

## Unit 2: Age of Contact

### 7<sup>th</sup> Grade Lesson Plan: Study Guide (45 – 60 minutes)

Objective	<p>Students will review significant terms, concepts, and information from the unit to prepare for the test. Students will identify the significance of key terms, events, and people, make claims about information within the unit and support their claims with evidence, and practice answering questions that are based on the 8<sup>th</sup> grade STAAR question types.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> identify and review significant information for our upcoming test.</li> <li>2. <b><u>I will</u></b> use my previous work and notes to complete my study guide. I will match information, create short answer responses, and answer practice test questions.</li> </ol>
Key Concepts	<ul style="list-style-type: none"> <li>• The Age of Contact is characterized by Spain's search for wealth, territory, and resources in the Americas.</li> <li>• Significant dates including Pineda mapping the Gulf of Mexico in 1519.</li> <li>• Significant people including Cortes, Cabeza de Vaca, Coronado, Onate, de Soto, Moscoso, and La Salle.</li> <li>• Territory conflict between France and Spain.</li> <li>• Spain's attempts to solidify its claim to Texas when the French arrive.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Identifying the significance of key terms, concepts, people, and events of the Age of Contact</li> <li>• Summarizing and paraphrasing significant content from the unit</li> <li>• Creating short, constructed responses</li> </ul>
Essential Question	What significant information do we need to know in order to be successful on the unit 2 test?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> <li>• Students identify topics relevant to the unit that they might see on the test from a list of various social studies topics.</li> </ul> <p>Lesson</p> <ul style="list-style-type: none"> <li>• Part I: Key Terms and Definitions – Students match terms from a word bank to the appropriate definition or explanation.</li> </ul>

	<ul style="list-style-type: none"> <li>Part II: Matching – students match key terms from the unit with their historical significance. Students answer a short, constructed response question identifying significant effects of the Age of Contact.</li> <li>Part III: Practice Questions – Students answer practice test questions. These questions are based on the 8<sup>th</sup> grade STAAR item types including Hot Spot, Hot Text, and a print version of Drag and Drop.</li> <li>There is also a printable set of matching flash cards that can be used to extend and enhance learning. The flashcards need to be cut out. Students match each term with its definition or explanation.</li> </ul> <p>Exit Ticket</p> <ul style="list-style-type: none"> <li>Students will answer self-assessment questions about their understanding of the material and what steps they can take next to better prepare themselves for the test.</li> </ul>
Materials	<p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>1. Slideshow</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>
Differentiation	<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>
TEKS	<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>7.1(B)</b> Explain the significance of the following dates: 1519, mapping of the Texas coast and the first mainland Spanish settlement.</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> </ul>

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|  | <ul style="list-style-type: none"><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></ul> |
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## Teacher Guide: Study Guide

Warm-up	<ul style="list-style-type: none"><li>Students read from a list of possible social studies concepts and circle or highlight any and all terms that they predict they could see on the test.</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 “We will / I will” statements for the lesson.</li></ul>
Lesson	<p><b><u>Part I: Key Terms and Definitions</u></b></p> <ul style="list-style-type: none"><li>Students read definitions and explanations of key terms from the unit and write the correct term in the space provided.</li><li>Advanced: Students have a word bank with 3 additional terms that will not be used.</li><li>Grade Level: Students have a word bank of terms.</li><li>Foundations: Students are given 3 options for each definition to choose from</li><li>Slide 7 restates the directions and provides an image to complement this section.</li></ul> <p><b><u>Part II: Matching</u></b></p> <ul style="list-style-type: none"><li>Students match key concepts and information from the unit with its correct significance.</li><li>Short, constructed response: Students write a short answer explaining significant effects of Spanish exploration during the Age of Contact.</li><li>Advanced: Students write their own complete answer providing 3 significant effects of Spanish exploration.</li><li>Grade Level: Students write their answer using sentence stems provided to explain one significant effect of Spanish exploration.</li><li>Foundations: Students write their answer using the sentence stem provided, choosing from 3 different effects of Spanish exploration, and providing one piece of evidence to support their claim.</li><li>Slide 8 restates the directions and provides an image to complement this section.</li></ul>

	<p><b>Part III: Practice Questions</b></p> <ul style="list-style-type: none"><li>- Students answer practice test questions based on new 8<sup>th</sup> grade social studies STAAR item types including Hot Spot, Hot Text, and a print version of Drag and Drop.</li><li>- Advanced: Answer 6 practice test questions.</li><li>- Grade Level: Answer 6 practice test questions.</li><li>- Foundations: Answer 6 practice test questions with one answer choice eliminated for multiple-choice questions, and some answers provided for answers with multiple correct options.</li><li>- Slide 9 restates the directions and provides an image to complement this section.</li></ul>
Exit Ticket	<ul style="list-style-type: none"><li>• Students self-assess their knowledge and preparation for the unit 2 test by answering the following questions:<ul style="list-style-type: none"><li>- One thing the study guide helped me remember or understand is</li><li>- One thing I still have a question about is</li><li>- One thing I will do to prepare for this test is</li></ul></li><li>• Slides 11 and 12 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li></ul>

## Primary Sources and Other Resources

- Tyler, Ron, George B. Ward, Paula M. Marks, Martin D. Kohout, and Janice M. Pinney, eds. *The Southwestern Historical Quarterly*. (Austin: The Texas State Historical Association, 1995), 368, fig. 1.  
<https://texashistory.unt.edu/ark:/67531/metaph101216/m1/424/>.
- A pile of stacked gold bars. *This file is from Pixabay, where the creator has released it explicitly under the license Creative Commons Zero (see here)*. File ID: 513062 Background removed by the Portal to Texas History.  
[https://commons.wikimedia.org/wiki/File:Gold\\_bullion\\_bars.jpg](https://commons.wikimedia.org/wiki/File:Gold_bullion_bars.jpg)
- Columbian Exchange. This file is licensed under the [Creative Commons Attribution 4.0 International](#) license. <https://kids.britannica.com/students/article/Columbian-Exchange/632098>
- Currier & Ives. *Discovery of the Mississippi: By Ferdinand De Soto, and his followers, May 1541.* 1876. Photograph. <https://www.loc.gov/item/91795960/>.