

Course: Texas History			Designated Six Weeks: First		
Unit: Age of Contact			Days to teach: 14		
TEKS	Guiding Questions & Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks

7.1 History. The student understands traditional historical points of reference in Texas history.

(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; <u>Age of Contact</u> ;	<p>1492-1821 Age of Contact</p> <p>Did the Europeans find and accomplish what they wanted in Texas? They did not find gold; however they did discover new lands, peoples and establish colonies.</p> <p>What motivates people to explore? Money, Power & Religion</p> <p>How has exploration changed our lives? New foods, technologies, languages and cultures have been introduced into Texas</p>	Which factors contributed to the exploration of Texas?		<p>ELPS 4D</p> <p>Have students preview the section of the text and have them point out main ideas and visuals using a textbook</p>	
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7.1 History. The student understands traditional historical points of reference in Texas history.

(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods;	<p>Individuals: Cabeza de Vaca Pineda Coronado</p> <p>Events: Pineda lands on the Texas coast</p> <p>Time periods: 1419-1821 Age of Contact</p>	Which is the correct sequence of events?	<p>Absolute chronology Relative chronology</p> <p>Absolute chronology depends on knowing the precise date of an event, including the day, month, and/or year. Sequencing events in absolute chronology means to organize them in an order. Relative chronology depends</p>		
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			<p>less on specific dates but more on relationships of events. The sequence events, individuals, and time periods, students must understand past, present and future time. They must also be able to identify the beginning, middle and end of an event or story, be able to structure a story, creating their own sequence by developing a topic from its beginning to its conclusion, and create and interpret timelines, indentifying intervals of time and ordering events in their order of occurrence and in relation to other events.</p>		
7.1 History. The student understands traditional historical points of reference in Texas history.					
(C) explain the significance of the following dates: <u>1519, mapping of the Texas coast and first mainland Spanish settlement</u>	Including the region of Texas, Mexico became a base of Spanish explorers in 1519. Pineda explored the Texas coast and created the first map of the region. Hernan Cortez sailed from Cuba with hundreds of men on	What would be a likely consequence of the defeat of the Aztecs?		4F Create a letter jacket to commemorate the events of 1519	

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	11 ships toward Mexico to challenge the Aztecs at their capital, Tenochtitlan. Building on unrest among the Aztecs, Cortez allied with thousands of Indians in opposition to their leader, Montezuma. Montezuma finally drove the Spanish from the capital in 1520, but Cortez responded by seizing the city. The Aztecs surrendered in 1521.				
7.2 History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas.					
(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain;	<p>Issues: “God, Gold, Glory,” competition with France, fertile land, and peaceful tribes), Reconquista</p> <p><u>Individuals, Events and Issues</u></p> <p>Columbus – voyage launched the European exploration and colonization of America</p> <p>Cortez – conquered Aztecs/Mexico for Spain</p> <p>Cabeza de Vaca was an early Spanish explorer, considered the first</p>	<p>What was the result of the explorers’ search for the Cibola?</p> <p>List the motives for European exploration.</p> <p>Describe and justify the importance of Spanish and French explorations into Texas.</p> <p>Identify the locations of European settlements on a map.</p>	<ul style="list-style-type: none"> *Conquistador *Viceroy *Epidemics *Mustangs *Columbian exchange *Friar *Pueblo *Cibola *Tejas *Alcalde *Vaqueros 	<p>ELPS 5B and 5F</p> <p>Have students write a paper in which they tell whether or not they would have liked to have been an explorer. Make sure they back up their opinions with reason</p> <p>Experiential Exercise: Tell students you have buried \$20 in the field in back of your classroom. Let them look for it. Use it to help explain why some conquistadors felt the risks of exploration were worth it. Have them write a reflection about the experience</p>	<p>Biography links: Pineda</p> <p>Cabeza de Vaca</p> <p>Letters on Spanish Texas</p> <p>Life on a Ship lesson plan</p> <p>Explorer’s chart and readings Cabeza de Vaca:</p> <p>Cabeza de Vaca 2</p> <p>Cabeza de Vaca’s journal translated</p> <p>Cabeza de Vaca meets the Coahuiltecans</p>

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	<p>geographer, historian and ethnologist of Texas. He sailed with the expedition of Panfil de Narvaez to the coast of Florida. Separated from the Spanish ships, Narvaez sought to leave Florida by sea. Cabeza de Vaca and 3 others were grounded on an island off the Texas coast. After being enslaved by the Mariame Indians and serving as a merchant and medicine man, Cabeza de Vaca and other survivors left the area of Galveston Island searching for Spanish settlements in 1534. They reached the pacific Coast of Mexico in 1536. He wrote the earliest notes known to exist describing the Indians, landforms, flora and fauna of Texas.</p> <p>Coronado – explored the Southwest for Spain looking for riches; reported that the area north of Mexico had little value for Spain, named settlement Amarillo</p> <p>LaSalle – built Fort St. Louis at Matagorda Bay</p>	<p>Identify the locations of European territorial claims in Texas.</p>		<p>Graphic organizers comparing the Spanish and French explorers of Texas</p> <p>Student created maps showing the locations of European territorial claims in Texas</p> <p>Explorer’s children’s book</p> <p>Students created timeline over Spanish and French explorers of Texas.</p> <p>Class discussion of the significance of the expeditions of selected Spanish and French explorers of Texas.</p> <p>Journal entries that explain the motivations for exploration of Texas.</p> <p>Conquistador Want Ad</p>	<p>Cabeza de Vaca primary source activity</p> <p>Coronado primary source activity</p> <p>Coronado’s expedition primary source activity</p> <p>PBS-Conquistadors</p> <p>Gold, God & Glory: Reasons for Spanish Exploration (to be scanned)</p> <p>Race for Empire lesson plan</p> <p>Early Explorers lesson plan</p> <p>United streaming Exploring the World: Spanish Explorers of North America (19:52)</p> <p>New World Explored, The (26:00)</p> <p>Struggle for the Colonial Frontier 1600-1750: France and Spain Defend Their Claims (25:00)</p> <p>Living History: Living in Spanish Colonial America (22:03)</p>

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	<p>for the French; threatened Spain's domination of the area which led to mission system in Texas</p> <p>Alvarez de Pineda – Spanish explorer and map maker. He sailed for the Spanish governor of Jamaica who sent him to explore and chart the Gulf Coast from Florida to Mexico in 1519. He was probably the first European in Texas, claiming it for Spain. One of the regions he explored and mapped was the area around Corpus Christi Bay. He entered the bay on the feast day of Corpus Christi, hence the name.</p> <p>Moscoso – traveled with DeSoto expedition and met Caddoes in East Texas</p> <p>Alonzo de León – discovered LaSalle's abandoned fort and established some of the early unsuccessful missions in East Texas</p> <p><u>Issues</u></p>				<p>Safari Montage The Journey of Sacagawea (56 min 45 sec)</p> <p>Conquistadors: All the World is Human (56 min 32 sec)</p>

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	<p>The 3 G's – "God, Gold, and Glory"</p> <p>Spanish competition with France and England</p>				
7.13 Economics. The student understands the interdependence of the Texas economy with the United States and the world.					
(A) analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology;	<p>Columbian Exchange</p> <p>Positive and negative impact of Exchange (transfer of disease, goods, etc. between Europe and the Americans)</p>	What were the long term effects of the Columbian Exchange?	Columbian Exchange	<p>ELPS 3C</p> <p>Orally explain the Columbian Exchange to a partner.</p> <p>PEGS graphic organizer</p>	On shared folder: Columbian Exchange Activity