

# Navigating the ELPS in the Content Areas ELPS Lesson Plans Samples

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# ELPS Lesson Plan Template

Grade: \_\_\_\_\_

Topic: \_\_\_\_\_

Subject: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Content Objective (Aligned with TEKS):</b>	<b>Language Objective (Aligned with ELPS):</b>								
<b>Vocabulary:</b>	<b>Visuals, Materials, &amp; Texts:</b>								
<table border="1"><thead><tr><th data-bbox="175 674 1117 730"><b>Activities</b></th><th data-bbox="1122 674 1503 730"><b>Review &amp; Checks for Understanding: (Response Signals, Writing, Self-Assessment, Student Products, etc.)</b></th></tr></thead><tbody><tr><td data-bbox="175 737 1117 1050"><b>Activating Prior Knowledge (Processes, Stems, and Strategies):</b></td><td data-bbox="1122 737 1503 1050"></td></tr><tr><td data-bbox="175 1056 1117 1369"><b>Building Vocabulary and Concept Knowledge (Processes, Stems, and Strategies):</b></td><td data-bbox="1122 1056 1503 1369"></td></tr><tr><td data-bbox="175 1375 1117 1818"><b>Structured Conversation and Writing (Processes, Stems, and Strategies):</b></td><td data-bbox="1122 1375 1503 1818"></td></tr></tbody></table>		<b>Activities</b>	<b>Review &amp; Checks for Understanding: (Response Signals, Writing, Self-Assessment, Student Products, etc.)</b>	<b>Activating Prior Knowledge (Processes, Stems, and Strategies):</b>		<b>Building Vocabulary and Concept Knowledge (Processes, Stems, and Strategies):</b>		<b>Structured Conversation and Writing (Processes, Stems, and Strategies):</b>	
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## Science Activities that Promote Language Development

### Putting the Pieces Together: Connection Card Sort

Content Objective(s) (Aligned with TEKS)		Language Objective(s) (Aligned with ELPS)	
The learner will make connections between concepts such as how systems of the human body work together. (Objective will vary by grade level.)		The learner will orally describe the connections between concepts.	
Vocabulary		Visuals, Materials & Texts	
Science Specific	General	<ul style="list-style-type: none"> <li>• <u>Connection Card Sort</u> cards</li> </ul>	
Depends on the grade level and set of cards used.	Connects Causes Results in Is not related to		

#### Instructions

#### Notes

- This activity is designed as a formative assessment after students have learned about the process or concepts involved in the card sort.
- Depending on the grade level, this may be a teacher directed activity with students taking turns pulling cards out of a set and describing the connection between two cards. Otherwise model the process once or twice before students do the activity with their partner/group.

#### Preparation

- Make sets of the connection card sorts as needed. In most cases, students should be able to work in groups of 2-3.

#### Process

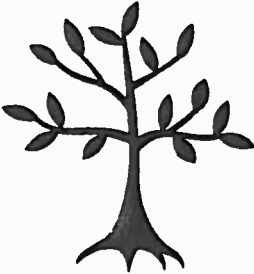
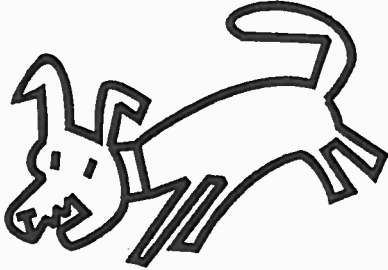
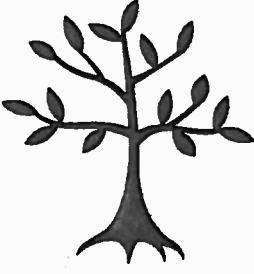
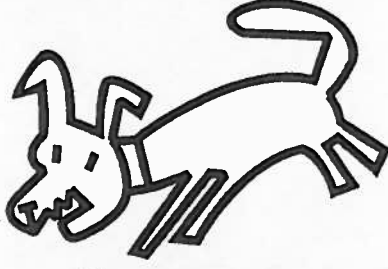
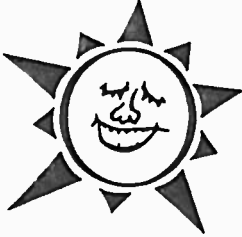

1. Distribute the connection card sorts to each pair or group of students.
2. Have students glance through the sets and ask them what process or concepts they note are on the card.
3. Students should make two stacks of cards with all the A cards in one stack and all the B cards in the other.
4. Students will take turns, first drawing a card from the A stack and then one from the B stack.
5. Students should then state how the two cards are connected or why they are not connected.

                     connects/does not connect to                      because...

- Example: A student draws Cooling from the A stack and Condensation from the B stack. The student might say *Cooling connects to condensation because a gas condenses into a liquid when it cools.*
6. Cards are returned to the bottom of the stack and the next student draws two cards and states the connection.
  7. Students can also be required to write down their statements after discussing them with their partners.
  8. Alternative Use: Students can also be asked to match cards from stack A with cards from stack B and write connecting statements for each set (or a certain number of sets) rather than pulling random cards.

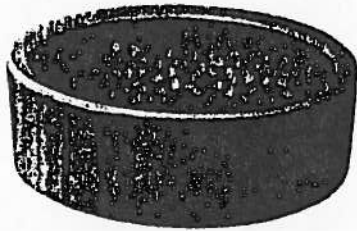
# Science Activities that Promote Language Development

## Putting the Pieces Together: Connection Card Sort Kindergarten – Needs of Organisms (Page 1 of 2)

 <p><b>Plants</b> <b>(A)</b></p>	 <p><b>Animals</b> <b>(A)</b></p>
 <p><b>Plants</b> <b>(A)</b></p>	 <p><b>Animals</b> <b>(A)</b></p>
 <p><b>Sunlight</b> <b>(B)</b></p>	 <p><b>Space</b> <b>(B)</b></p>

# Science Activities that Promote Language Development

## Putting the Pieces Together: Connection Card Sort Kindergarten – Needs of Organisms (Page 2 of 2)



**Food**  
(B)



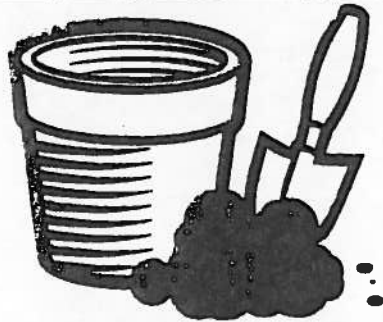
**Water**  
(B)



**Shelter**  
(B)









**Air**  
(B)



**Nutrients**  
(B)

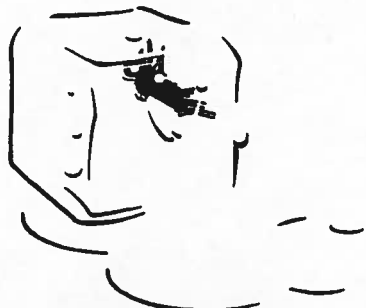
# Science Activities that Promote Language Development

## Putting the Pieces Together: Connection Card Sort Grade 4 – Phase Changes (Page 1 of 2)

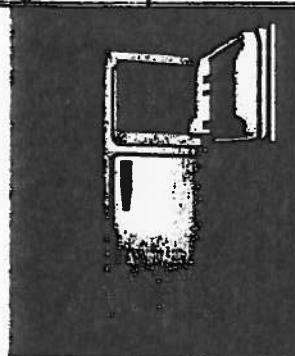
 <p><b>Heating</b> <b>(A)</b></p>	 <p><b>Cooling</b> <b>(A)</b></p>
 <p><b>Heating</b> <b>(A)</b></p>	 <p><b>Cooling</b> <b>(A)</b></p>
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# Science Activities that Promote Language Development

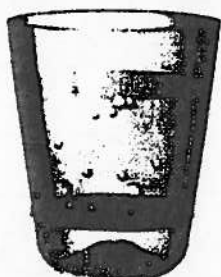
## Putting the Pieces Together: Connection Card Sort Grade 4 – Phase Changes (Page 2 of 2)



**Melting**  
(B)



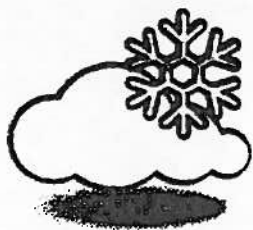
**Freezing**  
(B)



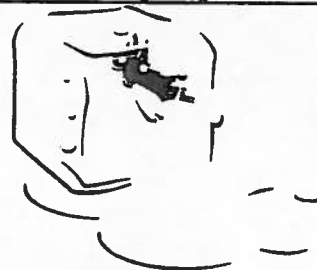
**Condensation**  
(B)



**Evaporation**  
(B)



**Liquid becoming  
a solid**  
(B)



**Solid becoming a  
liquid**  
(B)





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Topic: \_\_\_\_\_

Subject: \_\_\_\_\_

Date: \_\_\_\_\_

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# Engaging Math Activities that Promote Language Development

## Comparing Whole Numbers in a Conga Line

Math TEKS					ELPS					
<input checked="" type="checkbox"/>	Nm & Op	1 <sup>st</sup> – 5 <sup>th</sup>	<input type="checkbox"/>	Algebra	<input checked="" type="checkbox"/>	Lng Str	1E	<input checked="" type="checkbox"/>	Listen	2I
<input type="checkbox"/>	Geometry		<input type="checkbox"/>	Measure	<input checked="" type="checkbox"/>	Speak	3BCD	<input type="checkbox"/>	Read	
<input type="checkbox"/>	Pro & Sts		<input checked="" type="checkbox"/>	Pro & Tls	1 <sup>st</sup> – 5 <sup>th</sup>	<input type="checkbox"/>	Write			
Content Objective(s)					Language Objective(s)					
I can use place value to compare whole numbers.					I can demonstrate listening comprehension by participating in a conga line activity.					
Key Vocabulary					Supplementary Materials					
Content		Process/Functional			<ul style="list-style-type: none"> <li>place value mat</li> <li>base ten blocks</li> <li>whole number cards</li> </ul>					
<ul style="list-style-type: none"> <li>whole numbers</li> <li>place value</li> <li>ones place</li> <li>tens place</li> <li>hundreds place</li> <li>thousands place</li> <li>greater than</li> <li>less than</li> </ul>		<ul style="list-style-type: none"> <li>compare</li> <li>order</li> <li>base ten blocks</li> </ul>								
Activity Instructions										
<b>Preparation</b>										
<ul style="list-style-type: none"> <li>Copy the whole number cards on card stock (3-4 copies of each page).</li> <li>Cut the cards and place them a gallon size plastic bag.</li> </ul>										
<b>Process</b>										
<ol style="list-style-type: none"> <li>In order to determine what students know about the word <i>compare</i>, activate students' prior knowledge by asking them "Who is the tallest person in your house?" Provide them with sufficient time to formulate a response and have them share their reflection with a partner. Once all pairs are done sharing, randomly select several students to share with the whole class.</li> <li>Inform student in order for them to determine who the tallest person at their house was they had to compare the heights of the people who live with them. If students do not have prior knowledge of what compare means, build their background by having them compare their heights by lining up in front of the class from tallest to shortest.</li> <li>Introduce the lesson's content and language objectives.</li> <li>Use the vocabulary PPT to introduce/review the lesson's key vocabulary.</li> <li>Depending on the grade level, select 2-4 number cards from the plastic bag. Tell students you are trying to create the largest number with the cards. Use base ten blocks and a place value mat and model for them how to form the largest number. (Repeat this step as many times as necessary.)</li> <li>Provide each student with 2-4 whole number cards, base ten blocks and a place value mat. Instruct students to form the largest number possible with their cards. Once all students are done, ask them to turn to their partner and say "My whole number is ..." Pairs need to determine who has the largest number.</li> <li>Have students trade one card with their partner and repeat step 6.</li> <li>Tell students they are going to play a game called "Who has the greatest number?" by participating in a conga line activity. Divide students into two groups and have them form two lines facing one another. Give each child 2-4 cards.</li> <li>Tell students the objective of the game is to create the largest number with the cards and compare the number with their partner to determine who has the greatest number. Student from Group 1 will speak first and say, "My number is..." Student from Group 2 will listen and then say "My number is..." Student with the largest number wins by saying, "I have the greatest number."</li> <li>Have the student at the farthest end of Group 1 run down the middle of the two lines and join the other end of Group 1. Have all students in Group 1 move one person in. Group 2 is stationary. Repeat step 9 at least 4-5 times.</li> <li>Review key vocabulary and content and language objectives.</li> </ol>										

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### Whole Number Cards

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5

Whole Number Cards

<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
7	7	7	7
8	8	8	8
<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>

**HUNDRED(S)**

**TEN(S)**

**ONE(S)**





# ELPS Lesson Plan Sample (Elementary)

Grade: 3<sup>rd</sup> Topic: Sequencing  
 Subject: English Language Arts Date: \_\_\_\_\_

<p><b>Content Objective (Aligned with TEKS):</b>          (8A) SWBAT sequence the plot's main events and provide evidence from the text <i>Why Mosquitoes Buzz in People's Ears</i> to support their understanding</p>	<p><b>Language Objective (Aligned with ELPS):</b>          2(I) SWBAT demonstrate listening comprehension by sequencing information shared orally.</p>
<p><b>Vocabulary:</b>          First, order, next, then, before, after, finally, last.          Text Specific Vocabulary: (<i>Why Mosquitoes . . .</i>)          Nonsense, plotting, mischief, duty, warn, satisfy, danger, annoyed, frightened, startled, guilty conscience</p>	<p><b>Visuals, Materials, &amp; Texts:</b>          Suggested English Book: <i>Why Mosquitoes Buzz in People's Ears</i> by Verna Aardema          Suggested Spanish Book: <i>Que Monton De Tamales</i> (Too Many Tamales) by Gary Soto          Poster paper, crayons or colored pencils, large chart paper, index cards</p>
<p><b>Activities</b></p>	
<p><b>Activating Prior Knowledge (Processes, Stems, and Strategies):</b>          Have students think of their daily schedule.          *What do you do first in the morning?          *What are the events of your day?</p> <p>Discuss using sequencing words (first, order, next, then, before, after, finally, last) and make a class list to serve as a visual reminder for the Think, Pair, Share activity.</p> <p><b>Think, Pair, Share</b>          Have students pair with a partner and explain their daily schedule using complete sentences.          *The first thing I do is . . .          *Then I . . . before I . . .          *Finally, the last thing I do . . .</p> <p>Then have students write each event of their daily schedule on an index card and then trade them with their partner. Their partner will read the cards and put them in the correct chronological order. Then have the pair share the information about each other to the class.</p> <p><b>Building Vocabulary and Concept Knowledge (Processes, Stems, and Strategies):</b>          Introduce new vocabulary (both sequence vocabulary and text-specific) and as a class, create a simple definition and record on chart paper. Have students add new vocabulary to their Personal Dictionary or Word Study Book. Add new vocabulary to the Word Wall to aid in student comprehension of vocabulary and assist as a visual reminder.</p> <p>Read the book <i>Why Mosquitoes Buzz in People's Ears</i> as the students actively listen. Then discuss the story and sequence the events on the chart paper, explaining the role of each animal throughout the book.</p> <p>Have students work in pairs or trios and assign them an animal from the story (mosquito, Iguana, snake, rabbit, crow, monkey, owl, Mother Owl, and King Lion). Each group will create a poster of their animal and write at least two sentences, using the new vocabulary words, to describe their animal's role in the story.          *The first event that happened was . . .          *After that the next event that occurred was . . .          *At last the final event was . . .</p> <p>For example:</p> <div style="text-align: center; padding: 10px;"> <p><b>Mosquito</b>              The first event that happened was the mosquito saw a farmer with a giant yam.              Then the mosquito told the Iguana what he had seen.</p> <p><b>Iguana</b>              The Iguana thought it was such nonsense.              After that he put sticks in his ears and went off into the woods.</p> </div> <p><b>Structured Conversation and Writing (Processes, Stems, and Strategies):</b>          Once the students are finished with their posters, they will present them to the class in sequential order and then post their poster as a visual reminder of the story.          *My animal was . . . the event that occurred was . . . and this caused . . .          *A vocabulary term I used in my writing today was . . . which means . . .          *A term I heard my peers use today was . . . which means . . .</p> <p>Then, individually, have students create a complete sequence of events for the entire story, using the posters as a guide for their writing. Allow students to conduct a Gallery Walk to view the posters of their classmates to ensure the correct sequence. Share!</p>	<p><b>Review &amp; Checks for Understanding:</b>          (Response Signals, Writing, Self-Assessment, Student Products, etc.)</p> <p>Students raise hands to indicate they are ready to share a sentence stem.</p> <p>Students will record new vocabulary in their Personal Dictionaries.</p> <p>Students actively listen to the story.</p> <p>Students select a sentence stem to begin writing and incorporate the lesson's vocabulary.</p> <p>Students successfully write their animal's account in sequential order.</p> <p>Students are engaged in sharing sentence stems as directed.</p>



# ELPS Lesson Plan Sample (Middle School)

Grade: 7<sup>th</sup> Topic: Point of View  
 Subject: English Language Arts Date: \_\_\_\_\_

**Content Objective (Aligned with TEKS):** (6C) SWBAT analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.

**Language Objective (Aligned with ELPS):** 4(K) SWBAT show comprehension of text about *The Three Little Pigs* through analytical skills such as evaluating and defending a position.

**Vocabulary:**  
 First person, third person, perspective, debate, defend

**Visuals, Materials, & Texts:**  
 Suggested Texts: *The Three Little Pigs* and *The True Story of the Three Little Pigs*

**Text Specific Vocabulary:**  
 neighbor, spoil, impolite, framed, villain, victim, fault

### Activities

**Activating Prior Knowledge (Processes, Stems, and Strategies):**

Discuss first person and third person as a class and record pronouns that would be used in each category on a T-Chart and display as a visual reminder.

First Person	Third Person
I, we, us, our, me	he, him, they them, she, her

Have students think of a time they had a personal conflict with another person.

- \*Have you ever been accused of doing something wrong?
- \*Have you ever had to defend your actions?

Have students write a first-person account paragraph to describe their response to the question(s). Then pair students and have them share their paragraph with their partner. The partner will then rewrite the paragraph in third person by changing the appropriate pronouns.

**Building Vocabulary and Concept Knowledge (Processes, Stems, and Strategies):**

Introduce new vocabulary, and as a class, create a simple definition and record on chart paper. Have students add new vocabulary to their Personal Dictionary or Word Study Book. Add new vocabulary to the Word Wall to aid in student comprehension of vocabulary and assist as a visual reminder.

Read the stories of *The Three Little Pigs* and *The True Story of the Three Little Pigs* to the class as they actively listen. Once both stories are read, present the two points of view of the same event. These are the wolf's point of view and the pig's point of view of what happened when the houses were destroyed and two of the pigs were consumed.

Conduct a Ranking Activity and have the students line up according to whom they believe is telling the truth—the wolf or the pig. Have one side of the room represent the wolf, the other side the pig, and an imaginary line in between for those who are not sure what side to believe—they can be in the middle or leaning toward one side or the other.

Choose a person that is completely for the wolf and allow them to explain why they feel the wolf is telling the truth and then have someone from the other side to defend the pig. Once both sides have had the opportunity to defend their side, allow the students to change their ranking. Be sure students are using complete sentences to defend their character.

- \*I believe the . . . is telling the truth because
- \*The . . . is guilty because . . .

**Structured Conversation and Writing (Processes, Stems, and Strategies):**

**T-Chart, Pair, Debate**

Pair students with someone from the opposing side of the Ranking Activity. Together, have them complete a T-Chart, each filling in their chosen character's point of view—the wolf's side or the pig's side. Students will then defend their positions beginning with their sentence stems and debate the issues by writing out a script together of their dialogue. Allow students to perform their skit to the class as they defend their character's point of view.

**Writing**

Students will choose their favorite fairy tale and tell the story from another character's point of view. They may choose to be the Wicked Stepmother in *Cinderella* and tell the story from her perspective. (e.g. My husband dies and his slightly deranged daughter, who talks to mice and believes in Fairy Godmothers, expects to live in my house rent-free!)

Have the students follow the writing process as they first brainstorm ideas and then begin their first draft. Once they have completed their first draft, allow students to pair with a partner and read their version of the fairy tale. The partner will listen and provide feedback using the following stems:

- \*One thing I noticed in your story was . . .
- \*I really enjoyed the part when . . .
- \*One thing that might improve the story is . . .

**Review & Checks for Understanding:**  
 (Response Signals, Writing, Self-Assessment, Student Products, etc.)

Students will engage in the classroom discussion of pronouns.

Students will write their personal account of a conflict using first person.

Students raise hands to show they are ready to share their third-person paragraph;

Students participate in a Total Response Signal-Ranking Activity.

Students give reasons for defending their point of view;

Students use sentence stems to pair, read, listen, and provide feedback to a peer regarding their writing.



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Topic: \_\_\_\_\_

Subject: \_\_\_\_\_

Date: \_\_\_\_\_

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<p><b>Vocabulary:</b>          First, order, next, then, before, after, finally, last.          Text Specific Vocabulary: (<i>Why Mosquitoes . . .</i>)          Nonsense, plotting, mischief, duty, warn, satisfy, danger, annoyed, frightened, startled, guilty conscience</p>	<p><b>Visuals, Materials, &amp; Texts:</b>          Suggested English Book: <i>Why Mosquitoes Buzz in People's Ears</i> by Verna Aardema          Suggested Spanish Book: <i>Que Monton De Tamales</i> (Too Many Tamales) by Gary Soto          Poster paper, crayons or colored pencils, large chart paper, index cards</p>
<p><b>Activities</b></p>	
<p><b>Activating Prior Knowledge (Processes, Stems, and Strategies):</b>          Have students think of their daily schedule.          *What do you do first in the morning?          *What are the events of your day?</p> <p>Discuss using sequencing words (first, order, next, then, before, after, finally, last) and make a class list to serve as a visual reminder for the Think, Pair, Share activity.</p> <p><b>Think, Pair, Share</b>          Have students pair with a partner and explain their daily schedule using complete sentences.          *The first thing I do is . . .          *Then I . . . before I . . .          *Finally, the last thing I do . . .</p> <p>Then have students write each event of their daily schedule on an index card and then trade them with their partner. Their partner will read the cards and put them in the correct chronological order. Then have the pair share the information about each other to the class.</p> <p><b>Building Vocabulary and Concept Knowledge (Processes, Stems, and Strategies):</b>          Introduce new vocabulary (both sequence vocabulary and text-specific) and as a class, create a simple definition and record on chart paper. Have students add new vocabulary to their Personal Dictionary or Word Study Book. Add new vocabulary to the Word Wall to aid in student comprehension of vocabulary and assist as a visual reminder.</p> <p>Read the book <i>Why Mosquitoes Buzz in People's Ears</i> as the students actively listen. Then discuss the story and sequence the events on the chart paper, explaining the role of each animal throughout the book.</p> <p>Have students work in pairs or trios and assign them an animal from the story (mosquito, iguana, snake, rabbit, crow, monkey, owlet, Mother Owl, and King Lion). Each group will create a poster of their animal and write at least two sentences, using the new vocabulary words, to describe their animal's role in the story.          *The first event that happened was . . .          *After that the next event that occurred was . . .          *At last the final event was . . .</p> <p>For example:</p> <p style="text-align: center;"><b>Mosquito</b>          The first event that happened was the mosquito saw a farmer with a giant yam.          Then the mosquito told the iguana what he had seen.</p> <p style="text-align: center;"><b>Iguana</b>          The iguana thought it was such nonsense.          After that he put sticks in his ears and went off into the woods.</p> <p><b>Structured Conversation and Writing (Processes, Stems, and Strategies):</b>          Once the students are finished with their posters, they will present them to the class in sequential order and then post their poster as a visual reminder of the story.          *My animal was . . . the event that occurred was . . . and this caused . . .          *A vocabulary term I used in my writing today was . . . which means . . .          *A term I heard my peers use today was . . . which means . . .</p> <p>Then, individually, have students create a complete sequence of events for the entire story, using the posters as a guide for their writing. Allow students to conduct a Gallery Walk to view the posters of their classmates to ensure the correct sequence. Share!</p>	<p><b>Review &amp; Checks for Understanding:</b>          (Response Signals, Writing, Self-Assessment, Student Products, etc.)</p> <p>Students raise hands to indicate they are ready to share a sentence stem.</p> <p>Students will record new vocabulary in their Personal Dictionaries.</p> <p>Students actively listen to the story.</p> <p>Students select a sentence stem to begin writing and incorporate the lesson's vocabulary.</p> <p>Students successfully write their animal's account in sequential order.</p> <p>Students are engaged in sharing sentence stems as directed.</p>

# Social Studies Activities that Promote Language Development

## Few Clues Game for Social Studies

Content Objective(s) (Aligned with TEKS)	Language Objective(s) (Aligned with ELPS)
(8.4B) Explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.	(3G) Use formal English to explain the significance of historical figures using specific frames.
Vocabulary	Visuals, Materials, & Texts
revolution Sons of Liberty aristocrat Republicanism Intellectual monarch	<ul style="list-style-type: none"> <li>• Few Clues Game Rules</li> <li>• Few Clues Game Clues</li> </ul>

### Instructions

#### Preparation

This activity is best for use after a thorough unit of study on a topic. An excellent post and follow-up review activity to energize your students and provide repeated exposure to language related to specific terms.

1. Prepare Few Clue Game Clues on a PowerPoint or transparency. (See Clues Below)
2. Few Clues Game Procedure

#### Few Clues Game for Social Studies Rules

1. The goal of the game is for teams of students (preferably 4 per team) to score points by guessing the historical topic (document, event, or person) when given a set of clues.
2. Each participating team should be assigned a letter or number. The game begins when the teacher presents and states the *first clue* to all teams. (It's nice to present the clues using PowerPoint.)
3. After receiving the first clue, teams huddle and discuss *how many clues* they think it will take for them to know the historical document, event, or person being presented. Students will settle on a number between 1 and 9 and that number will be their bid.
4. Each team will record their bid on paper, mini-chalkboard, or other appropriate item. Bids are hidden and only revealed when the teacher asks for all the bids to be posted.
5. After all bids are posted – the teacher begins to reveal and read subsequent clues. The teacher continues presenting clues until coming to the LOWEST number of clues in the bid by one or more of the teams.
6. The teacher will then call upon those teams and say, for example: "Teams # 1, 3, & 5 bid that they could guess correctly in four clues." Those teams then write out the following sentence on paper: "We believe the clues point to \_\_\_\_\_ because \_\_\_\_\_."
7. When all teams with the lowest number of clue bids have written out their guesses, they will read them aloud to the class. If they are correct, their team scores one point. If they are incorrect, the teacher continues to present additional clues until coming to the next bid number for participating teams.
8. If all teams have exhausted their bid chances to guess, the teacher will reopen the bid process to the teams to predict how many of the remaining clues it will take to guess the topic.
9. When all topics have been used in FEW CLUES, the team with the most points wins.

## Few Clues Sample

<p style="text-align: center;"><b><u>SAMUEL ADAMS</u></b></p> <ul style="list-style-type: none"> <li>• Man</li> <li>• 18<sup>th</sup> century</li> <li>• Harvard graduate</li> <li>• Statesman</li> <li>• Boston</li> <li>• Founding Father</li> <li>• Political firebrand and agitator</li> <li>• Leader among the Sons of Liberty</li> <li>• Signer of Declaration of Independence</li> </ul>	<p style="text-align: center;"><b><u>BENJAMIN FRANKLIN</u></b></p> <ul style="list-style-type: none"> <li>• Man</li> <li>• 18<sup>th</sup> century</li> <li>• Born in Boston</li> <li>• Little formal education</li> <li>• Youngest son</li> <li>• Runaway at 17</li> <li>• Printer by trade</li> <li>• Inventor</li> <li>• Statesman</li> <li>• Signer of Declaration of Independence and U.S. Constitution</li> </ul>	<p style="text-align: center;"><b><u>KING GEORGE III</u></b></p> <ul style="list-style-type: none"> <li>• Man</li> <li>• 18<sup>th</sup> and 19<sup>th</sup> centuries</li> <li>• Quiet and Shy</li> <li>• Born in London</li> <li>• Mental illness</li> <li>• 15 children</li> <li>• Seven Years' War</li> <li>• Reigned 59 years</li> <li>• King</li> </ul>
<p style="text-align: center;"><b><u>THOMAS JEFFERSON</u></b></p> <ul style="list-style-type: none"> <li>• Man</li> <li>• Virginian</li> <li>• College of William &amp; Mary</li> <li>• Lawyer</li> <li>• Quiet &amp; Shy</li> <li>• Great Stylist (Writer)</li> <li>• Governor of Virginia</li> <li>• President</li> <li>• Author of Declaration of Independence</li> </ul>	<p style="text-align: center;"><b><u>MARQUIS DE LAFFAYETTE</u></b></p> <ul style="list-style-type: none"> <li>• Man</li> <li>• 18<sup>th</sup> &amp; 19<sup>th</sup> centuries</li> <li>• Aristocrat</li> <li>• Military Officer</li> <li>• France</li> <li>• Served in Continental Army</li> <li>• Wounded at Battle of Brandywine</li> <li>• Imprisoned during French Revolution</li> <li>• First person Granted honorary U.S. Citizenship</li> </ul>	<p style="text-align: center;"><b><u>THOMAS PAINE</u></b></p> <ul style="list-style-type: none"> <li>• Man</li> <li>• Born in England</li> <li>• Author</li> <li>• Radical</li> <li>• Intellectual</li> <li>• Advocate of Republicanism</li> <li>• Natural Rights of Man</li> <li>• Advocate for America's independence from Great Britain</li> <li>• Common Sense - Pamphlet</li> </ul>

# Social Studies Activities that Promote Language Development

## T-Chart, Pair, Defend

Content Objective(s) (Aligned with TEKS)		Language Objective(s) (Aligned with ELPS)	
(4.2 C) Explain when, where, and why the Spanish established Catholic missions in Texas.		(3D) Speak using specific vocabulary about why missions should and should not be established in Spanish Texas.  (5B) Write using newly acquired vocabulary about why the Spanish established Catholic missions in Texas.	
Vocabulary		Visuals, Materials, & Texts	
Social Studies Specific	General	1. Text – Spanish Missions in Texas (See below) 2. T-Chart (See Below)	
Spaniards, French, Fort St. Louis, Robert de La Salle, St. Francis of Assisi, Mission San Antonio de Valero, Mission San Jose, Mission Concepcion, Mission San Juan, Mission Espada, Franciscans, Comanche, Apache	Cumbersome, friars, Incursion, ventured, secularized, ornate, encroachment, nomadic bands, indigenous		

### Instructions

#### Preparation

1. Each student will need one copy of the text Motivations for Establishing A Mission System in Spanish Texas.
2. Each student will need a T-Chart.

#### Process

1. Students use the Scanning process to identify unfamiliar terms in the text, Motivations for Establishing A Mission System in Spanish Texas.
2. Define terms from Scanning list.
3. Lead a Choral reading of each Scanning term on word wall list.
4. Students silently read text.
5. Distribute a T-Chart to each student.
6. Brainstorm with students a list of reasons why the Spaniards should and should not establish Catholic missions in Texas. Record list on chart paper or board. Students record list on *their* T-Chart.
7. Organize students into two teams.
8. Team 1 will take the position that Spanish missions **SHOULD** be established in Spanish Texas.
9. Team 2 will take the position that Spanish missions **SHOULD NOT** be established in Spanish Texas.
10. Teams pair and make a conga line. All members of Team 1 are in a line facing all Team 2 members. Pairs should be standing face to face within speaking distance. Encourage the team members to role-play a Franciscan in conversation.
11. Each conversation always begins with a sentence stem. (Example: "We Should establish missions in Spanish Texas because . . ." OR "We should NOT establish missions in Spanish Texas because . . .")
12. Each student is required to speak and use at least three vocabulary words from the Scanning list in each conversation. Vocabulary. (Examples: Spaniards, Fort St. Louis, French, Robert de La Salle, Comanche, Apache, nomadic bands, indigenous, incursion, cumbersome.)
13. The conversation begins with each student giving one reason in a complete sentence using the sentence stem given.
14. The teacher rotates one side of the line. Each student, on one team, moves two places down the line until they meet face to face with a new partner. Students at the end of the line rotate back to the beginning of the line to meet their new partner.
15. Students begin a new conversation; this time, each student offers two reasons stating their point of view. Then the conversation stops and the line rotations begin again.
16. After three opportunities to defend one point of view, students are reassigned the opposite point of view from which they just had and the conversations begin again.
17. After repeating the conversation process, students will select a point-of-view and write using the following sentence stem:

"The Spanish established Catholic missions in Texas because . . ."

\*Writing must include at least three terms from the Scanning list. Students at beginning and intermediate levels may include one item from the Scanning list.

## Spanish Missions in Texas

We should establish Spanish missions in Texas because ...	We should not establish Spanish missions in Texas because ...
<b>Key Vocabulary:</b>	



## **THE MISSIONS**

### **Motivations for Establishing A Mission System in Spanish Texas**

*by Bill Perryman*

Texas, always at the northern tier of New Spain's Empire, proved difficult for settlement by Spaniards during the 1500s – through the 1700s. The remoteness of Texas was a deterrent along with marauding bands of Apache and Comanche tribes. No one wanted to live in such isolation under constant fear of attack with few resources at hand.

However, French explorer Robert De La Salle's incursion into Texas and 1685 development of the ill-fated Fort St. Louis on the Texas coast gained Spain's attention. After capture of a French ship by Spaniards, rumors quickly circulated throughout New Spain that a French colony had been established in Spanish Texas. Four and one-half years later a search party discovered the ruins of Fort St. Louis. This discovery signaled the alarm that Spain had to get serious about laying claim to her northern most lands in her new world empire and buffer the Texas region from France – who was knocking at the door in Louisiana Territory.

Their response was to colonize the indigenous people (Natives) of Texas through a mission system – 36 were established in Spanish Texas from 1680 - 1793. Six missions were eventually established along the banks of the San Antonio River – five of which survived for decades.

Fully aware of the French encroachment in Louisiana Territory, Spain strategically established its first mission, San Francisco de las Tejas, in East Texas near present day Nacogdoches. Other missions would be established as far east as present day Robeline, Louisiana.

The distance between Mexico City and the East Texas missions was a two month journey and ever so cumbersome for travel. A way station at midpoint across Texas was needed and thus came the establishment of Mission San Antonio de Valero in 1718 near the headwaters of San Pedro Springs.

In 1720 Father Antonio Margil de Jesus was granted permission to establish Mission San Jose y San Miguel de Aguayo – several miles south of Mission San Antonio de Valero. Better known today as Mission San Jose, this mission community would become one of the most successful in the chain of missions along the San Antonio River. Mission Francisco Xavier de Najera was established in 1722 between San Antonio de Valero and San Jose – but the short-lived mission soon merged with San Antonio de Valero. Three other missions, originally established in East Texas, were relocated along the banks of the San Antonio River in 1731. These three missions included: Nuestra Señora de la Purisima Concepcion de Acuna, San Juan Capistrano and San Francisco de la Espada.

The missionaries who ventured into Spanish Texas during the 18<sup>th</sup> century were Franciscans – followers of St. Francis of Assisi and hailed from the mission apostolic colleges of Queretaro and Zacatecas, Mexico. They pledged a life of poverty and obedience. Their task was daunting. They were charged with bringing the native people of the land into the mission community and educating them regarding the Spanish way of life – language, culture and religion.

Each mission was a working community of its own. Every mission had an orchard, farm fields, and ranches for raising livestock (cattle, sheep, and goats). A mission's wealth was determined by the number of head of cattle in its possession – cattle were used for barter and trade as well as part of the food supply. The Texas missions never achieved complete self-sufficiency and relied on supply wagons to supplement the things they could not provide on their own. Many of these wagons ventured from Mexico City.

Temporary structures were initially erected for shelter, including jacals (thatch dwellings) which gave way to permanent stone and plastered structures including the beautiful churches with their ornate carvings and statues.

Ever mindful of an attack by hostile natives (Apache and Comanche), each mission was eventually walled and gated for protection of the citizenry making each mission community a fortified compound. The individuals most vulnerable to attacks were those who worked outside the mission walls in the fields and ranches – the ranches were usually located 20 - 30 miles from the central mission community.

Daily life was controlled by a system of bells regulating a time for prayer, work, schooling, and feast. The friars schooled their indigenous clients and slowly converted them to the Spanish way of life. Many learned to speak Spanish, farm, carpenter, play an instrument, and worship one God. Some reverted back to their original way of life and escaped the missions back to a nomadic world they once embraced.

The South Texas missions were populated with nomadic bands of area natives. These nomadic tribes moved across a vast region, which includes present day South Texas and northern Mexico. They have been described as a handsome people with distinguished features and beautiful, unblemished skin. Caught between the encroachment of European settlers in northern Mexico and the hostile tribes in northern Texas – these wandering bands became likely candidates to seek refuge in the mission communities of South Texas.

Initially, the mission system in Texas was to last for a brief period. Within a series of ten-year stages, the missions were to be gradually secularized transferring land ownership to the converts. In reality, the task took much longer. The final secularization of the San Antonio missions occurred as late as 1824.

#### REFERENCES:

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## **THE MISSIONS**

### **Motivations for Establishing A Mission System in Spanish Texas**

**(Adapted Text)**  
*by Bill Perryman*

It was difficult for the Spanish to settle Texas between the years 1500 and 1700. The Apache and Comanche Native American tribes were fighting against the settlers. The French explorer Robert De La Salle built a fort in Texas called Ft. St. Louis. The Spanish were afraid that the French would start moving into Texas. The Spanish started to build missions along the San Antonio River. They build 36 missions where the Native American tribes became Christians and became part of the Spanish Empire.

The Spanish built the mission San Francisco de las Tejas in East Texas near where the French were in Louisiana. It took two months to travel from Mexico City to San Francisco de las Tejas, so the Spanish built Mission San Antonio de Valero in the year 1718. The mission was half way between Mexico City and East Texas. They also built Mission San Jose, Mission Francisco Xavier de Najera, Mission Concepcion, San Juan Capistrano, and San Francisco de la Espada near San Antonio de Valero.

The missionaries who came to Spanish Texas were Franciscans, who followed St. Frances of Assisi. They tried to teach the Native Americans the language, culture, and religion of Spain. Each mission grew food and had cows, sheep, and goats, but they still needed food that came in wagons from Mexico City. At first, they lived in little houses called jacals, and then they built stone buildings and beautiful churches. The missionaries were afraid of being attacked by Apaches and Comanches. The people who worked in the fields were attacked the most.

Every day the missionaries and the Native Americans followed bells that told them when it was time to pray, work, study, and eat. The Native Americans learned Spanish, farming, wood working, music, and Christianity. Some Native Americans left the missions and went back to living the way they used to. The missions in South Texas and northern Mexico had a hard time because they lived between tribes in North Texas who wanted to fight them and the Spanish in the south. Over time, the missions began to be operated by the Native Americans who became Christians and learned to farm. This process was called "secularization."