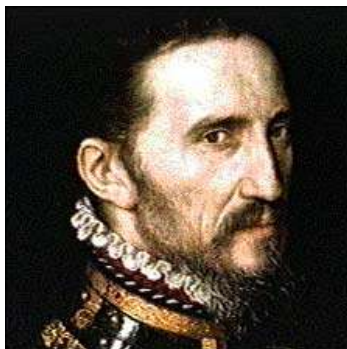


Who Was Francisco Vázquez de Coronado ?

Setting the Stage

Begin with a class discussion about what students already know about Francisco Vázquez de Coronado. Teacher can do a K-W-L chart with students to assess prior knowledge, record questions they want to answer, and then at the end of the unit, compare to see what they have learned. Advise students that they will complete an exit slip on one of these questions as they leave class today.



Introduction to New Material - Independent Practice

Use the map to answer questions about Coronado's exploration in 1540-1542.



Group Practice

Citing sources they use, students will use computer websites or printed articles (see Resources) provided to work together and create timelines of events in the life of Coronado, using the enclosed student handout.

They should include his early life, marriage, his position in New Spain, his journey to North America, discoveries there, and then what happened after he returned to Mexico City.

Links to reference articles can be found in the Teacher Resources link, or students can conduct independent online research. Students should work together to compare timelines and maps, adding information as needed to ensure that each student has complete information. Timeline key provided will ensure that the most important information is included.

Assessment

Select an exit slip from Teacher Resources that will work best for the class. Each student should complete it and hand it to the teacher on the way out the door.

Materials

- Copies of reference articles (if online resources are not available)
- Copy of map – one for each student

Common Core Standards for Literacy in History/Social Studies 6-12:

Craft and Structure:

- Describe how a text presents information (e.g., sequentially, comparatively, causally)
- Identify aspects of a text that reveal an author's point of view or purpose, (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

- Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts

New Mexico Grade 7 Social Studies Standards

I-A.4. Describe how important individuals, groups, and events impacted the development of New Mexico from the 16th century to the present;

1-C.1. Compare and contrast the influence of Spain on the western hemisphere from colonization to the present;

2-C.2. Interpret and analyze geographic information obtained from a variety of sources