

Unit 6: The Republic of Texas

7th Grade Lesson Plan: Mind Mapping Review

(45 – 60 minutes)

Objective	<p>Students will create a visual representation of terms and concepts from the unit in a mind map. Students will be able to visualize how information from the unit is connected by making connections between terms on a mind map.</p> <ol style="list-style-type: none"> 1. <u>We will</u> make connections between key terms and concepts within all of Unit 6: The Republic of Texas. 2. <u>I will</u> create a Mind Map using terms and concepts from the class slides presentation.
Key Concepts	<ul style="list-style-type: none"> • The Republic of Texas era was characterized by Texas' struggles to address the numerous political, economic, military, and diplomatic challenges that faced the young republic. • The administrations of presidents Sam Houston, Mirabeau Lamar, and Anson Jones each attempted to address Texas' challenges. • Significant events of the era included the Córdova Rebellion, Council House Fight, Santa Fe Expedition, Mexican army invasions and occupations of San Antonio, attempts at annexation to the United States, challenges in achieving diplomatic recognition and establishing commercial partnerships, and conflicting political viewpoints regarding Texas' relationship with Indian tribes. • Significant people included the Texas presidents Sam Houston, Mirabeau Lamar, and Anson Jones. Other notable figures include John "Jack" Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, and José Antonio Navarro.
Skills	<ul style="list-style-type: none"> • Connecting terms and concepts from across the entire unit. • Justifying and providing rationalizations for those connections. • Providing debate or arguments based on facts for the correct or best placement of terms that fit into several categories on student Mind Maps. • Creating a visual representation of Social Studies information.

Essential Question	How do the key terms and concepts from Unit 6: The Republic of Texas connect to each other?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> Students will complete a graphic organizer of a small Mind Map using a word bank of terms that they will place where they believe they fit best. <p>Lesson</p> <ul style="list-style-type: none"> Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence.
Materials	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) <p><u>Suggested Materials not Included:</u></p> <ol style="list-style-type: none"> A large piece of butcher paper for group work Blank pieces of paper for individual or partner work Markers or colored pencils.
Differentiation	<ol style="list-style-type: none"> Visual representations of directions Chunking text information Reduction in writing (Teacher discretion) Group work with assigned roles allowing for differentiation of workload

<p>TEKS</p>	<ul style="list-style-type: none"> • 7.01(A) Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Republic. • 7.01(B) Explain the significance of the following dates: 1845, annexation. • 7.04(A) Identify individuals, events, and issues during the administrations of Republic of Texas presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups. • 7.04(B) Analyze the causes and events leading to Texas annexation such as security and public debt. • 7.20(A) Differentiate between, locate, and use valid primary sources such as media and news services, biographies, interviews, 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.
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Teacher Guide: Mind Map Review

Warm-up	<ul style="list-style-type: none"> • Students will create a small mind map using the diagram provided on their warm-up and a list of five terms in a word bank. They will write the terms where they believe they fit best in the mind map. • Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. • Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.
Lesson	<ul style="list-style-type: none"> • Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term. • Some terms can be correctly placed in more than one location. • At the end of each round of new terms, encourage students to share where they put each term and to provide an explanation for why that term fits where they put it. • Remind the class that the term could potentially fit into more than one category and encourage students to share if they placed the term anywhere else. • Slides 6 through 14 present sets of terms for students to add to their Mind Map. • Slide 15 provides an optional, additional step if there is time at the end of class for students to add any additional • <u>Advanced students:</u> can be encouraged to add additional information, explanations, terms, or questions to their Mind Map after they add the terms from the slides. This can also take place at the end of the lesson. • <u>Grade Level:</u> Students take turns adding information to the Mind Map or assign group roles – scribe (to write terms on the Mind Map), timekeeper (to keep students on task. Teacher can display a countdown clock to aide in this process), researcher (to look back through notes and old work for assistance in the lesson), Speaker (to share information and justifications with the class) • <u>Foundations:</u> Assign to timekeeper or speaker role, depending on student strengths. Teacher could also reduce

	the number of items for the student/students to write each round.
Exit Ticket	<ul style="list-style-type: none"> • Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence. • Slides 16 and 17 restate the directions and provide a sentence stem to guide student responses when sharing with the class.