

Friar Margil and the Spanish Missions - Grade 7
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Objectives:

Before beginning this lesson students must be able to identify the establishment of the Spanish missions as a major era in Texas history, identify the significant people and events of this topic, and sequence the events in this time period.

TEKS §113.23. Social Studies, Grade 7. (b)(1)(A,B,C)

Students will examine the concepts of diversity and assimilation, and apply these concepts to the interaction between the native peoples of Texas and the Spanish missionaries. **§113.23. Social Studies, Grade 7. (b)(19)(B)**

Students will identify Friar Antonio Margil de Jesus as an important individual in the establishment of the Catholic missions in Texas after reading information about him from the Handbook of Texas. **TEKS §113.23. Social Studies, Grade 7. (b)(2)(B)**

The student will apply critical-thinking skills to analyze information, make generalizations, and draw inferences and conclusions from visual material, by using a primary source to acquire information about Texas by examining an illustration from *The Life of Fray Margil*. **§113.23. Social Studies, Grade 7. (b)(21)(A,B,C)**

The student will identify bias in visual material; evaluate the validity of the source based on corroboration with other sources and information about the author by examining Espinosa's relationship with Margil. **TEKS§113.23. Social Studies, Grade 7. (b)(21)(D,F,G).**

The student will express and defend a point of view on an issue of historical interest in Texas by creating an illustration that shows the impact of the Spanish friars on the lives of the native peoples of Texas. **TEKS§113.23. Social Studies, Grade 7. (b)(21)(E).**

The student will transfer information provided in the textbook about the Spanish mission system from written form to visual form by creating an illustration showing the impact of the Spanish friars on the lives of the native peoples of Texas. **§113.23. Social Studies, Grade 7. (b)(22)(C,D).**

Teaching Activities:

Review with students the differences between primary and secondary sources.
Explain that the Father Margil illustration can be used as a primary source.

Define the terms "assimilation" and "diversity".

Using information in the biography in the *Handbook of Texas*, introduce Father Margil to the students. Explain that the illustration that they will be using, as well as much information about him, comes from a biography written by his friend Isidro Felix de Espinosa.

Show students the Margil illustration.

Pass out **Illustration Analysis Sheet** to students. Ask students to complete the Illustration Analysis Sheet.

Focus Activity:

Journal Entry: Write a paragraph in your journal that explains the reasons that the Spanish friars came to Texas.

Closing Activity:

Assign the following to your students:

Write a paragraph in your journal in which you describe two things that you learned by using these resources that you might not have learned by only using the material in your textbook.

Assessment Activities:

Write the following assignment on a PowerPoint slide [overhead transparency, chalkboard, etc.]

The illustration from the Life of Father Margil shows one point of view about the relationship between the Spanish missionaries and the native people of Texas. Create an illustration that shows your point of view about this relationship. The drawing should show accurate information and be as neat as possible. Your grade will be based on an attempt to convey information, however, rather than on actual artistic ability.

Materials:

[Map of Spanish Texas](#)

Map inset - [Nacogdoches Region](#)

[Map of Spanish Missions](#)

Map inset - [Nacogdoches Region](#)

[Illustration](#) from the *Life of Fray Antonio Margil de Jesus*

[Illustration Analysis Worksheet](#) Textbook "Spanish Missions"

[Antonio Margil de Jesus](#) and [Isidro Felix de Espinosa](#) in the *Handbook of Texas*