Texas History for Teachers

Unit 11: Age of Oil

7th Grade Lesson Plan: Vocabulary

(90 – 120 minutes, with an optional 30 – 45 minute quiz)

Objective	In this two-day lesson, students will be able to identify, define and give an example of each vocabulary term within the context of the Age of Oil. 1. ***We will*** examine vocabulary terms related to the Age of Oil. 2. ***I will*** define, exemplify, and create an illustration related to each word using the short reading passages provided.
Key Concepts	• The discovery of petroleum at Spindletop in 1901 and the subsequent oil discoveries all across the state transformed Texas socially and economically. • The oil industry led to the rapid urbanization of Texas, including the establishment of boomtowns across the state. • Members of the Progressive movement wanted to improve society by passing reforms in education, healthcare, public safety, housing, voting, workplace prohibition of alcohol. • Many Progressive women worked to gain equal voting rights, which ultimately led to the passage of the 19th amendment granting suffrage to American women. • People who supported Prohibition wanted to prohibit alcohol, believing it was the cause of a number of social ills including crime.
Skills	• Reading for key information, context, main ideas, and supporting evidence. • Identifying the definition and examples of key terms in the context of the Age of Oil in short reading passages. • Creating visual representations of key terms. • Using the terms in the context of the unit • Recognizing references to key terms in a primary source excerpt
Essential Question	What vocabulary terms do we need to know to be successful in this unit? What does each word mean in the context of our unit?

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Assignment	**Warm-up** • Students will self-assess their own prior knowledge of four vocabulary terms in this unit: petroleum, Progressivism, suffrage, and prohibition. Students will determine their level of familiarity with each of these terms. **Lesson** • Students use short reading passages about the unit from the slideshow to identify the key terms, their definitions, examples of each term within the context of the unit and create a visual representation of each term on their chart. • This lesson will take two days. All the materials they need to complete the lesson will be distributed on the first day. **Exit Ticket** • Students will use a word bank of different terms to choose three to five terms that best relate to the major themes in our unit. They will highlight or circle these terms. Students create a short, constructed response explaining why they chose one of the terms from the word bank.
Materials	1. Slideshow *(Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance)* 2. Warm-up / Exit Ticket *(Suggested printing: 1 per student. Assignment prints two copies per page.)* 3. Assignment *(Suggested printing 1 per student)* a. Advanced Level work b. Grade Level work c. Foundations Level work 4. Optional Vocabulary Quiz a. Advanced Level work b. Grade Level Work c. Foundations Level work

Differentiation	1. Scaffolding including classwork at three different levels of academic ability 2. Visual representations of directions 3. Chunking text information 4. Sentence Stems when applicable 5. Multiple choice response options for matching portion 6. Reduction in answer choices and amount of writing
TEKS	• ***7.01(B)*** Explain the significance of the following dates: 1901, discovery of oil at Spindletop. • ***7.07(C)*** Describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, and labor reform. • ***7.11(A)*** Explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing. • ***7.20(A)*** 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. • ***7.20(B)***: Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions. • ***7.20(C)*** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. • ***7.20(E)*** Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic. • ***7.22(A)*** Use social studies terminology correctly • ***7.22(B)*** Use effective written communication skills, including proper citations and avoiding plagiarism.

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Teacher Guide: **Vocabulary**

Warm-up	• Students will self-assess their prior knowledge of four of the key vocabulary terms they will learn in the lesson: petroleum, Progressivism, suffrage, and prohibition • Students consider and record their level of familiarity and understanding of each term. • Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. • Slides 4 and 5 provide the essential question and the "We will / I will" statements for the lesson. ***NOTE***: This lesson is designed to take 2 class periods. The warm-up may be used both days. On day 2, students should have more prior knowledge of one or more of the terms.
Lesson	STUDENT WORKSHEET • Students use the reading passages from the slideshow to complete their vocabulary chart. Slides 6 – 10 provide a short reading for one vocabulary term within the larger context of the unit. • Advanced: Students provide a definition, an example from the reading, an antonym, a visual representation of the term, and use it in a complete sentence. • Grade Level: Students provide a definition, an example from the reading, and a visual representation of the term. • Foundations: Students choose from multiple choice options to identify the correct definition for the term and create a visual representation of the term.

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Suggested methods for carrying out this lesson:

- Individual Work: Teacher can upload the slideshow into a learning management system like Google Classroom for students to complete at their own pace individually or print each slide and hang them around the room to include movement for individual student work.

- Classroom stations: Teacher can print each reading to hang around the room, in the hallway, or to distribute to tables if available in the classroom. Students complete the work at each station either as a group or self-paced.

- Group work: Teacher assigns each group a vocabulary term to complete. Each group presents their word to the class. This works especially well if the teacher can display student work from a document camera when sharing each group's work with the whole class.

Note: This lesson is estimated to take 2 class periods. Everything the student needs to complete the lesson should be distributed and explained on the first day. *The warm-up and exit ticket will only be used for the first day of the lesson.

Optional Additional Assignment: Vocabulary Quiz

- Advanced: Students identify and match vocabulary terms to definitions, complete fill-in-the-blank statements about the terms and answer four comprehension questions based on 8th grade STAAR question types including Multi-Part and Short Constructed Response.
- Grade Level: Students will match vocabulary terms to their definitions, complete fill-in-the-blank statements using the terms from a word bank and answer four comprehension questions based on 8th grade STAAR question types including Multi-Part and Short Constructed Response.
- Foundations: Students use multiple-choice answer options to match vocabulary terms to their definitions, complete fill-in-the-blank statements using multiple-choice options, and answer four comprehension questions based on 8th grade STAAR question types including Multi-Part and Short Constructed Response with one answer option eliminated and sentence stems provided for writing.

	Note: This assessment is estimated to take approximately 45 minutes.
Exit Ticket	• Students consider the vocabulary terms from the lesson, and the major themes of this unit. They choose three to five terms from a word bank that they believe are most closely related to the unit's vocabulary and major themes. • Students use a sentence stem to explain their choice of term and why they believe it is connected to the unit. • Slides 11 and 12 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

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