

DO Arizona!

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LESSONS AT A GLANCE



Before reading Spanish in Arizona, students will:

- complete Vocabulary Cards for *agriculture, appointed, approved, attaining, autobiography, biographies, blockade, Catholic, capital, captive, Christianity, coast, colony, conquered, convinced, customs, defeating, defend, emperor, empire, expand, expedition, fertilized, governor, historians, hoax, military, missionary, presidio, province, ransom, recruit, sacrificed, sculptures, shallow.*

After reading Spanish in Arizona, students will:

- answer Spanish in Arizona Reading Comprehension Questions.
- differentiate between primary and secondary sources.
- create a time line for Spanish explorers in Time Travel Part I
- create a personal time line in Time Travel Part II
- use number pairs to complete Explorer Grid Math
- take a Vocabulary Quiz for Spanish in Arizona.

VOCABULARY CARD



word: _____

definition: _____



VOCABULARY CARD



word: _____

definition: _____



VOCABULARY CARD



word: _____

definition: _____

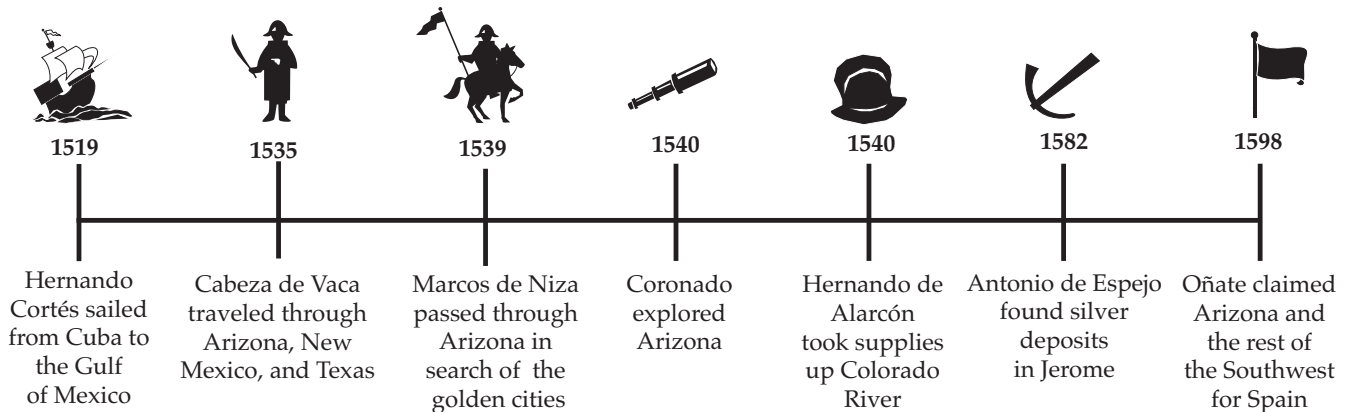




SPANISH IN ARIZONA



You have just finished reading about Arizona’s early Native Americans. Until 1539, Native Americans were the only groups of people living in Arizona. In fact, the only people living in all of North America were Native Americans. In the 1500s, things began to change for the Native Americans. They were visited by people they had never seen before. These strange visitors were interested in making changes in 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.



FAST FACTS



- As a child, Hernando Cortés was sent to the best schools in Spain. His parents hoped that he would study to become a lawyer. Hernando dropped out of school at the age of 16 to discover new land and search for gold.
- In English, Cabeza de Vaca means “Head of Cow.”

THE AZTEC EMPIRE

In the 1500s, the Aztec people lived along the Gulf of Mexico, just south of Arizona'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 would take control of their land and make 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 were being 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 Aztec's 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

NEW SPAIN

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 Arizona and the rest of the Southwest.

TREASURE SEEKERS

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.

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

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 their wrecked ship to make rafts.

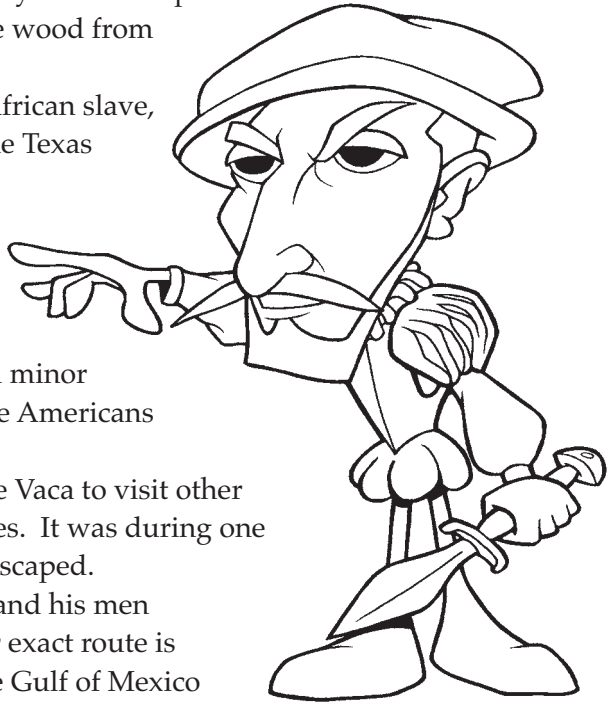
A few months later, Cabeza de Vaca, an African slave, and two other Spaniards arrived half dead on the Texas coast near the present-day city of Galveston.

Native Americans in Texas took the four men **captive** and used them as slaves. During his years as a slave, Cabeza de Vaca learned how to heal the sick. The Native Americans believed he was a medicine man. He performed minor surgery and cured diseases with what the Native Americans thought was magic.

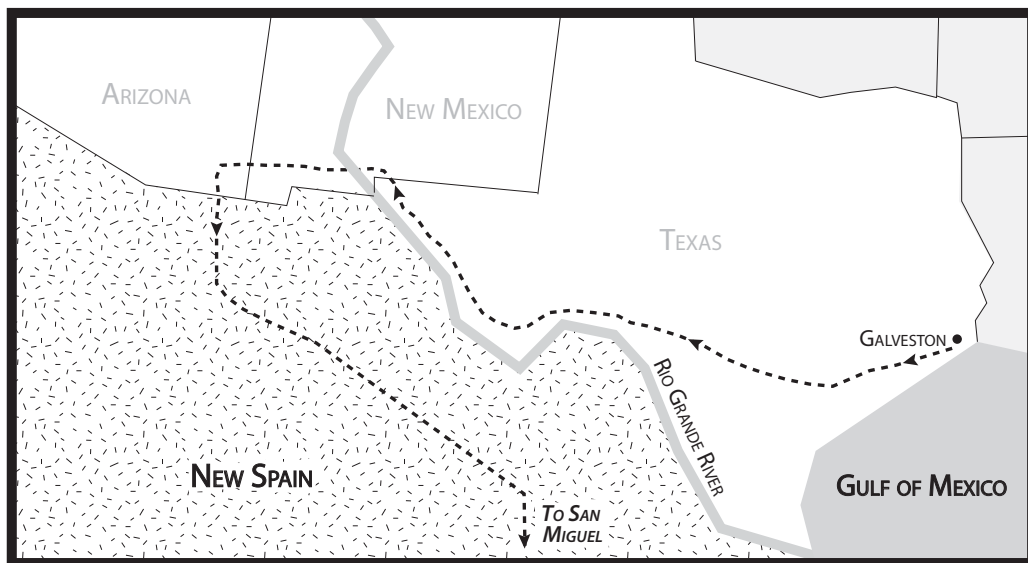
The Native Americans allowed Cabeza de Vaca to visit other tribes so he could perform his healing ceremonies. It was during one of these trips that Cabeza de Vaca and his men escaped.

For the next eight years, Cabeza de Vaca and his men wandered through the Southwest on foot. Their exact route is unclear, but **historians** believe they followed the Gulf of Mexico and the Rio Grande River, walking for 2,000 miles across Texas, New Mexico, and Arizona. In 1536, 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 that passed through Arizona. Marcos de Niza was searching for the Seven Cities of Gold in present-day New Mexico. 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.

FRANCISCO CORONADO

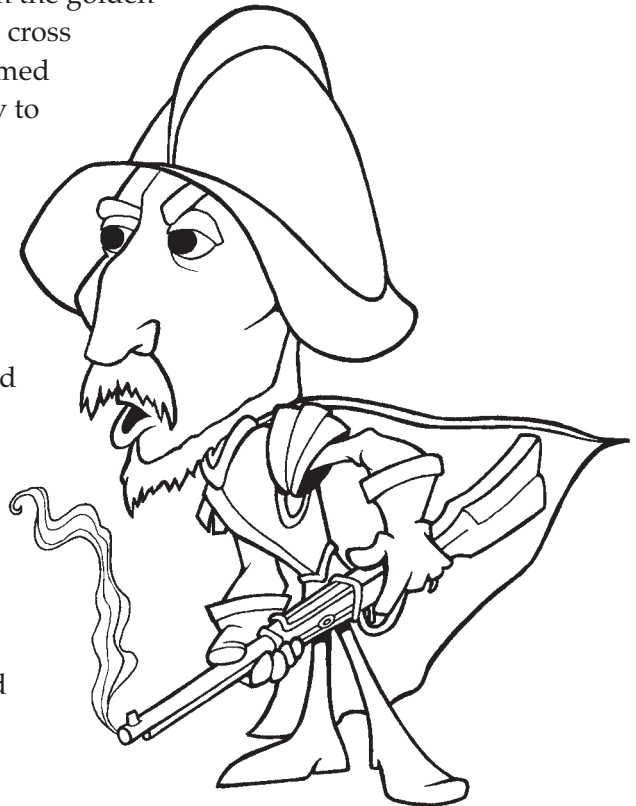
Francisco Coronado was born in Spain. By the age of 28, he was a **governor** in a **province** of New Spain. Governor Coronado listened anxiously to the stories Father Marcos de Niza told about the Seven Cities of Gold.

In 1540, Coronado gathered 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 and into Arizona. They followed the San Pedro Valley to the present-day city of Benson. The group traveled through the mountain ranges in eastern Arizona until they arrived at the place in New Mexico that Coronado named the Seven Cities of Cibola (see•BO•lah). By this time, Coronado and his soldiers were hungry and tired.

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 army 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 sure that gold could be found in the Southwest. He set up a camp in northern New Mexico and sent small groups of men in search of gold.



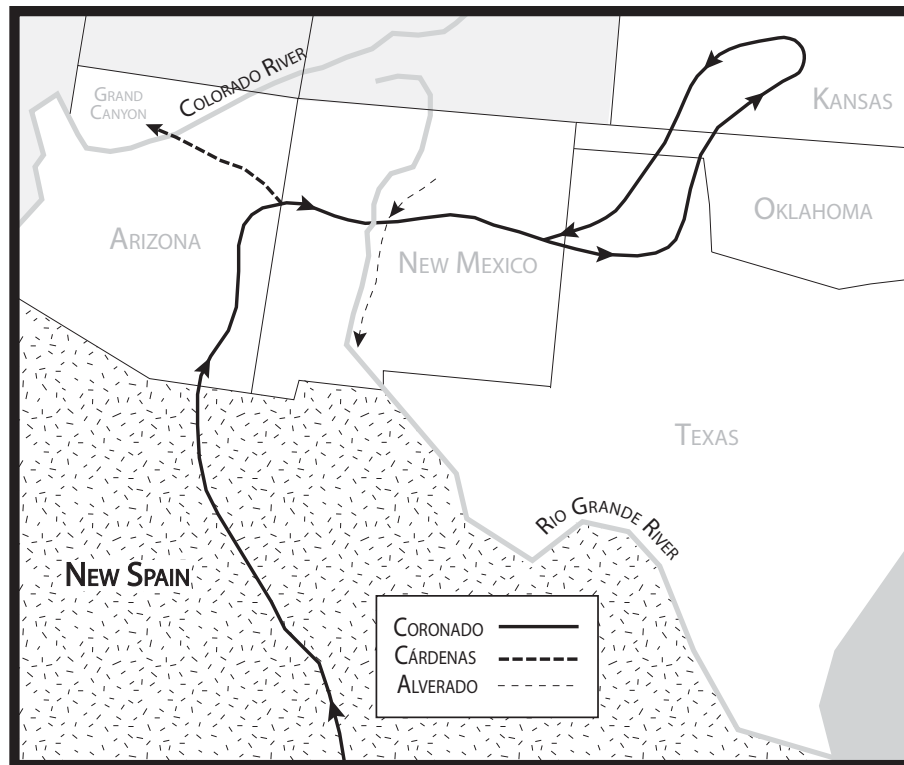
FRANCISCO CORONADO

CORONADO'S OTHER EXPEDITIONS

Gold seekers led by Lopez de Cárdenas (CAR•the•nahs) were sent west all the way to the Colorado River on the border between California and Arizona. They were disappointed that they could not get into the Colorado River because it was at the bottom of a very deep canyon. Cárdenas and his group were the first explorers to see Arizona's Grand Canyon.

Hernando de Alverado was sent south and followed the Rio Grande River through New Mexico where he saw great herds of buffalo. Coronado himself led an **expedition** east through the present-day states of Texas, Oklahoma, and Kansas. These explorers found thousands of Native Americans, but no gold.

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 the Southwest. He also claimed a large area of land for Spain.



ARIZONA'S OTHER SPANISH EXPLORERS

In 1581, a party of Spanish soldiers and missionaries traveled through Arizona from Santa Barbara, California. They were seeking information about the Pueblo peoples in the present-day state of New Mexico. After exploring the area, the missionaries stayed in Arizona.

The following year, Antonio de Espejo (es•PAY•hoe) took the same route from Santa Barbara in search of the missionaries. After learning that the missionaries had been killed, Espejo returned to Santa Barbara. Along the way, he found silver deposits in the present-day city of Jerome. Espejo took a few samples of silver back to New Spain, but nobody seemed interested in the light colored mineral. New Spain was only interested in finding gold.

SPANISH CONTROL OF ARIZONA

In 1595, Juan Oñate (own•YAH•tay), a wealthy Spaniard, was given permission to settle the Southwest region. He brought 400 Spanish settlers with him to the western bank of the Rio Grande River. He claimed the entire area for Spain and named the region Nuevo Mexico, or New Mexico. This land included the present-day state of Arizona. Oñate **appointed** himself as governor of the new **colony**.

SPANISH MISSIONS

The Spanish government did not have much interest in establishing permanent settlements in Arizona. It was hot, dry, and very far from the government in Mexico. Still, Arizona was land that Spain could use to build a Spanish empire in America. To protect its claim on the area, Spain built **military** forts and missions in Arizona. In 1629, **Catholic** missionaries built their first mission in northern Arizona. The missionaries planned to force the Native Americans to give up their Native American **customs** and learn to speak Spanish. The Native Americans were expected to help Spain **defend** Arizona if Spain's enemies tried to take Arizona by force.

Arizona's first missionaries in northern Arizona tried to teach the Hopi people about **Christianity**. The Hopi were not interested in changing their religious customs. The Hopi killed the missionaries and destroyed their mission villages.

FATHER KINO

In 1692, Catholic missionary Father Kino arrived in southern Arizona. Father Kino established more than 20 successful missions among the Yuma, Yaqui (yah•KEE), and Pima peoples. San Xavier (ha•vee•AIR) del Bac, located near Tucson, was Father Kino's most famous mission. The mission was a large white church that became known as the "White Dove of the Desert." It is now preserved as a national monument and is still used today as a church.

Father Kino brought cattle, horses, and new farming methods to the Native Americans. He made over 40 exploratory trips and drew the first maps of the region so the Native Americans could learn more about their land.

Father Kino was a peacemaker between the Native Americans and the Spanish settlers. In 1711, Father Kino died. Without Father Kino's protection, the Spanish increased their control over the Native Americans.

The Native Americans and Spanish battled each other during the next 40 years. In 1752, Spanish troops built a **presidio** (preh•SEE•thee•oh) in the Arizona town of Tubac. The presidio was surrounded by thick adobe walls to protect the Spanish soldiers and their families from the angry Native Americans. It would take another 70 years before Spain would give up control of Arizona and its Native Americans.



SAN XAVIER MISSION

 **SPANISH IN ARIZONA** 

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

- 1 **Who was the first Spanish explorer to travel through Arizona?**
 - A Cabeza de Vaca
 - B Christopher Columbus
 - C Marcos de Niza
 - D Father Kino

- 2 **What can you learn by studying the time line of Spanish explorers?**
 - F Coronado explored Arizona after Oñate claimed Arizona for Spain.
 - G Alarcón took supplies up the Colorado River before Cabeza de Vaca traveled through the Southwest.
 - H Hernando Cortés sailed from Cuba after Marcos de Niza searched for the golden cities.
 - J Antonio de Espejo found silver deposits in Jerome after Coronado explored Arizona.

- 3 **By studying the map of Cabeza de Vaca's journey through the Southwest, you learn that –**
 - A the Rio Grande River runs through Arizona
 - B de Vaca's journey ended in Texas
 - C New Spain was west of the Rio Grande River
 - D Arizona borders Texas

- 4 **According to the map of Coronado's explorations, the Colorado River –**
 - F forms the western border of Texas
 - G flows through Kansas
 - H forms the western border of Arizona
 - J flows into the Rio Grande River

- 5 **All of these things about Arizona's Spanish missions are true except –**
 - A they were built by Catholic missionaries
 - B the first Spanish mission was built in southeastern Arizona
 - C Native Americans were forced to give up their customs and speak Spanish
 - D the Hopi people killed missionaries and destroyed their mission villages

- 6 **After reading about Father Kino, you get the idea that –**
 - F he was hated by most Native Americans
 - G he was not able to teach the Native Americans anything new or help them in any way
 - H he spent all of his time with one Native American tribe
 - J he was a smart and powerful man whose good works are still with us today

- 7 **Which of these words or phrases means about the same as preserved?**
 - A saved
 - B threw away
 - C found
 - D hidden

Answers

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

READING

consider

the source

Think about the ways we 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 first missionaries in Arizona is a secondary source because the author didn’t interview any of the missionaries and can’t give any “first-hand” knowledge of their experiences. 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 Arizona’s ancient peoples and the Spanish explorers who changed their lives. These people were the first to explore, settle, and begin Arizona’s history.

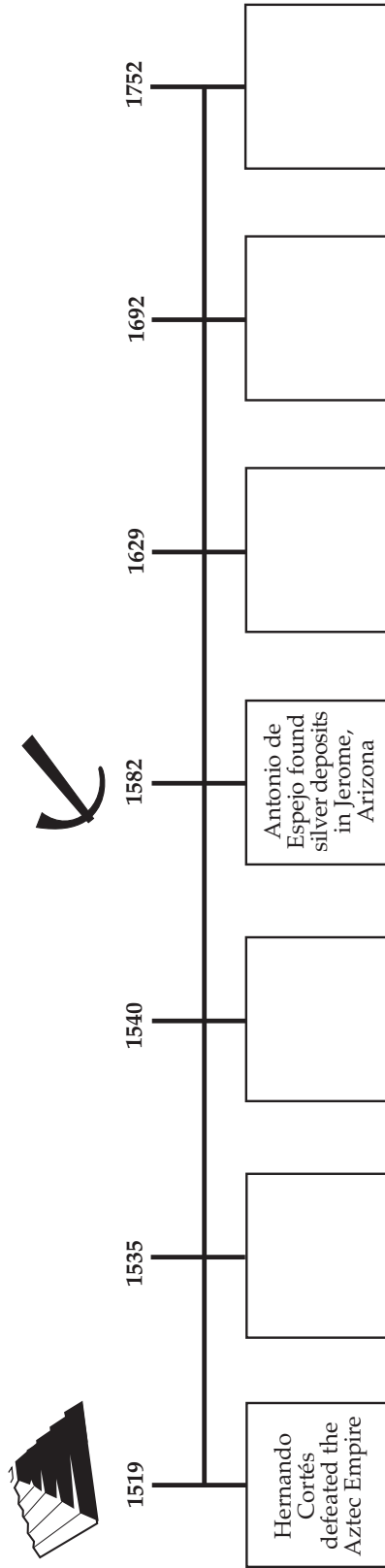
In this activity, you will decide whether a source of information is a primary source or a secondary source. On the lines provided, put a “P” next to the primary sources and an “S” next to the secondary sources.

1. _____ Bones of mammoths found by archaeologists in the southeastern corner of Arizona.
2. _____ A model of a Hohokam village built by a student in your class.
3. _____ The White House Ruins in Canyon de Chelly National Monument.
4. _____ A time line of events that took place in the 1500s.
5. _____ The diary of Cabeza de Vaca describing his explorations through the Southwest.
6. _____ Father Marcos de Niza’s autobiography.
7. _____ A piece of adobe from the walls of the Tubac presidio built in 1752.

Name _____



A time line is a tool used to list dates and events in the order that they happened. The time line below lists important dates that the Spanish arrived in America and visited present-day Arizona. Notice that many of the events are missing.



PART I

Directions: In the first part of this activity, you will use your information from Spanish in Arizona to fill in the missing events on the time line. Cut out the events below and glue them into their proper places on the time line. Then color and cut out the pictures. Above each date, glue the picture that best represents each event.



- Father Kino arrived in Arizona —
- Spanish built Tubac Presidio for protection from Native Americans —
- Francisco Coronado's men were first to see the Grand Canyon —
- Cabeza de Vaca traveled through the Southwest —
- First Spanish missions were built in Arizona —



Name _____



PART II

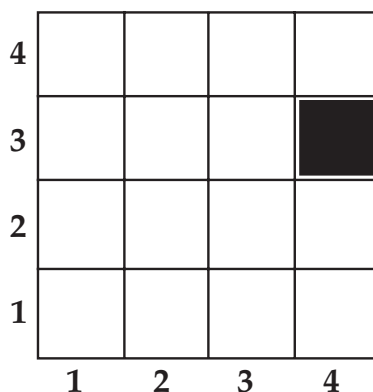
Directions: In the second part of this activity, you will create a time line of your life by listing the dates and events in order as they happened. Since you will be supplying the information about your own life, this time line would be considered a **primary source**.

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 Arizona'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.

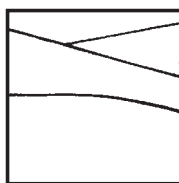
1. Cut out the puzzle pieces **one at a time** (cut around the thick black line of the square). Glue **that** piece in its proper place on the empty grid before cutting out the next piece. Make sure that you do not turn the puzzle piece upside down or turn it on its side before gluing it; the way it 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)



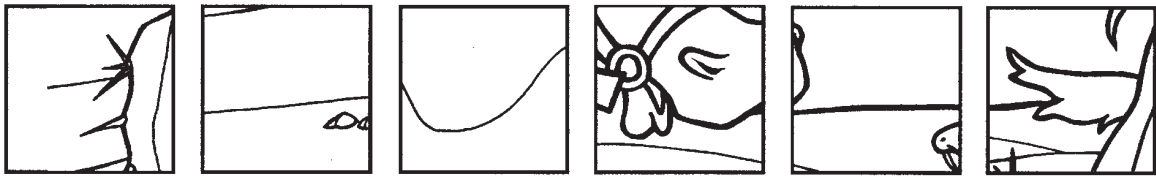
(7,3)



(8,4)



(3,4)



(1,2)

(4,1)

(7,5)

(5,3)

(6,3)

(2,3)



(1,5)

(8,5)

(3,5)

(8,3)

(8,6)

(5,1)



(6,4)

(2,1)

(3,2)

(1,1)

(2,4)

(4,2)



(3,1)

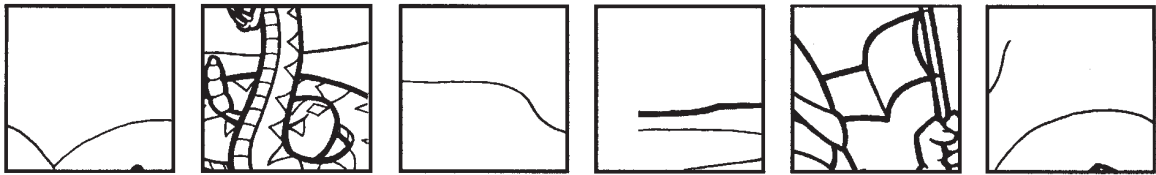
(2,5)

(4,4)

(6,2)

(6,5)

(5,4)



(4,6)

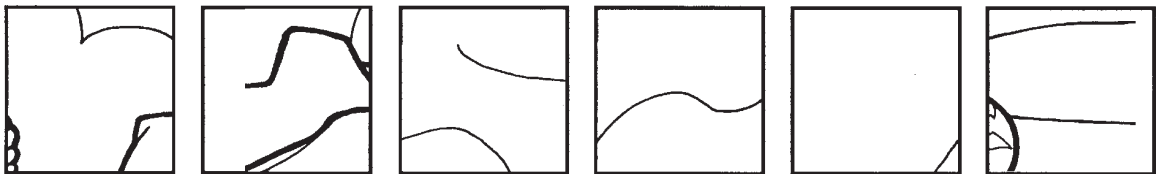
(7,2)

(7,6)

(1,3)

(4,5)

(3,6)



(5,5)

(1,4)

(6,6)

(2,6)

(1,6)

(8,2)



(3,3)

(2,2)

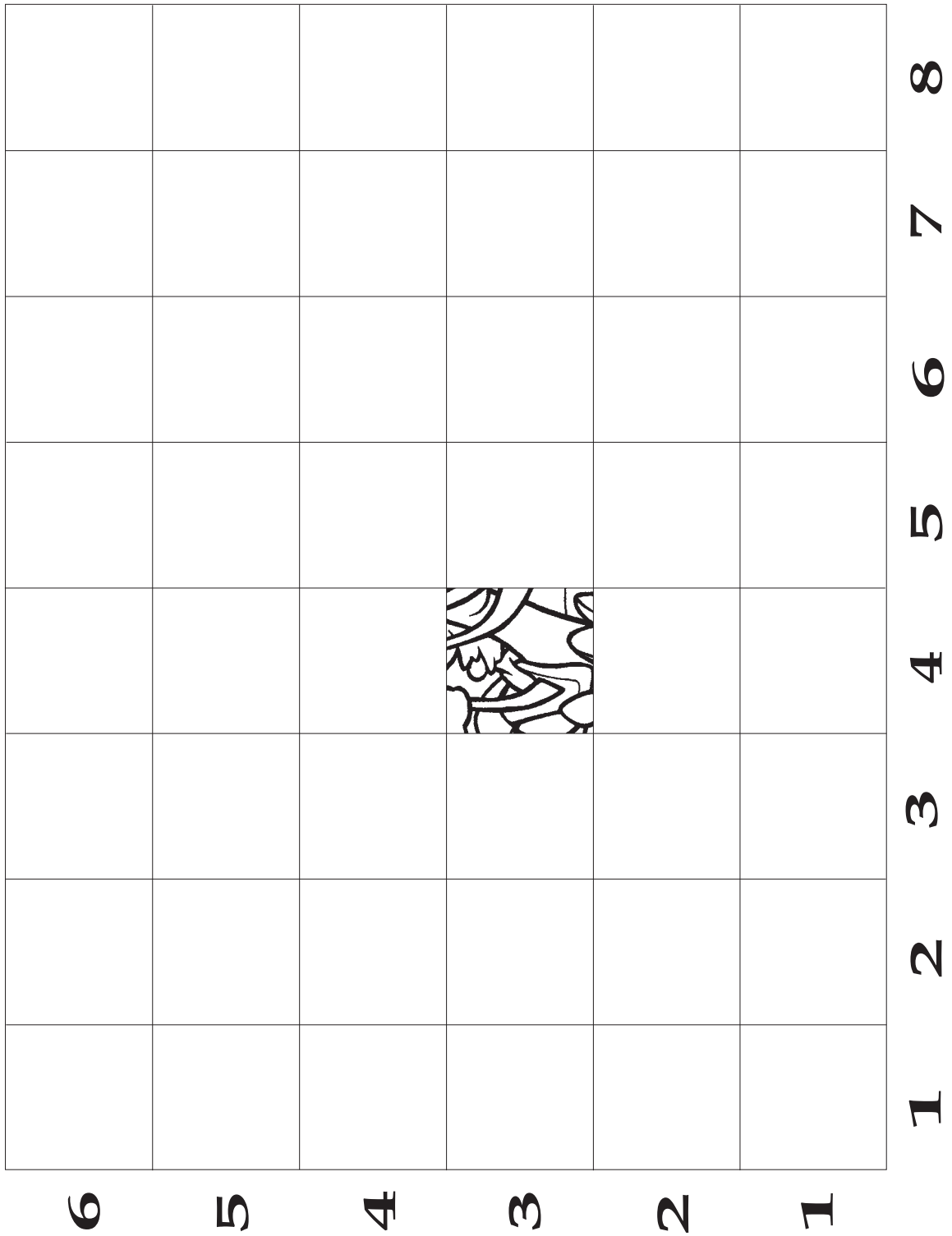
(7,1)

(8,1)

(7,4)

(5,6)

Name _____

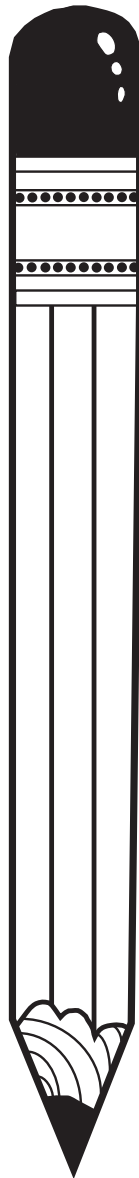


VOCABULARY QUIZ

SPANISH IN ARIZONA

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. _____ agriculture
2. _____ shallow
3. _____ attaining
4. _____ sculptures
5. _____ autobiography
6. _____ sacrificed
7. _____ biographies
8. _____ blockade
9. _____ recruit
10. _____ ransom
11. _____ capital
12. _____ province
13. _____ presidio
14. _____ Catholic
15. _____ missionary
16. _____ military
17. _____ Christianity



- A. defeated by force.
- B. member of a Christian church who traces his or her history back to the twelve apostles.
- C. a person who is in charge of an area or group.
- D. a person who is held without permission.
- E. the city that serves as the center of government for the state or nation.
- F. people who study the past.
- G. a group of people who are ruled by another country.
- H. chosen.
- I. a part of the country having a government of its own.
- J. talked someone into doing something your way.
- K. shutting off a place to keep people and supplies from coming in or going out.
- L. people who are part of the armed forces who may be asked to go to war.
- M. a religion based on the life and teachings of Jesus Christ.

18. _____ hoax
19. _____ coast
20. _____ historians
21. _____ colony
22. _____ governor
23. _____ conquered
24. _____ fertilized
25. _____ convinced
26. _____ customs
27. _____ defeating
28. _____ expedition
29. _____ defend
30. _____ emperor
31. _____ expand
32. _____ empire
33. _____ captive
34. _____ appointed



- N. getting for oneself.
- O. killed an animal or human being as a spiritual offering.
- P. the story of your life written by you.
- Q. to keep safe from danger, attack, or harm.
- R. added a material to the soil to make crops grow better.
- S. winning victory over.
- T. a journey for the purpose of exploring.
- U. a person sent to spread a religious faith.
- V. planting crops and raising farm animals.
- W. a group of territories or peoples under one ruler.
- X. a Spanish military fort built for protection.
- Y. figures or designs shaped out of clay, marble, or metal.
- Z. money paid for the safe return of a person who has been taken without permission.
- AA. usual ways of doing things.
- BB. a hole that is not very deep.
- CC. grow larger.
- DD. the male ruler of an empire.
- EE. an area of land that borders water.
- FF. to find people who are willing to join a military force.
- GG. stories of a person's life written by someone else.
- HH. a trick.

GLOSSARY



ag•ri•cul•ture planting crops and raising farm animals.

ap•point•ed chosen.

at•tain•ing getting for oneself.

au•to•bi•og•ra•phy the story of your life written by you.

bi•og•ra•phies stories of a person's life written by someone else.

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

cap•i•tal the city that serves as the center of government for the state or nation.

cap•tive a person who is held without permission.

Cath•o•lic member of a Christian church who traces his or her history back to the twelve apostles.

Chris•ti•an•i•ty a religion based on the life and teachings of Jesus Christ.

coast an area of land that borders water.

col•o•ny a group of people who are ruled by another country.

con•quered defeated by force.

con•vinced talked someone into doing something your way.

cus•toms usual ways of doing things.

de•feat•ing winning victory over.

de•fend to keep safe from danger, attack, or harm.

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.

gov•er•nor a person who is in charge of an area or group.

his•to•ri•ans people who study the past.

hoax a trick.

mil•i•tar•y people who are part of the armed forces who may be asked to go to war.

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

pre•si•di•o a Spanish military fort built for protection.

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

1. A
2. J
3. C
4. H
5. B
6. J
7. A

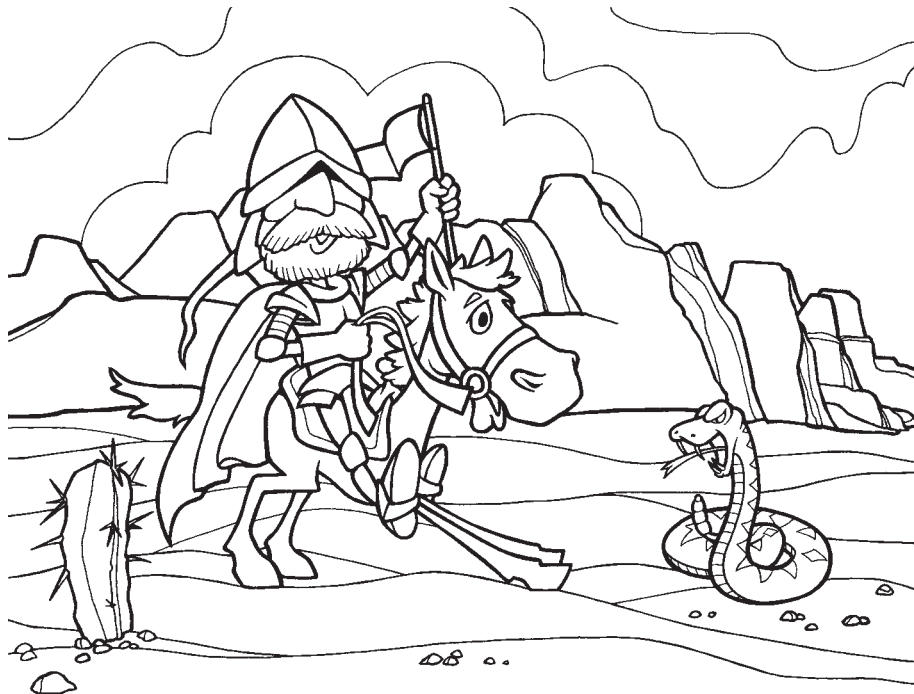
PRIMARY SOURCES

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

VOCABULARY QUIZ

- | | | |
|-------|--------|--------|
| 1. V | 12. I | 23. A |
| 2. BB | 13. X | 24. R |
| 3. N | 14. B | 25. J |
| 4. Y | 15. U | 26. AA |
| 5. P | 16. L | 27. S |
| 6. O | 17. M | 28. T |
| 7. GG | 18. HH | 29. Q |
| 8. K | 19. EE | 30. DD |
| 9. FF | 20. F | 31. CC |
| 10. Z | 21. G | 32. W |
| 11. E | 22. C | 33. D |
| | | 34. H |

EXPLORER GRID MATH



TIME TRAVEL



1519

Hernando Cortés defeated the Aztec Empire



1535

Cabeza de Vaca traveled through the Southwest



1540

Francisco Coronado's men were first to see the Grand Canyon



1582

Antonio de Espejo found silver deposits in Jerome, Arizona



1629

First Spanish missions were built in Arizona



1692

Father Kino arrived in Arizona



1752

Spanish built Tubac Presidio for protection from Native Americans