

The Explorers

Hernán de Soto and Francisco Coronado

Teacher's Guide



Grade Level: 6–8

Curriculum Focus: Social Studies

Lesson Duration: 3 class periods

Program Description

Hernán de Soto and Francisco Coronado – An Introduction (2 min.) – Presents an overview of the world-changing Hernán de Soto and Francisco Coronado expeditions in the New World. **Hernán de Soto's Early Years** (3 min.) – Explores Hernán de Soto's early successes as a skilled horseman and military strategist in Central and South America. **De Soto's Expedition to the Southeast, 1539–1543** (3 min.) – Follows the struggle of Hernán de Soto and his troops across more than a thousand miles in the American southeast. **Coronado's Expedition to the Southwest, 1540–1542** (8 min.) – Examines the motivations of Francisco Coronado and what his expedition found on their journey through the American West. **The Impact of the Coronado and de Soto Expeditions** (2 min.) – Analyzes the consequences of the de Soto and Coronado expeditions on the New World, Spain, and the course of history.

Discussion Questions

- Before Europeans came to America, where do you think Native Americans lived – in cities, in small towns, or in temporary camps? Did all Native Americans live in similar settlements?
 - What do you know about the Europeans who came to explore the New World?
 - What do you think Native Americans and Europeans thought when they saw each other for the first time?
 - How do you think each culture might have changed the other?
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Lesson Plan

Student Objectives

- Identify Hernán de Soto, Francisco Coronado, and their places in American and world history.
- Locate the paths taken and areas explored by the de Soto and Coronado expeditions.
- Investigate the natural environments explored by de Soto and Coronado, and explain what elements within them made exploration difficult and dangerous.
- Analyze the consequences of the de Soto and Coronado expeditions and their effects on the history of America, Europe, and the rest of the world.

Materials

- *Hernán de Soto and Francisco Coronado* video
- Computer with Internet access
- Print resources about world geography and natural environments in North America, especially the Southwest and Southeast; print resources about Hernán de Soto and Francisco Coronado, other Spanish conquistadors, European history during the Renaissance, and Native American history
- A large world map displayed where the entire class can see it
- Preprinted blank maps of North America (downloadable from the Internet)
- Paper, markers, pens, and other supplies for creating reports, maps, and flowcharts

Procedures

1. Before viewing the video, discuss its subject with the class. Ask students how they think Native Americans lived before the explorers came. Did Native Americans have cities, or did they live in small towns or in temporary camps? Or did some Native Americans live in all these kinds of places? What do you know about the Europeans who came to explore the New World? What do you think they wanted? What do you think Native Americans and Europeans thought when they saw each other for the first time? How do you think each culture might have changed the other?
2. View the video.
3. After viewing the video, lead a discussion about important issues covered in the video. Ask for students to volunteer these answers and point out any geographic areas in their answers on a large map or globe. What inspired the Spanish conquistadors Hernán de Soto and Francisco Coronado to lead expeditions into the unexplored wildernesses of what is now the Southwestern and Southeastern United States? (The successful Spanish conquests of the Inca and Aztec empires, which had made conquistadors rich and powerful.) In addition to finding gold and other treasures, what motivated de Soto, Coronado, and other conquistadors to explore the New World and conquer Native American civilizations? (They wanted to spread the Catholic faith, claim land for Spain, and build colonies.)

In what successful New World conquest did Hernán de Soto take part that made him an extremely wealthy man? (He helped conquistador Francisco Pizarro defeat the powerful Inca Empire in Peru.) Where did de Soto believe he would find large amounts of gold if he traveled there and conquered? (The lands north of the Gulf of Mexico that the Spanish called La Florida, now the American Southeast.) Where did de Soto's ships land to begin their expedition? (Tampa Bay, in what is now the state of Florida.) Where and how far did de Soto's expedition travel in North America? (More than a thousand miles through the American Southeast.) What kind of conditions did they find there? (Swamps and marshes, alligators, snakes, and mosquitoes, heat and humidity, dense forests.) Did they find any gold or any rich Native American tribes? (No.) What was the outcome for de Soto and his men? (Hernán de Soto and

more than half his men died; the survivors sailed to Mexico.)

Where did Francisco Coronado believe he would find large amounts of gold if he traveled there and conquered? (He believed he would find the fabled Seven Cities of Gold in the lands north of Mexico.) Where did Coronado lead his expedition and how did they travel? (They traveled on land by foot and horseback from Mexico north into what is now the Southwestern United States.) Where and how far did Coronado's expedition travel in North America? (Thousands of miles through the deserts and Great Plains of the American Southwest.) What kinds of conditions did they find there? (Hot, dry lands, Native American farming villages they called pueblos, Great Plains tribes who hunted bison, powerful thunderstorms.) Did they find any gold or any rich Native American tribes? (No.) What was the outcome for Coronado and his men? (Coronado and his men returned to their encampment near the Rio Grande and eventually went back to Mexico with no treasures.)

4. Ask students to choose either the de Soto or the Coronado expedition to research further. Tell them they will create a map that illustrates the path of the expedition they choose. The maps will subtly show modern state and national borders with bolder indications of the expedition path and at least two places where significant expedition events occurred.

Students may begin their project research with the Web sites below, but encourage them to visit other sites, as well as the library.

Blank and outline maps of Mexico and Central America

<http://jan.ucc.nau.edu/~alew/maps/se-us-bs.gif>

<http://z.about.com/d/geography/1/0/9/H/usa3.jpg>

Track of the de Soto expedition

<http://fcit.usf.edu/florida/photos/historic/soto/soto6/photos/soto624.jpg>

<http://fcit.usf.edu/florida/photos/historic/soto/soto6/photos/soto618.jpg>

Chronicles of de Soto's journey

www.floridahistory.com/inset444.html

Track and details of the Coronado expedition

www.psi.edu/coronado/coronadosjourney2.html

www.floridahistory.com/cornado-map.jpg

Coronado's exploration

www.psi.edu/coronado/

5. Ask students to research and write a report about the natural environments explored by their chosen expedition, whether de Soto's or Coronado's. Their report will focus on explaining what natural conditions and human encounters made the exploration difficult and dangerous. While researching and writing their report, ask them to consider the following questions: What animals live in the lands explored by this expedition? Which of these animals might have been unfamiliar to European explorers and how might that unfamiliarity have caused problems for



the Europeans? Which of these animals might have provided sources of food for the expedition if they hunted or fished for them? Which of these animals might have proven dangerous to members of the expedition? What dangers did these animals pose? What plants grow in the lands explored by this expedition? Which of these plants might have been completely unfamiliar to European explorers, and how might that unfamiliarity have caused problems for Europeans? Which of these plants might have provided a source of food for the expedition? Which of these plants might have caused injury to or have poisoned members of the expedition? What weather conditions did the explorers experience for most of their journey? What was the winter like? What was the summer like? What kinds of severe weather occur in those areas? What kind of terrain did they have to cross? Was fresh drinking water easy or difficult to find? What Native American people might have thwarted the expedition's progress? If you had been the leader of this expedition, would you have given up and gone home sooner than this leader did, would you have persisted longer than this leader did, or would you have done things just as this leader did?

Students may begin their project research with the Web sites below, but encourage them to visit other sites, as well as the library.

Texas Junior Naturalists

www.tpwd.state.tx.us/learning/junior_naturalists/safesnake.phtml

Florida orienteering

www.floridaorienteering.org/nature/frames.htm

Southeast wildlife

http://gorp.away.com/gorp/activity/wildlife/wild_se.htm

Southwest wildlife facts

www.extremezone.com/~swref/factsheets/factsheets.htm

Southeast climate

http://weathereye.kgan.com/cadet/climate/climate_southeast.html

Climate of the Southwest

www.promotega.org/fld30058a/southwest%20climate%20page.html

Tornado Alley

www.tornadochaser.net/tornalley.html

Dust storms across the Southwest

www.srh.noaa.gov/elp/swww/v8n2/wxbul8.2.8.htm

Poisonous plants

<http://plantanswers.tamu.edu/publications/poison/poison.html>

Wilderness survival

www.wilderness-survival-skills.com/survivalfood.html



6. Later in the week, lead the class in a review of the things or practices introduced to North America by the de Soto and Coronado expeditions. Ask the class to volunteer some of the animals, weapons, foods, and practices brought to North America by the de Soto and Coronado expeditions. As students volunteer answers, write them on the board. If no student offers the following, add them to the list. (Horses, pigs, dogs, steel swords and other steel weapons, guns, contagious diseases, brutal warfare, Catholic priests, the Catholic religion, the Spanish language.)
7. Ask the class to create a flowchart to illustrate the ripple effects of the de Soto and Coronado expeditions on America, Europe, and world history. Draw the sample flowchart below on the board. The flowchart will list four introductions made by the expeditions and the ripple effects of each – effects on North America, effects on Europe, other effects, and some thing or condition that exists today only because of that original Spanish introduction. Have students choose four expedition introductions from the review list on the board and research the effects and far-reaching consequences for their flowchart.

INTRODUCTION	Effects felt in North America	Effects felt in Europe	Other Effects	Some thing or condition that exists today because of this Introduction
Expeditions introduced horses to Native Americans	Allowed plains tribes to become more nomadic and to fight and hunt on horseback, which made them more formidable opponents for later Europeans	Increased demand for horses to be sent to the New World for use by later expeditions and for trading	In 1971, the U.S. Congress passed the Wild Free-Roaming Horse and Burro Act, which protected descendants of these animals.	The Nez Perce Appaloosa, Cayuse Indian Pony, and Mustang horse breeds

Students may begin their project research with the Web sites below, but encourage them to visit other sites, as well as the library.

Guns, Germs, and Steel

www.pbs.org/gunsgermsteel/variables/steel.html

American conquest

<http://e-student.net/inset32.html>

Spanish in North America

www.discoverseaz.com/History/CorExped.html

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- 3 points: Students clearly identified Hernán de Soto, Francisco Coronado, their places in American and world history, and the paths explored by their expeditions; Students created a clear map which accurately located the path of one of these expeditions; Students thoroughly investigated the natural environments explored by one of these expeditions and wrote an excellent report explaining the elements within those environments that made the exploration difficult and dangerous; Students thoughtfully analyzed the consequences of the de Soto and Coronado expeditions and created a well-considered, thought-provoking flowchart illustrating the ripple effects on the history of America, Europe, and the rest of the world.
- 2 points: Students adequately identified Hernán de Soto, Francisco Coronado, their places in American and world history, and the paths explored by their expeditions; Students created a map which adequately located the path of one of these expeditions; Students investigated the natural environments explored by one of these expeditions and wrote a good report explaining the elements within those environments that made the exploration difficult and dangerous; Students analyzed the consequences of the de Soto and Coronado expeditions and created an adequate flowchart illustrating the ripple effects on the history of America, Europe, and the rest of the world.
- 1 point: Students did not adequately identify Hernán de Soto, Francisco Coronado, their places in American and world history, or the paths explored by their expeditions; Students created an inadequate map which did not accurately locate the path of one of these expeditions; Students did not earnestly investigate the natural environments explored by one of these expeditions and wrote a poor report which failed to explain the elements within those environments that made the exploration difficult and dangerous; Students poorly analyzed the consequences of the de Soto and Coronado expeditions and created an inadequate flowchart that failed to illustrate the ripple effects on the history of America, Europe, and the rest of the world.

Vocabulary

Aztec

Definition: A large, powerful tribe of Native Americans who ruled an empire in central Mexico from the 14th century through the early 1500s

Context: The victory of Hernán Cortes over the powerful Aztec empire deeply influenced the goals of Francisco Coronado.

bison

Definition: Very large, plant-eating herd mammals native to the grasslands of North America

Context: As Coronado's soldiers crossed the Great Plains, they hunted bison, an important food source for Native Americans.

conquistadors

Definition: Conquerors, especially the 16th-century Spanish explorers who fought and defeated Native American civilizations of Mexico, Central America, or Peru

Context: Hernán de Soto's conquistadors struggled across more than a thousand miles of the American southeast.

Inca

Definition: A powerful, warlike tribe of Native Americans who ruled a vast South American empire in and around the Andes Mountains

Context: Hernán de Soto became extremely wealthy due to his role in Francisco Pizarro's conquest of the mighty Inca empire.

kivas

Definition: Circular chambers built partially or entirely underground, found in the ruins of most ancient villages in the Southwest

Context: Native American tribes used kivas for religious ceremonies and tribal meetings.

maize

Definition: A grain domesticated from wild grasses in southern Mexico seven thousand years ago

Context: Spanish explorers reported that the people of Acoma had abundant supplies of maize, beans, and turkeys, but that they had seen no gold.

mesa

Definition: A broad, flat-topped elevation with one or more cliff-like sides, common in the southwest United States

Context: The Coronado expedition visited the ancient pueblo of Acoma, built on top of a tall mesa.

pueblos

Definition: Permanent villages or communities built by Native Americans of the Southwest

Context: In the desert of the American Southwest, Spanish explorers found Native American farming villages they called pueblos.

Academic Standards

National Council for the Social Studies

The National Council for the Social Studies (NCSS) has developed national standards to provide guidelines for teaching social studies. To view the standards online, go to <http://www.socialstudies.org/standards/strands/>.

This lesson plan addresses the following thematic standards:

- Culture
- Time, Continuity, and Change
- People, Places, and Environment
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Global Connections

National Academy of Sciences

The National Science Education Standards provide guidelines for teaching science as well as a coherent vision of what it means to be scientifically literate for students in grades K-12. To view the standards visit <http://books.nap.edu>.

This lesson plan addresses the following science standards:

- Life Science: Populations and ecosystems; Diversity and adaptations of organisms.

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/compendium/browse.asp>.

This program addresses the following national standards:

- Geography – The World in Spatial Terms: Understands the characteristics and uses of maps, globes, and other geographic tools and technologies; Knows the location of places, geographic features, and patterns of the environment; Understands the characteristics and uses of spatial organization of Earth's surface.
- Geography – Places and Regions: Understands the physical and human characteristics of place; Understands the concept of regions; Understands that culture and experience influence people's perceptions of places and regions.
- Geography – Human Systems: Understands the nature, distribution and migration of human populations on Earth's surface; Understands the nature and complexity of Earth's

cultural mosaics; Understands the patterns of human settlement and their causes; Understands the forces of cooperation and conflict that shape the divisions of Earth's surface.

- Geography – Environment and Society: Understands how human actions modify the physical environment; Understands the changes that occur in the meaning, use, distribution and importance of resources.
 - Geography – Uses of Geography: Understands how geography is used to interpret the past; Understands global development and environmental issues.
 - History – World History: Era 6 – Global Expansion and Encounter, 1450–1770: Understands how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations; Understands the economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas between 1500 and 1750; Understands major global trends from 1450 to 1770.
 - Language Arts – Writing: Uses the general skills and strategies of the writing process; Gathers and uses information for research purposes.
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DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How to Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into sections indicated by video thumbnail icons; brief descriptions are noted for each one. Watching all parts in sequence is similar to watching the video from start to finish. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.



Video Index

I. Hernán de Soto and Francisco Coronado – An Introduction (2 min.)

Hernán de Soto and Francisco Coronado each led expeditions to the New World. Discover how their efforts prepared the way for later Spanish colonization.

Pre-viewing question

Q: Why do you think European leaders of the 15th and 16th centuries sent expeditions to explore North America?

A: Answers might include to search for gold and other treasure; to establish colonies; to find natural resources; to spread their religion.

Post-viewing question

Q: What parts of the New World did Hernán de Soto and Francisco Coronado explore?

A: Hernán de Soto explored what is now the southeastern United States; Francisco Coronado explored the area that is now Mexico and the southwestern United States.

II. Hernán de Soto's Early Years (3 min.)

Hernán de Soto gained a reputation as a skilled horseman, fighter, and military strategist. Learn about his early explorations in Nicaragua, Honduras, and South America.

Pre-viewing question

Q: Numerous Europeans volunteered to serve their leaders by exploring unknown lands. What type of individuals do you think they were, and what do you think they hoped to gain by traveling to dangerous places far from home?

A: Answers will vary.

Post-viewing question

Q: Which Native American empire did Hernán de Soto help to defeat in Peru?

A: The Inca.

III. De Soto's Expedition to the Southeast, 1539–1543 (3 min.)

Hernán de Soto and his troops struggled across more than a thousand miles of difficult terrain in the American southeast. Determine whether or not they achieved their expedition's goals.

Pre-viewing question

Q: What types of domestic animals and livestock do you think Europeans needed to establish new colonies in the New World?

A: Answers will vary.

Post-viewing question

Q: How did Hernán de Soto and his conquistadors treat the Native American people they encountered on their expeditions?



A: They treated some with honor, even naming one of their encampments after the leader of a local tribe. But they treated others with brutality, burning their villages and desecrating their sacred places.

IV. Coronado's Expedition to the Southwest, 1540–1542 (8 min.)

Motivated by rumors that seven cities of gold existed north of Mexico, Francisco Coronado explored the American West. Follow his path and see if he found what he expected.

Pre-viewing question

Q: What natural hazards do you think very early European expeditions would have encountered in southwestern and Midwestern North America?

A: Answers will vary.

Post-viewing question

Q: What inspired Coronado to lead his expedition into what is now the southwestern United States?

A: He was inspired by Spanish conquests of the gold-rich Aztec and Inca empires and the rumor that, by venturing north of Mexico, he could find seven cities of gold.

V. The Impact of the Coronado and de Soto Expeditions (2 min.)

The expeditions of Hernán de Soto and Francisco Coronado changed the course of history. Analyze the consequences that rippled through the New World, Spain, and other nations.

Pre-viewing question

Q: Do you think European expeditions to the New World changed the course of history? How?

A: Answers will vary.

Post-viewing question

Q: What specific consequences did the expeditions of de Soto and Coronado have on Europe and the New World?

A: Their expeditions expanded European knowledge of the geography, wildlife, and native cultures of North America, which made it easier for explorers who came after them; the wild pigs and horses that live in what is now the United States came from animals that escaped from these expeditions; horses changed the way Native American tribes lived; Spain claimed and colonized enormous American territories before other nations, greatly expanding their wealth and changing the balance of power in Europe; many Native Americans lost their land and many died from the contagious diseases they contracted from Europeans.