

# Unit 3: Spanish Colonial Era

## 7<sup>th</sup> Grade Lesson Plan: The Big Picture

(45 – 60 minutes)

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| <b>Objective</b>          | <p>Students will be introduced to the main ideas of Unit 3: The Spanish Colonial Era. They will be able to understand, identify, and explain key concepts that will be presented throughout the unit, including the challenges facing Spain related to its territory in Texas. They will be able to provide evidence from the reading passage to support statements about the unit.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> identify key people, events, and concepts of Unit 3: Spanish Colonial Era</li> <li>2. <b><u>I will</u></b> read a passage about the unit, identify significant information in each paragraph, use context to determine the meaning of words related to the unit, and answer comprehension questions about the main ideas of the unit.</li> </ol> |
| <b>Key Concepts</b>       | <ul style="list-style-type: none"> <li>• New Spain faced a number of significant problems during the 1700s including a perceived French threat to its territorial claims in Texas, the failure of the mission systems, social unrest, war, and the Comanche dominance of the Great Plains.</li> <li>• All of these problems made it difficult for Spain to maintain its claims on Texas.</li> </ul>  |
| <b>Skills</b>             | <ul style="list-style-type: none"> <li>• Making inferences based on context.</li> <li>• Summarizing the significance of chunked excerpts of a passage.</li> <li>• Identifying the main idea and supporting evidence of a reading.</li> </ul>   |
| <b>Essential Question</b> | What are the defining characteristics and significant events of the Spanish Colonial Era?  |
| <b>Assignment</b>         | <p><b>Warm-up</b></p> <ol style="list-style-type: none"> <li>1. Students write how American Indians in Texas might respond to a series of four hypothetical situations related to the Spanish arriving in Texas.</li> </ol>  |

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|                               | <p><b>Lesson</b></p> <ol style="list-style-type: none"> <li>1. <u>Analyze an Image</u>: Students make predictions about the unit based on a primary source image of an encounter between Spanish and Indigenous American people.</li> <li>2. <u>Essential Ideas Reading Passage</u>:             <ol style="list-style-type: none"> <li>a. Passage: Students will read the passage, identifying key terms, and answering questions related to the main ideas of each paragraph as they read.</li> <li>b. Students will match key terms from the reading with their best definition based on the context of the unit.</li> <li>c. Students will answer two short, constructed response questions to explain the main idea of the unit and provide supporting evidence for their responses.</li> </ol> </li> </ol> <p><b>Exit Ticket</b></p> <ol style="list-style-type: none"> <li>1. Students will match cause and effect statements based on the reading passage.</li> </ol> |
| <p><b>Materials</b></p>       | <p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>1. The 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>2. The Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>3. The 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 and the reading.</li> <li>3. Chunking text information</li> <li>4. Sentence Stems</li> <li>5. Reduction in answer choices</li> <li>6. Answer options for open response questions</li> <li>7. Advanced-level reading with more complex sentence structures and phrasing.</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 Age of Contact; Spanish Colonial.
- **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(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(E)** Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.
- **7.22(A)** Use social studies terminology correctly
- **7.22(B)** Use effective written communication skills, including proper citations and avoiding plagiarism.

## Teacher Guide: The Big Picture

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| <p><b>Warm-up</b></p> | <ul style="list-style-type: none"> <li>• Students read four scenarios related to the Spanish arriving in Texas to establish settlements for missions. Students respond with how they might respond if they had been Texas Indians in these situations.</li> <li>• Slides 2 and 3 restate the directions for the warm-up and provide sentence stems to guide student responses when sharing with the class.</li> <li>• Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.</li> </ul>   |
| <p><b>Lesson</b></p>  | <p><b><u>Part I: Analyze an Image</u></b></p> <ul style="list-style-type: none"> <li>• Students will make observations about a primary source image portraying an interaction between Spanish missionaries and Texas Indians at a mission.</li> <li>• Students will make predictions about the unit and what we will learn based on a primary source image portraying an interaction between Spanish missionaries and Texas Indians at a mission.</li> <li>• Slide 6 shows a larger version of the image and restates the directions for part I.</li> </ul> <p><b><u>Part II: Essential Ideas Reading Passage</u></b></p> <ul style="list-style-type: none"> <li>• Students read a passage introducing the significant themes and concepts of unit 3. There are key words and phrases introduced in this passage that are displayed in bold to emphasize their significance.</li> <li>• Slides 7 explains the directions for reading the passage as a class.</li> <li>• Slides 8 – 11: Each slide represents one paragraph of the reading in order. Each slide presents an image related to the paragraph is represents and poses one or two questions about the main idea of the paragraph.</li> </ul> <p><b><u>Part III: Vocabulary in Context</u></b></p> <ul style="list-style-type: none"> <li>• Students will match the vocabulary from the reading that was in bold with its best definition based on the context of the reading.</li> <li>• Slide 12 restates the directions for this part of the work.</li> </ul> |

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|                           | <p><b><u>Part IV: Comprehension Questions</u></b></p> <ul style="list-style-type: none"> <li>• Students will answer two comprehension questions related to the major themes and main ideas of the unit.</li> <li>• Slide 13 restates the directions for this part of the work.</li> <li>• Slide 14 and 15 provide sentence stems to guide student responses when writing and / or when sharing with the class.</li> </ul> |
| <p><b>Exit Ticket</b></p> | <ul style="list-style-type: none"> <li>• Students match four “cause” statements with their correct “effect” statements based on the problems facing Spain in the reading.</li> <li>• Slides 16 and 17 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>  |

## Primary Sources & Other Resources

- “[Spanish Mission of the Alamo].” Library of Congress, January 1, 1970. <https://www.loc.gov/pictures/item/2021630685/>.
- The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Print Collection, The New York Public Library. “Robert Cavalier de La Salle.” New York Public Library Digital Collections. Accessed July 1, 2024. <https://digitalcollections.nypl.org/items/2ad9f290-c606-012f-d1cb-58d385a7bc34>.
- Lea, Philip, Active. *North America divided into its III principall sic parts*. [S.l, 1685] Map. <https://www.loc.gov/item/99446209/>.
- Williams, Byrd M. (Byrd Moore), IV, 1951-. [Photograph of a Spanish mission], photograph, [1980,1990]; (<https://texashistory.unt.edu/ark:/67531/metadc851535/>: accessed September 27, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Special Collections.
- “War on the Plains,” by George Catlin, 1834. A Comanche Lancer and an Osage warrior do battle on the plains. Date:1834 Source [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)