

Unit 1: Natural Texas and Its People

7th Grade Lesson Plan: Texas Regions

(90 - 110 minutes)

This lesson will be completed over the course of two days. The worksheets and slideshow presentation cover the work for both days. There are two warm-ups and two exit tickets for this lesson.

Objective	<p>Students will be able to identify, describe, and compare the distinct characteristics of each region of Texas.</p> <p>DAY 1</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine the climate, geography, natural resources, and plant and animal life of each Texas region. 2. <u>I will</u> identify and record significant characteristics of each region on my guided note chart. <p>Day 2</p> <ol style="list-style-type: none"> 1. <u>We will</u> compare and contrast the characteristics of two regions. 2. <u>I will</u> make a claim about which region I think early American Indians would have settled in based on the characteristics of the regions.
Key Concepts	<ul style="list-style-type: none"> • Differences in the physical geography of land in different regions • Knowledge of diverse physical geographic landforms
Skills	<ul style="list-style-type: none"> • Identifying and classifying environmental factors • Concise note-taking skills • Making connections between geographic and environmental features and patterns of human settlement
Essential Questions	<p>Day 1: What are the significant environmental characteristics of each region of Texas?</p> <p>Day 2: How might the distinct characteristics of each region affect early American Indians who settled there?</p>

Assignment	<ol style="list-style-type: none"> 1. Warm-up: <ol style="list-style-type: none"> a. Day 1: Students use their own knowledge of the area in which they live to identify some of the characteristics of their own region. b. Day 2: Students will choose two of the regions they studied in the previous class. Using the graphic organizer, they will compare characteristics of the two regions. 2. Lesson: <ol style="list-style-type: none"> a. Using readings from the slideshow, students will take brief notes on the characteristics of each region. b. Students use the notes they have taken to answer comprehension questions about each region. 3. Exit Ticket: <ol style="list-style-type: none"> a. Day 1: Students review their answers from their warm-up to take note of where they were correct, where they were incorrect, and what new information they learned. b. Day 2: Students write a short, constructed response comparing two regions they have learned about. They can use the graphic organizer from their warm-up or choose two new regions.
Materials	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> 1. Slideshow 2. Warm-up & Exit Ticket (Day 1 and Day 2) 3. Student worksheet <ol style="list-style-type: none"> A. Advanced Level B. Grade Level C. Foundations Level
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including work at three different levels of academic ability 2. Visual images accompanying readings 3. Note-taking assistance 4. Word banks 5. Chunking text information 6. Sentence Stems 7. Reduction of answer choices

<p>TEKS</p>	<ul style="list-style-type: none"> • 7.8 Geography. The student understands the location and characteristics of places and regions of Texas. • 7.8A Locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions • 7.20B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause and effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions • 7.22C Create written, oral, and visual representations of social studies information
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Teacher Guide: Texas Regions

Warm-up	<ol style="list-style-type: none"> Day 1: Students make observations about the area of Texas they live in, including information about typical climate, landforms, and plants and animals. <ol style="list-style-type: none"> Slides 2 and 3 on the presentation restate the directions for the warm-up and offer a sentence stem for students to share their responses. Slides 4 and 5 present the daily essential question and “We will / I will” statements for the lesson. Day 2: Students choose two regions they took notes on yesterday to compare and contrast characteristics using a graphic organizer. <ol style="list-style-type: none"> Slides 6 and 7 restate the directions for the warm-up and offer a sentence stem for students to share their responses. Slides 8 and 9 present the daily essential question and “We will / I will” statements for the lesson.
Lesson	<ol style="list-style-type: none"> Slides 10 and 11 offer context and background for the lesson. Students use the reading passages in the slides presentation to complete their chart for each region. This assignment should take approximately two class periods. <ol style="list-style-type: none"> Suggestion: Begin with the region you live in. Complete part or all of one region together as a class to demonstrate expectations for the readings, and what and how much to write. Variations on Presentation: The slides can be printed for groups work, hung around the room for a gallery walk, or posted to an online learning platform for the students to access digitally individually or in partners. Variations on Completing the Work: <ol style="list-style-type: none"> Foundations: Assign students or groups one category within a region. They read and complete only that part of their chart. Then they share what they have learned with other students to complete the rest of their chart. Grade Level: Students or groups could be assigned a specific region. They complete their one section

	<p>to become an “expert” then meet with other students to teach each other about their area of expertise,</p> <p>iii. Advanced: Assign a group one region. Each person in the group is responsible for one category within their region. When they finish, they teach their group. Groups present their region to the class.</p> <p>d. Part 2 – Students answer comprehension questions about the defining characteristics of each region.</p> <p>i. Advanced: Fill in the blank comprehension questions. Then students use a graphic organizer to compare two regions and write a short paragraph making an argument for which region American Indians would have been more likely to settle in.</p> <p>ii. Grade Level & Foundations: Students answer multiple choice questions then make a prediction about which region American Indians would have been more likely to settle in.</p>
Exit Ticket	<p>1. Day 1: Students refer to their warm-up observations about their own region. They identify what they were right about, what they were not quite right about, and what new information they learned. Share what they wrote with the class.</p> <p>2. Day 2: Students complete a short, constructed response comparing two regions they studied. Share what they wrote with the class.</p> <p>a. Suggested Supports: As a class, create a sentence stem to begin their writing:</p> <p>i. There are many differences (and similarities) between the _____ and _____ regions in Texas.</p> <p>ii. The _____ region, for example, has _____ while the _____ region has _____.</p>

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