Unit 1: Natural Texas and Its People
7th Grade Lesson Plan: Study Guide
(45 – 60 minutes)

Objective	Students will review key terms and information from the unit in preparation for the unit one assessment. Students will be able to identify, explain, and compare significant information from the unit.
Key Concepts	• Tribes from different regions adapted to the environment of their region. • Patterns of human settlement are influenced by geography
Skills	• Comparing and contrasting • Making connections between human activity and geography • Identifying characteristics within the categories of tribes and geography. • Identifying significant locations on a map of Texas. • Test-taking strategies answering new STAAR item-type questions.
Essential Question	What significant information from unit one do we need to study in order to be successful on our test?

Assignment	**Warm-up**
	1. Students will take a quick self-assessment regarding their test-taking abilities and ways in which they can prepare for success on the unit 1 test.
	
	Lesson
	2. Students complete a study guide to help them prepare for their unit 1 test.
	3. **Part I – Matching:**
	  a. Students will use a word bank to match terms from our unit with explanations, descriptions, and definitions related to each term.
	4. **Part II – Geography:**
	  a. Students will use a map with labeled regions to correctly identify different characteristics in each region.
	  b. Students will answer a writing prompt asking about patterns of settlement in Texas.

	5. Part III: Practice Questions: a. Students will practice answering complex questions based on new STAAR item types. **Exit Ticket** 1. Students will self-assess: a. One thing I feel confident about b. One thing I still struggle with c. One thing I will do to prepare
Materials	***Links to the following materials*** 1. Warm-up / Exit Ticket *(Suggested printing: 1 per student. Assignment prints two copies per page.)* 2. Study Guide Assignment *(Suggested printing 1 per student)* 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. Chunking text information 3. Sentence Stems 4. Word Bank 5. Reduction in answer choices 6. Reduction in amount of work
TEKS	• ***7.2(A)*** Compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern. • ***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. • ***7.8 (A)*** Locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions. • ***7.8 (B)*** Locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest.

Teacher Guide: **Study Guide**

Warm-up	1. Students use a graphic organizer chart to assess their own test-taking abilities, placing checkmarks in boxes for statements they feel are true for them. 2. Students then read a list of basic ways they can prepare for the test, to check items that they could do.

Lesson	**Part I: Matching**
	
	1. Using a word bank, students match terms from our unit to the best explanation of each term.
	   a. Advanced and Grade Level students write the information from the word bank next to the correct description.
	   b. Foundations Level students choose between 2 options for each explanation, highlighting or circling the correct term.
	
	Part II: Geography
	
	1. Students categorize different geographic characteristics into the correct region using a map with the regions lettered A through D.
	2. Students write the correct letter next to each term.
	   a. Advanced: students then write a short, constructed response explaining which region is most densely populated and why.
	   b. Grade Level: Students complete a sentence stem explaining which region is the most densely populated and why.
	   c. Foundations: Students choose between 3 options to fill in 2 blanks in a sentence stem explaining which region is the most densely populated and why.
	
	Part III: Practice Questions
	
	1. Students answer new STAAR item type questions about information from the unit.
	   a. Advanced: Answer five questions.
	   b. Grade Level: Answer two questions.
	   c. Foundations: Answer two questions with reduced answer choices.

	Suggestion: 1. Teach students the ERA strategy: a. Examine: Look at the question. Highlight or circle significant unit words that you know. Break down more difficult words into easier words. b. Recall: What do you remember about this topic? Write 2 or 3 quick notes about the topic in the margin. c. Apply: Apply the information you remember about the topic to the answer choices, eliminating choices that don't fit with the topic immediately. Narrow the answer choices down and choose the best one that matches what you recall about the topic.
Exit Ticket	Students will do a final self-assessment before the test, answering the following questions a. One thing I feel confident about is b. One thing I still have questions about is c. One thing I will do to prepare for the test is