

Unit 6: The Republic of Texas

7th Grade Lesson Plan: Texas Today

45 – 60 minutes

Objective	<p>Students will be able to identify and explain four of the benefits of Texas maintaining ownership of its public lands as a result of the terms of its annexation to the United States in 1845.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine four significant benefits of Texas’s public land ownership as a result of the terms of Texas annexation to the United States. 2. <u>I will</u> use context to determine the meaning of new terms and use the information provided to write a short essay summarizing the benefits of Texas’ ownership of its public lands.
Key Concepts	<ul style="list-style-type: none"> • Texas ownership of its public lands as a result of the terms of Texas’ annexation to the United States has greatly benefited Texas and Texans since 1845. • Texas ownership of its public lands provides revenue that supports public education, veterans, and government functions.
Skills	<ul style="list-style-type: none"> • Using contemporary data to evaluate the effects of a historical topic (Texas public land ownership) • Identifying the main idea and supporting evidence for a historical claim • Organizing information for historical writing • Writing a complete one-paragraph essay based on a topic with supporting evidence from contemporary data based on a historical topic.
Essential Question	How has Texas’ ownership of its public lands benefitted Texas and Texans since annexation to the United States?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students make observations and inferences about a map of Permanent School Fund Lands and speculate how the information in the map could be related to the unit. <p>Lesson</p> <ul style="list-style-type: none"> • The Importance of Texas Public Lands: Students read an excerpt from the Texas General Land Office and answer

	<p>questions about the significance of public lands to Texas based on the excerpt.</p> <ul style="list-style-type: none"> • Texas Public Lands: The Gift that Keeps on Giving – Students read about four benefits of Texas public land ownership based on contemporary data about specific programs Texas developed to use the revenues from its public lands to finance and provide support for education, veterans, and government functions. • Vocabular and Matching: Students match key terms from the reading with the best definition based on the context of the readings on the previous page. • Writing: Students use a graphic organizer to organize information from the readings. Then, students create a one-paragraph essay based on a prompt using the information in the graphic organizer. <p>Exit Ticket</p> <ul style="list-style-type: none"> • Students read an excerpt from an article by the Texas General Land Office. Based on the excerpt, students choose the responses that best complete a statement about Texas public lands.
Materials	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> 1. Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) 2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) 3. Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> a. Advanced Level work b. Grade Level work c. Foundations Level work
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including classwork at three different levels of academic ability 2. Visual representations of directions 3. Chunking text information 4. Sentence Stems and answer responses provided for short, constructed response. 5. Reduction in answer choices and amount of writing 6. Options provided to assist students with completing their graphic organizer

<p>TEKS</p>	<ul style="list-style-type: none"> • 7.01(B) Explain the significance of the following dates: 1845, annexation. • 7.20(A) Differentiate between, locate, and use valid primary and secondary 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. • 7.20(C) Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. • 7.20(E) Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic. • 7.21(A) Create and interpret thematic maps, graphs, and charts, representing various aspects of Texas during the 19th, 20th, and 21st centuries. • 7.22(B) Use effective written communication skills, including proper citations and avoiding plagiarism. • 7.22(C) Create written, oral, and visual presentations of social studies information.
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Teacher Guide: Texas Today

Warm-up	<ul style="list-style-type: none"> • Students make observations and inferences about a map of Permanent School Fund Lands in Texas. The map depicts land owned by the state government of Texas that is used to fund education in the state. • Students are asked to observe, infer, and make educated guesses about the answers based only on what they observe about the map. Encourage students not to worry about being right or wrong. • Slides 2 and 3 restate the directions (show a larger version of the map from their warm-up) 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	<p><u>The Importance of Public Land in Texas</u></p> <ul style="list-style-type: none"> • Students read an excerpt from a report published by the Texas General Land Office about the value and benefits of public lands in Texas. • Students answer questions about the article to demonstrate their comprehension of how public lands benefit Texas and what made this ownership of public lands possible (the terms of annexation which stated Texas maintained ownership of its public lands) • Slide 6 provides a larger view of the excerpt from the Texas General Land Office. <p><u>Texas Public Lands: The Gift that Keeps on Giving</u></p> <ul style="list-style-type: none"> • Students read about four ways in which Texas ownership of its public lands has benefited Texas and Texans since 1845. These include: <ul style="list-style-type: none"> - (1) funding for public education including primary and secondary education - (2) university funding - (3) programs to help veterans afford property ownership and improvement - (4) leasing public lands for oil and natural gas to fund programs throughout the state. • New terms are presented in bold.

- Slide 7 introduces this portion of the work.
- Slide 8 provides graphics to accompany the portion about the Permanent School Fund (Number 1 in the list of benefits.) The charts shown break down where public school funding comes from. Focus student attention to how much of the funding is federal, local, and state.
- Slide 9 provides an image to accompany benefit #2: The Permanent University Fund.
- Slide 10 provides an image of World War II veterans to accompany benefit #3 about the Veterans Land Board
- Slide 11 provides an image of the oil fields at Spindletop in 1901 to accompany benefit #4 about Texas oil and natural gas revenue.

Vocabulary Matching

- Terms presented in bold in the reading are included in a matching activity here. Students match the term with its most accurate definition based on the context of the reading.

Preparing to Write a Short Answer Response

- In this portion, students organize information from the reading in preparation to write a one-paragraph essay based on the prompt: **How has Texas' ownership of its public lands benefited the development of Texas?**
- Students choose which statement would make the best topic sentence for this prompt. (This topic sentence can later be used in their essay OR the teacher can require the students to write their own topic sentence.)
- Next, students use a graphic organizer titled, "Benefits of Texas Public Land Ownership" to organize the information they want to use for their essay.

Writing: Short Answer Response

- Students use the information from the topic sentence multiple-choice question and the graphic organizer to write their essay based on the prompt provided.

Differentiation

- Advanced: Students read a passage written at an above-grade Lexile Level and answer short, constructed responses to demonstrate comprehension of the main topic and

	<p>supporting evidence. Students complete a full graphic organizer choosing information from the reading to include in their essay, then write an essay of 7 – 10 complete sentences explaining the significant benefits of Texas ownership of its public lands.</p> <ul style="list-style-type: none"> • <u>Grade Level:</u> Students read a passage written at a Lexile level appropriate for 7th grade and answer a multiple-choice and multi-select question to demonstrate comprehension of the main topic and supporting evidence. Students complete a graphic organizer with some information included. They must add the information that completes what is already provided in the graphic organizer. Then, students write an essay of 5 – 8 sentences explaining the significant benefits of Texas ownership of its public lands. • <u>Foundations:</u> Students read a passage written at a Lexile level appropriate for 7th grade and answer a multiple-choice and multi-select question (both with one or more answer choices eliminated) to demonstrate comprehension of the main topic and supporting evidence. Students complete a graphic organizer with some information provided. They must choose from two options in each space available to complete the remainder of the graphic organizer. Then, students complete their essay by choosing from responses provided based on the information in the graphic organizer. The amount of writing is significantly reduced for the Foundations work.
Exit Ticket	<ul style="list-style-type: none"> • Students read one final quote from the article published by the Texas General Land Office. Based on the information in the excerpt, students circle or highlight the word or phrase that best completes the statement about Texas public land. • Slides 12 and 13 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- “Understanding the Importance of Land in the History of Texas” January 2015. The Texas General Land Office. <https://www.glo.texas.gov/sites/default/files/2025-01/history-of-texas-public-lands%202022.pdf>
- A Map of Permanent School Fund Lands (Public) Texas General Land Office, Commissioner Dawn Buckingham, M.D. [Permanent School Fund Lands \(Public\) | Texas General Land Office GIS Data](#)
- Lewis, David P. [Derrick at Spindletop Oil Field], photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metapth1556330/>: accessed June 4, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Lamar University.
- Texas Education Agency. Texas Public School Statistics, Pocket Edition: 2020-2021, pamphlet, January 2022; Austin, Texas. (<https://texashistory.unt.edu/ark:/67531/metapth1760281/>: accessed June 4, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Government Documents Department.
- [Students at UNT's 2002 graduation ceremony], image, January 23, 2003; (<https://texashistory.unt.edu/ark:/67531/metadc1835576/>: accessed June 4, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Special Collections.
- [World War II Veterans], photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metapth41138/>: accessed June 4, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Lockheed Martin Aeronautics Company, Fort Worth.
- [Oil Wells at Spindletop], photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metapth202771/>: accessed June 4, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Museum of the Gulf Coast.