

Unit 7: Early Statehood

7th Grade Lesson Plan: The Big Picture

(45 – 60 minutes)

Objective	<p>Students will be able to identify and explain the key events, major themes, and defining characteristics of the Early Statehood era of Texas history.</p> <ol style="list-style-type: none"> 1. <u>We will</u> identify the main ideas, themes, key events, and defining characteristics of the Early Statehood era of Texas history. 2. <u>I will</u> analyze a primary source image, identify major themes and significant information related to this era, and demonstrate the cause-and-effect relationships between significant events.
Key Concepts	<ul style="list-style-type: none"> • Annexation to the United States cause many changes and developments for Texas. • The annexation of Texas and disputes over Texas' southern border led almost immediately to the U.S.- Mexico War. • The Treaty of Guadalupe Hidalgo ended the war, requiring Mexico to cede all its territory west of Texas to the United States. This land was known as the Mexican Cession, and the acquisition of this territory to the U.S. ignited intense debates over the westward expansion of slavery in the country. • Texas' population increased significantly as planters from the American South moved into the state, often with their enslaved populations. This increased plantation agriculture and the cultivation of cotton in the state, which in turn connected Texas more closely with the agricultural states of the American South. • Many immigrants from European countries like Germany also moved into Texas at this time. • Anglos in Texas moved into the western frontier as the population increased and the state developed. This led to more conflicts between Anglo settlers and Indian tribes like the Comanche in the west.
Skills	<ul style="list-style-type: none"> • Reading for key information, context, main ideas, and supporting evidence. • Summarizing and paraphrasing key ideas in a text.

	<ul style="list-style-type: none"> • Making observations, inferences, and predictions about a primary source image. • Identifying the main idea and supporting evidence from a primary source text. • Identifying and explaining the cause-and-effect relationship between significant events of the era.
Essential Question	What are the key events, major themes, and defining characteristics of the Early Statehood era of Texas history?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Using an answer bank of nine response options, students circle or highlight all items that they believe are true about Texas during the era of Early Statehood. Students use prior knowledge from the previous unit to accomplish this task. <p>Lesson</p> <ul style="list-style-type: none"> • Part I: Analyze an image – Students view an image of the busy market square of Cleburne, Texas in 1850 to make observations, inferences, and predictions about the unit. • Part II: Essential Ideas Reading Passage – Students read a passage introducing key themes, events, and topics from the unit. • Part III: Cause and Effect Relationships – Students identify and explain the causes and effects of key events addressed in the reading including the U.S.-Mexico War, the Treaty of Guadalupe Hidalgo, the population increase in Texas, and the westward migration of Anglo settlers in Texas. (This part of the work is integrated into the reading for the Grade Level and Foundations level work. It is separate for the Advanced work.) <p>Exit Ticket</p> <ul style="list-style-type: none"> • Students complete a matching activity connecting events from the reading to the information that best describes the significant effects of each event.
Materials	1. Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)

	<ol style="list-style-type: none"> 2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) 3. Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> a. Advanced Level work b. Grade Level work c. Foundations Level work
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including classwork and readings at three different levels of academic ability 2. Visual representations of directions 3. Chunking text information 4. Reduction in amount of work 5. Literacy supports for the reading including key information presented in bold 6. Response options provided for short, constructed response questions
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. • 7.01(B): Explain the significance of the following dates: 1845, annexation. • 7.04(C): Identify 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(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions. • 7.21(A): Create and interpret maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries.

Teacher Guide: The Big Picture

Warm-up	<ul style="list-style-type: none"> Students read nine items from a graphic organizer and circle or highlight any and all items that they believe were true for Texas during the Early Statehood unit. They will base their responses on their prior knowledge from the Republic of Texas unit. Slides 2 and 3 restate the directions and provide a sentence stem 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 unit.
Lesson	<p><u>Part I: Analyze an Image</u></p> <ul style="list-style-type: none"> Students view an image of the busy market square of Cleburne, Texas to make observations, inferences, and predictions about the unit. Slide 6 provides a larger view of the image from this portion of the work. <p><u>Part II: Essential Ideas Reading Passage</u></p> <ul style="list-style-type: none"> Students read the passage about the major themes, topics, and events of the Early Statehood. Slides 8 – 11 provide images to accompany the reading. Each paragraph has one slide with an image that accompanies the primary theme or topic of that paragraph. The teacher can encourage students to try to determine the connection between each image and the paragraph it accompanies. <p><u>Part III: Cause and Effect</u></p> <ul style="list-style-type: none"> Students complete a chart demonstrating the cause-and-effect relationship between events from the reading passage. In some cases, the cause is given; in other cases, the effect is given in the chart. The Cause and Effect portion of the work is integrated into the reading passage for the Grade Level and Foundations work to chunk the reading into manageable passages that are easier to navigate.

	<ul style="list-style-type: none"> • <u>Advanced</u>: Presents the reading at an advanced Lexile level. After the reading, students complete a chart demonstrating the cause-and-effect relationships between events from the reading. There are five causes or effects given, and the student will fill in the missing information. There is one additional row in which the students will create their own cause and effect relationship based on events from the reading. • <u>Grade Level</u>: Presents the reading at a grade-level appropriate Lexile Level and divides the reading into smaller chunks. Students complete a chart demonstrating the cause-and-effect relationship of significant events from the reading. The Cause-and-Effect activity is integrated throughout the reading to provide more guidance as students work to identify the necessary information required to complete the portions of their chart. • <u>Foundations</u>: Presents the reading at a grade-level appropriate Lexile Level with key information presented in bold font. The reading is divided into smaller chunks. Students complete a chart demonstrating the cause-and-effect relationship of significant events from the reading. The Cause-and-Effect activity is integrated throughout the reading to provide more guidance as students work to identify the necessary information required to complete the portions of their chart. Foundations work provides two response options for students to choose from when identifying the correct cause or effect of each event.
Exit Ticket	<ul style="list-style-type: none"> • Students complete a matching activity, in which they match 4 events from the left column with the corresponding effect for each event. • Answers: 1B, 2A, 3D, 4C • Slides 12 and 13 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Sturdevant, E. K. *Market Square, Cleburne, Texas*. 1850. Photograph. Library of Congress Prints and Photographs. <https://www.loc.gov/item/2006682448/>
- Ensigns & Thayer. *Map of the United States and Mexico, including Oregon, Texas and the Californias*. 1848. University of North Texas Libraries, The Portal to Texas History; crediting University of Texas at Arlington Library. <https://texashistory.unt.edu/ark:/67531/metaph298378>
- Disputed Territory Between Mexico and the United States. GIS Educational Maps. Kevin Greszler (Compiler) Lila Rakoczy (Compiler) James Harkins (Compiler) "Northern Mexico Campaign of the U.S. - Mexico War, 1846-1847" (97152) and "Disputed Territory Between Mexico and the United States, 1845 – 1854" (97251) Texas General Land Office. Accessed on July 1, 2025. <https://historictexasmaps.com/object/97129>
- E.B. & E.C. Kellogg. *Battle of Palo Alto--May 8th , between 2900 Americans, under Genl. Taylor, and 6000 Mexicans, commanded by Genl. Arista ... / E.B. & E.C. Kellogg, Hartford, Conn. ; D. Needham, Buffalo*. 1846. Lithograph. Library of Congress Prints and Photographs Division. <https://www.loc.gov/item/98513698/>.
- "Northern Mexico Campaign of the U.S. - Mexico War, 1846-1847" (97152) and "Disputed Territory Between Mexico and the United States, 1845 – 1854" (97251) Texas General Land Office. Accessed on July 1, 2025.. <https://historictexasmaps.com/object/97129>
- Map of U.S. free and slave states, 1850s. This work is in the [public domain](#) in its country of origin and other countries and areas where the [copyright term](#) is the author's **life plus 70 years or fewer**. Accessed on July 1, 2025. https://commons.wikimedia.org/wiki/File:Map_of_U.S._free_and_slave_states,_1850s.jpg
- Soule, William S. *Comanche Indian camp*. ca. 1890. Photograph. Library of Congress Prints and Photographs Division. Accessed on July 1, 2025. <https://www.loc.gov/item/00650194/>