

Texas Social Studies

GRADE 7

SAMPLE LESSON





Social Studies
SCHOOL SERVICE

Texas

Middle School Program

Grade 7

Scope and Sequence

► Unit 2: Exploration and Early Colonization

This unit explores the impact of European exploration and colonization in Texas. Students will analyze key explorers and the motives behind European expansion, including the search for gold and territorial conflicts between Spain and France. They will also compare Spanish, Mexican, and Anglo settlement methods and examine the establishment of Catholic missions, towns, and ranches.



DMQ: What would pull you into Texas if you were an explorer?

Lesson 1: Europeans “Find” Texas

- **SS.7.1A** Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; **Age of Contact**; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas.
- **SS.7.1B** Explain the significance of the following dates: **1519, mapping of the Texas coast and first mainland Spanish settlement**; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.
- **SS.7.2B** Identify important individuals, events, and issues related to European exploration of Texas such as **Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca**, the search for gold, and the conflicting territorial claims between France and Spain.
- **SS.7.20A** Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.
- **SS.7.20B** Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **SS.7.20C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

Lesson 2: Survivor—16th Century Edition

- **SS.7.1A** Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; **Age of Contact**; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas.
- **SS.7.2B** Identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, **Álvar Núñez Cabeza de Vaca**, the search for gold, and the conflicting territorial claims between France and Spain.
- **SS.7.20A** Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.
- **SS.7.20B** Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **SS.7.20C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

Lesson 3: God, Gold, and Glory Texas Style

- **SS.7.1A** Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; **Age of Contact**; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas.
- **SS.7.2B** Identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, **the search for gold**, and the conflicting territorial claims between France and Spain.
- **SS.7.20A** Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.
- **SS.7.20B** Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **SS.7.20C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

Lesson 4: Building Spain on the Texas Frontier

- **SS.7.1A** Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; **Spanish Colonial**; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas.
- **SS.7.1B** Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; **1718, founding of San Antonio**; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.
- **SS.7.2F** Contrast **Spanish**, Mexican, and Anglo purposes for and methods of settlement in Texas.
- **SS.7.9A** Identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications.
- **SS.7.18C** Identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts.
- **SS.7.20A** Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.
- **SS.7.20B** Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **SS.7.20C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

Lesson 5: Conversion or Conquest—Interacting with Native Texans

- **SS.7.1A** Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; **Spanish Colonial**; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas.
- **SS.7.2C** 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 Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo.
- **SS.7.18C** Identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts.

- **SS.7.20A** Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.
- **SS.7.20B** Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **SS.7.20C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **SS.7.22D** Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.

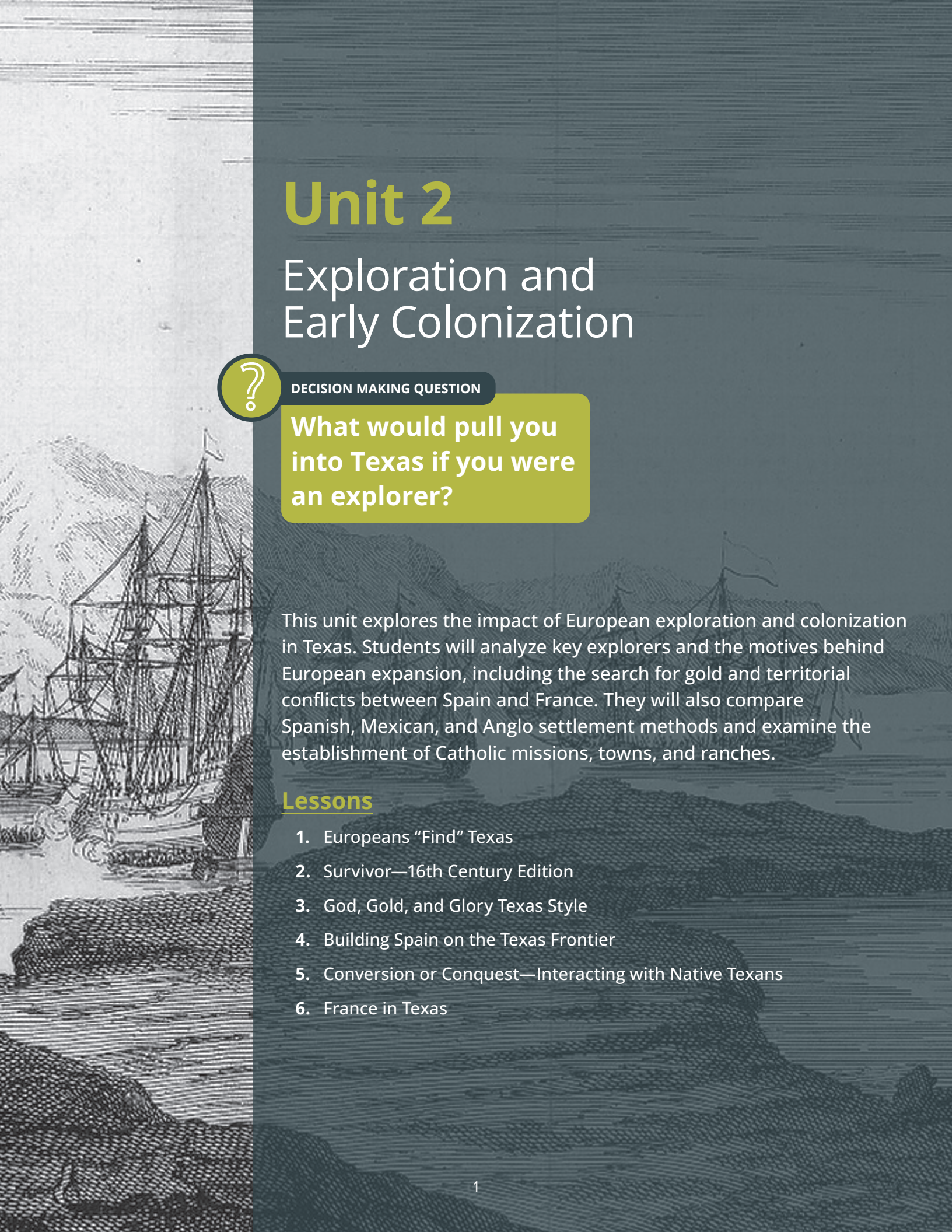
Lesson 6: France in Texas

- **SS.7.2B** Identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, the search for gold, and the **conflicting territorial claims between France and Spain**.
- **SS.7.20A** Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.
- **SS.7.20B** Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **SS.7.20C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **SS.7.20E** Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.



Social Studies
SCHOOL SERVICE

Teacher Lesson *and* Supporting Resources

A detailed black and white engraving-style illustration of a harbor scene. In the foreground, a large sailing ship with multiple masts and complex rigging is docked at a wooden pier. Other smaller ships are visible in the background. The harbor is surrounded by steep, rocky hills or mountains, with a small building visible on the shore. The overall tone is historical and exploratory.

Unit 2

Exploration and Early Colonization



DECISION MAKING QUESTION

What would pull you into Texas if you were an explorer?

This unit explores the impact of European exploration and colonization in Texas. Students will analyze key explorers and the motives behind European expansion, including the search for gold and territorial conflicts between Spain and France. They will also compare Spanish, Mexican, and Anglo settlement methods and examine the establishment of Catholic missions, towns, and ranches.

Lessons

1. Europeans “Find” Texas
2. Survivor—16th Century Edition
3. God, Gold, and Glory Texas Style
4. Building Spain on the Texas Frontier
5. Conversion or Conquest—Interacting with Native Texans
6. France in Texas

Lesson 1: Europeans “Find” Texas



Guiding Question

Why are Alonso Álvarez de Pineda and Álvar Núñez Cabeza de Vaca important to early Texas history?

Vocabulary

Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, conquest, conquistador, exploration, explorer

Texas Essential Knowledge and Skills

- **SS.7.1A** Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; **Age of Contact**; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas.
- **SS.7.1B** Explain the significance of the following dates: **1519, mapping of the Texas coast and first mainland Spanish settlement**; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.
- **SS.7.2B** Identify important individuals, events, and issues related to European exploration of Texas such as **Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca**, the search for gold, and the conflicting territorial claims between France and Spain.
- **SS.7.20A** Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.
- **SS.7.20B** Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **SS.7.20C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.



ENGAGE AND CONNECT 10 minutes

Cuing the Brain

Direct students to **Cuing the Brain** in their Student Resource Book. Instruct them examine the map and then answer the question in the space provided.

Cold call on students to share their guesses. Refer to the **Example** if necessary.

Explain that this is a reproduction of a map of the Texas coast created in the 1500s. Then ask:

1. Does the map look familiar? (*No*)
2. Why not? (*Answers will vary but may include: people did not have the tools/technology to make accurate maps.*)

Explain that our next unit of study is the Age of Contact. This is a period in history when explorers searched for new land and gold.

Teacher Moves

The original map was made by Spanish explorer Alonso Álvarez de Pineda in 1519. Today, students will learn about him and another Spanish explorer—Álvar Núñez Cabeza de Vaca—and why they are important to early Texas history.

Take time to introduce the unit decision making question: What would pull you into Texas if you were an explorer? Explain that during this unit, students will learn why people explored and were pulled into Texas. This question will be revisited periodically throughout the unit and help students make connections with new learning.

At the end of this lesson, students can begin to make their decision based on their new learning.



DELIVER NEW CONTENT 40 minutes

PURPOSEFUL READING

Alonso Álvarez de Pineda

Direct students to **Reading: Alonso Álvarez de Pineda** in their Student Resource Book and go over the instructions.

Read the passage about Alonso Álvarez de Pineda and why his exploration of Texas is important. As you read, use the following annotation strategy:

- Circle the name of the explorer.
- Place a box around the year he explored.
- Underline why his journey is important.

Allow students 10 minutes to complete the reading. Teacher may model using a Read Aloud/Think Aloud and the **Example** if necessary. (*Example: I'm going to begin reading. "In 1519, Spanish explorer Alonso Álvarez de Pineda sailed from Jamaica into the Gulf of America (Gulf of Mexico) with three ships and more than 250 men." Let's stop there. When reading the first sentence, I noticed the date 1519 and the name, Alonso Álvarez de Pineda. I am going to place a box around the year and circle the name.*)

When all students have completed the activity, have them turn and talk with a shoulder partner about what they annotated in the reading.

Optional Scaffold

The following sentence stems may be used to support the Purposeful Reading activity.

- I circled _____ for the name of the explorer, I put a box around _____ for the year he explored, and I underlined _____ for why his journey is important.

Cabeza de Vaca's Journey

Direct students to **Reading: Álvar Núñez Cabeza de Vaca** in their Student Resource Book and go over the instructions.

1. Follow along while I read the passage aloud.
2. Underline information that describes Cabeza de Vaca's journey.

After reading, direct students to **Mapping: Cabeza de Vaca's Journey** in their Student Resource Book and go over the instructions.

Draw Cabeza de Vaca's journey on the map below. Find the map key and use your pen or pencil to mark how you represented Cabeza de Vaca's route on your map. Draw a star where historians think Cabeza de Vaca landed when he reached present-day Texas.

Refer to the **Example** if necessary.



ASSESS STUDENT MASTERY 30 minutes

AUTHENTIC WRITING

Explorer Movie Poster

Direct students to **Explorer Movie Poster** in their Student Resource Book and go over the instructions.

Now that you know the importance of Alonso Álvarez de Pineda and Álvar Núñez Cabeza de Vaca, you will create a movie poster describing their journeys.



Must Haves:

Explorer Movie Poster must include

- ☐ a title for the movie (e.g., Age of Contact). (20 points)
- ☐ a synopsis of the movie. (20 points)
- ☐ the names of the main characters and their roles. (20 points)
- ☐ the setting of the movie. (20 points)
- ☐ an explanation of why people should see this movie. (20 points)

Optional Scaffold

The following sentence stems may be used to support the Authentic Writing activity.

- *The title of the movie is* _____.
- *The movie is about* _____.

- The leading actor(s) are _____.
- The setting of the movie is _____.
- You should go see this movie because _____.

Refer to the **Example** if necessary.

Teacher Moves

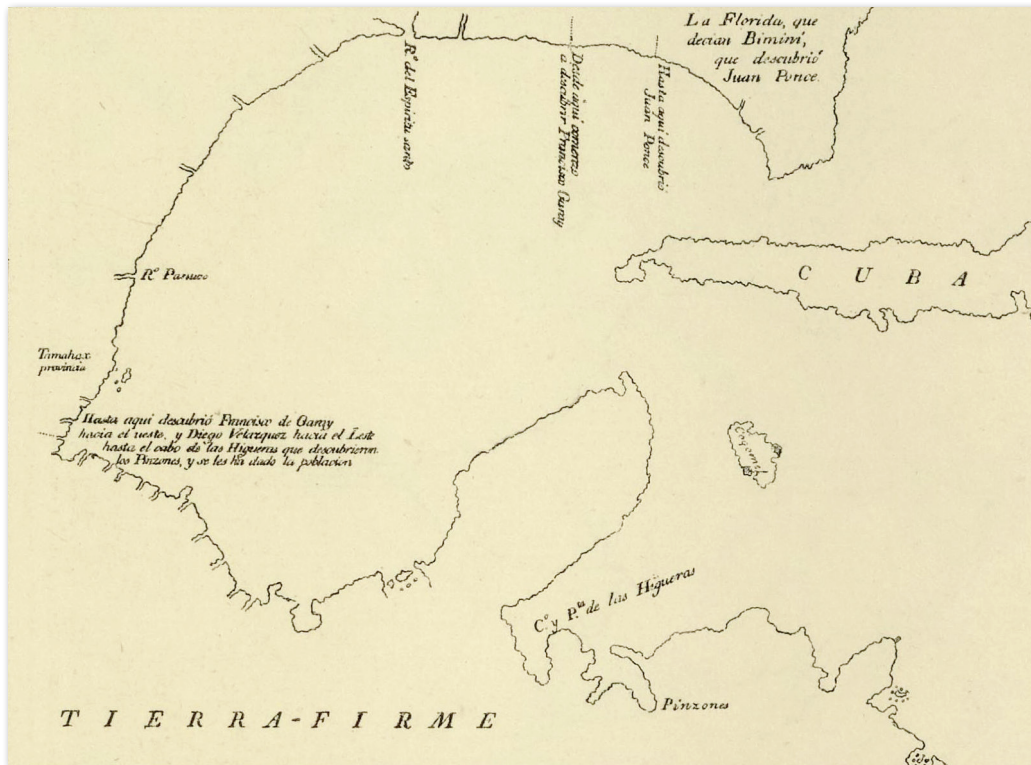


CLOSE THE LESSON 10 minutes

1. Collect completed Explorer Movie Posters.
2. Ask students to answer the guiding question: Why are Alonso Álvarez de Pineda and Álvar Núñez Cabeza de Vaca important to early Texas history?
3. Draw the lesson to a close by reintroducing the unit decision making question: What would pull you into Texas if you were an explorer? *(Accept all reasonable responses. Based on today's lesson, students might say the discovery of new land would pull them into Texas.)*
4. Answer any lingering questions and clarify misconceptions as needed.

► Cuing the Brain

What is this a map of?



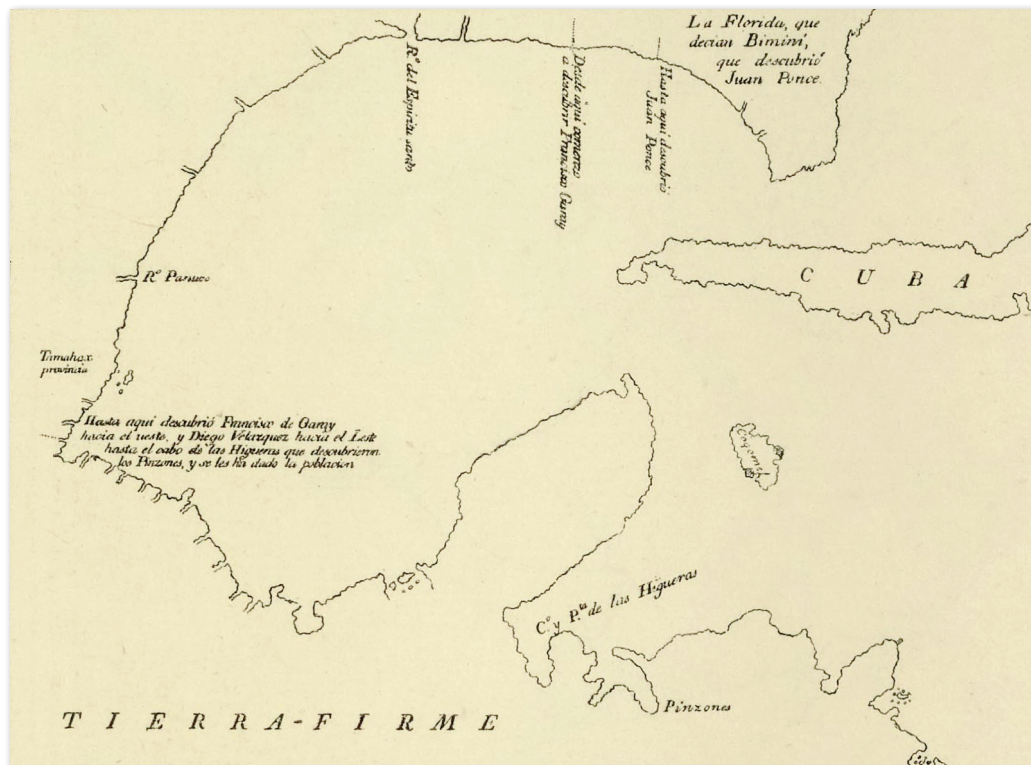
► Cuing the Brain

What is this a map of?

Answers will vary but may include: It looks like Texas.

It looks like a place that has a lot of water.

It looks like Florida.





Reading: Alonso Álvarez de Pineda

In 1519, Spanish explorer Alonso Álvarez de Pineda sailed from Jamaica into the Gulf of America (Gulf of Mexico) with three ships and more than 250 men. He was searching for a northern water route to the Pacific Ocean.

After stopping in Florida, Álvarez de Pineda headed west, sailing along the Gulf Coast. After several months, he reached a large river lined with palm trees and American Indian villages. Some historians believe that river was the Rio Grande. Others claim that Álvarez de Pineda found Soto la Marina River, which is 150 miles south of the Rio Grande. No one knows for sure. In any case, Álvarez de Pineda and his crew were the first Europeans to see the Texas coast. More important, he made the first maps of the Gulf Coast.

More people followed in Álvarez de Pineda's footsteps in search of gold and land. Treasure seekers were sent out in every direction from the capital of New Spain, Mexico City. Rulers of New Spain were eager to hear stories of land that could be conquered and treasures that could be found.



Reading: Alonso Álvarez de Pineda

In 1519, Spanish explorer Alonso Álvarez de Pineda sailed from Jamaica into the Gulf of America (Gulf of Mexico) with three ships and more than 250 men. He was searching for a northern water route to the Pacific Ocean.

After stopping in Florida, Álvarez de Pineda headed west, sailing along the Gulf Coast. After several months, he reached a large river lined with palm trees and American Indian villages. Some historians believe that river was the Rio Grande. Others claim that Álvarez de Pineda found Soto la Marina River, which is 150 miles south of the Rio Grande. No one knows for sure. In any case, Álvarez de Pineda and his crew were the first Europeans to see the Texas coast. More important, he made the first maps of the Gulf Coast.

More people followed in Álvarez de Pineda's footsteps in search of gold and land. Treasure seekers were sent out in every direction from the capital of New Spain, Mexico City. Rulers of New Spain were eager to hear stories of land that could be conquered and treasures that could be found.



Reading: Álvar Núñez Cabeza de Vaca

In 1528, Spanish explorer Álvar Núñez Cabeza de Vaca was part of a group of about 300 men who left their ships to explore the Florida coast. After months of wandering, a group of fewer than 250 survivors, including Cabeza de Vaca, built rafts in an attempt to leave Florida by sea. A few months later, the men arrived at different points along the coast of what is Texas today.

By 1529, in addition to Cabeza de Vaca, only 13 Spanish sailors and 1 enslaved African man remained alive. Cabeza de Vaca and two other men landed near Galveston Island. Three years later, he was reunited with two of his crew and the enslaved man. All four men were enslaved by American Indians along the Gulf Coast for more than a year before they managed to escape. For the next two years, Cabeza de Vaca and his men wandered through the American Southwest on foot. In 1535, they traveled to the present-day state of New Mexico. A year later, the group reached Mexico City in New Spain.

Cabeza de Vaca and his men told wild stories about their adventures. They convinced Spanish rulers and other Spanish explorers that the Seven Cities of Gold could be found in present-day New Mexico. According to Cabeza de Vaca, even the streets in these cities were paved with gold.



■ Cabeza de Vaca was enslaved along the Gulf Coast for 18 months.



Reading: Álvar Núñez Cabeza de Vaca

In 1528, Spanish explorer Álvar Núñez Cabeza de Vaca was part of a group of about 300 men who left their ships to explore the Florida coast. After months of wandering, a group of fewer than 250 survivors, including Cabeza de Vaca, built rafts in an attempt to leave Florida by sea. A few months later, the men arrived at different points along the coast of what is Texas today.

By 1529, in addition to Cabeza de Vaca, only 13 Spanish sailors and 1 enslaved African man remained alive. Cabeza de Vaca and two other men landed near Galveston Island. Three years later, he was reunited with two of his crew and the enslaved man. All four men were enslaved by American Indians along the Gulf Coast for more than a year before they managed to escape. For the next two years, Cabeza de Vaca and his men wandered through the American Southwest on foot. In 1535, they traveled to the present-day state of New Mexico. A year later, the group reached Mexico City in New Spain.

Cabeza de Vaca and his men told wild stories about their adventures. They convinced Spanish rulers and other Spanish explorers that the Seven Cities of Gold could be found in present-day New Mexico. According to Cabeza de Vaca, even the streets in these cities were paved with gold.



- Cabeza de Vaca was enslaved along the Gulf Coast for 18 months.

► Mapping: Cabeza de Vaca's Journey



Spanish Explorers 1528–1536

— Present-day boundary
— Cabeza de Vaca's route

0 375 750 miles

- From their bases in the Caribbean and what is now Mexico, Spanish explorers went north in search of gold. They found none, but they later claimed for Spain the lands they had explored.

► Mapping: Cabeza de Vaca's Journey



- From their bases in the Caribbean and what is now Mexico, Spanish explorers went north in search of gold. They found none, but they later claimed for Spain the lands they had explored.



SHOW WHAT YOU KNOW

AUTHENTIC WRITING

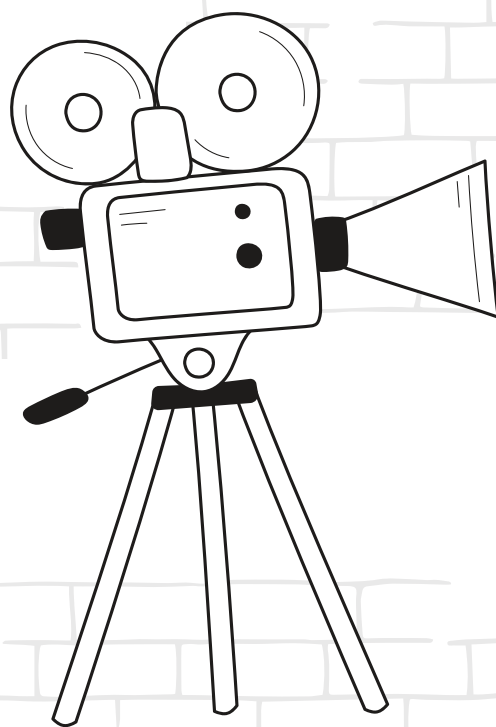
○ Explorer Movie Poster

Now that you know the importance of Alonso Álvarez de Pineda and Álvar Núñez Cabeza de Vaca, you will create a movie poster describing their journeys.

✓ Must Haves

Explorer Movie Poster must include

- ☐ a title for the movie (e.g., Age of Contact). (20 points)
- ☐ a synopsis of the movie. (20 points)
- ☐ the names the main characters and their roles. (20 points)
- ☐ the setting of the movie. (20 points)
- ☐ an explanation of why people should see this movie. (20 points)



Continued on next page

Explorer Movie Poster

★ COMING SOON ★

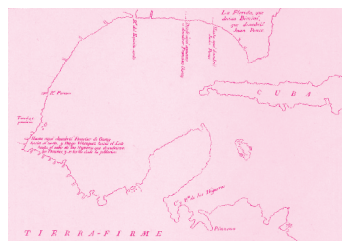


Explorer Movie Poster

★ COMING SOON ★

THE AGE OF CONTACT

Starring the conquistadors:

Alonso Álvarez de Pineda
andÁlvar Núñez Cabeza de Vaca
and his men

Álvar Núñez Cabeza de Vaca survived a treacherous journey through the Gulf of America (Gulf of Mexico) before landing on the coast of today's Texas. After surviving more than a year of captivity, Cabeza de Vaca and three others traveled across the Southwest—on foot—for 2 years!

Álvarez de Pineda traveled from Jamaica and discovered new land while searching for a waterway. He was the first to map the coast of the Gulf of America (Gulf of Mexico)!



HERE'S WHAT OTHER PEOPLE ARE SAYING ABOUT
THE AGE OF CONTACT:

"YOU SHOULD GO SEE THIS MOVIE BECAUSE IT IS WHERE
ACTION, ADVENTURE, AND NEW DISCOVERIES BEGIN!"

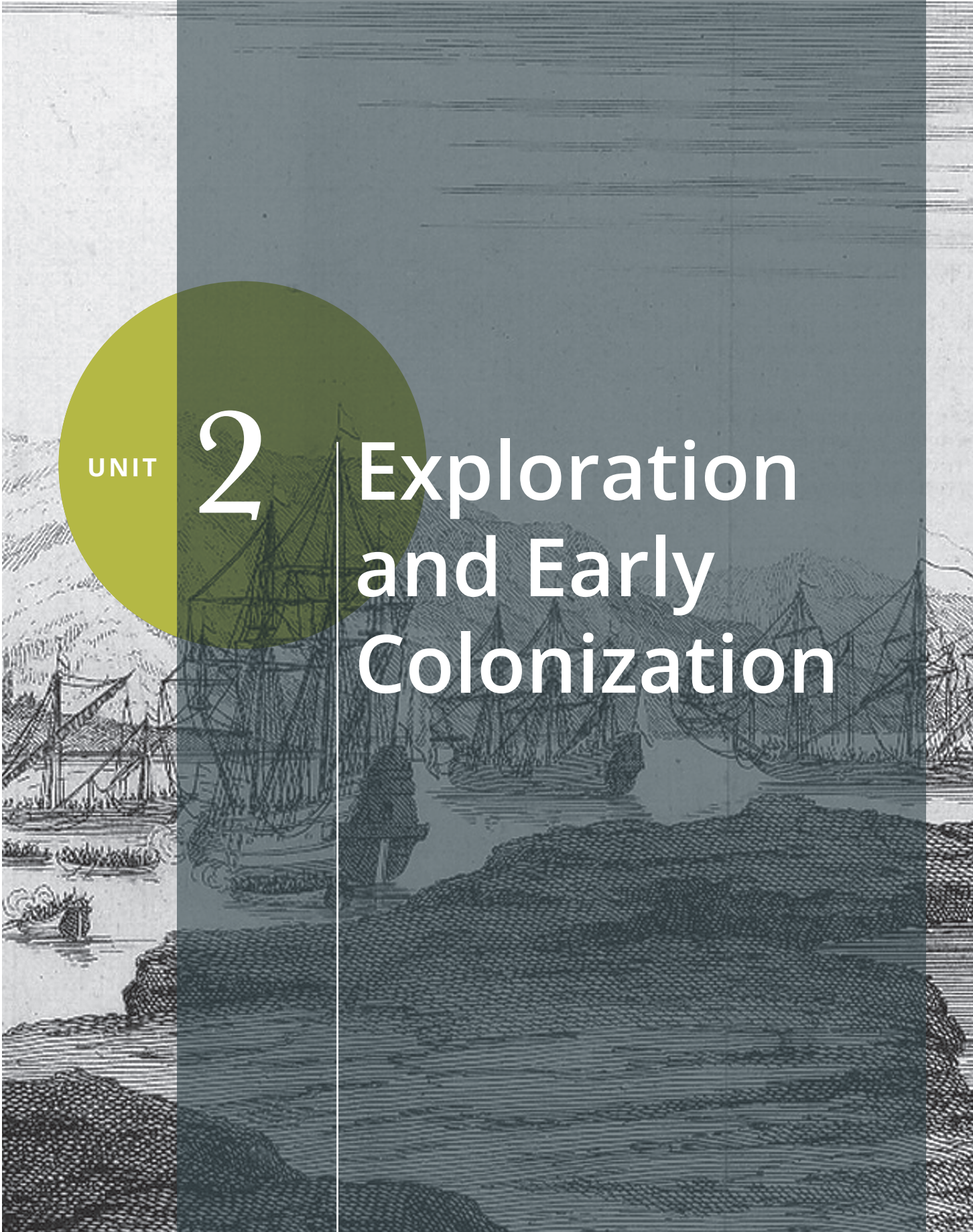




Social Studies
SCHOOL SERVICE

Student Resource Book

Excerpt



UNIT

2

Exploration and Early Colonization



DECISION MAKING QUESTION

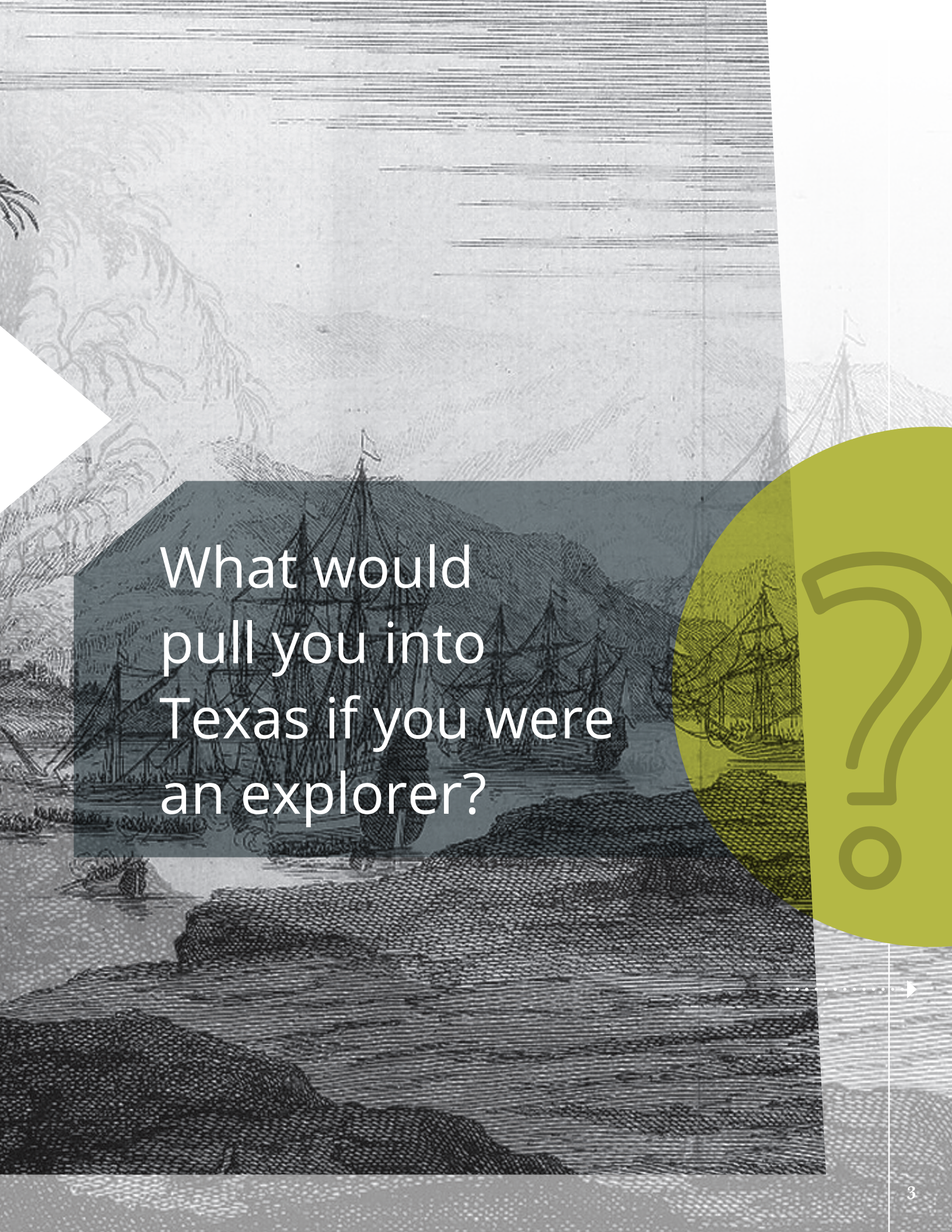
What would pull you into Texas if you were an explorer?

In the 1500s, Spanish explorers arrived in North America searching for land and riches. They claimed the areas that are now Mexico, Florida, Texas, and much of the American Southwest for Spain.

The arrival of the Spanish brought hardship to Indigenous peoples, starting with the destruction of the Aztec Empire in Mexico. The Spanish began building settlements, including in Texas, to further stake their claim on the area. This involved setting up a Catholic mission protected by a military fort with a surrounding town. The goal of the mission was to convert American Indians to Catholicism. The people were forced to abandon their cultures and adopt Spanish traditions instead.

But Spain wasn't the only European country working to expand its empire in North America. The French also tried to set up a settlement in Texas. However, that colony failed, and Texas remained in the hands of the Spanish.

In this unit, you will be asked to think deeply about the earliest days of Texas. As you move through the unit, ask yourself: What would pull you into Texas if you were an explorer? You may be surprised to discover your answer changes as you learn about how different European countries established settlements in Texas.



What would
pull you into
Texas if you were
an explorer?



LESSON 1

Europeans “Find” Texas



GUIDING QUESTION

Why are Alonso Álvarez de Pineda and Álvar Núñez Cabeza de Vaca important to early Texas history?

VOCABULARY

- **Alonso Álvarez de Pineda**
- **conquest**
- **exploration**
- **Álvar Núñez Cabeza de Vaca**
- **conquistador**
- **explorer**

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

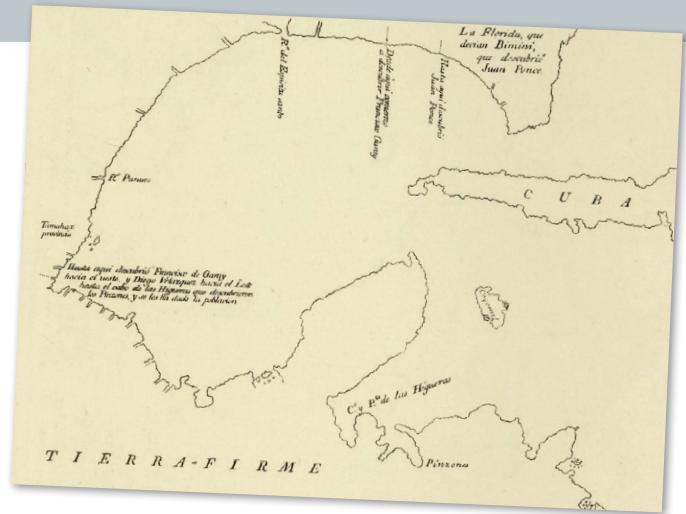
- **SS.7.1A** Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; **Age of Contact**; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas.
- **SS.7.1B** Explain the significance of the following dates: **1519, mapping of the Texas coast and first mainland Spanish settlement**; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.
- **SS.7.2B** Identify important individuals, events, and issues related to European exploration of Texas such as **Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca**, the search for gold, and the conflicting territorial claims between France and Spain.
- **SS.7.20A** Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.
- **SS.7.20B** Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **SS.7.20C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.



ENGAGE AND CONNECT

► Cuing the Brain

What is this a map of?



LEARN SOMETHING NEW

PURPOSEFUL READING

► Alonso Álvarez de Pineda

Read the passage about Alonso Álvarez de Pineda and why his exploration of Texas is important. As you read, use the following annotation strategy:

- Circle the name of the explorer.
- Place a box around the year he explored.
- Underline why his journey is important.



Reading: Alonso Álvarez de Pineda

In 1519, Spanish explorer Alonso Álvarez de Pineda sailed from Jamaica into the Gulf of America (Gulf of Mexico) with three ships and more than 250 men. He was searching for a northern water route to the Pacific Ocean.

After stopping in Florida, Álvarez de Pineda headed west, sailing along the Gulf Coast. After several months, he reached a large river lined with palm trees and American Indian villages. Some historians believe that river was the Rio Grande. Others claim that Álvarez de Pineda found Soto la Marina River, which is 150 miles south of the Rio Grande. No one knows for sure. In any case, Álvarez de Pineda and his crew were the first Europeans to see the Texas coast. More important, he made the first maps of the Gulf Coast.

More people followed in Álvarez de Pineda's footsteps in search of gold and land. Treasure seekers were sent out in every direction from the capital of New Spain, Mexico City. Rulers of New Spain were eager to hear stories of land that could be conquered and treasures that could be found.

PURPOSEFUL READING

► **Álvar Núñez Cabeza de Vaca**

Follow along as your teacher reads the passage about Álvar Núñez Cabeza de Vaca aloud. Underline information that describes Cabeza de Vaca's journey. You will use this information to complete the mapping activity that follows.

 Reading: Álvar Núñez Cabeza de Vaca

In 1528, Spanish explorer Álvar Núñez Cabeza de Vaca was part of a group of about 300 men who left their ships to explore the Florida coast. After months of wandering, a group of fewer than 250 survivors, including Cabeza de Vaca, built rafts in an attempt to leave Florida by sea. A few months later, the men arrived at different points along the coast of what is Texas today.

By 1529, in addition to Cabeza de Vaca, only 13 Spanish sailors and 1 enslaved African man remained alive. Cabeza de Vaca and two other men landed near Galveston Island. Three years later, he was reunited with two of his crew and the enslaved man. All four men were enslaved by American Indians along the Gulf Coast for more than a year before they managed to escape. For the next two years, Cabeza de Vaca and his men wandered through the American Southwest on foot. In 1535, they traveled to the present-day state of New Mexico. A year later, the group reached Mexico City in New Spain.

Cabeza de Vaca and his men told wild stories about their adventures. They convinced Spanish rulers and other Spanish explorers that the Seven Cities of Gold could be found in present-day New Mexico. According to Cabeza de Vaca, even the streets in these cities were paved with gold.



■ Cabeza de Vaca was enslaved along the Gulf Coast for 18 months.

MAPPING CHALLENGE

► Mapping: Cabeza de Vaca's Journey

Draw Cabeza de Vaca's journey on the map below. Find the map key and use your pen or pencil to mark how you represented Cabeza de Vaca's route on your map. Draw a star where historians think Cabeza de Vaca landed when he reached present-day Texas.





SHOW WHAT YOU KNOW

AUTHENTIC WRITING

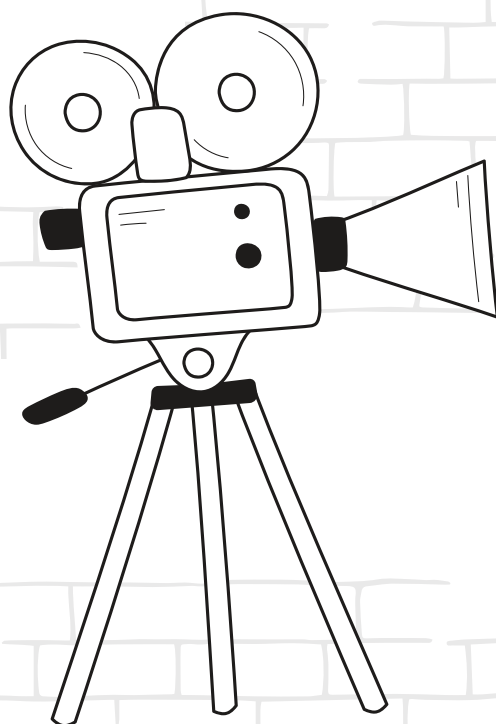
○ Explorer Movie Poster

Now that you know the importance of Alonso Álvarez de Pineda and Álvar Núñez Cabeza de Vaca, you will create a movie poster describing their journeys.

✓ Must Haves

Explorer Movie Poster must include

- ☐ a title for the movie (e.g., Age of Contact). (20 points)
- ☐ a synopsis of the movie. (20 points)
- ☐ the names the main characters and their roles. (20 points)
- ☐ the setting of the movie. (20 points)
- ☐ an explanation of why people should see this movie. (20 points)



Continued on next page

Explorer Movie Poster

★ COMING SOON ★





Social Studies
SCHOOL SERVICE

Instructional Framework

Mission

Social Studies School Service partners with pre-K–12 teachers and leaders to develop the capacity of students to effectively communicate ideas, think critically, make informed decisions, and become engaged citizens.

Core Value	What will students do during instruction?
Students should own their learning	- Students pose, investigate, and answer questions. - Students participate in active learning strategies to analyze social studies concepts, support assertions, and find possible consequences or solutions. - Students talk about their discoveries with their peers. - Students communicate and act upon their new learning.
Students must interact with text and visuals	- Students interact with primary and secondary sources. - Students interact with digital media and visual representations.
Geography is a foundation of social studies	- Students use geographic skills to pose, investigate, and answer questions. - Students use a hands-on approach to interpret maps, globes, graphs, charts, and other geographic tools. - Students make predictions and assertions. - Students communicate and act upon their new learning.
We embrace multiple narratives	- Students see themselves reflected in their learning experiences. - Students experience narratives different from their own. - Students engage in conversations with their peers. - Students develop empathy for others.
We consider all learners	- Students use scaffolds and supports to access their learning. - Students engage in extension activities to apply their knowledge at new levels.

Social Studies School Service Instructional Framework

The Social Studies School Service instructional framework is an interrelated set of systems and expectations that guide curriculum, instruction, assessment, and learning climate. It combines the specific expectations for how students learn, with specific strategies and practices to guide teaching and assessment. This is important because an instructional framework ensures teachers gain the knowledge and skills to plan and teach lessons that meet the needs of all students.

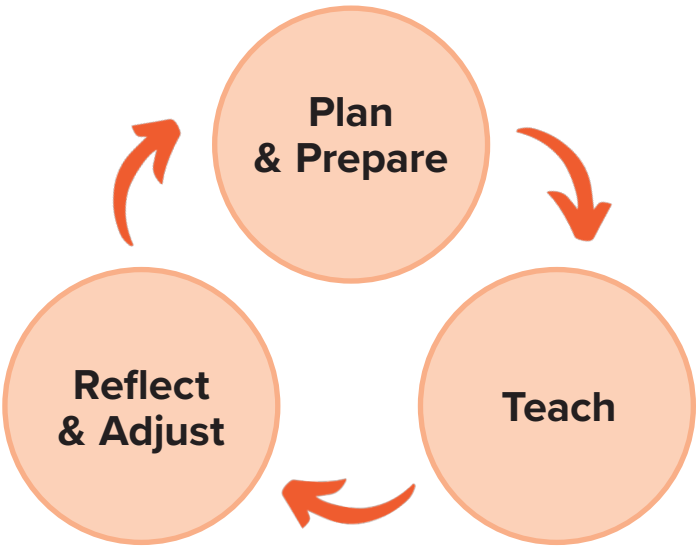


Figure 1. SSSS instructional framework

Phases	What will the teacher do <u>before</u> , <u>during</u> , & <u>after</u> Tier 1 Instruction?
Plan and Prepare	• Unpack Standards and Build Content Knowledge • Plan with the End in Mind • Gather and Prepare Resources and Materials • Consider All Learners • Collaborate and Practice
Teach	• Engage and Connect • Deliver New Content • Assess Student Mastery • Close the Lesson
Reflect and Adjust	• Examine and Analyze Student Work • Review and Reteach • Provide Interventions • Extend Learning

Lesson Delivery

The Lesson Delivery Process is the means by which you communicate knowledge to learners. This implies that you need to use certain strategies, resources, and technologies to deliver the intended learning experience and meet specific goals.

Lesson Delivery Process	What does it mean?
Engage and Connect	Consider short experiences, ten minutes or less, that will help preview key concepts and tap into students' interests, prior knowledge, and personal experiences. Such experiences and activities establish the context for learning. There is no single formula for a preview assignment. Note: This is applicable to Dimension 1: Developing questions and planning inquiries of the Inquiry Arc (C3 Framework).
Deliver New Content	- Students acquire new information as outlined by state standards. - Lessons should engage students in reading, structured classroom discussion, and writing. - Teachers should use strategies to help students interact with traditional and nontraditional text. - Teachers should use strategies that will help students read, examine, and analyze primary and secondary sources. - Teachers should use strategies to help students analyze geographic tools—e.g., maps, graphs, charts, and databases. - Teachers should use strategies to help students interact and engage with multimedia. - Students should engage in Active Learning strategies such as discussions, case studies, role-play, simulations, etc. Note: This is applicable to Dimension 2: Applying disciplinary concepts and tools and Dimension 3: Evaluating sources and using evidence of the Inquiry Arc (C3 Framework).
Assess Student Mastery	Include assignments or lesson wrap-up activities that challenge students to synthesize and apply the information they have learned. We considered these activities during the Plan and Prepare phase of the instructional framework (Plan with the End in Mind). Simply recording notes on a lesson does not mean students have learned information. They must actively do something with the information if they are to internalize it. - Students might complete these activities individually, with a partner, or in small groups while the teacher monitors the work. - Activities during this part of the lesson cycle can take many forms but are always aligned with the learning goal and continue to push students toward mastery of the content.

Assess Student Mastery (continued)	Here is where teachers will determine if students understood the lesson objective. This informs the Reflect and Adjust phase of the instructional framework. Teachers might review, reteach, or facilitate a small-group intervention to clarify misconceptions. Note: This is applicable to Dimension 4: Communicating conclusions and taking informed action of the Inquiry Arc (C3 Framework). Keep in mind that it is not a true inquiry design model if students have not taken informed action outside the walls of the classroom.
Close the Lesson	The purpose of the closure is to revisit learning objectives and, in many instances, connect the learning back to the Engage and Connect part of the lesson delivery process. Strategies used to close the lesson include: • Reviewing and summarizing the lesson • Consolidating key information • Creating a link to new ideas and building anticipation for the next lesson • Creating opportunities and space for students to express concern, ask questions, and clarify their own learning In addition to the Assess Student Mastery step of the lesson delivery process, teachers may also use this time to assess student learning. This will help to determine the steps needed for the next phase of the instructional framework, Reflect and Adjust.



Summer Carter

**Schedule a meeting with your
Texas curriculum specialist!**

summer@socialstudies.com
(800) 421-4246 x292



Jason Ihlenfeld

**Schedule a meeting with your
Texas curriculum specialist!**

jason@socialstudies.com
(800) 421-4246 x293



Dr. Montra L. Rogers

Director of Partnerships and Instruction
Social Studies School Service

mrogers@socialstudies.com
(281) 703-1535