

# WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *Spanish Explorers and Conquistadors*, one of several books in our American History series. Since this curriculum was designed by teachers, we are positive that you will find it to be the most comprehensive program you have ever utilized to teach students about some of our earliest explorers. We would like to take a few moments to familiarize you with the program.

## THE FORMAT

*Spanish Explorers and Conquistadors* is a twelve lesson program. Our goal is a curriculum that you can use the very first day you purchase our materials. No lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Each of the twelve lessons requires students to complete vocabulary cards, read about one of the Spanish explorers or conquistadors, and complete a comprehension activity that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes, mapping activities that teach cardinal directions and latitude/longitude, grid math, thought provoking discussion questions, research projects utilizing primary and secondary sources, graphic organizers for story writing and journaling, time lines, and following directions are the types of activities that will guide students through their journey of *Spanish Explorers and Conquistadors*.

## THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *Spanish Explorers and Conquistadors*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so that you will immediately know what you need to photocopy before beginning each lesson. The answers to all activities, quizzes, and comprehension questions are located on pages 104-110.

**NOTE:** Students will complete a culminating activity at the end of the unit. We suggest that students keep the information from each lesson in a notebook or folder.

## THE VOCABULARY

Each lesson features words in bold type. We have included a Glossary on pages 98-103 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words four times throughout their study of *Spanish Explorers and Conquistadors*.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.



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# LESSONS *at a* GLANCE



## 1. Before reading Christopher Columbus, students will:

- complete Vocabulary Cards for *accused, appointed, Asia, Caribbean Sea, coast, conquered, continent, convinced, estimated, European, geography, governor, harsh, Hispaniola, historians, ignored, inhabitants, islands, journal, kidnapped, mainland, merchant, native, navigation, New World, North America, Portugal, resources, seaport, strait, stranded, tavern, torture, voyage, West Indies, witnesses.* (pg. 1)

After reading Christopher Columbus (pps. 2-7), students will:

- answer Christopher Columbus Comprehension Questions. (pg. 8)
- plot islands, water resource, and important landforms on a map. (pps. 9-10)
- take a Vocabulary Quiz for Spanish Explorers and Conquistadors Part I. (pps. 11-12)

## 2. Before reading Amerigo Vespucci, students will:

- complete Vocabulary Cards for *autobiography, biographies, expeditions, malaria, preserved, scholar.* (pg. 1)

After reading Amerigo Vespucci (pps. 13-14), students will:

- answer Amerigo Vespucci Comprehension Questions. (pg. 15)
- differentiate between primary and secondary sources. (pg. 16)

## 3. Before reading Vasco Nuñez de Balboa, students will:

- complete Vocabulary Cards for *abandoned, befriended, beheaded, colony, conquistador, debt, defeated, denied, dominions, fertile, hostile, Isthmus of Panama, loyally, nobleman, raided, respect, treason, worshipped.* (pg. 1)

After reading Vasco Nuñez de Balboa (pps. 17-20), students will:

- answer Vasco Nuñez de Balboa Comprehension Questions. (pg. 21)
- use number and letter pairs to complete Conquistador Grid Math. (pps. 22-24)



# LESSONS *at a* GLANCE



4. Before reading Juan Ponce de León, students will:

- complete Vocabulary Cards for *external, founded, legend, Muslims, province*. (pg. 1)

After reading Juan Ponce de León (pps. 25-26), students will:

- answer Juan Ponce de León Comprehension Questions. (pg. 27)
- take a Vocabulary Quiz for Spanish Explorers and Conquistadors Part II. (pps. 28-29)

5. Before reading Ferdinand Magellan, students will:

- complete Vocabulary Cards for *bays, channel, citizen, cloves, military, Philippines, porcelain, scurvy, Spice Islands*. (pg. 1)

After reading Ferdinand Magellan (pps. 30-32), students will:

- answer Ferdinand Magellan Comprehension Questions. (pg. 33)
- follow written directions to create a three dimensional miniature globe. (pps. 34-39)

6. Before reading Hernando Cortés, students will:

- complete Vocabulary Cards for *agriculture, Barbary Coast, blockade, canals, capital, ceremonies, Christianity, customs, emperor, empire, exiled, expanding, fertilized, import, irrigate, New Spain, officials, pleurisy, ransom, recruit, sacrificed, sculptures, shallow*. (pg. 1)

After reading Hernando Cortés (pps. 40-42), students will:

- answer Hernando Cortés Comprehension Questions. (pg. 43)
- use a graphic organizer to write a Spanish Conquistador Story. (pps. 44-46)
- take a Vocabulary Quiz for Spanish Explorers and Conquistadors Part III. (pps. 47-48)



# LESSONS *at a* GLANCE



7. Before reading Francisco Pizarro, students will:

- complete Vocabulary Cards for *anchor, archaeologists, architects, artisans, captives, cathedral, conflicts, culture, currents, equator, fleet, harvest, invaded, textiles*. (pg. 1)

After reading Francisco Pizarro (pps. 49-53), students will:

- answer Francisco Pizarro Comprehension Questions. (pg. 54)
- complete Journal Writing activity about the Inca Empire. (pg. 55)

8. Before reading Cabeza de Vaca, students will:

- complete Vocabulary Cards for *adobe, barrier island, companions, dunes, emeralds, endangered, erosion, flint, foreigners, formations, fossils, Hispanic, innocent, maize, mesas, mission, missionary, monument, mourn, petroglyph, plains, provisions, quarries, species, tourist, turquoise*. (pg. 1)

After reading Cabeza de Vaca (pps. 56-58), students will:

- answer Cabeza de Vaca Comprehension Questions. (pg. 59)
- use cardinal and intermediate directions to plot points of interest on a map. (pps. 60-64)
- take a Vocabulary Quiz for Spanish Explorers and Conquistadors Part IV. (pps. 65-66)

9. Before reading Hernando de Soto, students will:

- complete Vocabulary Cards for *ambushed, brutality, engineers, Great Lakes, livestock, panhandle, Yucatán Peninsula*. (pg. 1)

After reading Hernando de Soto (pps. 67-70), students will:

- answer Hernando de Soto Comprehension Questions. (pg. 71)
- create a time line for Hernando de Soto in Time Travel Part I. (pg. 72)
- create a time line for someone else in Time Travel Part II. (pg. 73)





# LESSONS *at a* GLANCE



**10.** Before reading Francisco de Coronado, students will:

- complete Vocabulary Cards for *artifacts, exhibits, habitats, hoax, investigate, observatory, pioneers, pueblo, rebellion, treasurer*. (pg. 1)

After reading Francisco de Coronado (pps. 74-75), students will:

- answer Francisco de Coronado Comprehension Questions. (pg. 76)
- use latitude and longitude to plot points of interest on a map. (pps. 77-82)

**11.** Before reading Juan Cabrillo, students will:

- complete Vocabulary Cards for *crossbows, exported, gangrene, harbor, legacy*. (pg. 1)

After reading Juan Rodríguez Cabrillo (pps. 83-84), students will:

- answer Juan Cabrillo Comprehension Questions. (pg. 85)
  - use primary and secondary sources to create the game Find the Fib. (pps. 86-90)
- Note: You will need to make four copies of page 87 for each student. We've also supplied you with five miniature pictures of each Spanish explorer and conquistador so you can make copies for the students' Find the Fib cards.**

**12.** Before reading the Future of New Spain, students will:

- complete Vocabulary Cards for *allies, blacksmithing, construction, defend, drought, extended, independence, New France, revolted, tanning*. (pg. 1)

After reading the Future of New Spain (pps. 91-93), students will:

- answer the Future of New Spain Comprehension Questions. (pg. 94)
- complete discussion questions for Spanish Missions. (pg. 95)
- take a Vocabulary Quiz for Spanish Explorers and Conquistadors Part V. (pps. 96-97)

