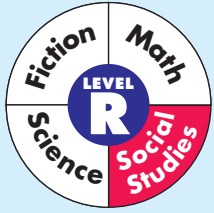


Two Worlds Meet

Written by Claire Daniel

OVERVIEW Francisco de Coronado came to the New World to find gold and treasure. However, what he found were Pueblo groups with a very different but interesting culture. Let's read to find out what happens when these two worlds meet.



	EM	EA	EF	F
1				
2				
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Topic:
Multiple
cultures

Teaching Focus

Key Reading Strategies

- 38:** As you read, summarize the reading in your head.
- 39:** Look for pieces of information as you read that help you to create a new understanding.

Language Development

- Compound sentences joined by *for*
- Nouns as adjectives

Comprehension Strategy

- Uses personal beliefs, experiences, and prior learning to determine importance

Literacy Skills

- Uses time lines
- Understands biography

Phonics Review

- Short vowel words with *ck*

Word Study in Context

- Cognates

Setting the Scene

Introduce Social Studies Content

- Display a world map. Identify Spain, Mexico, Arizona, and New Mexico. Say *Hundreds of years ago, explorers came from Spain. They came to Mexico and then traveled through Arizona and New Mexico.* Mention that the explorers were looking for gold and treasure. Have students tell about a time when they moved and why they moved.
- Display a piece of paper and say *The Spanish used a document called a requerimiento. It announced that Spain would rule over the area.* Explain that the Native American people who already lived in these places did not want the Spanish to take over.
- Gather students around a classroom computer and search the Internet for Web sites about Pueblo groups (Zuni, Hopi, Tewa) and the American Southwest. Use a Web site to show students the art, food, and homes of the Pueblo groups.

and the Native American groups used clay to make houses and pottery. Tell them that they are going to make their own clay bowls. Demonstrate making a bowl by rolling the clay into a ball and then using your thumbs to work a hole into the center.

Use Language

- Invite students to discuss the important things they learned about the American Southwest and the Native American groups from the Web sites they explored with you. ©

Options for STAGES

3 These students should use phrases or simple sentences to discuss information they recall from their Internet explorations.

4 5 These students should use complete sentences in their discussions. Encourage them to name Web sites they found most interesting.

Learn by Doing

- Provide students with balls of modeling clay. Explain to students that there was a lot of clay in the Southwest,

GUIDED COMPREHENSION 1 2 3 4 5

Engage students in a book talk as you flip through the pages of a copy of the book. Key vocabulary and concepts to identify are highlighted in bold. Allow sufficient wait time after asking a question and supply an answer if students cannot.

COVER

- Introduce the book to students. *Who do you see on the cover? Yes, **Francisco de Coronado**.*
- Read the title and point out the author's name. *Here **two worlds** means two different groups of people with different ways of life.* Tell students that the purpose for reading this book is to learn about Francisco de Coronado and the Pueblo groups he met.
- Remind students to use the **Contents** to find the page on which each chapter begins.

2-4

- Pages 2–3. ***Hawikuh** was home to about 800 **Zuni** people. They farmed and made **pottery**, **baskets**, and **jewelry**.*
- Page 4. Point to the picture. *What was happening? Yes, it was a **celebration**. The **summer solstice** was important to the Zuni people. The people would **feast**, **dance**, and **pray** for rain.*

6-9

- Pages 6–7. *In **Spain** Coronado decided to go to the **Americas**. He arrived in Mexico **full of hope and ambition**. He was going to lead an **expedition** to find the **Seven Cities of Gold**.*
- Pages 8–9. *Coronado **set out** with 250 **Spanish** soldiers and 800 **native Tlaxcalan** people.*
- *Do you think they found gold? No, they found **Hawikuh** and a **pueblo** with **clay buildings**.*

10-13

- Pages 10–11. *Do you think the **Zuni lookouts** had seen Coronado and his men coming? Yes, and the **Zuni forbade** them to enter the pueblo. Coronado read a **requerimiento** and announced that Spain would **rule over** the Zuni. He **demanded** that the Zuni **give up** their religion.*
- Pages 12–13. *A **fierce battle** began. What were the Zuni forced to do? Yes, they were forced to **surrender** because they were **no match** for the soldiers.*

14-17

- Pages 14–15. *Coronado **admired** the Zuni, but believed the Spanish had the **right** to rule these people. Coronado decided to send **exploration parties** in all directions.*
- Pages 16–17. *The first group **came upon** a **Hopi** pueblo. After a short battle, who do you think gave up? Yes, the Hopi gave up and tried to make friends with the Spanish.*

18-21

- Pages 18–19. *What did the second expedition find? Yes, the **Grand Canyon**.*
- Pages 20–21. *A third expedition traveled to California and found **hot springs** and **mud volcanoes**. Point to the picture on page 20. What did the fourth expedition see? Yes, **buffalo**. Coronado moved his army near the **Río Grande**, to **Tiguex**, where the Tewa lived.*

22-25

- Pages 22–23. *Coronado's men **tortured** a Tewa leader to get **proof** that **Quivira** existed. The Tewa **struck back**, but Coronado's commanders ordered 200 Tewa warriors to be killed.*
- Pages 24–25. *Did Coronado's men find gold? No, they found **grass huts**. Coronado had been tricked, so he returned to **Mexico City**.*

26-27

- *Many soldiers **deserted** Coronado's army. Coronado was found **guilty** for ordering the Tewa warriors be **put to death**. Coronado was also **accused** of crimes against the **Pueblo people**.*

31

- *This time line shows events in the life of Francisco de Coronado.*

GUIDED COMPREHENSION 1 2 3 4 5

2 sessions

1. Introduce Reading Strategy 38 or 39, according to students' developmental needs. Demonstrate how to use the strategy as indicated on the back of the card.
2. Have each student read at his or her own pace silently while remaining in the group.
 - Show students the Reading Strategy on which you want to focus. Place the Reading Strategy in the middle of the group and encourage them to refer to it as they read.
 - Provide copies of the book to students.
 - Tap a student on the shoulder to hear him or her read a given page as you observe.
 - Remind them of the strategy or strategies they are learning when they need assistance.
3. In a second session, have students reread the book. Then use the additional instruction found in "Returning to the Text" and "Responding to the Text."
4. If you don't have enough students reading at Level R for this book, use multiple texts to organize a reading group around a Reading Strategy, such as Strategy 38. After reading, pose general questions that students can answer based on their individual books, as in a literature circle.

**Assess Reading Strategy Use**

- Are students able to summarize text as they read?
- Are students able to use previous text information to enhance meaning and understanding of what they read?

Returning to the Text

Language Development

Compound sentences joined by *for* 1 2 3 4 5

- Read aloud the first sentence on page 10. Explain that this sentence is two sentences joined by the word *for*. Point out that *for* means "because" when it is used as a connecting word. Repeat the sentence using *because* instead of *for*.
- Invite students to read aloud the second sentence in the second paragraph on page 12. Read the sentence as two separate sentences, omitting *for*. Then invite students to join the two sentences. Invite them to explain how *for* is used as a connecting word.
- Write sets of two sentences that can be combined with *for*, such as *Coronado sent a second expedition in search of a river. His troops needed water.* Invite students to reread the sentences as a compound sentence joined by *for*.

Nouns as adjectives 1 2 3 4 5

- Read aloud the last sentence on page 4 as you point to the word *rain*. Ask *What kind of word is rain?*
Yes, a noun.
- Now read the next-to-last sentence. *What kind of word is rain here?* Explain that here, *rain* acts as an adjective because it describes the clouds. Say *When a noun describes another noun, it becomes an adjective.*
- Guide students in identifying other nouns as adjectives in the story, such as *metal armor* (page 8), *mud volcanoes* (page 20), and *grass huts* (page 24). ©

Options for STAGES

3 These students should identify words that describe another noun.

4 5 These students can give other examples of nouns as adjectives.

Comprehension Strategy

Uses personal beliefs, experiences, and prior learning to determine importance Ask *As you are reading, how can you decide what is important?* Explain that students can use personal beliefs, experiences, and things they have learned before to help them determine the importance of different information. For example, ask *Has anyone tried to make you do something you didn't want to do? How did you feel?* Tell students they can use their personal experiences to understand the importance of the Zuni's and Hopi's feelings about Coronado's demands. Have students work in pairs to select a topic from the book. Encourage partners to share what they think is important about the topic. Ask them to explain what belief, experience, or prior learning led them to their conclusion. ©

Options for STAGES

3 These students may use phrases or simple sentences in their explanations.

4 5 These students should use complete sentences in their explanations.

READING STRATEGY SELF-ASSESSMENT

Revisit Reading Strategy 38 or 39 with students for self-assessment. Ask students how a particular strategy helped them understand the book better. An example question for Reading Strategy 39 would be *What clues or details helped you think about the book in a different way?*

Literacy Skills

Uses time lines Turn to the timeline on page 31. Say *We use a time line to show important events and the order in which they happened.* Ask *In what year did Coronado return to his wife and family in Mexico City? Yes, in 1542. When did Coronado become governor of New Galicia? Yes, in 1538. Which of these two events happened first? Right, when Coronado became governor.* Discuss other events on the time line. Encourage students to research Coronado on a CD-ROM encyclopedia. Have them compare important dates they find to those on the timeline.

Understands biography Ask *Who is this book about?* Guide students to recognize that it is mostly about Francisco de Coronado. Say *A book that tells about the life of a real person is called a biography.* Invite students to share what they learned about Coronado's life from this book. Then invite students to recall another nonfiction title they have read and tell how it is different from a biography.

Phonics Review

Short vowel words with ck Using the word *sticks* on page 4, have students segment the word into singular sounds: /s/ /t/ /i/ /k/ /s/. Ask *How many sounds do you hear? Yes, five.* Write *sticks* on chart paper. Ask *How many letters do you see? Yes, six.* Remind students that when *c* and *k* are together they make one sound. Point to *i* and say *In a word with ck, the vowel before the ck usually has the short sound.* Invite students to identify other words in the story with short vowels and *ck*, such as *rocky* (page 8), *back* (page 19), *struck* (page 22), and *kicked* (page 25).

Word Study in Context

Cognates Turn to page 4 and read aloud the word *celebration*. Ask *What Spanish word does celebration sound like? Yes, celebración.* Display page 11 and point out the word *religion*. Elicit that *religion* sounds like the Spanish word *religi3n*. Point out that recognizing words in English that sound like words in their home languages can help students understand new vocabulary.

Responding to the Text

Organize It Divide students into pairs of mixed language abilities. Select the 5 Ws Chart from page 109 of the Writing Resource Guide and make copies for pairs. Encourage students to complete the chart with information about the Pueblo groups Coronado met. Students in Stages 4–5 can assist others in completing the columns.

Talk About It Engage students in a book discussion.

- **Discuss** *Which Coronado expedition would you have wanted to go on? Why?*
- **Connect** If students have read books about other explorers, invite them to tell how those books were similar to or different from *Two Worlds Meet*.

Write About It Invite students to write a letter as one of the Pueblo warriors asking the king of Spain to send Coronado back to Spain. Display a letter from one of the Class Collections as a model. Students in Stage 3 might not be able to take this beyond brainstorming without coaching.

Be Creative Have students work in mixed language abilities to create a mural of a Pueblo city modeled after those in *Two Worlds Meet*. Students in Stages 4–5 can assist with writing labels and captions for the mural.