

Unit 7: Early Statehood

7th Grade Lesson Plan: What's the story?

(90 - 120 minutes)

Objective	<p>Students will be able to identify and explain the causes, effects, and main details of key events of the Early Statehood era of Texas history.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine a chronology of the significant events that took place during early statehood and identify their significance to Texas history. 2. <u>I will</u> read short passages about each event, identify key information, explain cause and effect relationships, and determine how the event is significant to Texas history.
Key Concepts	<ul style="list-style-type: none"> • Economic differences between the North and the South caused sectional divisions in the United States, specifically regarding the issue of slavery. • The U.S.-Mexico War was fought over border disputes between the U.S. and Mexico over Texas' southern border. The U.S. won the war and gained all Mexican lands west of Texas to California in the Treaty of Guadalupe Hidalgo. This land was known as the Mexican Cession. The acquisition of the Mexican Cession renewed heated debates over the westward expansion of slavery in the U.S. • The California Gold Rush of 1848 increased migration westward, leading to the admission of California to the Union and reignited debates over slavery. • The Compromise of 1850 attempted to appease the South by passing the Fugitive Slave Law, while hoping to appease the North by admitting California as a free state. Additionally, it changed the western borders of Texas, reducing the size of the state. • The Kansas-Nebraska Act, the Dred Scott Case, the formation of the Republican Party and the 1860 election of Abraham Lincoln to the presidency further increased sectionalism and division over westward expansion and the issue of the spread of slavery. • During this time Texas' economy and population grew and developed significantly as people flooded into the new state, primarily to take part in plantation agriculture. As a result, Texas developed strong connections to southern states and the southern economy.

Skills	<ul style="list-style-type: none"> • Reading for context and significance information. • Identifying and paraphrasing or summarizing main ideas and supporting evidence. • Identifying and explaining the significance of historical events. • Explaining cause-and-effect relationships between significant historical events
Essential Question	What are the defining characteristics and most significant events of the Early Statehood era?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students make observations about a primary source map of the United States and its territories from 1848-54. Students identify any similarities and/or differences they observe about the map compared to contemporary maps of the United States. <p>Lesson</p> <ul style="list-style-type: none"> • Students read 6 short passages that present the most significant events of the Early Statehood era in chronological order. • Students use the readings to complete a timeline of the Republic of Texas on their worksheet, including the name of each event, its date or timeframe, key information related to the event, and the significance of the event. <p>Exit Ticket</p> <ul style="list-style-type: none"> • Students use a map to match the locations of five territories or regions referenced in the readings to the best description of each location, including the Mexican Cession, Mexico, Unorganized U.S. territory, slave states, and free states.
Materials	<ol style="list-style-type: none"> 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>) 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

	<p>c. Foundations Level work</p> <p>4. Reading Passages (<i>Suggested use: Print a set of readings per person, per group or table, place them in stations / a gallery walk, or upload them to a Learning Management System like Google Classroom</i>)</p> <p>a. Advanced Level Reading: Higher Lexile Level with more challenging phrasing and vocabulary</p> <p>b. Grade Level Reading: On-level reading</p> <p>c. Foundations Level Reading: On-level reading with supports like significant text in bold.</p>
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including classwork at three different levels of academic ability 2. Visual representations of directions 3. Chunking text information 4. Sentence Stems 5. Reduction in amount of writing 6. Response options for the timeline including options provided for the key information and significance of each event.
TEKS	<ul style="list-style-type: none"> • 7.01(A): Identify the major eras in Texas history, describe their defining the 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 statehood, including the U.S. – Mexican War, the Treaty of Guadalupe – Hidalgo, slavery, and the Compromise of 1850. • 7.16(A): Identify different points of view of political parties and interest groups on important Texas issues, past and present. • 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.

Teacher Guide: What's the Story?

Warm-up	<ul style="list-style-type: none"> Students view a primary source map titled, “<i>Map of the United States and its territories. ca. 1848-54</i>” and make observations about the map including any similarities or differences they notice compared to contemporary maps of the United States. Slide 2 provides a larger view of the map from their warm-up paper. Slide 3 provides 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	<p><u>Reading Cards:</u></p> <ul style="list-style-type: none"> Students read 6 short chronological passages for key events and information about the Early Statehood era. There are three levels of reading cards. The Foundations level provides a grade-level reading with bold words and phrases as reading supports. The grade level readings do not have the literacy cues for reading supports. The advanced readings are written at a higher Lexile level with more challenging terms and phrasing. These readings can be printed as a set for each student, for groups, tables, or stations, or hung around the room as a gallery walk. They can also be uploaded to a Learning Management System like Google Classroom for digital work. They can be cut out (there are 2 short readings per page) or left as one full set. Slides 6 – 11 provide images that accompany each reading passage. <u>Worksheets:</u> Students will record the required information on their worksheets. Slides 6 - 11: Provide the title of each reading along with images that accompany and enhance the readings. <u>Advanced:</u> Students create their own short, constructed responses to complete their timeline by recording the date/dates or timeframe, key details, and significance of the events described in each reading.

	<ul style="list-style-type: none"> • <u>Grade Level:</u> Students create their own short, constructed responses to record the date/dates or timeframe, and key information from the readings. They choose from two options provided for the most accurate description of the significance of each topic. • <u>Foundations:</u> Students complete their chart by choosing from two options provided for the most accurate description of the significance of each topic. Students choose 2 correct pieces of information related to each event out of 3 possible answers. <p><u>Note:</u> This assignment can be carried out by dividing students into 6 groups and assigning each group one reading to read, record key information for, and present to the class for the class to take the key notes. It can also be carried out by going through all of the readings together (recommended for lower performing classes) or going through several readings together and then assigning the rest of the readings to the students to complete individually or in pairs. This lesson will take an average of one to two days to complete.</p> <p>This assignment is designed to take one to two days depending on how it is presented.</p>
Exit Ticket	<ul style="list-style-type: none"> • Students view a map of the political borders of North America in 1848 after the Treaty of Guadalupe – Hidalgo and match 5 locations identified on the map with the most accurate description of each territory. • 1D, 2B, 3A, 4C, 5E • Slides 12 provides a larger view of the map on the exit ticket. • Slide 13 provides sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- *Map of the United States and its territories.* ca. 1848-54. University of North Texas Libraries, The Portal to Texas History; crediting University of Texas at Arlington Library. <https://texashistory.unt.edu/ark:/67531/metaph288759/>
- Elgin, Mrs. Tom. "Picking Cotton", Marshall, Texas, postcard, [1907..1915]; New York, New York.
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- United States Central map 1846-06-15 to 1846-12-28. Map of the United States in central North America from June 15, 1846, to December 28, 1846. Accessed on July 15, 2025. This file is licensed under the Creative Commons Attribution-Share Alike 4.0 International license. Edited to include a representation of the location of slave states and free states.
https://commons.wikimedia.org/wiki/File:United_States_Central_map_1846-06-15_to_1846-12-28.png
- United States 1848-08-1849. Map of the states and territories of the United States as it was from August 1848 to 1849. On August 14 1848, Oregon Territory was organized. On March 3 1849, Minnesota Territory was organized. Accessed on July 15, 2025. This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.
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- Cache la Poudre Creek, by Daniel Jenkins. 1859. Library of Congress. Accessed on July 8, 2025. <http://hdl.loc.gov/loc.pnp/ppmsc.04814>
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- *Harper's Ferry insurrection - Interior of the Engine-House, just before the gate is broken down by the storming party - Col. Washington and his associates as captives, held by Brown as hostages.* Harpers Ferry West Virginia, 1859. Photograph.
<https://www.loc.gov/item/2002735881/>
- Carpenter, F. B. Engraved print of Abraham Lincoln, artwork, 1864; (<https://texashistory.unt.edu/ark:/67531/metaph31111/>: Background removed. accessed July 8, 2025), University of North Texas Libraries,

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- United States Central map 1847-03-13 to 1848-05-29. Map of the United States in central North America from March 13, 1847, to May 29, 1848. This file is licensed under the [Creative Commons Attribution-Share Alike 4.0 International](https://creativecommons.org/licenses/by-sa/4.0/) license. Edited to add 5 letters over prominent regions of North America for students to be able to label. Accessed on July 15, 2025.
https://commons.wikimedia.org/wiki/File:United_States_Central_map_1847-03-13_to_1848-05-29.png