

# Unit 8: Civil War

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

(45 – 60 minutes)

<b>Objective</b>	<p>In this optional, one-day review lesson, students will review key terms, ideas, people, places, events, and major themes of the Civil War by playing Bingo using terms from the unit and clues about each term.</p> <ol style="list-style-type: none"> <li>1. We will review for our unit 8 Civil War test by playing Bingo using key terms from the unit and clues about each term provided by the teacher.</li> <li>2. I will complete my Bingo card and listen to the clues for each term to play Bingo to review for the Unit 8 test.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Slavery and its westward expansion into new territories was the primary cause of the Civil War. Some significant events related to slavery that increased sectionalism were the Compromise of 1850 and the Kansas-Nebraska Act.</li> <li>• Sectionalism between the North and South over slavery caused political division that led the Southern states to secede from the Union when Abraham Lincoln was elected president in 1860.</li> <li>• The South's economic system of plantation agriculture growing cash crops depended on slave labor.</li> <li>• Significant events in Texas during the Civil War included the Battles of Galveston, Sabine Pass, and Palmito Ranch, as well as the Rio Grande Trade which allowed Texans to get around the Union blockade.</li> <li>• Texas was a safe haven for Southerners escaping the violence of the war and provided slave owners with a place to hide their slaves from the Union troops.</li> <li>• The Emancipation Proclamation freed the enslaved people in rebelling states in 1863, however enslaved people in Texas would not receive official news of their freedom until June 19, 1865 – which has come to be known as Juneteenth.</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> <li>• Recognizing definitions, key information, and significance of key terms and information from the unit.</li> </ul>

<b>Essential Question</b>	What key terms and concepts do we need to know to be successful on our unit 8 – Civil War test?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>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. The directions for this step are included in the slideshow.</li> <li><b>NOTE:</b> There is no printable warm-up for this assignment.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students listen to the teacher give clues about key terms 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> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>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> <li><b>NOTE:</b> There is no printable exit ticket for this lesson.</li> </ul>
<b>Materials</b>	<ol style="list-style-type: none"> <li>Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>Bingo Cards (<i>Suggested printing: One per student</i>)</li> <li>Bingo chips or small pieces of paper to cover each item on their card when called.</li> <li>Teacher Clue Guide (<i>suggested printing: one copy for the teacher.</i>)</li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Reduction in or addition of writing depending on level</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li><b>7.01(A)</b> Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Texas in the Civil War.</li> <li><b>7.05(A)</b> Explain the central role the expansion of slavery played in the involvement of Texas in the Civil War.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>7.05(B)</b> Explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.</li> <li>• <b>7.20(B):</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> <li>• <b>7.20(C)</b> Organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.</li> <li>• <b>7.21(A)</b> Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.</li> <li>• <b>7.22(C)</b> Create written, oral, and visual representations of social studies information.</li> </ul>
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## Teacher Guide: Review Bingo Game

<p><b>Warm-up</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>For the warm-up, give the students time to fill in their Bingo cards with random terms from the slide presentation.</li> <li>Slides 2 through 4 give directions for filling in student cards and how to play.</li> <li>Slide 5 has the list of terms.</li> </ul> <p><b>NOTE:</b> There is no printable warm-up / exit ticket for the Bingo review game.</p>
<p><b>Lesson</b></p>	<ul style="list-style-type: none"> <li>The teacher will read out clues for randomly chosen terms on the screen.</li> <li>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 on their card. If incorrect, another student can attempt to answer.</li> <li>After three incorrect answers no one gets to cover the term on their card.</li> <li>This process 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>Teachers can change how to win from 5 terms in a line to "4 corners" (having all 4 corners filled) "postage stamp" (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>The 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><b>Advanced:</b> Students will write 3-5 key words related to the term the teacher called. They write the key words in the box containing the key word.</li> <li><b>Grade Level:</b> Students will write 1 – 2 key words related to the term the teacher called. They write the key words in the box containing the key word.</li> <li><b>Foundations:</b> Students can write the number of the term rather than the entire term.</li> </ul>

## Exit Ticket

- **Advanced:** 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.
- **Grade Level and Foundations:** Ask students to choose one word from their card and explain what the word is.
- Slide 6 of the presentation provides sentence stems to guide student responses as a closing activity. Students can choose to respond using either sentence stem.