

Unit 7: Early Statehood

7th Grade Lesson Plan: Mind Map Review

(45 – 60 minutes)

Objective	<p>In this one-day review lesson, students will create a visual representation of terms and concepts from the unit in a mind map. Students will be able to identify how information from the unit is connected by making connections between terms on a mind map.</p> <ol style="list-style-type: none"> 1. <u>We will</u> make connections between key terms and concepts within all of Unit 7: Early Statehood. 2. <u>I will</u> create a Mind Map using terms and concepts from the class slides presentation.
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. • 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"> • Connecting terms and concepts from across the entire unit. • Justifying and providing rationalizations for those connections. • Providing debate or arguments based on facts for the correct or best placement of terms that fit into several categories on student Mind Maps. • Creating a visual representation of Social Studies information.

Essential Question	How do the key terms and concepts from Unit 7: Early Statehood connect to each other?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students will complete a graphic organizer of a small Mind Map using a word bank of terms that they will place where they believe they fit best. <p>Lesson</p> <ul style="list-style-type: none"> Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence.
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>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) <p><u>Suggested Materials not Included:</u></p> <ol style="list-style-type: none"> A large piece of butcher paper for group work Blank pieces of paper for individual or partner work Markers or colored pencils.
Differentiation	<ol style="list-style-type: none"> Visual representations of directions Chunking text information Reduction in writing (Teacher discretion) Group work with assigned roles allowing for differentiation of workload

<p>TEKS</p>	<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. • 7.20(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. • 7.22(A) Use social studies terminology correctly
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Teacher Guide: Mind Map Review

Warm-up	<ul style="list-style-type: none"> • Students will create a small mind map using the diagram provided on their warm-up and a list of five terms in a word bank. They will write the terms where they believe they fit best in the mind map. • 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	<ul style="list-style-type: none"> • Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term. • Some terms can be correctly placed in more than one location. Encourage students to consider the various locations where each term could be placed. They could write the term more than once in each place, or pick the one they feel best connects with the term. They should be prepared to justify their choices. • At the end of each round of new terms, encourage students to share where they put each term and to provide an explanation for why that term fits where they put it. • Remind the class that the term could potentially fit into more than one category and encourage students to share if they placed the term anywhere else. • Slides 6 through 12 present sets of terms for students to add to their Mind Map. • Slide 13 provides an optional, additional step if there is time at the end of class for students to add any additional • <u>Advanced students:</u> can be encouraged to add additional information, explanations, terms, or questions to their Mind Map after they add the terms from the slides. This can also take place at the end of the lesson. • <u>Grade Level:</u> Students take turns adding information to the Mind Map or assign group roles – scribe (to write terms on the Mind Map), timekeeper (to keep students on task. Teacher can display a countdown clock to aide in this process), researcher (to look back through notes and old

	<p>work for assistance in the lesson), Speaker (to share information and justifications with the class)</p> <ul style="list-style-type: none"> • <u>Foundations:</u> Assign to timekeeper or speaker role, depending on student strengths. Teacher could also reduce the number of items for the student/students to write each round.
Exit Ticket	<ul style="list-style-type: none"> • Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence. • Slides 14 and 15 restate the directions and provide a sentence stem to guide student responses when sharing with the class.