

Unit 3: The Spanish Colonial Era

7th Grade Lesson Plan: Bingo Review Game (45 – 60 minutes)

Objective	<p>Students will review key terms and concepts within the unit by listening to clues to identify terms and concepts.</p> <ol style="list-style-type: none">1. <u>We will</u> review key terms and concepts of Unit 3: The Spanish Colonial era.2. <u>I will</u> use clues to identify key terms from the unit to try win by getting 5 terms in a row on my card.
Key Concepts	<ul style="list-style-type: none">• Significant information related to key people, places, events, and concepts.
Skills	<ul style="list-style-type: none">• Study and review of key concepts• Identifying information based on key words and phrases
Essential Question	What key terms and concepts do we need to know to be successful on our unit 3 test?
Assignment	<ol style="list-style-type: none">1. <u>Warm-up:</u> For this activity, the warm-up is the first step of the Bingo game. Students choose from a list of key terms provided in the slideshow to fill in their Bingo card at random. There is no printable warm-up for this assignment.2. <u>Lesson:</u> Students listen to clues about random words from the slides presentation to determine which key term or concept is being referred to. Students are trying to get 5 key terms in a row on their card to win.3. <u>Exit Ticket:</u> Students can share a term from their card and the key words that are associated with that term, or the definition or explanation for the term.
Materials	<ul style="list-style-type: none">• Slideshow• Bingo Cards (<i>Suggested printing: One per student</i>)• Bingo chips or small pieces of paper to cover each item on their card when called.• Teacher Clue Guide (<i>suggested printing: one copy for the teacher.</i>)

Differentiation	<ol style="list-style-type: none"> 1. Reduced writing 2. Identifying and recording key words for advanced
TEKS	<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 Spanish Colonial. • 7.01(B) Explain the significance of the following dates: 1718, founding of San Antonio, 1821, independence from Spain. • 7.02(C) Identify important individuals, events, and issues related to European colonization of Texas, including the establishment of missions, towns, and ranches, and the contributions of individuals such as Fray Damian Massanet, Antonio Margil de Jesus, and Francisco Hidalgo. • 7.02(D) Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, Jose Gutierrez de Lara, and the Battle of Medina. • 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. • 7.22(C) Create written, oral, and visual presentations of social studies information.

Teacher Guide: Bingo Review Game

Warm-up	<p>1. Warm-up: For this activity, the warm-up is the first step of the Bingo game. The teacher will explain how the game works and then display the list of terms students can use on their bingo card. For the warm-up, give the students time to fill in their Bingo cards with random terms from the slide presentation. Slides 2-4 give directions for filling in student cards and how to play. Slide 5 has the list of terms.</p>
Lesson	<p>1. Lesson:</p> <ul style="list-style-type: none">a. The teacher will read out clues for randomly chosen terms on the screen. Students can raise their hand to answer which term the clue is referring to. If correct, everyone with that term on their Bingo card gets to cover it on their card. If incorrect, another student can attempt to answer. After three incorrect answers no one gets to cover the term on their card.b. This repeats until a student gets 5 terms in a row on their card. The game can continue without clearing the cards for a few more rounds at the teacher's discretion.c. Teachers can change how to win from 5 terms in a line to "4 corners" (having all 4 corners filled, or having 4 items in a box in one corner) "Texas T" (students must have 5 across the top and 5 down the middle, making a capital T) or Blackout.d. The Review Clue sheet gives several different clues the teacher can use so that a term can be called again in future rounds with a new clue.e. Advanced: Students will write 3-5 key words related to the term the teacher called.f. Foundations: Students can write the number of the term rather than the entire term.
Exit Ticket	<ul style="list-style-type: none">1. Advanced: Ask students to share a term from their card, the key words they wrote associated with that term, and explain why they chose those key words.2. Grade Level and Foundations: Ask students to choose one word from their card and explain what the word is.3. There are sentence stems on slide 6 of the presentation to guide student responses as a closing activity.