

# Unit 4: The Mexican National Era

## 7<sup>th</sup> Grade Lesson Plan: Bingo Review Game

(45 – 60 minutes)

<b>Objective</b>	<p>Students will review key terms and concepts within the unit by listening to clues to identify terms and concepts.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> review key terms and concepts of Unit 4: The Mexican Era.</li> <li>2. <b><u>I will</u></b> use clues to identify key terms from the unit to try win by getting 5 terms in a row on my card.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• The Mexican National Era was characterized by Tejano-backed Mexican efforts to improve the economy and increase the non-Indigenous population of Texas by inviting Anglo-American immigrants to colonize Texas.</li> <li>• Many Anglo colonists took part in plantation agriculture growing the cash crop, cotton, often with the use of enslaved labor.</li> <li>• Tejanos and Anglos struggled with a lack of power in their state government because they were joined with the more populous state of Coahuila.</li> <li>• The Mexican Federalist Constitution of 1824 granted shared powers to the states and the federal government and ensured rights to the people.</li> <li>• Political unrest grew in Mexico and Texas as a result of the centralist takeover of the national government under Santa Anna's presidency.</li> <li>• Tension between many Anglos and the Mexican government grew because of restrictions and increased national control over Texas and its people.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Study and review of key concepts</li> <li>• Identifying information based on key words and phrases</li> </ul>
<b>Essential Question</b>	<p>What key terms and concepts do we need to know to be successful on our unit 4 test?</p>

<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>For this activity, the warm-up is the first step of the Bingo game. Students choose from a list of key terms provided in the slideshow to fill in their Bingo card at random. The directions for this step are included in the slideshow. There is no printable warm-up for this assignment.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students listen to the teacher give clues about key terms from the slides presentation to determine which key term or concept is being referred to. Students are trying to get 5 key terms in a row on their card to win.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students can share a term from their card and the key words that are associated with that term, or the definition or explanation for the term.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>Slideshow</li> <li>Bingo Cards (<i>Suggested printing: One per student</i>)</li> <li>Bingo chips or small pieces of paper to cover each item on their card when called.</li> <li>Teacher Clue Guide (<i>suggested printing: one copy for the teacher.</i>)</li> </ul>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Reduced writing</li> <li>Identifying and recording key words for advanced</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li><b>7.01(A)</b> Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including the Mexican National Era and Revolution.</li> <li><b>7.02(D)</b> Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery.</li> <li><b>7.02(E)</b> Identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, Erasmo Seguin, Martin de Leon, and Green DeWitt during the Mexican settlement of Texas.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>7.03(A)</b> Describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Teran Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin</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> </ul>
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## Teacher Guide: Bingo Review Game

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• For this activity, the warm-up is the first step of the Bingo game. The teacher will explain how the game works and then display the list of terms students can use on their bingo card.</li> <li>• For the warm-up, give the students time to fill in their Bingo cards with random terms from the slide presentation.</li> <li>• Slides 2 through 4 give directions for filling in student cards and how to play.</li> <li>• Slide 5 has the list of terms.</li> <li>• <b>NOTE:</b> There is no printable warm-up / exit ticket for the Bingo review game.</li> </ul>
<b>Lesson</b>	<ul style="list-style-type: none"> <li>• The teacher will read out clues for randomly chosen terms on the screen.</li> <li>• Students can raise their hand to answer which term the clue is referring to. If correct, everyone with that term on their Bingo card gets to cover it on their card. If incorrect, another student can attempt to answer.</li> <li>• After three incorrect answers no one gets to cover the term on their card.</li> <li>• This process repeats until a student gets 5 terms in a row on their card. The game can continue without clearing the cards for a few more rounds at the teacher's discretion.</li> <li>• Teachers can change how to win from 5 terms in a line to "4 corners" (having all 4 corners filled) "postage stamp" (having 4 items in a box in one corner) "Texas T" (students must have 5 across the top and 5 down the middle, making a capital T) or Blackout.</li> <li>• The Clue sheet gives several different clues the teacher can use so that a term can be called again in future rounds with a new clue.</li> <li>• <b>Advanced:</b> Students will write 3-5 key words related to the term the teacher called. They write the key words in the box containing the key word.</li> <li>• <b>Grade Level:</b> Students will write 1 – 2 key words related to the term the teacher called. They write the key words in the box containing the key word.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b><u>Foundations:</u></b> Students can write the number of the term rather than the entire term.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• <b><u>Advanced:</u></b> Ask students to share a term from their card, the key words they wrote associated with that term, and explain why they chose those key words.</li> <li>• <b><u>Grade Level and Foundations:</u></b> Ask students to choose one word from their card and explain what the word is.</li> <li>• Slide 6 of the presentation provides sentence stems to guide student responses as a closing activity.</li> </ul>