

Unit 7: Early Statehood

7th Grade Lesson Plan: Who's Who of Early Statehood Extension

(45 – 60 minutes: Reduced Lesson)

(135 - 180 minutes: Full Lesson)

(90 – 120 minutes: Additional Extension Activities)

Objective	<p>In this one or multi-day optional extension lesson, students will read passages about key people of the Early Statehood era to identify and summarize each person's significance to the era. This lesson includes multiple ways to interact with the materials including biographical fact sheets, a dinner party activity, "I have / Who has" and student worksheets.</p> <ol style="list-style-type: none"> 1. <u>We will</u> study key people of Early Statehood, identifying important information about their lives and their significance to the era. 2. <u>I will</u> use the reading or readings provided to record significant information about people from the Early Texas Statehood era.
Key Concepts	<ul style="list-style-type: none"> • There were many people from different backgrounds who played a significant role during Early Statehood including John Coffee Hays, James Pinckney Henderson, Benajamin McCulloch, Santos Benavides, Chief Buffalo Hump, José Antonio Navarro, Sarah A. Bowman, San Jacinto "Cinte" Lewis, Sam Houston, Thomas Jefferson Rusk, Cynthia Ann Parker, Robert S. Neighbors, and Juan Cortina. • The people above played significant roles in many important events including the U.S.-Mexico War, conflict between Anglos and Indians on the frontier, and slavery. • The diverse backgrounds of people in Texas during Early Statehood contributed to the state's rich history.
Skills	<ul style="list-style-type: none"> • Reading for context, main ideas, and key information. • Summarizing and paraphrasing significant information from a passage • Identifying and making inferences about different points of view based on historical evidence.

Essential Question	Who were some of the key people of Early Texas Statehood, and why were they significant to the era?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students choose from six different points of view present in Texas during Early Statehood including Anglo settlers on the frontier, a German immigrant, a Tejano in South Texas, an enslaved person, a soldier in the U.S.-Mexico War, and a Northern officer stationed in Texas on the frontier. Students write a short journal entry of a “day in the life” from their chosen point of view. <p>Lesson</p> <ul style="list-style-type: none"> Students read passages about key people of Early Statehood and take notes on important information about each person on their worksheet. Additional extension activities to enhance learning include: <u>Dinner Party</u>: Students choose 4 people from the lesson to invite to dinner, making inferences about what they might talk about, what their points of view would be on topics significant to the era, and who might agree or disagree. <u>I have / Who has?</u>: A class activity presenting clues about each person from the lesson. <u>Biographical Fact Sheet</u>: A one-page worksheet for students to record significant information about only one person from the readings. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students choose two people from the day’s lesson and determine if they would have been allies or opponents during the era of Early Statehood. Students justify their claim based on information from the readings.
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>)

	<ol style="list-style-type: none"> 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 4. Readings (<i>Suggested use: Teachers can assign individual students or groups one or more readings to complete; Teacher can select 4 – 6 readings to complete as a class or for students to do individually.</i>) <ol style="list-style-type: none"> a. Advanced Readings b. Grade Level Readings c. Foundations Readings 5. Dinner Party Activity: Students choose four people from the lesson to invite to dinner. Students explain their choices, who they believe would have held similar or different opinions of various topics, and answer questions from each of the guest's points of view. It is appropriate for all levels and can be shortened if necessary. 6. I have / Who has? A class activity in which students use clues to determine who each person from the lesson is. It is appropriate for all levels. 7. Biographical Fact Sheet: This is a one-page worksheet that students can use to examine one specific person from the Who's Who readings. It is appropriate for all levels.
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. Reduction in amount of work or writing
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. • 7.16(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.

- **7.20(D)** Identify bias and points of view from the historical context surrounding an event that influenced the participants.
- **7.20(E)** Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.

Teacher Guide: Who's Who of Early Statehood

Warm-up	<ul style="list-style-type: none"> Students choose one point of view out of six provided in a graphic organizer and write a short journal entry of “a day in the life” of a person from their chosen point of view. Note: Remind students that even within one group, people often had different opinions, points of view, and experiences, so there is not just one correct point of view for each group. Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. Slides 4 and 5 present the essential question and the “We will / I will” statements for the unit.
Lesson	<p>Readings</p> <ul style="list-style-type: none"> There are readings passages at 3 levels of academic ability for 13 people from the Republic of Texas era. Suggestions for use: <ul style="list-style-type: none"> Teacher can choose 2 – 4 readings to complete together as a class for one lesson Teachers can assign each student one person to read and record their information on the student worksheet. Then students can teach the class about their person or share their information with other students in a timed partner activity. This can be an ongoing lesson. Teachers can choose one person to accompany a related lesson and continue doing this throughout the course of the unit. Slides 6 – 18 provide images that accompany each reading. <p>Worksheets</p> <ul style="list-style-type: none"> <u>Advanced:</u> Students use the readings to record important information about each person including where they were from, interesting or significant background information, their role in Early Statehood, and 3 significant facts or achievements. <u>Grade Level:</u> Students use the readings to record important information about each person including where they were

from, their role in Early Statehood, and one to three significant facts or achievements.

- **Foundations:** Students use the readings to record important information about each person including their role in Early Statehood and one or two significant facts or achievements.

Additional Extension Activities

- I have / Who has:
 - Teacher prints, cuts out, and hands out all the clue cards except the first one.
 - The teacher begins the activity by following the instructions on the first clue card, reading clues about one person from the Who's Who lesson. Students must determine who the clue is referring to.
 - One student's card will have the name of the important person on it under "I have." That student will say "I have (the significant person's name)" and then read their "Who has" Clue. The class will continue until everyone has read their clues.
 - There are only 13 clue cards plus one teacher clue card. To include all students in large classes, you can print multiples of some of the cards or partner students up and have those students work together.
- Dinner Party
 - Invite your guests: Students choose 4 people we learned about to invite to a dinner party. They complete their seating chart with information about each person and what they would serve at the meal.
 - Your Guests: Students explain why they chose each guest.
 - Opinions: Students write which guests they think would have similar or opposing opinions on a topic or topics of their choosing.
 - Asking Questions: Students will answer a series of questions from the point of view of each of their guests. Then they will create their own question for their guests to answer.
 - Eavesdropping: Students will "overhear" a part of their guest's conversation and create a graphic using word bubbles to show what is said.
 - Teachers can assign one or more of the above activities for the dinner party assignment.

- Biographical Fact Sheet:
 - This is a one-page worksheet in which students can record information about ONE significant person from the Who's Who readings. The student worksheets provided in the lesson allow students to research and record information about multiple people, while this worksheet allows students to focus on only one person. It is appropriate for all levels as students can write as much or as little as they are capable of.

Notes:

The TEKS has the Early Statehood era combined with the previous unit: Republic of Texas. The TEKS only includes required individuals for the Republic, not Early Statehood. For that reason, this entire lesson is classified as an extension lesson.

The two people from this lesson who appear in the TEKS for the previous unit are Sam Houston and José Antonio Navarro.

The following people can be included to enhance and extend learning for the events they were a part of:

U.S.-Mexico War

- John Coffee Hays
- James Pinckney Henderson
- Benjamin McCulloch
- Sarah Bowman

U.S. – Indian Relations and Conflicts

- Robert S. Neighbors
- Chief Buffalo Hump

Slavery

- San Jacinto “Cinte” Lewis

Compromise of 1850

- Sam Houston
- Thomas Jefferson Rusk

Exit Ticket

- Students choose TWO significant people they learned about in the day's lesson. They determine if their chosen people would have been allies or opponents and provide justification to support their claim.
- Slides 19 and 20 restate the directions and provide sentence stems to guide student responses when sharing with the class.

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