

# Unit 3: The Spanish Colonial Era

## Lesson Plan: What's the Story?

(45 – 60 minutes – group work)

(90 – 120 minutes – individual work)

<b>Objective</b>	<p>Students will be able to identify the key events of the Spanish Colonial era in chronological order to show cause and effect. Students will be able to explain the key defining characteristics of the Spanish Colonial era based on the significant events from the readings.</p> <ol style="list-style-type: none"><li>1. <b><u>We will</u></b> examine the events that take place during the Spanish Colonial era and identify their significance to Texas history.</li><li>2. <b><u>I will</u></b> read short passages about each event and identify key information and explain why the event is significant.</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>- territorial conflict between Spain and France</li><li>- New Spain's struggles to strengthen its claim to Texas</li><li>- Social unrest between the classes in New Spain</li><li>- Comanche and Apache dominance of the Great Plains</li><li>- American interest in Texas</li></ul></li></ul>
<b>Skills</b>	<ul style="list-style-type: none"><li>• Reading for context and significance information.</li><li>• Identifying main ideas and supporting evidence.</li><li>• Identifying the significance of historical events.</li><li>• Evaluating a primary source excerpt to make connections to the unit.</li></ul>
<b>Essential Question</b>	What are the defining characteristics and most significant events of the Spanish Colonial era?
<b>Assignment</b>	<p>Warm-up</p> <ol style="list-style-type: none"><li>1. Students predict the cause-and-effect relationships between events they will read about in the day's lesson.</li></ol> <p>Lesson</p> <ol style="list-style-type: none"><li>1. Students read 7 short passages that present the most significant events of the Spanish Colonial era in chronological order (some events are ongoing throughout the era.)</li></ol>

	<ol style="list-style-type: none"> <li>2. Students use the readings to complete a timeline of the Spanish Colonial era, including the name of each event, its date, key events within the topic, and the significance of the event/events.</li> <li>3. Students identify and summarize between 3 to 5 most significant changes brought about by the Spanish Colonial era.</li> </ol> <p>Exit Ticket</p> <ol style="list-style-type: none"> <li>1. Students answer a multiple-choice question identifying the most accurate summary of the defining characteristics of the Spanish Colonial era.</li> </ol>
<b>Materials</b>	<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. Reading Passages (<i>Suggested use: Print a set of readings per person, per group or table, place them in stations / a gallery walk, or upload them to a Learning Management System like Google Classroom</i>)             <ol style="list-style-type: none"> <li>a. Advanced Level Reading: Higher Lexile Level with more challenging phrasing and vocabulary</li> <li>b. Grade Level Reading: On-level reading</li> <li>c. Foundations Level Reading: On-level reading with supports like significant text in bold.</li> </ol> </li> <li>3. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>4. Assignment (<i>Suggested printing 1 per student</i>)</li> <li>5. Advanced Level work</li> <li>6. Grade Level work</li> <li>7. Foundations Level work</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. Visual representations of directions</li> <li>3. Chunking text information</li> <li>4. Sentence Stems</li> <li>5. Reduction in answer choices</li> <li>6. Reading supports including identifying significant information in bold type.</li> </ol>

<b>TEKS</b>	<ul style="list-style-type: none"><li>• <b>7.10(A)</b> Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Spanish Colonial</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(C)</b> Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</li><li>• <b>7.22(A)</b> Use social studies terminology correctly.</li></ul>
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## Teacher Guide: What's the Story?

<b>Warm-up</b>	<ol style="list-style-type: none"><li>1. Students will read three statements presenting key events that they will read about in the day's lesson.</li><li>2. Students will write their prediction for what they think could have caused each event, and what the possible effect could be.</li><li>3. <u>Slides 3 and 4</u> restate the directions for the warm-up and provide a sentence stem to guide student responses when sharing with the class.</li><li>4. <u>Slides 5 and 6</u> provide the essential question and "We will / I will" statements for the lesson.</li></ol>
<b>Lesson</b>	<ol style="list-style-type: none"><li>1. <u>Reading Cards:</u><ol style="list-style-type: none"><li>a. Students read 7 short chronological passages for key events and information about the Spanish Colonial era.</li><li>b. There are three levels of reading cards. The Foundations level provides a grade-level reading with bold words and phrases as reading supports. The grade level readings do not have the reading supports of bold words and phrases. The advanced readings have more challenging terms and phrasing at a higher Lexile level.</li><li>c. These can be printed as a set for each student, for groups / tables / stations, or hung as a gallery walk. They can also be uploaded to a Learning Management System like Google Classroom for digital work.</li></ol></li><li>2. <u>Worksheets:</u> Students will record necessary information on their timeline assignment worksheets.<ol style="list-style-type: none"><li>a. <u>Slide 8:</u> Restates the directions for completing the timeline worksheet.</li><li>b. <u>Slide 9:</u> Guides students through how to break down each reading for comprehension and assistance filling out their timeline.</li><li>c. <u>Slide 10:</u> Restates the information they need to record on their timeline worksheet.</li><li>d. <u>Slides 11:</u> Provide sentence stems to guide student responses when sharing with the class for the events and the significance of the era.</li><li>e. <u>Slides 12 – 18:</u> Provide the title of each reading with larger versions of the images from each reading.</li><li>f. <u>Advanced:</u> Students create their own short, constructed responses to complete their timeline. Students explain</li></ol></li></ol>

	<p>three significant events from the lesson for the “Significance of the Spanish Colonial era segment.” Students answer comprehension questions based on 8<sup>th</sup> grade Social Studies STAAR item types.</p> <p>g. <u>Grade Level:</u> Students create their own short, constructed responses and choose from options provided for the most accurate description of the significance of each topic. Students explain two significant events from the lesson for the “Significance of the Spanish Colonial era.” Students answer comprehension questions based on 8<sup>th</sup> grade Social Studies STAAR item types with sentence stems to guide short answer response</p> <p>h. <u>Foundations:</u> Students record the date of each event, then choose from options provided for the key events of each topic and the significance of the topic. Students place a checkmark next to 3 out of 4 options for the “Significance of the Spanish Colonial era” segment. Students answer comprehension questions based on the 8<sup>th</sup> grade Social Studies STAAR item types with a reduction in answer choices, sentence stems, and response options to guide short answer responses.</p>
<b>Exit Ticket</b>	<ol style="list-style-type: none"><li>1. Students answer a multiple-choice question to determine which statement gives the best summary of the defining characteristics of the Spanish Colonial era of Texas history?</li><li>2. <u>Slides 20 and 21</u> restate the directions for the exit ticket and provide directions for sharing student responses.</li></ol>

## Primary Sources and Other Resources Used

- Slaves from Guinea digging for gold and silver in mines, for the Spanish colonists in Hispaniola. Engraving by Theodor de Bry from Girolamo Benzoni's *Americae pars quinta*. Johann Theodore De Bry. 1595. Originally published/produced in Frankfurt, 1595 (1617 ?) Held and digitized by the British Library, and uploaded to [Flickr Commons](#)  
[https://commons.wikimedia.org/wiki/File:Slaves\\_from\\_Guinea\\_digging\\_for\\_gold\\_and\\_silver\\_in\\_mines\\_in\\_Hispaniola\\_-\\_America\\_\(1595\),\\_A2\\_-\\_BL.jpg](https://commons.wikimedia.org/wiki/File:Slaves_from_Guinea_digging_for_gold_and_silver_in_mines_in_Hispaniola_-_America_(1595),_A2_-_BL.jpg)
- Spanish Missions in Texas. The map depicts the [Spanish missions](#) and presidios that were established within the boundaries of present day [Texas](#) in the 18th and 19th centuries. This is a product of the US National Park Service, and was taken from the website: <http://www.nps.gov/archive/saan/maps/SAANmap4.pdf> *This image or media file contains material based on a work of a National Park Service employee, created as part of that person's official duties. As a work of the U.S. federal government, such work is in the public domain in the United States. See the NPS website and NPS copyright policy for more information*  
[https://commons.wikimedia.org/wiki/File:Spanish\\_Missions\\_in\\_Texas.JPG](https://commons.wikimedia.org/wiki/File:Spanish_Missions_in_Texas.JPG)
- War on the Plains. George Catlin. 1834. 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**.  
[https://commons.wikimedia.org/wiki/File:Comanche\\_Osage\\_fight.jpg](https://commons.wikimedia.org/wiki/File:Comanche_Osage_fight.jpg)
- Map of the Louisiana Purchase Territory. Department of the Interior. General Land Office. 1849-7/16/1946. This media is available in the holdings of the [National Archives and Records Administration](#), cataloged under the National Archives Identifier (NAID) [594889](#) *This image is a work of a Bureau of Land Management\* employee, taken or made as part of that person's official duties. As a work of the U.S. federal government, the image is in the public domain in the United States.*  
[https://commons.wikimedia.org/wiki/File:Map\\_of\\_the\\_Louisiana\\_Purchase\\_Territory - NARA - 594889.jpg](https://commons.wikimedia.org/wiki/File:Map_of_the_Louisiana_Purchase_Territory - NARA - 594889.jpg)
- James Wilkinson letter to Philip Nolan, 1791. Everett D. Graff Collection of Western Americana . The Newberry makes its collections available for any lawful purpose, commercial or non-commercial, without licensing or permission fees to the library, subject to the following terms and conditions: <https://www.newberry.org/rights-and-reproductions> 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:James\\_Wilkinson\\_letter\\_to\\_Philip\\_Nolan,\\_1791\\_\(NBY\\_18237\).jpg](https://commons.wikimedia.org/wiki/File:James_Wilkinson_letter_to_Philip_Nolan,_1791_(NBY_18237).jpg)
- Political divisions of 1821 Mexico. [Instituto Nacional de Estadística y Geografía](#) This file is licensed under the [Creative Commons Attribution-Share Alike 3.0](#)

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