

## Unit 7: Early Statehood

### 7<sup>th</sup> Grade Lesson Plan: How do we know what we know? (45 – 60 minutes)

<b>Objective</b>	<p>Students will use a set of primary source materials to examine significant events and topics related to Texas history during the era of Early Statehood. Students will be able to identify and explain how various sources connect to and represent key events.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine the significant themes, topics, and events of the Early Statehood era by analyzing a variety of primary source materials.</li> <li>2. <b><u>I will</u></b> record information about the primary source materials and determine how each is related to the themes of the unit.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• A number of significant changes and events occurred during this period related to Texas history including:             <ul style="list-style-type: none"> <li>- There was a significant increase in the population of Texas due to immigration from European countries, and the migration of mostly southern planters who often brought enslaved people.</li> <li>- A growth in plantation agriculture growing cash crops using enslaved labor which connected Texas more closely to the American South.</li> <li>- The U.S.-Mexico War over the annexation and borders of Texas.</li> <li>- Conflicts between Anglos and Indians on the western frontier of Texas and Anglo settlers moved west.</li> </ul> </li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Primary source analysis</li> <li>• Reading for context</li> <li>• Making inferences based on a primary source text</li> <li>• Identifying author, audience, purpose, and major themes in primary source materials.</li> <li>• Providing textual evidence from primary source materials to support major topics from the unit.</li> <li>• Identifying different points of view within the context of a variety of historical topics.</li> <li>• Summarizing main ideas</li> </ul>

<b>Essential Question</b>	What were the most significant events, topics, or themes of the Early Statehood era, and how were they represented or addressed in different primary source materials?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students read four statements related to major themes of the unit and match each statement with who would have most likely made the statement. The statements are not true primary source quotes, rather general statements representing the points of view of the average northerner, southern planter, Mexican citizen, and Texas Indian on the western frontier.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students read a brief passage reviewing the major events and changes that occurred during the era of Early Statehood. Students summarize or identify the major developments that occurred in Texas during this era.</li> <li>Then, students use a set of eleven primary source materials to analyze information about author, purpose, audience, and main idea.</li> <li>Students then record information from a given number of materials, depending on academic level, as it related to the major themes reviewed in the reading.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students choose from a list of five of the major topics addressed in this lesson. They then summarize one primary source material they analyzed in the lesson and demonstrate how it is related to their chosen topic.</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. Primary Source Excerpts (<i>Suggested printing: 1 set per student; per partner / group; per station. Excerpts may be cut out to separate each individual primary source.</i>)</li> <li>4. 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. Vocabulary support provided for primary source materials</li> <li>4. Chunking text information</li> <li>5. Reduction in the amount of writing</li> <li>6. Summaries provided for primary source materials</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.01(A)</b> Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Early Statehood.</li> <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> <li>• <b>7.10(B)</b> Identify why immigrant groups came to Texas and where they settled.</li> <li>• <b>7.10(C)</b> Describe how immigration and migration to Texas have influenced Texas.</li> <li>• <b>7.16(A)</b> Identify different points of view of political parties and interest groups on important Texas issues, past and present.</li> <li>• <b>7.20(A)</b> 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.</li> <li>• <b>7.20(B)</b>: Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> <li>• <b>7.20(D)</b> Identify bias and points of view from the historical context surrounding an event that influenced the participants.</li> <li>• <b>7.20(E)</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> <li>• <b>7.22(B)</b> Use effective written communication skills, including proper citations and avoiding plagiarism.</li> </ul>

## Teacher Guide: How do we know what we know?

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students read four quotes representing the general opinions of the average person from four different points of view. Students determine which point of view best represents each quote.</li> <li>Answer Key: 1A, 2D, 3B,4C</li> <li>Slides 2 and 3 restate the directions and provide 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>	<p><u>Part I: Texas, the 28<sup>th</sup> State in the United States of America</u></p> <ul style="list-style-type: none"> <li>Students read a short passage briefly reviewing the major themes and events of the unit that were introduced in “The Big Picture” lesson.</li> <li>Students summarize or identify a given number of the major themes presented in the space provided.</li> <li>Slide 6 presents an image that relates to Texas in this era, depicting the wagon of a traveler near Austin.</li> </ul> <p><u>Part II: Primary Source Analysis</u></p> <ul style="list-style-type: none"> <li>Students will use the eleven primary sources provided in the “Primary Source Excerpts” material for this lesson. Students choose a given number of the materials to analyze, recording information about the author, audience, main idea, and major theme or topic as it relates to the reading from the previous page.</li> <li>Slide 7 presents an image that relates to one of the primary source materials providing an artist’s depiction of the Meusebach-Comanche Treaty of 1847 which established a peaceful relationship between a group of Germans and Comanches.</li> <li><u>Advanced</u>: The reading passage is presented at an advanced Lexile level. Students restate and summarize six to eight significant events in the Early Statehood era from the reading passage. Students then choose five out of the eleven primary source materials and record information about</li> </ul>

	<p>each material's author, audience, main idea, and how the material relates to the major themes or topics addressed in the reading. Student work is primarily short, constructed response questions.</p> <ul style="list-style-type: none"> <li>• <u>Grade Level:</u> The reading passage is presented at a Lexile level appropriate for the average 7<sup>th</sup> grade reading level. Students identify the major developments and changes that occurred in Texas during this era by selecting items from a list of possibilities. Then, students choose five out of the eleven primary source materials. They summarize the main idea of the material and identify how the material relates to the major themes or topics addressed in the reading.</li> <li>• <u>Foundations:</u> The reading passage is presented at a Lexile level appropriate for the average 7<sup>th</sup> grade reading level. Students identify the major developments and changes that occurred in Texas during this era by selecting items from a list of possibilities with one answer option eliminated. Then students use a chart that provides a summary of all eleven primary source materials. Students record the number of each material beside the correct summary and identify the major topic or topics addressed in the material.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students choose one major topic from the day's lesson from a list of five options and provide one example of a primary source material from the lesson that supported or represented that topic.</li> <li>• Their choice of topic and their summary of the primary source completes a set of sentence stems provided on the exit ticket.</li> <li>• Slide 8 and 9 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>

## Primary Sources and Other Resources Used

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- Moore, Francis, Jr. Democratic Telegraph and Texas Register (Houston, Tex.), Vol. 13, No. 23, Ed. 1, Thursday, June 8, 1848, newspaper, June 8, 1848; Houston, Texas. (<https://texashistory.unt.edu/ark:/67531/metapth48499/>: accessed June 26, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- McCaffrey, James M., 1946- & Laidley, Theodore, 1822-1886. "Surrounded by Dangers of All Kinds": The Mexican War Letters of Lieutenant Theodore Laidley, book, 1997; Denton, Texas. (<https://texashistory.unt.edu/ark:/67531/metadc28333/>: accessed June 27, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Press.
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- [Bill of sale for purchase of slave by E.M. Pease], text, September 1, 1849; (<https://texashistory.unt.edu/ark:/67531/metapth712463/>: accessed June 27, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Austin History Center, Austin Public Library.