Unit 2: Age of Contact
7th Grade Lesson Plan: Vocabulary
(90 – 120 minutes)

Objective	Students will be able to identify, define, and provide an example for key terms related to the unit. Students will read passages to summarize the significance of each term and use the context to determine its meaning. Students will recognize major themes within the unit. 1. **_We will_** identify the significant words and phrases that are connected to the major themes of our unit. 2. **_I will_** define, exemplify, and provide a visual representation of each vocabulary term.
Key Concepts	• The Age of Contact era is characterized by changes brought about by European exploration of the Americas including new relationships between Europeans and American Indians, new trade routes, no resources, and new problems like disease. • Spain was motivated to explore the Americas by God, Gold, and Glory • The primary driving force behind Spanish exploration was the search for gold, or wealth. • Spain's success in parts of the Americas drive it to begin to colonize parts of the Americas and turn their attention to more places like Texas.
Skills	• Reading for context • Identifying, defining, and giving examples in context of key terms • Creating visual representations of key terms
Essential Question	What key words and phrases do we need to know within the context of our unit to be successful?
Assignment	Warm-up 1. Students write down what they remember about the unit so far: important themes or information. 2. Students predict what vocabulary terms they might see in the unit based on what they remember.

	Lesson 1. Students use short reading passages about the unit from the slideshow to identify the key terms, their definitions, and examples, and create a visual representation of each term on their chart. a. This lesson will take two days. All of the materials they need to complete the lesson are distributed on the first day. **Exit Ticket** 1. Students will use a word bank of different terms to choose terms that are related to the major themes in our unit. They will highlight or circle these terms. **Optional: Vocabulary Quiz (30 – 45 min)** 1. Students complete a quiz checking for comprehension of key terms within the context of the unit.

Materials	1. Slideshow *(Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance)*
	2. Warm-up / Exit Ticket *(Suggested printing: 1 per student. Assignment prints two copies per page.)*
	3. Student work *(Suggested printing 1 per student)*
	   a. Advanced Level work
	   b. Grade Level work
	   c. Foundations Level work

Differentiation	1. Scaffolding including classwork at three different levels of academic ability 2. Visuals representations of directions 3. Chunking text information 4. Sentence Stems 5. Reduction in answer choices 6. Multiple choice options for definitions
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 Age of Contact; Spanish Colonial. • **7.2(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.
	• *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.
	• *7.22(A)* Use social studies terminology correctly.
	• *7.22(B)* Use effective written communication skills, including proper citations and avoiding plagiarism.
	• *7.22(C)* Create written, oral, and visual presentations of social studies information.

Teacher Guide: **Vocabulary**

Warm-up	1. Students recall what they have learned so far in previous lessons and class discussions. They write down as many things as they can remember from the unit so far. 2. Based on what they remember about the current unit, students predict what words or phrases they could see in this unit. 3. Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. 4. Slides 4 and 5 provide the essential question and the "We will / I will" statements for the lesson.

Lesson	1. Students use the reading passages on each slide to complete their vocabulary chart.
	   a. Advanced: Students provide a definition, an example from the reading, an antonym, a visual representation of the term, and use it in a complete sentence.
	   b. Grade Level: Students provide a definition, an example from the reading, and a visual representation of the term.
	   c. Foundations: Students choose from multiple choice options to identify the correct definition for the term and create a visual representation of the term.
	2. Suggested methods for carrying out this lesson:
	   a. Individual Work: Teacher can upload the reading slides into a learning management system like Google Classroom for students to complete at their own pace individually.
	   b. Classroom stations: Teacher can print each reading to hang around the room, in the hallway, or to distribute to tables if available in the classroom. Students complete the work at each station either as a group or self-paced.
	   c. Group work: Teacher assigns each group a vocabulary term to complete. Each group presents their word to the class. This works especially well if the teacher can project student work from a document camera.
	3. This lesson typically takes 2 class periods. Everything the student needs to complete the lesson should be distributed and explained on the first day.
	4. Slides 6 through 13 provide the readings necessary to complete student charts.

	5. Optional Additional Assignment: Vocabulary Quiz
	   a. Advanced: Students match terms to definitions, complete fill-in-the-blank statements about the terms, and answer several short, constructed response questions.
	   b. Grade Level: Students match terms to definitions, complete fill-in-the-blank statements about the terms, and answer one short, constructed response questions.
	   c. Foundations: Students match terms to definitions and complete statements about the terms by choosing from 3 possible options.
	   d. This assessment typically takes between 30 and 45 minutes.

Exit Ticket	1. Using a word bank of various social studies terms, students highlight or circle terms that best relate to the unit. 2. Slides 14 and 15 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources Used

- Bouttats, Pieter Balthazar. *El almirante Christoval Colon descubre la Isla Española, ij haze poner una Cruz, etc. / P. B. Bouttats fec., Aqua forti*. Hispaniola, 1728. Photograph. https://www.loc.gov/item/2006683686/
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