

Unit 3: The Spanish Colonial Era

Lesson Plan: How do we know what we know?

(45 – 60 minutes)

Objective	<p>Students will use a variety of primary source materials to come to conclusions and make inferences about the Spanish and American Indian experience at the San Saba mission. Students will evaluate the sources for various points of view and bias.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine a variety of primary source materials related to one event at one Spanish mission in Texas. 2. <u>I will</u> make inferences about life at the mission from various points of view based on text evidence in each excerpt.
Key Concepts	<ul style="list-style-type: none"> • The Spanish and the American Indians each had their own goals and agendas related to the mission system in Texas. • The Spanish goals included solidifying their claim to Texas to prevent French encroachment and assimilating Texas Indians into Spanish culture. • American Indian goals often included gaining resources and protection from the missions and presidios. • Most primary source materials we have from this era provide only the Spanish point of view.
Skills	<ul style="list-style-type: none"> • Making inferences and conclusions based on information and evidence from a primary source text. • Examining materials for points of view and bias. • Identifying main ideas and supporting evidence. • Making and supporting an historical claim based on a text.
Essential Question	<ol style="list-style-type: none"> 1. How do we know what we know about the Spanish Colonial era? 2. Which points of view are most and least represented in the materials, and why?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students examine a painting representing the attack on the San Sabá mission. • Students record their observations and make inferences about the mission system based on the image.

	<p>Lesson</p> <ul style="list-style-type: none"> • <u>Part I: Reading Guide and Introductory Passage:</u> Students answer three True or False questions in the Pre-Reading Response column before they read the introductory passage to focus and guide their attention to key information in the reading. After they read, students will return to the Reading Guide to answer the True or False statements again in the Post-Reading Response column. Students will justify their answers by providing examples from the reading that support their answers. • <u>Part II: Primary Source Activity:</u> Students read a series of excerpts from various Spanish points of view about the attack on the San Sabá mission. Students answer questions related to each excerpt. • <u>Part III: Analyze and Infer:</u> Students answer questions related to point of view, bias, and make inferences about the motivations of American Indians based on the sources. <p>Exit Ticket</p> <ul style="list-style-type: none"> • Students take a second look at the image from the warm-up and answer questions related to the point of view of the image. They consider how the image might be presented differently from a different point of view.
<p>Materials</p>	<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>) <ol style="list-style-type: none"> a. Advanced Level work b. Grade Level work c. Foundations Level work
<p>Differentiation</p>	<ol style="list-style-type: none"> 1. Scaffolding including classwork at three different levels of academic ability 2. Visuals representations of directions 3. Chunking text information 4. Sentence Stems

	<p>5. Writing and literacy supports</p> <p>6. Reduction in answer choices</p>
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. • 7.2(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. • 7.2(C) Identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damian Massanet, Antonio Margil de Jesus, and Francisco Hidalgo. • 7.20(A) 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. • 7.20(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(D) Identify bias and points of view from the historical context surrounding an event that influenced the participants. • 7.20(E) Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic. • 7.20(F) Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy. • 7.22(A) Use social studies terminology correctly • 7.22(B) Use effective written communication skills, including proper citations and avoiding plagiarism.

Teacher Guide: How do we know what we know?

Warm-up	<ul style="list-style-type: none"> Students view a painting depicting the attack on the San Sabá mission. Slide 2 provides the image for student viewing and restates the directions. Students record their observations about the image and make inferences about the Spanish missions in Texas. Slide 3 provides sentence stems to guide student responses when sharing with the class Slides 4 and 5 provide the “We will / I will” statements for the class and the essential question for the lesson.
Lesson	<p><u>Part I: Reading Guide and Introductory Passage</u></p> <ul style="list-style-type: none"> Students read 3 statements and predict whether the answers will be True or False in the Pre-Reading Response column. Students read the passage, then return to the Reading Guide to answer the Post-Reading Response True or False questions. Students will justify their answer by providing evidence or examples from the reading that support their answer. The justification portion of this activity is not included in the Foundations level work. Slides 6 and 7 restate the directions for this segment with visuals. <p><u>Part II: Primary Source Activity</u></p> <ul style="list-style-type: none"> Students read various excerpts from “The San Sabá Papers” from the points of view of a Spanish religious leader, a Spanish military leader, and a young local shepherd who lived near San Sabá. Students answer questions that accompany each excerpt to check for comprehension. Slide 8 restates the directions for this segment with visuals.

	<p><u>Part III: Analyze and Infer</u></p> <ul style="list-style-type: none"> • Students answer questions analyzing the material and making inferences about the mission system and the points of view provided in each excerpt. • Students make an inference about the likely Apache goals regarding the San Sabá mission. They provide evidence from the passages to support their claim. • Slide 9 restates the directions for this segment with visuals. • <u>Advanced Work</u> includes an introductory reading passage with more challenging vocabulary and phrasing; students must justify their answer to the reading guide using the reading passage; short, constructed response questions with each excerpt and in the Analyze and Infer portion of work. • <u>Grade Level Work</u> includes an introductory reading passage with less challenging vocabulary and shortened phrasing; students must justify their answer to the reading guide using the reading passage; True and False, multiple-choice, and short-constructed response questions with each excerpt; Multiple choice questions and short constructed response questions with sentence stem supports in the Analyze and Infer portion. • <u>Foundations Work</u> includes an introductory reading passage with less challenging vocabulary and shortened phrasing; True and False, multiple-choice, and short-constructed response questions with each excerpt; Multiple choice questions with one answer choice eliminated and short constructed response questions with sentence stem supports and multiple-choice options in the Analyze and Infer portion.
<p>Exit Ticket</p>	<ul style="list-style-type: none"> • Students look for a second time at the image from the warm-up. Students make a claim about whose point of view is best represented in the image and use evidence from the image to support their claim. • Students consider how the image might be presented differently from the American Indian point of view. • Slide 10 provides the image and restates the directions. • Slides 11 and 12 provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- The Destruction of the Saint Sabá Mission in the Province of Texas and the Martyrdom of the Priests, Fray Alonso Giraldo de Terreros and Fray José de Santiesteban.*
 Attributed to José de Páez (1720 - ca. 1790) – painter (Mexican) *Circa 1758*. 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: The author died in 1790, so 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. This work is in the public domain in the United States because it was published (or registered with the U.S. Copyright Office) before January 1, 1929.
https://upload.wikimedia.org/wikipedia/commons/a/ae/Attributed_to_Jos%C3%A9_de_P%C3%A1ez_-_The_Destruction_of_the_Saint_Sab%C3%A1_Mission_in_the_Province_of_Texas_and_the_Martyrdom_of_the_Priests%2C..._-_Google_Art_Project.jpg
- Simpson, Lesley Bird, eds. *The San Saba Papers*. Translated by Paul D. Nathan. John Howell Books, 1959.
- Alonso De Leon's Last Expedition into Texas in 1690*. The Portal to Texas History.
<https://texashistory.unt.edu/ark:/67531/metapth493023/>.
- Texas Historical Commission. *Presidio San Luis de Las Amarillas Real Presidio de San Saba*. 4 x 5 in. The Portal to Texas History.
<https://texashistory.unt.edu/ark:/67531/metapth666804/>.
- Texas State Historical Association. *The Southwestern Historical Quarterly*, Volume 17, July 1913 - April, 1914, periodical, 1914; Austin, Texas.
[\(https://texashistory.unt.edu/ark:/67531/metapth101061/](https://texashistory.unt.edu/ark:/67531/metapth101061/); accessed October 3, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas State Historical Association.
- Stanley, John Mix. *Black Knife, an Apache Warrior*. 1846. Oil on canvas, 42 ½ x 52 in. (107.8 x 132,1 cm). Smithsonian American Art Museum.
<https://americanart.si.edu/artwork/black-knife-apache-warrior-22852>.