

Unit 2: Age of Contact

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

(45 – 60 minutes)

Objective	<p>Students will examine the events that led to the Age of Contact including the Reconquista and the voyages of Christopher Columbus. Students will identify the reasons for Spanish exploration of the Americas, and several outcomes of this exploration.</p> <ul style="list-style-type: none"> • <u>We will</u> examine the goals, causes, and effects of Spanish exploration. We will also identify the key events that began the Age of Contact. • <u>I will</u> complete my guided notes by summarizing the key points and significance of each topic. I will answer a comprehension question on each topic and when applicable, label my maps.
Key Concepts	<ul style="list-style-type: none"> • Spanish defeat of the Moors helped lead to the beginning of the Age of Contact • Christopher Columbus’ voyages were significant in encouraging more exploration of the Americas. • The Age of Contact was characterized by the Spanish search for riches in the Americas • The Age of Contact began a system of trade between the Americas and Europe. • Consequences of the Age of Contact include the arrival of horses into American Indian culture, and the spread of deadly Spanish diseases which killed millions.
Skills	<ul style="list-style-type: none"> • Identifying main ideas and key events in a reading. • Summarizing the significance of an historical topic. • Mapping important locations, routes, and information in the Age of Contact. • Reading for context and specific information
Essential Questions	<p>What motivated Spanish conquistadors to explore the new world?</p> <p>What were the positive and negative results of their exploration?</p>

<p>Assignment</p>	<p>Warm-up</p> <ul style="list-style-type: none"> • Students read an “advertisement” for a job offering adventure, wealth, and a lot of risks. • Students respond if they would take the job and provide their reasoning. • This presents an idea of the context of why people like the conquistadors might have decided to go to the Americas. <p>Lesson</p> <ul style="list-style-type: none"> • Students follow the notes slides from the presentation to read short passages about topics including the Reconquista, Christopher Columbus, The Columbian Exchange, and Reasons for Exploration. • Students use the readings to complete their guided notes sheet. They will write the key information, the significance of each event or topic, and answer an open-ended question about the reading. They will label a map related to the content in the reading. <p>Exit Ticket</p> <ul style="list-style-type: none"> • Students read a quote from the diary of Christopher Columbus and answer a multiple-choice question about the main idea of the quote.
<p>Materials</p>	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> 1. Slideshow Presentation (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) 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
<p>Differentiation</p>	<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

	<p>7. Fill in the blank note-taking assistance</p> <p>8. Note-taking guidance presented on the slide, displaying what students should write.</p>
<p>TEKS</p>	<ul style="list-style-type: none"> • 7.1(A) Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Age of Contact; Spanish Colonial. • 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(C) Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. • 7.20(E) Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic. • 7.22(C) Create written, oral, and visual presentations of social studies information.

Teacher Guide: God, Gold, and Glory

<p>Warm-up</p>	<ul style="list-style-type: none"> • Students read an advertisement for a job promising adventure and the possibility of wealth. It lists a number of risks including travel, getting lost, and even death. Students reply if they would consider taking the job or not and provide a reasoning for their answer. • Slides 2 and 3 restate the directions and provide a sentence stem to guide student responses when sharing with the class. • Slides 4 and 5 provide the essential question and the “We will / I will” Statements for the lesson.
<p>Lesson</p>	<p><u>Guided Notes</u></p> <ul style="list-style-type: none"> • Students will complete their guided note-taking chart by following along with the slideshow presentation on the following topics: <ul style="list-style-type: none"> - The Reconquista - Christopher Columbus - The Columbian Exchange - The Reasons for Exploration • Each topic has an accompanying slide with a short reading passage. There are three additional boxes of information that will appear on the slide as the teacher clicks through the presentation. These extra boxes show the students what information to write down on their notes for the Key Information, Significance, and Essential Question. <ul style="list-style-type: none"> - Suggest: Ask students to try to determine what information they think completes those portions of their notes. • Each topic has an additional slide accompanying it showing information related to the topic as it relates to a map of the world. Students will draw, color, highlight, or label their own maps on their notes as directed. • Slides 6 – 13 present the readings, the information to write in their guided note chart, and a map that accompanies each reading.
<p>Exit Ticket</p>	<ul style="list-style-type: none"> • Students read an excerpt from Christopher Columbus’ journal in which he talks about the reasons for his exploration. Students answer a multiple-choice question asking about the main idea of his quote. • Slide 14 restates the directions for the exit ticket

Primary Sources and other Resources

- Map of the world not highlighted. (300 × 153 pixels, file size: 11 KB, MIME type: image/png). Background removed and portions colored in by The Portal to Texas History. *This image is in the **public domain** because it contains materials that originally came from the United States [Central Intelligence Agency's World Factbook](#).*
- World Map Clipart. 6 October 2006. *This file is from the [Open Clip Art Library](#), which released it explicitly into the **public domain** ([see here](#)).*Original URL: <https://openclipart.org/detail/402/world-map>
- 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/>.