

Unit 1: Natural Texas and Its People

7th Grade Lesson Plan: Vocabulary (90 – 110 min)

Objective	<p>Students will be introduced to the key terms within the context of the unit through short reading passages. Students will be able to identify, define, and give examples in words and/or images of each key term in the unit.</p> <ol style="list-style-type: none"> 1. <u>We will</u> read short passages that present our key words within the context of our unit. 2. <u>I will</u> define, give an example, and create an image that best represents each key term.
Key Concepts	<ul style="list-style-type: none"> • Texas is made up of different regions with their own unique climate, environment, and geographic features. • The lives of early American Indians in Texas depended on the unique characteristics of each region • Early American Indians in Texas took part in a number of different activities for survival and culture.
Skills	<ul style="list-style-type: none"> • Identifying and distinguishing between definitions and examples of key terms • Creating visual images based on written information
Essential Question	<p>What key terms do we need to know in order to be successful in this unit?</p>
Assignment	<ol style="list-style-type: none"> 1. <u>Warm-up</u>: Students will define, give an example, an antonym, write the word in a sentence, and create an image that represents a common slang word or phrase. (<u>NOTE</u>: Mention the need to choose a classroom appropriate word or phrase.) Students share with the class. 2. <u>Assignment</u>: Students will use the short reading passages on each slide to determine the definition and example of each word. Students will also create an image that they feel represents the term. ADVANCED STUDENTS: Also provide an antonym and use the word in a complete sentence. <u>Summative Assessment</u>: Vocabulary Quiz 3. <u>Exit Ticket</u>: Students will match four vocabulary terms with sentences using those terms to give examples from our unit. This new STAAR item type is based on the Drag and Drop question.

<p>Materials</p>	<p><u>Lesson Materials</u></p> <ul style="list-style-type: none"> • Warm-up & Exit Ticket • Vocabulary Slides Presentation • Advanced Vocabulary Chart • Grade Level Vocabulary Chart • Foundations Vocabulary Chart • Advanced Quiz (optional) • Grade Level Quiz (optional) • Foundations Quiz (optional)
<p>Differentiation</p>	<ol style="list-style-type: none"> 1. Scaffolding including lessons and quizzes at three different levels of academic ability 2. Chunking text information 3. Graphic Organizer 4. Visual representations of key terms
<p>TEKS</p>	<ul style="list-style-type: none"> • 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(B) Use social studies terminology correctly • 7.22(C) Create written, oral, and visual presentations of social studies information

Teacher Guide

Vocabulary

Note: This is a two-day assignment using the same vocabulary chart and slides presentation for both days. There is an optional vocabulary quiz to check for understanding of the terms within the context of this unit. The addition of the vocabulary quiz could make this a three-day assignment depending on the level of your classes.

<p>Warm-up</p>	<ol style="list-style-type: none"> 1. Students complete an example of the vocabulary chart they will be doing in the lesson on a slang term they are familiar with. 2. Have students share with the class what word or phrase they chose, and how they completed their chart on this word or phrase. 3. Ask students what would happen if they didn't know the meaning of these words when people used them all the time. Would they struggle to keep up in conversation? Would they know if they were being made fun of or complimented? 4. Highlight how important it is to understand the words and phrases in order to understand what people are talking about AND what we are learning.
<p>Lesson</p>	<ol style="list-style-type: none"> 1. Students will use the short reading passages on each slide to complete their vocabulary chart. There are a number of ways this can be achieved. <ol style="list-style-type: none"> a. Doing one or two of the slides together so students can see what is expected of them and how to complete their assignment. For students performing below grade-level you can continue in this way. b. Students can partner up, each student choosing half of the words. Each student completes half of the words and then teaches the other. c. The slides can be printed and placed around the class as stations or a gallery walk for students to complete by moving around the classroom at their own pace or at intervals set by the teacher. d. Assign each student one term (terms will be duplicated.) The students complete their one word doing a THOROUGH job. Then the teacher can set 3-5-minute

	<p>timers for students to find someone with a word they don't have. The students teach each other their words.</p> <ol style="list-style-type: none"> 2. Call on students to share out one word each or one element of one word from their chart. If you have a Document Camera (Doc Cam) you can have the students come to the front to display their word for the class as they share. 3. Summative Assessment: Vocabulary Quiz (This could be given on an additional day or at the end of the week.)
Exit Ticket	<ol style="list-style-type: none"> 1. Students will match four sentences giving examples of vocabulary terms with the correct term. This question is based on the new STAAR item type called Drag and Drop.



Primary Sources Referenced in this Lesson



- *Drawing of Man with Spear and Shield*. Photograph, 16 x 12 cm (6.29921 x 4.72441 in.). The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metaph842676/>
- *Photograph of a bluebonnet in Jasper Texas*. Photograph. Mallory Randy. The Portal to Texas History. [\[Bluebonnet in Jasper, Texas\] - The Portal to Texas History \(unt.edu\)](#)
- Streng, Evelyn Fielder. *Rio Grande River in Santa Elena Canyon 2*. 1951. Photograph, 35 mm. The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metaph860548/>.
- Moon, Carl. *Corn Harvest at Santo Domingo*. 1938-40. Oil on canvas, 24 x 30 in. (61 x 76.2 cm). Smithsonian American Art Museum.
- Mallory, Randy. *Sculpture in Caddo Mounds*. July 2015. Photograph. The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metadc1980434/>.
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- Carpenter, Charles H. *Wichita Indian grass hut. Oklahoma. Hut exhibited at World's Fair, St Louis, Missouri. U. S. Indian School*. 1904. National Museum of Natural History. <https://www.si.edu/object/archives/components/sova-naa-photolot-89-8-ref1110>.