

# Unit 3: The Spanish Colonial Era

## 7<sup>th</sup> Grade Lesson Plan: Study Guide Review

(45 – 60 minutes)

<b>Objective</b>	<p>Students will review key information including the major themes of the unit, key people, places, and events, and the significance of this era to Texas history to review for the Unit 3 test.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> identify and review significant information for our upcoming test.</li> <li>2. <b><u>I will</u></b> use my previous work and notes to complete my study guide. I will match information, create short answer responses, and answer practice test questions.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• The Spanish Colonial Era was characterized by: <ul style="list-style-type: none"> <li>- Spain’s attempts to solidify its claim to Texas by establishing the Mission Presidio System.</li> <li>- Turmoil and unrest in New Spain related to the unjust Caste System, which led to the War for Mexican Independence.</li> <li>- The failure of the Mission System in Texas due to Spain’s failure to provide adequate support, the disinterest of Texas Indians, and opposition from powerful tribes like the Comanche.</li> </ul> </li> <li>• One result of the events of the Spanish Colonial Era was Spain’s increasingly weak claim on the Texas.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identifying cause-and-effect relationships.</li> <li>• Identifying and explaining the significance of key events of the era.</li> <li>• Identifying the main idea and supporting evidence of a primary source excerpt.</li> <li>• Creating short, written responses making a claim and providing evidence to support it.</li> </ul>
<b>Essential Question</b>	<p>What significant information do we need to know to be successful on the unit 3 test?</p>
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Students identify topics relevant to the unit that they might see on the test from a list of various social studies topics.</li> </ul>

	<p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Part I: Key Terms and Definitions – Students match terms from a word bank to the appropriate definition or explanation.</li> <li>• Part II: Matching – students match significant events from the unit with their effect. Students answer a short, constructed response question explaining the Mission Presidio System and its significance in Texas history.</li> <li>• Part III: Practice Questions – Students answer practice test questions. These questions are based on the new 8<sup>th</sup> grade STAAR item types including Multiselect and short, constructed response.</li> <li>• There is also a printable set of matching flash cards that can be used to extend and enhance learning. The flashcards need to be cut out. Students match each term with its definition or explanation. (Print single-sided)</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>• Students will answer self-assessment questions about their understanding of the material and what steps they can take next to better prepare themselves for the test.</li> </ul>
<p><b>Materials</b></p>	<p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>1. Slideshow</li> <li>2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>3. Flashcards (<i>Suggested printing: 1 per student for individual work, 1 per partner group or larger group, or 10-15 for supplemental practice for students who are finished early or need more support. Flashcards print single-sided.</i>)</li> <li>4. Assignment (<i>Suggested printing 1 per student</i>)             <ol style="list-style-type: none"> <li>a. Advanced Level work</li> <li>b. Grade Level work</li> <li>c. Foundations Level work</li> </ol> </li> </ol>
<p><b>Differentiation</b></p>	<ol style="list-style-type: none"> <li>1. Scaffolding including classwork at three different levels of academic ability</li> <li>2. Visuals representations of directions</li> <li>3. Chunking text information</li> <li>4. Sentence Stems and options provided for short answer responses.</li> <li>5. Reduction in answer choices</li> <li>6. Word bank</li> </ol>

**TEKS**

- **7.01(A)** Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including the Spanish Colonial.
- **7.01(B)** Explain the significance of the following dates: 1718, founding of San Antonio.
- **7.02(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.

## Teacher Guide: Study Guide Review

<p><b>Warm-up</b></p>	<ul style="list-style-type: none"> <li>• Students read from a list of possible social studies and circle or highlight any and all terms that they predict they could see on the test.</li> <li>• Slides 3 and 4 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li>• Slides 5 and 6 provide the essential question and “We will / I will” statements for the lesson.</li> </ul>
<p><b>Lesson</b></p>	<p><b><u>Part I: Key Terms and Definitions</u></b></p> <ul style="list-style-type: none"> <li>• Students read definitions and explanations of key terms from the unit and write the correct term from the word bank in the space provided.</li> <li>• Slide 7 restates the directions and provides an image to complement this section.</li> </ul> <p><b><u>Part II: Matching</u></b></p> <ul style="list-style-type: none"> <li>• Students match key events from the unit in the left column with the statement in the right column that provides the best effect of each event.</li> <li>• Short, constructed response: Students write a short answer explaining the significance of the Mission Presidio System in Texas.</li> <li>• Slide 8 restates the directions and provides an image to complement this section.</li> </ul> <p><b><u>Part III: Practice Questions</u></b></p> <ul style="list-style-type: none"> <li>• Students answer practice test questions based on new 8<sup>th</sup> grade social studies STAAR item types including Multiselect and Short, Constructed Response.</li> <li>• Slide 9 restates the directions and provides an image to complement this section.</li> <li>• <u>Advanced:</u> Work includes matching, identifying cause-and-effect relationships, answering multiple-choice questions and two short, constructed responses.</li> <li>• <u>Grade Level:</u> Work includes matching, identifying cause-and-effect relationships, answering multiple-choice</li> </ul>

	<p>questions and one short, constructed response with sentence stems to guide student answers.</p> <ul style="list-style-type: none"><li>• <b>Foundations:</b> Work includes matching with reduced answer options provided, multiple-choice questions with one answer choice eliminated, and one short-constructed response with sentence stems and response options to guide student answers.</li></ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"><li>• Students self-assess their knowledge and preparation for the unit 3 test by answering the following questions:<ul style="list-style-type: none"><li>• One thing the study guide helped me remember or understand is</li><li>• One thing I still have a question about is</li><li>• One thing I will do to prepare for this test is</li><li>• Slides 11 and 12 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li></ul></li></ul>

## Primary Sources and Other Resources Used

- Texas State Historical Association, and George P. Garrison. "The Quarterly of the Texas State Historical Association, Volume 6, July 1902 - April, 1903." pp. 4-9. The Portal to Texas History. Texas State Historical Association, July 14, 2010. <https://texashistory.unt.edu/ark:/67531/metaph101028/m1/8/>
- *Spanish Missions, Presidios, and Roads in the 17th and 18th Centuries*, In *Adobe in Texas*. by Ralph Newlan, 7. Coraopolis, PA: Michael Baker Inc., 2008. University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Government Documents Department. <https://texashistory.unt.edu/ark:/67531/metaph1223086/>
- US National Park Service. *Spanish Missions in Texas, 1659-1795*. Map. Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Spanish\\_Missions\\_in\\_Texas.JPG](https://commons.wikimedia.org/wiki/File:Spanish_Missions_in_Texas.JPG)
- Flag map of the First Mexican Empire (1821–1823) This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](https://creativecommons.org/licenses/by-sa/3.0/) license. [https://commons.wikimedia.org/wiki/File:Flag\\_map\\_of\\_the\\_First\\_Mexican\\_Empire\\_\(1821%E2%80%931823\).svg](https://commons.wikimedia.org/wiki/File:Flag_map_of_the_First_Mexican_Empire_(1821%E2%80%931823).svg)
- *Mapa del Presidio De San Antonio De Bexar*, In *A Texas Legacy: The Old San Antonio Road And The Caminos Reales: A Tricentennial History, 1691-1991*. by A. Joachim McGraw, John Wilburn Clark, and Elizabeth A. Robbins, eds., 140. Austin, TX: Texas State Department of Highways and Public Transportation, 1991. University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Government Documents Department. <https://texashistory.unt.edu/ark:/67531/metaph1364735>