

# Unit 7: Early Statehood

## 7<sup>th</sup> Grade Lesson Plan: Looking Ahead

(45 – 60 minutes)

<b>Objective</b>	<p>In this one-day lesson, students will analyze a set of primary source materials discussing various topics related to sectionalism in the United States including secession, abolition, and slavery. Students will be able to identify and summarize different arguments and points of view related to each topic.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> analyze primary source excerpts from various Texas newspapers addressing sectional issues including secession, the union, slavery, and abolition to identify the major arguments related to these issues of the time.</li> <li>2. <b><u>I will</u></b> analyze and record information about each article's main idea and author's point of view, providing textual evidence to support my analysis</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Growing sectional division between the North and the South led to debates over secession, abolition, and slavery during the Early Texas Statehood Era.</li> <li>• Many in Texas supported the Southern states' rights to secede from the Union, often arguing Northern aggression or restrictions on the South's right to make determinations about issues like slavery.</li> <li>• Many in the North argued that the South did not have the right to secede and if Southern states chose to secede, it would likely lead to war.</li> <li>• Sam Houston was a key proponent of remaining with the Union and avoiding secession.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyzing primary source texts to determine main idea, author's point of view, and tone.</li> <li>• Providing textual evidence to support claims made about primary source materials.</li> <li>• Summarizing significant information from a primary source text.</li> <li>• Using context clues to determine the meaning, opinion, and tone of a primary source material.</li> </ul>
<b>Essential Question</b>	<p>What were some of the main arguments surrounding sectional issues like secession and abolition at the end of the Early Statehood era?</p>

<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students observe a map of the political boundaries of the United States in 1854 showing the sectional divisions between the North and South.</li> <li>Students make inferences about the United States during this era based on the information provided in the map.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students use a set of ten primary source excerpts from various Texas newspapers which present different arguments on sectional issues including secession, remaining in the Union, slavery, and abolition.</li> <li>Students summarize the main idea of each source, determine the author's point of view, and provide evidence from the source to support their conclusion.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students complete a paragraph by selecting one topic addressed in the day's lesson and providing two opposing viewpoints on the topic based on the primary source materials they examined.</li> </ul>
<b>Materials</b>	<ol style="list-style-type: none"> <li>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>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>Primary Sources (<i>Suggested printing: 1 set of 10 sources per student group.</i>)</li> <li>Assignment (<i>Suggested printing 1 per student</i>)             <ol style="list-style-type: none"> <li>Advanced Level work</li> <li>Grade Level work</li> <li>Foundations Level work</li> </ol> </li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Scaffolding including classwork at three different levels of academic ability</li> <li>Visual representations of directions</li> <li>Chunking text information</li> <li>Vocabulary assistance</li> <li>Sentence Stems and response options provided for short, constructed response questions.</li> <li>Reduction in writing amount</li> </ol>

<p><b>TEKS</b></p>	<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> <li>• <b>7.05(A)</b> Explain the central role the expansion of slavery played in the involvement in Texas in the Civil War.</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>7.20(F)</b> Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.</li> <li>• <b>7.22(D)</b> Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</li> </ul>
--------------------	--

## Teacher Guide: Looking Ahead

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students observe a map of the political boundaries of the United States in 1854. The map depicts free states, slave states, and territories.</li> <li>• Students use the map to make general statements about the United States during Texas early statehood.</li> <li>• Slide 2 provides an enlarged view of the map.</li> <li>• Slide 3 provides a sentence stem 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>Primary Source Materials</u></p> <ul style="list-style-type: none"> <li>• This material provides a set of 10 primary source excerpts from Texas newspapers during the era of Texas early statehood.</li> <li>• Excerpts cover topics including arguments about remaining with the Union or secession, states’ rights, slavery, and abolition.</li> <li>• Each excerpt includes vocabulary assistance for challenging terms in the material.</li> </ul> <p>Student Work</p> <ul style="list-style-type: none"> <li>• Sectionalism: A Nation Divided – The worksheet begins with a short passage reviewing the major sectional issues dividing the country during this era.             <ul style="list-style-type: none"> <li>- <b>Slide 6</b> provides a map that demonstrates the sectional division in the country at the time.</li> </ul> </li> <li>• Student work asks the class to analyze the first primary source together. This can help students understand what is expected of their analysis and what information to look for. Encourage students <b>not</b> to worry about complete comprehension of each excerpt. Focus instead on big ideas and the primary themes within the work. Look for positive or negative attitudes toward the topic by the author.             <ul style="list-style-type: none"> <li>- <b>Slide 7</b> provides an image of the first primary source to be analyzed together as a class. (Primary source cards are labeled with letters A – J in the bottom right corner.)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Slide 8</b> reminds students not to be concerned with total comprehension, rather to focus on the main ideas, tone, and opinions.</li> <li>• After analyzing one material together as a class, students continue (either individually, or students can work in pairs or small groups) to complete the assigned number of primary sources for their level of work.</li> <li>• When finished, students can share information they learned about one source.           <ul style="list-style-type: none"> <li>- <b>Slide 9</b> provides a sentence stem to guide student responses: The primary source titled “_____” talked about _____. The author’s point of view was that _____</li> </ul> </li> <li>• <b>Advanced:</b> Students analyze 6 of the 10 primary source materials, formulating short, constructed responses to record information about the main ideas presented in the source and the author’s point of view on the topic, providing textual evidence to support their claim.</li> <li>• <b>Grade Level:</b> Students analyze 6 of the 10 primary source materials, choosing the topic(s) addressed in each from a list of options, identifying if the author’s point of view supports, opposes, or is neutral toward the topic, and providing key words or phrases in the material that support their claim.</li> <li>• <b>Foundations:</b> Students analyze 4 of the 10 primary source materials, choosing the topic(s) addressed in each from a list of options, completing a sentence stem to identify the author’s point of view on the topic, and providing 2 to 4 key words from the excerpt that support their claim.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students complete a paragraph explaining one sectional topic from the day’s lesson and providing specific examples of two opposing historical opinions about the topic based on the materials from the lesson. Students choose a topic from a list of options and then complete a sentence stem to provide the specific example.</li> <li>• Slides 10 and 11 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>

## Primary Sources and Other Resources Used

- Texas State Gazette. (Austin, Tex.), Vol. 2, No. 13, Ed. 1, Saturday, November 16, 1850, newspaper, November 16, 1850; Austin, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metapth80955/>: accessed August 1, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- De Morse, Charles. The Northern Standard. (Clarksville, Tex.), Vol. 8, No. 39, Ed. 1, Saturday, May 31, 1851, newspaper, May 31, 1851; Clarksville, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metapth80830/>: accessed August 1, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- MacLeod, A. & Dashiell, J. T. The San Antonio Ledger and Texan. (San Antonio, Tex.), Vol. 10, No. 31, Ed. 1 Saturday, February 2, 1861, newspaper, February 2, 1861; (<https://texashistory.unt.edu/ark:/67531/metapth179848/>: accessed August 1, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- The Texian Advocate. (Victoria, Tex.), Vol. 8, No. 7, Ed. 1 Saturday, June 18, 1853, newspaper, June 18, 1853; Victoria, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metapth180409/>: accessed August 1, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Ford, John S. The Texas State Times (Austin, Tex.), Vol. 3, No. 6, Ed. 1 Saturday, January 19, 1856, newspaper, January 19, 1856; Austin, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metapth235792/>: accessed August 1, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- The Texian Advocate. (Victoria, Tex.), Vol. 5, No. 26, Ed. 1 Thursday, October 24, 1850, newspaper, October 24, 1850; Victoria, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metapth180352/>: accessed August 1, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.

- The Weekly Telegraph (Houston, Tex.), Vol. 26, No. 45, Ed. 1 Tuesday, January 8, 1861, newspaper, January 8, 1861; Houston, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metapth236127/>: accessed August 5, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- J.D. Baker & Bros. The Colorado Citizen (Columbus, Tex.), Vol. 3, No. 52, Ed. 1 Saturday, September 22, 1860, newspaper, September 22, 1860; Columbus, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metapth177612/>: accessed August 1, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Neblett, William H. The Navarro Express (Corsicana, Tex.), Vol. 2, No. 19, Ed. 1 Wednesday, April 3, 1861, newspaper, April 3, 1861; Corsicana, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metapth179290/>: accessed August 5, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Cushing, E. H. The Weekly Telegraph (Houston, Tex.), Vol. 26, No. 42, Ed. 1 Tuesday, December 18, 1860, newspaper, December 18, 1860; Houston, Texas.  
(<https://texashistory.unt.edu/ark:/67531/metapth236124/>: accessed August 5, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Currier & Ives. *Battle of Corinth, Miss. Oct. 4th 1862*. ca. 1862. Lithograph. Library of Congress. Accessed Aug. 5, 2025. <https://www.loc.gov/item/90709052/>
- Mcconnell Map Co, and James McConnell. *Kansas-Nebraska Act, 1854*. 1919. Library of Congress Geography and Map Division. <https://www.loc.gov/item/2009581130/>