Unit 1: Natural Texas and Its People
7th Grade Lesson Plan: The Big Picture
(45 minutes)

Objective	Students will be able to write or speak a clear summary of the unit's main ideas. They will be able to give at least one specific example of something that will be covered in the unit, especially one that relates to primary source materials. 1. *We will* identify the main idea of this unit by analyzing a primary source image and reading a short passage. 2. *I will* make inferences and predictions about an image and summarize the main idea of a short passage.
Key Concepts	• Texas is made up of different regions with diverse geography • The diverse geography of Texas greatly affected the lives of early Texas people.
Skills	• Analyzing a primary source by making predictions and inferences based on the image • Using context clues in a short passage to determine vocabulary definitions • Reading for comprehension and identification of a main idea within a passage. • Paraphrasing and summarizing a passage
Essential Question	What are the major themes of Unit 1: Natural Texas and Its People?

Assignment	1. **Warm-up:**
	   a. Compare and contrast daily life activities today with those of 1000 years ago.
	   b. Activates students' prior knowledge to make educated guesses about life for early Texans.
	 2. **Assignment**:
	   a. Analyze a primary source image of early Texas people to make inferences about their lives.
	   b. Read a passage for main ideas, evidence, context, and vocabulary building. Answer questions based on evidence from the passage.
	
	 3. **Exit Ticket:**
	   a. Using a new 8th grade social studies STAAR item type called *"Hot Text"* Students will cite evidence in a text to answer a question.

Materials	1. Unit 1 Preview Slideshow Presentation *(Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance)*
	2. Unit 1 Preview Warm-up / Exit Ticket *(Suggested printing: 1 per student. Assignment prints two copies per page.)*
	3. Unit 1 Preview 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. Visual representations of directions
	3. Chunking text information
	4. Sentence Stems
	5. Reduction in answer choices
TEKS	• ***7.20(A)***: Differentiate between, locate, and use valid primary and secondary sources such as media and artifacts to acquire information about 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.
	• ***7.20(E)***: Formulate and communicate visually, orally, or in writing, a claim supported by evidence and reasoning related to a social studies topic.
	• ***7.22(C)***: Create written, oral, and visual presentations of social studies information

Teacher Guide: The Big Picture

Warm-up	1. Before this first warm-up, introduce the class to the *"Helpful Action Guide"* icons on slide #2 of the Unit 1: Natural Texas and Its People PowerPoint
	   a. Explain that even when they are not writing or speaking, they are doing something with the information by actively engaging.
	2. **WARM-UP ASSIGNMENT**: Students answer questions about how they handle different daily-life situations today and how they imagine they would have handled them 1000 years ago.
	   a. Students may work individually or collaboratively with shoulder partners or the people around them.
	   b. To begin class, call on students to share one of their answers using the sentence stem on slide 4 in the Unit 1: Natural Texas and Its People Lesson 1: The Big Picture PowerPoint

Lesson	1. *The image*:
	   a. Have the students view the image and ask them what they notice (no matter how small or unimportant it may SEEM.)
	   b. Call on several students to answer. Give them time after sharing with the class to write their answers on their worksheet.
	   c. Have them continue on their own to predict what we might be learning in this unit based on the picture.
	   d. Share as a class.
	2. *Dig Deeper:*
	   a. Before the students answer the questions under the Dig Deeper section, introduce more background context by reviewing slide 6.
	   b. After reading and discussing the larger context for the unit, the students can complete this individually, or with shoulder partners.
	   c. Students share with class. Justify their answers by using their prior knowledge and context clues from the image. Model the way they should answer by giving your own example: *"I think the people in the image are early people in Texas because I don't see any modern items in the picture."*

	3. *Reading Passage:* a. *First read through:* Teacher reads the passage. Instruct students to highlight or place a star next to information that seems important. Write a question mark next to things that they want more information about or that don't make sense. After reading, call on students to share what they thought was important. Ask other students to raise their hands if they also highlighted the same thing. Repeat with anything they had questions about. b. *Second read through:* Call on student volunteers to read one paragraph at a time. When you finish each paragraph, give the students a few minutes to write 3 to 5 words in the right margin telling what that paragraph was primarily about – in other words summarizing the main idea. Discuss what ideas or themes all three paragraphs have in common Discuss together as a class. c. *Third read through:* Students read silently a third time and then answer the questions that follow. **Helpful guidance tip for students:** Have the students write the number of the question next to the information in the passage that supports their answer for that question. d. *Review question and answers together:* have students explain their answer choices by citing what information in the passage supports their answers. When reviewing the summary, write several student answers on the board. If possible, see if the class can combine information from separate summaries into one more complete summary.
Exit Ticket	1. Students will read the passage and answer the question that follows. Review as a class. 2. Review together as a class. Ask students to explain how they eliminated wrong answer choices. 3. **Let students know**: Exit ticket questions for many assignments are based on the new item types on the 8th grade social studies STAAR test. This type of question is based on the "Hot Text" questions, requiring students to cite specific evidence within a text. Practicing with these questions now will make them experts by the time they get to their 8th grade Social Studies STAAR!

Primary Sources Referenced in Lesson

- Brion, Henry F. and Edmond McClure. *Photo Relief Map of North America.* 1885. The Portal to Texas History. https://texashistory.unt.edu/ark:/67531/metapth50293.
- Catlin, George. *Caddo Indians Gathering Wild Strawberries.* 1861/1869. Oil on card mounted on paperboard, 46.8 x 73.1 cm (18 7/16 x 28 ¾ in.) National Gallery of Art. https://www.nga.gov/collection/art-object-page.50519.html