

# DO Nevada!

by Amy Headley  
and Victoria Smith



On behalf of Splash! Publications, we would like to welcome you to *Do Nevada!* Since the curriculum was designed by teachers, we are positive that you will find it to be the most useful program you have ever utilized to teach students about Nevada. We would like to take a few moments to familiarize you with the program.

## THE FORMAT

*Do Nevada!* is a two-book set consisting of a Teacher's Edition and a Teacher's Resource. The Teacher's Edition contains all of the student information pages. The Teacher's Resource includes all of the activities for the curriculum. Our goal is a curriculum that you can use the very first day you receive 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.

*Do Nevada!* is divided into four sections. The first section covers United States and Nevada Geography, followed by Nevada's Animals, Nevada's History, and Nevada's Government, People, and Economy. Each of the 22 lessons requires students to complete vocabulary cards, read about a Nevada topic, 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, graphing, puzzles, research, writing, time lines, and following directions are the types of the activities that will help students learn more about Nevada. Whether they're designing a travel brochure, constructing a Native American dwelling, graphing the egg laying habits of Nevada's birds, or writing about their adventures as a soldier in the Mexican War, your students will marvel at the rich heritage, beauty, and constant activity that Nevada has to offer them.

## THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for the entire curriculum. When you need to make copies of the student information pages, we have listed the page numbers and the initials T.E. for Teacher's Edition. Likewise, when you need to make copies of the activities, we have listed the page numbers and initials T.R. for Teacher's Resource. The answers to all activities, quizzes, and comprehension questions are located on pages 181-203 of the Teacher's Resource Book.

## NEVADA'S SOCIAL STUDIES STANDARDS

*Do Nevada!* was designed in alignment with Nevada's State Standards for Social Studies. These standards serve as a framework for Nevada's Social Studies curricula by providing student performance expectations in the areas of Geography, History, Civics, and Economics. On pages xi-xvi, you will find quick reference charts listing the Social Studies Standards and the lessons and activities that correlate with these standards.

## OTHER CONTENT AREAS

*Do Nevada!* integrates Social Studies content and other areas of the elementary curriculum. You will find that all of the lessons and activities in *Do Nevada!* focus not only on Social Studies content, but on Reading, Math, Language, Critical Thinking, Following Directions, Inference, and Art as well. Again, we have listed this information in the quick reference charts on pages xi-xvi.

## **THE LITERATURE STUDY**

In an effort to integrate Social Studies with the rest of the curriculum, we have included a complete Literature Study on pages 83-100 of your Teacher's Edition. The Literature Study focuses on Nevada, frontier life, westward expansion, territorial days, and Native Americans. The Literature Study begins with a Teacher letter outlining the features of this unit which includes an Annotated Bibliography, Discussion Cards for use in Discussion Groups, Comprehension and Vocabulary activities, Writing activities, Book Talks, and a Record Sheet.

## **THE VOCABULARY**

Many of the student information pages in the Teacher's Edition feature words in bold type. We have included a Glossary on pages 75-82 of your Teacher's Edition to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context at a fourth grade level. 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 during each of the four sections.

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.

## **THE COPYRIGHT**

First Edition, 2007

Text Copyright © 2007 by SPLASH! Publications, Glendale Arizona

Illustration Copyright © 2007 by SPLASH! Publications, Glendale Arizona

All rights reserved. No part of this publication may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system without permission in written form from the authors except for those pages in the Teacher's Edition and Teacher's Resource. Pages in the Teacher's Edition and Teacher's Resource books may be reproduced by the original purchaser only for use in the original purchaser's classroom and may not be sold or used for purposes other than those specifically permitted by the authors.

Illustrations and cover design by Victoria J. Smith

**ISBN 0-9768397-7-6**



# TABLE OF CONTENTS



## TEACHER'S EDITION

### LESSONS AT A GLANCE

GEOGRAPHY .....	iv
ANIMALS .....	vi
HISTORY .....	vii
GOVERNMENT AND ECONOMY.....	ix

### GEOGRAPHY

THE NORTHEAST REGION.....	1
THE MIDDLE WEST REGION.....	3
THE SOUTHEAST REGION .....	5
THE SOUTHWEST REGION.....	7
THE WEST REGION .....	9
NEVADA'S REGIONS .....	11
NEVADA'S RIVERS AND LAKES .....	13
NEVADA'S POINTS OF INTEREST .....	15

### ANIMALS

NEVADA'S MAMMALS.....	22
NEVADA'S BIRDS.....	26
NEVADA'S FISH AND REPTILES .....	30

### HISTORY

NEVADA'S FIRST PEOPLE.....	32
NEVADA'S EXPLORERS.....	36
AMERICANS IN NEVADA.....	40
THE MEXICAN WAR .....	44
TERRITORIAL DAYS.....	46
STATEHOOD.....	51

### GOVERNMENT AND ECONOMY

NEVADA'S GOVERNMENT .....	55
NEVADA'S PEOPLE .....	60
NEVADA'S ECONOMY .....	64
THE GREAT DEPRESSION .....	69
WORLD WAR II.....	72

GLOSSARY .....	75
----------------	----

LITERATURE STUDY .....	83
------------------------	----

BIBLIOGRAPHY .....	101
--------------------	-----



# TABLE OF CONTENTS



## TEACHER'S RESOURCE

VOCABULARY CARDS .....	1
------------------------	---

### GEOGRAPHY

NORTHEAST REGION COMPREHENSION .....	2
NORTHEAST REGION DISCUSSION .....	3
MAPPING: NEW ENGLAND STATES .....	4
BILL OF RIGHTS DISCUSSION.....	8
MAPPING: MIDDLE ATLANTIC STATES .....	10
MIDDLE WEST REGION COMPREHENSION .....	14
MIDDLE WEST REGION DISCUSSION .....	15
MAPPING: GREAT LAKES STATES .....	16
MAPPING: GREAT PLAINS STATES.....	19
GEOGRAPHY VOCABULARY QUIZ PART I.....	22
SOUTHEAST REGION COMPREHENSION.....	24
SOUTHEAST REGION DISCUSSION.....	25
MAPPING: SOUTHEAST REGION .....	26
SOUTHWEST REGION COMPREHENSION .....	30
SOUTHWEST REGION DISCUSSION .....	31
MAPPING: SOUTHWEST REGION.....	32
WEST REGION COMPREHENSION .....	36
WEST REGION DISCUSSION.....	37
MAPPING: MOUNTAIN STATES.....	38
MAPPING: PACIFIC STATES .....	42
IT'S ABOUT TIME .....	45
CONSIDER THE SOURCE .....	49
GEOGRAPHY VOCABULARY QUIZ PART II.....	50
NEVADA'S REGIONS COMPREHENSION .....	52
MAPPING: NEVADA'S REGIONS .....	54
NEVADA'S RIVERS AND LAKES COMPREHENSION .....	56
MAPPING: NEVADA'S RIVERS, LAKES, AND DAMS .....	58
GEOGRAPHY VOCABULARY QUIZ PART III.....	60
POINTS OF INTEREST COMPREHENSION.....	61
TRAVEL BROCHURE: POINTS OF INTEREST.....	63
CONSIDER THE SOURCE .....	65
GEOGRAPHY VOCABULARY QUIZ PART IV .....	66

### ANIMALS

MAMMALS COMPREHENSION.....	68
MAMMAL EXPERT'S JOURNAL.....	70
NEVADA'S BIRDS COMPREHENSION.....	79
MAPPING: NEVADA'S BIRDS .....	81
GRAPHING: NEVADA'S BIRDS .....	83
FISH AND REPTILES COMPREHENSION .....	86
CORAL SNAKES AND KINGSNAKES: DO YOU KNOW THE DIFFERENCE? .....	88
NEVADA'S ANIMALS VOCABULARY QUIZ.....	89



# TABLE OF CONTENTS



## TEACHER’S RESOURCE

### HISTORY

FIRST PEOPLE COMPREHENSION.....	91
HOW TO DRAW A BUFFALO.....	93
PUEBLO DWELLINGS.....	95
NEVADA’S EXPLORERS COMPREHENSION.....	99
EXPLORER TIME LINE.....	101
EXPLORER GRID MATH.....	102
CONSIDER THE SOURCE.....	105
HISTORY VOCABULARY QUIZ PART I.....	106
AMERICANS IN NEVADA COMPREHENSION QUESTIONS.....	108
MOUNTAIN MAN STORY.....	110
HOW TO DRAW A BEAVER.....	111
FAMOUS PEOPLE: JOHN BIDWELL.....	113
MEXICAN WAR COMPREHENSION QUESTIONS.....	115
MEXICAN WAR LETTER.....	117
TERRITORIAL DAYS COMPREHENSION.....	120
PIONEER JOURNAL.....	122
NEVADA STATEHOOD COMPREHENSION.....	128
FAMOUS PEOPLE: BIDDY MASON.....	130
STATEHOOD GRID MATH.....	132
CONSIDER THE SOURCE.....	135
HISTORY VOCABULARY QUIZ PART II.....	136

### GOVERNMENT AND ECONOMY

NEVADA’S GOVERNMENT COMPREHENSION.....	138
NEVADA’S CONSTITUTION DISCUSSION QUESTIONS.....	140
CITIZENSHIP DISCUSSION QUESTIONS.....	141
TELEGRAPH COMMUNICATION.....	142
NEVADA’S COUNTIES MAP.....	144
NEVADA’S PEOPLE COMPREHENSION.....	146
FIND THE FIB.....	148
GOVERNMENT AND PEOPLE VOCABULARY QUIZ.....	150
NEVADA’S ECONOMY COMPREHENSION.....	152
GOING THE DISTANCE SCALE ACTIVITY.....	154
NEVADA’S EARLY TOWNS MAPPING.....	160
THE GREAT DEPRESSION COMPREHENSION.....	165
FAMOUS PEOPLE: FRANKLIN D. ROOSEVELT.....	167
WORLD WAR II COMPREHENSION QUESTIONS.....	169
P-47 THUNDERBOLT PLANE MODEL.....	171
CONSIDER THE SOURCE.....	178
NEVADA ECONOMY VOCABULARY QUIZ.....	179

ANSWERS TO ACTIVITIES.....	181
----------------------------	-----

# LESSONS AT A GLANCE



Before reading Explorers in Nevada, students will:

- complete Vocabulary Cards for *allies, attaining, blockade, captive, conquered, defeating, emperor, empire, expand, expedition, fertilized, hoax, missionary, missions, province, ransom, recruit, sacrificed, sculptures, shallow.*

After reading Explorers in Nevada, students will:

- answer Nevada's Explorers Reading Comprehension Questions.
- answer Nevada's Explorers Language Comprehension Questions.
- differentiate between primary and secondary sources to complete Consider the Source.
- create a time line for Nevada's explorers in Time Travel Part I.
- create a personal time line in Time Travel Part II.
- use a grid system of number pairs to complete Explorer Grid Math.
- take a Vocabulary Quiz for Explorers in Nevada.

# VOCABULARY CARD



word: \_\_\_\_\_

definition: \_\_\_\_\_

\_\_\_\_\_



# VOCABULARY CARD



word: \_\_\_\_\_

definition: \_\_\_\_\_

\_\_\_\_\_



# VOCABULARY CARD



word: \_\_\_\_\_

definition: \_\_\_\_\_

\_\_\_\_\_





# EXPLORERS IN NEVADA



You have just finished reading about Nevada's early Native Americans. Until the 1700s, Native Americans were the only groups of people in Nevada. In fact, the only people living in all of North America were Native Americans. Beginning in the 1500s, things began to change for Native Americans in the West. They were visited by people they had never seen before. These strange visitors were interested in changing the Native Americans' way of life. Who were these people and what did they want? In order to understand, it is important to travel back to the 1500s, to the country of Mexico. Study the time line below to help you on your journey.

## THE AZTEC EMPIRE

In the 1500s, the Aztec people lived along the Gulf of Mexico, just south of Nevada's Native Americans. The Aztecs were fearless warriors who created a huge **empire** that included many cities and towns. They built this empire by **defeating** other groups of people.

The Aztecs took control of their enemy's land and made them pay yearly taxes. Warfare was considered a religious duty by the Aztecs. Prisoners taken during war were **sacrificed** to the gods.

The Aztecs created their own calendar, built large temples for religious ceremonies, and created huge **sculptures**.

## AZTEC FARMERS

The Aztecs were farmers who practiced slash-and-burn agriculture.

They chopped down trees and burned

a section of forest, then planted crops in the clearing. The ashes from the burned trees **fertilized** the soil. Aztec farmers also dug canals to irrigate their crops. They turned **shallow** lakes into farmland by scooping up mud from the lake bottoms to form islands. The seeds were planted in the islands. Wet mud was added regularly to water the crops.



## HERNANDO CORTÉS

In 1519, a Spanish soldier named Hernando Cortés was sent from Cuba to the Gulf of Mexico. Cortés was instructed by Cuba's rulers to explore the area known as Mexico, trade with the people found there, and bring slaves back to Cuba. He was given a few weapons, 16 horsemen, and 400 soldiers for his journey.

When his ship landed in Mexico, Hernando Cortés disobeyed the instructions of Cuba's rulers. He didn't plan to explore, trade, or take slaves back to Cuba. He decided instead to take control of Mexico and set up an empire for himself. Cortés was able to easily **recruit** Native Americans who had been defeated by the Aztecs and forced to pay taxes to them. It took three months and 300 miles for Cortés and his large army of volunteers to reach the capital of the Aztec Empire.



## DEFEATING THE AZTECS

Hernando Cortés was greeted warmly by the Aztec **emperor**. He was given expensive gifts and welcomed into the emperor's home. The emperor had no idea what Hernando Cortés had planned. Cortés immediately took the emperor prisoner and demanded that the Aztecs pay a **ransom** for the emperor's safe return. The Aztecs began collecting treasures to pay the ransom, but Cortés's plan fell apart after the emperor was struck in the head with a rock and died.

After the death of their emperor, the Aztecs attacked Cortés and his army. Cortés fought back and formed a **blockade** around the entire city. The Aztecs were unable to get food or water. Thousands of Aztecs starved to death or died from disease. After the defeat, Cortés and his army destroyed the Aztec buildings and built Mexico City right on top of the ruins.

Hernando Cortés became a wealthy man. More importantly, he helped **expand** the Spanish empire in America by taking control of Mexico. The Spanish named their empire New Spain. Soon, the power of New Spain would be felt by the Native Americans in Nevada and the rest of the West.

## CABEZA (CAH•VAY•THAH) DE VACA (THAY•VAH•KAH)

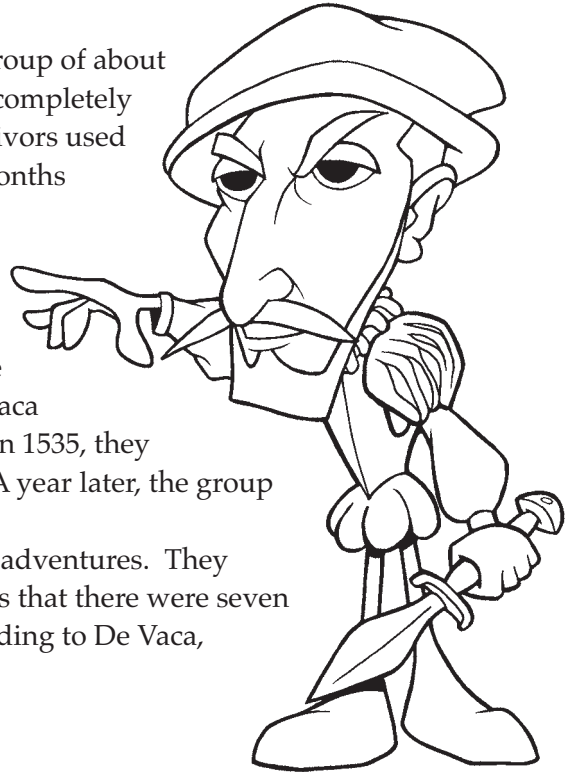
New Spain was interested in **attaining** more wealth. From the Spanish capital in Mexico City, treasure seekers were sent out in every direction. The rulers of New Spain were eager to hear stories of land that could be **conquered** and treasures that could be found.

Spanish explorer Cabeza de Vaca offered such a story.

In 1528, Spanish explorer Cabeza de Vaca and a group of about 300 men were exploring the Florida coast when a storm completely destroyed their ship. De Vaca and a small group of survivors used the wood from the wrecked ship to make rafts. A few months later, Cabeza de Vaca, an African slave, and two other Spaniards arrived half dead on the Texas coast near the present-day city of Galveston.

Native Americans in Texas took the four men **captive** and used them as slaves. After several years, the four men escaped. For the next eight years, Cabeza de Vaca and his men wandered through the Southwest on foot. In 1535, they traveled through the present-day state of New Mexico. A year later, the group reached Mexico City in New Spain.

De Vaca and his men told wild stories about their adventures. They convinced the Spanish rulers and other Spanish explorers that there were seven cities of gold located in present-day New Mexico. According to De Vaca, even the streets in this city were paved with gold.



CABEZA DE VACA

## FATHER MARCOS DE NIZA

In 1539, three years after hearing the stories of Cabeza de Vaca, Father Marcos de Niza led a group of Spanish explorers on a journey to find the famous Seven Cities of Gold. The group was guided by the African slave who had traveled with Cabeza de Vaca. The slave's name was Esteban. Esteban traveled ahead of the group and promised that if he found gold, he would send back a messenger carrying a wooden cross. If the cross was big, it meant that Esteban had discovered a large amount of gold.

Esteban was gone for a long period of time. Finally, a messenger returned to the group carrying a wooden cross that was six feet tall. Knowing that this meant a large amount of gold had been found, Marcos de Niza and his group of explorers rushed to catch up with Esteban. They soon discovered that the people who lived in the golden cities had killed him. Marcos de Niza planted the cross in the hill above the Seven Cities of Gold and claimed the area for Spain. He rushed back to Mexico City to tell of his discoveries.

### FAST FACTS



- During his years as a slave, Cabeza de Vaca tricked the Native Americans into believing that he was a medicine man who could heal the sick. He performed minor surgery and claimed to cure the sick with magic.
- After a few years, the Native Americans allowed Cabeza de Vaca to visit other tribes so he could perform his healing ceremonies. It was during one of these trips that de Vaca and his men escaped.

## FRANCISCO CORONADO

Francisco Coronado was born in Spain. By the age of 28, he was a governor in a **province** of New Spain. Governor Coronado listened anxiously to the stories Father Marcos de Niza told about the Seven Cities of Gold.

In 1540, Coronado gathered an army of more than 1,000 people. The large army included Spanish soldiers, Native American slaves, and **missionary** priests. Father Marcos de Niza guided the group. Coronado and his men traveled north from New Spain to the place in New Mexico that Coronado named the Seven Cities of Cibola (see •BO•lah).

Upon arrival, Coronado found Native Americans of the Zuñi tribe living in the town. Coronado thought that the Zuñi people were guarding the town's golden treasures. Coronado commanded his army to attack. The Zuñi people fought to defend their village. After a bloody battle, Coronado and his men defeated the Zuñi people and took over the town.

Francisco Coronado expected to find treasures of gold inside the Zuñi village. He found no such thing. The Seven Cities of Cibola turned out to be a **hoax**. Still, Coronado was certain that gold could be found in the Southwest. He set up camp in northern New Mexico and sent small groups of men in search of gold. Coronado led an army on an **expedition** through the present-day states of Texas and Oklahoma.

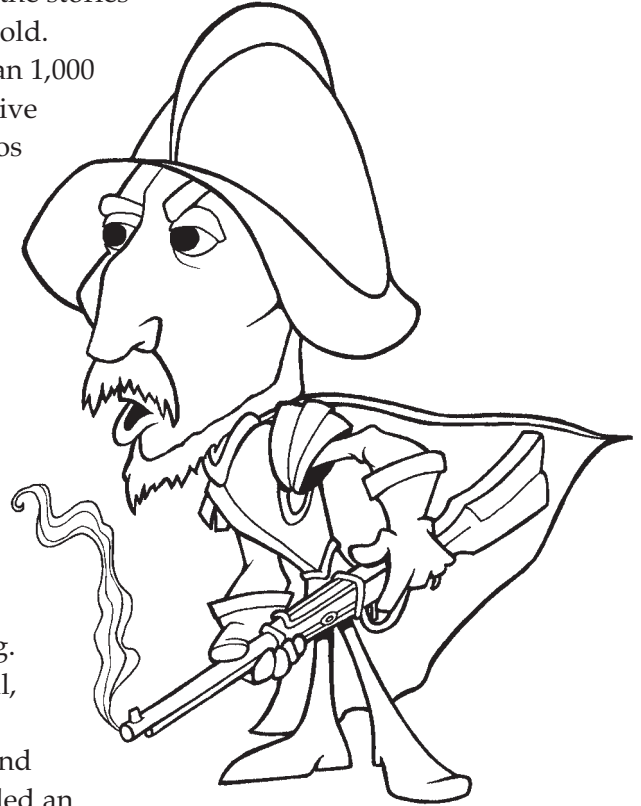
In 1542, Francisco Coronado returned to Mexico City in New Spain. He felt like a complete failure because he had not found any gold. We consider him a success because he explored and made the first maps of most of the land in the Southwest. He also claimed a large area of land for Spain.

## NO PERMANENT SETTLEMENTS

During the next 200 years, explorers and gold seekers traveled from New Spain in search of land and treasures. In 1610, the Spanish built a colony in Santa Fe, New Mexico. From their base in New Mexico, Spanish explorers claimed a huge section of land that included California, Texas, Arizona, Utah, Colorado, and Nevada.

In the 1600s and 1700s, Spanish missionaries were sent to Arizona, California, New Mexico, and Texas to build **missions** among the Native Americans. The missionaries captured the Native Americans and took them to the missions. They were forced to live at the missions, give up their native customs, and become **allies** with Spain. Spain's rulers hoped that the Native Americans would help fight if Spain ever went to war against another country. Building missions and training an army of Native Americans would give Spain a firm hold on its land in North America.

Although Spain controlled Nevada, it showed no interest in building permanent settlements there. Historians believe that in 1776, Spanish priest Francisco Garcés passed through Nevada's southern tip. Garcés was not looking to settle in Nevada. He was simply searching for a route from Santa Fe, New Mexico to Monterey, California. It would be almost 50 years before anyone bothered to visit Nevada again.



FRANCISCO CORONADO



# NEVADA'S EXPLORERS



**Directions: Read each question carefully. Darken the circle for the correct answer.**

- |   |   |
|---|---|
| <p><b>1 After reading about the Aztec Empire, you learn that all of these things were true <u>except</u> –</b></p> <p>A they were kind to their enemies</p> <p>B they created huge sculptures</p> <p>C they built large temples</p> <p>D they created their own calendar</p> <p><b>2 How did Aztec farmers water their crops?</b></p> <p>F They prayed for rain.</p> <p>G They carried water from the Gulf of Mexico in large buckets.</p> <p>H They dug canals.</p> <p>J They turned on the hoses in their backyards.</p> <p><b>3 What can you learn by studying the map of Hernando Cortés's journey from Cuba to Mexico City?</b></p> <p>A He traveled east of Cuba to reach Mexico City.</p> <p>B He traveled west of Cuba to reach Mexico City.</p> <p>C Mexico City is west of the Pacific Ocean.</p> <p>D The Gulf of Mexico is in South America.</p> <p><b>4 After reading about Hernando Cortés, you get the idea that –</b></p> <p>F he always did whatever his rulers told him to do</p> <p>G he could be easily trusted</p> <p>H he was very concerned about his own success and wealth</p> <p>J the defeat of the Aztec Empire left him a poor man</p> | <p><b>5 Which statement about Cabeza de Vaca is <u>true</u>?</b></p> <p>A He never saw any Native Americans on his journey.</p> <p>B He pretended to be a medicine man so he could escape slavery.</p> <p>C He traveled through the American Southwest alone.</p> <p>D He didn't think there was any treasure to be found in America.</p> <p><b>6 What did Francisco Coronado do after hearing about the Seven Cities of Gold?</b></p> <p>F He immediately returned to Spain.</p> <p>G He began to search for treasure alone.</p> <p>H He hired the Zuñi people to make maps.</p> <p>J He led an army through Texas and Oklahoma in search of gold.</p> <p><b>7 Why did Francisco Coronado feel like a complete failure?</b></p> <p>A He didn't claim any new land for Spain.</p> <p>B He wasn't able to return to Mexico City.</p> <p>C He never made any maps.</p> <p>D He didn't find any gold.</p> <p><b>8 Historians believe the first person to travel through Nevada was from –</b></p> <p>F Spain</p> <p>G France</p> <p>H America</p> <p>J Italy</p> |
|---|---|

READING

## Answers

- |                          |                          |
|--------------------------|--------------------------|
| <b>1</b> (A) (B) (C) (D) | <b>5</b> (A) (B) (C) (D) |
| <b>2</b> (F) (G) (H) (J) | <b>6</b> (F) (G) (H) (J) |
| <b>3</b> (A) (B) (C) (D) | <b>7</b> (A) (B) (C) (D) |
| <b>4</b> (F) (G) (H) (J) | <b>8</b> (F) (G) (H) (J) |



# NEVADA'S EXPLORERS



Directions: Darken the circle for the set of words with correct punctuation and capitalization.

---

1 The Native Americans lived in America before Spanish explorers arrived.

- A Native Americans' lived
- B native americans lived
- C Native American's lived
- D No mistake

2 In 1535 Cabeza de Vaca searched for the Seven Cities of Gold.

- F In 1535, Cabeza de Vaca
- G In 1535 cabeza de vaca
- H In 1535, cabeza de vaca
- J No mistake

3 Spanish explorers were looking for gold silver and other minerals.

- A Gold Silver and other Minerals.
- B gold. silver. and other minerals.
- C gold, silver, and other minerals.
- D No mistake

4 "Philip asked why did Father Garcés visit Nevada?"

- F Philip asked, "Why
- G Philip, "asked why
- H Philip asked? "why
- J No mistake

5 "Father Garcés was searching for a route to California." explained Mr. Johnson.

- A California." Explained Mr. Johnson.
- B California, "explained Mr. Johnson."
- C California," explained Mr. Johnson.
- D No mistake

Directions: Darken the circle for the word or words that correctly completes each sentence.

---

6 In 1528, Cabeza de Vaca \_\_\_\_\_ the Florida coast.

- F will explore
- G explored
- H exploring
- J explores

7 Next week, our class \_\_\_\_\_ about Francisco Coronado.

- A will study
- B studied
- C studying
- D was studying

8 In the 1600s, Spain \_\_\_\_\_ to build missions among the Native Americans.

- F beginning
- G begins
- H will begun
- J began

9 The Spanish rulers sent only the \_\_\_\_\_ explorers to search for gold.

- A goodest
- B best
- C more better
- D bestest

LANGUAGE

## Answers

- |   |                 |   |                 |
|---|-----------------|---|-----------------|
| 1 | (A) (B) (C) (D) | 6 | (F) (G) (H) (J) |
| 2 | (F) (G) (H) (J) | 7 | (A) (B) (C) (D) |
| 3 | (A) (B) (C) (D) | 8 | (F) (G) (H) (J) |
| 4 | (F) (G) (H) (J) | 9 | (A) (B) (C) (D) |
| 5 | (A) (B) (C) (D) |   |                 |

# consider the source

Think about the resources we use to learn about history. Reading books, seeing movies, looking at photographs, studying maps, searching the Internet, digging for bones, and holding pieces of pottery are some of the ways that we learn about the past.

There are two types of sources to help us learn about what happened in the past. Primary sources are recorded by people who were there at the time. If you have ever read a diary or an autobiography, then you were reading something that was written by the person who was actually recording the events and experiences as they were happening. Diaries and autobiographies are primary sources. Letters, interviews, photographs, maps, bones, and pieces of pottery are other examples of primary sources because they give us “first-hand” knowledge of an event that took place in history.

Secondary sources are recorded by people after an event took place. Many books have been written about important historical events and people. A book written in 2005 about the life of Spanish explorer Francisco Coronado is a secondary source because the author wasn’t actually there to interview the famous explorer and can’t give any “first-hand” knowledge. Movies, biographies, newspaper stories, and encyclopedias are other examples of secondary sources because they give us “second-hand” knowledge of events that took place in history.



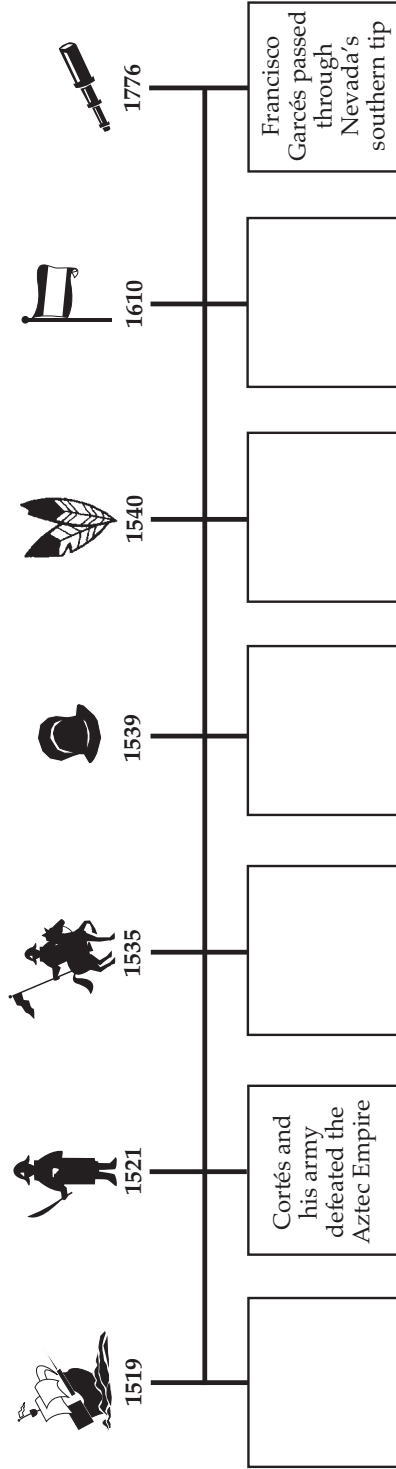
You have just finished studying about Nevada’s first people and the explorers who changed their lives. These people were the first to explore, settle, and begin Nevada’s recorded history.

In this activity, you will decide whether a source of information is a primary source or a secondary source. On the lines provided, put a “P” next to the primary sources and an “S” next to the secondary sources.

1. \_\_\_\_\_ Bones of mammoths found by archaeologists in the Las Vegas area of Nevada.
2. \_\_\_\_\_ A model of an Anasazi village built by a student in your class.
3. \_\_\_\_\_ A time line of events that took place in the 1500s.
4. \_\_\_\_\_ The diary that Cabeza de Vaca wrote describing his explorations through the Southwest.
5. \_\_\_\_\_ Father Francisco Garcés’s autobiography.
6. \_\_\_\_\_ A story written about Francisco Coronado’s expedition to the Zuñi villages in New Mexico.
7. \_\_\_\_\_ A piece of the wall from the first Spanish mission built in California.



A time line is a tool used to list dates and events in the order that they happened. The time line below lists the dates that the first explorers came to America and then to Nevada. Notice that many of the events are missing.



**PART I**

**DIRECTIONS:** In the first part of this activity, you will use your information about Nevada's Explorers to fill in the missing events on the time line. Since you were not present for any of these events, this time line would be considered a **secondary source**.

1. Use your scissors to carefully cut out each missing event. Cut along the dotted line.
2. Use your information about Nevada's Explorers to glue the events in their proper order on the time line above.

Francisco Coronado defeated the Zuni people	Father Marcos de Niza searched for the Seven Cities of Gold	A Spanish colony was built in Santa Fe, New Mexico	Cabeza de Vaca searched for the Seven Cities of Gold	Hernando Cortés sailed from Cuba to the Gulf of Mexico
---	---	--	--	--

Name \_\_\_\_\_



## PART II

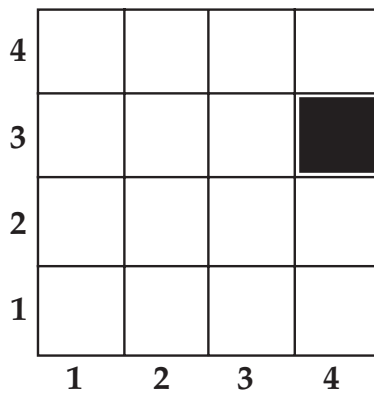
**DIRECTIONS:** In the second part of this activity, you will create a time line of your life by listing the dates and events in order as they happened. Since you will be supplying the information about your own life, this time line would be considered a **primary source**.

1. Use the boxes drawn to make a time line of your life. Put the dates in the top boxes and the events in the bottom boxes.
2. The first date of the time line should be your birth. The last date should be the most recent event in your life.
3. Try to list only the important events. If you need more room, you may add more boxes on the back.
4. On a separate piece of paper choose one of the events from the time line and draw a picture of it.


# Grid MATH

**Grid Math** is a fun way to learn an important skill. Grids are used to find places on maps, to track weather patterns, and in space exploration.

**For Example:** If you want to draw a box where 4 meets 3 (4,3), you would go over to 4 and up to 3, and draw the box in that space. On a map or an atlas, (4,3) may be the place where you would find the name of a city.



**Directions:** In this activity you will use a grid system to put together a puzzle that should remind you of Nevada's explorers. You will need the 48 puzzle pieces (some of the puzzle pieces are below and the rest of them are on the next page), and the blank grid.

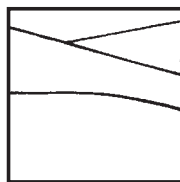
1. Cut out the puzzle pieces **one at a time** (cut around the thick black line of the square). Glue **that** piece in its proper place on the empty grid before cutting out the next piece. Make sure that you do not turn the puzzle piece upside down or turn it on its side before gluing it; the way it looks before you cut it out is the way it should be glued onto the grid.
2. Follow the example above: If the puzzle piece is labeled (4,3), glue that piece in the space where 4 meets 3 on the grid by going over to 4 and up to 3.
3. When you are finished, color in your picture with your coloring pencils.
4. The first one has been done for you as an example.



(4,3)



(5,2)



(6,1)



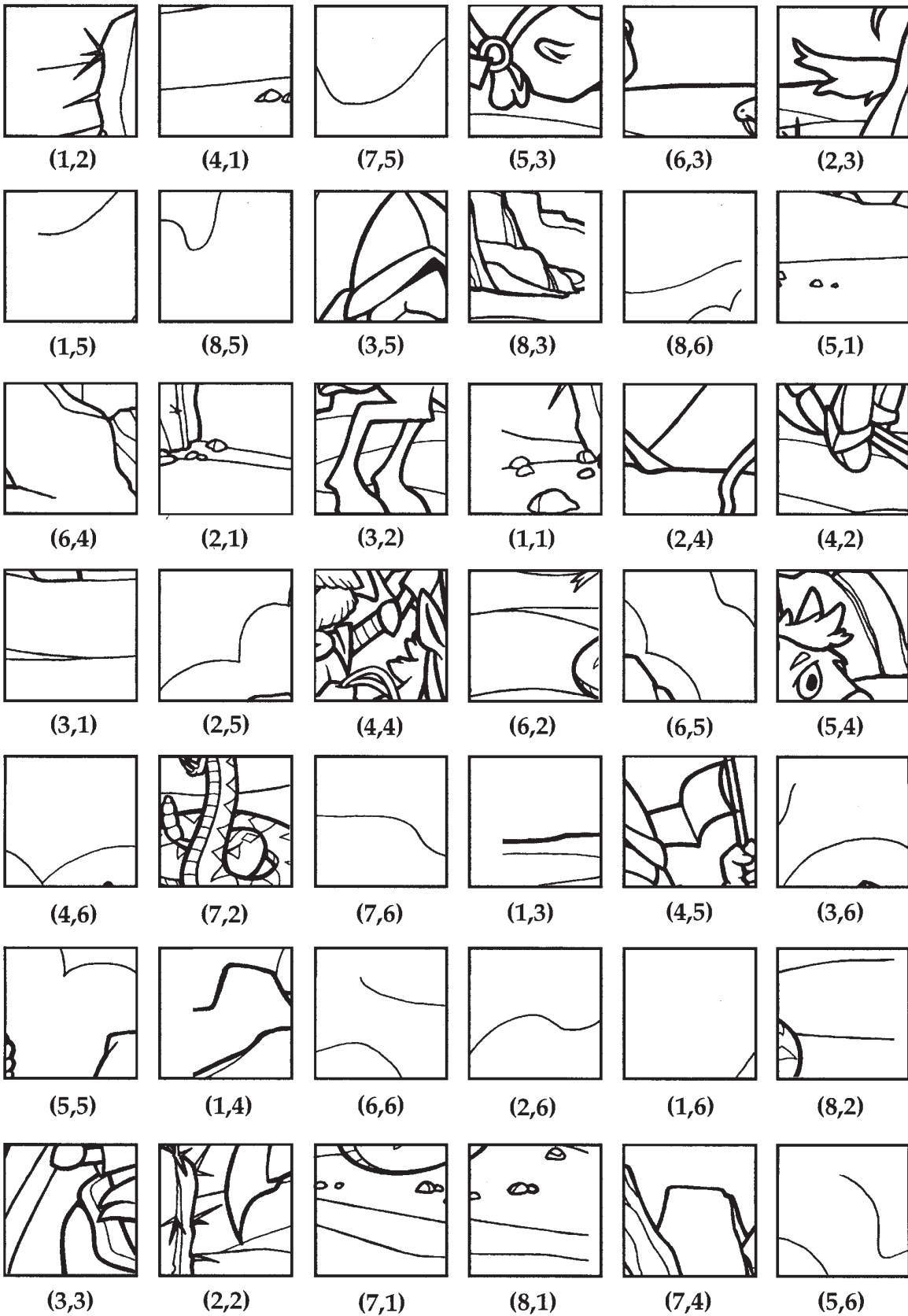
(7,3)



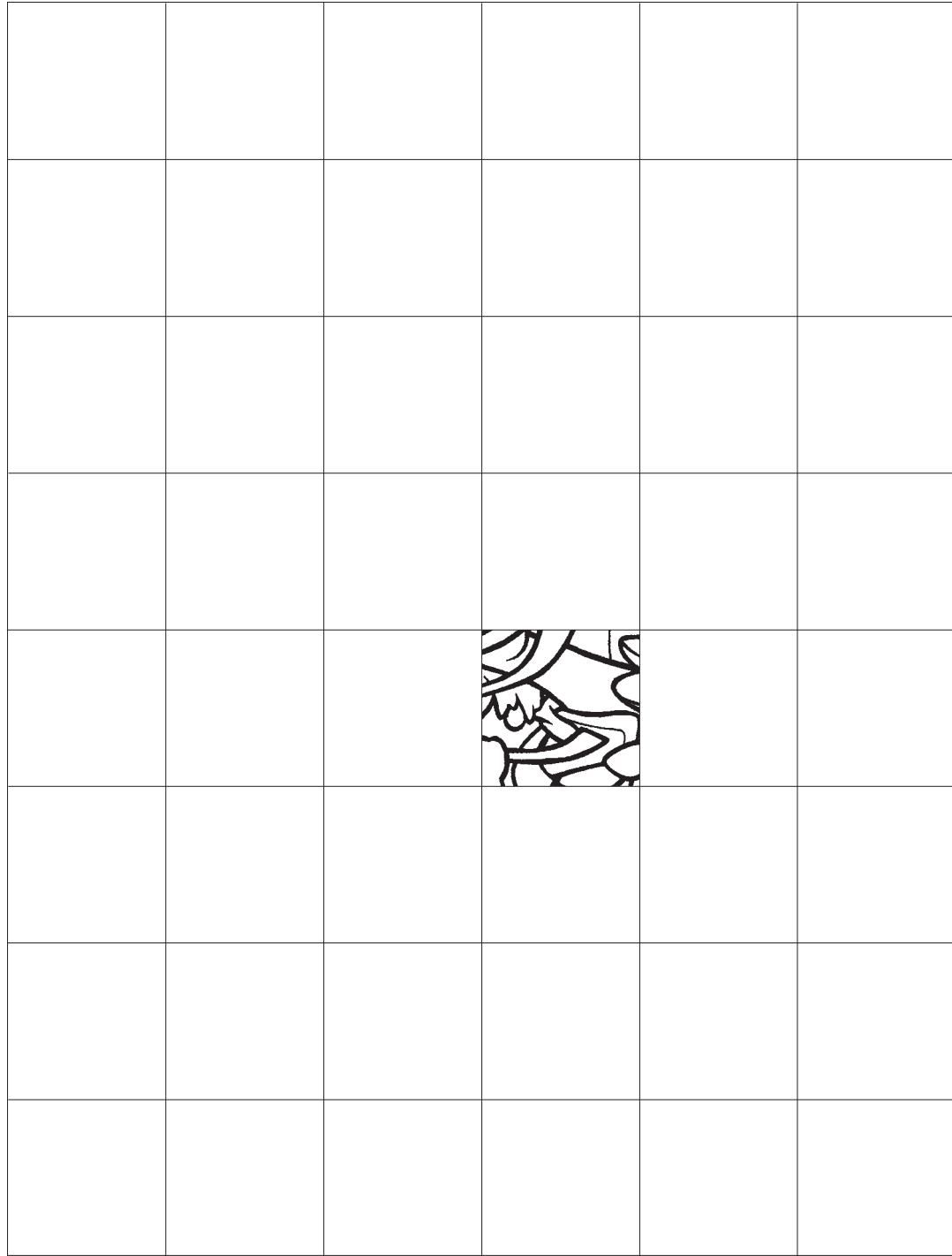
(8,4)



(3,4)



NAME \_\_\_\_\_



6 5 4 3 2 1

1 2 3 4 5 6 7 8



# VOCABULARY QUIZ

## EXPLORERS IN NEVADA



**Directions:** Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. \_\_\_\_\_ empire

2. \_\_\_\_\_ missionary

3. \_\_\_\_\_ defeating

4. \_\_\_\_\_ expand

5. \_\_\_\_\_ sacrificed

6. \_\_\_\_\_ expedition

7. \_\_\_\_\_ sculptures

8. \_\_\_\_\_ allies

9. \_\_\_\_\_ province

10. \_\_\_\_\_ captive

11. \_\_\_\_\_ fertilized

12. \_\_\_\_\_ hoax

13. \_\_\_\_\_ shallow



A. Grow larger.

B. Groups of people who come together to help one another in times of trouble.

C. A group of territories or peoples under one ruler.

D. Added a material to the soil to make crops grow better.

E. To find people who are willing to join a military force.

F. A person who is held without permission.

G. Killed an animal or human being as a spiritual offering.

H. A journey for the purpose of exploring.

I. A hole that is not very deep.

J. A person sent to spread a religious faith.

K. Churches.

L. Getting for oneself.

14. \_\_\_\_\_ missions

15. \_\_\_\_\_ recruit

16. \_\_\_\_\_ blockade

17. \_\_\_\_\_ conquered

18. \_\_\_\_\_ emperor

19. \_\_\_\_\_ attaining

20. \_\_\_\_\_ ransom

M. Winning victory over.

N. A part of a country having a government of its own.

O. Shutting off a place to keep people and supplies from coming in or going out.

P. A trick.

Q. The male ruler of an empire.

R. Defeated by force.

S. Figures or designs shaped out of clay, marble, or metal.

T. Money paid for the safe return of someone who has been taken without permission.



# GLOSSARY



**al•lies** groups of people who come together to help one another in times of trouble.

**at•tain•ing** getting for oneself.

**block•ade** shutting off a place to keep people and supplies from coming in or going out.

**cap•tive** a person who is held without permission.

**con•quered** taken over by force.

**de•feat•ing** winning victory over.

**em•per•or** the male ruler of an empire.

**em•pire** a group of territories or peoples under one ruler.

**ex•pand** grow larger.

**ex•pe•di•tion** a journey for the purpose of exploring.

**fer•til•ized** added a material to the soil to make crops grow better.

**hoax** a trick.

**mis•sion•ar•y** a person sent to spread a religious faith.

**mis•sions** churches.

**prov•ince** a part of the country having a government of its own.

**ran•som** money paid for the safe return of a person who has been taken without permission.

**re•cruit** to find people who are willing to join a military force.

**sac•ri•ficed** killed an animal or human being as a spiritual offering.

**sculp•tures** figures or designs shaped out of clay, marble, or metal.

**shal•low** a hole that is not very deep.

# ANSWERS



## COMPREHENSION QUESTIONS

- |         |          |
|---------|----------|
| Reading | Language |
| 1. A    | 1. D     |
| 2. H    | 2. F     |
| 3. B    | 3. C     |
| 4. H    | 4. F     |
| 5. B    | 5. C     |
| 6. J    | 6. G     |
| 7. D    | 7. A     |
| 8. F    | 8. J     |
|         | 9. B     |

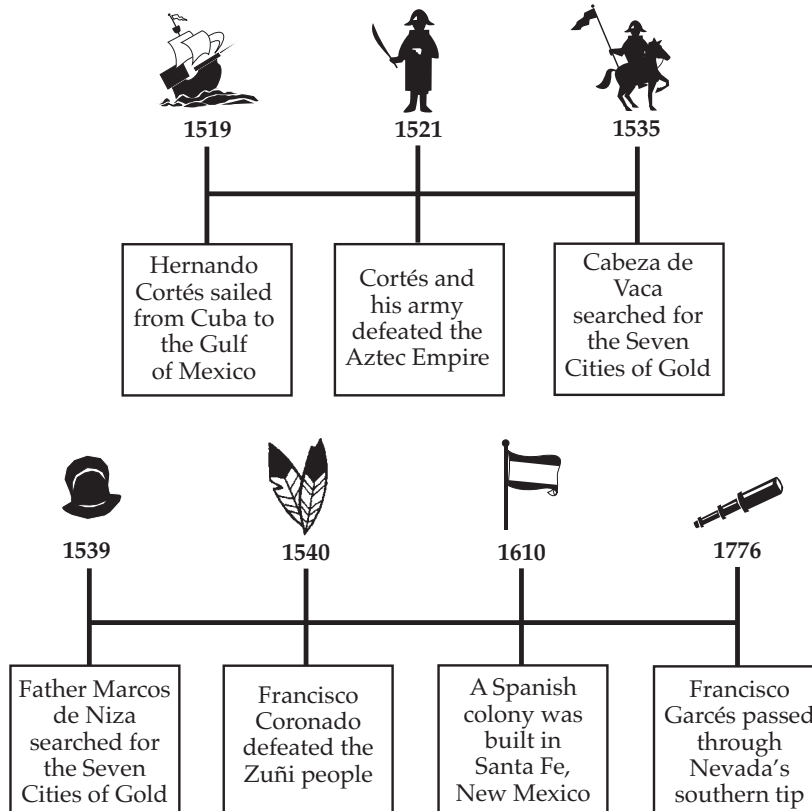
## VOCABULARY QUIZ

- |       |        |
|-------|--------|
| 1. C  | 11. D  |
| 2. P  | 12. Z  |
| 3. BB | 13. V  |
| 4. A  | 14. Y  |
| 5. G  | 15. E  |
| 6. L  | 16. DD |
| 7. S  | 17. W  |
| 8. B  | 18. X  |
| 9. Q  | 19. HH |
| 10. V | 20. T  |

## CONSIDER THE SOURCE

1. P
2. S
3. S
4. P
5. P
6. S
7. P

## TIME TRAVEL



# EXPLORER GRID MATH

