

Unit 2: Age of Contact

7th Grade Lesson Plan: What's the Story?

(45 minutes - Group Work)
(90 minutes - Individual Work)

Objective	<p>Students will be introduced to a chronological overview of the major events, people, themes, and concepts that are central to this unit. Students will be able to identify and explain cause and effect connections between events including the Reconquista, Columbus' arrival in America, Spanish acquisition of gold and resources, and Spain's lack of success locating these items in Texas.</p> <ol style="list-style-type: none">1. <u>We will</u> identify cause and effect between the most significant chronological events that occur during the Age of Contact.2. <u>I will</u> read a series of short passages showing significant events in the Age of Contact. I will summarize each passage and explain its significance to the Age of Contact.
Key Concepts	<ul style="list-style-type: none">• Spanish exploration of the Americas brought about many significant changes that defined the era including:<ul style="list-style-type: none">- Transatlantic trade in the Columbian Exchange- The significance of the arrival of horses to American Indian tribes- The effect of deadly European diseases on American Indian tribes- The Spanish conquest of the Aztecs and Incas and subsequent seizure of gold and other resources- The failure of Spanish conquistadors to achieve the same success north of Mexico in places like Texas.
Skills	<ul style="list-style-type: none">• Identifying and explaining key characteristics of the Age of Contact• Identifying and summarizing cause and effect relationships between significant events• Identifying and explaining the significance of events like the conquest of the Aztecs and the arrival of Columbus in the Americas.• Reading for main ideas and supporting evidence

Essential Question	<p>What is the cause-and-effect relationship between the most significant chronological events of the Unit 2: Age of Contact?</p>
Assignment	<p>Warm-up</p> <ol style="list-style-type: none"> 1. Students make a prediction about where they think the Spanish will successfully locate gold in the Americas based on a map labeled with key locations to Spanish exploration. <p>Lesson</p> <ol style="list-style-type: none"> 1. Students read 6 short passages that present the most significant events of the Age of Contact in chronological order. 2. Students use the readings to complete a timeline of the Age of Contact, including the name of each event, its date, key events within the topic, and the significance of the event/events. 3. Students identify and summarize between 3 to 5 most significant changes brought about by the Age of Contact. <ol style="list-style-type: none"> a. <u>Foundations</u>: Use the readings to complete a timeline of significant events of the era with literacy supports. b. <u>Grade Level</u>: Use the readings to complete a timeline of significant events of the era. c. <u>Advanced</u>: Includes additional comprehension questions based on new STAAR item question types that are not found on the grade level or foundations work. <p>Exit Ticket</p> <ol style="list-style-type: none"> 1. Students place a list of events from the readings in chronological order.
Materials	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> 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>) 2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) 3. Assignment (<i>Suggested printing 1 per student</i>) 4. Advanced Level work

	<ol style="list-style-type: none"> 5. Grade Level work 6. Foundations Level work 7. Readings at three different academic levels <ol style="list-style-type: none"> a. Advanced Level work b. Grade Level work c. Foundations Level work
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including classwork at three different levels of academic ability 2. Options provided for short answer responses and note taking assistance 3. Visual literacy cues in the readings 4. Visuals representations of directions 5. Chunking text information 6. Sentence Stems 7. Reduction in answer choices
TEKS	<ul style="list-style-type: none"> • 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. • 7.1(B) Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement. • 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. • 7.20(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. • 7.22(C) Create written, oral, and visual presentations of social studies information.

Teacher Guide: What's the Story?

Warm-up	<ol style="list-style-type: none">1. Students will use a map of North and South America with key locations in Spanish exploration labeled to make a prediction about 2 locations where the Spanish might find gold.2. They will justify their answer.<ol style="list-style-type: none">a. Slides 3 and 4 restate the directions for the warm-up and provide a sentence stem to guide student responses when sharing with the class.b. Slides 5 and 6 provide the essential question and “We will / I will” statements for the lesson.
Lesson	<ol style="list-style-type: none">1. <u>Reading Cards:</u><ol style="list-style-type: none">a. Students read 6 short chronological passages for key events and information about the Age of Contact.b. There are three levels of reading cards. The Foundations level provides a reading at a lower level of reading ability with reading cues such as bold words and phrases. The grade level and advanced reading levels are the same, however, the grade level reading cards contain reading clues like bold words and phrases, while the advanced reading cards do not.2. <u>Worksheets:</u> Students will record necessary information on their timeline assignment worksheets.<ol style="list-style-type: none">a. <u>Slide 8:</u> Restates the directions for completing the timeline worksheet.b. <u>Slide 9:</u> Prompts the class to complete the first reading together and directs students to locate the first reading. <u>Suggestion:</u> Reading cards can be printed per group, per partners, or per individual student. They can be cut into individual readings or left together. They can also be uploaded to a learning management system like Google Classroom.c. <u>Slide 10:</u> Guides students through how to break down each reading for comprehension and assistance filling out their timeline.d. <u>Slide 11:</u> Restates the information they need to record on their timeline worksheet.e. <u>Slides 12 and 13:</u> Provide sentence stems to guide student responses when sharing with the class for the events and the significance of the era.

	<p>f. <u>Advanced:</u> Students create their own short, constructed responses to complete their timeline. Students choose five significant changes from each reading card for the “Significance of the Age of Contact” segment. There are additional comprehension questions following the timeline based on the structure of new STAAR item type questions.</p> <p>g. <u>Grade Level:</u> Students create their own short, constructed responses and choose from options provided for the most accurate description of the significance of each topic. Students choose three significant changes from each reading card for the “Significance of the Age of Contact” Segment.</p> <p>h. <u>Foundations:</u> Students record the date of each event, then choose from options provided for the key events of each topic and the significance of the topic. Students place a checkmark next to 3 out of 4 options for the “Significance of the Age of Contact” segment.</p>
Exit Ticket	<p>NOTE: To facilitate student work through each reading card and ensure completion in one class period, teachers can divide the class into groups, and assign one reading per group. Each group only reads their assigned reading and completes the portion of the worksheet that corresponds to that reading. Then, each group can present their information to the class. The class can complete the remainder of their worksheet based on the reading cards. * It is helpful to review group work before they present to the class to ensure accuracy of information. *</p> <p>This could also be turned into a two-day activity if the teacher prefers each group or person reads every passage.</p> <p>1. <u>Exit Ticket:</u></p> <ol style="list-style-type: none">Students will put the list of events in the correct chronological order by writing the number of each event in the space provided.<u>Slides 15 and 16:</u> Restate the directions and provide a sentence stem for student responses when sharing with the class.

Primary Sources and Other Resources Used

- Map of Europe including North Africa. Geographic limits of the map: * N: 67° N * S: 21° N * W: -25° W * E: 50° E. This file is licensed under the [Creative Commons Attribution-Share Alike 2.0 Generic](#) license.
https://commons.wikimedia.org/wiki/File:Europe-NorthAfrica_map.png Edited to exclude greater portions of the map, and to include labels for Spain, Italy, France, Africa, and the Atlantic Ocean.
- The routes of the four [Voyages of Christopher Columbus](#). Maritime expeditions, during 1492 to 1504, to the [Caribbean Islands](#) and coast of [Central America](#) in [North America](#). This file is licensed under the [Creative Commons](#) Attribution-Share Alike 3.0 Unported, 2.5 Generic, 2.0 Generic and 1.0 Generic license.
https://commons.wikimedia.org/wiki/File:Viajes_de_colon_en.svg
- General Research Division, The New York Public Library. "Hernan Cortes." New York Public Library Digital Collections. Accessed June 27, 2024.
<https://digitalcollections.nypl.org/items/296b48d0-c6c8-012f-bd66-58d385a7bc34>.
- Composite image from three photographs looking down at the excavated wooden hull remains of the Belle shipwreck, excavated by the Texas Historical Commission in 1995. The photographer was an archaeologist working on the project. This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license.
https://commons.wikimedia.org/wiki/File:Belle_hull.jpg
- Map of the World. *This image is in the public domain because it contains materials that originally came from the United States Central Intelligence Agency's World Factbook.* Edited for The Portal to Texas History to show North and South America with key locations labeled. Wikimedia Commons