

Unit 10: Cotton, Cattle, & Railroads

7th Grade Lesson Plan: Vocabulary

(90 – 120 minutes, with an optional 30 – 45 minute quiz)

Objective	<p>In this two-day lesson, students will be able to identify, define and give an example of each vocabulary term within the context of Cotton, Cattle, and Railroads.</p> <ol style="list-style-type: none"> 1. <u>We will</u> identify, define, and exemplify the key terms of the Cotton, Cattle, and Railroads era. 2. <u>I will</u> use the information and context of several short passages to identify and record the definition of each term and provide examples of the term in the context of our unit.
Key Concepts	<ul style="list-style-type: none"> • Industrialization helped develop Texas industries like lumber, coal, and ranching. • Innovations like windmills helped the development of more arid regions like the Plains by transporting water resources to ranches, and barbed wire helped the development of large ranches by allowing farmers to fence in their property and resources. • Texas's population increased, and some people began moving to cities, beginning a process of urbanization, though most Texans still lived in rural areas at the time. • Financial challenges caused many farmers to become tenant farmers because they could not afford to buy or maintain their own land. • The struggles of farmers and other laborers led to labor organizations like the Grange and the Farmer's Alliance. • Jim Crow laws were established, including laws that required segregated public spaces like railroad cars.
Skills	<ul style="list-style-type: none"> • Reading for key information, context, main ideas, and supporting evidence. • Identifying the definition and examples of key terms in the context of Cotton, Cattle, and Railroads in short reading passages. • Creating visual representations of key terms. • Using the terms in the context of the unit • Recognizing references to key terms in a primary source excerpt

Essential Question	<p>What are the key terms we need to know to understand the era of Cotton, Cattle, and Railroads, and what is the meaning of these terms in the context of our unit?</p>
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students will self-assess their own prior knowledge of four vocabulary terms in this unit: to reform, tenant farming, a ranch, and urbanization. Students will determine their level of familiarity with each of these terms. <p>Lesson</p> <ul style="list-style-type: none"> Students use short reading passages about the unit from the slideshow to identify the key terms, their definitions, examples of each term within the context of the unit and create a visual representation of each term on their chart. This lesson will take two days. All the materials they need to complete the lesson will be distributed on the first day. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students will use a word bank of different terms to choose three to five terms that best relate to the major themes in our unit. They will highlight or circle these terms. Students create a short, constructed response explaining why they chose one of the terms from the word bank. <p>Optional: Vocabulary Quiz (30 - 45 min)</p> <ul style="list-style-type: none"> Students complete a quiz checking for comprehension of key terms within the context of the unit. The quiz incorporates primary source excerpts, fill-in-the-blank questions, multi-part questions, and multiple choice.
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. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) 3. Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> a. Advanced Level work b. Grade Level work

	<ol style="list-style-type: none"> c. Foundations Level work 4. Optional Vocabulary Quiz <ol style="list-style-type: none"> a. Advanced Level work b. Grade Level Work c. Foundations Level work
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including classwork at three different levels of academic ability 2. Visual representations of directions 3. Chunking text information 4. Sentence Stems when applicable 5. Multiple choice response options for matching portion 6. Reduction in answer choices and amount of writing
TEKS	<ul style="list-style-type: none"> • 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(C) Identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life. • 7.08(C) Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation , transportation, and communication on major events in Texas. • 7.09(A) Identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications. • 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(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. • 7.20(C) Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

	<ul style="list-style-type: none">• 7.21(A) Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries.• 7.22(A) Use social studies terminology correctly.
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Teacher Guide: Vocabulary

Warm-up	<ul style="list-style-type: none">Students will self-assess their prior knowledge of four of the key vocabulary terms they will learn in the lesson: to reform, tenant farming, a ranch, and urbanization.Students consider and record their level of familiarity and understanding of each term.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. <p>NOTE: This lesson is designed to take 2 class periods. The warm-up may be used both days. On day 2, students should have more prior knowledge of one or more of the terms.</p>
Lesson	<p><u>STUDENT WORKSHEET</u></p> <ul style="list-style-type: none">Students use the reading passages from the slideshow to complete their vocabulary chart. Slides 6 – 12 provide a short reading for one vocabulary term within the larger context of the unit. Slides 6 through 12 provide the readings necessary to complete student worksheets.Advanced: Students provide a definition, an example from the reading, an antonym, a visual representation of the term, and use it in a complete sentence.Grade Level: Students provide a definition, an example from the reading, and a visual representation of the term.Foundations: Students choose from multiple choice options to identify the correct definition for the term and create a visual representation of the term. <p>Suggested methods for carrying out this lesson:</p> <ul style="list-style-type: none">Individual Work: Teacher can upload the slideshow into a learning management system like Google Classroom for students to complete at their own pace individually or print each slide and hang them around the room to include movement for individual student work.

	<ul style="list-style-type: none"> • Classroom stations: Teacher can print each reading to hang around the room, in the hallway, or to distribute to tables if available in the classroom. Students complete the work at each station either as a group or self-paced. • Group work: Teacher assigns each group a vocabulary term to complete. Each group presents their word to the class. This works especially well if the teacher can display student work from a document camera when sharing each group's work with the whole class. <p>Note: This lesson is estimated to take 2 class periods. Everything the student needs to complete the lesson should be distributed and explained on the first day. *The warm-up and exit ticket will only be used for the first day of the lesson.</p>
Exit Ticket	<ul style="list-style-type: none"> • Students consider the vocabulary terms from the lesson, and the major themes of this unit. They choose three to five terms from a word bank that they believe are most closely related to the unit's vocabulary and major themes. • Students use a sentence stem to explain their choice of term and why they believe it is connected to the unit. • Slides 13 and 14 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

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- Hine, Lewis Wickes. *Eddie Marek a six year old cotton picker who picks fifty pounds a day. His sister eighteen years old picks one hundred pounds. Father and mother and some negroes also pick. A frugal Bohemian family. Own the farm of two hundred acres near Houston. Location: Houston vicinity, Texas.* October 1913. Photograph. Library of Congress Prints and Photographs Division. <https://www.loc.gov/item/2018677601/>.
- The Populist Movement Banner. American Yawp. **Located at:** <http://www.americanyawp.com/index.html>. **Project:** American Yawp. **License:** *CC BY-SA: Attribution-ShareAlike*
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