Texas
History
for
Teachers

Unit 4: The Mexican National Era
7th Grade Lesson Plan: Vocabulary
(90 – 120 minutes)

Objective	Students will be able to identify, define, and provide an example for key terms related to the unit. Students will read passages to summarize the significance of each term and use the context to determine its meaning. Students will identify and be able to explain major themes within the unit using the correct vocabulary and terminology. 1. _**We will**_ identify, define, and exemplify the key terms of Unit 4: The Mexican National Era. 2. _**I will**_ 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	• After gaining its independence from Spain, Mexico faced a number of challenges including establishing a government and improving the economy. • There were many different groups within Mexico who disagreed on what form of government was best for the country. One significant disagreement was between Federalists and Centralists. • Many Tejanos were eager to grow the population of Texas and improve the Texas economy by inviting Anglo-Americans to immigrate to Texas. • Many Anglo-American settlers in Texas wanted to take part in plantation agriculture growing cotton, a profitable cash crop.
Skills	• Reading for context and specific information. • Identifying definitions of terms giving an example of the term within the context of the unit. • Providing visual representations of each term. • Using the terms correctly in statements about the unit.
Essential Question	What key terms do we need to know in order to be successful in this unit?
Assignment	**Warm-up** • Students will review a list of categories or topics related to Texas history. They will place a checkmark next to any

	category that they think will connect to the vocabulary terms for this unit. **Lesson** • Students use short reading passages about the unit from the slideshow to identify the key terms, their definitions, examples, 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 are distributed on the first day. **Exit Ticket** • 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. **Optional**: Vocabulary Quiz (30 – 45 min) • Students complete a quiz checking for comprehension of key terms within the context of the unit. The quiz includes matching, fill-in-the-blank, short, constructed response, and multiple-choice questions.

Materials	<u>*Links to the following materials*</u>
	
	1. Slideshow *(Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance)*
	2. Warm-up / Exit Ticket *(Suggested printing: 1 per student. Assignment prints two copies per page.)*
	3. Assignment *(Suggested printing 1 per student)*
	   a. Advanced Level work
	   b. Grade Level work
	   c. Foundations Level work
	4. Optional Vocabulary Quiz
	   a. Advanced Level work
	   b. Grade Level Work
	   c. Foundations Level work

Differentiation	1. Scaffolding including classwork at three different levels of academic ability 2. Visuals representations of directions and terms

	3. Chunking text information 4. Sentence Stems and answer options for short, constructed response questions 5. Reduction in answer choices 6. Word banks
TEKS	• ***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 Mexican National. • ***7.01(B)*** Explain the significance of the following dates: 1821, independence from Spain. • ***7.02(E)*** Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin during the Mexican settlement of Texas. • ***7.02(F)*** Contrast the Spanish, Mexican, and Anglo purposes for and methods of settlement in 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 terminology correctly • ***7.22(C)*** Create written, oral, and visual presentations of social studies information.

Teacher Guide: **Vocabulary**

Warm-up	• Students are asked to consider the types of vocabulary terms they are likely to see in this unit. • They will read a list of historical themes related to historical topics like the economy, government, immigration, and culture. • They will place a checkmark next to any topic that they think will likely be connected to the vocabulary for this unit. • Slides 2 and 3 restate the directions for the warm-up 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 lesson.
Lesson	1. Students use the reading passages from the slideshow to complete their vocabulary chart. Each slide provides a short reading for one vocabulary term within the larger context of the unit.
	a. <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.
	b. <u>Grade Level</u>: Students provide a definition, an example from the reading, and a visual representation of the term.
	c. <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.
	2. Suggested methods for carrying out this lesson:
	a. Individual Work: 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.
	b. Classroom stations: 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.
	c. Group work: 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.
	3. This lesson typically takes 2 class periods. Everything the student needs to complete the lesson should be distributed and explained on the first day.
	4. Slides 6 through 12 provide the readings necessary to complete student charts.
	5. Optional Additional Assignment: Vocabulary Quiz
	a. <u>Advanced</u>: Students match terms to definitions, complete fill-in-the-blank statements about the terms, and answer several short, constructed response questions.

	b. <u>Grade Level</u>: Students match terms to definitions, complete fill-in-the-blank statements about the terms, and answer one short, constructed response questions. c. <u>Foundations</u>: Students match terms to definitions and complete statements about the terms by choosing from 3 possible options. d. This assessment typically takes between 30 and 45 minutes.
Exit Ticket	• 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 13 and 14 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- "Map of Texas With Parts of the Adjoining States", map, Date Unknown; (https://texashistory.unt.edu/ark:/67531/metapth32928/: accessed December 3, 2024), University of North Texas Libraries, The Portal to Texas History, https://texashistory.unt.edu; crediting Star of the Republic Museum.
- Erganian, Sarkis. *Portrait of Moses Austin (1761–1821)*. ca. 1900-23. Oil on canvas, 28 1/4 × 22 1/4 in. The Museum of Fine Arts Houston. https://emuseum.mfah.org/objects/110006/portrait-of-moses-austin-17611821#.
- *[Engraving of Stephen F. Austin]*. December 16, 1836. Artwork. University of North Texas Libraries, The Portal to Texas History; crediting Palestine Public Library. The Background has been removed for this slide. https://texashistory.unt.edu/ark:/67531/metapth11276/
- Bell, Jim. [Cotton Field], photograph, Date Unknown; (https://texashistory.unt.edu/ark:/67531/metapth121189/: accessed November 25, 2024), University of North Texas Libraries, The Portal to Texas History, https://texashistory.unt.edu; crediting Private Collection of Jim Bell.