

## Unit 2: Age of Contact

### 7<sup>th</sup> Grade Lesson Plan: How do we know what we know? (45 – 60 minutes)

<b>Objective</b>	<p>Students will review the strengths and weaknesses of available primary sources used to study early people of Texas. Students will examine a series of excerpts from a primary source account given by Cabeza de Vaca of various encounters he had with American Indians. Students will be able to summarize the accounts and identify and explain the significance of these accounts, including recognizing any bias that could be evident within them.</p> <ol style="list-style-type: none"><li>1. <b><u>We will</u></b> examine primary source documents from the Age of Contact that present information about several American Indians tribes in Texas from a Spanish point of view.</li><li>2. <b><u>I will</u></b> match primary source excerpt cards with cards that offer modern translations. I will summarize each excerpt and answer comprehension questions about them.</li></ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"><li>• Much of what we know about early Texas people has come from Spanish accounts which only provide one point of view.</li><li>• History is often studied through primary source documents.</li><li>• Bias can influence the primary source documents study</li><li>• Spanish arrival in the Americas presents significant changes to the land and lives of American Indians.</li><li>• Spanish explorers' primary goal is to gain wealth in the Americas.</li></ul>
<b>Skills</b>	<ul style="list-style-type: none"><li>• Connecting information from past topics to the current unit.</li><li>• Critically examining historical sources for factual or opinion-based information.</li><li>• Identifying and summarizing key concepts from primary source excerpts.</li><li>• Providing evidence from a text to support an answer or claim</li></ul>

<b>Essential Question</b>	<p>How do we know what we know about the encounters between the Spanish and the American Indians during the Age of Contact?</p>
<b>Assignment</b>	<p><b>Warm-up</b></p> <ol style="list-style-type: none"> <li>1. Students are given a scenario in which they hear discussions about a new student in their class that they haven't met yet. They are asked to think critically about what is being said about the new student and whether or not they should believe what they hear, and to provide justification for their answer.</li> </ol> <p><b>Lesson</b></p> <ol style="list-style-type: none"> <li>1. Students will read a brief passage introducing Cabeza de Vaca within the context of Spanish exploration in the America's.</li> <li>2. They will match 4 excerpt cards from de Vaca's writings with 4 translation cards that restate his excerpts in modern language.</li> <li>3. They will write brief summaries of each excerpt card.</li> <li>4. They will answer comprehension questions related to the text.</li> </ol> <p><b>Exit Ticket</b></p> <ol style="list-style-type: none"> <li>1. Students will consider the scenario from the warm-up. Using their prior knowledge and the information discussed in the lesson, they will provide an option for how they could get more accurate information about the new student, and what could happen if they only based their opinion on what their classmates said.</li> </ol>
<b>Materials</b>	<p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>1. Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>3. Assignment (<i>Suggested printing 1 per student</i>) <ul style="list-style-type: none"> <li>a. Advanced Level work</li> <li>b. Grade Level work</li> <li>c. Foundations Level work</li> </ul> </li> </ol>

<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. Scaffolding including classwork at three different levels of academic ability</li> <li>2. Visuals representations of directions</li> <li>3. Chunking text information</li> <li>4. Sentence Stems</li> <li>5. Reduction in answer choices</li> <li>6. Contemporary translations of primary source texts to provide literacy supports for student comprehension</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.1(A)</b> 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.</li> <li>• <b>7.2(B)</b> Identify important individuals, events, and issues related to European exploration of Texas, such as Alonso Alvarez de Pineda, Alvar Nunez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain.</li> <li>• <b>7.20(A)</b> 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.</li> <li>• <b>7.20(B)</b>: Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> <li>• <b>7.20(D)</b> Identify bias and points of view from the historical context surrounding an event that influenced the participants.</li> <li>• <b>7.20(E)</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> <li>• <b>7.20(F)</b> Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.</li> </ul>

## Teacher Guide: How do we know what we know?

<b>Warm-up</b>	<ol style="list-style-type: none"><li>1. Students read a brief scenario about overhearing classmates talking about a new student in class. Students consider whether they should believe what their classmates are saying or not and provide justification for their answer.<ol style="list-style-type: none"><li>a. Slides 3 and 4 restate the directions for the warm-up and provide sentence stems to guide student responses when sharing with the class.</li><li>b. Slides 5 and 6 provide the “We will / I will” statements and the essential question for the unit.</li></ol></li></ol>
<b>Lesson</b>	<ol style="list-style-type: none"><li>1. <u>Think back:</u> Students record what they remember about primary sources from unit 1, specifically why studying early American Indians in Texas is difficult for contemporary people because of primary sources.<ol style="list-style-type: none"><li>a. Slide 7 restates the directions for this and provides visual cues to support the directions.</li><li>b. Students can share their responses with the class.</li></ol></li><li>2. <u>Reading passage</u> about primary source information on early American Indians. The passage is both on the student worksheet and presented on slides 8 and 9 with images to help give visual representations related to the images.<ol style="list-style-type: none"><li>a. Teacher can ask students to observe how the images relate to the part of the reading they have read.</li></ol></li><li>3. <u>For a Little Background Info:</u> Students read a brief passage introducing Cabeza de Vaca’s expedition.<ol style="list-style-type: none"><li>a. The reading is located on the student worksheet and also on Slides 10 – 12, which also provide images that correspond to each section of the reading.</li><li>b. Teacher can ask students to observe how the images relate to the part of the reading they have read.</li></ol></li><li>4. <u>Primary Source Activity:</u><ol style="list-style-type: none"><li>a. <u>To print to accompany the work:</u> There is a one-page sheet with 4 primary source excerpt cards and 4 translation cards. Suggested printing: 1 copy per student, or 1 copy per partner group. Teacher prints the cards and put them in paper clips or bags before the lesson.</li><li>b. <u>Part I:</u> Students are given a set of excerpt/translation cards. Recommend first focus on the excerpt cards only –</li></ol></li></ol>

	<p>teacher first read through. Then students match the translation cards with the correct excerpt. For more student guidance, teacher can read each excerpt card one at a time, have students point out key words or phrases, and allow students time to locate the correct translation after each.</p> <p>c. Slide 14 restates the directions for part I.</p> <p>d. <u>Part II:</u> Complete the chart based on the excerpts and translations.</p> <ul style="list-style-type: none"><li>i. Advanced students write a summary of each card and provide assessments of evidence bias in each excerpt.</li><li>ii. Grade Level students write a summary of the excerpts.</li><li>iii. Foundations Level students are given 3 provided options to choose the one that best summarizes each excerpt.</li><li>iv. Slide 15 restates the directions for part II.</li></ul> <p>5. <u>Comprehension Questions:</u></p> <ul style="list-style-type: none"><li>a. <u>Advanced:</u> Open-ended, short, constructed response questions.</li><li>b. <u>Grade Level:</u> Multiple Choice and short constructed response questions.</li><li>c. <u>Foundations Level:</u> Multiple choice questions with one answer choice eliminated.</li><li>d. Slide 16 restates the directions for part III.</li></ul>
<b>Exit Ticket</b>	<ol style="list-style-type: none"><li>1. Students think back to the scenario from the warm-up of overhearing talk about a new student.</li><li>2. Students consider and respond how they could get the most accurate information about the new student, and what the result might be if they only believe what their classmates said.</li><li>3. Slides 18 and 19 restate the directions for the exit ticket and provide sentence stems to guide student responses when shared with the class.</li></ol>

# Primary Sources Used

- *The Coming of white man.* 1914. Photograph reproduction of a painting. <https://www.loc.gov/item/93500490/>.
- 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/>.
- Portrait of Cabeza de Vaca. Wikimedia Commons. This media file is in the public domain in the United States. This applies to U.S. works where the copyright has expired often because its first publication occurred prior to January 1, 1929 and if not then due to the lack of notice or renewal.
- Gibbs, George. "The Caravels had Arrived." Book illustration, 1898. Library of Congress. ["The caravels had arrived" - b&w film copy neg. | Library of Congress \(loc.gov\)](#)
- Topographic map of the Gulf of Mexico. Demis Data Maps. This file is made available under the [Creative Commons CC0 1.0 Universal Public Domain Dedication. File:Gulf of Mexico topographic location map.png - Wikimedia Commons](#) Cabeza de Vaca's route and modern locations labelled by The Portal to Texas History.
- Núñez Cabeza de Vaca, Alvar. *Naufragios de Alvar Nuñez Cabeza de Vaca, y Relacion de la jornada, que hizo a la Florida con el adelantado Panfilo de Narvaez.* 1749. Library of Congress. [Naufragios de Alvar Nuñez Cabeza de Vaca, y Relacion de la jornada, que hizo a la Florida con el adelantado Panfilo de Narvaez. | Library of Congress \(loc.gov\)](#)
- Núñez Cabeza de Vaca, Alvar, active 16th century & Bandelier, Adolph Francis Alphonse, 1840-1914. *The Journey of Alvar Nuñez Cabeza de Vaca and His Companions From Florida to the Pacific, 1528-1536*, book, 1922; New York. (<https://texashistory.unt.edu/ark:/67531/metaph3001/>: accessed August 6, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>;