**![C:\Documents and Settings\105815\Local Settings\Temporary Internet Files\Content.IE5\2ZN8HBRQ\MP900404890[1].jpg]()4th Grade: Document-Based Question #1** (Steps 1-3)

***Cabeza de Vaca: How Did He Survive?***

**Survivor! (Hook Exercise, Step 1)**

*You’ll need*: Danger Scenarios (#1 – Gulf Coast Mosquitoes; #2 – Armed Strangers; #3 – River Crossing)

*Directions:* As a team, read the three scenarios and brainstorm what you would have done to survive each situation. (Feel free to look up any words you need to help you.)

Consider the following:

* The Gulf Coast of Texas is home to perhaps the richest variety of mosquitoes in North America (81 known species). Acting together, mosquitoes can bring down a large animal and thousands of bites can kill a person.
* Each summer, bands of nomadic Indians would move to the prickly-pear cactus fields of southeast Texas to gorge themselves on cactus fruit. Juice squeezed from the fruit could also stave off thirst. However, prickly-pear plants only produce fruit every other year, and low rainfall could affect crop yield. A bad season would have had a devastating impact on native tribes.
* The coastal region of east Texas, south of Galveston, was very difficult to navigate on foot. Wetlands, estuaries, bays, mosquitoes and Indian groups made it an inhospitable place for Spaniards. It is also a historical fact that many conquistadors did not know how to swim.

*Discuss:* What systems, if any, were apparent in the activity? Be sure to use the language of the discipline, such as input, output, elements, boundaries, interactions, and interdependence.

Which situation scares you the most? Why?

**Schema: Here’s the Context! (Step 2)**

*You’ll need:* Background essay and questions (p. 9).

*Directions*: Do the following (the order does not matter) and as you explore write down three unanswered questions you still have about Cabeza’s journey and survival.

1. Explore the *Beyond Texas History* website on Cabeza de Vaca. You can get to it from our Weebly site: <http://www.texasbeyondhistory.net/cabeza-cooking/kids.html>
2. Read the background essay and complete the questions.

**Brainstorms in Buckets (Step 3)**

*You’ll need:* A butcher-paper “planning placemat” and three buckets.

*Directions*: Create your “planning placemat,” and on it, complete the questions.

1. Big Idea Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

  

1. Big Idea Question in my own words: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What is the big idea question you need to answer by the end of the study?
2. What terms in the question need to be defined?
3. Rewrite the question in your own words.
4. Predict how the buckets might be organized.

Congratulations! You are ready to begin document analysis.