

LESSON 4

TEXAS ALMANAC TEACHERS GUIDE

European Exploration

- *Spanish Explorations*
- *French Exploration*

INSTRUCTIONAL SUGGESTIONS

- 1. LIVING STATUE:** Using “The Spanish Explorations” and “French Exploration” sections in “A Brief Sketch of Texas History” in the Texas Almanac, students will work in small groups and create a **living statue** of one of the Spanish or French explorers. Roles to be assigned are:

- a. **illustrator**, who will create the props
- b. **mapmaker**, who will chart the explorer’s route(s)
- c. **author**, who will write a brief narrative for the commemorative plaque that will be a part of the living statue
- d. **spokesperson**, who will relate the explorer’s experiences during the living statue presentation.

As students complete these tasks, they must also determine the design of their living statue, using themselves and the materials they have created. For example, one student might be the explorer claiming the land by planting a flag; another student might be the Indian meeting him or her; and other students might be representative of the environment.

Two groups may be assigned the same explorer — one from the perspective of the Spanish or French explorer and the other from the viewpoint of the Indians. As each group presents its living statue, **class members will complete a chart** with this information:

- **name of explorer**
- **sketch of statue**
- **facts learned from the presentation**

- 2. CARTOON:** Students will use “The Spanish Explorations” and “French Exploration” sections, as well as the “Prehistoric Texas” section, to create a **six-panel cartoon** depicting early Texans meeting European explorers.

SOCIAL STUDIES TEKS

4 - 1, 2, 21, 22, 23

7 - 1, 2, 21, 22, 23

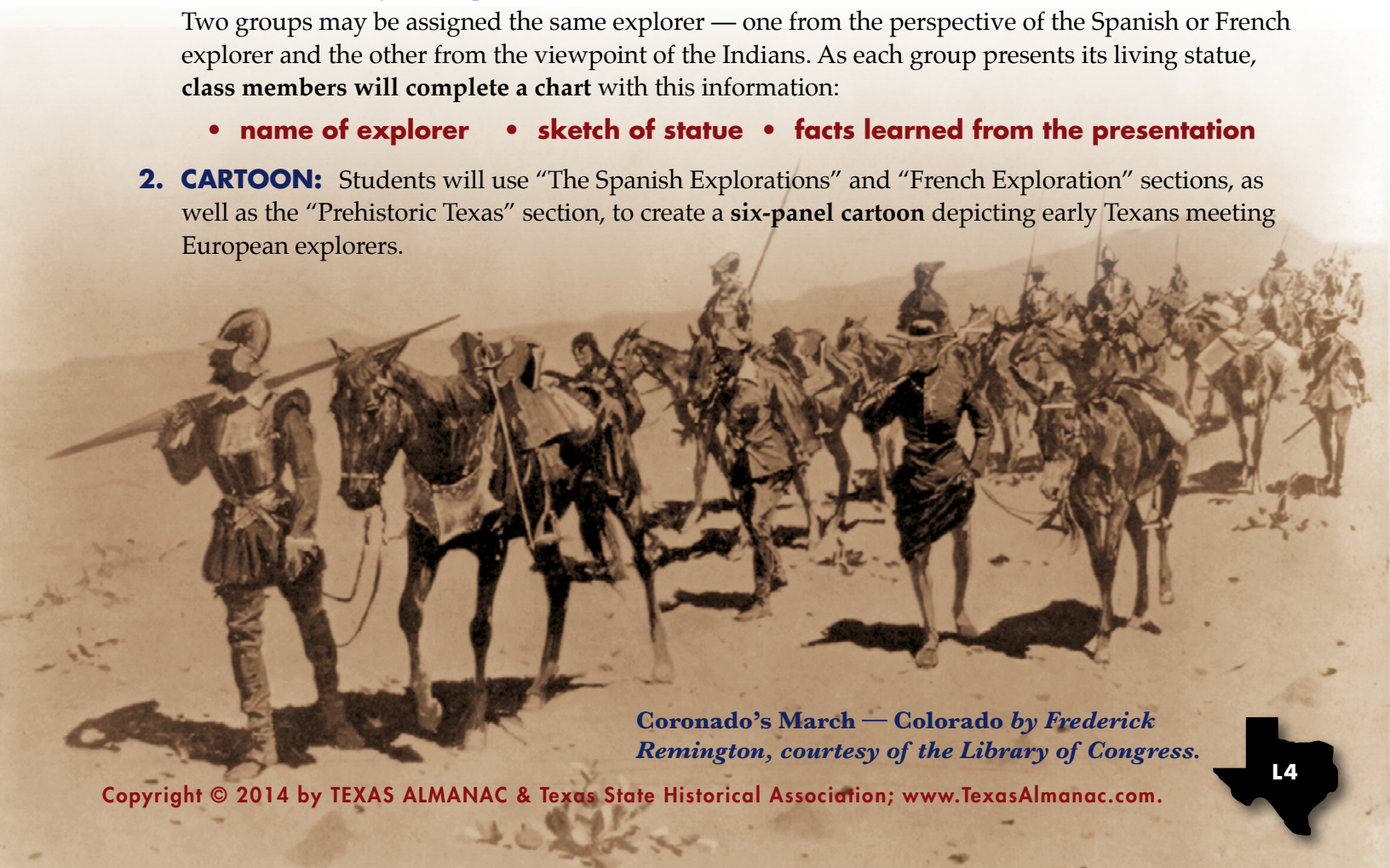
8 - 1, 2, 23, 29, 30

STAAR

4, 7 - Writing - 1, 2, 3

4, 7, 8 - Reading - 1, 2, 3

8 - Social Studies - 1, 2



Coronado's March — Colorado by Frederick Remington, courtesy of the Library of Congress.

