

## Unit 2: Age of Contact

### 7<sup>th</sup> Grade Lesson Plan: The Search for Gold – Voices of Texas History Extension

(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.

<b>Objective</b>	<p>Students will use various primary source excerpts from the writings of Cabeza de Vaca and Francisco Vazquez de Coronado to analyze and compare different points of view related to Spanish interactions with American Indians in Texas and the broader American Southwest. Students will use context to determine the author’s meaning and assess the sources for bias.</p> <ul style="list-style-type: none"> <li>• <b><u>We will</u></b> read excerpts from Cabeza de Vaca’s and Coronado’s expeditions which discuss their encounters with American Indian people and their experiences traveling through North America.</li> <li>• <b><u>I will</u></b> read each excerpt for context, main ideas, and assess for bias. I will answer comprehension questions about each excerpt.</li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• There are many different points of view to every historical event and encounter between groups of people.</li> <li>• Primary sources provide a small glimpse into the larger historical narrative.</li> <li>• The author of each primary source is writing with his or her own agenda and point of view.</li> <li>• Relationships between conquistadors and American Indians varied greatly</li> <li>• Expeditions north of Mexico into Texas and the southwest were not successful at locating gold.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading for main ideas.</li> <li>• Using context to determine meaning.</li> <li>• Making inferences about a text.</li> <li>• Comparing and contrasting different points of view.</li> <li>• Analyzing and assessing a text for the author’s point of view and bias.</li> </ul>

<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What significant events occurred in the expeditions of Cabeza de Vaca and Francisco Vazquez de Coronado?</li> <li>2. How were these events described by the people who recorded them?</li> </ol>
<p><b>Assignment</b></p>	<p>Warm-up</p> <ul style="list-style-type: none"> <li>• Students predict which person from a list would have most likely said each quote provided in the chart.</li> <li>• The people quoted are Cabeza de Vaca, Francisco Vazquez de Coronado, and “the Turk.”</li> </ul> <p>Lesson</p> <ul style="list-style-type: none"> <li>• Students will read a short introduction placing the primary source in context.</li> <li>• Students will read an excerpt from different primary sources. <ul style="list-style-type: none"> <li>- Cabeza de Vaca</li> <li>- Francisco Vazquez de Coronado</li> <li>- Writing from Coronado’s men about “the Turk” and Ysopete.</li> </ul> </li> <li>• Students will answer comprehension questions about each excerpt.</li> <li>• <b>Advanced:</b> Students write short, constructed responses to open-ended questions.</li> <li>• <b>Grade Level:</b> Students will answer multiple-choice questions and a short, constructed response to comprehension questions.</li> <li>• <b>Foundations:</b> Students will answer multiple-choice questions with one or more answer choices eliminated.</li> </ul> <p>Exit Ticket</p> <ul style="list-style-type: none"> <li>• Students will choose a person from the day’s lesson. They will ask that person a question, and predict how that person might answer, in modern language.</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> </ol> </li> </ol>

	<p>b. Grade Level work</p> <p>c. Foundations Level work</p>
<b>Differentiation</b>	<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> <li>6. Multiple Choice answer options</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <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>7.20(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(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> <li>• <b>7.20(F)</b> Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.</li> <li>• <b>7.22(C)</b> Create written, oral, and visual presentations of social studies information.</li> </ul>

## Teacher Guide: The Search for Gold- Voices of Texas History Extension Lesson Day 2

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students will read three short excerpts from             <ul style="list-style-type: none"> <li>• An American Indian called “the Turk”</li> <li>• Cabeza de Vaca</li> <li>• Coronado</li> </ul> </li> <li>• They do not know which person said which quote. They will make a prediction based on their prior knowledge which person would have most likely said each quote.</li> <li>• Slides 2 and 3 restate the directions and provide a sentence stem to guide student responses when shared with the class.</li> <li>• Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.</li> </ul>
<b>Lesson</b>	<ul style="list-style-type: none"> <li>• Slide 6 shows an image of Coronado’s expedition and asks the students to consider the following questions:             <ul style="list-style-type: none"> <li>- What do you notice about this image?</li> <li>- What do you think is happening here?</li> <li>- What are three words that could describe this image?</li> </ul> </li> <li>• Slide 7 provides information about the primary source materials used in today’s lesson.</li> <li>• 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.</li> <li>• Primary Source Set 1: Cabeza de Vaca</li> <li>• Slides 8 – 14 provide enlarged versions of the readings with corresponding images that are not found on their worksheets.</li> <li>• Primary Source Set 2: Francisco Vazquez de Coronado</li> <li>• Slides 15 – 22 provide enlarged versions of the readings with corresponding images that are not found on their worksheets.</li> <li>• Primary Source Set 3: “The Turk”             <ul style="list-style-type: none"> <li>- Slides 23 – 30 provide enlarged versions of the readings with corresponding images that are not found on their worksheets.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Advanced:</b> Students will answer short, constructed response questions about the excerpts.</li> <li>• <b>Grade Level:</b> Students will answer multiple choice questions about each excerpt. There is one short, constructed response.</li> <li>• <b>Foundations:</b> Students will answer fewer multiple-choice questions with certain answer choices eliminated.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students will choose one person discussed in the day's lesson. They will formulate a question to ask that person, and then respond as they think that person might have responded.</li> </ul>

## 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/metaph296846/>; accessed August 29, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu/>; crediting Texas State Historical Association.
- Remington, Frederic. "Coronado Sets Out to the North" Oil painting. This is a faithful photographic reproduction of a two-dimensional, [public domain](#) work of art. The work of art itself is in the public domain for the following reason: 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.  
<https://commons.wikimedia.org/wiki/File:Coronado-Remington.jpg>
- *Route of Cabeza de Vaca*. The Portal to Texas History.  
<https://texashistory.unt.edu/ark:/67531/metaph492978/>.
- Streng, Evelyn Fielder. *Road From Marathon and Chisos Mountains*. 1951. Photograph. The Portal to Texas History.  
<https://texashistory.unt.edu/ark:/67531/metaph860209/>.

- Map of North America including 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. [https://commons.wikimedia.org/wiki/File:North\\_America\\_map\\_with\\_states\\_and\\_provinces.svg](https://commons.wikimedia.org/wiki/File:North_America_map_with_states_and_provinces.svg) Edited by the Portal to Texas History to show the route of Cabeza de Vaca through Texas and Mexico with significant locations labeled.
- *Estevan de Dorantes* by graphic artist José Cisneros. National Park Service. Independence National Historical Park Archives. [Estevan de Dorantes - Coronado National Memorial \(U.S. National Park Service\) \(nps.gov\)](https://www.nps.gov/estevan/)
- Gran Quivira in Salinas Pueblo Mission National Monument, New Mexico. National Park Service Digital Image Archives, <http://photo.itc.nps.gov/storage/images/grqu/grqu-Thumb.00001.html> This image or media file contains material based on a work of a National Park Service employee, created as part of that person's official duties. As a work of the Federal government, such work is in the public domain in the United States. See the NPS website and the NPS copyright policy for more information.
- Bradly, Bill. [Palo Duro Canyon], photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph13833/>: accessed August 30, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu/>; crediting Deaf Smith County Library.
- Zuni Pueblo, 1873 - This may be an approximate representation of what Hawikuh looked like in 1540. *US National Archives and Smithsonian Institute. Photographer Timothy H. O'Sullivan, 1873. Public Domain. [Stories - Coronado National Memorial \(U.S. National Park Service\) \(nps.gov\)](https://www.nps.gov/stories/coronado-national-memorial)*
- A lithograph of a Wichita Village, probably in Oklahoma, between 1850-1875. Smithsonian Institution National Anthropological Archives. This work is in the public domain in the United States because it is a work prepared by an officer or employee of the United States Government as part of that person's official duties under the terms of Title 17, Chapter 1, Section 105 of the US Code. Note: This only applies to original works of the Federal Government and not to the work of any individual [U.S. state](#), [territory](#), commonwealth, county, municipality, or any other subdivision. This template also does not apply to postage stamp designs published by the [United States Postal Service since 1978](#). (See § [313.6\(C\)\(1\)](#) of Compendium of U.S. Copyright Office Practices). It also does not apply to certain US coins; see [The US Mint Terms of Use](#). Accessed at Wikimedia commons [https://commons.wikimedia.org/wiki/File:Wichita\\_Indian\\_village\\_1850-1875.jpg](https://commons.wikimedia.org/wiki/File:Wichita_Indian_village_1850-1875.jpg)