

# Unit 10: Cotton, Cattle, & Railroads

## 7<sup>th</sup> Grade Lesson Plan: Frontier Wars

(45 – 60 minutes)

<b>Objective</b>	<p>In this one-day lesson, students will analyze the frontier wars, including their causes, key events, individuals involved, and their outcome and significance to Texas history.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> analyze the frontier wars, including their causes, key events, individuals involved, and their outcome and significance to Texas history.</li> <li>2. <b><u>I will</u></b> read five short passages about different topics related to the frontier wars and answer comprehension questions about each topic.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• A number of factors contributed to conflicts between Indians and Anglos on the west Texas frontier including the overhunting of buffalo, pressure from the U.S. Army, and incursions by white settlers.</li> <li>• The Medicine Lodge Treaty between Plains tribes (Comanche, Apache, Kiowa, Cheyenne, and Arapaho) and the U.S. government in 1867 had limited success.</li> <li>• Conflicts broke out including the Salt Creek Massacre (Warren Wagon Train Raid), and the battle at Adobe Walls. These conflicts took place from 1874 to 1875 and are often referred to as the Red River War.</li> <li>• The Red River War ended when the Plains tribes were no longer able to continue, and they were removed to reservations in Oklahoma, ending American Indian dominance of the Plains in Texas.</li> <li>• Quanah Parker was a significant Comanche leader during this period.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading for key information, details, and main ideas.</li> <li>• Making a claim and providing evidence to support the claim.</li> <li>• Identifying cause-and-effect relationships between key historical events.</li> <li>• Summarizing and paraphrasing information from a reading.</li> <li>• Creating short, constructed responses.</li> </ul>

<b>Essential Question</b>	<p>What were the causes, key events, outcome, and significance of the conflicts between Plains Indian tribes and Anglos on the west Texas frontier?</p>
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students make observations and inferences about a primary source image created by a Kiowa Indian depicting a battle during the Red River War.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students read five short passages about topics related to the frontier wars including how the Civil War affected the Texas frontier, the significance of the Medicine Lodge Treaty, the Salt Creek Massacre, the destruction of the American buffalo, and the Red River War.</li> <li>Students answer questions by identifying and summarizing the main idea, the key details, the causes and effects, and the significance of information from each reading.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students explain one cause and one significant effect of the Frontier Wars by complete three sentences stems for a writing prompt.</li> </ul>
<b>Materials</b>	<ol style="list-style-type: none"> <li>1. 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>2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>3. Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> <li>a. Advanced Level work</li> <li>b. Grade Level work</li> <li>c. Foundations Level work</li> </ol> </li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. Scaffolding including readings and classwork at three different levels of academic ability</li> <li>2. Visual representations of directions</li> <li>3. Chunking text information</li> <li>4. Sentence Stems and response options for short, constructed response questions.</li> <li>5. Reduction in answer choices and writing.</li> </ol>

**TEKS**

- **7.06(A)** Identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker.
- **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: Frontier Wars

<b>Warm-up</b>	<ul style="list-style-type: none"><li>Students make observations and inferences about a primary source image.</li><li>The image is artwork created by a Kiowa Indian depicting a conflict during the Red River War. The exact date or specific conflict is unknown.</li><li>Slide 2 displays a larger version of the image on student work.</li><li>Slide 3 provides sentence stems to guide student responses when sharing with the class.</li><li>Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.</li></ul>
<b>Lesson</b>	<ul style="list-style-type: none"><li>Students read five short passages:<ul style="list-style-type: none"><li>- The Civil War and the West Texas Frontier, 1861 – 1865</li><li>- The Medicine Lodge Treaty, Oct. 1867</li><li>- The Salt Creek Massacre, Spring 1871</li><li>- The Destruction of the American Buffalo</li><li>- The Red River War, 1874 – 1875</li></ul></li><li>Students answer questions based on the information in each reading.</li><li>Slides 6 – 10 present images to accompany each reading passage.</li><li><b>Advanced:</b> Readings are written at an above-grade level Lexile level and accompanying questions require short, constructed responses.</li><li><b>Grade Level:</b> Readings are written at a grade level Lexile level and accompanying questions include multiple-choice, multi-select, and short, constructed response questions with sentence stems provided.</li><li><b>Foundations:</b> Readings are written at a grade level Lexile level with key information presented in bold lettering. Accompanying questions include multiple-choice and multi-select questions with one answer choice eliminated and short, constructed response questions with sentence stems and response options provided.</li></ul>

**Exit Ticket**

- Students respond to a writing prompt asking them to explain one major challenge related to the west Texas frontier during the era of Cotton, Cattle, & railroads, and explain the effect and significance of the challenge you describe.
- Students respond to the prompt by completing three sentence stems guiding them through a complete answer.
- 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

- Kiowa Ledger Drawings. Edward E. Ayer Digital Collection. Newberry Library. The Newberry makes its collections available for any lawful purpose, commercial or non-commercial, without licensing or permission fees to the library, subject to the following terms and conditions: <https://www.newberry.org/rights-and-reproductions> Accessed on 11/21/25 at [https://collections.carli.illinois.edu/digital/collection/nby\\_eeayer/id/46856](https://collections.carli.illinois.edu/digital/collection/nby_eeayer/id/46856)
- Durham, Robert W., Jr. West Texas Historical Center: A Portrayal, report, 1977; (<https://texashistory.unt.edu/ark:/67531/metaph1165548/>: accessed November 26, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting McMurry University Library.
- Illustration depicting a meeting at Medicine Lodge, sketched by J. Howland. 19589.68.46, Alvin Rucker Collection, Oklahoma Historical Society. <https://www.okhistory.org/publications/enc/entry?entry=ME005>. Used under the terms of the Fair Use Policy as sited here 17 U.S. Code § 107 - Limitations on exclusive rights: Fair use | U.S. Code | US Law | LII / Legal Information Institute *This media file is in the public domain in the United States. This applies to U.S. works where the copyright has expired, often because its first publication occurred prior to January 1, 1930, and if not then due to lack of notice or renewal.*
- Warren Wagon Train Raid Sketch. May 22, 1871. This work is in the **public domain** in its country of origin and other countries and areas where the copyright term is the author's **life plus 70 years or fewer**. Accessed 11/26/25. <https://commons.wikimedia.org/wiki/File:Warrensketch-lg.jpg>
- Photograph from 1892 of a pile of American bison skulls in Detroit (MI) waiting to be ground for fertilizer or charcoal. Original taken at Michigan Carbon Works, Rougeville, Michigan. 1892. Located in the Burton Historical Collection, Detroit Public Library. [\[1\]](#) This is a **retouched picture**, which means that it has been digitally altered from its original version. Modifications: *reduced opacity of dirtiest and most scratched areas; slightly reduced saturation; some cloning; etc.* The original can be viewed here: **Bison skull pile.jpg**: . Modifications made by Chick Bowen. *This media file is in the public domain in the United States. This applies to U.S. works where the copyright has expired, often because its first publication occurred prior to January 1, 1930, and if not then due to lack of notice or renewal. Accessed 11/26/25.* [https://commons.wikimedia.org/wiki/File:Bison\\_skull\\_pile\\_edit.jpg](https://commons.wikimedia.org/wiki/File:Bison_skull_pile_edit.jpg)