

Unit 7: Early Statehood

7th Grade Lesson Plan: Study Guide Review

(45 – 60 minutes)

Objective	<p>Students will review key terms, concepts, people, and events of Early Statehood in preparation for a unit test.</p> <ol style="list-style-type: none"> 1. <u>We will</u> identify and review significant information for our upcoming test. 2. <u>I will</u> use my previous work and notes to complete my study guide. I will identify key terms and concepts, match cause and effect relationships, create short answer responses, and answer practice test questions.
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"> • Identifying and demonstrating cause-and-effect relationships of historical events. • Identifying the significance of key events during Early Statehood. • Answering practice test questions based on the new STAAR item types from the 8th grade Social Studies STAAR test including Multi-Part, Short Constructed Response, Hot Spot, and a paper-adapted version of Drag and Drop.
Essential Question	<p>What significant information do we need to know to be successful on the unit 7 test: Early Statehood?</p>

Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students identify key concepts and topics from Early Statehood that they think are likely to be on the Unit 7 test based on a graphic organizer providing nine possible topic options. <p>Lesson</p> <ul style="list-style-type: none"> Part I: Significant Terms: Students match significant terms, including events and topics, from Early Statehood to their correct description or definition using a word bank. Part II: Cause and Effect Matching: Students match key events of the Early Statehood with one significant effect of each event. Part III: Practice Test Questions: Students answer practice test questions based on the new 8th grade social studies STAAR item types including a paper-adapted version of Drag and Drop, Inline choice (Multiple choice), Short Constructed Response, Multi-part, and Hot Spot. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students complete the prompts in a graphic organizer self-assessing their preparedness for the Unit 7 test.
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>) Flashcards: Matching key terms to their definition. (<i>Suggested printing: 1 set per student, or per partner group.</i>) Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> Advanced Level work Grade Level work Foundations Level work
Differentiation	<ol style="list-style-type: none"> Scaffolding including classwork at three different levels of academic ability Visual representations of directions Chunking text information Reduction in answer choices

<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. • 7.10(B) Describe how immigration and migration to Texas have influenced Texas. • 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. • 7.22(A) Use social studies terminology correctly
--------------------	--

Teacher Guide: Study Guide

Warm-up	<ul style="list-style-type: none"> Students circle or highlight any and all topics they believe are likely to appear on the unit 7 test. 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 “We will / I will” statements for the lesson.
Lesson	<p><u>Part I: Significant Terms</u></p> <ul style="list-style-type: none"> Students use the word bank of significant events, topics, and terms of Early Statehood and match each person or group to the best explanation of their significance to the era. <u>Advanced work:</u> Only 10 of the 12 answer options from the word bank will be used. Secession and Annexation will not be used. <u>Grade Level work:</u> All answers in the word bank will be used. <u>Foundations work:</u> No word bank is provided. Instead, each definition has 3 multiple-choice answer options that students will choose from to complete this portion. Slide 6 provides an image related to the U.S.–Mexico War to accompany this portion. <p><u>Part II: Matching</u></p> <ul style="list-style-type: none"> Students match key events of Early Statehood to their significant effects. Advanced and Grade Level work provide 6 cause-and-effect matching options. Foundations work provides 2 answers for the 6 cause-and-effect matching items. Slide 7 displays images of two maps of the political boundaries of the United States, depicting the cause-and-effect change from the borders in 1848 and then in 1850. <p><u>Part III: Practice Test Questions</u></p> <ul style="list-style-type: none"> Students answer practice test questions based on the new 8th grade social studies STAAR item types including a paper-adapted version of Drag and Drop, Hot Spot, Multi-Part, In-

	<p>Line choice (multiple-choice) and Short Constructed Response.</p> <ul style="list-style-type: none"> • Advanced and Grade Level work: students answer the questions as written. Advanced work contains an additional two practice questions. • Foundations work eliminates one answer option in questions with multiple response options. • Slide 8 provides an image from the primary source excerpt used in the practice test questions from The Texas State Gazette, Austin, Texas. Saturday, June 8, 1850.
Exit Ticket	<ul style="list-style-type: none"> • Students respond to five writing prompts to self-assess their readiness for the unit 7 test. • Slides 9 and 10 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Rogers, Henry D, W. & A.K. Johnston Limited, and Edward Stanford Ltd. *General map of the United States, showing the area and extent of the free & slave-holding states, and the territories of the Union: also the boundary of the seceding states*. [London: E. Stanford ; Edinburgh: W. & A.K. Johnston, 1857] Map. Accessed July 30, 2025. <https://www.loc.gov/item/97682063/>
- "Capitulation of Vera Cruz: The Mexican Soldiers Marching Out and Surrendering their Arms to General Scott, March 29, 1847.", image, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph31824/>: accessed June 3, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.
- Disputed Territory Between Mexico and the United States, 1845-1854. GIS Educational Maps. Ben Snider (Compiler) Lila Rakoczy (Compiler) Kelsey Bonnell (Compiler) "Disputed Territory Between Mexico and the United States, 1845 - 1848" (97129) and "Northern Mexico Campaign of the U.S.-Mexico War, 1846 - 1847" (97152) Accessed July 30, 2025. <https://historictexasmaps.com/object/97251>
- Map of the Compromise of 1850. Justin Arroyos (Compiler), Lila Rakoczy (Compiler), Kelsey Bonnell (Compiler), GIS Educational Maps, Texas General Land Office. Accessed July 30, 2025. <https://historictexasmaps.com/object/97358>
- Texas State Gazette. (Austin, Tex.), Vol. 1, No. 42, Ed. 1, Saturday, June 8, 1850, newspaper, June 8, 1850; Austin, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph80932/>: accessed July 30, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.