

The Old Spanish Trail

Summary

This lesson will introduce students to the the early Spanish Explorations in Utah, namely Rivera and the Dominguez and Escalante expedition. It will use a graphic tour to orient students to the local flora and geography. Students will learn key vocabulary terms related to exploration.

Time Frame

2 class periods of 45 minutes each

Group Size

Pairs

Materials

1. Description of Rivera expedition. 2. Online tour of the Old Spanish Trail. 3. Map of route taken by Dominguez and Escalante. 4. Brief description of Dominguez-Escalante history and description of the trail, as hiked by Boy Scouts. 5. Video "Sweet Fifteen", PBS special.

Background for Teachers

The instructor needs to have a basic understanding of both the Rivera and Dominguez-Escalante explorations. Routes as well as tribes encountered are helpful. As this lesson is about Utah history, it may be preferable to work in conjunction with the Utah Studies History teacher.

Intended Learning Outcomes

Students will be able to recount the history behind the Old Spanish Trail. This lesson should be used for later forays into the impact of Hispanics on Utah.

Instructional Procedures

1. Day 1: Introduce students to the theme of early explorers in Utah. Show a detailed map of the Old Spanish Trail on overhead as a backdrop. Explain the route of the Old Spanish Trail. 2. Direct students toward the readings on the Rivera and Dominguez-Escalante expeditions. If it isn't possible to have students at computers, print off the material or have it on an overhead. Depending on the ability level of the students, the material may be read together as a class while the teacher asks scaffolding questions or the class may be broken into groups of four-five students. Each group should have 2-3 copies of each expedition. Have half the group (2 students) read Rivera story while the other two students read the Dominguez-Escalante story. Then allow the groups to teach each other the pertinent parts of each expedition. This will allow individual students to recall details from their collective memory. 3. Day 2: If not already completed, continue the readings into the Dominguez-Escalante exploration. If reading individually, rotate through the class answering questions. If reading as a class, ask appropriate scaffolding questions to make sure the students are conceptualizing the essential facts. 4. With the remaining time of the first day and the majority of the second, begin watching the video "Sweet Fifteen" which will be discussed in the last lesson of the unit.

Strategies for Diverse Learners

Gifted students: have students discuss the reading about the Spanish Trail through Utah found at <http://historytogo.utah.gov/spanishtrail.html>. Allow them several minutes to present the material to the class. This may also be used as an extra credit assignment for all students. For students having difficulties with the lesson material, consider learning groups with students of varying abilities. Also,

pre-highlighted readings with only pertinent information may be handed out to individuals with learning difficulties.

Extensions

This lesson will cover the EARLY Hispanic exploration of Utah. The next lesson will discuss more in detail the history of 19th and 20th century Hispanics in Utah.

Assessment Plan

Assessment will be solely based on participation in groups. Monitor which students are "cruising by" in their group discussion. Allow these students the opportunity to interact with teacher-led questioning. If this fails, students may have points deducted from their participation grade for this cultural unit.

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