

## Unit 2: Age of Contact

### 7<sup>th</sup> Grade Lesson Plan: Looking Ahead

(45 – 60 minutes)

<b>Objective</b>	<p>In this lesson, students will connect prior knowledge about Spain’s goals for exploration with information they will see in the next unit. Students will review Spain’s failure to find gold in Texas, and use readings, context, and prior knowledge to predict what Spain might focus on next in Texas. Students will read primary source excerpts about the struggles of an east Texas mission in order to identify Spain’s next goal in Texas, the reasons for this goal, and the challenges of carrying out the goal.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine Spain’s new goal in Texas, why they chose to pursue this goal, and the challenges they face.</li> <li>2. <b><u>I will</u></b> read 3 primary source excerpts about Spain’s new goal in Texas, answer comprehension questions, and make predictions about the next unit.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• The arrival of French explorers in Texas renews Spain’s interest in the region.</li> <li>• Spain’s new goal for establishing its control of Texas is creating missions to keep out the French and convert and assimilate American Indians into the Spanish faith and culture.</li> <li>• Spain encounters several challenges to accomplishing this goal including a lack of manpower and resources, and American Indian disinterest in conversion and assimilation.</li> <li>• Primary sources provide one point of view about an historical topic or event.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading for key information and context to determine significance and meaning of vocabulary.</li> <li>• Identifying, summarizing, and paraphrasing key concepts and overall significance of a text.</li> <li>• Using context to determine an author’s point-of-view and meaning.</li> <li>• Making predictions based on prior knowledge and textual evidence.</li> <li>• Making and supporting a claim with text-based-evidence.</li> </ul>

<p><b>Essential Question</b></p>	<p>How did Spain attempt to keep Texas out of the hands of the French, and what challenges did the Spanish face in carrying out this goal?</p>
<p><b>Assignment</b></p>	<p><b><u>Warm-up</u></b></p> <ul style="list-style-type: none"> <li>• Students observe an image of an old Spanish mission in San Antonio – San Francisco de la Espada. Students will write their observations about the mission and predict how it might relate to the Spanish in Texas.</li> </ul> <p><b><u>Lesson</u></b></p> <ul style="list-style-type: none"> <li>• Students read a passage restating the primary characteristics of the Age of Contact. The passage also introduces the concept of new Spanish goals in Texas because of the arrival of the French.</li> <li>• Students use 3 primary source excerpts from a Spanish missionary in Texas in order to answer questions about Spain’s goals and challenges with the missions in Texas.</li> </ul> <p><b><u>Exit Ticket</u></b></p> <ul style="list-style-type: none"> <li>• Students use a map to correctly identify which of the available labeled locations was the approximate site of the mission discussed in class today. Students will answer why the Spanish chose that location.</li> <li>• This question type is based on the new 8<sup>th</sup> grade STAAR item type called “Hot Spot.”</li> </ul>
<p><b>Materials</b></p>	<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> <ol style="list-style-type: none"> <li>a. Advanced Level work</li> <li>b. Grade Level work</li> <li>c. Foundations Level work</li> </ol> </li> </ol>
<p><b>Differentiation</b></p>	<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> </ol>

	<p>6. Higher Lexile reading level for advanced work 7. Reading cues like bold words and phrases</p>
<p>TEKS</p>	<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>7.2(C)</b> Identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damian Massanet, Antonio Margil de Jesus, and Francisco Hidalgo.</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(C)</b> Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</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> </ul>

## Teacher Guide: Looking Ahead

<p><b>Warm-up</b></p>	<ul style="list-style-type: none"> <li>• Students view an image of an old Spanish mission in San Antonio. They make observations about the image and write a prediction for how this image might connect to the Spanish in Texas.</li> <li>• Slides 3 and 4 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li>• Slides 5 and 6 provide the essential question and the “We will / I will” statements for the lesson</li> </ul>
<p><b>Lesson</b></p>	<p><b><u>Part I: Transitioning to a new era</u></b></p> <ul style="list-style-type: none"> <li>• Students read a passage reviewing the defining characteristics of the Age of Contact era, including the failure to find gold in Texas and the arrival of the French. This passage introduces students to the question confronting Spain – what to do about Texas.</li> <li>• Students answer questions about the “3 G’s” of Spanish exploration and predict what Spain might focus on next in Texas after their failure to locate gold.</li> <li>• Slide 8 provides a picture to accompany the reading, questions, and discussion about this portion of the assignment. It is a partially complete 18<sup>th</sup> century map of Texas.             <ul style="list-style-type: none"> <li>- Question for discussion: What do the students observe about the map?</li> </ul> </li> </ul> <p><b><u>Part II: A new approach to Texas</u></b></p> <ul style="list-style-type: none"> <li>• Students read a passage introducing the context of the primary source excerpts they will analyze in the rest of the assignment: A Spanish friar writes a letter about the challenges he faced while trying to establish missions in east Texas.</li> <li>• Slide 9 provides a picture to accompany the reading. question for discussion: What do the students observe about the image? How is the image connected to what they have just read?</li> </ul>

	<p><b><u>Excerpt I: The French Threat</u></b></p> <ul style="list-style-type: none"> <li>• Students read a passage from a letter from Fray Francisco Hidalgo to the new Viceroy of the province. In the excerpt, he discusses the threat of the encroaching French.</li> <li>• Students answer comprehension questions using the information and context of the excerpt.</li> <li>• Slide 10 shows a map created by French explorers of the southeastern portion of North America from Florida to Texas. Question for discussion: What do the students observe about the map?</li> </ul> <p><b><u>Excerpt II: Insufficient Support</u></b></p> <ul style="list-style-type: none"> <li>• In this excerpt, Fray Hidalgo discusses the lack of people and resources to carry out necessary functions of the mission.</li> <li>• Students answer comprehension questions using the information and context of the excerpt.</li> <li>• Slide 11 shows the ruins of Mission Espada in San Antonio. Question for discussion: What do students observe about the image?</li> </ul> <p><b><u>Excerpt III: American Indian Resistance to Religious Conversion</u></b></p> <ul style="list-style-type: none"> <li>• In this excerpt, Fray Hidalgo discusses the hesitance and aversion many American Indians have to mission life, living near the church, learning about Catholicism, and getting baptized.</li> <li>• Students answer comprehension questions using the information and context of the excerpt.</li> <li>• Slide 12 shows Mission San Jose in San Antonio, including what appears to be small living quarters. Question for discussion: What do students observe about the image?</li> </ul>
<p><b>Exit Ticket</b></p>	<ul style="list-style-type: none"> <li>• Students observe a map of Texas with 4 different locations labeled with letters A through D.</li> <li>• Students choose the location where Fray Hidalgo was attempting to establish missions and explain why Spain wanted missions in that location.</li> <li>• Slides 14 and 15 restate the directions for the exit ticket and provide sentence stems to guide student responses when sharing with the class.</li> </ul>

## Primary Sources and Other Resources

- Hidalgo, Francisco. "Description of the Tejas or Asinai Indians, 1691-1722." *Southwestern Historical Quarterly* 31, (1927-1928): 50-62. <https://texashistory.unt.edu/ark:/67531/metaph101088/m1/59/>.
- Historic American Buildings Survey, Creator. Mission San Francisco de la Espada, Church, Berg's Mill Community, San Antonio, Bexar County, TX. Texas Bexar County San Antonio, 1933. Documentation Compiled After. Photograph. <https://www.loc.gov/item/tx0499/>.
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- Bolton, Herbert E. Map of Texas and Adjacent Regions in the Eighteenth Century, map, 1915; (<https://texashistory.unt.edu/ark:/67531/metaph492871/>: accessed September 11, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Hardin-Simmons University Library.
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- 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/>.
- Raba, Ernst Wilhelm. *Mission Espada*. 8 x 10 in. The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metaph459952>.
- Belden, Dreanna. *Mission San Jose*. May 4, 2005. The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metaph3545/>.

- Blank map of Texas. Edited to include 4 labels lettered A through D for the assignment. Permission is granted to copy, distribute and/or modify this document under the terms of the [GNU Free Documentation License](#), Version 1.2 or any later version published by the [Free Software Foundation](#); with no Invariant Sections, no Front-Cover Texts, and no Back-Cover Texts. A copy of the license is included in the section entitled. This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license. *GNU Free Documentation License*.  
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