

Unit 2: Age of Contact

7th Grade Lesson Plan: The Big Picture

(45 – 60 minutes)

Objective	<p>Students will be introduced to the main ideas of Unit 2: Age of Contact. They will be able to understand, identify, and explain key concepts that will be presented throughout the unit, including the reasons for and results of Spanish exploration of the Americas. They will be able to provide evidence from the reading passage to support statements about the unit.</p> <ol style="list-style-type: none"> 1. <u>We will</u> identify key people, events, and concepts of Unit 2: Age of Contact. 2. <u>I will</u> read a passage about the unit, summarize each paragraph, and provide evidence to support claims about the passage.
Key Concepts	<ul style="list-style-type: none"> • Spanish exploration was driven by the goals of God, Gold, and Glory. • Exploration of the Americas made Spanish wealthy and powerful • Spanish exploration had positive and negative effects including the introduction of new items through trade, Indigenous people accessing horses, and diseases drastically reducing the Indigenous population.
Skills	<ul style="list-style-type: none"> • Making inferences based on context. • Summarizing chunked excerpts of a passage. • Providing text evidence to support a response.
Essential Question	<p><i>What are the defining characteristics and key concepts of Unit 2: The Age of Contact?</i></p>
Assignment	<p>Warm-up</p> <ol style="list-style-type: none"> 1. Students will make a prediction about Spain’s top 3 goals for exploration, ranking items from a list. They will eliminate items they believe not to be significant to Spanish exploration.

	<p>Lesson</p> <ol style="list-style-type: none"> 1. <u>Analyze an Image</u>: Students make predictions about the unit based on a primary source image of an encounter between Spanish and Indigenous American people. 2. <u>Essential Ideas Reading Passage</u>: <ol style="list-style-type: none"> a. Reading Guide: Students will predict whether statements about the unit are true or false before they read. b. Passage: Students will read the passage, identifying key terms and summarizing each paragraph as they read. c. Reading Guide: After finishing the reading, students will go back to the reading guide to give their post-reading responses and provide justification from the reading for each answer. 3. Advanced students answer comprehension questions about the reading passage.
<p>Materials</p>	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> 1. The Big Picture Slides 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. The Big Picture Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) 3. The Big Picture 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
<p>Differentiation</p>	<ol style="list-style-type: none"> 1. Scaffolding including classwork at three different levels of academic ability 2. Visuals representations of directions and the reading. 3. Chunking text information 4. Sentence Stems 5. Reduction in answer choices 6. Answer options for open response questions

TEKS

- **7.1(A)** Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including the Age of Contact; Spanish Colonial.
- **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.
- **7.22(B)** Use effective written communication skills, including proper citations and avoiding plagiarism.

Teacher Guide: The Big Picture

<p>Warm-up</p>	<p>Students read a brief passage introducing the concept of Spanish exploration. Students choose from a list of 6 available reasons for exploration. They will eliminate 3 that they believe would not have been as important to Spain. They will rank the remaining 3 in the order they believe to be most significant to Spain.</p> <p>Slides 2 and 3 restate the directions and provide sentence stems for students for students to share their responses with the class.</p> <p>Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.</p>
<p>Lesson</p>	<p><u>Part I: Analyze an Image</u></p> <ul style="list-style-type: none"> • Students will make predictions about the unit and what we will learn based on a primary source image portraying an encounter between Spanish explorers and Indigenous American people. • Students will make inferences about who the people in the image are. • Students will evaluate the image for potential artist bias. <p><u>Part II: Essential Ideas Reading Passage</u></p> <ul style="list-style-type: none"> • <u>Reading Guide:</u> Students will read statements about the passage and predict whether these statements are true or false. Slides 6 and 7 provide visual directions and an enlarged image of the primary source document from the worksheet. • <u>Reading Passage:</u> Students read the passage with the class. Slides 8 through 15 provide images that correspond with each paragraph and direct the students to identify key words and provide a three word summary of each paragraph in the margins. Suggestion for increased literacy: Teacher reads each paragraph, then class or individual students read it a second time. <p><u>Part III: Reading Guide</u></p> <ul style="list-style-type: none"> • Students return to the reading guide from before the reading. They now provide their post-reading True / False

	<p>responses. They must justify their answer using information from the passage.</p> <ul style="list-style-type: none">• Foundations Level Work provides 2 answer choices for student justification responses. <p><u>Part IV: Advanced Work Only</u></p> <ul style="list-style-type: none">• Students answer short, constructed response and multiple-choice comprehension questions about the reading.
<p><i>Exit Ticket</i></p>	<p>Students respond to a short, constructed response by writing three things from the passage that they will learn about in Unit 2: Age of Contact.</p>

Primary Sources & Other Resources

- Brion, Henry F. and Edmond McClure. *Photo Relief Map of North America*. 1885. The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metaph50293>.
- 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/>.
- *Drawing of Man with Spear and Shield*. Photograph, 16 x 12 cm (6.29921 x 4.72441 in.). The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metaph842676/>.
- Sebastiano, Del Piombo. *Christopher Columbus, half-length portrait, facing slightly right*. 1900. Photograph. <https://www.loc.gov/item/91785883/>.
- Schlegel, George. Columbus reception by the King Ferdinand and Queen Isabella of Spain after his first return from America. Library of Congress. [Columbus reception by the King Ferdinand and Queen Isabella of Spain after his first return from America = Columbus empfang von ... \(loc.gov\)](#)
- Henricus Martellus Germanus. World map. 1489. This work is in the public domain in its country of origin and other countries and areas where the copyright term is the author's life plus 100 years or fewer. United States public domain tag: [Commons:Copyright tags/Country-specific tags - Wikimedia Commons](#)
- Ferrer de Couto, José 1820-1877. *Historia de la Marina Real Española : desde el descubrimiento de las américas hasta el combate de Trafalgar* Autor Ferrer de Couto, José 1820-1877 March y Labores, José m. 1865) This work is in the public domain in its country of origin and other countries and áreas where the copyright term is the author's life plus 70 years or fewer.
- Catlin, George. *Buffalo Chase with Bows and Lances*. 1832-33. Oil on canvas, 24 x 29 in. (60.9 x 73.7 cm). Smithsonian American Art Museum. <https://americanart.si.edu/artwork/buffalo-chase-bows-and-lances-3960>.
- Currier & Ives. *Discovery of the Mississippi: By Ferdinand De Soto, and his followers, May 1541*. 1876. Photograph. <https://www.loc.gov/item/91795960/>.