch pot.
- E. *Assessment/Evaluation*
 - 1. Students will successfully label their individual student map.
 - 2. Students will orally summarize legend of the Seven Cities of Cibola.
 - 3. Students will complete a pinch pot.

VI. CULMINATING ACTIVITIES

- A. The culminating activity of this unit is the student's own creation. Teams will research information on the internet about the Spanish explorers and produce a Power Point presentation. The students will be assessed by how well their project demonstrates the knowledge gained throughout the unit.
1. Written report - 25 points
 2. Project presentation - 25 points
 3. Project creation - 25 points
 4. Detailed and organized - 25 points
- B. Extensions:
1. Trip to the missions.
 2. Guest speaker from the Institute of Texan Cultures.
 3. Native American Council speaker.

VII. HANDOUTS/WORKSHEETS

- Appendix A - Schedule of events
- Appendix B - Rubric for schedule of events
- Appendix C – Map of Central America
- Appendix D – Route map
- Appendix E – Rubric for Advertisement
- Appendix F – Rubric for Window Pane
- Appendix G - Designing a mission rubric
- Appendix H - Rubric for map locations and routes
- Appendix I - Culminating Activity Guideline
- Appendix J - Culminating Activity Rubric

VIII. BIBLIOGRAPHY

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Map

Central America, UT Austin website

Appendix A
Schedule of Events

You and your friends are on a trip to Disney World. Below is a schedule of events for your group. In the blank time slots you will decide the rides, bathroom breaks, or shopping for your group. Each ride takes about 30 minutes. You will need to visit each of the seven different areas of the park. HAVE FUN!

9:00 a.m. Arrive at front gate decide if you will be taking the boat or the monorail.

9:30 a.m. _____

10:00 a.m. _____

10:30 a.m. _____

11:00 a.m. Meet at Fantasyland: Story time with Belle at Fairytale Garden

12:00 a.m. Meet at The Pinocchio Village Haus for lunch

1:00 p.m. _____

1:30 p.m. _____

2:00 p.m. _____

2:30 p.m. _____

3:00 p.m. _____

3:30 p.m. Meet at Liberty Square: The Diamond Horseshoe Saloon Revue

4:00 p.m. _____

4:30 p.m. _____

5:00 p.m. Main Street, USA: Flag Retreat Town Square

5:30 p.m. Meet for dinner at Tony's Town Square Restaurant

6:30 p.m. _____

7:00 p.m. Meet at Splash Mountain in Frontierland

7:30 p.m. _____

8:00 p.m. _____

8:30 p.m. Meet at Pirates of the Caribbean in Adventureland

9:00 p.m. Meet at Mainland USA: City Hall for the Spectro Magic

10:00 p.m. Fantasy in the Sky Fireworks

10:30 p.m. Leave park.

Appendix B

Rubric for Schedule of Events

Completed schedule	40 points	_____
Time coordinates with activities	20 points	_____
Worked on project	20 points	_____
Did he/she help locate places?		
Did he/she offer suggestions?		
Did he/she actually write on schedule?		
Worked cooperatively	20 points	_____
Total points	100 points	_____

Name _____ Date: _____

Appendix C
Use a World Map for the following activity

Locate the following locations: Caribbean Sea, West Indies, Puerto Rico, Cuba, and Gulf of Mexico, on the map provided. Complete the compass rose and map key.



Appendix D
Explorer Routes

(Find a map of the Southern United States and plot the explorer's routes.)

Appendix E

Rubric for Advertisement

Neatness	15 points	_____
Cooperation	10 points	_____
Creativity	25 points	_____
Spelling	20 points	_____
Sentence Structure	20 points	_____
Persuasion Techniques	10 points	_____
Total	100 points	_____

Name _____ Date _____

Appendix F

Rubric for Window Pane

Transfer information accurately	10 points	_____
Spelling	25 points	_____
Neatness	25 points	_____
Completeness	10 points	_____
Following instructions	30 points	_____

Name _____ Date _____

Appendix G

Designing a Mission Rubric

Title	10 pts	_____
Correct map key or Legend	48 pts	_____
Church		
horno		
well		
granary		
look out		
door		
wall		
trees		
mill		
acequia (ditch)		
Indian quarters		
workshops		
Labels	12 pts	_____
Organized and detailed	10 pts	_____
Neatness	10 pts	_____
Presentation	10 pts	_____

Name _____ Date: _____

Appendix H

Rubric for Map Location and Routes

Puerto Rico – green	5 points	_____
Cuba – red	5 points	_____
Caribbean Sea – blue	5 points	_____
West Indies – yellow	5 points	_____
Gulf of Mexico – orange	5 points	_____
Completed Compass rose	20 points	_____
North		
South		
East		
West		
Label and Color Routes:		
De Leon – black	15 points	_____
De Soto – green	15 points	_____
Coronado – red	15 points	_____
St. Augustine – circle city location yellow	10 points	_____
Total points	100 points	_____

Name _____ Date: _____

Appendix I

Guideline

Power Point Presentation

Card 1

Explorer's name, a picture, and country or city of birth.

Card 2

What country did he explore?

Card 3

What was he looking for?

Card 4

What did he discover?

Card 5

When was it discovered?

Card 6

On what continent was the discovery made?

Appendix J

Culminating Activity

Power Point Rubric

On time	10 points	_____
Neat	10 points	_____
Data correctly displayed (visual)	10 points	_____
Cooperation with partner	25 points	_____
Accurate information	35 points	_____
Creativity	10 points	_____
Total	100 points	_____

Name _____ Date: _____