

7th Grade Texas History – Progressive Era; 04/26/2021-04/27/2021

TEKS Standard:

(b)(7): History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to:

(C) examine the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century

(b)(8): Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

(B): locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest

(b)(10): Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:

(B): illustrate how immigration and migration to Texas have influenced Texas; and

(D): analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation.

(b)(11): Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:

(A): Explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing

(b)(14): Government. The students understands the structure and functions of government created by the Texas Constitution. The student is expected to:

(A): Evaluate the structure and functions of government at 21municipal, county, and state levels

(b)(21): Social studies skills: The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A): create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries

Monday	Tuesday
Good morning, everyone! Welcome to class! If you recall from last week, we delved into Texas during the Gilded Age. Today and tomorrow, we will be exploring Texas during the Progressive Era. Before class, I handed each of you a K-W-L chart, which you will have about ten minutes to complete. Use this time to reflect on what you know and	Good morning, everyone! Welcome to class! If you recall from yesterday, we discussed the origins of Progressive Era reforms in Texas, the areas of reform, and its effects. Today, we will test your knowledge through a thematic project. <u>Introduction Sample:</u> Using paper cutouts at their tables, students will categorize events occurring in the

what you want to know. Tomorrow, you will complete this chart with what you have learned.

Introduction: After students are greeted, they will receive a paper with the K-W-L chart at the door. After the bell rings, students will complete a K-W-L chart assessing prior knowledge of the Progressive Era from 6th grade social studies. They will be completing the sections over what they already know and what they want to know.

Students, read the objective on the board to yourself and then with your table partners. Then, you will share your table's input with the class on what you have interpreted the meaning of today's lesson.

Objective for the day: Examine the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century.

Progressive Era in Texas in a chronological manner. Each student will arrange the cutouts on the table.

Students, read the objective on the board to yourself and then with your table partners. Then, you will share your table's input with the class on what you have interpreted the meaning of today's lesson.

Objective for the day: Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries.

Students, you have paper cutouts at your desk from the introduction activity in the beginning of class. You have already sequenced the events, but now you will categorize the events from most important to least important in your perspective. With your table partners, organize the events by importance and you will then share your results with the class.

Learning Activities Sample:
(Guided Practice): Using the paper cutouts from the

We will now watch two videos. The first video is over the Progressive Era in the United States. The second video is over the Progressive Era in Texas specifically. Among your table, you will participate in a think-pair-share by comparing and contrasting each video.

Learning Activities (Guided Practice): Students will watch a Crash Course US History video over the Progressive Era along with a video from Tarrant County College over Texas specifically in the Progressive Era. In their table groups, they will compare and contrast the videos and the contents presented in each with their table partners.

What were your thoughts on those videos? How can you build upon the content with your prior knowledge? I will give you about five minutes to discuss this with your table partners.

You and your table partners will create a brief podcast

introduction activity, students will categorize each event by importance based on discussion with their table partners. After about five to seven minutes, students will share their perspectives with the class.

What were everyone's thoughts on the assignment? How did it contribute to your developing historical empathy we've discussed since the beginning of the year? Now, you will be assessed on your knowledge via the thematic project discussed in class. We will discuss the instructions together before you begin the assignment. I will be around to answer any questions after we go through the instructions as always.

Formative Assessment: In their table groups, students will choose a prompt consisting for issues in the Progressive Era in Texas. After their choice of prompt, they will design either a thematic map, chart, or graph in ArcGIS or Microsoft Excel depending on the prompt. Their map, chart, or graph should display one of the significant areas of reform, like wet and dry counties in the case of the

episode over the city-commission government structure using your iPads with Garageband. We will go over the instructions on Google Classroom together. Afterwards, I will be available to answer any of your questions.

Learning Activities Sample:
(Independent Practice): In their table groups, students, acting as historians, will create a brief podcast episode in Garageband on their iPads over their knowledge on the city-commission government structure. After modelling instructions to the class, students will work together in their groups and turn it in via Google Classroom.

I saw all of your excitement today while completing your assignments. I am proud of each of you, even if you may have struggled in the beginning. As always, in closing today's part of the lesson, you will be given an exit slip for self-assessment. Tell me what you've learned, what you struggled with, and what you want to learn more

Temperance movement. After the creation of their map, chart, or graph, students will present their models via a whole group discussion with the class.

Higher-order questions asked throughout the lesson:

What four factors led to demands in reform?
What is the city commission variation of local government?
How was it first modelled in Galveston?
How did education improve from Progressive Era reforms?
Why was women's suffrage excluded only to White middle-class women in the beginnings of the movement?
How did Texas Democrats suppress the Black American vote? What is the significance of the *white primary*?
How did the Constitution of 1876 influence local option laws for Prohibition?
Where did progressivism originate in Texas politics?

Fantastic work on all of your models. I am so proud of you all. You will now complete, with some time allotted in class and at home, a timeline activity over the Progressive Era in

about. I want to help you succeed in any way I can.

Closure Sample:

Allow students time for self-assessment of what they learned during today's lesson. An exit slip will be given, asking three questions, including how they feel about what they've learned, one thing they struggled grasping, and one thing they want to learn more about. Today, students learned about the origins of Progressivism in Texas, the areas of reform, and how reform was executed in those areas. Tomorrow, students will complete a thematic project displaying an area of reform and how it was executed via a map, table, or graph.

Intervention Sample:

Students needing intervention, shown through modelling and the closure activity, will be paired in small "think-pair-share" groups going over specific terms, concepts, and connecting them with personal experiences, visuals, or other supplemental

Texas in your choice of Microsoft PowerPoint or Google Slides. As always, you must include 6 pictures, 3 videos, and 2 political cartoons along with a bibliography at the end of the presentation. We will go through the instructions in class, and you can always ask me questions if you have any.

Learning Activities Sample:

(Independent Practice):

Create a timeline in your choice of Microsoft PowerPoint or Google Slides documenting key issues, individuals, and events in the Progressive Era in Texas. You must include 6 pictures, 3 videos, and 2 political cartoons along with a bibliography at the end of the presentation.

In closing this lesson, I have given you an exit slip for self-assessment. Tell me what you've learned, what you've struggled with, and what you want to learn more about. I want to help you succeed in any way I can.

Closure Sample:

Allow students time for self-assessment of what they learned during today's lesson. An exit

<p>materials. Visuals include printed notes, cutouts, and other manipulatives. Other supplemental materials include the course text, Nearpod presentations, primary and secondary sources uploaded to Google Classroom, books from the class library, and assignments from their portfolio assessment.</p> <p><u>Extension Sample:</u> Acting as Texas politicians, in each table group, students will engage in a think-pair-share activity over the consolidation of school districts and its effects on the Texas education system.</p>	<p>slip will be given, asking three questions, including how they feel about what they've learned, one thing they struggled grasping, and one thing they want to learn more about. Today, students completed a thematic project over areas of reform in the Progressive Era in Texas. Tomorrow, students will begin a unit over Texas's involvement in World War I.</p> <p><u>Intervention Sample:</u> Students needing intervention, shown through modelling and the closure activity, will be paired in small "think-pair-share" groups going over specific terms, concepts, and connecting them with personal experiences, visuals, or other supplemental materials. Visuals include printed notes, cutouts, and other manipulatives. Other supplemental materials include the course text, Nearpod presentations, primary and secondary sources uploaded to Google Classroom, books from the class library, and assignments from their portfolio assessment.</p> <p><u>Extension Sample:</u> Students will also complete their K-W-L</p>
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	chart from the day prior, specifically the “what they learned” column. After completing the K-W-L chart to themselves, they will engage in a think-pair-share activity with their table partners and then to the whole class over their discussion answers.
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