

Unit 2: Age of Contact

7th Grade Lesson Plan: The Last Conquistadors & the French Arrive

(45 – 60 minutes)

Objective	<p>Students will be able to identify and explain the significance of the final Spanish conquistadors to pass near or through Texas, including Hernando de Soto, Luis de Moscoso Alvarado, and Juan de Oñate. Students will be able to make a claim about the success or failure of each expedition based on evidence from short reading passages. Students will be able to identify and explain the significance of the arrival of the French explorer La Salle, and how his arrival affected Spain’s view of Texas.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine the significance of the last Spanish conquistadors to explore Texas and the first French explorer to arrive in Texas. 2. <u>I will</u> complete my guided note-taking chart including writing key information, the significance of each topic, and responding to an essential question about each topic.
Key Concepts	<ul style="list-style-type: none"> • Mexico was the most profitable location for the Spanish in North America because of gold and silver. • Due to the lack of gold, Spain considered Texas a frontier, with less value than its colonies in Mexico. • Spain’s failure to acquire gold in Texas caused the Spanish to turn their attention more fully to Mexico. • The arrival of the French in Texas caused Spain to turn their attention back to the region in order to prevent their enemy from gaining a stronghold in the region.
Skills	<ul style="list-style-type: none"> • Identifying key information from a reading. • Identifying and explaining the significance of an historical event. • Using context and prior knowledge to answer open-ended questions about a text.
Essential Questions	<ol style="list-style-type: none"> 1. How successful was Spain at accomplishing its goals of “God, Gold, and Glory” in Texas? 2. What does Spain do as a result? 3. How does the arrival of the French change Spain’s response?

<p>Assignment</p>	<p>Warm-up</p> <ul style="list-style-type: none"> Students will consider what happens when children are playing with toys that one of them had first and compare that to what might happen when countries both explore land that one of them claimed first. <p>Lesson</p> <ul style="list-style-type: none"> Students follow the notes in the slideshow to read short passages about topics including Hernando de Soto’s exploration of the American southeast, Luis de Moscoso Alvarado’s expedition into Texas, Juan de Oñate’s expedition to establish Spanish settlements in El Paso and Santa Fe, and the arrival of the French explorer La Salle in Texas. Students use the readings to complete their guided notes sheet, recording key information, the significance of each event, and answering a comprehension question. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students read six possible Spanish reactions to the French arrival, choosing the three that they think are most likely to occur.
<p>Materials</p>	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> Advanced Level work Grade Level work Foundations Level work
<p>Differentiation</p>	<ol style="list-style-type: none"> Scaffolding including classwork at three different levels of academic ability Visuals representations of directions Chunking text information Sentence Stems Reduction in answer choices Multiple Choice answer options Fill in the blank note-taking assistance

	<p>8. Note-taking guidance presented on the slide, displaying what students should write.</p>
<p>TEKS</p>	<ul style="list-style-type: none"> • 7.2(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 presentation of social studies information.

Teacher Guide: The Last Conquistadors & the French Arrive – Guided Notes Day 3

Warm-up	<p>Students respond to the following prompts:</p> <ul style="list-style-type: none"> • Consider: What often happens when a child sees another kid playing with a toy that they had been playing with first? • Now Consider: What might happen when a new country arrives in some land that a different country had been exploring first? • Slides 3 and 4 restate the directions for the warm-up and provide a sentence stem 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	<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 on the following topics: <ul style="list-style-type: none"> - Hernando de Soto’s expedition (slides 7- 8) - Luis de Moscoso Alvarado’s expedition (slides 9 – 10) - Juan de Oñate’s expedition (slides 11 – 12) - La Salle and the Arrival of the French (slides 13 – 14) • 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. • Advanced: Students will write their own notes and provide their own short-answer responses to the essential questions. For the Primary Source Activity, students will

	<p>answer short, constructed response questions about the excerpts.</p> <ul style="list-style-type: none"> • Grade Level: Students will write their own notes and answer a multiple-choice question to respond to the essential question from each topic. For the Primary Source Activity, students will answer multiple choice questions about each excerpt. There is one short, constructed response. • Foundations: Students will fill in the blank to complete their notes. For the Primary Source Activity, students will answer fewer multiple-choice questions with certain answer choices eliminated.
<p>Exit Ticket</p>	<ul style="list-style-type: none"> • Students are presented with a chart showing 6 possible responses that the Spanish might have to the arrival of the French in Texas. • Students will circle or highlight the three that they believe are most likely based on their prior knowledge. • Slides 16 and 17 restate the directions and provide a sentence stem to guide student responses when sharing with the class.

Primary Sources and Other Resources

- Fer, Nicolas De, and Vincent De Ginville. *Les costes aux environs de la rivière de Misisipi: découvertes par Mr. de la Salle enet reconnues par Mr. le Chevallier d'Iberville en 1698 et 1699*. 1701. Map. <https://www.loc.gov/item/2003623128/>.
- Carte Expedition Hernando de Soto. This work has been released into the public domain by its author, I, Urban. This applies worldwide. In some countries this may not be legally possible; if so: I, Urban, grant anyone the right to use this work for any purpose, without any conditions, unless such conditions are required by law. https://commons.wikimedia.org/wiki/File:Carte_expedition_Hernando_de_Soto_2.svg
- North America map with states and provinces. This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](https://creativecommons.org/licenses/by-sa/3.0/) license. The map has been cropped and edited by the Portal to Texas History to add locations significant to Texas history. https://commons.wikimedia.org/wiki/File:North_America_map_with_states_and_provinces.svg Edited by the Portal to Texas history to display significant locations in Texas history.
- 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/metaph296846/>: accessed August 27, 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/metaph6104/>.