

With Domingo Leal in San Antonio

TRICENTENNIAL THEME: Heritage and Diversity

SUBJECT: Social Studies

GRADE BAND/LEVEL: Elementary/Grades 3-5

WRITTEN BY: The Institute of Texan Cultures Education Staff

TEKS:

3rd
113.14.14A-B1;7A

4th
113.15.14B1;7A,D;21A

5th
113.16.18A;24A



DESCRIPTION:

This unique learning experience allows students to participate, imagine, compare, contrast and immerse themselves in a traditional adobe house while following a day in the life of Domingo Leal, a ten-year-old boy living in San Antonio during the 18th century. There are several lessons, including a suggested optional field trip to visit the “Back Forty” at the UTSA Institute of Texan Cultures. Lessons can be used in order or as the teacher/facilitator sees fit in order to best meet their learner's needs.

LESSON OBJECTIVES:

- 1 Understand the causes and effects of European exploration and colonization of Texas and North America.
- 2 Summarize motivations for European exploration and settlement of Texas including economic opportunity, competition, and the desire for expansion.
- 3 Analyze what life was like in early Texas for colonists.

MATERIALS NEEDED:

PowerPoint presentation: “With Domingo Leal in San Antonio, 1734” (see appendix pages 1-8, please note that there are comments available on each slide to assist the teacher/facilitator in the presentation)

Reproducible character mapping activity page

Class set of reproducible illustrated glossary

Class set of reproducible Spanish-English Vocabulary Graphic Organizer

Copies of With Domingo Leal in San Antonio, 1734 (see appendix pages 9-90)

Class set of reproducible comprehension questions

Construction paper

White paper

Writing utensils/crayons or colored pencils

Scissors

Reproducible review

puzzles Plastic zip bags

Glue

Tape

*See individual activities for the material breakdown

Advanced Preparation:

Plan a field trip to the “Back Forty” at the University of Texas at San Antonio's Institute of Texan Cultures (optional)



ENGAGE (Opening Activity - Access Prior Learning / Stimulate Interest / Generate Questions):
Introduce students to the series of lessons by completing "Pre-Visit 1: Introduction to With Domingo Leal in San Antonio, 1734 with Character Mapping".
You will need the PowerPoint which can be found in the Appendix pages 1-8. There are comment boxes with each slide that provide more in-depth information for the teacher/facilitator.

EXPLORE (Probing or Clarifying Questions):
Complete "Pre-Visit 2: Spanish-English Vocabulary Graphic Organizer" and "Pre-Visit 3: Reading Comprehension Questions: With Domingo Leal in San Antonio, 1734". You will need the reading "Domingo Leal in San Antonio, 1734", which can be found in the appendix pages 9-90. Students can finish the reading and questions at home.

EXPLAIN (Concepts Explained):
Plan an optional field trip to the UTSA Institute of Texan Cultures "Back Forty" in order to experience what life might have been for Domingo Leal in person. This is an excellent hands-on opportunity for students.

ELABORATE (Applications and Extensions):
Complete "Post-Visit 1: Review Foldable" and "Post-Visit 2: Piecing It Together-Review Puzzle". The review puzzle activity can easily be sent as homework.

EVALUATE:
Complete "Post-Visit 3: Opposing Viewpoints- Two Kids, One Texas" in order to tie the unit together. Check for understanding throughout the lessons and assess student understanding of the overall unit with the final activity.

Pre-Visit Activity:

Introduction to *With Domingo Leal in San Antonio, 1734* with Character Mapping

Estimated Time: 30 Minutes

Materials:

- PowerPoint presentation: “With Domingo Leal in San Antonio, 1734”
- Reproducible character mapping activity page

Instructions:

1. Using the PowerPoint included in this package, read the excerpt from the preface of *With Domingo Leal in San Antonio, 1734*.
2. Ask students to share what they already know about Spanish colonization in Texas, why people moved to Texas and what their lives may have been like.
3. After students have brainstormed what they already know, continue through the PowerPoint introducing each of the main characters. Have the students begin the character mapping activity on Domingo Leal. Ask students to listen to your description of each character and discuss predictions they may have about his/her role in the story. Students will only fill in a character map for Domingo Leal. They will not complete their charts at this time, but they should continue describing Domingo as they read his story. While reading, they should also complete the chart on the back of the character mapping page that helps them compare/contrast their lives to that of Domingo Leal. This character mapping activity works best when students have their own copy of the text.
4. End the lesson by asking students to make predictions about the story of Domingo Leal. What do they think a day in his life will be like? How will his life be similar and/or different from their lives? Which character do they think they will like the best? To which character do they think they will most relate? You may also follow up with questions regarding what students would like to learn about Domingo and his daily life in early San Antonio.

Pre-Visit Activity:

English-Spanish Vocabulary Graphic Organizer

Estimated Time: 45 minutes

Materials:

- Class set of reproducible illustrated glossary
- Class set of reproducible Spanish-English Vocabulary Graphic Organizer

Instructions:

1. Provide each student with a copy of the reproducible illustrated glossary and the Spanish-English Graphic Organizer.
2. Explain to the students that each word in the glossary is from the story *With Domingo Leal in San Antonio, 1734*. Some of the words are Spanish words that Domingo would have used, and some of the words are English words.
3. Using the glossary, the students will determine the category to which each word relates: *The Villa, A Soldier's Life, Around the House, or Work and Tools*.
4. Do one example with the students. Ask students to read the definition for *masa*. Explain to them that *masa* is "dough that is made from ground corn meal." Ask students if anyone knows what *masa* is used to make, and you may ask if any of them have had *tamales*. Then, ask the students to determine in which category this word best fits, and instruct them to write the word and its definition in an appropriate box on the graphic organizer.
5. Students should complete the remainder of the graphic organizer individually.

Pre-Visit Activity:

***With Domingo Leal in San Antonio, 1734* Reading Comprehension Questions**

Estimated Time: 2 hours, divided

Materials:

- Copies of *With Domingo Leal in San Antonio, 1734*
- Class set of reproducible comprehension questions

Instructions:

1. Instruct students to read *With Domingo Leal in San Antonio, 1734* and answer comprehension questions following the instructions that are printed at the top of the page.
2. This assignment may be divided into several sessions of class time/homework.

Objectives for Back 40 Visit

Agenda for Visit:

During their visit to the Back 40 Adobe House students will be offered both adobe house and outdoor experiences. Classes will be divided into two smaller groups and participate in the following activities:

- Meet a *Soldado de Cuera* and learn about life as a mission soldier
- Participate in traditional home-making activities like grinding corn
- Discuss the exchange of products, animals and ideas between the Old World and New World
- Learn about farming and early ranching in Texas and plant a seed to take home
- Analyze artifacts that would have been used by early colonists
- If students bring sack lunches, we will provide a 30 minute break time for lunch and restroom breaks

Post-Visit Activity: Review Foldable Activity

Estimated Time: 1 hour

Materials:

- 1 sheet of construction paper
- 2 sheets of white paper
- Writing utensils
- Scissors



Instructions:

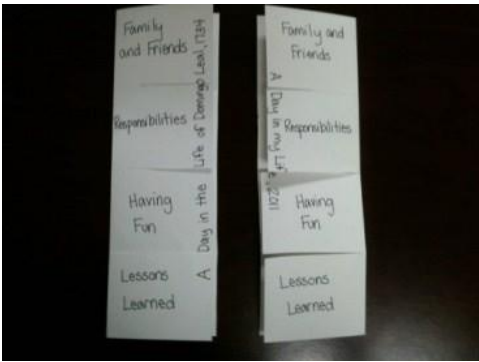
Using what students have already learned about Domingo Leal and his experiences living in San Antonio, guide them through the steps of building a foldable.

Take the first sheet of white paper, and fold it in half hamburger-style. Once students have divided the paper in half, ask them to cut the paper along the line. Repeat this with the second sheet of plain white paper. Now students should have 4 half-sheets of white paper.

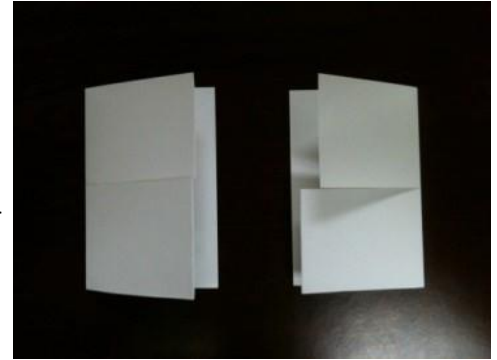
To save class time, you may choose to skip this step and pre-cut paper.

Take one half-sheet of paper and fold it in half hotdog-style. With the paper held horizontally, fold the paper in half from left to right two more times. You should have created four equal sections. Open the folded book and cut up the creases to the hotdog fold to create four equal tabs. Repeat this process with a second half-sheet of paper.





Label each of these foldables with the following titles: Family and Friends, Responsibilities, Having Fun, Lessons Learned. On one of these foldables, students will recall details from With Domingo Leal in San Antonio, 1734, and the other foldable will include details from a day in their own life.



Follow the same instructions for the previous folds with the third half-sheet of plain paper. When cutting the tabs, cut the entire paper in half to create 2 two-flap foldables.



Label these two-tab foldables with the following titles: Ranches, Villas, Missions, Presidio. Here students will define these terms.



With the last half-sheet of paper, create a two-tab book by folding the paper in half hamburger style. Hold the paper horizontally and cut the paper in half up to the fold to create two equal sized tabs.



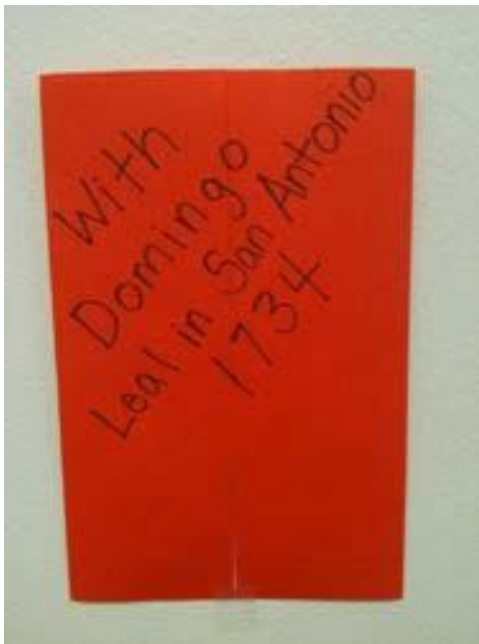
Label this foldable with the following titles: Villa de San Fernando de Bexar 1734, and San Antonio, Bexar County 2011. Students will list details to compare/contrast life in San Antonio during these two times.



Each of these foldables will be glued onto the construction paper using a shutter fold format. Holding the construction paper horizontally, fold the paper hamburger-style and pinch it to show the mid-point. It is not necessary to crease the paper at its center. Then fold the outer edges of the paper to meet at the center point, and this will form your shutter fold.



To complete their review project, students may decorate the front cover of their shutter fold with images they think represent the story of Domingo Leal.



Finally, instruct students to take their foldables and glue them on the inside of their shutter-fold construction paper.

Post-Visit Activity:

Piecing It Together- Review Puzzle

Estimated Time: 30 minutes

Materials:

- Reproducible review puzzles
- Plastic zip bags
- Scissors (for teacher preparation)

Instructions:

1. In preparation for this activity, make enough copies of the puzzle so that you have one for every two students.
2. Cut the pieces of the puzzle along the lines into individual pieces and put one full puzzle into each plastic zip bag.
3. Divide students into pairs, and give each pair a plastic zip bag containing one puzzle. Instruct the students that all four sides of the puzzle pieces feature a word or phrase that relates to what they have learned from *With Domingo Leal in San Antonio 1734*. Students should match the words or phrases with the correct corresponding definition or description. Not all words will have a matching description. Words that do not have a match will be the outer edge of the puzzle when it is successfully completed.
4. This puzzle activity may be completed as a competition with prizes going to the first three groups to finish correctly.

Post-Visit Activity: Opposing Viewpoints

Estimated Time: 1 hour

Materials:

- 4 sheets of white paper
- Crayons or colored pencils
- Glue
- Tape
- Scissors

Instructions:

1. Explain to students that they will draw two pictures. *It is important that they hold the paper horizontally when drawing.* One picture will represent a day in their own life. They should draw something that represents their responsibilities, what they do for fun, where they live, or where they go to school. The second picture will represent something that they learned about Domingo Leal's life. They may illustrate their favorite part of his story, or they may illustrate what his life was like, such as responsibilities, what he did for fun, or where he lived. Each picture should take up a full sheet of plain paper.
2. Once students have finished their pictures, instruct them to fold each picture like a fan, making creases approximately every inch. They will use these lines as guides to cut each picture into eleven even strips.
3. Then, tape the additional sheets of blank paper together end-to-end to create a large sheet that measures approximately 8.5"x22".
4. Students will then use their glue to adhere alternating strips from their pictures onto the large sheet of blank paper. Instruct them to glue one strip from their picture, then one strip from the Domingo picture, and so on.
5. When they have finished gluing down their images, tell students to fold their paper along the lines of the images, like a fan. The final effect will be a picture that displays one image when you view it from the left and another image when you view it from the right when the picture is stretched open. This will allow students to see the similarities and differences between their life and Domingo Leal's life.
6. Follow up the lesson by asking them how Domingo's life differed from their own life, and what was similar to their own life.

**Post-Visit Activity:
Opposing Viewpoints
Examples:**



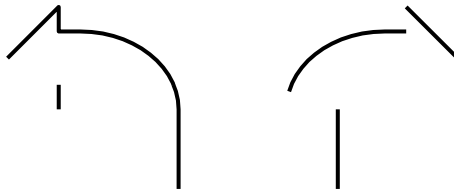
NAME: _____

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With Domingo Leal in San Antonio 1734 Character Mapping

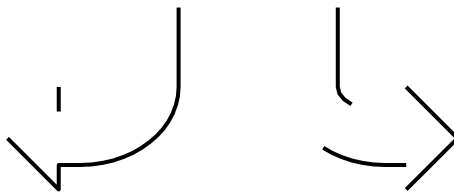
Actions:

Says:



Feelings:

Appearance:



With Domingo Leal in San Antonio 1734 Connecting with the Text

Directions: As you are reading, With Domingo Leal in San Antonio 1734, make a list of quotes from the text and describe how it reminds you of your life.

The story said...

This reminds me of...

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

With Domingo Leal in San Antonio 1734

Glossary

A-B



Adarga

An oval shield made of leather used to protect a soldier from arrows



Adobe

A sun-dried brick used for building



Adze

A carpenter's tool for working wood



Armas

Leather flaps worn to protect a soldier's legs from rough brush when he rode on a horse



Bandolier

A large leather belt worn over one shoulder and across the chest to hold a sword. Presidio soldiers usually wore it with a cartridge box belted around the waist to hold bullets for their gun.



Blacksmith

A person who works with iron to shape it into tools and other structures

With Domingo Leal in San Antonio 1734

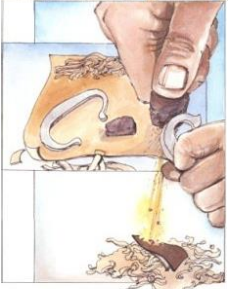
Glossary

C-M



Cuera

A leather jacket worn for protection from arrows



Eslabón

Small, horseshoe-shaped steel used to start a fire by striking it against flint rock



Jacal

A simple house made of mud and sticks



Masa

Dough made from ground corn meal



Metate

A curved stone used for grinding corn used to make tortillas



Mission

A church that is built in a new region that tries to convert natives to Christianity.

With Domingo Leal in San Antonio 1734
Glossary
P-Z



Pallet

A bed or mattress made of straw



Presidio

A fort where soldiers live and work to protect a region



Ranch

A large farm for raising horses, cattle, or other animals



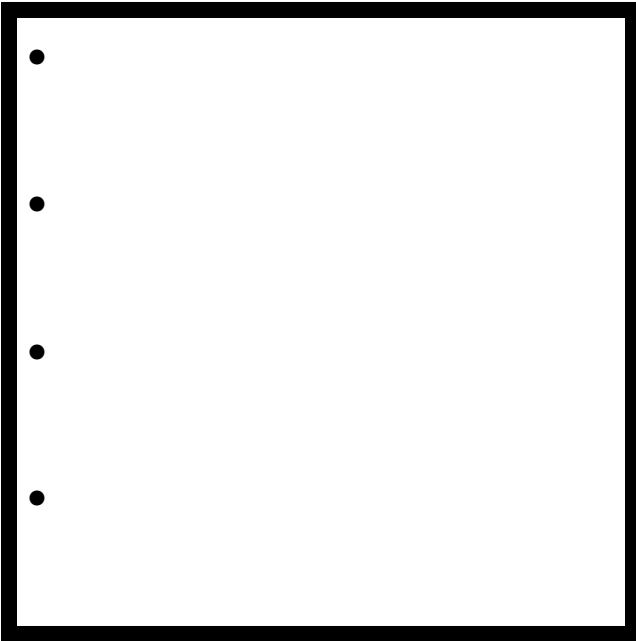
Villa

A town or village

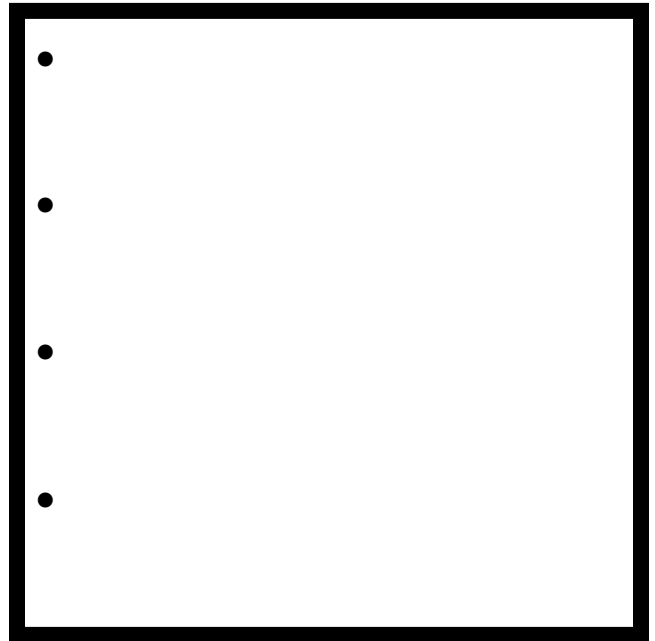
With Domingo Leal in San Antonio 1734 Vocabulary Graphic Organizer

Directions: Use the glossary to decide in which category the word belongs. Then write the vocabulary word and definition in the correct box.

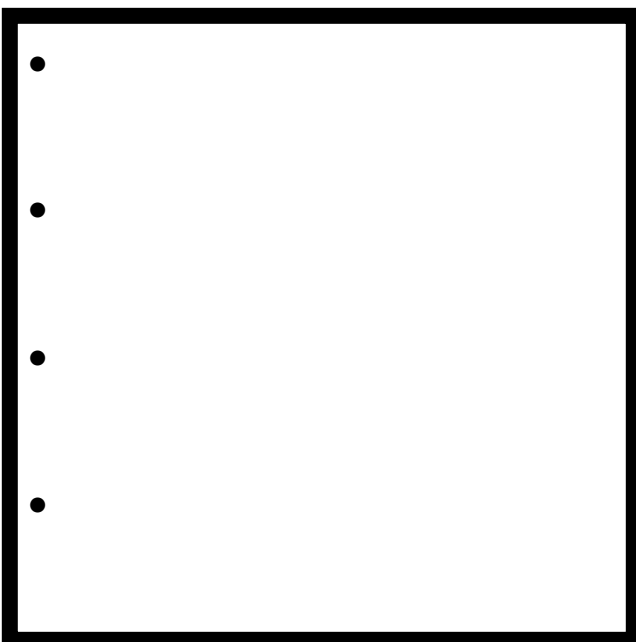
The Villa



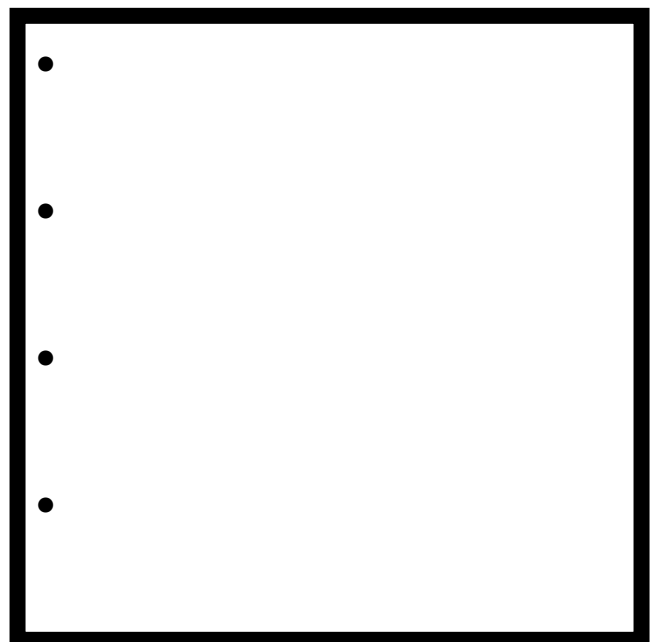
A Soldier's Life



Around the House



Work and Tools



With Domingo Leal in San Antonio 1734
Reading Comprehension Questions

Directions: While reading With Domingo Leal in San Antonio 1734, answer the following questions in complete sentences.

Domingo seems unhappy with his new life in Texas. What has changed for him? Why do you think he prefers his old life in the Canary Islands?

Why does Domingo think to himself, "This old Indian is very wise,"? What do Domingo and the Indian have in common?

What important job do the soldiers have at the *presidio*? Why do you think Domingo wants to be a soldier?

Domingo learns that he cannot let his fear overcome him. Describe a time when you were afraid. How did you learn to be brave?

Would you want to have been a soldier at the *presidio*? Why or why not?

With Domingo Leal in San Antonio 1734 Review Puzzle

Señor Banul	vacca	cornal	realles	pantalones	Domingo's breakfast	armas	tortillas and frijoles	siesta	town	villa	expedition
bandolier	fiesta	fixed the adze	plaza	protection for legs	Rio San Antonio	Domingo's new home	sun-dried bricks	jacal	adobe	church	mission
eslabón	acequia	holds bullets	mestizo	soldado de cuera	Corporal Hernandez	fort	stone for grinding	presidio	metate	Canary Islands	threat to mission
céduia	arroyo	starts fire	isleñi	straw bed	cuera	leather jacket	for land	why Leals moved	rank of soldier	blacksmith	ranch
Señor Banul	vacca	cornal	realles	pantalones	Domingo's breakfast	armas	tortillas and frijoles	siesta	town	villa	expedition
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eslabón	acequia	holds bullets	mestizo	soldado de cuera	Corporal Hernandez	fort	stone for grinding	presidio	metate	Canary Islands	threat to mission
céduia	arroyo	starts fire	isleñi	straw bed	cuera	leather jacket	for land	why Leals moved	rank of soldier	blacksmith	ranch

Answer Key:
With Domingo Leal in San Antonio, 1734
Character Mapping

Actions:

Students may list a variety of actions from the story. Some of the important events are:

- Takes adze to the mission to be fixed
- Learns about the life of a soldier
- Visits friend, Tomás
- Hides from Apaches at the river
- Warns the mission about seeing Native Americans
- Forgets the adze at the river
- Promises to fix his mistakes

Says:

Students may list quotes that relate to the actions they list or Domingo's feelings.



Feelings:

• Wishes that he knew how to read and write

• Misses his home in the Canary Islands

• Wants a more exciting life

• Thinks that he could be a soldier when he grows up

• Becomes afraid when the mission wall collapses, at the threat of Apaches, and when he sees Apaches at the river

• Is proud when his father listens and believes his story at dinner

Appearance:

- Round face
- Fair skin
- Black eyes
- Red hair
- Flat nose
- Freckles

Answer Key
With Domingo Leal in San Antonio 1734
Vocabulary Graphic Organizer

The Villa

- mission- a church built in a new region that tries to convert natives to Christianity
- presidio- a fort where soldiers live and work to protect a region
- ranch- a large farm for raising horses, cattle or other animals
- villa- a town or village

A Soldier's Life

- adarga- oval shield made of leather used to protect a soldier from arrows
- armas- leather flaps worn to protect a soldier's legs from rough brush when they rode a horse
- bandolier- a large leather belt worn over one shoulder and across the chest to hold cartridges or bullets for a gun
- cuera- a leather jacket worn for protection from arrows

Around the House

- jacal- a simple house made of mud and sticks
- masa- dough made from ground corn meal
- metate- a curved stone used for grinding corn used to make tortillas
- pallet- a bed or mattress made of straw

Work and Tools

- adobe- a sun-dried brick used for building
- adze- a carpenter's tool for working with wood
- blacksmith- a person who works with iron to shape it into tools and other structures
- eslabon- small, horseshoe-shaped steel used to start a fire by striking it against flint rock

Answer Key
With Domingo Leal in San Antonio 1734
Reading Comprehension Questions

Domingo seems unhappy with his new life in Texas. What has changed for him? Why do you think he prefers his old life in the Canary Islands?

Domingo has a new little brother that was born on the journey from Spain and he is getting less attention from his mom. Texas is very different from the Canary Islands and he is afraid of attacks by Native Americans. Domingo also misses his friends and getting to go to the market with his parents.

Why does Domingo think to himself, "This old Indian is very wise,"? What do they have in common?

El Cojo explains to Domingo that sometimes you have to make hard choices to make sure that you have enough food and safety for your family. Domingo wishes for a more exciting life, but El Cojo helps him to learn that excitement is sometimes not as important as safety. Domingo learns that they are both learning about a new way of life.

What important job do the soldiers have at the *presidio*? Why do you think Domingo wants to be a soldier?

The soldiers help to protect the people at the mission and in the villa from attacks by the Apaches. Domingo thinks that the soldiers have an exciting life and he liked the uniform.

Domingo learns that he cannot let his fear overcome him. Describe a time when you were afraid. How did you learn to be brave?

Answers will vary.

Would you want to have been a soldier at the *presidio*? Why or why not?

Answers will vary.

Why did Domingo and Tomás run to warn the village? How do you think you would have reacted in that situation?

Domingo met Tomás at the river and while there, they saw Apaches letting their horses drink in the river. They were afraid of an attack, so they ran to warn the people at the mission.

By the end of the story, Domingo decided that he liked San Antonio. What made him change his mind?

Before he fell asleep, Domingo recalled his day and all of the interesting people he met at the mission. He realized that Texas was his new home and he looked forward to meeting new people and having new adventures.

Review: Think about a typical day in your life and what you read about Domingo's day. How are you similar? How are you different? Is there anything that happened in Domingo's day that you would like to experience for yourself?

Answers will vary.

With Domingo Leal in San Antonio 1734

References:

Martinello, Marian L. and Samuel P. Nesmith. *With Domingo Leal in San Antonio, 1734*. (San Antonio: The University of Texas Institute of Texan Cultures at San Antonio, 1979).

Texas Education Agency. *Texas Essential Knowledge and Skills*. 2011. <http://www.tea.state.tx.us/index2.aspx?id=6148> (accessed November 9, 2011).

Zike, Dinah. *Big Book of Texas History*. (San Antonio: Dinah-Might Adventures, 2004).