**The Academy for Technology & the Classics**

Unit Three: New Mexico is Explored and Settled by the Spanish

**(Chapters 4-6)**

**Instructor’s name: Robert Mathis Course/Grade: 7th Grade New Mexico History**

**In a Nutshell –** This unit covers chapter Four, Five, and Six of the text. The focus of the material is a discussion of the initial contact between the Old World (Europe) and the New World (Americas), and covers a period of time from Columbus to the Reconquest of New Mexico by Don Diego de Vargas after the Pueblo Revolt. The students will continue to write Persuasive Papers on content-specific topics. We’ll have our first Socratic Seminar (Cortes) this Unit.

**NM State Standards and Benchmarks addressed:**

**IA.4 --** describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present (e.g., **Don Juan de Oñate, Don Diego de Vargas, pueblo revolt, Popé)**

**IC.1 --** compare and contrast the influence of Spain on the western hemisphere from colonization to the present.

**ID.1** -- analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions;

**ID.2 --** demonstrate the ability to examine history from the perspectives of the participants;

**Common Core Standards Addressed:**

[CCSS.ELA-Literacy.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-Literacy.RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-Literacy.RH.6-8.10](http://www.corestandards.org/ELA-Literacy/RH/6-8/10/) By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

[CCSS.ELA-Literacy.WHST.6-8.1](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/) Write arguments focused on *discipline-specific content*.

[CCSS.ELA-Literacy.WHST.6-8.1a](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/a/) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

[CCSS.ELA-Literacy.WHST.6-8.1b](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/b/) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

[CCSS.ELA-Literacy.WHST.6-8.1c](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/c/) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-Literacy.WHST.6-8.1d](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/d/) Establish and maintain a formal style.

[CCSS.ELA-Literacy.WHST.6-8.1e](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/e/) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.WHST.6-8.2f](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/f/) Provide a concluding statement or section that follows from and supports the information or explanation presented.

|  |  |
| --- | --- |
| **Essential Question(s):**1. What was the initial European Contact with the New World? (How, when, where, and why)
2. What were the dominant cultures in Mexico and South America just prior to the arrival of the Spanish, and how did the Spanish interact with them?
3. How, why, and when did Europeans first explore and/or settle in New Mexico?
4. How, why, and when did the Pueblo Revolt occur, and what happened afterwards?
 | **Homework / papers to be collected:**1. Guided Reading Worksheets for each Chapter (GR4-GR6)
2. Vocabulary Work for each chapter
3. Short paper, “Hernando Cortes: Hero or Villain?”
4. Group work/Worksheet – “Columbian Exchange”
5. Notebook Checks (Critical Facts)
6. Student Q2 Presentation/Paper
 |
| **Learning Objectives/Outcomes:** 1. The Student will show mastery of a selected set of vocabulary words.
2. The student will show an understanding of the basic reasons that the Europeans came to the New World.
3. The student will be able to describe and evaluate the overall interactions between the Spanish and the Native Americans of South America, Mesoamerican, and North America.
4. The student will show knowledge of a selected number of early European explorers of the New World, their reasons for exploring, and what became of their expeditions.
5. The Student will show knowledge of the initial settlements of New Mexico by the Spanish.
6. The Student will be able to describe, analyze, and evaluate the events leading up to, and included in the Pueblo Revolt of 1680.
 | **Formal Assessment(s)**1. Critical Facts Content Quizzes
2. Spelling Quizzes (Chapter Vocab and Critical Facts)
3. Chapter Tests (4-6)
4. Semester Exam

**Key Terms/Facts**1. Columbus 1492
2. Cortes
3. Montezuma
4. Tenochtitlan
5. Malinche
6. Cabeza de Vaca
7. Coronado
8. Onate
9. San Juan, San Gabriel, Sana Fe
10. Pope
11. Pueblo Revolt 1680
12. Don Diego de Vargas
13. Columbian Exchange
 |
| **Prior Connections**: The students have become knowledgeable with the development of cultural groups n the New World. They know what was here before the Spanish came. This Unit will introduce them to the effects and consequences of the first contact with the European explorers. |
| **Overheads / PowerPoint /Equipment / supplies needed for this week:** --Multimedia Projector if available--YouTube Video “In Search of History – The Aztecs” (Aztec “Temple of Blood” and “Conquistadors” also very good. | **Other considerations, e.g., handouts, seating changes, guest speaker needs, etc.:**--Prepare Semester Exam--Guided Reading Worksheets--Critical Facts (Chapter 4-6) student copy--Columbian Exchange Worksheet |

|  |
| --- |
| Lesson activities for instructor and students |
| **Discussion Topics*** Crusades and Columbus,
	+ Intro Story – Secret Closet Lecture – New World
* Cortez and the Aztec
	+ Hero or Villain , Cultural Perspective (Paper)
* Cabeza de Vaca, Fray Marcos, and Coronado
* Columbian Exchange
* Onate, San Gabriel, San Juan, Acoma
* Pueblo Revolt of 1680
* Don Diego de Vargas and the Reconquest of New Mexico
* Catholic Church

**Book/Chapter Work*** The students will answer the **sections questions** provided for each chapter in the text OR the **Guided Reading worksheet** for each chapter. These will be assigned on Mondays and/or Wednesdays and the students will often have some class time to complete the assignment before going home. Homework, as a general rule, will be due only on Tuesdays or Thursdays.
* The Students will be responsible for the Chapter vocabulary provided for each chapter, as well as the Chapter Review Questions (“Facts You Should Remember”) at the end of each chapter. As with the section review questions, these will mostly be assigned on Mondays and Wednesdays and the students will often (but not always) be given time in class to work on these assignments.
* The students will be responsible for a variety of written assignments. These will include Topic Summaries, Persuasive Papers, and the Q2 Project.

**Critical Facts*** The students will continue to work on their critical facts during this period. (CF 21-36, and 37-46). This work will include both Cold Call checks of understanding and formalized graded assessments (CF Quizzes and Tests). The Semester Exam, given at the end of the Quarter, will consist of both Critical Facts and Essay.

**Formal Assessments*** Critical Facts Quizzes (CFQ) and Tests (CFT)
* There will be a formal test on each chapter.
* Semester Exam
* Spelling Quizzes on Vocab (Time Permitting)
 |
| Weekly Plans**(11/05/12 – 11/9/12)**Monday: Aztec Movie.Tuesday: Election Day.  No school!  Stay home, play computer games...have a cookie.Wednesday: Finish notes, lecture for Chapter 4.  Assign pg. 89 and 94, work in class.  Due  Thursday!Thursday: Pick up Homework.  Board/Notes and Lecture (Columbus, Cortes)Friday: Board Notes and Lecture (Cabeza De Vaca, Fray Marcos)**(11/12/12 - 11/16/12)**Monday: Board Notes and Lecture (Coronado)Tuesday: Notebook Check, RA 8, CF Spelling CheckWednesday: Chapter 4 Review and Board NotesThursday: Review Game, Chapter FourFriday: Chapter Four Exam**11/26/12 – 11/30/12**Monday: Lecture – “How to answer a question.” With group Exercise. Tuesday: Assign: Chapter 5 Guided Review Worksheet, Due ThursdayWednesday:. -- Re-teach: 5-paragraph paper. Assign – “Hernando Cortez: Hero or Villain?” Due FridayThursday: Pick up Ch. 5 Guided Review -- Lecture with Board-notes, Chapter FiveFriday: Pick up Cortez paper. -- Notebook Check, RA 10, CFQ**12/3/12 – 12/7/12**Monday: Grade Chapter 5 Review SheetTuesday: Chapter 5 Test Review with NotesWednesday: Chapter 5 Review GameThursday: Chapter Five ExamFriday: Notebook Check, RA 10, CFQ**12/10/12 – 12/14/12**Monday: Finish Chapter 5 ExamTuesday: Notebook Check, RA 10, CFQWednesday: Primary Source Analysis (The Price of Infidelity)Thursday: Critical Facts Data Graph and ComparisonFriday: Review Game – Semester Exam**1/7/13 – 1/11/13**Monday: Welcome Back! Q3 Expectations. Return/discussion of Semester Exam.Tuesday: QCFT Day OneWednesday: QCFT Day TwoThursday: Sub Day – Movie: The Olmec (with notes)Friday: Grade QCFT 3 in Class and graph results. RA11 & RA12**1/14/13 – 1/18/13**Monday: Chapter six Guided Review Worksheet (GR6 - Due Wednesday)Tuesday: Notebook Check 11-15-13. Critical Facts Handout Wednesday: Pick up Chapter 6 Guided Review. Chapter 6 Lecture.Thursday: Chapter 6 test Review with Board NotesFriday: Sub Day. **1/21/13 – 1/25/13**Monday: MLK Day, No School! ☺Tuesday: Review Game, Chapter SixWednesday: Chapter 6 ExamThursday: 3rd Quarter Project assignmentFriday: Notebook Check, CFQ 1-25-131/28/13 – 2/1/13Monday: NM Map Work (Student Produced Map) (Due Wednesday)Tuesday: Q3 Project Work Day 1Wednesday: Chapter 7 Guided Review (GR7) Assigned (Due Friday)Thursday: Notebook Check, CFTFriday: GR7 due, Chapter 7 Lecture |

Post-Teaching Reflections on Lesson

What went well?

What needs to be improved? Why?

Strategies to consider for improving lesson: