Unit 7: Early Statehood
7th Grade Lesson Plan: Population & Settlement Extension
(45 – 60 minutes)

Objective	In this optional one-day extension lesson, students will take part in a stations activity, analyzing a set of five primary and secondary source materials including maps, graphs, charts, and artifacts to draw conclusions about the effects of population and settlement developments in Texas from 1845 to 1860. 1. **_We will_** analyze primary and secondary source materials including maps, graphs, charts, and artifacts to draw conclusions about the effects of population and settlement developments in Texas from 1845 to 1860. 2. **_I will_** complete a stations activity, using materials at five stations to answer questions about developments in Texas' population during the Early Statehood era.
Key Concepts	• During the Early Statehood era, Texas experienced significant population growth. • Most Americans who migrated to Texas came from slave states in the South. Some brought their slaves with them, significantly increasing the enslaved population in the state. • Many people immigrated to Texas from other countries, primarily in central Europe. The largest group of immigrants to come to Texas were Germans. • German immigrants, like other immigrant groups, worked to maintain and preserve their cultural heritage after they arrived in Texas.
Skills	• Analyzing, making inferences, and drawing conclusions from information and data in a set of infographics including graphs, charts, maps, and artifacts.
Essential Question	What significant changes or developments occurred in Texas from 1845 to 1860 as a result of migration and immigration to the state?

Assignment	**Warm-up**
	• Students read an excerpt from an interview of a German immigrant woman whose family immigrated to Texas when she was a young girl. Students use the information provided in the excerpt to draw conclusions about life in Texas during Early Statehood.
	Lesson
	• Students use a set of 7 stations providing maps, graphs, charts, infographics, and artifacts related to population and settlement trends and developments in Texas during Early Statehood.
	• Students answer three to five questions about the information at each station, including identifying the purpose of the material and analyzing the information it presents.
	Exit Ticket
	• Students answer a paper-adapted version of the 8th Grade Social Studies STAAR question type called Drag and Drop, identifying three statements that are true for the developments in population growth and settlement in Texas during Early Statehood.
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.)*
	3. Stations *(Suggested printing enough for each student at a station to have a copy, i.e. a set of 6 for station groups of 6 students.)*
	4. Assignment *(Suggested printing 1 per student)*
	a. Advanced Level work
	b. Grade Level work
	c. Foundations Level work
Differentiation	1. Scaffolding including classwork at three different levels of academic ability
	2. Visual representations of directions
	3. Chunking text information

	4. Sentence Stems and response options for short constructed response questions. 5. Reduction in answer choices for multiple-choice questions and amount of writing.
TEKS	• ***7.10(B)*** Describe how immigration and migration to Texas have influenced Texas. • ***7.18(A)*** Explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations. • ***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(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. • ***7.20(E)*** Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic. • ***7.21(A)*** Create and interpret thematic maps, graphs, and charts, representing various aspects of Texas during the 19th, 20th, and 21st centuries. • ***7.21(B)*** Analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.

Teacher Guide: Population & Settlement Extension

Warm-up	• Students read an excerpt of an interview of a German woman named Auguste Ervendberg Wiegreffe, whose family immigrated to Texas when she was a young girl. Auguste talks about various aspects of her early years in Texas as a young German immigrant. • Students read the excerpt and explain what they can learn or conclude about Texas history based on the information Auguste spoke about. • 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.
Lesson	<u>Stations</u> 1. Birthplace of Texas Residents, 1850 2. Texas Residents Born Outside the United States, 1850. 3. Non-Indian Population of Texas, 1800 – 1860. 4. Enslaved Population in the Southern United States, 1860 5. A poster advertising a German cultural celebration, 2014. • ***Slides 6 – 10*** provide larger images of the information for each station. The slides do NOT include the citation information found in the footnote of each station material, or any notes added to provide clarification for the information provided at the station. • ***Suggested Use:*** These stations can be printed in a set that equals the number of students in each group (for example, print a set of 5 if you have students in groups of 5. Then, place all 5 of the same station materials at one location so students all work on the same station, or place all 7 of the stations at each station location so students can work their way through each station material at their own pace. • **Note:** Make students aware that all information on the material for each station could be used to help answer questions, not only the information provided in the infographic, but also information under the info and in the footnote.

	Student Worksheets
	Advanced: Students answer short constructed response questions about each station. Questions include interpreting, analyzing, making inferences, categorizing, drawing conclusions, and determining the purpose of the station materials. **Grade Level**: Students answer a variety 8th grade Social Studies STAAR item type questions including multiple-choice, multi-select, a paper-adapted version of drag and drop, an adaptation of match table grid, and short constructed response with sentence stems to guide student responses. **Foundations**: Students answer a variety 8th grade Social Studies STAAR item type questions including multiple-choice, multi-select, a paper-adapted version of drag and drop, an adaptation of match table grid, and short constructed response. Questions with multiple answer options have one option eliminated. Short constructed response questions provide sentence stems and response options.
Exit Ticket	• Students answer a paper-adapted version of the 8th grade Social Studies STAAR item type called Drag and Drop to identify three accurate statements about the population of Texas during Early Statehood. • Slides 11 and 12 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Wiegreffe, Auguste. "Auguste Ervenberg Wiegreffe." Essay. In *The Golden Free Land*, edited by Crystal Sasse Ragsdale, 40–47. Austin, TX: Landmark Press, 1976.
- A chart made based on information from the following source: Birthplace of Texas residents 1850-2022. Texas Migration History 1850-2022**.** America's Great Migration Project. University of Washington. Accessed on July 22, 2025. TexasMigration History 1850-2022 - America's Great Migrations
- An infographic made using information from the following source: Birthplace of Texas Residents, 1850. Texas Migration History 1850-2022**.** America's Great Migration Project. University of Washington. Accessed on July 22, 2025. TexasMigration History 1850-2022 - America's Great Migrations. Data placed on a map from Wikimedia Commons: A large blank world map with oceans marked in blue. Accessed on July 22, 2025. https://commons.wikimedia.org/wiki/File:20230519193449!A_large_blank_world_map_with_oceans_marked_in_blue_(1).png
- An infographic using information from the following source: Population Growth from Early Texas Settlers, 1800 – 1850. Accessed on July 22, 2025. Population Growth from Early Texas Settlers - Texas Proud
- Map Showing the Distribution of the Slave Population of the Southern States of the United States. Compiled from the Census of 1860. GIS Educational Maps. Texas General Land Office. Accessed on July 22, 2025. https://historictexasmaps.com/object/96677
- German-Texan Heritage Society. German-Texan Heritage Society, The Journal, Volume 36, Number 3, Fall 2014, periodical, Autumn 2014; Austin, Texas. (https://texashistory.unt.edu/ark:/67531/metapth1507496/: accessed July 22, 2025), University of North Texas Libraries, The Portal to Texas History, https://texashistory.unt.edu; crediting German-Texan Heritage Society.