

Unit 10: Cotton, Cattle, & Railroads

7th Grade Lesson Plan: Review Bingo Game

(45 – 60 minutes)

Objective	<p>In this optional one-day review lesson, students will review key terms, ideas, people, places, events, and major themes of Cotton, Cattle, & Railroads by playing Bingo using terms from the unit and clues about each term.</p> <ol style="list-style-type: none"> 1. We will review for our unit 10 test by playing Bingo using key terms from the unit and clues about each term provided by the teacher. 2. I will complete my Bingo card and listen to the clues for each term to play Bingo to review for the Unit 10 test.
Key Concepts	<ul style="list-style-type: none"> • The era was characterized by westward migration of Anglos into the Texas Plains and the overhunting of bison by hunters which led to conflicts with Plains tribes including the fight at Adobe Walls and the Red River War, which ultimately led to the forced removal of the tribes from the Plains. • The cattle industry grew after the Civil War due to the abundance of cattle in Texas and the high demand and prices for cattle in the North, leading to cattle drives and increasing westward expansion for trails and the establishment of ranches. • Buffalo hunters were instrumental in westward expansion and the development of west Texas. • Falling cotton prices and economic hardship caused many farmers to struggle financially and form organizations like the Grange, the Farmer's Alliance, and the Populist Party to work for reform to benefit farmers and laborers. • Texas underwent a dramatic increase in population, as well as a rise in urbanization and industrialization during the period. • Innovations like railroads, windmills, and barbed wire influenced transportation of goods and people, and allowed ranching and agriculture to spread into the Texas Plains.

Skills	<ul style="list-style-type: none"> • Study and review of key concepts • Identifying information based on key words and phrases • Recognizing definitions, key information, and significance of key terms and information from the unit.
Essential Question	What key terms and concepts do we need to know to be successful on our unit 10 test?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • 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. • NOTE: There is no printable warm-up for this assignment. <p>Lesson</p> <ul style="list-style-type: none"> • 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. <p>Exit Ticket</p> <ul style="list-style-type: none"> • 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. • NOTE: There is no printable exit ticket for this lesson.
Materials	<ol style="list-style-type: none"> 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>) 2. Bingo Cards (<i>Suggested printing: One per student</i>) 3. Bingo chips or small pieces of paper to cover each item on their card when called. 4. Teacher Clue Guide (<i>suggested printing: one copy for the teacher.</i>)

Differentiation	<ul style="list-style-type: none"> • Reduction in or addition of writing depending on level
TEKS	<ul style="list-style-type: none"> • 7.01(A) Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Cotton, Cattle, and Railroads. • 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. • 7.06(B) Identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life. • 7.06(C) Identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg. • 7.06(D) Explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier. • 7.19(C) Analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural industry. • 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. • 7.22(A) Use social studies terminology correctly

Teacher Guide: Review Bingo Game

Warm-up	<ul style="list-style-type: none"> 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 through 4 give directions for filling in student cards and how to play. Slide 5 has the list of terms. <p>NOTE: There is no printable warm-up / exit ticket for the Bingo review game.</p>
Lesson	<ul style="list-style-type: none"> 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 on their card. If incorrect, another student can attempt to answer. After three incorrect answers no one gets to cover the term on their card. 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. 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. 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. Advanced: 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. Grade Level: 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. Foundations: Students can write the number of the term rather than the entire term.

Exit Ticket	<ul style="list-style-type: none"> • <u>Advanced:</u> 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. • <u>Grade Level and Foundations:</u> 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.
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