

EXPLORATION ROUTES AND TRAILS— SPANISH 1512-1835

SOCIAL STUDIES, GRADES 4, 5, 6,

Charts: Exploration Routes and Trails—Spanish 1512-1615
Exploration Routes and Trails—Spanish 1607-1675 (color)
Exploration Routes and Trails—Spanish 1675-1800 (color)
Exploration Routes and Trails—Spanish 1800-1820 (color)
Exploration Routes and Trails—Spanish 1820-1835 (color)

Level 4 Standards: 6040-01; 02; 03; 04

Level 5 Standards: 6050-01; 02; 03; 04

Level 6 Standards: 6060-01; 02; 03; 05

OBJECTIVE: The students will be introduced to the exploration by early explorers of the United States. The students will see the influence of early explorers.

ESSENTIAL QUESTION 1: What was the motivating factor for explorers from the early 1500s to the 1800s?

ASSESSMENT EVIDENCE

Who were the most famous explorers of the West, and what did they do?

What happens when two different groups of people meet for the first time? Does one culture become absorbed by the other, or is there fusion of the two cultures? Does one emerge dominant?

After early exploration of the West, were the Indian tribes as free to move about their country as before? If not, why?

Students could research and present events that occurred after the two groups met and either write or give an oral presentation to the class.

LEARNING STRATEGIES

Begin the presentation by introducing the maps, explaining the legends on each map with colored routes and names of the early explorers.

Begin with May 1607-1676. Discuss the country that sent each explorer and what the explorers expected to accomplish.

- Discuss the cultural contributions the early explorers left and what cultural contributions the early Indians gave to the explorers to take back to their homes, i.e., foods, medicines, clothing.
- Discuss the early Indian tribes in the East who experienced first contact with explorers from France and England—the Delaware, Iroquois, Narragansett, Wampanoag, and Penobscot. Are these familiar names?
- Research the events surrounding first contact between explorers and Indian tribes.

In the western part of the United States, discuss the mission of the Spanish explorers—to discover gold and convert the Indians to Christianity.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-8

Charts: Exploration Routes and Trails—Spanish 1512-1675
 Exploration Routes and Trails—Spanish 1607-1675 (color)
 Exploration Routes and Trails—Spanish 1675-1800 (color)
 Exploration Routes and Trails—Spanish 1800-1820 (color)
 Exploration Routes and Trails—Spanish 1820-1835 (color)

Level 7-8 Standards: 5100-01; 02; 03

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

OBJECTIVES: The students will evaluate the exploration period of the United States, focusing on early explorers and early Indian tribes of the United States. The students will become aware of the influences of both the Indians and explorers.

ESSENTIAL QUESTION 1: Why did the early explorers seek to enslave, exterminate or subdue the American Indian tribes who helped them?

ASSESSMENT EVIDENCE

What influence did the Spanish explorers have on the development of the government of the United States?

What influence did the early Indian tribes have on the development of the United States government? Were Indians responsible for the survival of any explorers? Discuss the tribes in the eastern part of the United States that had the most contact with early explorers.

What group of explorers came north into the upper Midwest of the United States? What influence did they leave?

Early French explorers intermarried into many Indian tribes; why did the Spanish and English not intermarry very much?

The students will be able to list four countries that explored the United States in the period of 1600-1835 and the legacy they left behind.

The students will be able to list contributions made by the early explorers to the United States and whether they are still used today.

The students will be able to list contributions made by the Indians to the explorers, and how their influence is felt today in the United States.

The students will be able to list dates and names of important explorations and areas explored. The students will be able to list five cities with names resulting from the influence of the first explorers on the United States.

LEARNING STRATEGIES

The students will study the routes and trails taken by the explorers from England, tribes encountered, and the influences left by the early explorers on the Indian tribes.

The students will, in small groups, study the Indian tribes who benefited from early explorer contact, and make a class presentation on those benefits.

The students will learn of important explorers and the dates they made their explorations by viewing the charts and discussing them in groups.

The students will evaluate the attitude of the Indian tribes after first contact with the explorers. Were the Indian tribes helpful in the beginning? How?

The students will look at the effect the early explorers had on the lifestyle of the southwestern Indians and California Indians.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 10-12

Charts: Exploration Routes and Trails—Spanish 1512-1675
Exploration Routes and Trails—Spanish 1607-1675 (color)

Exploration Routes and Trails—Spanish 1675-1800 (color)
Exploration Routes and Trails—Spanish 1800-1820 (color)
Exploration Routes and Trails—Spanish 1820-1835 (color)

Level 9-12 Standards: 6200-01; 02; 03; 04; 05

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02

Ancient World Civilizations

Level 9-12 Standards: 6250-01; 02

United States Studies

OBJECTIVE: The students will become aware of countries that explored the early United States and the effects of their influence on the environment of this country.

ESSENTIAL QUESTION 1: Why did the early explorers feel that the country was theirs to explore for their countries, and put their claim on the land?

ASSESSMENT EVIDENCE

Students can write a report on the skills the explorers learned from their contact with the Indian tribes and the skills the Indians gained from their contact with the culture of the explorers.

What environmental changes occurred because of the exploration (e.g., in food supplies, movement of tribes, politics, etc.)?

Students could make small group presentations on western, eastern, northern and southwestern explorations. Discuss the political, economic, and environmental changes. The students will be able to form an opinion based on class presentations and research on which country had the most influence on the developing government of the United States.

LEARNING STRATEGIES

Begin presentations by discussing countries that were prominent in the exploration of the United States. Discuss the routes that France, Russia, and Spain took in exploring this Country, asking the following questions:

- What was each country's purpose in exploring this country?
- Which country had the most influence on the development of this country?
- Which Indian tribe in the east was the first tribe to make contact with the explorers, and what were results of that contact?

Viewing the charts and maps, identify the cultural contributions that have been made by the explorers and Indian tribes of each particular area.

Discuss the needs of the explorers and how the Indians contributed to the survival of the explorers.

What role, if any, did the early explorers play in the decline of population of the Indian tribes?

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