

Unit 3: The Spanish Colonial Era

7th Grade Lesson Plan: Texas Today

(45 minutes)

Objective	<p>Students will be able to identify and describe eight elements of contemporary Texas culture that originated from the Spanish and Mexican cultures of the Spanish Colonial era.</p> <ol style="list-style-type: none">1. <u>We will</u> examine eight elements of modern Texas culture that originated during the Spanish Colonial era.2. <u>I will</u> use flashcards to study these elements. I will complete a chart describing each element and its relation to the Spanish Colonial era. I will answer questions assessing my prior knowledge about the elements.
Key Concepts	<ul style="list-style-type: none">• Several elements of modern Texas society and culture originated from Spanish and Mexican culture during the Spanish Colonial era.• Elements presented in this lesson are: acequias (canals or aqueducts), vaqueros, tortillas, Tejano Music, haciendas, the Catholic religion, Rodeos, frescoes.
Skills	<ul style="list-style-type: none">• Reading for specific information.• Identifying significance of a historical topic from a reading.• Summarizing and paraphrasing.• Connecting prior knowledge to information in the lesson.
Essential Question	In what ways can we see evidence of the Spanish Colonial era in our lives in Texas today?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none">• Students will make a list of anything they recognize as being popular or common in Texas society today. Students will then consider if any might be related to the Spanish Colonial era and provide a suggestion of how they might be related. <p>Lesson</p> <ul style="list-style-type: none">• Students use a set of eight flashcards that introduce elements of contemporary Texas culture that originated from the Spanish Colonial era. They use the flashcards to complete a chart describing the item and its connection to Spanish or Mexican culture.

	<ul style="list-style-type: none"> Students then answer questions asking them to consider their prior knowledge of the items. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students fill in the blanks in a paragraph that explains and summarizes four of the items from the lesson.
Materials	<p><i>Links to the following materials</i></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. Flashcards (<i>1 page of flashcards that print front and back. Suggested printing: 1 per student, 1 per partner group, or 1 per larger group or table.</i>) 4. 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
Differentiation	<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 5. Word bank
TEKS	<ul style="list-style-type: none"> • 7.18(C) Identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts. • 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. • 7.22(B) Use social studies terminology correctly. • 7.22(C) Use effective written communication skills, including proper citations and avoiding plagiarism.

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<p>Warm-up</p>	<ul style="list-style-type: none"> Students complete a chart with two parts: <ul style="list-style-type: none"> Make a quick list of things that are common or popular in Texas today. Consider music, food, buildings, language, religion, hobbies or activities, and how Texas is shown in movies. Do you think any of the items in your list might be connected to the Spanish Colonial era? Make your best guess and explain your reasoning. Slides 2 and 3 restate the directions of the warm-up and provide sentence stems to guide student responses when sharing with the class. Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.
<p>Lesson</p>	<ul style="list-style-type: none"> Teacher Preparation: Print enough copies of the flashcards (suggested ways of doing this: Print one for each student, print one for a pair of students working as partners, or print one for a group of students to share.) Flashcards need to be cut out in advance. Students will use the flashcards to complete a chart about different elements of contemporary Texas culture that originated in Spanish or Mexican culture during the Spanish Colonial era. Slides 6 and 7 restate the directions for the lesson. After students complete their charts, they answer questions about their prior knowledge of the elements they studied in the lesson. Slides 8 – 11 provide sentence stems to guide student responses to the final questions when sharing with the class. Advanced: Students examine and record information on 6 of the 8 flashcards and answer short, constructed response questions assessing their prior and newly acquired knowledge. Grade Level: Students examine and record information on 4 of the 8 flashcards and answer short, constructed response questions with sentence stems provided assessing their prior and newly acquired knowledge. Foundations: Students examine and record information on 3 of the 8 flashcards with word banks provided to assist in

	<p>recording information on their chart. They answer short, constructed response questions with sentence stems and word banks provided assessing their prior and newly acquired knowledge.</p>
Exit Ticket	<ul style="list-style-type: none">Students will use a word bank of terms from the flashcards to complete a paragraph with fill-in-the-blank spaces related to the cultural elements discussed in the flashcard readings.Slides 12 – 16 provide the sentences from the paragraph in the exit ticket with the blanks included to guide student responses and how much to read when students share with the class.

Primary Sources and Other Resources Used

- The Sun Fresco at Mission Concepción. *Chantelle Ruidant-Hansen/NPS Photo* National Park Services [Mission Concepción - San Antonio Missions National Historical Park \(U.S. National Park Service\)](#)
- Tiller, de Teel Patterson. [Ochoa Hacienda], photograph, April 1978; (<https://texashistory.unt.edu/ark:/67531/metaph669282/>): accessed November 12, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Texas Historical Commission.
- A Mexican Vaquero. Frederic Remington. 1890. Art Institute of Chicago. The author died in 1909, 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://commons.wikimedia.org/wiki/File:Frederic_Remington_-_A_Mexican_Vaquero_-_1982.799_-_Art_Institute_of_Chicago.jpg
- Highsmith, Carol M, photographer. *The Espada Acequia, or Espada Aqueduct, was built by Franciscan friars in what is now San Antonio, Texas, United States It was built to supply irrigation water to the lands near Mission San Francisco de la Espada, today part of San Antonio Missions National Historical Park*. United States San Antonio Texas, 2014. -04-23. Photograph. <https://www.loc.gov/item/2014632828/>
- Typical Homemade Corn Tortillas. *Las tortillas de maíz son típicas de aquí ya que las hacen a mano*. [Fermín Jiménez Rodríguez](#) This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license. https://commons.wikimedia.org/wiki/File:Tortillas_hechas_a_mano.jpg
- Informedia. [Juan P. Moreno and his Tejano Band], photograph, [1997-07-31..1997-08-03]; (<https://texashistory.unt.edu/ark:/67531/metaph301962/>): accessed November 12, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UT San Antonio Libraries Special Collections.
- [Spanish-Style Christian Church], photograph, June 1983; (<https://texashistory.unt.edu/ark:/67531/metaph1450615/>): accessed November 12, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting German-Texan Heritage Society.
- Culley, Matt. [Tucson Rodeo cutting], photograph, 198X; (<https://texashistory.unt.edu/ark:/67531/metadc505040/>): accessed November 12, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Special Collections.