

5th Grade - Nebraska in the United States – Lesson 4

Grade 5	<p>Theme: We Are Nebraska In The United States</p> <p>Lesson Title: Spanish Exploration into Nebraska</p> <p>Literacy Strategies: Quick Write, Note-Making Organizer, Nonlinguistic Representation, Summary Write</p>
Objectives / Learning Targets	<ol style="list-style-type: none"> 1. I can recall information about the Spanish and French exploration by listing information that I know in a quick write. 2. I can discover the Spanish exploration in Nebraska by citing information of the Spanish exploration in an interactive notebook page. 3. I can examine the hide paintings by summarizing the information and constructing a drawing of a hide painting. 4. I can summarize what I learned about the Spanish exploration in Nebraska by constructing a text message about the lesson.
Background Information	<p>In the mid 1500s, Francisco Vasquez Coronado was sent in search of the “city of gold”. Some believed he did venture into Nebraska. However, he did meet with some Native Americans of Nebraska when he did venture into Kansas. He didn’t find gold but was interested in what the Native Americans had to offer. Nevertheless, the Spanish claimed the land in the Central Plains (including Nebraska) as part of Spanish territory. However, the French explorers also claimed the same land as their territory.</p> <p>In the early 1700s, Spain was concerned with protecting their rights and to what they saw as wealth, the trade system with the Native Americans on the Plains.</p> <p>In 1719, a war broke out between France and Spain, and the Spanish government in New Mexico decided they had to counter French explorations into Nebraska.</p> <p>1720, Spanish government sent Pedro de Villasur to find out what the French were doing. He was attacked and killed by the Pawnee, other Oto Allies and possibly French fur traders on August 14, 1720. The victory for the Native Americans gave them prestige and items from the Spanish. The French felt they gained power and the territory. This created an opportunity for the French to explore even further south into the New Mexico area in hopes of gaining some of the wealth. The Spanish feared there would be more attacks. Some would note this battle kept the Spanish from moving eastward and moved them out of the Plains.</p> <p>There is a remarkable record of Villasur’s defeat in 1720 still in existence. An unknown artist recorded the battle scene on three large buffalo hides based on descriptions provided by the survivors of the defeat. The paintings can be found at the New Mexico History Museum in Santa Fe. In addition, replicas can be found at the Nebraska State Historical Society Museum.</p> <p>In addition, artifacts from the Spanish were dug up in 1998 at Eagle Ridge (Papillion, NE). Archeologist and historians believe these artifacts were evidence of the visit of the Spanish in 1700s. The archeologist uncovered fragments of olive jars (Spanish) from the 1700s era. The olive jar sherds from the Eagle Ridge site are the easternmost evidence of Spanish intrusion onto the Great Plains.</p> <p>The fragments are thought to be remnants of booty looted from the victims after Villasur’s defeat. Archaeologists found them while excavating more than 40 underground storage pits with a host of other artifacts, like native ceramics and projectile points, that suggest Eagle Ridge was inhabited by the Oto, or perhaps the neighboring Ioway.</p>
Materials & Resources	<p>Computers</p> <p>Interactive Notebooks</p> <p>Websites:</p> <p>Reading Sources for Villasur expedition in Nebraska</p> <p>http://nebraskastudies.org/0300/frameset_reset.html?http://nebraskastudies.org/0300/stories/0301_0113.html</p>

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	<p>Map of Nebraska http://geology.com/state-map/nebraska.shtml Segesser Hide Paintings Information http://www.nmhistorymuseum.org/calendar.php?&id=37 Interactive hides http://www.nmhistorymuseum.org/hides/</p>
<p>Content Standards/ Indicators</p>	<p>Social Studies: SS 5.2.3.a – (Economics) Students will be able to identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting) SS 5.2.12.a (Economics) Students will be able to investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber) SS 5.4.2.a –(History) Students will be able to demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups by era SS 5.4.2.c – (History) Students will be able to describe the appropriate uses of primary and secondary sources ELA: LA 5.1.6.d Students will be able to summarize and analyze a literary text and /or media, using key details to explain the theme LA 5.2.2.b Students will provide evidence from literary or informational text to support analysis, reflection, and research</p>
<p>Procedures & Routines</p> <p>Gradual Release of Instruction</p>	<p>Anticipatory Set:</p> <ol style="list-style-type: none"> 1. Teacher will ask the following questions: What do you know about the Spanish explorers and colonization in the New World? What do you know about the French explorers and colonization in the New World? How are they similar and or different? 2. Students will work with their social studies team using Simultaneous Round Table to write their responses at the same time until the teacher calls a stop. 3. Teacher will have the groups share their responses in Round Robin. <p>Modeled:</p> <ol style="list-style-type: none"> 4. Teacher will model how the Spanish exploration continued into Nebraska in 1720 by Pedro de Villasur by having students complete interactive notebook as the teacher reads through the website- http://nebraskastudies.org/0300/frameset_reset.html?http://nebraskastudies.org/0300/stories/0301_0113.html (See Interactive Notebook page in Lesson Resources) 5. Teacher can explain how archeologist found evidence that the Spanish influence in Nebraska by uncovering artifacts in Eagle Ridge (Papillion, NE in 1998) http://westerndigs.org/first-evidence-found-of-storied-battle-that-stopped-spains-eastward-expansion/ or http://www.archeolog-home.com/pages/content/eagle-ridge-usa-1.html or http://nebraskahistory.org/archo/eagle.htm or http://www.nebraskastudies.org/0300/frameset_reset.html?http://www.nebraskastudies.org/0300/stories/0301_0106_2.html 6. Teacher will explain how the history of the events was recorded on hide paintings. Teacher will hand out computers to each student or student groups or project the website:

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<http://www.nmhistorymuseum.org/calendar.php?&id=37>

Use the interactive display of hides <http://www.nmhistorymuseum.org/hides/>

(See Segesser Interactive Hide Painting in Lesson Resources)

Shared:

7. Teacher will check student's understanding of the notes about the Spanish exploration by having student's share their responses in interactive notebook with face partner – RallyRobin (Kagan Structure) – (See Interactive Notebook page in Lesson Resources)
8. Teacher will hand each student a post-it note. Students will write down 3 things they see on the hide paintings and place on post-it note (See hide painting on website: <http://www.nmhistorymuseum.org/hides/>). Teacher will have students place post-it note on a "What Stuck With You" poster. (This can be determined by teacher what to use- see an example Segesser Interactive Hide Painting in Lesson Resources)

Guided:

9. Teacher will guide students' understanding of notes by sharing more information for students to complete the interactive notebook in small-guided groups. (See Interactive Notebook page in Lesson Resources)
10. Teacher will guide students through interactive website by pointing out things from the drawing and clicking on the "+" in small guided groups. (See Segesser Interactive Hide Painting in Lesson Resources)

Independent:

11. Students will complete the summary of the interactive notebook page. (See Interactive Notebook Page in Lesson Resources)
12. Students will complete the questions from the interactive hide painting website. (See Segesser Interactive Hide Painting in Lesson Resources)

Summary

1. Students will complete a text message summary of today's lesson. (See Summary Text Message Me in Lesson Resources)

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Differentiated Lesson Ideas:

Extra Support Lessons:

1. Teacher will supply notes/answers to questions from interactive notebook page. Students will still be responsible to do the processing stage of the interactive notebook page.

Higher Level Lessons:

1. Teacher will have students create a journal as if they were Spanish explorer (Villasur) – students would describe their adventure into Nebraska. Observe landscape ((NM, CO, KS, NE: high desert, foothills, high plains, grasslands), landforms, plants, animals.

Extension Activity:

Think Like an Archeologist:

Extra support or On Grade-Level students can complete activity:

1. Think like an archeologist.

<http://www.history.org/kids/games/dirtDetective.cfm>

On Grade Level or higher-level students can complete activity:

2. Who is an Archeologist:

<https://www.nps.gov/history/archeology/public/kids/index.htm>

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LESSON RESOURCES

Interactive Notebook Page 1 – Spanish Exploration
TEACHER PAGE

Use the Website:

http://nebraskastudies.org/0300/frameset_reset.html?http://nebraskastudies.org/0300/stories/0301_0113.html

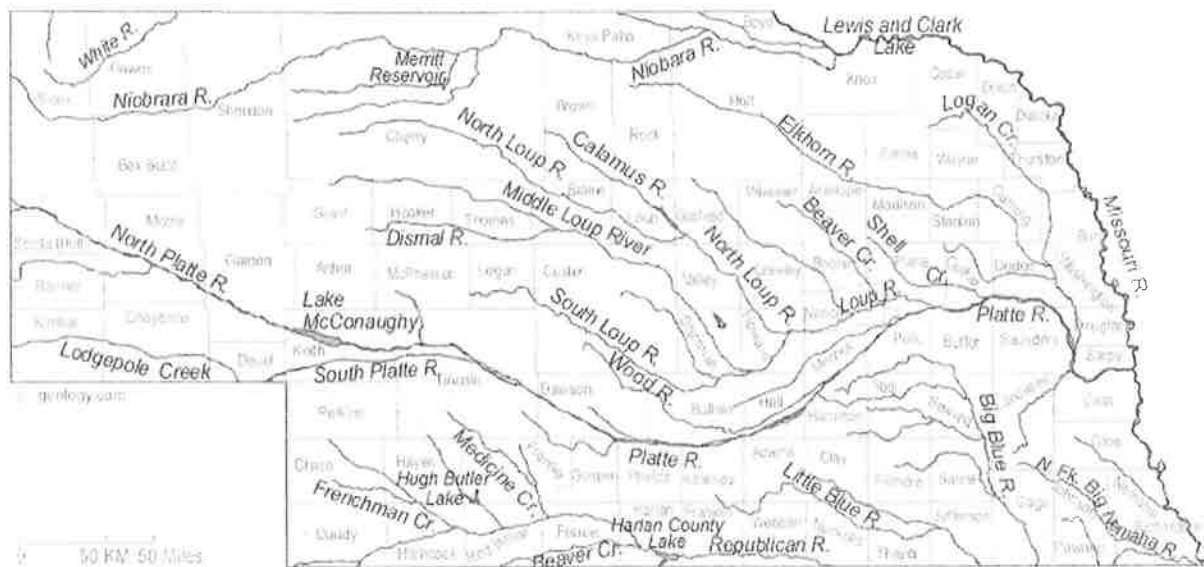
Villasur Sent To Nebraska – The Battle

<i>NOTES</i>	<i>PROCESSING</i>
<p><i>Why was Villasur sent to Nebraska?</i></p> <p>-Spanish believed the territory of Nebraska was their territory -They wanted to trade with Native Americans -Worried about French trading in Nebraska</p>	<p><i>Draw an image to represent Villasur’s journey to Nebraska.</i></p>
<p><i>Who did Villasur have to help him during this journey?</i></p> <p>-40 soldiers (Spanish) -60 to 70 Apache Native Americans</p>	<p><i>Why were the Apache’s willing to help the Spanish? What does this tell you about the Native Americans in Nebraska?</i></p>
<p><i>Where did Villasur set camp?</i></p> <p>At the point where Platte and Loup River meet.</p>	

Find the location of Villasur’s camp and place a “X”.

Map provided by: <http://geology.com/state-map/nebraska.shtml>

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LESSON RESOURCES

Interactive Notebook Page 2 – Spanish Exploration

TEACHER PAGE

NOTES	PROCESSING
<p style="text-align: center;"><i>What happened to the Spanish on August 14, 1720?</i></p> <p style="text-align: center;">-Native Americans (probably French traders as well) attacked the Spanish -Villasur and 35 other Spanish were killed</p>	<p style="text-align: center;"><i>Why do you think the Native Americans attacked the Spanish? Do you think the French helped? (Explain)</i></p>

Summary:

(How did this affect the Spanish, French and the Native Americans?)

Answers will vary:

The defeat of the Spanish affected each group greatly. The Spanish and Apache lost some important people during the battle. In addition, the battle made them worry about other invasions. The French felt victorious and it made them feel more powerful. French continued to the southwest in hope of conquering more land and fur trading. The Native American Pawnee felt victorious as well. They took away Spanish swords, guns, Villasur's diary and clothing from the battle.

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LESSON RESOURCES

Interactive Notebook Page 1 – Spanish Exploration

Student Name: _____

Use the Website:

http://nebraskastudies.org/0300/frameset_reset.html?http://nebraskastudies.org/0300/stories/0301_0113.html

Villasur Sent To Nebraska – The Battle

NOTES	PROCESSING
Why was Villasur sent to Nebraska?	Draw an image to represent Villasur journey to Nebraska.
Who did Villasur have to help him during this journey?	Why were the Apache's willing to help the Spanish? What does this tell you about the Native Americans in Nebraska?
Where did Villasur set camp?	

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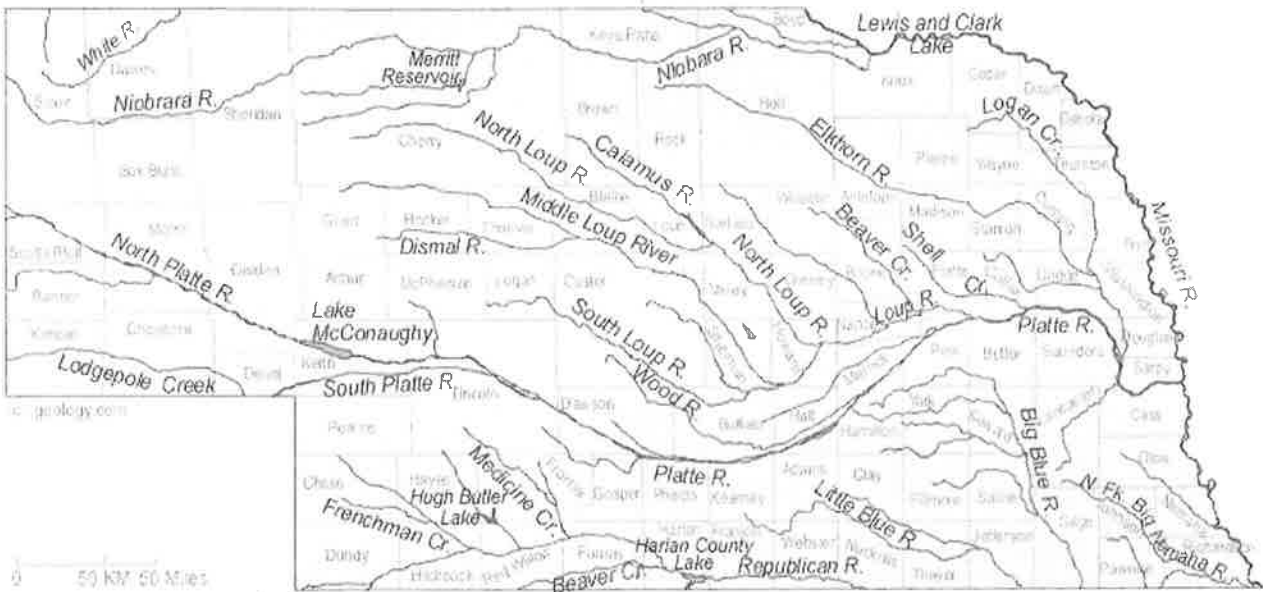
LESSON RESOURCES

Interactive Notebook Page 2 – Spanish Exploration

Student Name: _____

Find the location of Villasur's camp and place a "X".

Map provided by: <http://geology.com/state-map/nebraska.shtml>



<p>What happened to the Spanish on August 14, 1720?</p>	<p>Why do you think the Native Americans attacked the Spanish? Do you think the French helped? (Explain)</p>
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Summary:
(How did this affect the Spanish, French and the Native Americans?)

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LESSON RESOURCES

SEGESSER HIDE PAINTING INTERACTIVE WEBSITE

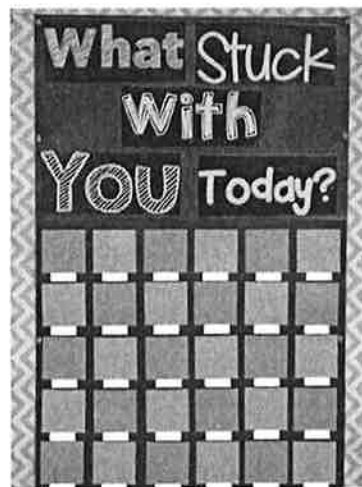
HISTORY:

There is record of Villasur's defeat in 1720. An unknown artist recorded the battle scene on large buffalo hides. The original painting still existed and was hung in a family estate of Swiss nobleman Baron Dr. Andre von Segesser for over 200 years. (Also known as the oldest painting of Nebraska scene)

A replica of this painting can be found in the Nebraska State Historical Society Museum. The originals can be found at the Governor's Palace – New Mexico History Museum in Santa Fe.

The interactive website of the hides is found : <http://www.nmhistorymuseum.org/hides/>

Shared Instruction - Example of "What Stuck With You" poster to be used with post-it notes.



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LESSON RESOURCES

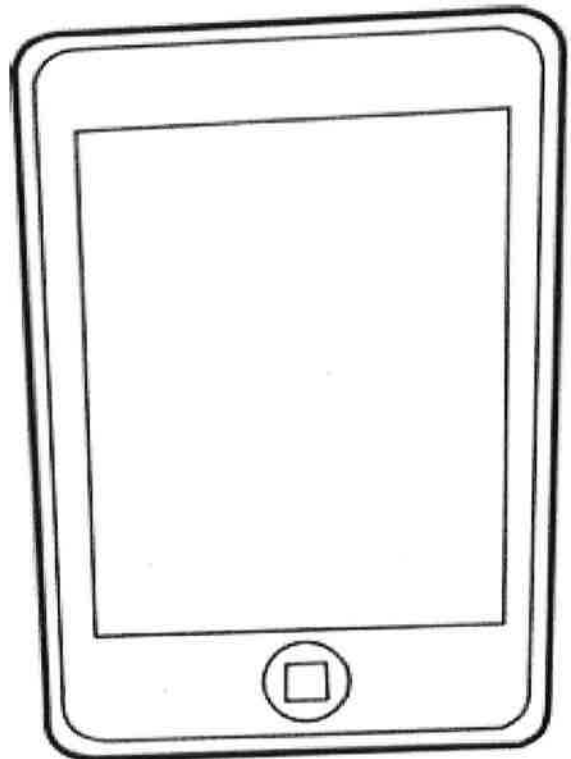
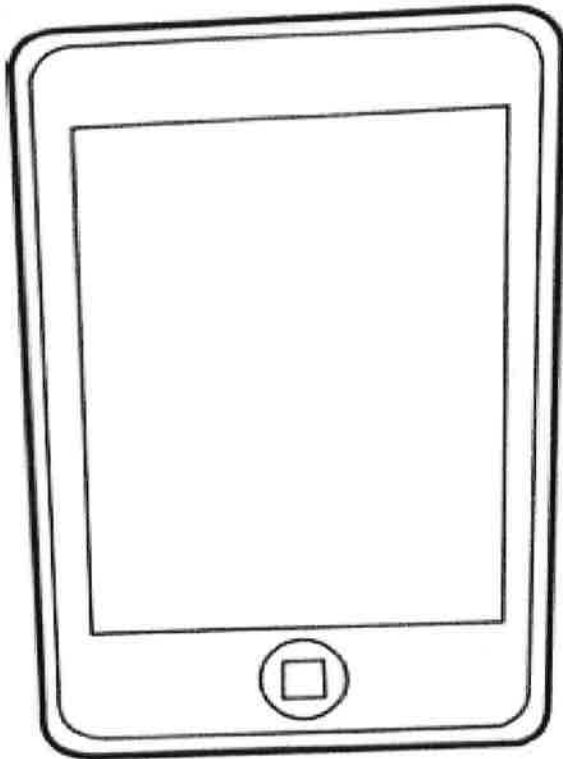
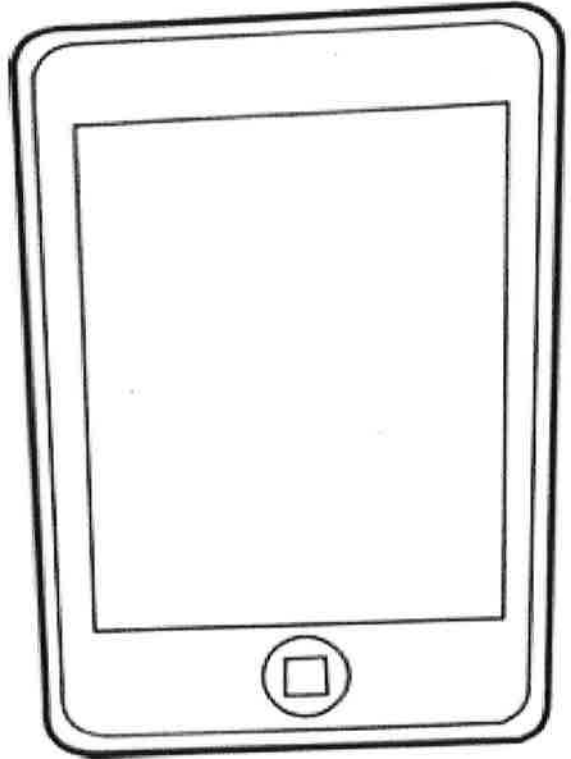
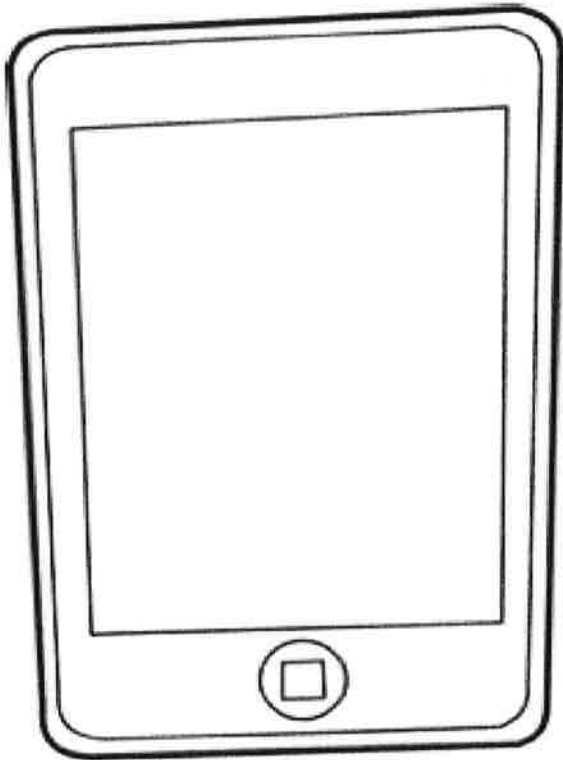
Interactive Notes for website: <http://www.nmhistorymuseum.org/hides/>

Click on (+) and write down what you learned:	What question do you have?
What can you conclude from these paintings?	
Draw the scene as if you were the painter during Villusur's expedition in Nebraska.	

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LESSON RESOURCES

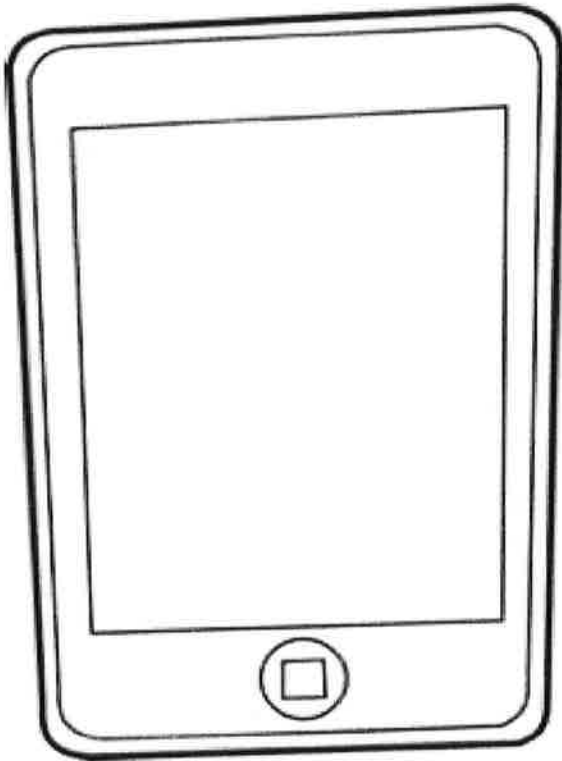
SUMMARY – TEXT MESSAGE ME TEMPLATE



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LESSON RESOURCES

EXAMPLE: SUMMARY TEXT MESSAGE ME



GT2U – GOING TO TELL YOU

BTW – BY THE WAY

Teacher:
What did you learn today?

STUDENT:
G2TU the Spanish explored NE \ BTW they lost
Attacked 4 sure by the Pawnee and the French