

Unit 1: Natural Texas and Its People

7th Grade Lesson Plan: Looking Ahead

(45 – 60 minutes)

<p>Objective</p>	<p>Students will be able to identify and summarize the primary characteristics of the era of Natural Texas and Its People. Students will also recognize the cause-and-effect relationship between the end of this era and the arrival of the Spanish. Students will predict what they might see in the next unit.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine and anticipate the outcome of the first encounters between Spanish explorers and American Indians in Texas. 2. <u>I will</u> analyze a primary source document about the first encounter between Texas Indians and Spanish explorers.
<p>Key Concepts</p>	<ul style="list-style-type: none"> • Patterns of human settlement related to physical geography
<p>Skills</p>	<ul style="list-style-type: none"> • Using evidence to support a claim about a primary source • Using context to determine the meaning of key terms • Making predictions and inferences based on a passage
<p>Essential Question</p>	<p>How might the arrival of new people from a different culture affect American Indians in Texas and the course of Texas history?</p>
<p>Assignment</p>	<ol style="list-style-type: none"> 1. <u>Warm-up:</u> Students consider a hypothetical situation in which they arrive on a different planet and encounter the beings they meet there. They record their responses about what they might think, wonder, feel, and experience. 2. <u>Lesson:</u> <ol style="list-style-type: none"> a. <u>Part I: The End of an Era:</u> Students read a brief passage explaining the era of Natural Texas and Its People, and the development of a new period of time in Texas history when the Spanish arrive. b. <u>Part II: Two Worlds Collide:</u> Students read an excerpt from a primary source by Cabeza de Vaca describing his first encounter with American Indians in Texas.

	<p>Students use the passage to answer questions about terms in context and to interpret the author’s experience and meaning.</p> <p>c. <u>Part III: American Indians in Texas Today</u>: Students will read questions presenting relative and absolute location related to contemporary American Indian tribes in Texas to determine which regions 3 tribes live in today. They will then use that information to identify tribal locations on a map.</p> <p>d. <u>Advanced</u>: Questions are presented primarily as short, constructed responses. Advanced work includes a Part III in which students consider and imagine the American Indian thinking and response to Spanish explorers to write from the Texas Indian’s perspective.</p> <p>e. <u>Grade Level</u>: Questions include multiple choice and short, constructed responses.</p> <p>f. <u>Foundations</u>: Questions are primarily multiple choice with one answer choice eliminated.</p> <p>3. <u>Exit Ticket</u>: Students will imagine the encounter from the warm-up between people from a different planet from the other point of view. Students will write their potential thoughts, questions, and experience if people from another planet showed up in their community.</p>
Materials	<ul style="list-style-type: none"> • Slides presentation • Warm-up / Exit Ticket • Advanced Questions • Grade Level Questions • Foundations Questions
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including assignments at three different levels of academic ability 2. Multiple choice questions / reduction of answer choices 3. Sentence stems for responses 4. Guides to pertinent information within a reading passage 5. Reduction of writing
TEKS	<ul style="list-style-type: none"> • 7.1A 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.

- **7.2B** Identify important individuals, events, and issues related to European exploration of Texas, such as Alondo Alvarez de Pineda, Alvar Nunez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain.
- **7.20A** 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.
- **7.20B** Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **7.20E** Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.
- **7.22A** Use social studies terminology correctly.
- **7.22B** Create written, oral, and visual presentations of social studies information.

Teacher Guide: Looking Ahead

<p>Warm-up</p>	<ol style="list-style-type: none"> 1. Students are given a hypothetical situation in which they are space explorers landing on a different planet and encountering the people there. Students should consider the following for their response: <ol style="list-style-type: none"> a. What are you thinking and feeling right now? b. What are you wondering? c. What do you think might happen? 2. Slides 3 and 4 give directions and sentence stems to guide sharing student responses with the class. 3. Slides 5 and 6 show the essential question and “ We will / I will” statements.
<p>Lesson</p>	<p>Part I: The End of an Era</p> <ol style="list-style-type: none"> 1. Students read a passage introducing the concept of an era and describing the era of early Texas people. The passage introduces information about explorers arriving in Texas. Students answer comprehension questions that accompany the passage. <ol style="list-style-type: none"> a. Advanced: Comprehension questions are short, constructed response questions requiring writing. b. Grade Level: Comprehension questions are multiple choice. c. Foundations: Comprehension questions are multiple choice with one answer choice eliminated. 2. Students make a prediction about who the explorers could be and what the outcome of their arrival might be. 3. Slides 8 and 9 present the reading from their worksheet. 4. Slide 10 provides a sentence stem for students to share their predictions to the final question of this section. 5. <p>Part II: Two Worlds Collide</p> <ol style="list-style-type: none"> 1. Students read a short passage introducing the basic information about the arrival of the Spanish explorer Cabeza de Vaca. 2. Students read an excerpt from Cabeza de Vaca’s book about his experience in Texas. 3. Students use the context of Cabeza de Vaca’s writing to match 3 terms with their best definition.

	<p>4. Students answer comprehension questions about the reading.</p> <ol style="list-style-type: none"> a. Advanced questions are short, constructed responses. b. Grade Level are a combination of short constructed responses and multiple choice. c. Foundations questions are multiple choice with one answer choice eliminated. <p>5. Slide 12 provides the introductory reading. Slide 13 provides the primary source excerpt. Slide 14 provides a sentence stem for students to share their predictions in the comprehension question number three.</p> <p>Part III: Another Point of View - Advanced only</p> <ol style="list-style-type: none"> 1. Students consider the American Indian point of view of the arrival of Cabeza de Vaca. They write what they imagine that experience may have been for those early Texas people.
<p>Exit Ticket</p>	<ol style="list-style-type: none"> 1. Students consider the scenario from the warm-up about visiting another planet, now from the opposite point of view. They write a response to their experience if they were the people on the far-off, distant planet and aliens showed up. <ol style="list-style-type: none"> a. Slides 18 and 19 restate the directions for the exit ticket and how to share with the class.

Primary Sources Referenced in Lesson

- *The Coming of white man*. 1914. Paintings and reproductions. <https://www.loc.gov/item/93500490/>.
- *Sioux Indian Council, Chiefs in Profound Deliberation*. Oil on canvas. George Catlin. Smithsonian American Art Museum, Gift of Mrs. Joseph Harrison, Jr. [Sioux Indian Council, Chiefs in Profound Deliberation | Smithsonian Institution](#)
- Portrait of Cabeza de Vaca. Wikimedia Public Domain. [File:Cabeza de Vaca Portrait.jpg - Wikimedia Commons](#)
- Excerpt from De Vaca, Alvar Nuñez Cabeza. *The Journey of Alvar Nuñez Cabeza de Vaca and his companions from Florida to the Pacific 1528 - 1536*. Edited by Ad. F. Bandelier. Translated by Fanny Bandelier. (New York: Allerton Book Co., 1904), i, map. <https://texashistory.unt.edu/ark:/67531/metaph3001/m1/2/>.

