

# Unit 3 The Spanish Colonial Era: Unit Plan

(13 Estimated Instructional Days; 3 optional review days prior to assessment)

## Era Overview

During the Spanish Colonial Era (1690-1820), Spain made numerous attempts to settle and control Texas. But the major challenge that Spain never overcame was that various American Indian tribes remained the dominant forces controlling the regions that would eventually become Texas.

Beginning in the 1690s, Spaniards attempted to control Texas by establishing numerous missions throughout the region. The goal of these missions was to instruct local native peoples on Spanish civilization and, in the process, transform them into loyal Spanish subjects. Yet these missions never succeeded because they failed to attract Indians (since virtually none wanted to adapt themselves to Spanish culture) and Spanish authorities in Mexico City put few resources into supporting these far-flung missions. Spain, as a result, never secured a strong presence in Texas and began abandoning the region's mission system during the 1790s.

By the early 1800s, the Comanches and Apaches of the Texas Plains and the Caddos of East Texas controlled far more of the region than did the Spanish.

When the Mexican War for Independence broke out in 1810, the violence and bloodshed that followed further weakened the already anemic Spanish presence within Texas. When Comanches and Apaches responded by increasing their raiding of San Antonio during the 1810s, Spain's presence in Texas careened toward the edge of total collapse. By late 1820, the situation had become so dire that the Spanish leadership in San Antonio considered abandoning the province altogether. Which turned out to be the same moment that Moses Austin arrived in San Antonio from the United States with a proposal to bring American colonists into Texas.

## Era Overview

## Pacing

This unit is a thirteen-day study of the Spanish Colonial Era. There are three additional review lessons to prepare students for testing. Suggested pacing minutes are based on the average time it will take a class to complete each lesson; however, as the educator, use your best judgement based on the average pace of your class learning needs and styles.

## Unit Pacing by Day

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
45 - 60	What are the defining characteristics and significant events of the Spanish Colonial Era?	This one-day lesson introduces key concepts within the unit, including Spain's attempts to solidify its claim to Texas by establishing the Mission Presidio System in order to prevent French encroachment and assimilate Texas Indians.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>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. All of these problems made it difficult for Spain to maintain its claims on Texas.</p> <p>Making inferences based on context. Summarizing the significance of chunked excerpts of a passage. Identifying the main idea and supporting evidence of a reading.</p>	<p>Lesson:</p> <p style="text-align: center;"><b>The Big Picture</b></p>
45 - 60	How do we know what we know about the Spanish Colonial Era?	This one-day lesson introduces the types of primary source materials historians	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p>	<p>Lesson:</p> <p style="text-align: center;"><b>How do we know what we know?</b></p>

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	Which points of view are most and least represented in the materials, and why?	use to understand the era. Students will examine a variety of primary sources from different Spanish points of view and analyze them for significance and bias.	<p>The Spanish and the American Indians each had their own goals and agendas related to the mission system in Texas. The Spanish goals included solidifying their claim to Texas to prevent French encroachment and assimilating Texas Indians into Spanish culture. American Indian goals often included gaining resources and protection from the missions and presidios. Most primary source materials we have from this era provide only the Spanish point of view.</p> <p>Making inferences and conclusions based on information and evidence from a primary source text. Examining materials for points of view and bias. Identifying main ideas and supporting evidence. Making and supporting an historical claim based on a text</p>	
<p><b>90 – 120</b></p> <p><b>Optional vocabulary quiz 30 – 45 min</b></p>	<p><i>What key words and phrases do we need to know within the context of our unit to be successful?</i></p>	<p>In this two-day lesson, students will be able to identify, define, and provide an example for key terms related to the unit. Students will read passages to summarize the significance of each term and use the context to determine its meaning. Students will recognize major themes within the unit.</p> <p>There is an optional vocabulary quiz to</p>	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>The Spanish Colonial Era was characterized by Spain’s attempts at solidifying its claim to Texas by establishing the Mission Presidio System. The goals of the Mission Presidio System were to assimilate Texas Indians into Spanish culture and prevent further French encroachment into Texas. Texas Indians were not interested in assimilation, and some tribes mounted raids on missions and presidios for useful resources. As a frontier of New Spain, Texas’ primary significance to Spain was creating a buffer zone between New Spain and the French.</p> <p>Reading for context</p>	<p><b>Lesson:</b></p> <p><b>Vocabulary</b></p>

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		accompany the lesson.	Identifying, defining, and giving examples in context of key terms Creating visual representations of key terms	
<p><b>45 – 60 (group work)</b></p> <p><b>90 – 120 (Individual work)</b></p>	<p><i>What are the defining characteristics and most significant events of the Spanish Colonial Era?</i></p>	<p>In this one- or two-day lesson, students will 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>	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>The Spanish Colonial Era was characterized by territorial conflict between Spain and France, New Spain's struggles to strengthen its claim to Texas, Social unrest between the classes in New Spain, Comanche and Apache dominance of the Great Plains, and growing American interest in Texas</p> <p>Reading for context and significance information. Identifying main ideas and supporting evidence. Identifying the significance of historical events. Evaluating a primary source excerpt to make connections to the unit.</p>	<p><b>Lesson:</b></p> <p><b>What's the Story?</b></p>
<p><b>45 - 60</b></p>	<p><i>What was the Mission Presidio System? What were Spain's goals for the system in Texas? What happened with the first missions in Texas?</i></p>	<p>In this one-day lesson, 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</p>	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Spain established the Mission Presidio System in Texas primarily to prevent French encroachment into the Region. The first missions were established in east Texas among the Caddo people, who were not interested in mission life. The missions in east Texas failed and closed due to lack of Caddo interest and disease which killed many of the Caddo.</p>	<p><b>Lesson:</b></p> <p><b>The Mission Presidio System</b></p>

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		why the first missions failed.	<p>San Antonio was founded in 1718 as a midpoint from Mexico City to the east Texas missions.</p> <p>Reading for context and specific information.  Identifying main ideas and supporting evidence.  Identifying and explaining the significance of historical events.  Note taking skills.  Analyzing and forming questions about historical images and maps.</p>	
135 - 180	What are the key people, places, events, and information related to significant Spanish missions in Texas?	This three-day lesson includes a group project researching and presenting information about one of seven significant Texas missions. Students research and present their assigned mission and take notes on other missions presented in class.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>San Antonio was founded as a midpoint to and from east Texas missions on the Camino Real. The threat of French encroachment into Texas drove Spain’s establishment of the first missions in Texas. Territorial disputes between France and Spain in east was one reason why many missions in the region failed. 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.</p> <p>Reading for context and comprehension.  Finding the main idea and supporting information in a reading.  Making generalizations.  Organizing and summarizing information from a reading passage into a presentation.  Identifying the most significant information from a</p>	<p><b>Lesson:</b></p> <p><b>Texas Missions</b></p>

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			<p>reading passage.  Collaboration and group work.  Note-taking skills</p>	
45 - 60	<p>What were the key events and who were the significant people of the War for Mexican Independence?  What was the result of the war, and how did it affect Texas?</p>	<p>This one-day lesson outlines the causes of the war for Mexican Independence, the key events and people including the filibusters in Texas, and the war's outcome.</p>	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>The War for Mexican Independence was primary caused by deep dissatisfaction over the unjust caste system in New Spain.  This era in world history was influenced by several revolutions to overthrow monarchies and instill democratic governments by the people.  The War for Mexican Independence caused significant damage to the population of Texas with events like the Battle of Medina – the deadliest battle in Texas history.  Filibusters were men primarily from America who entered Texas during this period for a variety of reasons including fighting for Mexican Independence and economic gain.  The outcome of the War for Mexican Independence was that Mexico became a country in 1821.</p> <p>Reading for specific information and for context.  Identifying cause and effect relationships between historical events.  Summarizing and paraphrasing information from a reading passage.  Formulating complete written responses based on a text.</p>	<p><b>Lesson:</b></p> <p><b>Mexican Independence and the Filibusters</b></p>

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45 -60	In what ways can we see evidence of the Spanish Colonial Era in our lives in Texas today?	In this one-day lesson, students identify and describe eight elements of contemporary Texas culture that originated from the Spanish and Mexican cultures of the Spanish Colonial Era.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>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.</p> <p>Reading for specific information. Identifying significance of a historical topic from a reading. Summarizing and paraphrasing. Connecting prior knowledge to information in the lesson.</p>	Lesson: <b>Texas Today</b>
45-60	How did the Spanish Colonial Era affect Texas and its population? How did Texas pose a challenge to the government of Mexico in 1821?	In this one-day lesson, students examine primary source excerpts from a newspaper, letters, and a government report to analyze the challenges facing Mexico in 1821, including specifically its weak position in Texas.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>The Mission Presidio System failed to strengthen Spain's claim to Texas. The War for Mexican Independence further decreased Spain's presence and strength in Texas. In 1821, Mexico faced a number of challenges in the new country, the principal challenge being the weak position of Texas.</p> <p>Reading for specific information and for context. Analyzing primary source documents for historical information and bias. Making inferences and conclusions about a historical topic based on primary source evidence. Making predictions about events based on prior knowledge and primary source information.</p>	Lesson: <b>Looking Ahead</b>

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45 - 60	What significant information do we need to know to be successful on the unit 3 test?	This one-day lesson reviews key components of the Spanish Colonial Era unit including major themes and significant people, places, and events. Flashcards accompany this lesson for additional opportunities to practice and review information.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Spanish Colonial Era was characterized by: Spain's attempts to solidify its claim to Texas by establishing the Mission Presidio System. Turmoil and unrest in New Spain related to the unjust Caste System, which led to the War for Mexican Independence.</p> <p>The failure of the Mission System in Texas due to Spain's failure to provide adequate support, the disinterest of Texas Indians, and opposition from powerful tribes like the Comanche.</p> <p>One result of the events of the Spanish Colonial Era was Spain's increasingly weak claim on the Texas.</p> <p>Identifying cause-and-effect relationships. Identifying and explaining the significance of key events of the era. Identifying the main idea and supporting evidence of a primary source excerpt. Creating short, written responses making a claim and providing evidence to support it.</p>	<p>Lesson:</p> <p><b>Review: Study Guide &amp; Flashcards</b></p>
45 - 60	What are the key terms and concepts of Unit 3: The Spanish Colonial Era and how do they connect to each other?	In this one-day review lesson, students will create a visual representation of terms and concepts from the unit in a mind map. Students will be able to visualize how	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Spanish Colonial Era was characterized by: Spain's attempts to solidify its claim to Texas by establishing the Mission Presidio System. Turmoil and unrest in New Spain related to the unjust Caste System, which led to the War for Mexican Independence.</p>	<p>Lesson:</p> <p><b>Review: Mind Map</b></p>



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		<p>information from the unit is connected by making connections between terms on a mind map.</p>	<p>The failure of the Mission System in Texas due to Spain's failure to provide adequate support, the disinterest of Texas Indians, and opposition from powerful tribes like the Comanche. One result of the events of the Spanish Colonial Era was Spain's increasingly weak claim on the Texas.</p> <p>Terms, concepts, people, and other social studies information from different assignments are connected in a variety of different ways. Connecting terms and concepts from across the entire unit. Justifying and providing a rationalization for those connections. Discussion and debate over the best placement of terms on their Mind Maps. Creating a visual representation of Social Studies information.</p>	
45 - 60	<p>What key terms and concepts do we need to know to be successful on our unit 3 test?</p>	<p>In this one-day review lesson, students will play Bingo using key terms from the unit to prepare for the Unit 3 test.</p>	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>The Spanish Colonial Era was characterized by: Spain's attempts to solidify its claim to Texas by establishing the Mission Presidio System. Turmoil and unrest in New Spain related to the unjust Caste System, which led to the War for Mexican Independence. The failure of the Mission System in Texas due to Spain's failure to provide adequate support, the disinterest of Texas Indians, and opposition from powerful tribes like the Comanche. One result of the events of the Spanish Colonial Era was Spain's increasingly weak claim on the Texas.</p>	<p><b>Lesson:</b></p> <p><b>Review:</b></p> <p><b>Bingo Game</b></p>

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			Review significant information related to key people, places, events, and concepts.	