

Unit 7: Early Statehood

7th Grade Lesson Plan: Bingo Review Game

(45 – 60 minutes)

Objective	<p>In this optional, one-day review lesson, students will review key terms, ideas, people, places, events, and major themes of Early Statehood by playing Bingo using terms from the unit and clues about each term.</p> <ol style="list-style-type: none"> 1. We will review for our unit 7 test by playing Bingo using key terms from the unit and clues about each term provided by the teacher. 2. I will complete my Bingo card and listen to the clues for each term to play Bingo to review for the Unit 7 test.
Key Concepts	<ul style="list-style-type: none"> • Texas' Early Statehood was characterized by significant changes brought about as a result of the U.S.-Mexico War, the Treaty of Guadalupe Hidalgo, the U.S. acquisition of the Mexican Cession, the Compromise of 1850, and growing sectional division over slavery. • The borders of Texas changed significantly as part of the terms of the Compromise of 1850. • Texas experienced many specific developments throughout this era including increased immigration and migration to Texas, including migration into Indian territory in west Texas. This led to conflicts between tribes like the Comanche and White settlers. • Most Americans who migrated to Texas came from other states in the South. As a result, Texas became more closely tied to the South as a result of its connections to plantation agriculture and slavery during this era.
Skills	<ul style="list-style-type: none"> • Study and review of key concepts • Identifying information based on key words and phrases • Recognizing definitions, key information, and significance of key terms and information from the unit.
Essential Question	<p>What key terms and concepts do we need to know to be successful on our unit 7 test?</p>

Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> For this activity, the warm-up is the first step of the Bingo game. Students choose from a list of key terms provided in the slideshow to fill in their Bingo card at random. The directions for this step are included in the slideshow. NOTE: There is no printable warm-up for this assignment. <p>Lesson</p> <ul style="list-style-type: none"> Students listen to the teacher give clues about key terms from the slides presentation to determine which key term or concept is being referred to. Students are trying to get 5 key terms in a row on their card to win. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students can share a term from their card and the key words that are associated with that term, or the definition or explanation for the term. NOTE: There is no printable exit ticket for this lesson.
Materials	<ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Bingo Cards (<i>Suggested printing: One per student</i>) Bingo chips or small pieces of paper to cover each item on their card when called. Teacher Clue Guide (<i>suggested printing: one copy for the teacher.</i>)
Differentiation	<ol style="list-style-type: none"> Reduction in or addition of writing depending on level
TEKS	<ul style="list-style-type: none"> 7.01(A) Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Early Statehood. 7.04(C) Identify the 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. 7.10(B) Describe how immigration and migration to Texas have influenced Texas.

	<ul style="list-style-type: none">• 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.• 7.22(A) Use social studies terminology correctly
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Teacher Guide: Bingo Review Game

Warm-up	<ul style="list-style-type: none"> For this activity, the warm-up is the first step of the Bingo game. The teacher will explain how the game works and then display the list of terms students can use on their bingo card. For the warm-up, give the students time to fill in their Bingo cards with random terms from the slide presentation. Slides 2 through 4 give directions for filling in student cards and how to play. Slide 5 has the list of terms. <p>NOTE: There is no printable warm-up / exit ticket for the Bingo review game.</p>
Lesson	<ul style="list-style-type: none"> The teacher will read out clues for randomly chosen terms on the screen. Students can raise their hand to answer which term the clue is referring to. If correct, everyone with that term on their Bingo card gets to cover it on their card. If incorrect, another student can attempt to answer. After three incorrect answers no one gets to cover the term on their card. This process repeats until a student gets 5 terms in a row on their card. The game can continue without clearing the cards for a few more rounds at the teacher's discretion. Teachers can change how to win from 5 terms in a line to "4 corners" (having all 4 corners filled) "postage stamp" (having 4 items in a box in one corner) "Texas T" (students must have 5 across the top and 5 down the middle, making a capital T) or Blackout. The Clue sheet gives several different clues the teacher can use so that a term can be called again in future rounds with a new clue. Advanced: Students will write 3-5 key words related to the term the teacher called. They write the key words in the box containing the key word. Grade Level: Students will write 1 – 2 key words related to the term the teacher called. They write the key words in the box containing the key word. Foundations: Students can write the number of the term rather than the entire term.

Exit Ticket	<ul style="list-style-type: none"> • <u>Advanced:</u> Ask students to share a term from their card, the key words they wrote associated with that term, and explain why they chose those key words. • <u>Grade Level and Foundations:</u> Ask students to choose one word from their card and explain what the word is. • Slide 6 of the presentation provides sentence stems to guide student responses as a closing activity. Students can choose to respond using either sentence stem.
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