

# With Domingo Leal in San Antonio 1734

Based on Texas Essential Knowledge & Skills  
Grade Four



UTSA INSTITUTE OF  
**TEXAN CULTURES**  
*A Smithsonian Affiliate*

801 E. César E. Chávez Blvd. San Antonio, TX 78205-3296

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## Introduction

Dear Educator,

Thank you for choosing *With Domingo Leal in San Antonio, 1734*. This unique learning experience allows students to follow a day in the life of Domingo Leal, a ten-year-old boy living in San Antonio during the 18th century. To use this lesson in your classroom, be sure to download a free copy of *With Domingo Leal in San Antonio, 1734* by Marian L. Martinello and Samuel P. Nesmith and other related materials.

As educators, we at the ITC know that you may need to adapt these lessons to fit the constructs of your classroom and the needs of your students. Please feel free to copy the handouts included or create your own!

The Institute of Texan Cultures

Education and Interpretation

[ITCEducation@utsa.edu](mailto:ITCEducation@utsa.edu)

[www.texancultures.utsa.edu/learn](http://www.texancultures.utsa.edu/learn)

## Table of Contents

Introduction to <i>With Domingo Leal in San Antonio, 1734</i> with Character Mapping	3
Spanish-English Vocabulary Graphic Organizer	6
Reading Comprehension Questions: <i>With Domingo Leal in San Antonio, 1734</i>	12
Review Foldable	17
Piecing It Together- Review Puzzle	20
Opposing Viewpoints- Two Kids, One Texas	22
References	23
Texas Essential Knowledge and Skills	23

## 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, p. 4

### 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.



**Answer Key:**

***With Domingo Leal in San Antonio, 1734 with 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

# English-Spanish Vocabulary Graphic Organizer

**Estimated Time:** 45 minutes

**Materials:**

- Class set of reproducible illustrated glossary, pp. 7-9
- Class set of reproducible Spanish-English Vocabulary Graphic Organizer, p. 10

**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.

With Domingo Leal in San Antonio, 1734  
English-Spanish Glossary

**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 cartridges or bullets for a gun

**Blacksmith**



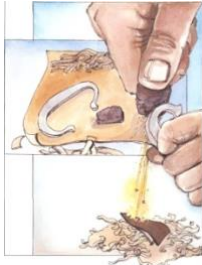
A person who works with iron to shape it into tools and other structures

## 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.



## 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 for to decide in which category the word belongs. Then write the vocabulary word and definition in the correct box.



The Villa

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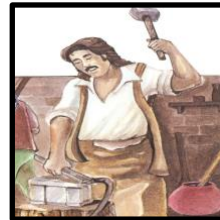
A Soldier's Life

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Around the House

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Work and Tools

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## Answer Key:

### 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



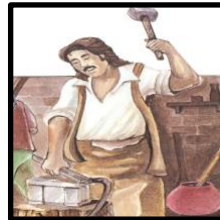
#### A Soldier's Life

- 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

## *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, pp. 13-14, and “Connecting with the Text” activity sheet, p. 15

### **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. They may also note specific quotes that relate to their life on the “Connecting to the Text” activity sheet.
2. This assignment may be divided into several sessions of class time/homework.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**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.*

Pages 9-17: 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?

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Pages 18-29: Why does Domingo think to himself, "This old Indian is very wise,"? What do Domingo and the Indian have in common?

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Pages 30-33: What important job do the soldiers have at the *presidio*? Why do you think Domingo wants to be a soldier?

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Pages 34-37: Domingo learns that he cannot let his fear overcome him. Describe a time when you were afraid. How did you learn to be brave?

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Pages 38-47: Would you want to have been a soldier at the *presidio*? Why or why not?

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Pages 48-67: Why did Domingo and Tomás run to warn the village? How do you think you would have reacted in that situation?

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Pages 67-77: By the end of the story, Domingo decided that he liked San Antonio. What made him change his mind?

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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?

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

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...

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## Answer Key:

### Reading Comprehension Questions

Pages 9-17: 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.

Pages 18-29: 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.

Pages 30-33: 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.

Pages 34-37: 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.

Pages 38-47: Would you want to have been a soldier at the *presidio*? Why or why not?

Answers will vary.

Pages 48-67: 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.

Pages 69-77: 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.



# Review Foldable Activity

Estimated Time: 1 hour

## Instructions:



## Materials:

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



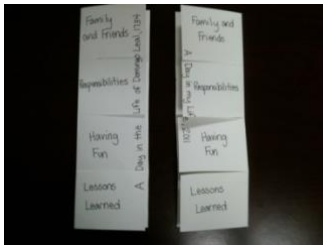
Using what students have already learned about Domingo Leal and his experiences living in San Antonio, guide them through the steps of building a foldable.

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



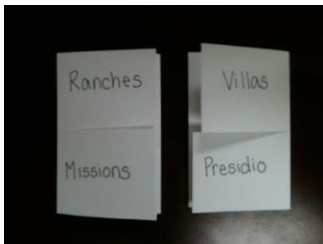
Take one half-sheet of paper and fold it in half hotdog-style. With the paper held horizontally, fold the paper in half from left to right two more time. You should have created four equal sections. Open the folded book and cut up the creases to the hotdog fold to create four equal tabs. Repeat this 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. Then fold the outer edges of the paper to meet at the center point, and this will form your shutter fold.



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



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.

## Piecing It Together- Review Puzzle

**Estimated Time:** 30 minutes

### **Materials:**

- Reproducible review puzzles, p. 21
- 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.

With Domingo Leal in San Antonio 1734  
Review Puzzle

comal	vacca	Señor Banul	adarga	expedition	villa	siesta	tortillas and frijoles	Domingo's breakfast	reales	pantalones
fixed the adze	bandolier	bandolier	cornmeal dough	church	adobe	sun-dried bricks	Domingo's new home	Rio San Antonio	protection for legs	plaza
holds bullets	acequia	acequia	threat to mission	Canary Islands	metate	stone for grinding	adze	tool for wood	soldado de cuera	mestizo
starts fire	arroyo	arroyo	ranch	blacksmith	rank of soldier	for land	leather jacket	cuera	straw bed	cuera
cédula	cutlass	cutlass	large farm	works with iron	why Leals moved	presidio	fort	Corporal Hernandez	pallet	cuera
made of mud and sticks	mission	mission	Domingo's first home	Apaches	metate	stone for grinding	why Leals moved	Corporal Hernandez	pallet	cuera
made of mud and sticks	mission	mission	Domingo's first home	Apaches	metate	stone for grinding	why Leals moved	Corporal Hernandez	pallet	cuera
made of mud and sticks	mission	mission	Domingo's first home	Apaches	metate	stone for grinding	why Leals moved	Corporal Hernandez	pallet	cuera

# 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.

**Examples:**



## 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).

## Texas Essential Knowledge and Skills

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

**Estimated Time:** 30 Minutes

#### **Social Studies TEKS:**

4.2 *History*. The student understands the causes and effects of European exploration and colonization of Texas and North America. (A, C)

4.22 *Social studies skills*. The student communicates in written, oral, and visual forms. (A, B, C, D, E)

#### **ELA TEKS:**

4.6: *Reading/Comprehension of Literary Text/Fiction*. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. (A, B, C)

4.27: *Listening and Speaking/Listening*. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. (A, B)

4.28: *Listening and Speaking/Speaking*. Students speak clearly and to the point, using the conventions of language.

## English-Spanish Vocabulary Graphic Organizer

**Estimated Time:** 45 minutes

#### **Social Studies TEKS:**

4.2 *History*. The student understands the causes and effects of European exploration and colonization of Texas and North America. (A, C)

4.22 *Social studies skills*. The student communicates in written, oral, and visual forms. (A, B, C, D, E)

#### **ELA TEKS:**

4.1 *Reading/Fluency*. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

4.2 *Reading/Vocabulary Development*. Students understand new vocabulary and use it when reading and writing. (A, B, E)

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

**Estimated Time:** 2 hours, divided

#### **Social Studies TEKS:**

4.2 *History*. The student understands the causes and effects of European exploration and colonization of Texas and North America. (A, C)

4.21 *Social studies skills*. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. (A, B)

4.22 *Social studies skills*. The student communicates in written, oral, and visual forms. (A, B, C, D, E)

**ELA TEKS:**

4.2 *Reading/Vocabulary Development*. Students understand new vocabulary and use it when reading and writing. (A, B, E)

4.3 *Reading/Comprehension of Literary Text/Theme and Genre*. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. (A)

4.6 *Reading/Comprehension of Literary Text/Fiction*. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. (A, B, C)

4.9 *Reading/Comprehension of Text/Independent Reading*. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

4.18 *Writing/Expository and Procedural Texts*. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (A- i,ii,iii; B, C)

## Review Foldable Activity

**Estimated Time:** 1 hour

**Social Studies TEKS:**

4.2 *History*. The student understands the causes and effects of European exploration and colonization of Texas and North America. (A, C)

4.22 *Social studies skills*. The student communicates in written, oral, and visual forms. (A, B, C, D, E)

**ELA TEKS:**

4.1 *Reading/Fluency*. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

4.2 *Reading/Vocabulary Development*. Students understand new vocabulary and use it when reading and writing. (A, B, E)

4.17 *Writing*. Students write about their own experiences. Students are expected to write about important personal experiences.

## Piecing It Together- Review Puzzle

**Estimated Time:** 30 minutes

**Social Studies TEKS:**

4.2 *History*. The student understands the causes and effects of European exploration and colonization of Texas and North America. (A, C)

**ELA TEKS:**

4.2 *Reading/Vocabulary Development*. Students understand new vocabulary and use it when reading and writing. (A, B, E)

## Opposing Viewpoints

**Estimated Time:** 1 hour

**Social Studies TEKS:**

4.2 *History*. The student understands the causes and effects of European exploration and colonization of Texas and North America. (A, C)

**ART TEKS:**

4.1 *Perception*. The student develops and organizes ideas from the environment. (A)

4.2 *Creative expression/performance*. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (A, B)