

## Unit 2: Age of Contact

### 7<sup>th</sup> Grade Lesson Plan -The Search for Gold

(45 – 60 minutes)

<b>Objective</b>	<p>Students will examine four of the first significant Spanish explorers to North America, including Pineda, Cortés, Cabeza de Vaca, and Coronado. Students will be able to identify the regions they explored and the Indigenous people they encountered. They will be able to explain the significance of each explorer and demonstrate cause and effect relationships between them.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine four of the first significant Spanish explorers to the Americas. We will be able to explain their significance in history and if they were success at achieving their goals.</li> <li>2. <b><u>I will</u></b> complete my guided note-taking chart including writing key information, the significance of each topic, and responding to an essential question about each topic.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Spanish explorers faced many obstacles in their expeditions.</li> <li>• Many encounters between the Spanish and the Indigenous people of the Americas were characterized by violence as a result of the Spanish desire for gold.</li> <li>• Spain's initial success under Cortés led to many more conquistadors attempting to find gold north of Mexico.</li> <li>• Conquistadors searching north of Mexico were unsuccessful locating gold.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identifying key information from a reading.</li> <li>• Identifying and explaining the significance of an historical event.</li> <li>• Using context and prior knowledge to answer open-ended questions about a text.</li> <li>• *Additional Optional Primary Source Activity: examining primary sources for significant information, different points of view, and bias.</li> </ul>
<b>Essential Question</b>	<p>What were some of the difficulties of the first Spanish explorers in the Americas, and were they successful at achieving their goals?</p>

<b>Assignment</b>	<p>Warm-up</p> <ul style="list-style-type: none"> <li>Students list and compare items used in travel today and in the 1400s.</li> <li>This allows students to contextualize the difficulties past explorers might have had as a result of less developed resources or technology compared with today.</li> </ul> <p>Lesson</p> <ul style="list-style-type: none"> <li>Students follow the notes slides from the presentation to read short passages about topics including Pineda's map of the Gulf of Mexico, Cortés' defeat of the Aztecs, Cabeza de Vaca's expedition, and Coronado's search for gold.</li> <li>Students use the readings to complete their guided notes sheet.</li> </ul> <p>Exit Ticket</p> <ul style="list-style-type: none"> <li>Students write one significant effect of three events discussed in the days lesson including Pineda's map, Cortés' defeat of the Aztecs, and Cabeza de Vaca's claims of "cities of gold."</li> </ul>
<b>Materials</b>	<p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>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>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>Assignment (<i>Suggested printing 1 per student</i>)       <ol style="list-style-type: none"> <li>Advanced Level work</li> <li>Grade Level work</li> <li>Foundations Level work</li> </ol> </li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Scaffolding including classwork at three different levels of academic ability</li> <li>Visuals representations of directions</li> <li>Chunking text information</li> <li>Sentence Stems</li> <li>Reduction in answer choices</li> <li>Multiple Choice answer options</li> <li>Fill in the blank note-taking assistance</li> <li>Note-taking guidance presented on the slide, displaying what students should write.</li> </ol>

<p><b>TEKS</b></p>	<ul style="list-style-type: none"> <li>• <b>7.1(B)</b> Explain the significance of the following dates: 1519, Mapping the Texas coast and 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> <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 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>
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## Teacher Guide: The Search for Gold - Guided Notes Day 2

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students make a list of items they might use today to travel to a new place safely and quickly.</li> <li>Students make a list of items they might have used in the 1400s to travel to a place safely and quickly.</li> <li>Students compare the lists to see what explorers would not have had in the past and how the absence of those items could have affected their journeys.</li> <li>Slides 2 – 4 restate the instructions 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>
<b>Lesson</b>	<p><u>Guided Notes</u></p> <ul style="list-style-type: none"> <li>Students will complete their guided note-taking chart by following along with the slideshow on the following topics:             <ul style="list-style-type: none"> <li>Pineda’s map of the Gulf of Mexico (slides 7- 8)</li> <li>Cortés’ defeat of the Aztec Empire (slides 9 – 10)</li> <li>Cabeza de Vaca’s expedition (slides 11 – 12)</li> <li>Coronado’s search for gold (slides 13 – 14)</li> </ul> </li> <li>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"> <li>Suggest: Ask students to try to determine what information they think completes those portions of their notes.</li> </ul> </li> <li>Each topic has an additional slide accompanying it showing information related to the topic as it relates to a map of each explorer’s expedition. Students will draw, color, highlight, or label their own maps on their notes as directed. Some maps require no additional work.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>Students will complete a “cause and effect” chart.</li> <li>The chart provides three events under the “cause” column including Pineda’s creation of the first map of the Gulf of Mexico, Cortés defeat of the Aztec people and acquisition of</li> </ul>

	<p>gold, and Cabeza de Vaca's expedition and his claims of seeing cities of gold.</p> <ul style="list-style-type: none"><li>• Students will write a short, constructed response of one significant effect of each event.</li><li>• Slides 15 and 16 restate the directions and provide a sentence stem to guide student responses when sharing with the class.</li></ul>
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## Primary Sources and Other Resources Used

- Tarjeta Postal. [Postcard of Fernando Cortés], postcard, Date Unknown; [Mexico]. (<https://texashistory.unt.edu/ark:/67531/metapth222343/>: accessed August 22, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Hoston History Research Center at Houston Public Library.
- Texas State Historical Association. The Southwestern Historical Quarterly, Volume 98, July 1994 - April, 1995, periodical, 1995; Austin, Texas. (<https://texashistory.unt.edu/ark:/67531/metapth101216/m1/424/>: accessed August 22, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas State Historical Association.
- Gulf of Mexico Topographic Location Map. This file is made available under the [Creative Commons CC0 1.0 Universal Public Domain Dedication](https://creativecommons.org/licenses/by/4.0/). Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Gulf\\_of\\_Mexico\\_topographic\\_location\\_map.png](https://commons.wikimedia.org/wiki/File:Gulf_of_Mexico_topographic_location_map.png)
- *Route of Cabeza de Vaca*. The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metapth492978/>. Red line added to the route to emphasize the route taken.
- *Coronado Expedition*. Map. Wikimedia Commons. 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 U.S. federal government, such work is in the public domain of the United States. [https://commons.wikimedia.org/wiki/File:Coronado\\_expedition.jpg](https://commons.wikimedia.org/wiki/File:Coronado_expedition.jpg).
- All primary source excerpts from the "Voices of Texas History" assignment were taken from the following:
  - 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/metapth296846/>: accessed August 27, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas State Historical Association.