

# Unit 3: The Spanish Colonial Era

## Lesson Plan: The Mission Presidio System

(45 – 60 minutes)

<b>Objective</b>	<p>Students will be able to explain the Mission Presidio System including what it was, why Spain established the system in Texas, and give information about Spain’s first attempts at establishing missions among the Caddo in east Texas. Students will be able to explain why the first missions failed.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine the beginning of the Mission Presidio System in Texas.</li> <li>2. <b><u>I will</u></b> read three short passages, identify and record the key information, the significance of each reading, and answer a comprehension question for each passage.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Spain established the Mission Presidio System in Texas primarily to prevent French encroachment into the Region.</li> <li>• The first missions were established in east Texas among the Caddo people, who were not interested in mission life.</li> <li>• The missions in east Texas failed and closed due to lack of Caddo interest and disease which killed many of the Caddo.</li> <li>• San Antonio was founded in 1718 as a midpoint from Mexico City to the east Texas missions.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading for context and specific information.</li> <li>• Identifying main ideas and supporting evidence.</li> <li>• Identifying and explaining the significance of historical events.</li> <li>• Note taking skills.</li> <li>• Analyzing and forming questions about historical images and maps.</li> </ul>
<b>Essential Questions</b>	<p>What was the Mission Presidio System? What were Spain’s goals for the system in Texas? What happened with the first missions in Texas?</p>
<b>Assignment</b>	<p>Warm-up</p> <ol style="list-style-type: none"> <li>1. Using a map of Texas and the surrounding areas with contemporary political borders, students determine where they would establish the first mission in Texas and provide a justification for their choice.</li> </ol>

	<p>Lesson</p> <ol style="list-style-type: none"> <li>1. Students read three short passages about the first Spanish missions in Texas and the founding of San Antonio. Students identify the key information, the significance of the event, and they answer a question based on the reading.</li> <li>2. Students record their notes on each event in their guided note worksheet.</li> <li>3. Students make observations and questions about an image related to each reading.</li> </ol> <p>Exit Ticket</p> <ol style="list-style-type: none"> <li>1. Students are given a scenario in which they are missionaries in east Texas who have received a text message from the governor asking how things are going in east Texas. They respond to the governor. They provide what they believe the governor would say in response to them. *The lesson briefly explains that cellphones did not exist at this period of time in history.*</li> </ol>
Materials	<p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>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>)</li> <li>2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>3. 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>
Differentiation	<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 and writing.</li> <li>6. Note taking assistance, showing students what information is significant to include in their notes.</li> </ol>
TEKS	<ul style="list-style-type: none"> <li>• <b>7.02(C)</b> Identify important individuals, events, and issues related to European colonization of Texas, including the</li> </ul>

	<p>establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damian Massanet, Antonio Margil de Jesus, and Francisco Hidalgo.</p> <ul style="list-style-type: none"><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></ul>
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## Teacher Guide: The Mission Presidio System

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students examine a map of Texas and its surrounding areas (showing contemporary political borders.) Students suggest where they think the first Spanish mission should be located in Texas and provide a reason for their chosen location.</li> <li>• Slides 2 and 3 restate the directions 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>
<b>Lesson</b>	<ul style="list-style-type: none"> <li>• Students read short passages on each slide about the following topics:             <ul style="list-style-type: none"> <li>- The Mission Presidio System</li> <li>- East Texas Missions</li> <li>- San Antonio</li> </ul> </li> <li>• Each slide also includes boxes that show the students what to include in their guided note-taking chart including Key Information, Significance, and an Essential Question. These boxes appear after a presenter clicks to advance to each item. They can be shown from the beginning of the slide for students who need more time to write, or the teacher can wait to ask the students to identify the information on their own first before clicking to advance to each box.</li> <li>• There is an image slide following each reading slide. Each image provides a deeper look into the topic presented in each reading. Students are asked to observe and make a question about each slide. For advanced students, the teacher can ask them to record one significant observation on their guided notes in the box beside the picture.</li> <li>• Slides 7 through 12 provide each reading and accompanying image. Sentence stems are provided on the image slides to guide student observations and questions.</li> <li>• Advanced work: Students will write the notes in their guided notes chart. They will provide a short answer response for the essential questions for each reading. Students will answer two comprehension questions by providing short, constructed responses based on information from the readings.</li> <li>• Grade Level: Students will write notes in their guided notes chart. They will provide a short answer response for the essential question for each reading using sentence stems to</li> </ul>

	<p>guide their responses. Students will answer two comprehension questions by using sentence stems to provide short, constructed responses based on information from the readings.</p> <ul style="list-style-type: none"> <li>• Foundations: Students will fill in the blanks in their guided notes chart based on the information from each slide. They will choose from multiple-choice options to complete the essential questions for each reading. Students will answer two comprehension questions by choosing the best answer from multiple-choice options.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students read a scenario in which they are missionaries in east Texas and the Spanish governor sends them a text message to see how things are going.</li> <li>• Students respond to the governor's question in a text message template and provide the response they believe the governor would send back.</li> <li>• The exit ticket mentions the fact the text messaging and cell phones did not exist at that time in history.</li> <li>• Slides 13 and 14 restate the directions and provide sentence stems to guide student responses when answering in class.</li> </ul>

## Primary Sources and Other Resources Used

- Thrall, Homer S., 1819-1894. A Pictorial History of Texas, From the Earliest Visits of European Adventurers, to A.D. 1879., book, 1879; St. Louis, Missouri.  
(<https://texashistory.unt.edu/ark:/67531/metapth5828/>: accessed October 16, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>;
- Blank Map of Texas. Wikimedia Commons.  
[https://commons.wikimedia.org/wiki/File:Texas\\_blank\\_map.svg](https://commons.wikimedia.org/wiki/File:Texas_blank_map.svg)
- Texas Parks and Wildlife Department. *Mission Espiritu Santo at Goliad State Park*. February 2008. The Portal to Texas History.  
<https://texashistory.unt.edu/ark:/67531/metapth624182/>.
- Location Map of North America. Cropped to show the desired area and edited to show the location of European exploration and colonization during the Spanish Colonial era. This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license.  
[https://commons.wikimedia.org/wiki/File:North\\_America\\_laea\\_location\\_map.svg](https://commons.wikimedia.org/wiki/File:North_America_laea_location_map.svg)
- 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.