

# Unit 3: The Spanish Colonial Era

## Lesson Plan: Texas Missions

(135 – 180 minutes)

<b>Objective</b>	<p>Students will be able to identify significant missions, people, places, and events in Texas during the Spanish Colonial era. Students will be able to describe typical challenges Spanish missions in Texas faced and explain why the mission system in Texas ultimately failed to achieve its goals.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine significant information related to seven prominent Spanish missions established in Texas during the Spanish Colonial era.</li> <li>2. <b><u>I will</u></b> work with my group to research one mission. I will present my findings to the class and take notes on the significant information when other groups present.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• San Antonio was founded as a midpoint to and from east Texas missions on the Camino Real.</li> <li>• The threat of French encroachment into Texas drove Spain's establishment of the first missions in Texas.</li> <li>• Territorial disputes between France and Spain in east was one reason why many missions in the region failed.</li> <li>• Many problems caused the Spanish missions to fail including Texas Indian disinterest, Comanche and Apache raids and attacks, and Spain's unwillingness to adequately support and provide for the missions.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading for context and comprehension.</li> <li>• Finding the main idea and supporting information in a reading.</li> <li>• Making generalizations.</li> <li>• Organizing and summarizing information from a reading passage into a presentation.</li> <li>• Identifying the most significant information from a reading passage.</li> <li>• Collaboration and group work.</li> <li>• Note-taking skills</li> </ul>
<b>Essential Question</b>	<p>What are the key people, places, events, and information related to significant Spanish missions in Texas?</p>

<p><b>Assignment</b></p>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students respond to three prompts asking what they already know about the missions, what problems and challenges face the missions, and what questions they still have about the missions.</li> <li>This lesson is designed to take 3 days. The warm-up can be used for all three days of the lesson. Answers will change as students learn more about each mission.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li><b>Part One:</b> Students are put into groups and each group is assigned one mission in Texas. Groups read about their mission and create a digital presentation about key information including the date of its founding, its specific goal, the tribe or tribes at or around the mission, important people connected to the mission, challenges, achievements, interesting information and the outcome of the mission. (For classrooms without access to 1:1 technology, this can be accomplished without the digital slideshow using only the worksheet from part two.</li> <li><b>Part Two:</b> Students listen as each group presents their mission. Students take notes on each mission on their worksheet.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students respond to two prompts asking for one challenge and one achievement at the missions that they learned about in the day's lesson.</li> <li>This lesson is designed to take 3 days. The exit ticket can be used for all three days of the lesson. Answers will change as students learn more about each mission.</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>Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>Student Group Presentation Slideshow (<i>Suggested use: share one copy of the slideshow with one member of each group. That group member then shares his or her copy with the rest of the group. In this way, all the group members are working within the same slideshow, rather</i></li> </ol>

	<p>than having 4 individual slideshows that must be incorporated together.)</p> <ol style="list-style-type: none"> <li>4. Readings (<i>Suggested use: Readings can be printed one per student or they can be uploaded into a learning management system like google classroom for students to read a digital version.</i>)             <ol style="list-style-type: none"> <li>a. Advanced Level Reading</li> <li>b. Grade Level Reading</li> <li>c. Foundations Level Reading</li> </ol> </li> <li>5. 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>
<b>Differentiation</b>	<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</li> <li>5. Reduction in answer choices</li> <li>6. Note-taking assistance including multiple choice options, word banks, and fill-in-the-blank options.</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.01(B)</b> Explain the significance of the following dates: 1718, founding of San Antonio.</li> <li>• <b>7.02(C)</b> 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.</li> <li>• <b>7.18(C)</b> Identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts.</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(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(A)</b> Use social studies terminology correctly.</li> <li>• <b>7.22(B)</b> Use effective written communication skills, including proper citations and avoiding plagiarism.</li> <li>• <b>7.22(C)</b> Create written, oral, and visual presentations of social studies information.</li> </ul>

## Teacher Guide: Texas Missions

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students respond to the following prompts:               <ul style="list-style-type: none"> <li>- One thing we know about the Mission Presidio System in Texas is:</li> <li>- One problem we know that occurred at some Texas missions was:</li> <li>- One question I have about Texas missions is:</li> </ul> </li> <li>• <b>NOTE:</b> This lesson is designed to take approximately three class periods. On the first day of this lesson, students will draw from information they learned in previous lessons.</li> <li>• <b>NOTE:</b> On the subsequent days of this lesson, students can draw from information they gained from their own research and from their classmates' presentations.</li> <li>• Slides 2 and 3 restate the directions and provide sentence stems to guide student answers when sharing with the class.</li> <li>• Slides 4 and 5 provide the Essential Question and the "We will" and "I will" statements for the lesson.</li> </ul>
<b>Lesson</b>	<p><b><u>Part One:</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will assign students to groups of four people. For this part of the assignment, mixing levels of academic ability will work just as well as grouping students by their academic level.</li> <li>• There are two slideshows for this part of the presentation. There is the Slideshow that the teacher will display for the class with the usual components. This slideshow also provides step-by-step instructions for the project. There is also the Student Group Presentation Slideshow. This slideshow provides the same step-by-step instructions for the project.               <ul style="list-style-type: none"> <li>- <b>Slide 6</b> presents information about the 2 parts of this assignment.</li> <li>- <b>Slide 7</b> (Student Group Presentation Slide 2) shows directions for how choosing individual assignments works.</li> <li>- <b>Slide 8</b> (Student Group Presentation Slide 3) Shows 4 images of items from Texas history. Each student in the group will choose one image. On their Student Group Presentation Slideshow, they will type their name in the box below their chosen image.</li> </ul> </li> </ul>

- **Slide 9** Reveals each student's individual portion of the assignment is based on student image choices. This slide is not on the Student Group Presentation Slideshow.)
- **Slide 10** (Student Group Presentation Slide 4) Explains the directions for the reading passage.
- **Slide 11** (Student Group Presentation Slide 5) Explains the directions for completing the presentation within the Student Group Presentation Slideshow.
- **Slide 12** (Student Group Presentation Slide 6) Shows the grading rubric for this assignment.
- **Slide 13** (Student Group Presentation Slide 7) Introduces the beginning of the presentations.
- **(Student Group Presentation Slides 8 – 15)** Are the slides for the student presentations. Students will complete their work within these slides. Students will then present their mission using the slideshow.
- **(Student Group Presentation Slides 16)** Directs the group to delete the slides related to directions, and keep the slides related to the presentation. Only one student in the group needs to do this. This slide concludes the Student Group Presentation Slideshow.

### **Part Two**

- Slides 14 – 16 provide step-by-step instructions for completing the note-taking portion of the assignment.
- While each group presents their mission, students will take notes in their worksheet about key information related to each mission.

### **Differentiation**

- The Student Group Presentation Slideshow is the same for all levels.
- The first two slides (The name and goal of the mission and images) and the last two slides (Interesting facts and the outcome) might be more appropriate for a lower level of work. One of the interesting facts could be eliminated to reduce workload.
- The Readings:
  - Advanced readings use more challenging phrasing and vocabulary.
  - Grade Level readings use grade-level appropriate phrasing and vocabulary.
  - Foundations readings are the same as the Grade Level readings, however they highlight the key information that is necessary for the presentation.

	<ul style="list-style-type: none"> <li>• The Worksheets:           <ul style="list-style-type: none"> <li>- <u>Advanced</u>: Students must write all the required information in the designated parts of the chart.</li> <li>- <u>Grade Level</u>: The name of the mission and its founding date are provided. The Names of the important people are provided.</li> <li>- <u>Foundations</u>: The name of the mission and its founding dates are provided. Other required information often provides sentence stems, answer options, or word banks to support student responses.</li> </ul> </li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students will respond to three prompts:</li> <li>• One challenge at the missions that we have learned about is:</li> <li>• One achievement at the missions that we have learned about is:</li> <li>• I think the Mission Presidio System in Texas will ultimately <b>succeed</b> / <b>fail</b> . Evidence that supports my claim is</li> <li>• Slides 17 and 18 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li>• <b>NOTE</b>: This lesson is designed to take approximately three class periods. On the first day of this lesson, students will draw from information they learned in previous lessons.</li> <li>• <b>NOTE</b>: On the subsequent days of this lesson, students can draw from information they gained from their own research and from their classmates' presentations.</li> </ul>

# Primary Sources and Other Resources Used

## Resources in the Readings

- Belden, Dreanna. *Detail of the church at Mission San Jose*. May 4, 2005. The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metapth3540/>.
- Blank Map of Texas. This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license. This map has been edited to include the location of mission San Francisco de los Tejas.  
[https://commons.wikimedia.org/wiki/File:Texas\\_blank\\_map.svg](https://commons.wikimedia.org/wiki/File:Texas_blank_map.svg)
- Utley, Robert M. [San Francisco de los Tejas Mission], photograph, October 27, 1958; (<https://texashistory.unt.edu/ark:/67531/metapth682932/>: accessed October 25, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas Historical Commission.
- Aztec smallpox victims. 16th century Aztec drawing of smallpox victims. Scanned from (2009) *Viruses, Plagues, and History: Past, Present and Future*, Oxford University Press, USA, p. 60 ISBN: 0-19-532731-4. 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**.  
[https://commons.wikimedia.org/wiki/File:Aztec\\_smallpox\\_victims.jpg](https://commons.wikimedia.org/wiki/File:Aztec_smallpox_victims.jpg)
- Chickens in a Farmyard. Cornelius Van Leemputten. Circa 1882. 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**.  
[https://commons.wikimedia.org/wiki/File:Cornelius\\_Van\\_Leemputten - Chickens in a farmyard.jpg](https://commons.wikimedia.org/wiki/File:Cornelius_Van_Leemputten_-_Chickens_in_a_farmyard.jpg)
- Texas. Department of Transportation. *El Camino Real de los Tejas: National Historic Trail*, pamphlet, 200X; Austin, TX.  
(<https://texashistory.unt.edu/ark:/67531/metapth661997/>: accessed October 25, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Government Documents Department.
- Map of the Changing Territorial Boundaries in North America following the Treaty of Paris, 1763. Created by the Texas History for Teachers Project with the University of North Texas.
- *The Alamo Photograph #1*. 9 x 11 cm. The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metapth495787/>.
- Historic American Buildings Survey, Creator. Mission San Jose y San Miguel de Aguayo, Chapel, San Jose Road, San Antonio, Bexar County, TX. Texas Bexar County San Antonio, 1933. Documentation Compiled After. Photograph.  
<https://www.loc.gov/item/tx0026/>.



- War on the plains. Comanche (right) trying to lance Osage warrior. Painting by George Catlin 1834. 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. 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 70 years or fewer**. You must also include a [United States public domain tag](#) to indicate why this work is in the public domain in the United States.  
[https://commons.wikimedia.org/wiki/File:War on the Plains Comanche vs Osage by George Catlin 1834.png](https://commons.wikimedia.org/wiki/File:War_on_the_Plains_Comanche_vs_Osage_by_George_Catlin_1834.png)
- Commission, Texas Historical. "[La Bahia]." The Portal to Texas History, January 29, 2018. <https://texashistory.unt.edu/ark:/67531/metapth941097>
- Schott, A. Lipan-Warrior, artwork, 1857; New York.  
(<https://texashistory.unt.edu/ark:/67531/metapth30506/>: accessed October 30, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.
- The Ruins of San Sabá. National Parks Service. Photograph by mlhradio via Flickr and creative commons license. [Mission Santa Cruz de San Sabá and Presidio San Luis de las Amarillas - Spanish Missions/Misiones Españolas \(U.S. National Park Service\)](#)
- Comanchería Map. Map showing approximately the area, known as Comancheria, occupied by the various Comanche tribes prior to 1850. It's made using "Reynolds's Political Map of the United States" (1856) from Library of Congress collection (public domain). <https://commons.wikimedia.org/wiki/File:Comancheria.jpg>
- Image of Corpus Christi de la Isleta. Newlan, Ralph. Adobe in Texas, book, November 2008; Austin, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metapth1223086/>: accessed October 31, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Government Documents Department.
- The Pueblo Revolt of 1680. Loren Mozley. Installed in 1936 in the Courthouse in Albuquerque, New Mexico as a part of the WPA. This work is in the [public domain](#) in the United States because it is a [work prepared by an officer or employee of the United States Government as part of that person's official duties](#) under the terms of [Title 17, Chapter 1, Section 105 of the US Code](#). **Note: This only applies to original works of the Federal Government and not to the work of any individual U.S. state, territory, commonwealth, county, municipality, or any other subdivision. This template also does not apply to postage stamp designs published by the United States Postal Service since 1978. (See § 313.6(C)(1) of Compendium of U.S. Copyright Office Practices). It also does not apply to certain US coins; see [The US Mint Terms of Use](#)**



[https://commons.wikimedia.org/wiki/File:Loren Mozley Pueblo Revolt 1680 installed 1936 ABQ NM.jpg](https://commons.wikimedia.org/wiki/File:Loren_Mozley_Pueblo_Revolt_1680_installed_1936_ABQ_NM.jpg)

- [Young Women of the Tigua Indian Tribe], photograph, [1973-09-07..1973-09-09]; (<https://texashistory.unt.edu/ark:/67531/metapth227477/>: accessed October 31, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UT San Antonio Libraries Special Collections.
- Historic American Buildings Survey, Creator. Mission San Jose y San Miguel de Aguayo, Chapel, San Jose Road, San Antonio, Bexar County, TX. Texas Bexar County San Antonio, 1933. Documentation Compiled After. Photograph. <https://www.loc.gov/item/tx0026/>.
- Raba, Ernst Wilhelm, 1874-1951. [A View from the Baptismal Chapel at San Jose Mission], photograph, 1920~; (<https://texashistory.unt.edu/ark:/67531/metapth460191/>: accessed October 31, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting San Antonio Conservation Society.

## Resources in the Slideshow

- Belden, Dreanna. *Detail of the church at Mission San Jose*. May 4, 2005. The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metapth3540/>.
- Highsmith, Carol M, photographer. *Wall art at the Tigua Indian Cultural Center at the Ysleta del Sur Pueblo, which celebrates more than 300 years of tribal history in El Paso, Texas*. El Paso United States Texas, 2014. -02-14. Photograph. <https://www.loc.gov/item/2014630705/>.
- Highsmith, Carol M, photographer. A portion of the Presidio Nuestra Senora de Loreto de la Bahia, known more commonly as Presidio La Bahia, or simply La Bahia, a fort constructed by the Spanish Army that became the nucleus of the city of Goliad, Texas. United States Texas Goliad, 2014. -04-05. Photograph. <https://www.loc.gov/item/2014633490/>
- Tatu (dasypus novemcinctus), Uruguay, 2020. This file is licensed under the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/) license. Background of image removed for use in this presentation. [https://commons.wikimedia.org/wiki/File:Tatu\\_\(dasypus\\_novemcinctus\),\\_Uruguay,\\_2020.jpg](https://commons.wikimedia.org/wiki/File:Tatu_(dasypus_novemcinctus),_Uruguay,_2020.jpg)
- Las Palmas Casa de Colon - Museum Modell Pinta. Photograph by [Wolfgang Sauber](#). This file is licensed under the [Creative Commons Attribution-Share Alike 4.0 International](https://creativecommons.org/licenses/by-sa/4.0/) license. [https://commons.wikimedia.org/wiki/File:Las Palmas Casa de Colon - Museum Modell Pinta.jpg](https://commons.wikimedia.org/wiki/File:Las_Palmas_Casa_de_Colon_-_Museum_Modell_Pinta.jpg)

- Texas Blank Map. 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:Texas\\_blank\\_map.svg](https://commons.wikimedia.org/wiki/File:Texas_blank_map.svg)