

Unit 2: Age of Contact

7th Grade Lesson Plan - God, Gold, and Glory

Extension - Voices of Texas History

(45 – 60 minutes)

This is an optional assignment that can be excluded in the interest of time. This assignment can be used for an additional day of classwork, or as an outside assignment for homework, extra credit, or enrichment work for students who finish required work early. This assignment can be omitted without missing any necessary content needed for the unit.

Objective	<p>Students will use two primary source excerpts to analyze and compare different points of view related to Spanish interactions with American Indians in the Caribbean. Students will use context to determine the author's meaning and assess the sources for bias.</p> <ul style="list-style-type: none">• <u>We will</u> read primary source excerpts from two different Spanish points of view demonstrating how the conquistadors treated the American Indians.• <u>I will</u> read each excerpt for context, main ideas, and assess for bias. I will answer comprehension questions about each excerpt.
Key Concepts	<ul style="list-style-type: none">• There are many different points of view to every historical event and encounter between groups of people.• Primary sources provide a small glimpse into the larger historical narrative.• The author of each primary source is writing with his or her own agenda and point of view.• While some conquistadors attempted to build relationships with the American Indians in the Caribbean, others caused the deaths of millions.
Skills	<ul style="list-style-type: none">• Reading for main ideas.• Using context to determine meaning.• Making inferences about a text.• Comparing and contrasting different points of view.• Analyzing and assessing a text for the author's point of view and bias.
Essential Questions	<ol style="list-style-type: none">1. <i>How does each author characterize the relationship between the conquistadors and American Indians?</i>

	<p>2. <i>How might each author's bias and point of view affect his story?</i></p>
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students write their expectations of what kind of information they will and will not see in the primary source excerpts in the lesson. Students make a claim about whether these sources have the ability to tell the whole story of the relationship between the American Indians and the conquistadors. <p>Lesson</p> <ul style="list-style-type: none"> Students will read a short introduction placing the primary source in context. Students will read an excerpt from two different primary sources. <ul style="list-style-type: none"> Christopher Columbus' experience trading with American Indians. Bartolome de las Casas firsthand experience of the violence that took place in the Caribbean. Students will answer comprehension questions about each excerpt. Advanced: Students write short, constructed responses to open-ended questions. Grade Level: Students will answer multiple-choice questions and a short, constructed response to comprehension questions. Foundations: Students will answer multiple-choice questions with one or more answer choices eliminated. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students will review their expectations that they recorded in the warm-up and finish a sentence stem describing if their expectation was correct or incorrect. Students will explain their reasoning for their response.
Materials	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> Preview Slideshow Presentation (<i>Suggested use: present on the overhead; Upload to an educational</i>

	<p><i>platform like google classroom; print extra copies for note-taking assistance)</i></p> <ol style="list-style-type: none"> 2. Warm-up / Exit Ticket <i>(Suggested printing: 1 per student. Assignment prints two copies per page.)</i> 3. Assignment <i>(Suggested printing 1 per student)</i> <ol style="list-style-type: none"> a. Advanced Level work b. Grade Level work c. Foundations Level work
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including classwork at three different levels of academic ability 2. Visuals representations of directions 3. Chunking text information 4. Sentence Stems 5. Reduction in answer choices 6. Multiple Choice answer options
TEKS	<ul style="list-style-type: none"> • 7.20(A) Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas. • 7.20(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions. • 7.20(D) Identify bias and points of view from the historical context surrounding an event that influenced the participants. • 7.20(E) Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic. • 7.20(F) Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy. • 7.22(C) Create written, oral, and visual presentations of social studies information.

Teacher Guide: God, Gold, and Glory Voices of Texas History Day 1

Warm-up	<ul style="list-style-type: none">Students will respond to the following questions about their expectations for the primary sources they will see in the lesson.What does the student expect to see?What does the student NOT expect to see?Does the student think these sources will give them the full picture – why or why not?Slides 2 – 4 restate the directions and provide sentence stems to guide student responses when sharing with the class.Slides 5 and 6 provide the essential question and the “We will / I will” statements for the lesson.
Lesson	<ul style="list-style-type: none">Slides 7 and 8 show two artistic works presenting different depictions of interactions between the conquistadors and the American Indians. These slides present questions to guide discussion as an introduction to the two different points of view.Slide 9 shows both images side by side, presenting questions to guide student comparisons of the two images.Slides 10 – 13 present the readings from the students work including the context for each primary source and the primary source text that the students see on their worksheet.In this assignment, students are presented with two excerpts about how the Spanish treated the American Indians from different Spanish points of view.The first excerpt is from a letter Columbus wrote talking about Spanish practices when trading with American Indians and his own interactions when trading with the Indigenous people.The second excerpt is from Bartolome de las Casas' writings about the Spanish treatment of American Indians.Both excerpts have comprehension questions accompanying them.

	<ul style="list-style-type: none">• <u>Advanced</u>: Students will answer short, constructed response questions about the excerpts.• <u>Grade Level</u>: Students will answer multiple choice questions about each excerpt. There is one short, constructed response.• <u>Foundations</u>: Students will answer fewer multiple-choice questions with certain answer choices eliminated.
Exit Ticket	<ul style="list-style-type: none">• Students will review the expectations they recorded in their warm-up.• Students will complete a sentence stem evaluating whether their expectation was correct or incorrect and explain their answer.• Slides 14 and 15 restate the directions and provide sentence stems to guide student responses when sharing with class.

Primary Sources and other Resources

- Casas, Bartolomé De Las. *Breve relacion de la destruccion de las Indias Occidentales*. Filadelfia, México, en la oficina de Don Mariano Ontiveros, 1822. Pdf. <https://www.loc.gov/item/19019570/>. Translated here into English from the original Spanish.
- Columbus, Christopher, Bartolomé De Las Casas, Samuel Kettell, John Boyd Thacher Collection, and Jay I. Kislak Collection. *Personal narrative of the first voyage of Columbus to America: from a manuscript recently discovered in Spain*. Boston: Published by T.B. Wait and Son, and sold by Wait, Greene and Co., Boston, and C. Arvill, New-York, and Carey and Lea, Philadelphia, 1827. Pdf. <https://www.loc.gov/item/02008207/>.
- Orr, John William. *Indian princess presenting a necklace of pearls to de Soto / J.W. Orr*, N.Y. 1858. Photograph. <https://www.loc.gov/item/91794402/>.
- Casas, Bartolomé De Las, Theodor De Bry, Joos Van Winghe, Johannes Saur, Jay I. Kislak Collection, and Lessing J. Rosenwald Collection. *Narratio regionum Indicarum per Hispanos quosdam deuastatarum verissima*. Francofurti: Sumptibus Theodori de Bry, & Ioannis Saurii typis, anno, 1598. Pdf. <https://www.loc.gov/item/01020219/>.