

# Unit 2: Age of Contact

## 7<sup>th</sup> Grade Lesson Plan: Bingo Review Game

(45 – 60 minutes)

<b>Objective</b>	<p>Students will review key terms and concepts within the unit by listening to clues to identify terms and concepts.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> review key terms and concepts of Unit 2: Age of Contact.</li> <li>2. <b><u>I will</u></b> identify terms based on clues to try win by getting 5 terms in a row on my card.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Significant information related to key people, places, events, and concepts.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Study and review of key concepts</li> <li>• Identifying information based on key words and phrases</li> </ul>
<b>Essential Question</b>	<p>What key terms and concepts do we need to know to be successful on our unit 2 test?</p>
<b>Assignment</b>	<ol style="list-style-type: none"> <li>1. <b><u>Warm-up:</u></b> For this activity, the warm-up is the first step of the Bingo game. Students choose from a list of key terms provided in the slideshow to fill in their Bingo card at random.</li> <li>2. <b><u>Lesson:</u></b> Students listen to clues about random words from the slides presentation to determine which key term or concept is being referred to. Students are trying to get 5 key terms in a row on their card to win.</li> <li>3. <b><u>Exit Ticket:</u></b> Students can share a term from their card and the key words that are associated with that term, or the definition or explanation for the term.</li> </ol>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Slideshow</li> <li>• Bingo Cards</li> <li>• Teacher Clue Guide</li> </ul>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. Reduced writing</li> <li>2. Identifying and recording key words for advanced</li> </ol>

<p><b>TEKS</b></p>	<ul style="list-style-type: none"> <li>• <b>7.1A</b> Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras including the Age of Contact.</li> <li>• <b>7.1(B)</b> Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement.</li> <li>• <b>7.2B</b> Identify important individuals, events, and issues related to European exploration of Texas, such as Alonso Alvarez de Pineda, Alvar Nunez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain.</li> <li>• <b>7.20B</b> 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.</li> <li>• <b>7.20E</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> <li>• <b>7.22A</b> Use social studies terminology correctly.</li> <li>• <b>7.22B</b> Create written, oral, and visual presentations of social studies information.</li> </ul>
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## Teacher Guide: Bingo Review Game

<b>Warm-up</b>	<p>1. <b><u>Warm-up:</u></b> For this activity, the warm-up is the first step of the Bingo game. The teacher will explain how the game works and then display the list of terms students can use on their bingo card. For the warm-up, give the students time to fill in their Bingo cards with random terms from the slide presentation. Slides 2-4 give directions for filling in student cards and how to play. Slide 5 has the list of terms.</p>
<b>Lesson</b>	<p>1. <b><u>Lesson:</u></b></p> <ul style="list-style-type: none"> <li>a. The teacher will read out clues for randomly chosen terms on the screen. Students can raise their hand to answer which term the clue is referring to. If correct, everyone with that term on their Bingo card gets to cover it. If incorrect, another student can attempt to answer. After three incorrect answers no one gets to cover the term on their card.</li> <li>b. This repeats until a student gets 5 terms in a row on their card. The game can continue without clearing the cards for a few more rounds at the teacher's discretion.</li> <li>c. Teachers can change how to win from 5 terms in a line to "4 corners" (having all 4 corners filled or having 4 items in a box in one corner) "Texas T" (students must have 5 across the top and 5 down the middle, making a capital T) or Blackout.</li> <li>d. The Review Clue sheet gives several different clues the teacher can use so that a term can be called again in future rounds with a new clue.</li> <li>e. Advanced: Students will write 3-5 key words related to the term the teacher called.</li> <li>f. Foundations: Students can write the number of the term rather than the entire term.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>1. <b><u>Advanced:</u></b> Ask students to share a term from their card, the key words they wrote associated with that term, and explain why they chose those key words.</li> <li>2. <b><u>Grade Level and Foundations:</u></b> Ask students to choose one word from their card and explain what the word is.</li> <li>3. There are sentence stems on slide 6 of the presentation to guide student responses as a closing activity.</li> </ul>