

Unit 2: Age of Contact

7th Grade Lesson Plan

The Last Conquistadors and the Arrival of the French Extension Lesson - 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 required content or standards.

<p>Objective</p>	<p>Students will read primary source excerpts from the expeditions of Hernando de Soto, Luis de Moscoso Alvarado, and La Salle to examine the general relationships between the different explorers and the American Indians. From these excerpts, students will be able to compare and contrast the general Spanish and the French treatment of and interaction with American Indians.</p> <ul style="list-style-type: none"> • <u>We will</u> read primary source excerpts from the expeditions of Hernando de Soto, Luis de Moscoso Alvarado, and La Salle to compare their experiences with American Indians. • <u>I will</u> read each excerpt, using my prior knowledge and context clues to answer comprehension questions.
<p>Key Concepts</p>	<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. • Relationships between conquistadors and American Indians varied greatly • The French treatment of the American Indians often contrasted significantly with the Spanish treatment of the American Indians in general.
<p>Skills</p>	<ul style="list-style-type: none"> • Reading for main ideas. • Using context to determine meaning. • Making inferences about a text.

	<ul style="list-style-type: none"> • Comparing and contrasting different points of view. • Analyzing and assessing a text for the author’s point of view and bias.
Essential Question	What are the similarities and differences between how Spain and France interact with American Indian people, based on the primary source excerpts in class today?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students describe the general relationship between the Spanish and the American Indians, using evidence to support their answer. • Students make a prediction how the French relationship with the American Indians might be. <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 different primary sources. <ul style="list-style-type: none"> - Hernando de Soto - Luis de Moscoso Alvarado - La Salle • 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 read a list of possible consequences of Spanish and French interest in Texas territory, choosing three that they predict are most likely to occur.
Materials	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> 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>) 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"> • 7.2(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. • 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: The French Arrive - Voices of Texas History Extension Lesson

Warm-up	<ul style="list-style-type: none"> • Students will describe the general relationship between the Spanish conquistadors and the American Indians. Students will provide one example from our lessons that supports their claim. • Students will consider and predict how the French relationship with the American Indians could be. Students will give their reasoning for their prediction. • Slides 3 -5 restate the directions and provide sentence stems to guide student responses when sharing with the class. • Slides 6 and 7 provide the essential question and the “We will / I will” statements for the lesson.
Lesson	<ul style="list-style-type: none"> • Slide 6 shows an image of Coronado’s expedition and asks the students to consider the following questions: <ul style="list-style-type: none"> - What do you notice about this image? -What do you think is happening here? - What are three words that could describe this image? • Slide 8 presents an image and asks the students to consider what they notice in the image, what could be happening, and words to describe the image. • Slide 9 provides information about the primary source materials used in today’s lesson. • The students can follow along with slide presentation for images that correspond with their worksheet and for reading cues like sentences presented in different colors. • Primary Source Set 1: De Soto’s and Moscoso’s Expedition • Slides 10 – 16 provide enlarged versions of the readings with corresponding images that are not found on their worksheets. • Primary Source Set 2: La Salle • Slides 17 – 22 provide enlarged versions of the readings with corresponding images that are not found on their worksheets. • Advanced: Students will answer short, constructed response questions about the excerpts.

	<ul style="list-style-type: none">• Grade Level: Students will answer multiple choice questions about each excerpt. There is one short, constructed response.• Foundations: Students will answer fewer multiple-choice questions with certain answer choices eliminated.
Exit Ticket	<ul style="list-style-type: none">• Students will read from a list of 6 possible consequences of the Spanish and French conflict over territory in Texas. They will choose three that they think are most likely to occur next.• Slides 24 and 25 restate the directions and provide a sentence stem to guide student responses when sharing with the class.

Primary Sources and other Resources

- Núñez Cabeza de Vaca, Alvar, 16th cent. & Castañeda de Nájera, Pedro de, 16th cent. Spanish Explorers in the Southern United States, 1528-1543, book, 1984; Austin, Texas.
(<https://texashistory.unt.edu/ark:/67531/metapth296846/>: accessed August 29, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas State Historical Association.
- Cox, Issac John, ed. *The Journeys of René Robert Cavelier Sieur de La Salle*. New York: Allerton Book Company, 1905.
<https://texashistory.unt.edu/ark:/67531/metapth6104/>.
- Joutel, Henri, 1640?-1735. *The La Salle Expedition to Texas: The Journal of Henri Joutel, 1684-1687*, book, 1998; Austin, Texas.
(<https://texashistory.unt.edu/ark:/67531/metapth296849/>: accessed August 30, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas State Historical Association.
- Lionel Pincus and Princess Firyal Map Division, The New York Public Library. "Florida, with the march of Hernando de Soto 1539-1544 " New York Public Library Digital Collections. Accessed June 27, 2024.
<https://digitalcollections.nypl.org/items/5f7c0c00-f146-0134-3c22-4db9a1ed24f7>.
- Gibbs, George. *De Soto and Vitachuco*. 1898. Photograph.
<https://www.loc.gov/item/92501803/>.
- Currier & Ives. *Discovery of the Mississippi: By Ferdinand De Soto, and his followers, May 1541*. 1876. Photograph. <https://www.loc.gov/item/91795960/>.
- The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Print Collection, The New York Public Library. "Robert Cavalier de La Salle." New York Public Library Digital Collections. Accessed July 1, 2024.
<https://digitalcollections.nypl.org/items/2ad9f290-c606-012f-d1cb-58d385a7bc34>.