

Coronado and the Seven Cities of Cíbola

Coronado Historic Site



Essential Question

Who were the first European explorers of New Mexico and what were their motivations? What did they discover and what were the consequences of their actions?

This lesson will introduce students to the Coronado Expedition of 1540-1542, the first large-scale expedition to explore the terrain and peoples of what is today New Mexico.

Objectives

After completing this lesson, students will be able to:

1. Describe the motivations of the Coronado Expedition.
2. Trace the Coronado Expedition's geographical and chronological route.
3. Explain how and why the conflicts between the Expedition and native peoples arose.

Background

The 16th-century Spanish explorer Francisco Vázquez de Coronado (c. 1510-1554) was serving as governor of an important province in New Spain (Mexico) when he heard reports of the so-called Seven Golden Cities located to the north. In 1540, Coronado led a major Spanish expedition up Mexico's western coast and into the region that is now the southwestern United States. Though the explorers found none of the storied treasure, they did discover the Grand Canyon and other major physical landmarks of the region, and clashed

violently with local Indians. With his expedition labeled a failure by Spanish colonial authorities, Coronado returned to Mexico, where he died in 1554.

Activities

K-4 Timeline Construction and Crossword Puzzle

5-8 Conflict & Population Decline and Primary vs. Secondary Sources Activities

9-12 Brainbox Activity and Coronado Expedition Analysis

New Mexico Content Standards

<http://webnew.ped.state.nm.us/bureaus/instructional-materials/new-mexico-content-standards/>

K-4th Grade Standards

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

K-4 Benchmark I-A. New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.

K-4 Performance Standards

(2nd Grade) 1. Describe how historical people, groups, and events have influenced the local community.

(4th Grade) 1. Identify important issues, events, and individuals from New Mexico pre-history to the present.

K-4 Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.

K-4 Performance Standards

(4th Grade) 1. Describe local events and their connections and relationships to national history.

K-4 Benchmark I-D—Skills: Understand time passage and chronology.

K-4 Performance Standards

(1st Grade) 1. Demonstrate the use of timelines in order to show events in relation to one another.

(2nd Grade) 1. Correctly sequence historical events.

5th-8th Grade Standards

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark 1-A. New Mexico: explore and explain how people and events have influenced the development of New Mexico up to the present day.

5-8 Performance Standards

(5th Grade) 2. Explain the reasons for European exploration of the Americas.

5-8 Benchmark 1-B. United States: Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history.

5-8 Performance Standards

(5th Grade) 1. Explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson).

(5th Grade) 2. Describe and explain the reasons for colonization, to include: religious freedom, desire for land, economic opportunity, a new way of life, including the roles and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore).

(5th Grade) 4. Identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances and conflicts (e.g., the first Thanksgiving, the pueblo revolt, French and Indian war).

5-8 Benchmark 1-C. World: Compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration.

5-8 Performance Standards

(5th Grade) 2. Identify, describe and explain the political, religious, economic and social conditions in Europe that led to the era of colonization.

5-8 Benchmark 1-D. Skills: Research historical events and people from a variety of perspectives.

5-8 Performance Standards

(5th Grade) 1. Differentiate between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information.

9th-12th Grade Standards

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

9-12 Benchmark 1-A. New Mexico: Analyze how people and events of New Mexico have influenced United States and world history since statehood.

9-12 Performance Standards

1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other
2. cultures.

9-12 Benchmark 1-C. World: Analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience.

9-12 Performance Standards

2. Analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations.

9-12 benchmark 1-D. Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts.

9-12 Performance Standards

5. Distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs or biases about the subject.
6. Interpret events and issues based upon the historical, economic, political, social and geographic context of the participants.

Additional Resources

https://www.pbs.org/weta/thewest/people/a_c/coronado.htm

<https://www.psi.edu/about/staff/hartmann/coronado/coronadosjourney2.html>

<https://www.nps.gov/coro/learn/historyculture/stories.htm>

https://eagle.rmps.net/UserFiles/Servers/Server_133377/File/NM7_Chapter_03.pdf