

# Unit 7: Early Statehood

## 7<sup>th</sup> Grade Lesson Plan: Early Statehood

(45 – 60 minutes)

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| <b>Objective</b>          | <p>In this one-day lesson, students will examine the major developments and changes that occurred in Texas from 1845 to 1860 during the Early Statehood era.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine the major developments and changes that occurred in Texas from 1845 to 1860 during the Early Statehood era.</li> <li>2. <b><u>I will</u></b> read four short passages explaining different changes that occurred in Texas during this era and answer questions about each reading.</li> </ol>   |
| <b>Key Concepts</b>       | <ul style="list-style-type: none"> <li>• Texas experienced many changes and developments after it joined the United States in 1845 including a dramatic increase in the population of Americans, enslaved people, and immigrants, especially from Germany.</li> <li>• Many Americans and immigrants in Texas migrated into the Great Plains region of Texas that was dominated by Indian tribes like the Comanche. As non-Indians moved into Indian territory, conflict between the two groups increased.</li> <li>• The Compromise of 1850 was passed to address the issue of the expansion of slavery in the Mexican Cession. As part of the Compromise, Texas agreed to cede its western territory in present-day New Mexico, Colorado, and Wyoming, in exchange for \$10 million.</li> </ul> |
| <b>Skills</b>             | <ul style="list-style-type: none"> <li>• Reading for comprehension, main ideas, and supporting evidence.</li> <li>• Identifying the cause-and-effect relationships between and significance of historical events.</li> </ul>   |
| <b>Essential Question</b> | <p>What were some of the most significant changes and developments that took place in Texas from 1845 to 1860 during the Early Statehood Era?</p>  |
| <b>Assignment</b>         | <p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Students make observations about a map of the 1858 borders of Texas as established by the Treaty of</li> </ul>  |

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|                        | <p>Guadalupe. The territory Texas ceded to the U.S. in the Compromise of 1850 is shaded in stripes. Students are asked to make inferences and predictions about the lesson based on their observations of the map.</p> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Students read four short passages about major changes and developments that occurred during this era including population growth, immigration, relations with Indians on the western frontier, and the Compromise of 1850.</li> <li>• Students answer questions about each passage to ensure comprehension of key ideas, supporting evidence, the cause-and-effect relationships between events, and the significance of the information presented in each reading.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>• Students read seven statements and determine which of the statements are true about the Early Texas Statehood era.</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 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 for short, constructed response questions.</li> <li>5. Reduction in the amount of work, writing, and answer choices in multiple-choice questions.</li> </ol>   |
| <b>TEKS</b>            | <ul style="list-style-type: none"> <li>• <b>7.04(C)</b> Identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe Hidalgo, slavery, and the Compromise of 1850.</li> </ul>  |

- **7.10(A)** Identify why immigrant groups came to Texas and where they settled.
- **7.10(B)** Describe how immigration and migration to Texas have influenced Texas.
- **7.18(B)** Describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture.
- **7.18(C)** Identify examples of the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts.
- **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.
- **7.21(A)** Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.

## Teacher Guide: Early Statehood

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| <p><b>Warm-up</b></p> | <ul style="list-style-type: none"> <li>• Students view a map showing the borders of Texas as a result of the Treaty of Guadalupe Hidalgo. The borders include parts of present-day New Mexico, Colorado, and Wyoming. Those portions of the map are shaded in stripes, but are not labeled.</li> <li>• Students will make observations about the map. Based on their observations, they will then make predictions or inferences about what they are likely to learn in this lesson.</li> <li>• Slide 2 presents a larger view of the map from their warm-up.</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>   |
| <p><b>Lesson</b></p>  | <p><u>Population Growth &amp; the Economy</u></p> <ul style="list-style-type: none"> <li>• This passage highlights the significant growth in population that Texas experienced during this era, and explains that the majority of these new arrivals came from other slave states in the agricultural South. This resulted in Texas becoming even more closely linked with the South in terms of the growing sectionalism that was developing at the time.</li> <li>• <b>Slide 6</b> provides a chart from 1855 that broke down the Texas population by demographic. <i>* Because of the time period in which this chart was created, the term “Colored” is used rather than “African American.” This can be noted and addressed to point out the evolution of language and appropriate terms throughout history. *</i></li> </ul> <p><u>Immigration &amp; Population Growth</u></p> <ul style="list-style-type: none"> <li>• This passage explains the increase in immigration to Texas primarily from central European countries like Germany. It highlights the contributions different groups brought to the development of Texas at the time including establishing towns and communities of other immigrants where cultures and traditions from each group’s home country were often preserved.</li> </ul> |

- **Slide 7** presents a map of central Texas, where most German immigrants settled. The map highlights the approximate number of German families living in each central Texas county.

#### Texas Indians & the Western Frontier

- This passage explains how the westward migration of Americans and immigrants into the Texas Great Plains caused an increase in conflicts between the prominent Indian tribes of that region and the new settlers. It explains the U.S. government's response, and provides a number of reasons for why the response often was not successful in preventing conflict and establishing peace.
- **Slide 8** provides a view of artwork depicting the events of the Meusebach-Comanche treaty of 1845. \* This event also relates to the previous reading portion on immigration.\*

#### The Compromise of 1850

- This passage provides a brief review of the major points of the Compromise of 1850. Because this information was presented in a previous lesson, it is not addressed in depth here. The purpose of this reading is to explain the significance of the Compromise on the borders of Texas, which was not addressed in the previous lessons.
- \* There is an extension lesson dedicated specifically to the Compromise of 1850. It explains in more detail what caused the bill to be passed, the terms of the bill, and its significant effects on the United States and Texas.
- **Slide 9** presents two maps: The first shows the political borders of the American southwest as a result of the Treaty of Guadalupe Hidalgo. The second shows the political borders of the American southwest as a result of the Compromise of 1850.
- **Advanced:** Advanced work presents the four readings at a higher Lexile level, which includes more challenging vocabulary and more complex sentence structures. Questions accompanying each reading are short, constructed response questions.
- **Grade Level:** Grade Level work presents the four readings at a grade level appropriate Lexile level for 7<sup>th</sup> grade.

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|                    | <p>Questions accompanying each reading include multiple-choice, multi-select, and short, constructed response questions.</p> <ul style="list-style-type: none"><li>• <b>Foundations:</b> Foundations work presents the four readings at a grade level appropriate Lexile level for 7<sup>th</sup> grade with key information presented in bold as a literacy support. Questions accompanying each reading include multiple-choice and multi-select questions with one answer option eliminated, and short, constructed response questions with sentence stems and response options provided.</li></ul> |
| <b>Exit Ticket</b> | <ul style="list-style-type: none"><li>• Students read seven statements and determine which are TRUE for the Early Texas Statehood era.</li><li>• Correct answers include 1, 4, 6, and 7.</li><li>• Slides 10 and 11 restate the directions for the exit ticket and provide sentence stems to guide student responses when sharing with the class.</li></ul>  |

## Primary Sources and Other Resources Used

- [First Section House in Germania], photograph, 1895; (<https://texashistory.unt.edu/ark:/67531/metaph1637104/>; accessed July 23, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Midland Historical Society.
- Disputed Territory Between Mexico and the United States, 1845-1854. GIS Educational Maps. Ben Snider (Compiler) Lila Rakoczy (Compiler) Kelsey Bonnell (Compiler) "Disputed Territory Between Mexico and the United States, 1845 - 1848" (97129) and "Northern Mexico Campaign of the U.S.-Mexico War, 1846 - 1847" (97152) <https://historictexasmaps.com/object/97251>
- Yoakum, H. (Henderson K.), 1810-1856. History of Texas: From Its First Settlement in 1685 to Its Annexation to the United States in 1846, Volume 2, book, 1855; New York. (<https://texashistory.unt.edu/ark:/67531/metaph2386/>; accessed April 24, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Special Collections.
- German Immigration to Texas Map, 1847-1850. Judith Menzl (Compiler), Kevin Klaus (Compiler), Kelsey Bonnell (Compiler) 2023. Accessed July 23, 2025. GIS Educational Maps, Texas General Land Office Map and Database Store. <https://historictexasmaps.com/object/97154>
- Raba, Ernst Wilhelm, 1874-1951. [The Meusebach-Comanche Treaty], photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph460058/>; accessed June 27, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting San Antonio Conservation Society.
- Compromise of 1850 Map. GIS Educational Maps. Justin Arroyos (Compiler), Lila Rakoczy (Compiler), Kelsey Bonnell (Compiler). Texas General Land Office Map and Database Store. Accessed July 23, 2025. <https://historictexasmaps.com/object/97358>