

# Unit 3: The Spanish Colonial Era

## 7<sup>th</sup> Grade Lesson Plan: Mind Mapping Review Lesson

(45 – 60 minutes)

<b>Objective</b>	<p>Students will create a visual representation of terms and concepts from the unit in a mind map. Students will be able to visualize how information from the unit is connected by making connections between terms on a mind map.</p> <ul style="list-style-type: none"> <li>• <b><i>We will</i></b> make connections between key terms and concepts within all of Unit 3: The Spanish Colonial Era.</li> <li>• <b><i>I will</i></b> create a Mind Map using terms and concepts from the class slides presentation.</li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Terms, concepts, people, and other social studies information from different assignments are connected in a variety of different ways.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Connecting terms and concepts from across the entire unit.</li> <li>• Justifying and providing a rationalization for those connections.</li> <li>• Student debate over the best placement of terms on their Mind Maps.</li> <li>• Creating a visual representation of Social Studies information.</li> </ul>
<b>Essential Question</b>	What are the key terms and concepts of Unit 3: The Spanish Colonial Era and how do they connect to each other?
<b>Assignment</b>	<p><b><u>Warm-up</u></b></p> <ol style="list-style-type: none"> <li>1. Students will complete a graphic organizer of a small Mind Map using a word bank of terms that they will place where they believe they fit best.</li> </ol> <p><b><u>Lesson</u></b></p> <ol style="list-style-type: none"> <li>1. Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term.</li> </ol> <p><b><u>Exit Ticket</u></b></p> <ol style="list-style-type: none"> <li>1. Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from</li> </ol>

	multiple choice options for each blank to complete the sentence.
<b>Materials</b>	<p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>1. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>2. Slideshow</li> </ol> <p><b><u>Suggested Materials not Included:</u></b></p> <ol style="list-style-type: none"> <li>1. A large piece of butcher paper for group work</li> <li>2. Blank pieces of paper for individual or partner work</li> <li>3. Markers or colored pencils.</li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. Chunking text information</li> <li>2. Sentence Stems</li> <li>3. Word Bank</li> <li>4. Reduction in amount of work (teacher can reduce the number of items students write in their mind map)</li> <li>5. Group roles</li> <li>6. Additional writing for Advanced level work</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.01(A)</b> Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Spanish Colonial.</li> <li>• <b>7.01(B)</b> Explain the significance of the following dates: 1718, founding of San Antonio, 1821, independence from Spain.</li> <li>• <b>7.02(C)</b> Identify important individuals, events, and issues related to European colonization of Texas, including the establishment of missions, towns, and ranches, and the contributions of individuals such as Fray Damian Massanet, Antonio Margil de Jesus, and Francisco Hidalgo.</li> <li>• <b>7.02(D)</b> Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, Jose Gutierrez de Lara, and the Battle of Medina.</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(C)</b> Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</li> </ul>

	<ul style="list-style-type: none"><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>7.22(C)</b> Create written, oral, and visual presentations of social studies information.</li></ul>
--	--

## Teacher Guide: Mind Mapping Review Lesson

<b>Warm-up</b>	<p><b><u>Warm-up</u></b></p> <ol style="list-style-type: none"> <li>1. Students will create a small mind map using the diagram provided on their warm-up and a list of 5 terms in a word bank. They will write the terms where they believe they fit best in the mind map. The five terms are below: <ul style="list-style-type: none"> <li>- Caste System</li> <li>- War for Mexican Independence</li> <li>- Mission Presidio System</li> <li>- Spanish Colonial Era</li> <li>- Strengthen Spain's claim to Texas</li> </ul> </li> <li>2. Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li>3. Slides 4 and 5 provide the essential question and the "We will / I will" statements for the lesson.</li> </ol>
<b>Lesson</b>	<p><b><u>Lesson</u></b></p> <ol style="list-style-type: none"> <li>1. Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term. <ol style="list-style-type: none"> <li>a. Advanced students: add additional information, explanations, terms, or questions to their Mind Map after they add the terms from the slides.</li> <li>b. Grade Level: Students take turns adding information to the Mind Map or assign group roles – scribe (to write terms on the Mind Map), timekeeper (to keep students on task. Teacher can display a countdown clock to aide in this process), researcher (to look back through notes and old work for assistance in the lesson), Speaker (to share information with the class)</li> <li>c. Foundations: Assign to timekeeper or speaker role, depending on student strengths. Teacher could also reduce the number of items to write.</li> <li>d. Slides 6 through 14 present sets of terms for students to add to their Mind Map.</li> <li>e. Slide 15 provides an optional, additional step if there is time at the end of class for students to add any additional information that they can think of to their Mind Map. Advanced students have already been directed to do this step throughout the process.</li> </ol> </li> </ol>

<b>Exit Ticket</b>	<ol style="list-style-type: none"><li>1. Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence.<ol style="list-style-type: none"><li>a. Slides 16 and 17 restate the directions and provide a sentence stem to guide student responses when sharing with the class.</li></ol></li></ol>
--------------------	---