

# Unit 7: Early Statehood

## 7<sup>th</sup> Grade Lesson Plan: Texas Today

(45 – 60 minutes)

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| <b>Objective</b>          | <p>In this one-day lesson, students use reading passages to research how various groups preserve their unique cultures and heritage in Texas today. People groups focused on in this lesson are American Indians, Tejanos, and descendants of German and Polish immigrants.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine how different cultural groups in Texas including Tejanos, American Indians, and those with German and Polish ancestry work to preserve their unique cultures and heritage today.</li> <li>2. <b><u>I will</u></b> use a reading to research and record information about one cultural group. I will teach my classmates about my chosen group and learn about theirs.</li> </ol> |
| <b>Key Concepts</b>       | <ul style="list-style-type: none"> <li>• Different ethnic and cultural groups in Texas today preserve their unique heritage in various ways.</li> <li>• Descendants of German immigrants, Polish immigrants, Mexican Texans (Tejanos), and American Indians honor and preserve their cultures in a number of ways including by establishing organizations, hosting ceremonial events and celebrations, teaching the language and various cultural arts like dancing.</li> </ul>  |
| <b>Skills</b>             | <ul style="list-style-type: none"> <li>• Identifying main ideas and supporting evidence in a reading passage.</li> <li>• Identifying, paraphrasing, and summarizing significant information on a social studies topic.</li> <li>• Creating short, written responses to record key information about a social studies topic.</li> <li>• Exchanging information about a topic with classmates; teaching and learning from classmates.</li> </ul>   |
| <b>Essential Question</b> | How do different groups of people in Texas preserve their unique cultures and heritage today?  |
| <b>Assignment</b>         | <p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Students make observations about a primary source image of Tejana Ballet Folklorico dancers. Using their</li> </ul>   |

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|                  | <p>observations, students infer how different groups might preserve their cultures in Texas today. Students consider other ways people might preserve their cultures.</p> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students read a short passage on their student worksheet introducing and reviewing the most significant information related to immigration to Texas during early statehood.</li> <li>Students choose one of four different cultural groups to research for the assignment: American Indian, Mexican Texans (Tejanos), descendants of German immigrants, or descendants of Polish immigrants. Students read a short passage about their chosen cultural group and record significant information on their worksheet to explain and summarize how their chosen group preserves their culture and heritage in Texas today.</li> <li>Students teach their classmates about their chosen cultural group, and learn about other cultural groups from their classmates, recording significant information in the process about each of the other groups.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students complete a paragraph about how people preserve their cultures in Texas today by filling in the blanks and circling or highlighting specific information in the sentence stems provided.</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>Stations (<i>Station readings are all written at grade level. Suggested printing: 10 – 15 of each, or upload the readings to a learning platform like Google Classroom</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>   |

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| <b>Differentiation</b> | <ol style="list-style-type: none"> <li>1. Scaffolding including classwork at three different levels of academic ability</li> <li>2. Visual representations of directions</li> <li>3. Significant information in readings presented in bold</li> <li>4. Sentence Stems and response options for open-ended questions</li> <li>5. Note-taking assistance</li> <li>6. Reduction in writing</li> </ol>   |
| <b>TEKS</b>            | <ul style="list-style-type: none"> <li>• <b>7.10(A)</b> Identify why immigrant groups came to Texas and where they settled.</li> <li>• <b>7.10(B)</b> Describe how immigration and migration to Texas have influenced Texas.</li> <li>• <b>7.18(A)</b> Explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations.</li> <li>• <b>7.18(B)</b> Describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture.</li> <li>• <b>7.18(C)</b> Identify examples of the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts.</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>7.22(B)</b> Use effective written communication skills, including proper citations and avoiding plagiarism.</li> </ul> |

## Teacher Guide: Title

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| <b>Warm-up</b> | <ul style="list-style-type: none"> <li>• Students make observations about a primary source image showing a group of Tejana Ballet Folklorico dancers giving a performance at the Texas Folk Life Festival.</li> <li>• Students explain how the picture demonstrates people preserving their culture.</li> <li>• Students make predictions about other ways in which people might attempt to preserve their cultures.</li> <li>• Slide 2 provides a larger view of the image on the student warm-up.</li> <li>• Slide 3 provides the sentence stems to guide student responses when sharing with the class.</li> <li>• Slides 4 and 5 provide the essential questions and “We will / I will” statements for the lesson.</li> </ul>   |
| <b>Lesson</b>  | <p><u>Stations Readings</u></p> <ul style="list-style-type: none"> <li>• There are 4 readings ( 2 pages, front and back) which present information about the ways in which 4 different cultural groups honor and preserve their cultures in Texas today. The groups are: American Indians, Mexican Texans (Tejanos), descendants of German immigrants, and descendants of Polish immigrants.</li> <li>• Students choose ONE group to read about, then complete a small chart on their worksheet about how their chosen group preserves its culture.</li> </ul> <p><u>Student Worksheets</u></p> <ul style="list-style-type: none"> <li>• Students first read a short passage reintroducing and reviewing key information about immigration to Texas during early statehood.</li> <li>• At the end of the reading passage is a map showing the locations of each of the 4 cultural groups to be covered in the day’s lesson.</li> <li>• <u>Slide 6:</u> provides a larger view of the map on the student worksheet.</li> <li>• <u>Slide 7:</u> provides a title slide for the next portion of the assignment.</li> <li>• <u>Slides 8 – 11:</u> provide images to accompany each different cultural group students can choose from. These images are</li> </ul> |

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|  | <p>just to give a visual representation to help students make a decision about which group they might be interested in choosing.</p> <ul style="list-style-type: none"> <li>• <u>Slide 13:</u> Provides a sentence stem so students can share something they learned during the lesson.</li> <li>• <u>Advanced:</u> This work requires students to record information from their chosen reading regarding how the group preserves its culture, formulate a question they have about something they learned, explain something they would like to know more about, and then research it online and record what they find. Finally, students exchange information with their classmates by teaching classmates about their chosen group and learning about the other groups and recording information based on their classmates' research. Students should speak with at least 3 classmates to record at least 5 pieces of information about each cultural group.</li> <li>• <u>Grade Level:</u> This work requires students to record information from their chosen reading regarding how the group preserves its culture, formulate a question they have about something they learned, and explain something they would like to know more about. Students have the option of doing online research to learn and record information they want to know more about. They can be given additional points for this work. Finally, students exchange information with their classmates by teaching classmates about their chosen group and learning about the other groups and recording information based on their classmates' research. Students should speak to at least 3 classmates to record at least 3 pieces of information about each cultural group.</li> <li>• <u>Foundations:</u> This work requires students to record information from their chosen reading regarding how the group preserves its culture by completing sentence stems based on possible responses. Students formulate a question they have about something they learned, explain something they would like to know more about. Students have the option of doing online research to learn and record information they want to know more about. They can be given additional points for this work. Finally, students exchange information with their classmates by teaching classmates about their chosen group and learning about two of the other groups. Students record information about the other groups by filling in a checklist with sentence stems.</li> </ul> |
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**Exit Ticket**

- Students write a paragraph explaining how people preserve the culture, giving three examples in general. Then they explain one specific example based on information from one of the cultural groups they learned about.
- Students use sentence stems and response options to write this paragraph.
- Slides 14 and 15 restate the directions and provide sentence stems to guide student responses when sharing with the class.

## Primary Sources and Other Resources Used

- Fredericksburg historic district, 2008. Buildings on Main Street are part of the Fredericksburg Historic District located in Fredericksburg, Texas, United States. The district was listed on the National Register of Historic Places on October 14, 1970. This is the 100 block of East Main Street, looking north towards cross street of Adams Street. The two-story limestone building with red tower is the Old Fredericksburg Bank building designed by Alfred Giles in 1889. © 2008 Larry D. Moore. Licensed under CC BY 4.0. **Attribution Specification:** Reuse without attribution is a violation of the license. The photographer's name and the link to the license are required. A link back to this source is requested. Example: *Larry D. Moore, CC BY 4.0, Wikimedia Commons*. This file is licensed under the Creative Commons Attribution 4.0 International license. Accessed July 31, 2025.  
[https://commons.wikimedia.org/wiki/File:Fredericksburg\\_historic\\_district\\_2008.jpg](https://commons.wikimedia.org/wiki/File:Fredericksburg_historic_district_2008.jpg)
- Texas German folklife festival, 2013. The German Folk dancers of San Antonio perform at the 42nd Texas Folklife Festival in San Antonio, Texas, United States. © 2013 Larry D. Moore. Licensed under CC BY 4.0.  
**Attribution Specification:** Reuse without attribution is a violation of the license. The photographer's name and the link to the license are required. A link back to this source is requested. Example: *Larry D. Moore, CC BY 4.0, Wikimedia Commons*. This file is licensed under the Creative Commons Attribution 4.0 International license. Accessed July 31, 2025.  
[https://commons.wikimedia.org/wiki/File:Texas\\_folklife\\_festival\\_german1\\_2013.jpg](https://commons.wikimedia.org/wiki/File:Texas_folklife_festival_german1_2013.jpg)
- Stollen Bread with Candied Fruits. This image, which was originally posted to **Flickr**, was uploaded to Commons using **Flickr upload bot** on 1 May 2010, 17:02 by **Mindmatrix**. On that date, it was confirmed to be licensed under the terms of the license indicated. This file is licensed under the Creative Commons Attribution 2.0 Generic license. Accessed July 31, 2025.  
[https://commons.wikimedia.org/wiki/File:Stollen\\_with\\_candied\\_fruits.jpg](https://commons.wikimedia.org/wiki/File:Stollen_with_candied_fruits.jpg)
- A map of Poland in Europe. This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license. Accessed July 31, 2025.  
[https://commons.wikimedia.org/wiki/File:Poland\\_in\\_Europe\\_\(-rivers\\_-mini\\_map\).svg](https://commons.wikimedia.org/wiki/File:Poland_in_Europe_(-rivers_-mini_map).svg)
- Polish platter, traditional Polish food including sausage, stuffed cabbage, potatoes, stewed cabbage. This file is licensed under the Creative Commons Attribution-Share Alike 4.0 International license. Accessed on July 31, 2025.  
[https://commons.wikimedia.org/wiki/File:02024\\_0003\\_Polish\\_platter.jpg](https://commons.wikimedia.org/wiki/File:02024_0003_Polish_platter.jpg)
- St. Mary's Catholic Church -- Brenham, Texas. Photographer, Jim Evans. Established on November 19, 1870 the second Roman Catholic parish in Washington County, Texas, the parish was founded and supported by Irish, German and Polish Families who were engaged in a variety of business in the early days of Brenham's history. By

the early 1870s, a number of farmers, themselves Polish immigrants, began settling in the vicinity of Brenham. This file is licensed under the Creative Commons Attribution-Share Alike 4.0 International license. Accessed on July 31, 2025. [https://commons.wikimedia.org/wiki/File:St.\\_Mary%27s\\_Catholic\\_Church\\_-\\_Brenham,\\_Texas.jpg](https://commons.wikimedia.org/wiki/File:St._Mary%27s_Catholic_Church_-_Brenham,_Texas.jpg)

- [Austin Polish Folk Dance Performance at the Texas Folklife Festival - August 1975], photograph, [1975-08-07..1975-08-10]; (<https://texashistory.unt.edu/ark:/67531/metapht227967/>: accessed July 31, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UT San Antonio Libraries Special Collections.
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- A large blank world map with oceans marked in blue. Edited to identify Germany, Poland, Mexico, and the location of American Indians in Texas. This file is licensed under the Creative Commons Attribution-Share Alike 4.0 International license. Accessed Aug. 4, 2025. [https://commons.wikimedia.org/wiki/File:20230519193449!A\\_large\\_blank\\_world\\_map\\_with\\_oceans\\_marked\\_in\\_blue\\_\(1\).png](https://commons.wikimedia.org/wiki/File:20230519193449!A_large_blank_world_map_with_oceans_marked_in_blue_(1).png)



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