Unit 10: Cotton, Cattle, & Railroads
7th Grade Lesson Plan: Review Mind Map
(45 – 60 minutes)

Objective	In this one-day review lesson, students will create a visual representation of terms and concepts from the unit in the form of a mind map. Students will be able to identify how information from the unit is connected by making connections between terms on a mind map. 1. **_We will_** make connections between key terms and concepts within all of Unit 10: Cotton, Cattle, & Railroads. 2. **_I will_** create a Mind Map using terms and concepts from the class slides presentation to demonstrate connections between significant information in the unit.
Key Concepts	• 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 removed 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	• Connecting terms and concepts from across the entire unit. • Justifying and providing rationalizations for those connections. • Providing debate or arguments based on facts for the correct or best placement of terms that fit into several categories on student Mind Maps. • Creating a visual representation of Social Studies information.
Essential Question	How do the key terms and concepts from Unit 10: Cotton, Cattle, & Railroads connect to each other?
Assignment	**Warm-up** • Students will complete a graphic organizer of a small Mind Map using a word bank of terms related to cotton agriculture, the cattle industry, and westward expansion that they will place where they believe they fit best. **Lesson** • Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term. Key terms include significant people, places, events, themes, and topics within the Cotton, Cattle, & Railroads unit. **Exit Ticket** • Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options to complete the sentence stem.
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.)*

	Suggested Materials not Included: 1. A large piece of butcher paper for group work 2. Blank pieces of paper for individual or partner work 3. Markers or colored pencils.
Differentiation	1. Visual representations of directions 2. Chunking text information 3. Reduction in writing (Teacher discretion) 4. Group work with assigned roles allowing for differentiation of workload
TEKS	• ***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 Mind Map

Warm-up	• Students will create a small mind map using the diagram provided on their warm-up and a list of five terms in a word bank. They will write the terms where they believe they fit best in the mind map. • 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. • **ANSWERS**: 1B, 2A, 3D, 4C, 5E (also correct) 1B, 2C, 3E, 4A, 5D
Lesson	• Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term. • Many terms can be correctly and accurately placed in more than one location. Encourage students to consider the various locations where each term could be placed. They could write the term more than once in each place or pick the one they feel best connects with the term. They should be prepared to justify their choices. • At the end of each round of new terms, encourage students to share where they put each term and to provide an explanation for why that term fits where they put it. • Remind the class that the term could potentially fit into more than one category and encourage students to share if they placed the term anywhere else. • Slides 6 through 13 present sets of terms for students to add to their Mind Map. • Slide 14 provides an optional, additional step if there is time at the end of class for students to add any additional • Advanced: can be encouraged to add additional information, explanations, terms, or questions to their Mind Map after they add the terms from each of the slides. This can also take place at the end of the lesson. • Grade Level: Students take turns adding information to the Mind Map or assign group roles – scribe (to write terms on the Mind Map), timekeeper (to keep students on task.

	Teacher can display a countdown clock to aid in this process), researcher (to look back through notes and old work for assistance in the lesson), Speaker (to share information and justifications with the class) • <u>Foundations</u>: Assign to timekeeper or speaker role, depending on student strengths. Teachers could also reduce the number of items for the student/students to write each round.
Exit Ticket	• Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence. • Slides 15 and 16 restate the directions and provide a sentence stem to guide student responses when sharing with the class. • **ANSWERS**: 1A, 2F