

Unit 7: Early Statehood

7th Grade Lesson Plan: Vocabulary

(90 – 120 minutes, with an optional 30 – 45 minute quiz)

Objective	<p>Students will be able to identify, define and give an example of each vocabulary term within the context of the era of early Texas statehood.</p> <ol style="list-style-type: none"> 1. <u>We will</u> identify, define, and exemplify the key terms of Unit 7: Early Statehood. 2. <u>I will</u> use the information and context of several short passages to identify and record the definition of each term and provide examples of the term in the context of our unit.
Key Concepts	<ul style="list-style-type: none"> • The United States had a growing desire to expand to the west coast for easier access to markets in Asia and as a result of the belief in manifest destiny. • The U.S.-Mexico War ended with the Treaty of Guadalupe Hidalgo, in which the United States gained the lands of the Mexican Cession, thereby extending the U.S. all the way to the west coast. • New western territories caused sectional division between the North and the South over the westward expansion of slavery. • Increasing tensions between the North and South led to many compromises over slavery, though neither side was completely satisfied, and ultimately some southern states would consider seceding over the issue.
Skills	<ul style="list-style-type: none"> • Reading for key information, context, main ideas, and supporting evidence. • Identifying the definition and examples of key terms in the context of early Texas statehood based on short reading passages. • Creating visual representations of key terms. • Using the terms in the context of the unit • Recognizing references to key terms in a primary source excerpt • Identifying variations of key terms.

Essential Question	What are the key terms we need to know to be successful in the early Texas statehood unit?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students read a short paragraph introducing the vocabulary term “cede,” and use the context of the paragraph to come to conclusions about the word including its part of speech, its potential positive, negative, or neutral connotations, and its most likely meaning. <p>Lesson</p> <ul style="list-style-type: none"> Students use short reading passages about the unit from the slideshow to identify the key terms, their definitions, examples of each term within the context of the unit, and create a visual representation of each term on their chart. This lesson will take two days. All of the materials they need to complete the lesson will be distributed on the first day. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students will use a word bank of different terms to choose terms that are related to the major themes in our unit. They will highlight or circle these terms. Students create a short, constructed response explaining why they chose one of the terms from the word bank. <p>Optional: Vocabulary Quiz (30 - 45 min)</p> <ul style="list-style-type: none"> Students complete a quiz checking for comprehension of key terms within the context of the unit. The quiz includes matching, fill-in-the-blank, and a multi-part question.
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>) Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> Advanced Level work Grade Level work Foundations Level work

	<p>4. Optional Vocabulary Quiz</p> <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 Sentence Stems and response options to guide student responses for short, constructed response questions Reduction in answer choices, some answer choices provided
TEKS	<ul style="list-style-type: none"> 7.04(C) Identify individuals, events, and issues during early Texas statehood, including the U.S. – Mexico War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850. 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. 7.22(A) Use social studies terms correctly.

Teacher Guide: Vocabulary

Warm-up	<ul style="list-style-type: none"> Students read a short paragraph using the term “cede.” Students use the context of the paragraph to determine the term’s part of speech, whether it has a negative, positive, or neutral connotation, its meaning, and any associated words (“cession”) Slides 2 and 3 restate the directions and provide a sentence stem to guide student responses when sharing with the class. The teacher can encourage students to explain their answer when using the sentence stem to share with the class. Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.
Lesson	<ol style="list-style-type: none"> Students use the reading passages from the slideshow to complete their vocabulary chart. Slides 6 – 11 provide a short reading for one vocabulary term within the larger context of the unit. <ol style="list-style-type: none"> <u>Advanced</u>: Students provide a definition, an example from the reading, an antonym, a visual representation of the term, and use it in a complete sentence. <u>Grade Level</u>: Students provide a definition, an example from the reading, and a visual representation of the term. <u>Foundations</u>: Students choose from multiple choice options to identify the correct definition for the term and create a visual representation of the term. Suggested methods for carrying out this lesson: <ol style="list-style-type: none"> <u>Individual Work</u>: Teacher can upload the slideshow into a learning management system like Google Classroom for students to complete at their own pace individually or print each slide and hang them around the room to include movement for individual student work. <u>Classroom stations</u>: Teacher can print each reading to hang around the room, in the hallway, or to distribute to tables if available in the classroom. Students complete the work at each station either as a group or self-paced.

	<p>c. <u>Group work</u>: Teacher assigns each group a vocabulary term to complete. Each group presents their word to the class. This works especially well if the teacher can display student work from a document camera when sharing each group's work with the whole class.</p> <p>3. This lesson is estimated to take 2 class periods. Everything the student needs to complete the lesson should be distributed and explained on the first day. *The warm-up and exit ticket will only be used for the first day of the lesson.*</p> <p>4. Slides 6 through 11 provide the readings necessary to complete student worksheets.</p> <p>5. Optional Additional Assignment: Vocabulary Quiz</p> <p>a. <u>Advanced</u>: Students match terms to definitions, complete fill-in-the-blank statements about the terms, and answer a multiple-choice question and a multi-part question based on a primary source excerpt.</p> <p>b. <u>Grade Level</u>: Students match terms to definitions, complete fill-in-the-blank statements about the terms, and answer a multi-part question based on a primary source excerpt with vocabulary assistance.</p> <p>c. <u>Foundations</u>: Students match terms to definition with 2 answers provided, choose from multiple-choice options to complete sentences using the terms in context, and answer a multi-part question based on a primary source excerpt with vocabulary assistance.</p> <p>d. This assessment typically takes approximately 30 to 45 minutes.</p>
Exit Ticket	<ul style="list-style-type: none"> Students consider the vocabulary terms from the lesson, and the major themes of this unit. They choose terms from a word bank that they believe are most closely related to the unit's vocabulary and major themes. 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

- Boynton, George W. *United States*. ca. 1835-55. University of North Texas Libraries, The Portal to Texas History; crediting University of Texas at Arlington Library. Accessed July 1, 2025. <https://texashistory.unt.edu/ark:/67531/metapth192700>
- Map of the United States, 1845. Permission is granted to copy, distribute and/or modify this document under the terms of the [GNU Free Documentation License](#), Version 1.2 or any later version published by the [Free Software Foundation](#); with no Invariant Sections, no Front-Cover Texts, and no Back-Cover Texts. A copy of the license is included in the section entitled [GNU Free Documentation License](#). This file is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license. Wikimedia Commons. Accessed on June 26, 2025. https://commons.wikimedia.org/wiki/File:United_States_1845-12-1846-06.png
- Map of the states and territories of the United States as it was from 1849 to 1850. Made by [User:Golbez](#). See Charles O. Paullin and John K. Wright's [Atlas of the Historical Geography of the United States](#) (1932) for PD maps which support these. Wikimedia Commons. Accessed on June 27, 2025.
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- Kansas-Nebraska Act Map, 1854. Justin Arroyos (Compiler), Lila Rakoczy (Compiler), Kelsey Bonnell (Compiler). GIS Educational Maps. 2024. Accessed on June 26, 2025. Texas General Land Office. Kansas-Nebraska Act | 97359, Kansas-Nebraska Act, GIS Educational Maps | 97359, Kansas-Nebraska Act, GIS Educational Maps | Search results | Search | Texas GLO
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- Crawford, G. W. & Pendleton, W. J. The Washington American. (Washington, Tex.), Vol. 1, No. 46, Ed. 1 Wednesday, September 17, 1856, newspaper, September 17, 1856; Washington, Texas.

(<https://texashistory.unt.edu/ark:/67531/metaph181966/>: accessed July 7, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.