

Unit 8: Civil War

7th Grade Lesson Plan: Texas Today

(45 – 60 minutes)

Objective	<p>In this one-day lesson, students examine the history and significance of Juneteenth, celebrating the day news of emancipation arrived in Texas.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine the history and significance of Juneteenth, celebrating the day the news of emancipation arrived in Texas. 2. <u>I will</u> analyze the text of General Order Number 3 announcing freedom for the enslaved people and examine the history and significance of Juneteenth in Texas and the United States
Key Concepts	<ul style="list-style-type: none"> • News of emancipation reached Texas on June 19, 1865 when Major-General Gordon Granger arrived in Galveston to deliver General Order Number 3, officially declaring all enslaved people to be free and hold the same rights as American citizens. • Early Juneteenth celebrations often included educational programs for the newly freed people to help them learn about their rights. • The Freedmen’s Bureau was an organization established to provide services to the freed people. It helped hold the first Juneteenth celebrations in Austin. • Juneteenth became a federal holiday in 2021 and is celebrated across the U.S. today in a variety of ways.
Skills	<ul style="list-style-type: none"> • Reading for main ideas and supporting evidence. • Summarizing and paraphrasing. • Identifying significance of historical topics and events.
Essential Question	What is Juneteenth, why is it celebrated, and how has it evolved over time into the holiday that it is today?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students view an image of a contemporary musician who plays a traditional West African instrument called a <i>bala</i> at a Juneteenth performance for the Library of Congress. Students make observations about the image and

	<p>inferences about how it could relate to Texas Today and Juneteenth. Information about the image is provided in the caption to guide student observations.</p> <p>Lesson</p> <ul style="list-style-type: none"> Students read a brief introduction reviewing key concepts of the Emancipation Proclamation and the date the news arrived in Texas, known as Juneteenth. Students read the text of General Order Number 3 – the order officially declaring the freedom of Black Texans. They answer questions about the content of the order and what it meant for Black Texans. Students read a brief history of Juneteenth and its development from a state holiday to a federal holiday. The reading includes how the holiday was celebrated in the early years after the Civil War, the purpose of the celebrations, and how people today celebrate Juneteenth across the U.S. especially since it became a federal holiday in 2021. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students read a variety of characteristics and descriptions provided in a graphic organizer. Students identify four of the nine characteristics that best represent or describe Juneteenth and its significance.
Materials	<ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> Advanced Level work Grade Level work Foundations Level work
Differentiation	<ol style="list-style-type: none"> Scaffolding including classwork at three different levels of academic ability Visual representations of directions Chunking text information and key information printed in bold lettering. Sentence Stems and response options for short, constructed response questions

	5. Reduction in answer choices and elimination of answer options in multiple-choice questions.
TEKS	<ul style="list-style-type: none"> • 7.05(B) Identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch. • 7.05(C) Explain the political, economic, and social effects of the Civil War and Reconstruction in Texas. • 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.

Teacher Guide: Texas Today

Warm-up	<ul style="list-style-type: none"> Students view a contemporary image of a musician from Washington D.C. named Uasuf Gueye (YOO-suf GAY-uh) plays a traditional West African instrument called a Bala for the Library of Congress' Juneteenth Celebration. Students make observations about the image and infer how it could be related to our topics: Texas Today and the Civil War. Slides 2 and 3 provide an enlarged view of the image and sentence stems to guide student responses when sharing with the class. Slides 4 and 5 provide the essential question and “We will / I will” statements for the lesson.
Lesson	<p><u>Part I: Emancipation and the Legacy of Juneteenth</u></p> <ul style="list-style-type: none"> Students read a brief passage reviewing important information about the Emancipation Proclamation, the end of the Civil War, and the day news of freedom for the enslaved people reached Galveston. Students read the text of General Order Number 3, which officially announced freedom for the enslaved people. The announcement highlighted the rights of Black Americans and made suggestions for the behavior of the newly freed people moving forward. Students answer questions about the text of General Order Number 3. <u>Slide 6</u> shows a photocopy of the text of General Order Number 3 from “A Compilation of Official Records of the Union and Confederate Armies” in the Texas State Library and Archives Commission. <p><u>Part II: Juneteenth Today</u></p> <ul style="list-style-type: none"> Students read about the origins of Juneteenth as a celebration of emancipation. The reading explains the significance of the celebration, how it was celebrated in the years following the Civil War, and how the celebrations have evolved over time. The passage includes information about the work to get Juneteenth recognized as a federal holiday.

	<ul style="list-style-type: none"> • Students answer questions about the passage. • Slide 7 shows dancers at a Juneteenth celebration in Washington D.C. in 2020. • Advanced: Students will answer short, constructed response questions based on reading passages about the Emancipation Proclamation, General Order Number 3, and Juneteenth. • Grade Level: Students will answer multiple-choice, multi-select, and short, constructed response questions based on reading passages about the Emancipation Proclamation, General Order Number 3, and Juneteenth. • Foundations: Students will answer multiple-choice, multi-select, and short, constructed response questions based on reading passages about the Emancipation Proclamation, General Order Number 3, and Juneteenth. Questions with multiple answer options have one answer choice eliminated. Short, constructed response questions have sentence stems and response options to guide responses.
Exit Ticket	<ul style="list-style-type: none"> • Students read characteristics and descriptions in a graphic organizer of 9 squares. Students choose four descriptions which best describe or characterize Juneteenth. • Answers from right to left and top to bottom: 3, 4, 5, 7. • Slides 8 and 9 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Stephenson, Mrs. Charles (Grace Murray). [Emancipation Day Celebration band, June 19, 1900], photograph, June 19, 1900; (<https://texashistory.unt.edu/ark:/67531/metaph124054/>; accessed January 10, 2023), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Austin History Center, Austin Public Library
- African American musician, Uasuf Gueye with his traditional *bala* instrument. Folk Life Today: American Folk Life Center and Veterans History Project. Library of Congress Blogs. Accessed 9/3/2025. <https://blogs.loc.gov/folklife/2023/08/homegrown-plus-christylez-bacons-progressive-hip-hop>
- “The War of the Rebellion: A Compilation of Official Records of the Union and Confederate Armies. Texas State Library and Archives Commission. Accessed Sept. 3, 2025. https://www.tsl.texas.gov/outofthestacks/wp-content/uploads/2018/06/GeneralOrders3_Juneteenth.pdf
- Highsmith, Carol M, photographer. *Dancers and marchers visit the Juneteenth Celebration on Black Lives Matter Plaza in front of the White House*. Washington D.C. United States District of Columbia Washington D.C, 2020. -06-19. Photograph. <https://www.loc.gov/item/2020720140/>