

Unit 1: Natural Texas and Its People

7th Grade Lesson Plan: Texas Today

(45 – 60 minutes)

Objective	<p>Students will be able to identify key characteristics of Texas today related to natural and human geography. Students will be able to make connections between the human geography of Texas today and settlement patterns of early Texas people.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine Texas geography, population, culture, and economy today. 2. <u>I will</u> create a map of Texas including the major cities and bordering locations. I will answer comprehension questions about modern Texas.
Key Concepts	<ul style="list-style-type: none"> • Patterns of human settlement related to physical geography
Skills	<ul style="list-style-type: none"> • Map skills – reading, analyzing, and labeling • Relative and absolute location • Reading for context • Making predictions
Essential Question	<p>What are the defining characteristics of Texas today, and how do they compare with early Texas history?</p>
Assignment	<ol style="list-style-type: none"> 1. <u>Warm-up:</u> Students consider what they would put in a time capsule for people 500 years in the future to learn about Texas today. 2. <u>Lesson:</u> <ol style="list-style-type: none"> a. <u>Part I: Welcome to Texas Today</u> – Students read an introductory passage presenting information on major cities and industries in Texas today. Students answer comprehension questions and use the context of the passage to define the term <i>economy</i>. b. Students use a geographic map and their prior knowledge to make a prediction about where modern Texans are most likely to live. c. <u>Part II: Texas Map Activity</u> – Students label significant items on a map of Texas using the Texas atlas map in the slideshow presentation.

	<p>d. Part III: American Indians in Texas Today: Students will read questions presenting relative and absolute location related to contemporary American Indian tribes in Texas to determine which regions three tribes live in today. They will then use that information to identify tribal locations on a map.</p> <p>3. Exit Ticket: Students will use a map depicting the three major cities that make up the “Texas Triangle” of urban areas to identify the answer that provides the most accurate summary of the lesson.</p>
Materials	<ul style="list-style-type: none"> • Slideshow • Warm-up / Exit Ticket • Advanced Worksheet • Grade Level Worksheet • Foundations Worksheet
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding, including assignments at three different levels of academic ability 2. Multiple choice questions / reduction of writing 3. Sentence stems for responses 4. Word bank 5. Reduction of answer choices
TEKS	<ul style="list-style-type: none"> • 7.8A Locate and compare the Mountains and Basins, Great Plains, North Central Plains and Coastal Plains regions. • 7.8B 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. • 7.9A Identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications. • 7.20B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. • 7.20C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. • 7.20E Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.

- **7.21A** Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries.
- **7.22A** Use social studies terminology correctly.
- **7.22B** Create written, oral, and visual presentations of social studies information.

Teacher Guide: Texas Today

<p>Warm-up</p>	<ol style="list-style-type: none"> 1. Students will think of three items they would put in a time capsule to teach future people about life in Texas. <ol style="list-style-type: none"> a. Slides 3 and 4 restate the definitions and provide a sentence stem for students to share their responses with the class. b. You can also have students add other student responses into their own warm-up. c. Slides 5 and 6 present the Essential Question and the “We will / I will” statements for the lesson.
<p>Lesson</p>	<p>Part I: Welcome to Texas Today</p> <ol style="list-style-type: none"> 1. Student worksheets contain a reading passage introducing information on significant cities and industries in Texas today. Slide 8 also contains the reading. <ol style="list-style-type: none"> a. Student worksheets have 2 questions to answer based on the reading, asking for 3 facts from the reading and to use context to determine the meaning of the word <i>economy</i>. 2. Slide 9 provides information about Texas’ energy industries. Suggestion: have students add one fact from this slide to their worksheets. 3. Slides 10 – 13 present information on population settlement patterns in Texas. <ol style="list-style-type: none"> a. Slide 11 goes with the bottom section of the student worksheet on page 1: “Make a prediction” – students will predict where most Texans live today based on the map and their prior knowledge. Students circle the location on their map where they think most people would live. Students draw an X over where they think people would be least likely to live. b. Slide 12 depicts the major population centers in Texas. Have students use the map to determine if their prediction was correct and explain their answer. c. Slide 13 shows Texas urban areas. Use this slide to have students analyze the map and use context to determine the meaning of the term <i>urban</i>.

	<p>Part II: Texas Map Activity</p> <ol style="list-style-type: none"> 1. Using an enlarged version of the map from part 1 on slide 15, students locate and label significant places on their map of Texas including the 4 regions of Texas. <ol style="list-style-type: none"> a. Advanced – Labels the map and draws in the borders of the 4 regions to label them. b. Grade Level – Labels the map with the borders of the 4 regions already included. c. Foundations – Writes the correct letter from the map beside the appropriate location. <p>Part III: American Indians in Texas Today</p> <ol style="list-style-type: none"> 1. Slides 17 and 18 present short reading passages about the 3 federally recognized tribes of American Indians in Texas today. Read the passages together as a class before students complete the comprehension questions on their worksheet. <ol style="list-style-type: none"> a. The questions present information about each tribe’s location based on relative and absolute geographic locations. b. The final question asks the students to use the information from the previous questions to identify the location of each contemporary tribe on a map provided and label it accurately. c. <u>Advanced</u>: Short-constructed response and multiple-choice questions. d. <u>Grade Level</u>: Multiple-choice questions e. <u>Foundations</u>: Multiple-choice questions with one answer choice removed.
<p>Exit Ticket</p>	<ol style="list-style-type: none"> 1. Students answer a multiple-choice question based on a map depicting the “Texas Triangle” – the highest populated area of Texas. Students determine which answer best summarizes the significance of the shaded area on the map based on the major themes from the unit.

Primary Sources Referenced in Lesson

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- *Apache and Alabama-Coushatta Members*. 1974. Photograph, 35 mm. *The Portal to Texas History*. <https://texashistory.unt.edu/ark:/67531/metaph227701/>
- *Texas American Indian Heritage Society Dancers*. 1997. Photograph, 35 mm. The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metaph302043/>