

Unit 1: Texas Geography

Unit-at-a-Glance

Dates: August 21 - August 25 (5 Days)

Enduring Understandings (Big Ideas)	Essential Questions
✓ Understanding the past can help us understand the present	✓ Why is history important? ✓ Why do historians use eras to divide the past into categories? ✓ How does geography influence the way people live? ✓ Why is the study of geography important?
Key Concepts	Key Locations
<ul style="list-style-type: none"> ○ Eras and chronology ○ Sources ○ 5 Themes of Geography ○ Types of Maps: political maps, physical maps, thematic maps ○ Basic Map Skills 	
Key Documents, Legislature	Key People
Key Dates	Key Events
Previous Content Understandings	Suggested Language Objectives (ELPS)
(4.6A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps. (4.6B) translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps. (4.9B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities.	1.C use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary 4.F use visual and contextual support to enhance and confirm understanding
<p style="text-align: center;">Unit TEKS</p> <p>Content: 7.1A 7.1B 7.8A 7.10.A <i>Process Standards will be incorporated throughout all units</i></p>	<p style="text-align: center;">Unit Vocabulary</p> <div> absolute chronology bias climate era primary source relative chronology secondary source </div>

Suggested Resources:

Textbook(s)	
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 1, Lessons 1 & 2 (pages 4-20) Chapter 1, Lesson 5 (pages 37-45) 	<p>Non-Unit Specific: SJ Curriculum Guide:</p> <ul style="list-style-type: none"> Chronology Practice Strategy: 1-5 Maps, Models and Data: 8-1 <p>Unit 1 Geography:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> 5 Themes of Geography https://www.youtube.com/watch?v=GtGRihw4G-c Map Skills https://youtu.be/ptp7-uuZWzA Tour the States https://www.youtube.com/watch?v=E2CNZlIVlg <p>Brain Pop</p> <ul style="list-style-type: none"> Geography Themes: Talk About a Sense of Place <p>United Streaming:</p> <ul style="list-style-type: none"> "American Geography" playlist Geographical Features: Landforms (17 min.) Reading Maps and Globes (23 min.) 	<ul style="list-style-type: none"> The Portal to Texas History http://education.texashistory.unt.edu/lessons/notebook/ http://education.texashistory.unt.edu/lessons/psa/ Texas Beyond History https://www.texasbeyondhistory.net/ Texas Almanac www.texasalmanac.com Teaching Texas http://www.teachingtexas.org/ General Land Office Teacher Resources http://www.glo.texas.gov/education/texas-coast/index.html Bullock Museum https://www.thestoryoftexas.com/education
PEGS (Political, Economic, Geographic, Social Significance)	Notes
<p>Political: Anti-pollution laws</p> <p>Economic: Population increase, economic opportunities</p> <p>Geographic: Understanding location, where and why people move</p> <p>Social: People moving</p>	

Unit 1: Texas Geography

TEKS and Content

Dates: August 21 - August 25 (5 Days)

Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I can identify, describe, and use a variety of tools used to study history. ✓ I can apply geographic tools to read and interpret maps. 	<ul style="list-style-type: none"> ✓ How can we organize information about the past? ✓ What are some ways we can track and measure time? ✓ What sources of information do historians use? ✓ How do maps present information? ✓ How do humans change the environment?
TEKS & Content	
<p>History. <i>The student understands traditional historical points of reference in Texas history. The student is expected to:</i></p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras...</p> <p>(7.1B) apply absolute and relative chronology through the sequencing of individuals, events, and time periods...</p>	<p>Eras of Texas:</p> <ul style="list-style-type: none"> • Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. • The focus in each era is on key individuals, events, and issues and their impact. <p>Why do historians divide the past into eras</p> <ul style="list-style-type: none"> • Historians apply periodization to historical events to create blocks of time that have similar characteristics in order to organize and present information about the past. • The periods may be based on chronologic, geographic, or cultural distinctions and often overlap with one another. • An era is a span of years noted for its events, people, or other characteristics. • A century is 100 years, and a decade is 10 years. • Relative chronology tells when an event happened in relation to other events. Absolute chronology tells the date when an event happened
<p>Geography. <i>The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</i></p> <p>(7.8A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas...</p>	<p>Thematic Maps:</p> <ul style="list-style-type: none"> • Recognize theme by reading key • Create • Interpret <p>Charts, graphs, and diagrams:</p> <ul style="list-style-type: none"> • People use charts and graphs to represent information visually in a way that is organized and easy to understand. • A diagram shows parts of something, steps in a process, or how something works

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	<p><u>Basic Skills:</u></p> <ul style="list-style-type: none"> • Map orientation • Title • Era/Date • Compass rose • Symbols • Author/Source • Key/Legend <p><u>5 Themes of Geography:</u></p> <ul style="list-style-type: none"> • Movement • Regions • Human-Environment Interaction • Location • Place <p><u>Absolute and Relative Location:</u></p> <ul style="list-style-type: none"> • Absolute location: describes the location of a place based on a fixed point on earth. The most common way is to identify the location using coordinates such as latitude and longitude. • Relative location: refers to the position of a place or entity based on its position with respect to other locations; expressed in terms of distance, travel time, or cost. <p><i>HINT: Use the MR HELP acronym to remember the 5 themes.</i></p>
<p><i>Geography.</i> The student understands the effects of the interaction between humans and the environment in Texas... The student is expected to:</p> <p>(7.10A) identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications</p>	<p><u>Adapted and modified the environment:</u></p> <ul style="list-style-type: none"> • Human settlements rely on rivers so they sometimes build dams or change the direction of the river to help meet their needs thus changing the environment and animal habitats • Humans began farming so they replaced natural resources with crops and other animals; built roads and highways, drilled for oil, built homes, and removed American Indians from their lands • Humans built wind farms, build sanctuaries for endangered animals, take steps to improve water and air quality as we continue to build new structures, equip cars so that they do not pollute the air as much, build “green” homes, etc. <p><u>Positive and negative consequences of modifications:</u></p> <ul style="list-style-type: none"> • Positive consequences: more people were able to move to Texas, more crops were grown – which led to more people being fed/clothed, Texas’ population grew as economic opportunities increased. • Negative consequences: air and water quality may be compromised through pollution; habitats of the animals native to this area might be affected

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TEKS	Verb	Content
7.1A*	Identify Describe Explain	<ul style="list-style-type: none"> the major eras in Texas history <ol style="list-style-type: none"> Natural Texas and its People Age of Contact Spanish Colonial their defining characteristics including <ol style="list-style-type: none"> Natural Texas and its People Age of Contact Spanish Colonial why historians divide the past into eras, including <ol style="list-style-type: none"> Natural Texas and its People Age of Contact Spanish Colonial
7.1B	Apply	<ul style="list-style-type: none"> absolute chronology through the sequencing of significant individuals, events, and time periods relative chronology through the sequencing of significant individuals, events, and time periods
7.8A	Create	<ul style="list-style-type: none"> Thematic maps representing various aspects of Texas during the 19th, 20th, and 21st centuries Graphs representing various aspects of Texas during the 19th, 20th, and 21st centuries Charts representing various aspects of Texas during the 19th, 20th, and 21st centuries Models representing various aspects of Texas during the 19th, 20th, and 21st centuries Databases representing various aspects of Texas during the 19th, 20th, and 21st centuries
7.8A	Interpret	<ul style="list-style-type: none"> Thematic maps representing various aspects of Texas during the 19th, 20th, and 21st centuries Graphs representing various aspects of Texas during the 19th, 20th, and 21st centuries Charts representing various aspects of Texas during the 19th, 20th, and 21st centuries Models representing various aspects of Texas during the 19th, 20th, and 21st centuries Databases representing various aspects of Texas during the 19th, 20th, and 21st centuries
7.10A*	Identify Analyze	<ul style="list-style-type: none"> Ways in which Texans have adapted to and modified their environment The positive and negative consequences of modifying the environment

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

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Unit 2: Natural Texas (Resources, Climate, & the 4 Regions)

Unit-at-a-Glance

Dates: August 28 – September 8 (9 Days)

Enduring Understandings (Big Ideas)	Essential Questions
✓ People’s lifestyle is based on the way the environment in which they live.	✓ How does geography influence the way people live? ✓ Why is the study of geography important? ✓ How do people adapt to their environment?
Key Concepts	Key Locations
<ul style="list-style-type: none">○ Geographic features and resources of Texas○ Climate and weather○ 4 Regions of Texas○ Types of Maps: political maps, physical maps, thematic maps○ Basic Map Skills	<ul style="list-style-type: none">○ Regions○ Major Cities○ Major Rivers○ Natural / Historic Landmarks and Local Points of Interest
Key Documents, Legislature	Key People
Key Dates	Key Events
Previous Content Understandings	Suggested Language Objectives (ELPS)
(4.7A) describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity. (4.7B) identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains including their landforms, climate, and vegetation (4.7C) compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world. (4.8C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.	1.H develop and expand repertoire of learning strategies 3.E share information in cooperative learning interactions 3.G express opinions, ideas, and feelings 4.D use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary
<div>Unit TEKS</div> <div>Content: 7.9A 7.9B 7.9C 7.10A 7.10B 7.20D <i>Process Standards will be incorporated throughout all units</i></div>	<div>Unit Vocabulary</div> <div>agribusiness alluvial soil aquifer basin butte erosion escarpment fault line maquiladores midlatitudes northers plains plateau petroleum/petrochemical</div>

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 2, Lessons 1, 2, & 3 (pages 52-65) Chapter 3, Lessons 1, 2, 3 & 4 (pages 74-95) 	<p>Unit 2: Natural Texas</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> Texas: The Big Picture https://www.youtube.com/watch?v=xiS7ycl78LA Texas Parks and Wildlife: Keep Texas Wild (Intro & Others) https://www.youtube.com/embed/Md_eEogT9Pc Big Bend National Park https://www.youtube.com/watch?v=D8X5w24VD1M&feature=youtu.be Aquifers in Texas http://www.twdb.texas.gov/groundwater/video/index.asp Texas Producer of Natural Resources https://www.youtube.com/watch?v=SEudcZvOPi8 Take Care of Texas (Natural Resources) http://takecareoftexas.org/do-your-part/simple-ways-take-care-of-texas-video 	<ul style="list-style-type: none"> Texas Almanac Physical Regions of Texas Texas Parks and Wildlife (Learn About Texas Regions) https://tpwd.texas.gov/kids/about_texas/regions/
PEGS (Political, Economic, Geographic, Social Significance)	Notes
<p>Political: Galveston hurricane of 1900 leads to Commission form of government</p> <p>Economic: limited water resources impact the use of alternative energy sources</p> <p>Geographic: towns and cities developed where there is water; abundant grasslands encourage the cattle industry (can also be economic)</p> <p>Social: beginning of the oil industry affected urbanization and the rise of a variety of industries</p>	

Unit 2: Natural Texas (Resources, Climate, & the 4 Regions)

TEKS and Content

Dates: August 28 – September 8 (9 Days)

Learner Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I can identify how geography affects the people of a region. ✓ I can locate geographic features on a physical map of Texas. ✓ I can explain why natural resources are important in Texas. ✓ I can locate important cities in Texas. 	<ul style="list-style-type: none"> ✓ What are the key geographic features of Texas? ✓ How does climate and weather affect the people of Texas? ✓ What characterizes the landscape, climate and resources of each of the 4 regions of Texas? ✓ How do humans change the environment?
TEKS & Content	
<p>Geography. <i>The student understands the location and characteristics of places and regions of Texas. The student is expected to:</i></p> <p>(7.9A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest</p> <p>(7.9B) compare places and regions of Texas in terms of physical and human characteristics</p>	<p>Regions:</p> <ul style="list-style-type: none"> • Mountains & Basins • Great Plains • North Central Plains • Coastal Plains <p>Major Cities:</p> <ul style="list-style-type: none"> • Austin • Houston • San Antonio • Dallas/Fort Worth • El Paso • Laredo • Amarillo • Beaumont • Galveston • Brownsville • Nacogdoches • Lubbock • Midland • Odessa • Corpus Christi <p>Major Rivers:</p> <ul style="list-style-type: none"> • Sabine • Red • Rio Grande • Trinity • Brazos • Colorado • San Jacinto • San Antonio • Nueces • Pecos <p>Natural / Historic Landmarks and Local Points of Interest</p> <ul style="list-style-type: none"> • Palo Duro Canyon • Davis Mountains • Guadalupe Peak • Edwards Plateau • Edwards Aquifer • Ogallala Aquifer • Balcones Escarpment • Caprock Escarpment • Llano Basin • Permian Basin • Galveston Island • Padre Island • Alamo • Houston Ship Channel • San Jacinto Monument • Galveston Seawall • Spindletop • Riverwalk • NASA • Big Bend National Park

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<p>(7.9C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</p>	<p><u>Physical and Human Factors:</u></p> <ul style="list-style-type: none"> • Climate/Weather: drought, hurricanes, precipitation, arid (west) to humid (east/coastal) • Vegetation Regions: Savannahs, forests, grasslands, deserts • Irrigation • Transportation: Railroads, shipping, highways • Urban vs. rural
<p><i>Geography.</i> The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</p> <p>(7.10A) identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications</p> <p>(7.10B) explain ways in which geographic factors such as...limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.</p>	<p><u>Adaptation and Modification to Environment:</u></p> <ul style="list-style-type: none"> • Lakes • Dams • Seawall • Houston Ship Channel • Population and City Growth • Oil Drilling <p><u>PEGS: Effects of Geographic Factors</u></p> <ul style="list-style-type: none"> • Political: Galveston Hurricane leads to building of the building of the Seawall and Ship Channel • Economic: limited water resources, use of alternative energy sources • Geographic: towns and cities develop where there is water • Social: beginning of the oil industry affected on other industries and urbanization
<p><i>Science, technology, and society.</i> The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</p> <p>(20.D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land;</p>	<p><u>Effects on Resources</u></p> <ul style="list-style-type: none"> • Texans adapt to their environment, which has both positive and negative effects: <ul style="list-style-type: none"> Positive <ul style="list-style-type: none"> • Water management • Flood Control • Energy Source Negative <ul style="list-style-type: none"> • Deforestation • Pollution • Diminishing resources <p><u>PEGS of Scientific Discoveries and Technological Innovations on the Development of Texas.</u></p> <ul style="list-style-type: none"> • Political: Texas Railroad Commission helps set oil prices and regulates coal, uranium, and oil production; new environmental agencies (Trinity River Authority, Texas Commission on Environmental Quality, etc.) • Economic: Texas is dependent on the oil industry; expansion of transportation; alternative energy sources; urbanization • Social: Houston becomes center of oil industry; environmental awareness

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TEKS	Verb	Content
7.9A	Locate	<ul style="list-style-type: none"> Regions of Texas <ol style="list-style-type: none"> Mountains and Basins Great Plains North Central Plains Coastal Plains Places of importance in Texas during the 19th, 20th, and 21st centuries <ol style="list-style-type: none"> Major cities Rivers Natural landmarks Historical landmarks Political regions Cultural regions Local points of interest
7.9B*	Compare	<ul style="list-style-type: none"> Place of Texas <ol style="list-style-type: none"> Physical geography Human geography Regions of Texas <ol style="list-style-type: none"> Physical geography Human geography
7.9C*	Analyze	<ul style="list-style-type: none"> The effects of physical factors on major events in Texas <ol style="list-style-type: none"> Climate Weather Landforms The effects of human factors on major events in Texas <ol style="list-style-type: none"> Irrigation Transportation Communication
7.10A*	Identify	<ul style="list-style-type: none"> Ways in which Texans have adapted to their environment Ways in which Texans have modified their environment
7.10A*	Analyze	<ul style="list-style-type: none"> The positive and negative consequences of modifying the environment
7.10B	Explain	<ul style="list-style-type: none"> Ways in which geographic factors have affected the political development of Texas <ol style="list-style-type: none"> Galveston Hurricane of 1900 Dust Bowl Limited water resources Alternative energy sources
		<ul style="list-style-type: none"> Ways in which geographic factors have affected the economic development of Texas <ol style="list-style-type: none"> Galveston Hurricane of 1900

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		<ol style="list-style-type: none"> 2. Dust Bowl 3. Limited water resources 4. Alternative energy sources <ul style="list-style-type: none"> • Ways in which geographic factors have affected the social development of Texas <ol style="list-style-type: none"> 1. Galveston Hurricane of 1900 2. Dust Bowl 3. Limited water resources 4. Alternative energy sources
7.20D	Evaluate	<ul style="list-style-type: none"> • The effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land • Positive and negative impact

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Celebrate Freedom Week

Unit-at-a-Glance

Dates: September 11 – September 15 (5 Days)

Enduring Understandings (Big Ideas)	Essential Questions
<ul style="list-style-type: none"> ✓ People who make lasting contributions to society come from diverse backgrounds. ✓ Individual rights are protected by both the state and federal governments ✓ A country's governing documents reflect its beliefs and principles. 	<ul style="list-style-type: none"> ✓ How can an individual make a difference? ✓ How do conflicts change how we see others and ourselves? ✓ What does it mean to be an American?
Key Concepts	Key Locations
<ul style="list-style-type: none"> ○ Founding Documents ○ The first two paragraphs of the Declaration of Natural Rights. ○ The 7 Principles of the US Constitution 	
Key Documents, Legislature	Key People
<ul style="list-style-type: none"> ○ The three documents that comprise the Charters of Freedom: the Declaration of Independence, the U.S. Constitution, and the Bill of Rights 	
Key Dates	Key Events
<ul style="list-style-type: none"> ○ September 11 – Patriot Day ○ September 17 – Constitution Day 	
Previous Content Understandings	Suggested Language Objectives (ELPS)
(4.15C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).	1.A.1 Use prior knowledge to understand meanings in English 3.D.2 Speak using grade-level content area vocabulary in context to build academic language proficiency 4.F.2 Use visual and contextual support to enhance and confirm understanding.

Unit TEKS	Unit Vocabulary
Content: Introduction: 6; 7B; 7.14A <i>Process Standards will be incorporated throughout all units</i>	unalienable rights federalism limited government individual rights popular sovereignty republicanism checks and balances separation of powers constitution constitutional republic

Suggested Resources:

Textbook(s)	Canvas Resources
McGraw-Hill Texas History: <ul style="list-style-type: none"> Chapter 1, Lesson 3 (pages 21-28) Chapter 3, Lessons 1, 2, 3 & 4 (pages 74-95) 	Freedom Week: <ul style="list-style-type: none"> Various activities provided Social Studies Curriculum & Instruction: <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> Celebrate Freedom Week Intro https://www.youtube.com/watch?v=7BA9F49oz5Y&feature=youtu.be School House Rock: No More Kings https://www.youtube.com/watch?v=oT7dMHAiCfs&list=PLu_dO5xuy4PRNycknwnrRPQ_7lbaNSSxh Bill of Rights: Shake it off https://www.youtube.com/watch?v=HWPTjFbBj10&index=2&list=PLu_dO5xuy4PRNycknwnrRPQ_7lbaNSSxh 56 Men: Signers of the Declaration of Independence https://www.youtube.com/watch?v=Qa8ldmKapYk&index=2&list=PLciQc9kTtAD34bok2RGRpYP32tKcTQIzB 	<ul style="list-style-type: none"> Texas Law Related Education https://www.texaslre.org/ Declaration of Independence https://www.archives.gov/founding-docs/declaration-transcript The Declaration of Independence and Natural Rights http://www.crf-usa.org/foundations-of-our-constitution/natural-rights.html
PEGS (Political, Economic, Geographic, Social Significance)	Notes
Political: The 7 Principles of the Constitution Economic: Geographic: Social: 9/11	

Celebrate Freedom Week

TEKS and Content

Dates: September 11 – September 15 (5 Days)

Learner Objectives:	Guiding Questions:
<p>✓ I can identify the intent, meaning, and importance of the Declaration of Independence, the United States Constitution, and the Bill of Rights.</p>	<p>✓ What is the Constitution? ✓ Why do we have a Constitution? ✓ What is a Constitutional Republic?</p>
TEKS & Content	
<p>Introduction. <i>The student:</i></p> <p>(6) understands that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</p> <p>(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.</p> <p>(7.A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts...must include the study of the relationship of the ideas expressed in that document to subsequent American history...</p>	<p><u>Constitutional Republic</u></p> <ul style="list-style-type: none"> • A form of government, where the head of state and other officials are representatives of the people and which governs in accordance with existing constitutional law. • The constitution declares the U.S. to be a republic (republican form of government) that practices republicanism <p><u>Constitution</u></p> <ul style="list-style-type: none"> • A document that establishes, or creates, a government and outlines the laws and principles of that government <p><u>Declaration of Independence</u></p> <ul style="list-style-type: none"> • Intent/meaning – to explain the grievances (complaints) Americans had about the actions of King George III and Great Britain • This document, written by Thomas Jefferson, declared independence from Great Britain and began the American Revolution. <p><u>U.S. Constitution</u></p> <ul style="list-style-type: none"> • Intent/meaning – to create a constitutional republic based on the principles of government • Importance – formed the government of the United States; states that it is the supreme law of the land • It was signed on September 17, 1787 (Constitution Day) <p><u>Bill of Rights</u></p> <ul style="list-style-type: none"> • Intent/meaning – to list the individual rights of Americans • Importance – a document that specifically explains how the individual rights of Americans are protected

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(7.B) Each school district shall require that, during Celebrate Freedom Week... students... study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."		<p><u>Declaration of Natural Rights</u></p> <p><i>This excerpt is sometimes confused with the Preamble to the Constitution, but it actually begins the second paragraph of the Declaration of Independence</i></p> <ul style="list-style-type: none">• Second part of the Declaration of Independence• Lists the rights of citizens• Explains that in a republic, the government is there to protect the rights of the people• Thomas Jefferson called these rights, unalienable rights, which means they can never be taken away
<p>Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to</p> <p>(7.14A) identify...the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p>		<p><u>The 7 Principles of the Constitution</u></p> <ul style="list-style-type: none">• Federalism: power is shared between the national and state governments• Limited Government: everyone is bound by the US Constitution (no one is above the law)• Individual Rights: personal freedoms are guaranteed by the Bill of Rights• Popular sovereignty: rule by the people• Republicanism: the right to vote for representatives (REP = REP)• Checks and Balances: controls (checks) can be made on the other branches by each of the 3 branches• Separation of powers: 3 branches that make (Legislative), enforce (Executive), or interpret (Judicial) laws <p><i>HINT: Use the FLIPRCS acronym to remember the 7 Principles.</i></p>
TEKS	Verb	Content
6	Understands	<ul style="list-style-type: none">• a Constitutional Republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution
7.B	Study and Recite	<ul style="list-style-type: none">• “We hold these truth to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness— That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed.”
7.14A	Identify	<ul style="list-style-type: none">• How the Texas Constitution reflects the principles of government: Limited Government, Republicanism, Checks and Balances, Federalism, Separation of Power, Popular Sovereignty, Individual Rights

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Unit 3: Native Peoples of Texas

Unit-at-a-Glance

Dates: September 18 – September 22 (5 Days)

Enduring Understandings (Big Ideas)	Essential Questions
✓ Location and space influence where people live and how they develop their own culture.	✓ How did Native Texans adapt to their location? ✓ What geographic factors determined how the Native Texans survived? ✓ How did location influence the development of various Native Texan cultures? ✓ What makes a culture unique?
Key Concepts	Key Locations
<ul style="list-style-type: none"> ○ Natural Texas and its People as an Era ○ The cultures of American Indians in Texas ○ Geography of Texas and American Indians 	<ul style="list-style-type: none"> ○ Southeastern (East Texas) ○ Gulf Coast (along the Gulf of Mexico) ○ Puebloan (West Texas and Southwest Texas) ○ Plains (Great Plains)
Key Documents, Legislature	Key Events

Key Dates	Key People

Previous Content Understandings	Suggested Language Objectives (ELPS)
(4.1A) explain the possible origins of American Indian groups in Texas and North America (4.1B) identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano (4.1C) describe the regions in which American Indians lived (4.1D) compare the ways of life of American Indian groups in Texas and North America before European exploration.	3.E Share information in cooperative learning interactions 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary 4.I Demonstrate understanding of supporting ideas and details and graphic sources, summarizing text, and distinguishing main ideas from details

Unit TEKS	Unit Vocabulary
Content: 7.1A 7.2A 7.10A 7.19B <i>Process Standards will be incorporated throughout all units</i>	archeologist artifacts patrilineal matrilineal sedentary shaman confederacy adobe nomadic tepee

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 4, Lessons 1, 2, & 3 (pages 102-115) 	<p>Non-Unit Specific: <u>SJ Curriculum Guide:</u></p> <ul style="list-style-type: none"> Early American Indians in Texas: 2-1 <p>Unit 3 Native People:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> American Indians of Texas (Studies Weekly) https://www.youtube.com/watch?v=EdLldeQ3tAA Hunters and Gatherers https://www.youtube.com/watch?v=G12MlpXmZPc Native Americans in Texas https://www.youtube.com/watch?v=SghNRIWPK6g <p>Infotopia World (Various videos) https://www.youtube.com/user/infotopiaworld/videos</p> <p><u>Miscellaneous</u></p> <ul style="list-style-type: none"> Caddo Mounds Historic State Site https://www.youtube.com/watch?v=rU4_w3Nin3k 	<ul style="list-style-type: none"> Texas Indians http://www.texasindians.com/ Texas Parks and Wildlife http://tpwd.texas.gov/publications/pwdpubs/media/pwd_bk_p4000_0016.pdf Texas Almanac http://texasalmanac.com/topics/culture/american-indian/american-indian Texas Beyond History http://www.texasbeyondhistory.net/teach/index.html Bullock Museum – Native Americans https://www.thestoryoftexas.com/discover/campfire-stories/native-americans Infotopia http://www.infotopia.info/texas_history.html Coastal Plains Indians Adventure http://questgarden.com/126/86/2/110521151148/
PEGS (Political, Economic, Geographic, Social Significance)	Notes
<p>Political: some Natives formed confederacies</p> <p>Economic: some Native Texans used their natural resources for trading</p> <p>Geographic: Native Texans adapt to their location based on their region; geographic factors determined how the Native Texans survived; location influenced the development of various Native Texan cultures</p> <p>Social: matrilineal vs. patrilineal society</p>	

Unit 3: Native Peoples of Texas

TEKS and Content

Dates: September 18 – September 22 (5 Days)

Learner Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I can identify the Natural Texas and its People era. ✓ I can describe and compare the cultures of American Indians in Texas prior to European exploration. 	<ul style="list-style-type: none"> ✓ What are the defining characteristics of the era known as the Age of Contact? ✓ What were characteristics of American Indian cultures before European colonization, and how were they alike and different? ✓ How does geography influence the way people live?
TEKS & Content	
<p>History. <i>The student understands traditional historical points of reference in Texas history. The student is expected to:</i></p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including Natural Texas and its People...</p>	<p><u>Natural Texas and its People Era</u></p> <p>This era constitutes all of pre-history up to the point of contact with Europeans in 1528. This includes natural geologic history as well as what is known about American Indians from the archeological record.</p> <ul style="list-style-type: none"> • Gulf: Karankawa, Coahuiltecans • Plains: Cherokee, Apache, Comanche, Kiowas • Puebloan: Jumano (Jornada merged), Tigua (ysleta) • Southeastern: Caddo
<p>History. <i>The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</i></p> <p>(7.2A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern</p>	<p><u>Comparing American Indian cultures in Texas</u></p> <p><i>The physical, economic, and social characteristics of the cultures of American Indians in Texas prior to European colonization</i></p> <ul style="list-style-type: none"> • Nomadic vs. sedentary cultures • Hunter vs. gatherer • Shelter • Social system, family units • Available resources
<p>Geography. <i>The student understands the effects of the interaction between humans and the environment in Texas</i></p> <p>(10.A) identify ways in which (Texans) have adapted to and modified the environment</p>	<p><u>The environment shaped American Indian culture in Texas</u></p> <p><i>Cultural groups are often shaped by their surroundings.</i></p> <ul style="list-style-type: none"> • Native Texans adapt to their location based on their region • Geographic factors determined how the Native Texans survived • Location influenced the development of various Native Texan cultures

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<p>Culture. <i>The student understands the concept of diversity within unity in Texas. The student is expected to:</i></p> <p>(7.19B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;</p>	<p><u>Culture and diversity</u></p> <ul style="list-style-type: none"> • Culture is the way of life of people who share similar beliefs and customs (language, religion, society structure) • Diversity is a variety, mixture <p>American Indians (Native Texans) were the first ethnic groups in Texas.</p> <p>Native Texans each had unique cultural aspects with social order and structure that impacted the environment where they lived; resources and geography played an important role in determining each culture's way of life.</p>
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TEKS	Verb	Content
7.1A	Identify Describe Explain	<ul style="list-style-type: none"> • the major eras in Texas history <ol style="list-style-type: none"> 1. Natural Texas and its People • their defining characteristics including <ol style="list-style-type: none"> 1. Natural Texas and its People • why historians divide the past into eras, including <ol style="list-style-type: none"> 1. Natural Texas and its People
7.2A	Compare	<ul style="list-style-type: none"> • the cultures of American Indians in Texas prior to European colonization such as <ol style="list-style-type: none"> 1. Gulf 2. Plains 3. Puebloan 4. Southeastern
7.10A*	Identify	<ul style="list-style-type: none"> • ways in which (Texans) have adapted to and modify the environment <ol style="list-style-type: none"> 1. based on their region 2. geographic factors determined how the Native Texans survived 3. location influenced the development of various Native Texan cultures
7.19B*	Describe	<ul style="list-style-type: none"> • what is culture and diversity

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ *Suggested activities for processing skills.*

Unit 4: Age of Contact (Spanish & French Exploration)

Unit-at-a-Glance

Dates: September 25 – October 6 (9 Days)

Enduring Understandings (Big Ideas)	Essential Questions
<ul style="list-style-type: none"> ✓ Territorial expansion is influenced by political, economic and social factors. ✓ Conflict can lead to change. 	<ul style="list-style-type: none"> ✓ How do cultures spread? ✓ Why does conflict develop? ✓ What is the motivation for exploration?
Key Concepts	Key Locations
<ul style="list-style-type: none"> ○ The Age of Contact as an Era ○ Spanish and French Explorers in Texas ○ The search for gold ○ Territorial conflicts 	<ul style="list-style-type: none"> ○ Galveston Island ○ Fort St. Louis
Key Documents, Legislature	Key Events
Key Dates	Key People
<ul style="list-style-type: none"> ○ 1519 – mapping of Texas Coast by Pineda; first mainland Spanish settlement 	<ul style="list-style-type: none"> ○ Alonso Alvarez de Pineda ○ Hernan Cortes ○ Alvar Nunez Cabeza de Vaca ○ Francisco Vasquez de Coronado ○ Juan de Onate ○ Rene-Robert Cavalier, Sieur de la Salle
Previous Content Understandings	Suggested Language Objectives (ELPS)
<p>(4.2A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;</p> <p>(4.2B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas</p>	<p>1.H Develop and expand repertoire of learning strategies...</p> <p>3.G Express opinions, ideas, and feelings...</p> <p>4.I Demonstrate understanding of supporting ideas and details and graphic sources, summarizing text, and distinguishing main ideas from details</p>
Unit TEKS	Unit Vocabulary
<p>Content:</p> <p>7.1A 7.1B 7.1C 7.2B</p> <p>Process Standards will be incorporated throughout all units</p>	<p>expedition conquistadors mission viceroy</p> <p>navigate privateer stockade</p>

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 5, Lessons 1, 2, & 3 (pages 122-135) <p>The DBQ Project: Mini-Qs in Texas History</p> <ul style="list-style-type: none"> Unit 1 – “Cabeza de Vaca: How Did He Survive?” (pages 1-41) 	<p>Non-Unit Specific: SJ Curriculum Guide:</p> <ul style="list-style-type: none"> European Exploration of Texas: 2-4 <p>Unit 4 Age of Contact:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> Texas’ First Explorers (Studies Weekly) https://www.youtube.com/watch?v=o6vffAA-WEM Early Explorers came for Gold, God and Glory! (Studies Weekly) https://www.youtube.com/watch?v=Kii9nWPDwpc&index=2&list=PLp8UYzEGzzMhPGNSd8tVYrc03tH8GRY6j <p>Miscellaneous</p> <ul style="list-style-type: none"> World Explorers: Robert de La Salle (PBS Education) https://www.youtube.com/watch?v=9xiyABIAS9g The Beginnings of French Exploration (Discovery Education) https://www.youtube.com/watch?v=5XTCHYH-gZE 	<ul style="list-style-type: none"> Early Texas History: Spanish Exploration http://www.houstonculture.org/spanish/exploration.html French-Spanish Rivalry in Tejas http://nationalhumanitiescenter.org/pds/amerbegin/power/text2/SpanishFrenchRivalry.pdf Texas Beyond History http://www.texasbeyondhistory.net/cabeza-cooking/kids.html Cabeza de Vaca http://education.texashistory.unt.edu/lessons/psa/CabezaDeVaca/ La Salle Archeology Projects http://www.thc.state.tx.us/lasalle/laseducation.shtml Bullock Museum https://www.thestoryoftexas.com/la-belle/educational-resources/for-educators
PEGS (Political, Economic, Geographic, Social Significance)	Notes
<p>Political: desire for power (glory)</p> <p>Economic: desire for wealth (gold)</p> <p>Geographic: desire for land to increase power (glory)</p> <p>Social: desire to spread Christianity (God)</p>	

Unit 4: Age of Contact (French & Spanish Exploration)

TEKS and Content

Dates: September 25 – October 6 (9 Days)

Learner Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I can explain the significance of 1519 ✓ I can identify important individuals, events, and issues related to European Exploration of Texas. 	<ul style="list-style-type: none"> ✓ What are the defining characteristics of the era known as the Age of Contact? ✓ How and why did the first Europeans come to the Americas?
TEKS & Content	
<p>History. <i>The student understands traditional historical points of reference in Texas history. The student is expected to:</i></p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including Age of Contact...</p> <p>(7.1B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p> <p>(7.1C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement</p>	<p>Age of Contact This era deals with the interaction between European explorers and American Indians from the point of first contact in 1528 until the first efforts at establishing a permanent Spanish presence through missions in 1682 and 1690. This includes the encounters of Cabeza de Vaca and the numerous expeditions over the next 150 years that defined what the Europeans and American Indians understood about each other and Texas.</p> <p>Significance of 1519</p> <ul style="list-style-type: none"> • Alonso Álvarez de Pineda studied and mapped the Texas coastline in 1519. His map was very accurate for its time. • Hernán Cortés conquered the Aztec Empire and founded Mexico City in 1519.
<p>History. <i>The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</i></p> <p>(7.2B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain</p>	<p><i>Individuals, events, and issues shaped the history of Texas.</i></p> <ul style="list-style-type: none"> • Spain sent many explorers across the Atlantic Ocean to claim new lands and resources for Spain. • Spanish conquistadores built an empire for Spain in South America, Central America, Mexico, and the United States • Catholic priests and nuns from Spain established missions in order to convert Native Americans to Catholicism • Spanish explorers led expeditions to search for gold and explore New Spain and the area that is now the Southwest U.S. and Texas • The French explored the Mississippi River valley and built a settlement called Fort St. Louis • Because of France's exploration (and due to competition for land control), Spain regained its interest in Texas • Alonso Alvarez de Pineda: mapped Texas Coastline 1519 • Cortez: founding of Mexico City 1519 • Alvar Nunez Cabeza de Vaca: first written documentation of Texas exploration • Coronado: search for gold • La Salle: French founder of Fort St. Louis and renewed Spanish interest in East Texas

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TEKS	Verb	Content
7.1A	Identify Describe Explain	<ul style="list-style-type: none"> the major eras in Texas history <ol style="list-style-type: none"> Age of Contact their defining characteristics including <ol style="list-style-type: none"> Age of Contact why historians divide the past into eras, including <ol style="list-style-type: none"> Age of Contact
7.1B	Apply	<ul style="list-style-type: none"> absolute chronology through the sequencing of significant individuals, events, and time periods relative chronology through the sequencing of significant individuals, events, and time periods
7.1C	Explain	<ul style="list-style-type: none"> the significance of the following dates: <ol style="list-style-type: none"> first mainland Spanish settlement 1718, founding of San Antonio
7.2B	Identify	<ul style="list-style-type: none"> important individuals related to European exploration of Texas such as <ol style="list-style-type: none"> Alonso Álvarez de Pineda Álvar Núñez Cabeza de Vaca and his writings important events and issues related to European exploration of Texas such as <ol style="list-style-type: none"> the search for gold the conflicting territorial claims between France and Spain

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Unit 5: Spanish Colonial (Missions)

Unit-at-a-Glance

Dates: October 10 – October 13 (5 Days)

Enduring Understandings (Big Ideas)	Essential Questions
✓ People, places, and ideas change over time.	✓ How do cultures spread? ✓ What makes a culture unique? ✓ Why does conflict develop?
Key Concepts	Key Locations
<ul style="list-style-type: none"> ○ The Spanish Colonial Era ○ Establishment of the Spanish mission system ○ American Indians in Texas and mission life ○ Influence of the Spanish culture on Texas 	<ul style="list-style-type: none"> ○ San Fransisco de los Tejas ○ San Antonio ○ Laredo ○ La Bahia
Key Documents, Legislature	Key Events
Key Dates	Key People
○ 1718 – founding of San Antonio	<ul style="list-style-type: none"> ○ Fray Damian Massanet ○ Jose de Escandon ○ Antonio Margil de Jesus ○ Father Francisco Hidalgo

Previous Content Understandings	Suggested Language Objectives (ELPS)
(4.2C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón	4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary 4.I Demonstrate understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main idea

Unit TEKS	Unit Vocabulary
Content: 7.1A 7.1C 7.2C <i>Process Standards will be incorporated throughout all units</i>	presidios friar Tejanos mestizos

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 6, Lessons 1, 2, & 3 (pages 142-157) <p>The DBQ Project: Mini-Qs in Texas History</p> <ul style="list-style-type: none"> Unit 2 – “Why Did Texas Almost Fail as a Spanish Colony?” (pages 43-83) 	<p>Non-Unit Specific: SJ Curriculum Guide:</p> <ul style="list-style-type: none"> Catholic Missions Texas: 2-17 <p>Unit 5 Spanish Colonial:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> THE NATIONAL PARKS San Antonio Missions: Keeping History Alive PBS https://www.youtube.com/watch?v=nQ7rFA4TQmA The Mission Trail: Texas Missions Things to Do in Texas https://www.youtube.com/watch?v=wk_RAY96Ee4 	<ul style="list-style-type: none"> Life in a Spanish Mission http://education.texashistory.unt.edu/lessons/notebook/SpanishMission/docs/Mission_PlacardC_J.pdf Spanish Missionary Activity in Texas http://www.houstonculture.org/spanish/missions.html Spanish Missions, Presidios, & Roads in Texas http://www.lib.utexas.edu/maps/atlas_texas/texas_spanish_missions.jpg National Park Service: San Antonio Missions https://www.nps.gov/saan/index.htm TSHA: The Spanish Missions in Texas http://texasalmanac.com/topics/history/spanish-missions-texas
PEGS (Political, Economic, Geographic, Social Significance)	Notes
<p>Political:</p> <p>Economic:</p> <p>Geographic:</p> <p>Social:</p>	

Unit 5: Spanish Colonial (Missions)

TEKS and Content

Dates: October 10 – October 13 (5 Days)

Learner Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I can explain the significance of important dates: 1718 ✓ I can identify why Spanish missions and other communities were established in Texas and what life was like then. ✓ I can identify examples of Spanish influence in Texas. 	<ul style="list-style-type: none"> ✓ What are the defining characteristics of the era known as the Spanish Colonial Era? ✓ How did the Spanish Missions in Texas spread Spanish culture? ✓ How did the Mission System affect the American Indians in Texas?
TEKS & Content	
<p>History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including Spanish Colonial...</p> <p>(7.1C) explain the significance of the following dates: 1718, founding of San Antonio</p>	<p><i>Individuals, events, and issues shaped the history of Texas.</i></p> <ul style="list-style-type: none"> • In order to protect its land claims from the French in nearby French Louisiana, Spain built missions, military outposts called presidios, and towns in Texas. • The first Spanish mission built in Spanish Texas (present-day East Texas) was San Francisco de los Tejas, established in 1690. • The Spanish established over 20 missions in Texas, (1632 – 1793), some of which, because of shifting borders, are now in Mexico and Louisiana. • Mission friars taught Native Americans the Spanish language and customs and provided Native Americans with military protection and a dependable supply of food. • Soldiers stationed in presidios protected the missions and settlers. <p>Significance of 1718</p> <ul style="list-style-type: none"> • Presidio San Antonio de Bexar was built in 1718 and became modern-day San Antonio
<p>History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p> <p>(7.2C) identify important events and issues related to...the establishment of Catholic missions, towns...and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo.</p>	<p>Spanish Colonial Establishment (of Catholic Mission/Presidio):</p> <ul style="list-style-type: none"> • Fray Damian Massanet – establish a mission among the Tejas Natives (Caddo); 1690 San Francisco de los Tejas was established in east Texas; successful until crops failed and disease killed many Natives; Spain learned that they needed families to settle areas around mission. • Jose de Escandon – established 20 settlements between northern Mexico and the San Antonio River; Laredo was the colony’s capital; known as the “Father of the lower Rio Grande Valley.” • Antonio Margil de Jesus – Catholic friar; established Nuestra Senora de los Dolores and San Miguel de los Adaes in east Texas, and San Jose y Miguel de Aquayo in San Antonio. • Father Francisco Hidalgo – Catholic friar, worked with Tejas Natives; wanted to reestablish east Texas missions. <p>Purpose: convert Natives to Spanish lifestyle (i.e. Catholicism); settlements developed where there were missions and presidios;</p> <p>Reasons for failure: resistance from Natives, Spanish abandonment, French withdraw, raids by American Indians, starvation/lack of supplies, diseases.</p>

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TEKS	Verb	Content
7.1A	Identify Describe Explain	<ul style="list-style-type: none"> the major eras in Texas history <ol style="list-style-type: none"> Spanish Colonial their defining characteristics including <ol style="list-style-type: none"> Spanish Colonial why historians divide the past into eras, including <ol style="list-style-type: none"> Spanish Colonial
7.1C	Explain	<ul style="list-style-type: none"> the significance of the following dates: <ol style="list-style-type: none"> 1718, founding of San Antonio
7.2C	Identify	<ul style="list-style-type: none"> important events and issues related to European colonization of Texas, including individuals such as <ol style="list-style-type: none"> Fray Damián Massanet José de Escandón Antonio Margil de Jesús Francisco Hidalgo

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Unit 5: Spanish Colonial (Conflict, Filibusters, End of Spanish Rule)

Unit-at-a-Glance

Dates: October 16 – October 20 (5 Days)

Enduring Understandings (Big Ideas)	Essential Questions
<ul style="list-style-type: none"> ✓ People, places, and ideas change over time. ✓ Changing borders and alliances create conflict 	<ul style="list-style-type: none"> ✓ Why does conflict develop? ✓ How and why do beliefs change?
Key Concepts	Key Locations
<ul style="list-style-type: none"> ○ Changing borders created conflict ○ Filibusters, pirates, and settlers in Spanish Texas ○ Colonists in Spanish Texas call for independence ○ Spanish rule ends in Texas with Mexico's independence 	<ul style="list-style-type: none"> ○ Nacogdoches ○ Louisiana Territory ○ "Neutral ground" ○ Goliad (La Bahia) ○ El Camino Real
Key Documents, Legislature	Key Events
Key Dates	Key People
<ul style="list-style-type: none"> ○ 1803 – Louisiana Purchase ○ 1819 – Adams-Onís Treaty ○ 1821 – Mexico's independence from Spain 	<ul style="list-style-type: none"> ○ Marques de Rubi ○ Filibusters: James Long, Augustus Magee ○ Jose Gutierrez de Lara ○ General Arredondo ○ Augustin de Iturbide ○ Father Miguel Hidalgo y Costilla

Previous Content Understandings	Suggested Language Objectives (ELPS)
<p>(4.2D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas;</p> <p>(4.14B) identify and compare characteristics of the Spanish colonial government...and their influence on inhabitants of Texas.</p>	<p>4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary</p> <p>4.I Demonstrate understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main idea</p>

Unit TEKS	Unit Vocabulary
<p>Content:</p> <p>7.1A 7.1B 7.1C 7.2D 7.19C</p> <p><i>Process Standards will be incorporated throughout all units</i></p>	<p>alliances filibuster liberation republic</p> <p>lariats vaquero El Camino Real</p>

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 7, Lessons 1, 2, & 3 (pages 164-181) 	<p>Non-Unit Specific: SJ Curriculum Guide:</p> <ul style="list-style-type: none"> Mexican Independence from Spain: 2-20 <p>Unit 5 Spanish Colonial:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> Mexican Independence https://www.youtube.com/watch?v=cT60g-GlnLs Mexican War of Independence https://www.youtube.com/watch?v=hJIQ6SfXxQI September 16th: Mexican Independence Day (Infotopia) https://www.youtube.com/watch?v=vz6fH7MIBoo Texas Filibuster: Philip Nolan https://www.youtube.com/watch?v=4liGKAomvQU Louisiana Purchase and Adams Onis Treaty https://www.youtube.com/watch?v=tJsxsA869c8 	<ul style="list-style-type: none"> Adams-Onis Treaty for Kids: Historama http://www.american-historama.org/1801-1828-evolution/adams-onis-treaty.htm Sons of DeWitt Colony: Marques de Rubi http://www.tamu.edu/faculty/ccbn/dewitt/alarconex4.htm TSHA: Gutierrez-Magee Expedition https://tshaonline.org/handbook/online/articles/qyg01 Battle of Medina Site Found http://www.mysanantonio.com/news/local_news/article/Battle-of-Medina-site-found-geologist-says-3374995.php Galveston Ghost: Jean LaFitte's Maison Rouge http://www.galvestonghost.com/MaisonRouge.html
PEGS (Political, Economic, Geographic, Social Significance)	Notes
<p>Political: maintaining control of the territory against other powers; building missions and presidios in Texas was to provide a presence and thus a buffer zone between neighbors to the east (French).</p> <p>Economic: Economic: the availability of abundant grass made the Spanish system of ranching ideal for New Spain; ranching remains important to Texas today (same with Geographic)</p> <p>Geographic: the availability of abundant grass made the Spanish system of ranching ideal for New Spain; ranching remains important to Texas today (same with Economic)</p> <p>Social: Spanish Influence; ranches, vaqueros, introduction of horses and longhorns, celebrations/fiesta, food, music, architecture, names of cities, rivers etc., religion, art</p>	

Unit 5: Spanish Colonial (Conflict, Filibusters, End of Spanish Rule)

TEKS and Content

Dates: October 16 – October 20 (5 Days)

Learner Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I can explain the significance of important dates: 1821 ✓ I can identify why Spanish missions and other communities were established in Texas and what life was like then. ✓ I can identify examples of Spanish influence in Texas. 	<ul style="list-style-type: none"> ✓ What was the role of Texas in the fight for independence from Spain? ✓ Why was Mexican independence important for Texas? ✓ How has Spanish culture influenced Texas?
TEKS & Content	
<p>History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including Spanish Colonial...</p> <p>(7.1B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p> <p>(7.1C) explain the significance of the following dates: 1821, independence from Spain</p>	<p><i>Historical points of reference in Texas.</i></p> <p><u>Spanish Colonial:</u> This era deals with the efforts of Spain to bring Texas under Spanish control and retain it, from the establishment of missions, towns, ranches, and military posts in South, Central and East Texas, and culminating in the eventual loss of control with the establishment of the Republic of Mexico in 1821.</p> <p><u>Significance of 1821, Independence from Mexico:</u> 11 years after the outbreak of the Mexican War of Independence, Spanish Viceroy Juan de O'Donojú signs the Treaty of Córdoba, which approves a plan to make Mexico an independent constitutional monarchy.</p>
<p>History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p> <p>(7.2D) identify individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, Jose Gutierrez de Lara...the Battle of Medina</p>	<p><i>Individuals, events, and issues shaped the history of Texas.</i></p> <p><u>Significant individuals:</u></p> <ul style="list-style-type: none"> • Father Miguel Hidalgo – September 16, 1810 gave a speech “Cry of Dolores” which sparked the Mexican War for Independence. • José Gutiérrez de Lara – Mexican national traveled to the U.S. to ask for help in Mexico’s fight for independence; met Augustus Magee and formed the Republican Army of the North to fight Spain; captured Nacogdoches, Goliad and San Antonio before being defeated by the Spanish at the Battle of Medina; named 1st provisional governor of the Mexican State of Texas; political conflict caused him to resign. • General Arredondo – defeated Republican Army of the North at Battle of Medina which held off Mexico’s independence for 7 more years. • Agustín de Iturbide – negotiated Plan of Iguala with Spain to make Mexico a Constitutional Monarchy with a European ruler; established Roman Catholic as National Religion of Mexico.

Significant events and issues:

- When Spain gained Louisiana, it closed many of the missions and presidios in East Texas and moved the settlers to San Antonio
- The Spanish government denied East Texans permission to return to their settlements; some settlers returned without permission and founded Nacogdoches.
- Spanish Texas sided with the American colonies during the American Revolution
- In 1803, the United States purchased the Louisiana Territory; American settlers began moving to Texas
- The Neutral Ground between Texas and Louisiana had no governing body, it was home to outlaws and fugitives
- In 1819 Spain and the United States signed the Adams-Onís Treaty, making the Sabine River the eastern boundary of Texas and giving the Neutral Ground to the U.S.
- Life in New Spain was difficult for the colonists under Spanish rule; Catholic priests rebel because the Spanish King seized money and property from the churches; any people lost jobs because they work for the church
- Caste system in Mexico caused the Mexican Revolution to spark again; *Creoles* (Mexican-born people of Spanish descent who were considered white) wanted to have equal rights with European-born Spaniards living in Mexico.
- Father Miguel Hidalgo y Costilla issued the “Cry of Dolores” calling for an uprising against Spanish rule. This marked the beginning of the Mexican War of Independence.
- Gutiérrez and Magee recruited Tejanos, Native Americans, and white Americans into the Republican Army of the North.
- Battle of Medina – Spanish Royalist General Arredondo defeated the Republican Army of the North in an ambush near the Medina River on August 17, 1813; Republican Army soldiers not killed in battle were executed later; Santa Anna (a Lieutenant in the Royal Spanish Army) learned his no mercy lessons of war at this battle
- Iturbide took command of the revolutionary army and issues a plan to establish a Mexican empire; The Treaty of Córdoba ended Spanish rule in Mexico in 1821.

Texas Involvement in Mexico’s war of Independence

- Texas was sparsely populated when Mexico began fighting for independence in 1810; Anglo filibusters from the U.S. came into Texas and were involved in the fight for independence.
- Texans joined the Republican Army of the North to fight against Spain.

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Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:

(7.19 C) **identify** examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts.

Spain has a continued legacy in Texas, rooted in culture, traditions, language, and people

Spanish Influence

- Ranches - introduction of horses (mustang) and longhorns, vaquero
- celebrations/fiesta – Cinco de Mayo celebrates Battle of Puebla, Diez y Seis de Septiembre celebrates Mexico's Independence
- food – Mexican
- music – ballads and folklores
- architecture – Spanish Missions; introduced the aqueduct system
- names of cities – El Paso, San Antonio, Laredo
- rivers – Rio Grande, Colorado, Brazos, Nueces, Pecos, Guadalupe
- religion – Christianity known as Roman Catholic
- language – Spanish
- art - churches decorated with crafted windows and doors

PEGS of Spanish Colonial Era

- Political: maintaining control of the territory against other powers; building missions and presidios in Texas was to provide a presence and thus a buffer zone between neighbors to the east (French).
- Economic: the availability of abundant grass made the Spanish system of ranching ideal for New Spain; ranching remains important to Texas today (same with Geographic)
- Geographic: the availability of abundant grass made the Spanish system of ranching ideal for New Spain; ranching remains important to Texas today (same with Economic)
- Social: Spanish Influence; ranches, vaqueros, introduction of horses and longhorns, celebrations/fiesta, food, music, architecture, names of cities, rivers etc., religion, art

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TEKS	Verb	Content
7.1A	Identify Describe Explain	<ul style="list-style-type: none"> the major eras in Texas history <ol style="list-style-type: none"> Spanish Colonial their defining characteristics including <ol style="list-style-type: none"> Spanish Colonial why historians divide the past into eras, including <ol style="list-style-type: none"> Spanish Colonial
7.1B	Apply	<ul style="list-style-type: none"> absolute chronology through the sequencing of significant individuals, events, and time periods relative chronology through the sequencing of significant individuals, events, and time periods
7.1C	Explain	<ul style="list-style-type: none"> the significance of the following dates: <ol style="list-style-type: none"> 1821, independence from Spain
7.2D	Identify	<ul style="list-style-type: none"> important events and issues related to European colonization of Texas, including individuals such as <ol style="list-style-type: none"> Jose Gutierrez de Lara Battle of Medina
7.19C	Identify	<ul style="list-style-type: none"> examples of Spanish influence on Texas such as <ol style="list-style-type: none"> place names vocabulary religion architecture food arts

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Unit 6: Mexican National

Unit-at-a-Glance

Dates: October 23 – November 3 (10 Days)

Enduring Understandings (Big Ideas)	Essential Questions
✓ The beliefs, ethics, and values of the population are not always shared by the governing body.	<ul style="list-style-type: none"> ✓ What are the characteristics of a leader? ✓ How and why do beliefs change? ✓ Why do people migrate? ✓ How does the legacy of earlier groups and individuals influence subsequent generations?
Key Concepts	Key Locations
<ul style="list-style-type: none"> ○ Characteristics of the Mexican National Era ○ Anglo settlement / colonization of Texas ○ Mexican rule and government ○ Empresarios 	<ul style="list-style-type: none"> ○ San Felipe de Austin ○ Coahuila y Tejas (Saltillo) ○ Victoria ○ Refugio ○ Mexico City ○ Gonzales ○ San Patricio
Key Documents, Legislature	Key Events
Key Dates	Key People
<ul style="list-style-type: none"> ○ 1824 - Mexican federal Constitution ○ 1825 - State Colonization Law of 1825 	<ul style="list-style-type: none"> ○ Moses Austin ○ Baron de Bastrop ○ Green DeWitt ○ Old Three Hundred ○ Erasmo Seguin ○ Stephen F. Austin ○ Federalists and Centralists ○ Martin De Leon ○ Patricia de la Garza De Leon
Previous Content Understandings	Suggested Language Objectives (ELPS)
(4.2E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.	<p>3.E Share information in cooperative learning interactions</p> <p>4.J Employ inferential skills such as predicting, making connection between ideas, drawing inferences and conclusions from text and graphic sources</p>

Unit TEKS	Unit Vocabulary
<p>Content:</p> <p>7.1A 7.1B 7.2D 7.2E 7.2F 7.8B 7.11A 7.11B</p> <p><i>Process Standards will be incorporated throughout all units</i></p>	<p>Anglo-American empresario</p> <p>Centralist Federalist</p> <p>department survey</p> <p>dowry</p>

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 8, Lessons 1, 2, & 3 (pages 188-209) 	<p>Non-Unit Specific: SJ Curriculum Guide:</p> <ul style="list-style-type: none"> Individuals Important to Mexican Settlement: 2-23 Texas Open for Business: 2-25 Early Settlements in Texas: 2-32 Land Grant in Texas: 2-40 <p>Unit 6 Mexican National:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> Founding of Texas Pt 1 of 2 https://www.youtube.com/watch?v=RA3smbU2b4k Moses Austin, Stephen F. Austin, and the “Texas Venture” https://www.youtube.com/watch?v=BY7g3Eim0ww The Mexican Constitution of 1824 https://www.youtube.com/watch?v=rpPbaaLRT1g Nacodoches https://www.youtube.com/watch?v=DzBvmk77SJJs 	<ul style="list-style-type: none"> Martin de Leon http://artemis.austincollege.edu/acad/history/lcummins/MexicanAmericanLessonPlans/MartindeLeon.htm Letters to Stephen F. Austin http://education.texashistory.unt.edu/lessons/notebook/Colonization/ Focus on Texas History: Anglo-American Colonization http://www.cah.utexas.edu/texashistory/annex/anglo/index.php?s=2#top Discover Texas: Empresarios http://www.discovertexasonline.com/2015/11/empresarios-moses-and-stephen-f-austin/
PEGS (Political, Economic, Geographic, Social Significance)	Notes
<p>Political: Mexican Federal Constitution of 1824; merging of Coahuila y Texas; Representative Government; leader – Stephen F. Austin; same type of government as in the U.S.</p> <p>Economic: cheap land (Empresario grants); escape debts; bring slaves to work on farms; start small businesses</p> <p>Geographic: large amount of good, fertile farming land; near rivers and coastal ports; borders the United States</p> <p>Social: start a new life/new adventure; can bring slaves; new culture (language and religion)</p>	

Unit 6: Mexican National

TEKS and Content

Dates: October 23 – November 3 (10 Days)

Learner Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I know the differences between Spanish, Mexican, and Anglo settlement of Texas. ✓ I can identify the contributions of Moses Austin, Stephen F. Austin, Erasmo Seguin, Martin De Leon, and Green DeWitt. ✓ I can analyze why people came to settle in Texas during the Mexican National Era. ✓ I can identify the issues related to Mexican federal Constitution of 1824, the State Colonization of 1825, and slavery in Texas. 	<ul style="list-style-type: none"> ✓ What was the Mexican National Era? ✓ Who were the significant individuals during the Mexican settlement of Texas? ✓ What were the causes and effects of Anglo-American settlement during the Mexican National Era? ✓ How did the Mexican government colonize Texas?
TEKS & Content	
<p>History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including the Mexican National Era...</p> <p>(7.1B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p><i>Historical points of reference in Texas.</i></p> <p><u>Mexican National Era</u> This era deals with the efforts of Mexico to populate and retain Texas from the formation of the Republic of Mexico in 1821 through the Texas Revolution in 1836. This includes the development of Anglo and Mexican settlement, the establishment of local government institutions (and the events that led to the Texas Revolution)</p>
<p>History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p> <p>(7.2D) identify individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery.</p>	<p><i>Individuals, events, and issues shaped the history of Texas.</i></p> <p><u>Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state</u></p> <ul style="list-style-type: none"> • Mexico was divided into 19 states and 4 territories • Coahuila and Tejas would be combined to make the State of Coahuila y Tejas, Saltillo was established as the state capital. • Coahuila y Tejas would have 12 state representatives, Coahuila received 11 and Tejas receive one (Baron de Bastrop) due to low population. • Tejas could apply for separate statehood from Coahuila when the population grew.

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	<p><u>State Colonization Law of 1825</u></p> <ul style="list-style-type: none"> • Mexico wrote a Colonization law in 1824 giving the states the right to make decisions about land grants. Mexico's Federal government gave three restrictions: <ol style="list-style-type: none"> 1. Land Grants could not exceed 48,708 acres per person. 2. Colonies could not be established within 30 miles of the coast or 60 miles of an international boundary without government permission. 3. People must live permanently on their land. • Contracts for empresarios could be obtained in Saltillo under the new state colonization law; individuals could obtain land grants from an empresario or as an individual. • Families could obtain 4,428 acres of land for \$30, Single men could receive 1,107, however when married they would receive their remaining 3,321 acres. If a man married Mexican they could obtain an additional 1,107 acres. • Settlers had to have good moral character and agree to be Christian (Catholic) • Empresarios would receive 23,000 acres of land for every 100 colonist he settled. Must settle 100 colonist within 6 years or empresario contract was cancelled. <p><u>Guerrero Decree (slavery)</u></p> <ul style="list-style-type: none"> • In 1829 Mexico abolished slavery, however the law was not enforced in Mexican Texas. Mexico's disapproval of slavery caused the slave population to grow slowly in Texas. • Mexico became a refuge for African American from Texas and the U.S.
<p>(7.2E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas</p>	<p><u>Contributions of significant individuals during the Mexican settlement of Texas</u></p> <ul style="list-style-type: none"> • Moses Austin – first Anglo to get permission to settle Anglo families in Texas. • Baron de Bastrop – negotiates on behalf of Moses Austin; first representative of Texas in the state of Coahuila y Tejas, land commissioner for Stephen Austin • Erasmo Sequin – San Antonio political figure and businessman; informs Moses Austin his colony has been approved by Spanish • Stephen F. Austin – first empresario to bring Anglos to Texas when he carries out his father's plan, most successful empresario, original colony around Colorado and Brazos Rivers and extends to the coast, San Felipe de Austin headquarters, Old Three Hundred first families in Austin's colony; Little Colony – headquarters Bastrop; Martín De León – Mexican empresario along Guadalupe River, wife Patricia's dowry helped build the town of Victoria the headquarters of the colony; cattle rancher known as "Captain Plenty of Cows" because he gave beef to the Natives. • Green Dewitt – headquarters Gonzales; Native American raids caused problems; land grant was not completed in 1831 and was canceled due to the Law of April 6, 1830. (In 1831, Dewitt showed a population of 531, but did not meet the requirement of 400 families)

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(7.2F) **contrast** Spanish, (Mexican), and Anglo purposes for and methods of settlement in Texas

Methods of settlement in Texas

Spanish Settlement Purpose:

(The Mission System) The purpose of the missions was to convert the Native Americans to the Catholic religion

Spanish Settlement Methods/Patterns:

- Establish a mission(priests)
- Build a presidio(fort) to protect the missions (which brought Spanish soldiers to the area)
- Establish Towns which grew as places for soldiers and eventually family members and some merchants
- Bestow generous LandGrantsor haciendasfor ranchers and farmers

T e x a s

Year	Territory	Population	Demography
1810	Spain	3,000	100% Spanish
1821	Mexico	3,000	100% Mexican
1836	Mexico	25,000	84% American
1840	Republic	70,000	94% American
1846	Republic	145,000	97% American
1850	State	212,592	98% American
2010	State	25,145,561	25% Mexican ancestry

Mexican Settlement Purpose:

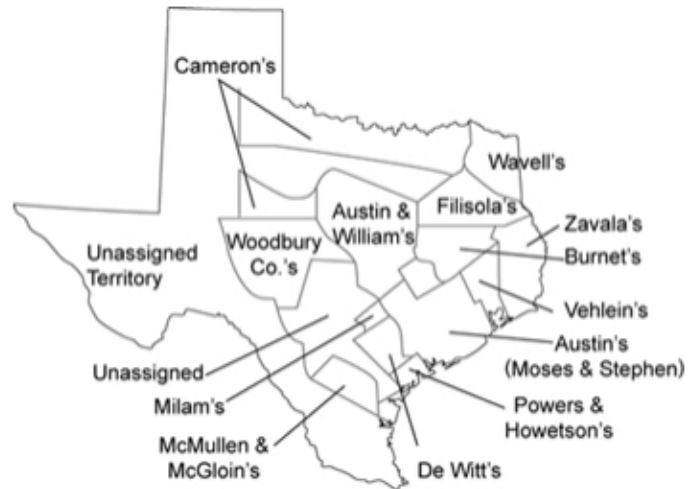
Protecting the northern frontier, increase population in Northern Mexico, economic opportunities (ranches and small business) and to spread Mexican culture, language and Roman Catholic faith

Mexican Settlement Methods/Patterns:

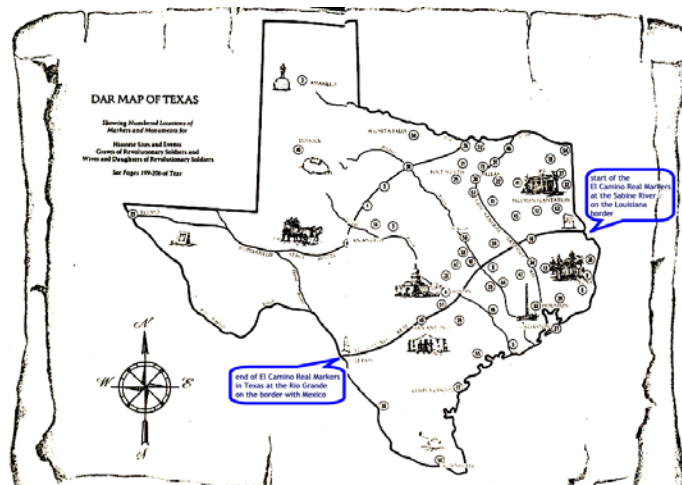
- Empresario grants
- supporting town already in the area
- A Constitutional Republic
- Encouraging Mexicans to move and settle northern Mexico

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	<p><u>Anglo Settlement Purpose:</u> Expansion into new areas due to cheap land, escaping debt, sense of adventure and bring slaves for labor. Settlement in Texas was led by empresarios and immigrant agents, as a commercial venture</p> <p><u>Anglo Settlement Methods/Patterns:</u></p> <ul style="list-style-type: none"> • Many chose to settle through the services of empresarios • The whole family, including men, women, children and enslaved persons, were moved to Texas to settle permanently • Hundreds of acres of cheap land were available on liberal terms • Families built log houses and began to clear land for farming • Small towns developed as centers for social and business life a place to buy needed supplies and to visit with neighbors.
<p><i>Geography.</i> The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(7.8 B) analyze and interpret geographic distributions and patterns in Texas during the 19th...century(ies)</p>	<p><u>PEGS for Anglo Settlement</u></p> <ul style="list-style-type: none"> • Political: Mexican Federal Constitution of 1824; merging of Coahuila y Texas; Representative Government; leader – Stephen F. Austin; same type of government as in the U.S. • Economic: cheap land (empresario grants); escape debts; bring slaves to work on farms; start small businesses • Geographic: large amount of good, fertile farming land; near rivers and coastal ports; borders the United States • Social: start a new life/new adventure; can bring slaves; new culture (language and religion)
<p><i>Geography.</i> The student understands the characteristics, distribution, and migration of population in Texas in the 19th...century(ies). The student is expected to:</p> <p>(7.11A) analyze why immigrant groups came to Texas and where they settled</p> <p>(7.11B) analyze how immigration and migration to Texas in the 19th...century (ies) have influenced Texas</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> • In the nineteenth century, Anglo-Americans settled in Texas in areas that had been preselected for land grants. The map below shows the areas where these land grants were carved out.



- Express and defend a point of view about immigration to Texas: “What made Texas desirable to Anglo Americans, Mexicans, and European immigrants?” (including information such as cattle, climate, and fertile and cheap land)
- El Camino Real



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TEKS	Verb	Content
7.1A	Identify Describe Explain	<ul style="list-style-type: none"> the major eras in Texas history their defining characteristics, Mexican National... why historians divide the past into eras, including ... Mexican National...
7.1B	Apply	<ul style="list-style-type: none"> absolute and relative chronology through the sequencing of significant individuals, events, and time periods
7.2D	Identify	<ul style="list-style-type: none"> the issues related to Mexico becoming an independent nation and its impact on Texas, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;
7.2E	Identify	<ul style="list-style-type: none"> the contributions of significant individuals during the Mexican settlement of Texas, including <ul style="list-style-type: none"> Moses Austin Stephen F. Austin Erasmo Seguin Martin De Leon Green DeWitt
7.2F	Contrast	<ul style="list-style-type: none"> Spanish, Mexican, and Anglo purposes for settlement in Texas. Spanish, Mexican, and Anglo methods of settlement in Texas.
7.11A	Analyze	<ul style="list-style-type: none"> why immigrant groups came to Texas and where they settled
7.11B	Analyze	<ul style="list-style-type: none"> how immigration and migration to Texas in the 19th...century (ies) have influenced Texas

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Unit 7: Government

Unit-at-a-Glance

Dates: November 6 – November 17 (10 Days)

Enduring Understandings (Big Ideas)	Essential Questions
<ul style="list-style-type: none"> ✓ Governments exist to provide order and services to a nation. ✓ A democracy is a form of government that represents the people, protects rights, and helps determine the common good. 	<ul style="list-style-type: none"> ✓ How do governments get and use power? ✓ What does it mean to live in a democracy? ✓ How is a government useful to its citizens? ✓ Why do we have laws?
Key Concepts	Key Locations
<ul style="list-style-type: none"> ○ Economic system, free enterprise ○ The 7 Principles of the Constitution ○ Compare the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights ○ Structure and function of Government 	<ul style="list-style-type: none"> ○ Austin

Key Documents, Legislature	Key Events
<ul style="list-style-type: none"> ○ U.S. Constitution and Texas Constitution ○ U.S. Bill of Rights and the Texas Bill of Rights 	
Key Dates	Key People

Previous Content Understandings	Suggested Language Objectives (ELPS)
(4.15A) identify the purposes and explain the importance of the...Texas Constitution (4.15B) identify and explain the basic functions of the three branches of government according to the Texas Constitution	4.D Use graphic organizers, illustrations, and pre-taught topic-related vocabulary 4.I Demonstrate understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas.

Unit TEKS	Unit Vocabulary
Content: 7.14A 7.14B 7.15A 7.15B 7.15C 7.16A 7.16B 7.17A 7.17B <i>Process Standards will be incorporated throughout all units</i>	bicameral session budget municipal property tax citizen naturalization political party amendment special interest groups civic responsibility/civic duty line-item veto commissioners court FLIPRCS

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 1, Lesson 3 (pages 21-30) Chapter 28, Lessons 1, 2, & 3 (pages 730-759) 	<p>Non-Unit Specific: <u>SJ Curriculum Guide:</u></p> <ul style="list-style-type: none"> Texas Constitution: 10-1 Levels of Government in a Federal System: 10-5 Public Education and Funding: 10-8 Citizen Rights: 11-1 Civic Responsibilities: 11-3 Interest Groups: 11-4 Political Points of View: 11-6 First Amendment Issues: 11-8 <p>Unit 8 Government:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> The Citizen: Learn about our republic and the roles and responsibilities of citizens https://www.youtube.com/watch?v=UBr3pFleh5U Texas Constitution https://www.youtube.com/watch?v=ie36FXjoSZ8 A 3-Minute Guide to the Bill of Rights https://www.youtube.com/watch?v=yYefLm5dLMQ 	<ul style="list-style-type: none"> Texas Bill of Rights Summarized http://s3.documentcloud.org/documents/773665/12_ssgov0701d_texas-bill-of-rights-summarized.pdf The Texas Constitution https://dlc.dcccd.edu/txgov1-2/texas-constitutional-history Lone Star Politics http://college.cqpress.com/sites/lonestar/Home/chapter6.aspx
PEGS (Political, Economic, Geographic, Social Significance)	Notes
<p>Political:</p> <p>Economic:</p> <p>Geographic:</p> <p>Social:</p>	

Unit 7: Government

TEKS and Content

Dates: November 6 – November 17 (10 Days)

Learner Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ Students will be able to explain principles of government reflected in the Texas Constitution. ✓ Students will be able to explain the structure and function of government outlined in the Texas Constitution. ✓ Students will be able to explain the rights and responsibilities of citizens of Texas, the different point of view, and effective leadership in a democratic society. 	<ul style="list-style-type: none"> ✓ What basic principles are included in the Texas Constitution? ✓ What is the structure and functions of the Texas government? ✓ How does the state government pay for the services it provides? ✓ What are the types of local government? ✓ What are the responsibilities of a citizen?
TEKS & Content	
<p>(7.4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system</p>	<ul style="list-style-type: none"> • Our economy is driven by people investing in capita (money and goods) and using their capital for profits (financial gain) • Economics is the study of how individuals and nations make choices about how resources are used to meet their needs and wants. • A free enterprise system allows individuals to own their own property and businesses with limited government interference. • The U.S. economic system is also called capitalism
<p>Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p> <p>(7.14A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and</p>	<p><i>Basic principles in the Texas Constitution</i></p> <p><u>The 7 Principles of the Texas Constitution</u></p> <ul style="list-style-type: none"> • Federalism: Texas Constitution Article 1, Section 1 states “Texas is a free and independent state, subject only to the Constitution of the United States.” • Limited Government: Texas Constitution Article 3, Section 5 The Legislature of Texas can only meet in regular session every other year in odd numbered years only, and for only 140 days. • Individual Rights: Texas Constitution Article I, The Texas Bill of Rights provides for freedom of speech, press, religion, assembly and petition. • Popular Sovereignty: Texas Constitution Article 1, Section 2 “all political power is inherent in the people.” • Republicanism: Texas Constitution Article IV, Section 2 states, “all the above officers of the Executive Department (except Secretary of State) shall be elected by the qualified voters of the state at the time and places of election for members of the Legislature.” • Checks and Balances: Texas Constitution Article XV grants the Texas House of Representatives the power to impeach any of the executive officers of the state such as the Governor or the Lt. Governor. • Separation of Powers: - Texas Constitution Article II, Section 1 specifically provides that “the powers of the Government of the State of Texas shall be divided into three distinct departments (Legislative, Executive, and Judicial).” <p><i>HINT: Use the FLIPRCS acronym to remember the 7 Principles.</i></p>

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(7.14B) **compare** the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.

Comparing the Texas and U.S. Bill of Rights

Similarities

- Branches of Government
- Bill of Rights (i.e. free speech, press)
- Amendments (Purpose)

Differences

- Process of Amending
- Number of Amendments
- Number of Constitutions written

U.S. First 10 Amendments	Texas First Article
1 Freedom of Speech, press, petition, assembly and religion.	Section 4- No religious test shall be required to run for office. Section 5- No person can be disqualified to give evidence in any court due to religious opinions. Section 6- Freedom of Worship Section 7- Freedom of Speech and Press Section 27- Right of assembly, Petition for redress of Grievances
2 Right to Bear Arms	Section 23- Right to bear arms
3 Quarters of soldiers	Section 25- No quartering of soldiers
4 Search, arrest, and seizures of property without warrant or probable cause	Section 9- Search and seizures
5 Due process of law, double jeopardy, self-incrimination	Section 14- No double Jeopardy
6 Speedy, Public Trial by jury, right to counsel, Rights of the accused,	Section 5- No person can be disqualified to give evidence in any court due to religious opinions. Section 10- Rights to a speedy trial with an impartial jury Section 15- Right of a trial by jury
7 Civil Trial by jury	
8 Cruel and unusual punishment	
9 Protection of rights not specifically listed in the Constitution	
10 Powers of States and people	Section 1- Texas is a free and independent state, subject only to the Constitution of the U.S. Section 2- All political power is inherent in the people Section 3- All free men have equal rights, equality under the law shall not be denied because of sex, race, color, creed or national origin.

Conroe ISD Social Studies: 2017-2018 7th Grade Texas History Scope and Sequence

Government. *The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:*

(7.15A) **describe** the structure and functions of government at municipal, county, and state levels

(7.15B) **identify** major sources of revenue for state and local governments such as property tax, sales tax, and fees

(7.15C) **describe** the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers.

Structure and Function of Government

State level

- Legislative—Writes Law; How a Bill Becomes a Law; Differences between House and Senate; Current Leaders
- Executive—Carries Out and Enforces Law; Who's in charge?; Powers of Governor; Current Leader
- Judicial—Interprets Law: Court System; Civil vs. Criminal
- Revenue Sales Tax, fees, fines
- Creates school system - Texas Public Education (TEA) and State Board of Education (SBOE)

County

- Commissioners Court – Makes and enforces county laws, 5 elected officials (County Judge and 4 precinct Commissioners) make up this court.
- Sheriff – Chief law enforcement official of the county.
- County Clerk – in charge of elections and polling precincts.
- Tax Assessor – collects and distributes property taxes, fees and bond revenue collected.

Municipal (local)

- Cities that write their own charters are known as home-rule cities, and cities that do not write their own charters are known as general-law cities.
- The council-manager form is the newest and most popular form of municipal government.
- A commissioners court runs the day-to-day business and finances in each county; it decides on the county's yearly budget and is responsible for building and maintaining county roads and buildings.
- Property taxes are the single largest source of funding for public schools.
- Texas uses the Foundation School Fund to provide additional funds to districts with low property tax revenues. Revenue – can collect 2% sales tax, fines, fees, bonds
- Expenditures – must provide services such as police and fire protection, waste management (water, sewer, and garbage), libraries, parks, road construction and repair. If you do not live in a city the county is responsible for services.

Structure, funding, and governance of Texas Public education.

1. Texas Education Agency (TEA) – carries out the boards policies, oversees Texas school districts (example Conroe ISD)
2. Funding of Texas public education
 - a. Federal Income tax dollars
 - b. State Permanent School Fund
 - c. State sales taxes contribute to the Available School Fund
 - d. Local Property Taxes are the largest source of revenue for Texas Schools
 - e. Bonds – used to buy land, buses and build and repair schools
 - f. Texas State lottery

Conroe ISD Social Studies: 2017-2018 7th Grade Texas History Scope and Sequence

Citizenship. *The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:*

(7.16A) **identify** rights of Texas citizens; and

(7.16B) **explain** and analyze civic responsibilities of Texas citizens and the importance of civic participation.

Rights and responsibilities of Texas citizens

Rights of Texas Citizens

- A citizen is someone who belongs to a country and is entitled to its protections.
- You can become a U.S. citizen through birth or by naturalization.
- A person must be a U.S. citizen to vote. A citizen can be called upon to serve on a jury

Responsibilities (voluntary)

Things we SHOULD do:

- vote
- participate in government by working on a campaign, volunteering to help a hospital or library, participating in a local park cleanup, etc.

Duties (required)

Things we MUST do:

- obey the law
- pay taxes
- defend the nation (males must register for the Selective Service

Almost all male U.S. citizens and male immigrants, who are 18 through 25, are required to register with Selective Service.

It's important to know that even though he is registered, a man will not automatically be inducted into the military. In a crisis requiring a draft, men would be called in a sequence determined by random lottery number and year of birth (<https://www.sss.gov/Registration-Info/Who-Registration>)

- serve on a jury when summoned
- act as a witness at a trial, if asked to do so

Conroe ISD Social Studies: 2017-2018 7th Grade Texas History Scope and Sequence

Citizenship. *The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:*

(7.17A) **identify** different points of view of political parties and interest groups on important Texas issues, past and present;

(7.17B) **describe** the importance of free speech and press in a democratic society

Texas Constitution Article I Bill of Rights

- Section 1- Texas is a free and independent state, subject only to the Constitution of the U.S.
- Section 2- All political power is inherent in the people
- Section 3- All free men have equal rights, equality under the law shall not be denied because of sex, race, color, creed or national origin.
- Section 4- No religious test shall be required to run for office.
- Section 5- No person can be disqualified to give evidence in any court due to religious opinions.
- Section 6- Freedom of Worship
- Section 7- Freedom of Speech and Press
- Section 9- Search and seizures
- Section 10- Rights to a speedy trial with an impartial jury
- Section 14- No double Jeopardy
- Section 15- Right of a trial by jury
- Section 23- Right to bear arms
- Section 25- No quartering of soldiers
- Section 27- Right of assembly, Petition for redress of Grievances

Citizenship – civic responsibilities and duties or civic participation

- Voting – learn about the candidates; this is your voice in government
- Run for office
- Paying taxes
- Serving on juries
- Obey the law
- Serve in the military

Importance of the expression of different points of view

Political Parties

1. Republicans – free enterprise, smaller government, less regulation of business
2. Democrats – active larger government, should take steps to ensure equal rights and help poor or disadvantage citizens.
- 3.

Interest Groups

1. LULAC – Hispanic Rights
2. NAACP – African American Rights

Importance of free speech and press

“We the People” are the government, therefore we have the right to speak freely about government leaders and policies; we can voice our opinion about changes needed and ask our leaders to change or create laws; our opinions can also be printed for others to see and agree or disagree.

Conroe ISD Social Studies: 2017-2018 7th Grade Texas History Scope and Sequence

TEKS	Verb	Content
7.4	Identify	<ul style="list-style-type: none"> the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system
7.14A*	Identify	<ul style="list-style-type: none"> How the Texas Constitution reflects the principles of government: Limited Government, Republicanism, Checks and Balances, Federalism, Separation of Power, Popular Sovereignty, Individual Rights
7.14B*	Compare	<ul style="list-style-type: none"> the principles of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights. the concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.
7.15A	Describe	<ul style="list-style-type: none"> the structure of government at municipal levels the structure of government at, county levels the structure of government at state levels the functions of government at municipal levels the functions of government at county levels the functions of government at state levels
7.15B	Identify	<ul style="list-style-type: none"> major sources of revenue for state governments such as sales tax and fees major sources of revenue for local governments such as property tax, sales tax, and fees
7.15C	Describe	<ul style="list-style-type: none"> the structure of Texas public education TEA, SBOE the funding of Texas public education local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers. the governance of Texas public education TEA – executive SBOE - legislative
7.16A	Identify	<ul style="list-style-type: none"> rights of Texas citizens
7.16B*	Explain Analyze	<ul style="list-style-type: none"> civic responsibilities of Texas citizens the importance of civic participation
7.17A*	Identify	<ul style="list-style-type: none"> different points of view of political parties on important Texas issues, present different points of view of interest groups on important Texas issues, past and present
7.17B*	Describe	<ul style="list-style-type: none"> the importance of free speech and press in a democratic society

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Unit 8: Texas Revolution (Conflict & Causes)

Unit-at-a-Glance

Dates: November 27 – December 8 (10 Days)

Enduring Understandings (Big Ideas)	Essential Questions
✓ Conflict can lead to change	✓ Why does conflict develop? ✓ What causes people to revolt?
Key Concepts	Key Locations
<i>Causes for tensions between the Anglo-American settlers in Texas and the Mexican government</i>	<input type="radio"/> Nacogdoches <input type="radio"/> Turtle Bayou <input type="radio"/> San Felipe <input type="radio"/> Washington-on-the-Brazos <input type="radio"/> Anahuac <input type="radio"/> Velasco <input type="radio"/> Mexico City
Key Documents, Legislature	Key Events
<input type="radio"/> Law of April 6, 1830	<input type="radio"/> Fredonian Rebellion <input type="radio"/> Mier y Teran Report <input type="radio"/> Conflict at Anahuac and Turtle Bayou Resolutions <input type="radio"/> Conventions of 1832 and 1833 <input type="radio"/> Arrest of Stephen F. Austin <input type="radio"/> 2 nd Conflict at Anahuac
Key Dates	Key People
<input type="radio"/> 1830 – Law of April 6, 1830	<input type="radio"/> Mier y Teran <input type="radio"/> Sam Houston <input type="radio"/> Lorenzo de Zavala <input type="radio"/> General Martin Perfecto de Cos <input type="radio"/> General Antonio Lopez de Santa Anna <input type="radio"/> Haden Edwards and Benjamin Edwards <input type="radio"/> Stephen F. Austin <input type="radio"/> William B. Travis
Previous Content Understandings	Suggested Language Objectives (ELPS)
(4.3A) analyze the causes, major events, and effects of the Texas Revolution...	3.E Share information in cooperative learning interactions 4.J Employ inferential skills such as predicting, making connection between ideas, drawing inferences and conclusions from text and graphic sources
Unit TEKS	Unit Vocabulary
Content: 7.1A 7.1B 7.3A 7.11B <i>Process Standards will be incorporated throughout all units</i>	land speculator decree duties commerce skirmish resolution delegate epidemic

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 9, Lessons 1, 2, & 3 (pages 216-233) 	<p>Non-Unit Specific: SJ Curriculum Guide:</p> <ul style="list-style-type: none"> Events Leading to Texas Revolution: 3-1 <p>Unit 7 Texas Revolution:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> Causes of the Texas Revolution https://www.youtube.com/watch?v=sbQlENTGy9c&t=18s Causes of the Texas Revolution https://www.youtube.com/watch?v=g60FNfPsnzM The Mexican Constitution of 1824 https://www.youtube.com/watch?v=rpPbaaLRT1g 	<ul style="list-style-type: none"> My History Notebook http://education.texashistory.unt.edu/lessons/notebook/Causes/ TSHA https://tshaonline.org/handbook/online/articles/qdt01 Time Toast https://www.timetoast.com/timelines/causes-of-the-texas-revolution-3e498b71-1ae4-44dd-bd80-3f8638e00a8c Timeline of Texas Independence http://www.txindependence.org/pdfs/texas_timeline.pdf
PEGS (Political, Economic, Geographic, Social Significance)	Notes
<p>Political: Freedomian Rebellion, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the Conventions of 1832 and 1833 were all results of the conflict between Mexico and Texas; the Mier y Teran urged Mexican government to place troops in Texas and outlawed American immigration</p> <p>Economic: the Law of April 6, 1830 added taxes to all foreign goods entering Texas;</p> <p>Geographic: the Mier y Teran report Urged Mexican government to place troops in Texas, encourage Mexican and European settlement</p> <p>Social: Austin's arrest</p>	

Unit 8: Texas Revolution (Conflict & Causes)

TEKS and Content

Dates: November 27 – December 8 (10 Days)

Learner Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I know why and how Texas revolted against Mexico and gained their independence ✓ I can trace the development of events that led to the Texas Revolution 	<ul style="list-style-type: none"> ✓ What drove the Texas colonists to revolt? ✓ What are the causes that led to the Texas Revolution?
TEKS & Content	
<p>History. <i>The student understands traditional historical points of reference in Texas history. The student is expected to:</i></p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including the Revolution...</p> <p>(7.1B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p><u>Texas Revolution Era</u> This era deals with the Texas revolt against Mexican rule which began in 1835 and ended in 1836, and the establishment of an independent Republic of Texas.</p> <p><u>Characteristics of the Conflict and Causes Leading to the Texas Revolution</u> With tensions increasing between the Mexican government and American settlers in Texas, diplomacy gave way to inevitable conflict that soon erupted into war.</p> <p><u>Cultural differences between the Mexicans and Americans in Texas</u></p> <ul style="list-style-type: none"> • Language - Americans unwilling to speak Spanish • Religion - Americans unwilling to accept the Roman Catholic <p><u>Political differences between the Mexicans and Americans in Texas</u></p> <ul style="list-style-type: none"> • Self-determination – (right of a people to decide their future political status in respect to form of government); changes in the government to a less democratic system • Centralists brought the Mexican states, including Texas, more closely under national control • Judicial system - Mexican system 'guilty until proved innocent' as opposed to American system of 'innocent until proved guilty' • Santa Anna made himself a dictator and tried to assert more control in Texas • More Mexican military presence and power in Texas • Many Americans believed that Texas, and other parts of Mexico, should belong to the U.S. <p><u>Economic differences between the Mexicans and Americans in Texas</u></p> <ul style="list-style-type: none"> • Slavery - the Mexicans opposed slavery, whereas many Americans had been raised in the slave states of the south • Role of the Mexican military to collect taxes • The Americans retained trading links with the U.S.

Conroe ISD Social Studies: 2017-2018 7th Grade Texas History Scope and Sequence

History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:

(7.3A) **trace** the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin

Development of events that led to the Texas Revolution

Fredonian Rebellion:

Benjamin and Haden Edwards declare their colony independent from Mexico when they go to Old Stone Fort in Nacogdoches. They raise a flag saying Independence, Liberty and Justice. Revolt collapses when 200 Mexican soldiers advance to Nacogdoches. Some Fredonians are captured, others flee to U.S.

- *Cause:* Settlers on land due to Spanish settlements /No support from Mexico or other empresarios
- *Effect:* Mexican government becomes fearful of Anglo influence; send Mier y Teran to investigate

Mier y Teran Report:

Urged Mexican government to place troops in Texas, encourage Mexican and European settlement and increase trade between Texas and Mexico

- *Cause:* Fredonian Revolt small incident and not supported by Texas Anglos, however Mexico thinks it is a scheme for the U.S. to acquire Texas. U.S. attempt to buy Texas from Mexico in 1827 and 1829.
- *Effect:* Mexico afraid of losing Texas and increases Mexican control over Anglo settlements

Decree of 1929:

Abolished slavery in Mexico; Law not enforced in Texas, but Anglos feared it might be enforced in the future. Slavery slow to grow in Texas because of Guerrero Decree.

Law of April 6, 1830:

Provisions:

- Ended immigration from the U.S. to Texas.
- Mexicans and Europeans encouraged to move to Texas and received large land grants with supplies to get started free for one year.
- Empresario contracts not completed were suspended.
- forts built & soldiers sent to prevent smuggling, introduction of additional enslaved people, and illegal land speculation. However Mexico used convict-soldiers to build forts and when their sentences were complete they were given land to settle and supplies needed for one year, their families received free transportation to Texas if they wished to come.
- Duties (taxes) were placed on import goods to discourage trade with foreign nations.
- *Cause:* Mier y Teran recommends increased Mexican involvement in Anglo settlements.
- *Effect:* Anglos rebel against unfair collection of taxation at Anahuac and immigration laws.

1st Conflict at Anahuac:

William Travis and Patrick Jack try to talk to Bradburn about issues in Anahuac but were arrested for interfering with Bradburn's efforts to enforce laws. 200 settlers went to Anahuac to get prisoners released, two small skirmishes broke out before the settlers retreated to Turtle Bayou in hopes that Travis and Jack would be released. Colonel Piedras from Nacogdoches feared the Texans outnumbered his troops when he arrived, so he released Bradburn from command and put a Federalist commander in charge.

- *Cause:* Colonist complained that Mexican Colonel John Bradburn was not returning runaway slaves and his convict soldiers were stealing supplies from the colonist. Ship Captains also complained that duties were being collected unfairly because they had to dock their ship and travel long distances to pay the taxes because Mexico did not have a tax collector at all ports.
- *Effect:* Texans write Turtle Bayou Resolutions and send John Austin to get a cannon in Brazoria. Battle of Velasco happened due to Texans sailing down the Brazos River with a cannon making them look like rebels. Mexican Commander Ugartechea would not let them pass through Velasco and shots were fired. Texas won and sailed onto Anahuac but cannon was not needed.

Turtle Bayou Resolutions:

Resolutions: Convince Mexico that the events at Anahuac were not a rebellion and they were defending their rights and the Constitution of 1824; pledge to be loyal citizens of Mexico, but do not support the current Mexican Government. However, they support Santa Anna as Federalist President of Mexico.

- *Cause:* 1st conflict at Anahuac
- *Effect:* Santa Anna wins his revolution against Bustamante and becomes a federalist president of Mexico; Clash at Velasco

Conventions of 1832 and 1833

- Resolutions written at 1832 convention: U.S. immigration resumed, exempt from duties 3 years, Texas become a separate state from Coahuila
- 1833 convention wrote a new state constitution for the proposed New Mexican state.
- Stephen Austin traveled to Mexico City to discuss resolutions with Santa Anna the new Federalist President of Mexico.
- *Cause:* New Federalist Government in control and promises made by Santa Anna the new president.
- *Effect:* Santa Anna grants immigration, not statehood; Austin arrested in Saltillo.

Arrest of Stephen F. Austin:

Arrested in Saltillo and sent back to Mexico City where he spent one year in prison before being released to house arrest. Austin remained in Mexico City six more months and then he was released. He sailed from Veracruz to Texas with a changed attitude towards the Mexican Government.

- *Cause:* Unorganized and absent Mexican government delays approval of resolutions. Stephen F. Austin writes letter recommending organizing new state government without official approval of Texas statehood. Letter is intercepted in Saltillo and is considered treason by Mexican Government.

Conroe ISD Social Studies: 2017-2018 7th Grade Texas History Scope and Sequence

	<ul style="list-style-type: none"> <i>Effect:</i> Santa Anna enacts some of the resolutions which caused a period of peaceful interaction. Reform started – English recognized as official language for business transactions, immigration from U.S. started again, improved court and postal system and granted religious tolerance. Texas was also divided into 3 departments and now had three representatives in Saltillo. Almonte inspects Texas, all quiet reform should continue, recommends Austin’s release; request ignored. <p><u>2nd Conflict at Anahuac:</u></p> <p>William Travis goes to Anahuac to get Briscoe released from jail. He causes Tenorio and his soldiers to leave Texas. This upset many Texans and they wrote an apology letter General Cos Mexican Commander in charge of Coahuila.</p> <ul style="list-style-type: none"> Merchant Briscoe was upset with unfair collection of duties because they were not being collected in all ports. He trick Mexican Captain Tenorio by loading a ship with brick and pretended to move them without paying taxes. Tenorio arrested Briscoe. <i>Effect:</i> Cos orders the arrest of Texas Officials and wants them turned over for military trial. Texans concerned called for a meeting (Consultation) to consult with each other on the issues with the Mexican government. Texas divide into two groups War and Peace Parties. Austin returns from Mexico City in September and announces Santa Anna is becoming a dictator and “War is our only recourse.”
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<p>Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th century (ies)...</p> <p>(7.11B) analyze how immigration and migration to Texas in the 19th century (ies)...influenced Texas.</p>	<p><i>Population trends before, during and after the Revolution</i></p> <p><u>Texas</u></p> <table><tr><th>Year</th><th>Territory</th><th>Population</th><th>Demography</th></tr><tr><td>1810</td><td>Spain</td><td>3,000</td><td>100% Spanish</td></tr><tr><td>1821</td><td>Mexico</td><td>3,000</td><td>100% Mexican</td></tr><tr><td>1836</td><td>Mexico</td><td>25,000</td><td>84% American</td></tr><tr><td>1840</td><td>Republic</td><td>70,000</td><td>94% American</td></tr><tr><td>1846</td><td>Republic</td><td>145,000</td><td>97% American</td></tr></table>	Year	Territory	Population	Demography	1810	Spain	3,000	100% Spanish	1821	Mexico	3,000	100% Mexican	1836	Mexico	25,000	84% American	1840	Republic	70,000	94% American	1846	Republic	145,000	97% American
Year	Territory	Population	Demography																						
1810	Spain	3,000	100% Spanish																						
1821	Mexico	3,000	100% Mexican																						
1836	Mexico	25,000	84% American																						
1840	Republic	70,000	94% American																						
1846	Republic	145,000	97% American																						

TEKS	Verb	Content
7.1A	Identify Describe Explain	Major eras in Texas history, including ... Revolution <ul style="list-style-type: none"> their defining characteristics why historians divide the past into eras,
7.1B	Apply	<ul style="list-style-type: none"> absolute chronology through the sequencing of significant individuals, events, and time periods relative chronology through the sequencing of significant individuals, events, and time periods
7.3A	Understand Trace	<ul style="list-style-type: none"> individuals, events, and issues related to the Texas Revolution shaped the history of Texas. development of events that led to the Texas Revolution, including the <ol style="list-style-type: none"> Fredonian Rebellion, Mier y Terán Report Law of April 6, 1830, Turtle Bayou Resolutions, Arrest of Stephen F. Austin
7.11B	Analyze	<ul style="list-style-type: none"> how immigration and migration influenced Texas

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Unit 8: Texas Revolution (Revolution & Independence)

Unit-at-a-Glance

Dates: January 9 – January 23 (10 Days)

Enduring Understandings (Big Ideas)	Essential Questions
<ul style="list-style-type: none"> ✓ People fight to defend their beliefs. ✓ When people are oppressed, they revolt. 	<ul style="list-style-type: none"> ✓ Is history the story told by “winners”? ✓ What is worth fighting for? ✓ What is a revolution? ✓ Is there such thing as a “just” war?
Key Concepts	Key Locations
<ul style="list-style-type: none"> ○ Significant battles in the war for Texas independence ○ Significant individuals and their roles ○ Consultation of 1835 and the Texas Declaration of Independence ○ Provisional government of Texas, the Constitutional Convention of 1836, and the Texas Constitution 	<ul style="list-style-type: none"> ○ Gonzales ○ Goliad ○ San Antonio de Bexar ○ Washington-on-the-Brazos ○ Alamo ○ San Patricio ○ Refugio ○ Coleto Creek ○ San Jacinto ○ Velasco
Key Dates	Key Documents, Legislation
<ul style="list-style-type: none"> ○ 1836 – Texas Independence 	<ul style="list-style-type: none"> ○ Texas Declaration of Independence and Constitution
Key Events	Key People
<ul style="list-style-type: none"> ○ Battle of Gonzales ○ Siege of the Alamo and heroic defenders ○ Consultation of San Felipe ○ Constitutional Convention of 1836 ○ Consultation of San Felipe ○ Massacre at Goliad ○ Battle of San Jacinto ○ Treaties of Velasco 	<ul style="list-style-type: none"> ○ Jose Urrea ○ Sam Houston ○ Antonio Lopez de Santa Anna ○ George Childress ○ Lorenzo de Zavala ○ Juan Seguin ○ William B. Travis ○ Stephen F. Austin ○ David Burnett ○ James Fannin
Previous Content Understandings	Suggested Language Objectives (ELPS)
<p>(4.3A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto</p> <p>(B) summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress...Tejanos Juan N. Seguín, Mexicans Antonio López de Santa Anna... and non-combatants Susanna Dickinson...</p>	<p>4.D Use graphic organizers, illustrations, and pre-taught topic-related vocabulary</p> <p>4.I Demonstrate understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas.</p> <p>4.K Employ analytical skills such as evaluating written information and performing critical analysis</p>

Unit TEKS	Unit Vocabulary
<p>Content:</p> <p>7.1A 7.1B 7.1C 7.3B 7.3C 7.3D</p> <p><i>Process Standards will be incorporated throughout all units</i></p>	<p>parley siege adopt provisional veto</p> <p>ad interim petition garrison bombard fortify civilian</p> <p>barricade massacre siesta casualty campaign (military)</p> <p>grievances provision Committees of Correspondence</p>

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 10, Lessons 1, 2, & 3 (pages 242-261) Chapter 11, Lessons 1, 2, & 3 (pages 268-289) Chapter 12, Lessons 1 & 2 (pages 296-311) <p>The DBQ Project: Mini-Qs in Texas History</p> <ul style="list-style-type: none"> Unit 3 – “Remembering the Alamo: A Personal Journal” (pages 85-133) 	<p>Non-Unit Specific: SJ Curriculum Guide:</p> <ul style="list-style-type: none"> Texas Revolution and Significant Individuals: 3-8 The Battle of San Jacinto: 3-21 Amazing Chase: 3-27 Visit to the San Jacinto Battleground State Historic Site: 3-30 <p>Unit 7 Texas Revolution:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> What if Texas Lost Their Revolution? https://www.youtube.com/watch?v=gDC4ANdd2l4&t=89s Moments in Texas History: The Battle of San Jacinto https://www.youtube.com/watch?v=WZs3F9rwEK8&t=35s Texas Revolution: 3 Minute History https://www.youtube.com/watch?v=kXA0ZiI20I&t=13s American the Story of Us: Alamo https://www.youtube.com/watch?v=vAMZQIAQAYQ 	<ul style="list-style-type: none"> Texas Independence http://tx-independence.com/ San Jacinto Museum of History http://www.sanjacinto-museum.org/The_Battle/ My History Notebook http://education.texashistory.unt.edu/lessons/notebook/Causes/ Alamo Facts for Kids http://classroom.synonym.com/alamo-kids-7254790.html Lone Star Junction: Battle of San Jacinto http://www.lsjunction.com/events/jacinto.htm
PEGS (Political, Economic, Geographic, Social Significance)	Notes
<p>Political: Declaration of Independence (freedom) and Constitution (created new government)</p> <p>Economic: Runaway Scrape</p> <p>Geographic: All key battles</p> <p>Social: the Alamo and Goliad (battle cries), and Travis’ Letter</p>	

Unit 8: Texas Revolution (Revolution & Independence)

TEKS and Content

Dates: January 9 – January 23 (10 Days)

Learner Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I know the causes, events, and major issues of the Texas Revolution ✓ I can explain the significance of 1836 ✓ I can explain the roles of significant individuals during the Texas Revolution. ✓ I can explain the importance of Texas declaring independence, creating a constitution and forming a Republic. 	<ul style="list-style-type: none"> ✓ Who were the primary individuals of the Texas Revolution? ✓ What was the importance of the Constitutional Convention of 1836? ✓ What was the outcome of the Texas Revolution?
TEKS & Content	
<p>History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including the Revolution</p> <p>(7.1B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p> <p>(7.1C) explain the significance of the following dates: 1836, Texas independence...</p>	<p><i>Individuals, events, and issues shaped the history of Texas.</i></p> <p>Texas Revolution Era This era deals with the Texas revolt against Mexican rule which began in 1835 and ended in 1836, and the establishment of an independent Republic of Texas.</p> <ul style="list-style-type: none"> • Battle of Gonzales • Consultation of San Felipe • Siege of the Alamo and heroic defenders • Constitutional Convention of 1836 • Massacre at Goliad • Battle of San Jacinto • Treaties of Velasco <p>Significance of 1836, Texas Independence</p> <ul style="list-style-type: none"> • March 2, 1836 the Texans signed the Texas Declaration of Independence from Mexico • April 21, 1836 Sam Houston and the Texans defeated Santa Anna's army at the Battle of San Jacinto • May 14, 1836 the Texas ad Interim government and Santa Anna signed the Treaties of Velasco. • 1836 is known as the year Texas won independence from Mexico.

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History. *The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:*

(7.3B) **explain** the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis

(7.3C) **explain** the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto

Individuals, events, and issues related to the Texas Revolution

Roles of Significant Individuals

- George Childress: Wrote Texas Declaration of Independence
- David Burnett: Ad Interim President
- Lorenzo de Zavala: Vice President of ad interim government
- Stephen Austin: Led Army of the People to San Antonio; Consultation sent him to U.S. to get supplies, money, soldiers for Texas cause.
- James Fannin: Texas Commander at Goliad; Did not follow orders to retreat from Houston until it was too late, surrendered at the Battle of Coleto Creek, prisoner at La Bahia presidio, last to be shot in the Massacre of Goliad on Palm Sunday.
- Jose Urrea: Led campaign of Mexican Army along the coast of Texas; Sent Santa Anna a letter requesting to keep prisoners at Goliad alive. Left Goliad before Texans were Massacred.
- Sam Houston: Commander of Texas Army; Considered a coward as he retreated because he would not advise anyone of his strategy; Defeats Santa Anna at the Battle of San Jacinto, injured during battle.
- Antonio Lopez de Santa Anna: Commander of Mexican Army; President & dictator of Mexico; Laid siege on San Antonio for 13 days before attacking, so he could regain family honor because of Cos surrender in San Antonio. Later captured after Battle of San Jacinto and signed the Treaties of Velasco.
- Juan N. Seguin: Political and military leader of Tejanos; scout at the Alamo but did not return before final battle and leader of Tejanos at San Jacinto. Suffered discrimination after revolution and Mexican American War.
- William Travis: Led Regular Army at the Battle of the Alamo; known for "Victory or Death" letter pleading for help.

Significant Events of Texas Revolution (in chronological order):

- Battle of Gonzales:
 1. First battle of the Texas Revolution
 2. Known as the "Lexington of Texas" (similar to 1st battle of American Revolution.)
- Consultation of San Felipe:
 1. War and Peace Party disagree on what to do
 2. Peace Party wins; Declaration of People of Texas is written stating Texans are loyal to Mexico and support the Constitution of 1824
 3. Provisional Government created for state of Tejas: Henry Smith – Governor and James Robinson Lt Governor from War Party, most council members from Peace Party. Disagreements within government begin so it was ineffective.

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| | <ul style="list-style-type: none"> • Battle of San Antonio: <ol style="list-style-type: none"> 1. Texans laid siege on San Antonio in hopes of weakening Cos' army in San Antonio 2. "Grass Fight" (a mules train found by "Deaf" Smith) a skirmish during siege; December 5 Texans attack; battle lasts 4 days 3. Texas leader Ben Milam killed on 3rd day 4. Cos surrenders and agrees to never fight in Texas again 5. Texans release Cos and his men, then go home thinking the war is over. • William Travis's Letter: (Primary Source) <ol style="list-style-type: none"> 1. "To the People of Texas and All Americans in the World," 2. Facing almost certain death, Travis vowed never to surrender or retreat and to "die like a soldier who never forgets what is due to his own honor & that of his country — Victory or Death." 3. Makes a plea for help at the Alamo 4. universally regarded as one of the most heroic letters ever written. • Siege of the Alamo: <ol style="list-style-type: none"> 1. Mexican President Santa Anna lays siege on the Alamo for 13 days before he makes his final attack on March 6. 2. Texans not shot in battle are executed later. 3. Susanna Dickinson is sent by Santa Anna to warn Texans and Sam Houston what will happen if they continue rebelling. 4. Texas Leaders William Travis, Davy Crockett, Jim Bowie heroes at the Alamo 5. This battle slowed Santa Anna down and gave Houston time to build an army 6. Angered Texans giving them the battle cry "Remember the Alamo." • Constitutional Convention of 1836: <ol style="list-style-type: none"> 1. Texas Declaration of Independence written 2. Constitution for Republic of Texas written 3. Ad-Interim Government created with President David Burnet and Vice President Lorenzo de Zavala 4. Constitution ensured slavery is legal • Houston's Retreat: <ol style="list-style-type: none"> 1. Reasons—time to build and train army 2. Looking for U.S. support as he moves closer to the Sabine River 3. Separate Santa Anna's troops and weaken his supply lines 4. Choosing location for battle • Runaway Scrape: <ol style="list-style-type: none"> 1. Texans fled their home due to fear of Santa Anna and lack of confidence in Texas Army; fleeing begins with Houston burning Gonzales on March 13. 2. Cause - Texas losses at Battle of Alamo, Massacre at Goliad, and advancing Mexican Army |
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	<ul style="list-style-type: none"> • Fannin’s surrender at Battle of Coletto Creek: <ol style="list-style-type: none"> 1. Texans taken prisoner and returned to La Bahia Presidio in Goliad. 2. Francita Alavez “Angel of Goliad” helps some Texas prisoners escape. • Massacre at Goliad: <ol style="list-style-type: none"> 1. Men marched out of presidio in 3 lines and shot 2. Some men escaped and join Houston’s army at San Jacinto 3. Men injured in battle, including Fannin, were shot last. • Battle of San Jacinto: <ol style="list-style-type: none"> 1. 18 minute battle at 3pm during Mexican siesta 2. Sam Houston defeats and captures Santa Anna 3. Battle cries “Remember the Alamo” and “Remember Goliad”. • Treaties of Velasco: <ol style="list-style-type: none"> 1. Texas government & Santa Anna sign 2. Public & Secret <p><i>Public Provisions:</i> Santa Anna not fight Texas again; Mexican troops leave Texas; prisoners of war exchanged; Property seized during war returned.</p> <p><i>Secret Provisions:</i> Santa Anna agrees to convince Mexico to recognize Texas Independence & set boundary at Rio Grande; Santa Anna released and returned to Mexico</p> 3. Mexico removes Santa Anna as president & never recognizes treaties.
<p>(7.3D) explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.</p>	<p><i>At the Convention of 1836 the Texans wrote a Federal Constitution for the Republic of Texas</i></p> <ol style="list-style-type: none"> 1. Civil Freedoms – Declaration of Rights (17) <ol style="list-style-type: none"> a. First – All men, when they form a social compact, have equal rights b. Second – political power inherent in the people, they have at all times inalienable rights to alter their government c. Fourth – Freedom of speech and press d. Fifth – no unreasonable searches or seizures e. Sixth to Thirteenth – Due process of law f. Fourteenth – right to bear arms g. Fifteenth – organization of militias h. Sixteenth – Treason

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		<p>2. Political Freedoms</p> <p>a. Preamble “We, the People of Texas, in order to form a government, establish justice, ensure domestic tranquility, provide for the common defense and general welfare; and to secure the blessings of liberty to ourselves, and our posterity, do ordain and establish this constitution.</p> <p>b. Articles 1 – 6 discuss the functions and duties of the three branches of government showing separation of power, checks and balances, limited government, popular sovereignty and Republicanism.</p> <p>3. Religious Freedoms – Declaration of Rights – Third No preference shall be given by law to any religious denomination of mode of worship over another, but every person shall be permitted to worship God according to the dictates of his own conscience</p>
TEK	Verb	Content
7.1A	Identify Explain	<ul style="list-style-type: none"> major eras in Texas history, describe their defining characteristics explain why historians divide the past into eras...Revolution
7.1B	Apply	<ul style="list-style-type: none"> absolute chronology through the sequencing of significant individuals, events, and time periods relative chronology through the sequencing of significant individuals, events, and time periods
7.1C	Explain	<ul style="list-style-type: none"> the significance of the following dates:...1836, Texas independence
7.3B	Explain	<ul style="list-style-type: none"> the roles played by significant individuals during the Texas Revolution, including: <ul style="list-style-type: none"> George Childress Lorenzo de Zavala James Fannin Sam Houston Antonio López de Santa Anna Juan N. Seguín William B. Travis
7.3C	Explain	<ul style="list-style-type: none"> the issues surrounding significant events of the Texas Revolution, including: <ul style="list-style-type: none"> Battle of Gonzales William B. Travis's letter "To the People of Texas and All Americans in the World," The siege of the Alamo and all the heroic defenders who gave their lives there The Constitutional Convention of 1836 Fannin's surrender at Goliad The Battle of San Jacinto
7.3D	Explain	<ul style="list-style-type: none"> how the establishment of the Republic of Texas brought <ul style="list-style-type: none"> Civil freedom to Texas. Political freedom to Texas. Religious freedom to Texas.

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Unit 9: Republic

Unit-at-a-Glance

Dates: January 24 – February 2 (8 Days)

Enduring Understandings (Big Ideas)	Essential Questions
✓ The acquisition of land plays a role in the social and economic growth of a nation.	✓ How are governments created, structured, maintained, and changed? ✓ Why do people move?
Key Concepts	Key Locations
○ The 4 presidents' administrations of the New Republic (challenges and impacts) ○ Relations with Mexico, the U.S., and American Indians ○ Immigrants to Texas	○ Houston ○ Austin ○ Santa Fe
Key Dates	Key Documents, Legislature
Key Events	Key People
○ Cordova Rebellion ○ The Council House Fight ○ The Santa Fe Expedition ○ The Archive War ○ Mier Expedition	○ Sam Houston ○ Anson Jones ○ Jack Coffee Hays ○ William Goyens ○ Jose Antonio Navarro ○ Mirabeau Lamar ○ Edwin W. Moore ○ Chief Bowles ○ Mary Maverick
Previous Content Understandings	Suggested Language Objectives (ELPS)
(4.3C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones; (4.15D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and	4.I Demonstrate understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas. 4.J Employ inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources 4.L Employ analytical skills such as evaluating written information and performing critical analysis

Unit TEKS							Unit Vocabulary			
Content										
7.1A	7.1B	7.4A	7.4B	7.11A	7.11	7.19A	amend	tariff	revenue	expenditure
							annexation	frontier	cabinet	diplomat
							redbacks	archives	fiesta	telegraph
							homestead	cash crop	artisans	squatters
Process Standards will be incorporated throughout all units										

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 13, Lessons 1, 2, & 3 (pages 318-337) Chapter 14, Lessons 1, 2, & 3 (pages 344-365) 	<p>Non-Unit Specific: SJ Curriculum Guide:</p> <ul style="list-style-type: none"> Presidents of the New Republic: 4-1 The Texas Navy: 4-9 The Texas Rangers: 4-14 Years as a Republic: 4-21 <p>Unit 9 Republic:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> What if Texas Remained Independent? https://www.youtube.com/watch?v=RDtivLWv_Kg&t=4s American Story: The Republic of Texas https://www.youtube.com/watch?v=0d1AC6-TJCc History of the Texas State Capitol: Part 1 (Narrated by Walter Cronkite) https://www.youtube.com/watch?v=0d1AC6-TJCc In Texas, a Museum for a Larger-Than-Life Hero, Sam Houston https://www.youtube.com/watch?v=OpXYcw3rZg0&list=PLgE-Qf0Q3dSggjxerpsfMpvL341TAPHT5 Ask History: Who are the Texas Rangers? https://www.youtube.com/watch?v=nzis2Xi1dNU 	<ul style="list-style-type: none"> Republic of Texas http://www.sonofthesouth.net/texas/ New Perspectives on the West: Sam Houston http://www.pbs.org/weta/thewest/people/d_h/houston.htm Biography: Mirabeau Lamar https://www.biography.com/people/mirabeau-buonaparte-lamar-9371793 The Lonely Death of Anson Jones (The Chronicle) http://www.chronicle.com/blognetwork/edgeofthewest/2010/01/09/the-lonely-death-of-anson-jones/ Bullock Museum: Texas Rangers https://www.thestoryoftexas.com/discover/campfire-stories/texas-ranger
PEGS (Political, Economic, Geographic, Social Significance)	
<p>Political: The Republic of Texas was organized very much like the United States; The Texas Constitution was stated that representatives would be elected and there would be three branches of government; Mexico never recognized Texas as an independent and rejected Treaty of Velasco; Mexico continued attacks until Texas became a part of the U.S.; European countries recognized Texas as an independent nation; new government was committed to education.</p> <p>Economic: Texas had to pay debt from war with Mexico and did not have the money to pay it back; leaders tried not to spend but the debt grew over time.</p>	<p>Geographic: Texas was a large country with a small population, this meant there was land to sell to settlers to pay the nation's debt, but it was very difficult to protect from attacks by Mexico and American Indians.</p> <p>Social: Life in Texas was much like life in the United States; Texans owned businesses, farms and ranches; they feared attacks by Mexico and Indians, but life was good; the new government was committed to education; President Lamar set aside 2 million acres of land to be used for public education. (It could also be political).</p>

Unit 9: Republic

TEKS and Content

Dates: January 24 – February 2 (8 Days)

Learner Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I know the political and economic challenges the Texas Republic faced. ✓ I know the individuals, events and issues during the administrations of the Republic of Texas presidents. ✓ know why immigrants came to Texas during the Republic years and why they settled where they did. ✓ I can analyze the causes of and events leading to Texas' annexation. 	<ul style="list-style-type: none"> ✓ What challenges did the Texas Republic encounter? ✓ What significant individuals played an important role during the Republic of Texas? ✓ What were the differences between the president's administrations in the Republic? ✓ Why did Texas grow so rapidly during the Republic? ✓ What was life like in the Republic of Texas?
TEKS & Content	
<p>History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including the Republic...</p> <p>(7.1B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p><i>Individuals, events, and issues shaped the history of Texas.</i></p> <p>Republic of Texas This era deals with the establishment and affairs of an independent Republic of Texas, its four presidents, and the eventual annexation of Texas by the United States in 1845.</p> <ul style="list-style-type: none"> • Sam Houston: 1st president • Mirabeau Lamar: 2nd president • Sam Houston: 3rd president • Anson Jones: 4th president
<p>History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas...The student is expected to:</p> <p>(7.4A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</p>	<p><i>Roles of Significant Individuals</i></p> <p>Presidents of the Republic</p> <ol style="list-style-type: none"> 1. Sam Houston 1st president (1836-1838) <ul style="list-style-type: none"> • Pro Annexation by US: Texas needs protection from future Mexican attacks • Friends of Natives: signed a treaty with Chief Bowles giving the Cherokee title to land Mexico had promised them; raids by Plains Culture cause Houston to send the Texas Rangers to patrol central Texas; William Goyens was a free African American that helped Houston negotiate with Natives in east Texas. • Gains U.S. recognition of Republic of Texas in March 1837 and works to gain recognition from European countries • Texas military forces were disgruntled because he reduced the size of the army; militia groups used during the revolution became known as the Texas Rangers and were the main forces used to protect the frontier. • Public Debt - reduced cost of government any way he could, but debt rose from \$1.25 million to \$2 million during his term.

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- Cordova Rebellion – Vincente Cordova convinced Cherokee and Kickapoo Natives to help the Tejanos in east Texas rebel and regain control of Texas for Mexico.
2. **Mirabeau Lamar 2nd president (1838-1841)**
- Opposed annexation and supported strengthening the Republic of Texas, believed in Manifest Destiny for Texas: tried to gain control of land in the western part of the Republic and wanted to expand to the Pacific Ocean.
 - Built Texas military stronger: increased size of Texas Rangers, rebuilt Texas Navy to force Mexico to recognize Texas independence, put Edwin Moore from the U.S. as Commander of the navy, aided Mexican rebels on the Yucatan Peninsula in hopes that Mexico would recognize Texas independence
 - “Father of Texas Education” believed citizens needed to be educated in order to have a strong country, Congress set aside public land in every county for schools, land was set aside for 2 Universities and oil revenue from the Permian Basin provides funding for those Universities today (U.T. and A&M)
 - Opposed Natives (Cherokee War) took land away from Chief Bowles and the Cherokee, attacked their camps killing many and forcing them to move across the Red River to Indian Territory.
 - Council House Fight: Lamar sent Texas Rangers to west Texas because of Comanche raids. After many battles the Comanche agree to meet with the Texans at San Antonio’s Council House. They only bring one hostage with them so Texans hold Comanche’s hostage until more Anglos return, but a fight breaks out, 35 Comanche’s were killed so Comanche’s killed Anglo hostage they had and increased raids on Texas towns.
 - Public debt: raised debt from \$2 million to \$8 million because he was trying to strengthen the nation; created redbacks, paper money, but it was worthless, settlers could not even use it to pay taxes.
 - Capital moved to a small village called Waterloo and was renamed Austin in 1839.
 - Santa Fe Expedition: (1841) Lamar wanted to control the trade center in Santa Fe, New Mexico, Jose Antonio Navarro was sent with 300 soldiers and merchants but the mission was a failure because of shortages of food and water, Native attacks and Mexican soldiers capturing the survivors just before Santa Fe. Some members of the expedition that survived prison in Mexico were released in 1842 to return to Texas.
3. **Sam Houston 3rd president (1841-1844)**
- Public Debt: cut government jobs and salaries to decrease debt; sold navy ships, however Galveston business men bought the ships and gave them back to the Republic; debt \$8 million to \$8.5 million
 - Annexation: worked to reverse Lamar’s damage, started pursuing annexation with U.S.
 - Archives War: Mexico invasion of San Antonio causes Houston to move the archives and capital back to Houston; citizens of Austin fired on Texas Rangers when they tried to move the archives, archives remain in Austin.
 - Mier Expedition: Mexico invades Texas again in San Antonio; Texas Rangers (led by Jack Coffee Hayes) defeat the Mexican army at the Battle of Salado Creek; Houston ordered General Somervell to patrol area between San Antonio and Laredo, after finding no signs of Mexican troops, Somervell orders Texas troops to go home; Colonel Fisher and 300 soldiers disobey orders and attack the Mexican town of Mier; Texans are defeated and captured; on their way to prison in Mexico City Santa Anna orders every tenth man to be executed. This event is the drawing of the black beans; black bean – executed and white bean – prison.

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	<ul style="list-style-type: none"> Natives: Houston wanted to restore peace, signed treaties and trade agreements with Natives to improve relations; in a Grand Council meeting with Natives, Houston convinced 11 Native groups to sign. Mary Maverick: wrote about events during Lamar and Houston's terms in office, her book <i>Memoirs of Mary Maverick</i> was published in 1895. <p>4. Anson Jones 4th president (1844-1845)</p> <ul style="list-style-type: none"> Signed the Joint Resolution to annex Texas into the U.S. <p><u>Roles of racial and ethnic groups in Texas</u></p> <ul style="list-style-type: none"> Most African Americans in the Republic of Texas were enslaved workers. During this time, free African Americans saw their rights restricted. An 1840 law stated that free African Americans who came to Texas after its independence from Mexico had to leave the republic within two years or lose their freedom. Friction became common between Anglo and Tejano communities after the Texas Revolution. Some Anglo Americans took Tejano property by force, and as a result, some Tejanos fled to Mexico for safety. Many of the successful ranchers in the Republic of Texas were Tejanos.
<p>History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas. The student is expected to:</p> <p>(7.4B) analyze the causes of and events leading to Texas annexation</p>	<p><u>Significant Events and Issues of the Texas Republic:</u></p> <ul style="list-style-type: none"> Annexation was delayed by the U.S. at first <p><u>Reason Texans want Annexation</u></p> <ul style="list-style-type: none"> Cultural ties: many Texas citizens came from the U.S. and U.S. military protection. <p><u>Reasons U.S. against Annexation</u></p> <ul style="list-style-type: none"> Mexico does not recognize Texas Independence so it would cause the U.S. to go to war with Mexico, Antislavery groups did not want another slave state because it would give slave states more votes in congress.
<p>Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th...century (ies). The student is expected to:</p> <p>(7.11A) analyze why immigrant groups came to Texas and where they settled;</p>	<p><u>Why immigrant groups came to the Republic of Texas and where they settled</u></p> <ul style="list-style-type: none"> New business opportunities and the promise of free land drew immigrants to Texas from the United States, Europe, and Mexico. Many Americans who moved to Texas owed money back in the United States, so the Texas government passed the Homestead Act to protect a family's home and land from seizure by creditors. Many immigrants came to the republic from Germany with the help of immigration agents.

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<p>(7.11B) analyze how immigration and migration to Texas in the 19th century (ies) influenced Texas</p>	<p><i>How immigration and migration influenced Texas</i></p> <ul style="list-style-type: none"> • Natural resources and geographic features, such as rivers, encouraged the development of towns in northeastern and southeastern Texas; however, raids by Native Americans held back the development of towns in other parts of Texas. • Many towns in Texas have German names • There are many diverse activities, festivals, and celebrations that are influenced by immigrants
	<p><u>PEGS of the Republic of Texas</u></p> <ul style="list-style-type: none"> • Political: The Republic of Texas was organized very much like the United States. The Texas Constitution was stated that representatives would be elected and there would be three branches of government. Mexico never recognized Texas as an independent nation and it rejected the Treaty of Velasco. Mexico also continued to attack Texas until Texas became a part of the United States. Texas had good leaders. Europeans countries recognized Texas as an independent nation. France opened an embassy (home of an ambassador) in Austin. The new government was committed to education. President Lamar set aside 2 million acres of land to be used for public education. (It could also be social) • Economic: The government of Texas borrowed over \$1 million from different countries to fight Mexico. Texas had to pay this debt and they did not have the money to pay it back. Texas leaders tried not to spend but the debt grew over time • Geographic: Texas was a large country with a small population. This meant there was land to sell to settlers to pay the nation's debt, but it was very difficult to protect from attacks by Mexico and American Indians. • Social: Life in Texas was much like life in the United States. Texans owned businesses, farms and ranches. They did fear attacks by Mexico and Indians, but life was good. The new government was committed to education. President Lamar set aside 2 million acres of land to be used for public education. (It could also be political).
<p>Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:</p> <p>(7.19A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances</p>	<p><u>Diversity and culture</u></p> <ul style="list-style-type: none"> • Social life in Texas included dances, music, and celebrations that reflected important religious and cultural traditions.

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TEK	Verb	Content
7.1A	Identify Describe Explain	<ul style="list-style-type: none"> the major eras in Texas history, their defining characteristics including... Republic why historians divide the past into eras, including... Republic
7.1B	Apply	<ul style="list-style-type: none"> absolute chronology through the sequencing of significant individuals, events, and time periods relative chronology through the sequencing of significant individuals, events, and time periods
7.4A	Identify	<ul style="list-style-type: none"> individuals during the administrations of Republic of Texas Presidents, including <ul style="list-style-type: none"> Houston Lamar Jones Edwin W. Moore Jack Coffee Hays Chief Bowles William Goyens Mary Maverick José Antonio Navarro events during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including <ul style="list-style-type: none"> the Córdoba Rebellion the Council House Fight the Santa Fe Expedition issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including <ul style="list-style-type: none"> the Texas Navy the Texas Rangers public debt
7.4B*	Analyze	<ul style="list-style-type: none"> causes leading to Texas annexation events leading to Texas annexation
7.11A*	Analyze	<ul style="list-style-type: none"> immigrant groups came to the Republic of Texas and where they settled
7.11B	Analyze	<ul style="list-style-type: none"> how immigration and migration to Texas in the 19th century (ies) influenced Texas
7.19A	Explain	<ul style="list-style-type: none"> how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Unit 10: Early Statehood

Unit-at-a-Glance

Dates: February 5 – February 16 (10 Days)

Enduring Understandings (Big Ideas)	Essential Questions
✓ The acquisition of land plays a role in the social and economic growth of a nation.	<ul style="list-style-type: none"> ✓ What should a new government provide? ✓ Why do people move?
Key Concepts	Key Locations
<ul style="list-style-type: none"> ○ Manifest Destiny ○ Annexation of Texas ○ Politics of Early Statehood ○ The U.S. – Mexican War ○ Population growth 	<ul style="list-style-type: none"> ○ Nueces River ○ Palo Alto ○ Mexican Cession (territory) ○ Rio Grande ○ Mexico City
Key Dates	Key Documents, Legislature
<ul style="list-style-type: none"> ○ 1845 - Annexation 	<ul style="list-style-type: none"> ○ Constitution of 1845 ○ Treaty of Guadalupe Hidalgo
Key Events	Key People
<ul style="list-style-type: none"> ○ Texas' annexation ○ Convention and Constitution of 1845 ○ U.S. – Mexican War ○ Treaty of Guadalupe-Hidalgo ○ Compromise of 1850 	<ul style="list-style-type: none"> ○ James K. Polk ○ Jack Coffee Hays ○ Santa Anna ○ European immigrants, Mexican Texans, African Americans, and American Indians in Texas during early statehood ○ James Pinckney Henderson ○ Zachary Taylor
Previous Content Understandings	Suggested Language Objectives (ELPS)
(4.3E) explain the events that led to the annexation of Texas to the United States	3.E Share information in cooperative groups 4.J Express opinions, ideas, and feelings while participating in extended discussions

Unit TEKS	Unit Vocabulary
Content 7.1A 7.1B 7.1C 7.4B 7.4C 7.11A 7.11B 7.17A <i>Process Standards will be incorporated throughout all units</i>	acquired reservations Manifest Destiny reparation ratify envoy nativism armistice

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 15, Lessons 1, 2, & 3 (pages 372 – 395) <p>The DBQ Project: Mini-Qs in Texas History</p> <ul style="list-style-type: none"> Unit 4 – “What was Sam Houston’s Most Heroic Decision?” (pages 135-175) 	<p>Non-Unit Specific: <u>SJ Curriculum Guide:</u></p> <ul style="list-style-type: none"> Texas Annexation: 4-22 Mexican War and Early Statehood: 4-32 <p>Unit 10 Early Statehood:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> Mexican-American War: Disputed Territory https://www.youtube.com/watch?v=xnFRG2B7ff8 Texas Annexation (humor) https://www.youtube.com/watch?v=ckzBgiUK6jQ 3 Minute History: Mexican American War https://www.youtube.com/watch?v=bNgotEobNOW Mexican American War: Annotated Map https://www.youtube.com/watch?v=ft3blpOVooW School House Rock: Elbow Room (if you like retro) https://www.youtube.com/watch?v=Bs2w4lwQRtc Compromise of 1850 https://www.youtube.com/watch?v=0QxVHLBtBFQ 	<ul style="list-style-type: none"> Texas Our Texas: Early Statehood http://texasourtexas.texaspbs.org/the-eras-of-texas/early-statehood/ Texas Statehood is the Main Issue in the 1844 Campaign http://learningenglish.voanews.com/a/tyler-texas-election-1844-slavery-calhoun-manifest-destiny/1904143.html PBS: US-Mexican War http://www.pbs.org/kera/usmexicanwar/index_flash.html Office of The Historian: The Annexation of Texas, the Mexican-American War, and the Treaty of Guadalupe-Hidalgo, 1845–1848 https://history.state.gov/milestones/1830-1860/texas-annexation National Archives: Treaty of Guadalupe Hidalgo https://www.archives.gov/education/lessons/guadalupe-hidalgo The German Texans http://www.houstonculture.org/cr/germans.html
PEGS (Political, Economic, Geographic, Social Significance)	Notes
<p>Political: annexation and statehood tensions with Mexico; the war with Mexico and Treaty of Guadalupe Hidalgo</p> <p>Economic: U.S. pays Texas \$12 million for debt</p> <p>Geographic: Texas gives up land</p> <p>Social: slavery, immigration and migration</p>	

Unit 10: Early Statehood

TEKS and Content

Dates: February 5 – February 16 (10 Days)

Learner Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I know the causes and events leading to Texas' annexation. ✓ I know the important events, issues and people of early Texas as a state ✓ I know the disagreements and negotiations led up to the U.S.-Mexican War ✓ I know why immigrant groups came to Texas and where they settled. 	<ul style="list-style-type: none"> ✓ What were the causes and events leading to Texas annexation? ✓ What were the events, issues, and people of early Texas statehood? ✓ What were the disagreements and negotiations led up to the U.S.-Mexican War? ✓ How did manifest destiny impact the distribution of settlements in Texas and the United States?
TEKS & Content	
<p>History. <i>The student understands traditional historical points of reference in Texas history. The student is expected to:</i></p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including Early Statehood...</p> <p>(7.1B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p>Republic of Texas The era deals with the impact of Texas annexation in 1845. This includes the Mexican War, resolution of the Texas boundary dispute as part of the Compromise of 1850, significant population and economic growth from immigration to Texas.</p> <p>Characteristics of Early Statehood</p> <ul style="list-style-type: none"> • In 1845 Congress passed a joint resolution to annex Texas. • A few months later, U.S. President Polk signed the resolution that made Texas the 28th state of the United States, and a new Texas Constitution was written. • The two major political parties in Texas were the Democrats and the Whigs; the Democrats were dominant because they supported annexation and the continuation of slavery. • Other political parties included the Know-Nothing Party, which favored the interest of native-born American citizens. • Tensions between the United States and Mexico increased; they disagreed over borders, and the United States demanded that Mexico pay reparations to Texas. • On May 9, 1846, Polk declared war on Mexico. • Texas volunteers joined the army, and more than 5,000 Texans fought in the war. • The Guadalupe Hidalgo peace treaty of 1848 redefined the borders between the United States and Mexico. • The Compromise of 1850 created the modern-day borders of Texas • In the early years of statehood, Texas grew rapidly as settlers moved west to obtain land. From 1850 to 1860, the population of Texas tripled.

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<p>(7.1C) explain the significance of the following dates: 1845, annexation...</p>	<p><u>Significance of 1845, Texas' Annexation</u></p> <ul style="list-style-type: none"> 1845 – Texas was annexed by the U.S. through a Joint Resolution; Texas was the 28th state to join the Union and was added a slave state. The annexation of Texas caused the U.S. to go to war with Mexico.
<p>History. <i>The student understands how individuals, events, and issues shaped the history of... early Statehood...The student is expected to:</i></p> <p>(7.4B) analyze the causes of and events leading to Texas annexation</p> <p>(7.4C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.</p>	<p><i>Individuals, events, and issues shaped the history of Texas.</i></p> <p><u>Annexation Treaty</u></p> <ul style="list-style-type: none"> Texas would join the U.S. as a territory U.S. would pay Texas' \$12 million debt Texas would give up public land U.S. Senate rejected treaty because of the issues of slavery and war with Mexico. They could not get 2/3 majority to pass the treaty. <p><u>Joint Resolution</u></p> <ul style="list-style-type: none"> Texas would enter as a state Texas would keep its public land and debt Joint Resolution passed because the U.S. presidential elections of Polk showed American were ready to achieve Manifest Destiny and it only took a simple majority (50%) to pass the resolution. Anson Jones-last president of Republic supported annexation, signed Joint Resolution which made Texas the 28th U.S. state. <p><u>Mexican-American War (U.S. – Mexican War)</u></p> <p><u>Causes:</u></p> <ul style="list-style-type: none"> Texas Annexation angered Mexico Rio Grande/Nueces River boundary dispute Reparations owed to U.S. citizen due to Texas Revolution damages John Slidell's secret envoy proposal for the U.S. to buy the Mexican Cession Mexican refusal to negotiate Polk's strategy for acquisition of the Western Territory or Manifest Destiny

Major Battles:

- Palo Alto and Resaca de la Palma – first battles, fought in disputed territory, cause: Zachary Taylor told to move across the Nueces River to Rio Grande.
- Battle of Buena Vista – Taylor defeats Santa Anna, Santa Anna retreats south and is named President of Mexico after battle.
- Battle of Vera Cruz – Scott enters Mexico through this port city, is victorious and march west.
- Battle of Cerro Gordo – Scott’s next battle, Santa Anna again defeated and retreats to Mexico City.
- Battle of Chapultepec Castle – last battle of war, Scott’s troops march into Mexico City after conquering Mexico’s National Military Academy protecting the city, Santa Anna and his troops retreat again.
- Capture of Mexico City – Scott’s troop take control of the Mexican capital crippling the Mexican government.

Significant Individuals:

- Zachary Taylor – ordered by Polk to move troops from Sabine River to Nueces, after Mexico refuses to negotiate boundary dispute Polk orders Taylor to cross Nueces River and patrol Rio Grande as the U.S. border. Fights battles in northern Mexico gains fame after Battle of Buena Vista, becomes the 12th U.S. president.
- Winfield Scott – sailed from New Orleans to Veracruz, conquered Veracruz, Cerro Gordo and Chapultepec Castle then took control of Mexico City to give the U.S. victory.
- James Polk – 11th U.S. president, campaigned to annex Texas and achieve Manifest Destiny, sent John Slidell to negotiate Mexican Cession with Mexico, ordered Taylor to Nueces River and later the Rio Grande, asked U.S. Congress to declare war on Mexico, quote “Mexico had invaded U.S. territory and shed American blood on American soil.”
- Santa Anna – exiled to Cuba before war, Mexico requested he return for war, Santa Anna asked Polk for permission to cross U.S. blockade of gulf, in return he would end war and negotiate with U.S. when he returned to Mexico, Santa Anna became president of Mexico after his return and led his army to defeat
- J. Pinckney Henderson – 1st Governor of Texas left office to command Texas troops in the war.

Treaty of Guadalupe Hidalgo - February 2, 1848:

- U.S. gains land from Rio Grande or west of the Republic of Texas to Pacific Ocean (Mexican Cession)
- U.S. pays Mexico \$15 dollars and Mexico’s reparations to Americans from the Texas Revolution for ceded Mexican Cession land.
- Mexico gave up claim to Texas and excepted the Rio Grande as the border between U.S. and Mexico
- Mexicans living in ceded territory gain full U.S. citizenship rights, they were given one year to accept rights or move to Mexico.
- Population growth – Texas had control of public lands and chose to use the Homestead Act to encourage settlers to immigrate to Texas, settlers only had to live on land and improve it, they could receive extra land cheaply, Homestead Act also protected land from debtors; population in Texas tripled from 1850 to 1860.

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	<p><u>Compromise of 1850</u></p> <ul style="list-style-type: none"> Proposed by Henry Clay Admission of California as free state (pleases North) Slave trade banned in Washington, D.C. (pleases North) Established present-day boundaries of Texas; Texas gives up claim to some land for \$10 million. Utah and New Mexico territories in Mexican Cession have popular Sovereignty to decide on slavery (pleases South) Fugitive Slave Act (pleases South) <ul style="list-style-type: none"> Greater presence of “slave catchers” in the North & biased court system Underground Railroad becomes more active & extends to Canada Criticized by Harriet Beecher Stowe in <u>Uncle Tom’s Cabin</u>
<p>Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th century (ies). The student is expected to</p> <p>(7.11A) analyze why immigrant groups came to Texas and where they settled</p> <p>(7.11B) analyze how immigration and migration to Texas in the 19th century (ies)</p>	<p><i>Immigration during Early Statehood</i></p> <p><u>Reasons for Immigration:</u></p> <ul style="list-style-type: none"> Crop failures, famines, European revolutions, depressions, westward expansion, Homestead Act Life in the communities: Farmers and planters, ranchers Transportation/Communication: Stagecoach, freight lines, steamboats, railroads, telegraphs, newspapers <p><u>Immigrant Groups:</u></p> <ul style="list-style-type: none"> German- New Braunfels, Fredericksburg, Klein Polish – Panna Maria Czechs- Praha and Yorktown French – Dallas Irish- Refugio and San Patricio <p><i>Why immigrant groups came to the Republic of Texas and where they settled</i></p> <ul style="list-style-type: none"> Mexicans – After the Texas Revolution and Mexican War Mexicans were discriminated against and had to leave Texas; Mexican Americans today are bicultural and bilingual African Americans – most enslaved, Freedmen were prohibited from entering Texas, however there were a few free African Americans who lived with restricted rights. Some escaped to the south in Mexico because they had abolished slavery. After the Civil War African Americans were freed and communities formed, some still exist today. Native Americans – reservations exist in Texas today. <ol style="list-style-type: none"> Alabama Coushatta – reservation in Polk County near Lake Livingston Tigua - reservation near El Paso Kickapoo – reservation near Eagle Pass on Rio Grande.

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	<ul style="list-style-type: none">• German- settled in New Braunfels, Fredericksburg, Klein; brought language, food, festivals and religion to Texas• Polish – settled in Panna Maria southwest of San Antonio; brought food and language• Czechs- settled in New Bremen, Fayetteville, Hostyn, Dubina, and Praha• Irish- settled in Refugio and San Patricio; brought food, language and dancing.
<p><i>Citizenship.</i> <i>The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</i></p> <p>(7.17A) identify different points of view of political parties on important Texas issues, past</p>	<p><u>Political Parties during Early Statehood</u></p> <ul style="list-style-type: none">• Democrats strong in Texas and represented farmers and workers.• Whig Party which later became the Republican Party was not strong during early statehood because they were against annexation, expansion of slavery and Industries.• Know-Nothing Party believed in nativism or the support of native born U.S. citizens; they were against new immigrants.

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TEK	Verb	Content
7.1A	Identify Describe Explain	<ul style="list-style-type: none"> the major eras in Texas history their defining characteristics why historians divide the past into eras, including... Early Statehood...
7.1B	Apply	<ul style="list-style-type: none"> absolute chronology through the sequencing of <ul style="list-style-type: none"> significant individuals events time periods relative chronology through the sequencing of <ul style="list-style-type: none"> significant individuals events time periods
7.1C	Explain	<ul style="list-style-type: none"> the significance of the following dates:... 1845, annexation...
7.4B*	Analyze	<ul style="list-style-type: none"> the causes of and events leading to Texas annexation
7.4C*	Identify	<ul style="list-style-type: none"> individuals during early Texas statehood, including <ul style="list-style-type: none"> the U.S.-Mexican War the Treaty of Guadalupe-Hidalgo population growth. events during early Texas statehood <ul style="list-style-type: none"> including the U.S.-Mexican War the Treaty of Guadalupe-Hidalgo population growth. issues during early Texas statehood, including <ul style="list-style-type: none"> the U.S.-Mexican War the Treaty of Guadalupe-Hidalgo population growth.
7.11A*	Analyze	<ul style="list-style-type: none"> why immigrant groups came to Texas and where they settled
7.11B	Analyze	<ul style="list-style-type: none"> how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas
7.17A*	Identify	<ul style="list-style-type: none"> different points of view of political parties on important Texas issues, past

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Unit 11: Texas in the Civil War

Unit-at-a-Glance

Dates: February 20 – March 2 (9 Days)

Enduring Understandings (Big Ideas)		Essential Questions	
✓ People respond to and resolve conflict in different ways.		✓ Can an individual make a difference in history? ✓ Why do people fight? ✓ Is conflict inevitable? desirable? avoidable? ✓ What is worth fighting for?	
Key Concepts		Key Locations	
<ul style="list-style-type: none"> ○ Reasons for Texas' involvement in the Civil War ○ Major battles in affecting Texas ○ Significant Texans in the Civil War ○ Effects on Texas of the Civil War 		<ul style="list-style-type: none"> ○ Fort Sumter ○ Appomattox Court House ○ Galveston ○ Sabine Pass ○ Brownsville ○ Palmito Ranch 	
Key Dates		Key Documents, Legislature	
<ul style="list-style-type: none"> ○ 1861 – Civil War begins ○ 1865 – Civil War ends 		<ul style="list-style-type: none"> ○ Ordinance of Secession ○ Conscription Act ○ Emancipation Proclamation ○ Compromise of 1850 	
Key Events		Key People	
<ul style="list-style-type: none"> ○ Fort Sumter ○ Battle of Galveston ○ Battle of Sabine Pass ○ Brownsville ○ Battle of Palmito Ranch ○ Election of 1860 ○ Red River Campaign 		<ul style="list-style-type: none"> ○ Abraham Lincoln ○ Sam Houston ○ John Reagan ○ Thomas Green ○ Texas Rangers ○ Jefferson Davis ○ John Bell Hood (Hood's Brigade) ○ Francis Lubbock ○ John Magruder ○ Albert Sydney Johnston 	
Previous Content Understandings		Suggested Language Objectives (ELPS)	
(4.A) Describe the impact of the Civil War...on Texas		4.D Use graphic organizers, illustrations, and pre-taught topic-related vocabulary 4.K Employ analytical skills such as evaluating written information and performing critical analysis	
Unit TEKS		Unit Vocabulary	
Content 7.1A 7.1B 7.1C 7.5A 7.5B 7.5C 7.20A <i>Process Standards will be incorporated throughout all units</i>		sectionalism sovereign secede ordinance conscription Unionist Confederate vigilante blockade homespun quinine	

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 16, Lessons 1, 2, & 3 (pages 402 – 425) <p>The DBQ Project: Mini-Qs in Texas History</p> <ul style="list-style-type: none"> Unit 5 – “The Civil War: Why did Texans Fight?” (pages 177-217) 	<p>Non-Unit Specific: SJ Curriculum Guide:</p> <ul style="list-style-type: none"> Slavery in Texas: 5-1 Texas Joins the Confederacy: 5-2 Effects of the Civil War and Reconstruction: 5-6 A Civil War Soldier’s Story: 5-8 Civil War Heroes: 5-20 Civil War Battles in Texas: 5-32 <p>Unit 11 Texas in the Civil War:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> Texas Battles of the Civil War https://www.youtube.com/watch?v=00EUkRPk_QM Texas in the Civil War https://www.youtube.com/watch?v=P2OsxHVeOs4 Compromise of 1850 https://www.youtube.com/watch?v=0QxVHLBtBFQ Texas in the Civil War (The Civil War Trust) https://www.civilwar.org/learn/videos/texas-civil-war Battle of Galveston https://www.youtube.com/watch?v=0-ElpzR1NXs 	<ul style="list-style-type: none"> Texas in the Civil War http://www.thc.texas.gov/public/upload/publications/tx-in-civil-war.pdf History of Texas During the Civil War http://www.forttumbleweed.net/texasconfederacy.html The Battle of Galveston http://www.lsjunction.com/events/galvestn.htm The American Civil War in Texas Timeline https://www.tsl.texas.gov/lobbyexhibits/civil-war-timeline
PEGS (Political, Economic, Geographic, Social Significance)	
<p>Political: Texas (and other southern states seceded) and formed a Confederacy; Sam Houston removed from office when he refused to take a loyalty oath to the Confederacy; Confederate Support: 60,000+ Texas Soldiers; Conscription Act - forced military service; results in increased racism & draft riot in the North; both sides allow hiring of substitutes benefitting the wealthy.</p> <p>Economic: Cotton production and supply; home front support – increase of subsistence crops, medical supplies, hospital support, factories; blockade: North strategy part of Anaconda Plan; use navy to block Confederate coast and stop all imports and exports to southern ports. U.S. Navy could not stop foreign ships when Texas trades with Mexico; Items in short supply in Texas: cloth, tea, coffee, flour, paper, medicine; Freed slaves leave few laborers on farms.</p>	<p>Geographic: Several battles fought in Texas; Battle of Palmito occurred more than a month after the war ended</p> <p>Social: Role of Women in the War: farm work, household chores, nurses, produced supplies for soldiers, served as spies and organized relief agencies; Emancipation Proclamation: Lincoln freed the slaves in the rebelling states, June 19, 1865 was Texas Emancipation Day and is celebrated June 19 each year. Known as Juneteenth.; Union supporters were treated with hostility</p>

Unit 11: Texas in the Civil War

TEKS and Content

Dates: February 20– March 2 (9 Days)

Learner Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I know the reasons for Texas' secession and involvement in the Civil War ✓ I can identify some of the differences between the North and the South ✓ I can explain the role Texas played in the Civil War ✓ I know the significance of 1861 	<ul style="list-style-type: none"> ✓ What issues divided the nation in the time leading up to the Civil War? ✓ What role did Texas and Texans play in the Civil War?
TEKS & Content	
<p>History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including Civil War...</p> <p>(7.1B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p> <p>(7.1C) explain the significance of the following dates: 1861, Civil War begins...</p>	<p><u>Texas in the Civil War</u> <i>The era deals with the reasons for seceding from the United States in 1861 and the impact of the ensuing war. This includes the issues brought about by the growth of slavery in Texas, the individuals and events which demonstrate the social, political, and economic impact of the Civil War on Texas.</i></p> <p><u>Characteristics of Texas in the Civil War</u></p> <ul style="list-style-type: none"> • Issues of slavery and states' rights divided the nation and Texas. • Though Sam Houston was elected governor, the Texas legislature declared the office vacant since he refused to take a loyalty oath to the Confederacy. • Texas was on the periphery of the war and spared much of the devastation. • Texas farmlands avoided most destruction and provided a great deal of food to Confederate forces. • Texans endured shortages, blockades, and trade restrictions forcing many to produce goods themselves. • Texas was the scene of several Civil War battles including the last armed exchange related to the war, the Battle of Palmito Ranch. <p><u>Significance of 1861, Civil War begins</u></p> <ul style="list-style-type: none"> • 1861 – Civil War begins with firing at Fort Sumter; Texas joins other southern states in seceding
<p>History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</p> <p>(7.5A) explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs.</p>	<p><u>Reasons For Texas Involvement in the Civil War</u></p> <ul style="list-style-type: none"> • Slavery—Texas entered the Union in 1845 as a slave state; see issues of slavery below • States' Rights – Texas believed in strong States' Rights and weaker federal government. • Tariffs – Texas believed tariffs should be low because they were dependent on exports • Sectionalism – Differences in economic, cultural, social, and political structure discussed in the information below <p><u>Election of 1860: Candidates & Platforms</u></p> <ul style="list-style-type: none"> • Lincoln – Republican; opposed expansion of slavery • Douglas – N. Democrat; popular sovereignty • Lincoln wins due to the higher populated states in the North • South is outraged; fears abolition of slavery; South Carolina secedes 1st, Texas cedes 7th • Formation of Confederate States of America in Montgomery, Alabama

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	<p><u>Northeast Views</u></p> <ul style="list-style-type: none"> • Industrial economy • Supports high tariffs • Opposes strong states' rights • Supports internal improvements/infrastructure • Opposes sale of cheap public land <p><u>Southern Views (Texas)</u></p> <ul style="list-style-type: none"> • Agrarian economy • Against high tariffs – export dependent • Favors strong states' rights • Dependent on slavery due to the cotton gin
(7.5B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.	<p><i>Social, Economic, and Political Impact of the War</i></p> <p><u>PEGS on Texas' Involvement in the Civil War</u></p> <p><u>Political</u></p> <ul style="list-style-type: none"> • Texas (and other southern states seceded) and formed a Confederacy • Sam Houston removed from office when he refused to take a loyalty oath to the Confederacy • Confederate Support: 60,000+ Texas Soldiers • Conscription Act - forced military service; results in increased racism & draft riot in the North; both sides allow hiring of substitutes benefitting the wealthy <p><u>Economic</u></p> <ul style="list-style-type: none"> • Cotton production and supply • Home Front Support – increase of subsistence crops, medical supplies, hospital support, factories • Blockade: North strategy part of Anaconda Plan; use navy to block Confederate coast and stop all imports and exports to southern ports. U.S. Navy could not stop foreign ships when Texas trades with Mexico. • Items in short supply in Texas: cloth, tea, coffee, flour, paper, medicine • Freed slaves leave few laborers on farms <p><u>Geographic</u></p> <ul style="list-style-type: none"> • Several battles fought in Texas • Battle of Palmito occurred more than a month after the war ended <p><u>Social</u></p> <ul style="list-style-type: none"> • Role of Women in the War: farm work, household chores, nurses, produced supplies for soldiers, served as spies and organized relief agencies. • Emancipation Proclamation: Lincoln freed the slaves in the rebelling states, June 19, 1865 was Texas Emancipation Day and is celebrated June 19 each year. Known as Juneteenth. • Union supporters were treated with hostility

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(7.5C) Identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.

Significant individuals and events

Significant Individuals

- John Bell Hood: West Point Graduate at the age of 22; one of the most rapidly promoted leaders in the Confederate history of the Civil War; was general of Hood's Texas Brigade
- John Reagan: postmaster general of the Confederacy
- Francis Lubbock: elected Governor of Texas during the early years of the Confederacy; helped raise troops and encouraged the growth of factories to make military supplies
- Thomas Green: led forces on board the two "cottonclads" used in the Battle of Galveston
- John B. Magruder: commanded the Confederate troops in Texas; helped retain the port of Galveston to Confederate control

Significant Events

- Fort Sumter: First shots fired, 1861
- Battle of Galveston: Union took over Galveston Oct. 4, 1862. General McGruder using two gunboats regained control of Galveston for Confederates Jan. 1, 1863. Tom Green commanded the *Bayou City* gunboat that assisted in recapturing Galveston. Texas maintained control of the port for the rest of the war.
- Battle of Sabine Pass: Union tried to gain control of Houston and Beaumont through Sabine Pass. The Davis Guards at Fort Griffin stopped the Union invasion into Texas and the weapons manufacturing centers in Beaumont and Houston were safe.
- Red River Campaign: unsuccessful Union effort to seize control of the important cotton-growing states of Louisiana, Arkansas, and Texas; the failure of the Red River Campaign ended any significant trans-Mississippi Union operations,
- Brownsville: Brownsville was a key location to Confederates because they could cross the Rio Grande and ship goods from Matamoros, Mexico to Europe and receive import goods also. Nov. 1863 Union captured Brownsville and continued up Rio Grande, but Confederates stopped them before Laredo and pushed them back out to Brazos Island.
- Surrender at Appomattox Courthouse (North defeats South)
- Battle of Palmito Ranch: Last battle of the Civil War occurred after the surrender at Appomattox and Lincoln's assassination. The Confederates won the last battle, but lost the war

Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

(7.20A) **compare** types and uses of technology, past and present;

Technological Developments

- Ironclads – replaced wooden ships on both sides; water mines created to defend against ironclads
- Photography – 1st war photos were published in newspapers horrifying the citizens
- Gatling Gun – 1st war to use gun which increased the death toll
- hot air balloons – 1st war using them for surveillance and observation of troops
- land & water mines – 1st war to use these mines which increased the death toll

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TEKS	Verb	Content
7.1A	Identify	<ul style="list-style-type: none"> the major eras in Texas history, describe their defining characteristics...including Civil War...
7.1B	Apply	<ul style="list-style-type: none"> absolute chronology through the sequencing of significant <ul style="list-style-type: none"> individuals events time periods relative chronology through the sequencing of significant <ul style="list-style-type: none"> individuals events time periods
7.1C	Explain	<ul style="list-style-type: none"> the significance of the following dates: 1861, Civil War begins
7.5A*	Explain	<ul style="list-style-type: none"> reasons for the involvement of Texas in the Civil War such as <ul style="list-style-type: none"> states' rights slavery sectionalism tariffs
7.5B	Analyze	<ul style="list-style-type: none"> the political, economic, and social effects of the Civil War and Reconstruction in Texas
7.5C*	Identify	<ul style="list-style-type: none"> significant individuals concerning Texas & the Civil War such as <ul style="list-style-type: none"> John Bell Hood John Reagan Francis Lubbock Thomas Green John Magruder significant individuals concerning Texas & the Civil War such as <ul style="list-style-type: none"> the Battle of Galveston the Battle of Sabine Pass the Battle of Palmito Ranch
7.20A	Compare	<ul style="list-style-type: none"> types of technology, past and present

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Unit 12: Reconstruction

Unit-at-a-Glance

Dates: March 19 – 23 (5 Days)

Enduring Understandings (Big Ideas)	Essential Questions
✓ People respond to and resolve conflict in different ways.	✓ How do governments change? ✓ Why does conflict develop?
Key Concepts	Key Locations
<ul style="list-style-type: none"> ○ Reconstruction: Presidential and Radical (Congressional) ○ Readmission requirements to the U.S. ○ 13th, 14th, 15th Amendments ○ Freedmen's Bureau ○ Constitutions of 1866, 1869, and 1876 ○ Black Codes, Jim Crow, and the Ku Klux Klan ○ Carpetbaggers and scalawags 	<ul style="list-style-type: none"> ○ Austin ○ Galveston
Key Dates	Key Documents, Legislature
<ul style="list-style-type: none"> ○ June 19, 1865 – Juneteenth ○ 1876 – adoption of current state constitution 	<ul style="list-style-type: none"> ○ 13th, 14th, 15th ○ Texas Constitution of 1876
Key Events	Key People
<ul style="list-style-type: none"> ○ Juneteenth, June 19, 1865 (Emancipation Day) ○ Constitutional Convention 	<ul style="list-style-type: none"> ○ Abraham Lincoln ○ General Gordon Granger ○ General Philip Sheridan ○ Ulysses S. Grant ○ Richard Coke ○ Andrew Johnson ○ Andrew J. Hamilton ○ Edmund Davis
Previous Content Understandings	Suggested Language Objectives (ELPS)
(4.A) Describe the impact of Reconstruction...on Texas	4.G Express opinions, ideas, and feelings on a variety of social and grade-appropriate topics 4.D Use graphic organizers, illustrations, and pre-taught topic-related vocabulary
Unit TEKS	Unit Vocabulary
Content 7.1A 7.1B 7.5 <i>Process Standards will be incorporated throughout all units</i>	Reconstruction provisional nullify black codes Radical Republicans Ku Klux Klan carpetbaggers scalawags compulsory Juneteenth Freedmen's Bureau impeachment sharecropper

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 17, Lessons 1, 2, & 3 (pages 432 – 445) 	<p>Non-Unit Specific: SJ Curriculum Guide:</p> <ul style="list-style-type: none"> Effects of the Civil War and Reconstruction: 5-6 <p>Unit 12 Reconstruction:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> Reconstruction: The 2nd Civil War https://www.youtube.com/watch?v=jHbunlWZfps Freedmen’s Bureau http://www.history.com/topics/black-history/freedmens-bureau/videos Reconstruction https://www.youtube.com/watch?v=BJLBrDSTgng 	<ul style="list-style-type: none"> Civil War and Reconstruction http://texasourtexas.texaspbs.org/the-eras-of-texas/civil-war-reconstruction/ The Southern Black Codes http://www.crf-usa.org/brown-v-board-50th-anniversary/southern-black-codes.html Carpetbaggers and Scalawags http://www.history.com/topics/american-civil-war/carpetbaggers-and-scalawags
PEGS (Political, Economic, Geographic, Social Significance)	
<p>Political: Martial law in the South: military polices the state; Ironclad Oath provisions: people had to take an oath in order to hold office; the oath stated that they would swear on the Bible that they had nothing to do with the confederate movement; Constitution of 1876 written near the end of Reconstruction(still the Constitution Texas follows today); passage of the Reconstruction Amendments: 13th Amendment- abolished Slavery, 14th Amendment- extends basic civil rights and due process to all citizens in the U.S., 15th Amendment- suffrage cannot be denied due to race</p> <p>Economic: Growth of tenant farming and sharecropping system</p>	<p>Geographic: Texas did not sustain much land damage in the war</p> <p>Social: Juneteenth: end of slavery in Texas; Freedman’s Bureau- created to provide help & legal aid to freed people because they had no land or job opportunities; Black Codes- laws denied African Americans Civil Rights. States had to remove in order to be readmitted to the Union; Jim Crow Laws- kept the South segregated; separate but equal; KKK- goal was to restore Democratic control in the South & keep former slaves powerless.</p>

Unit 12: Reconstruction

TEKS and Content

Dates: March 19 – 23 (5 Days)

Student Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I can analyze the effects of Reconstruction on Texas. ✓ I can identify the people, events, and issues of Reconstruction in Texas. 	<ul style="list-style-type: none"> ✓ What are the political, economic, and social effects of Reconstruction on Texas? ✓ What are the differences between Presidential and Radical (Congressional) Reconstruction?
TEKS & Content	
<p>History. <i>The student understands traditional historical points of reference in Texas history. The student is expected to:</i></p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including Reconstruction...</p> <p>(7.1B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p><u>Texas and Reconstruction</u></p> <p>The era deals with the resulting efforts to reshape Texas following the war by the military, federal, and state governments. This includes the individuals and events which demonstrate the social, political, and economic impact of the Civil War on Texas, and the events and actions that constituted efforts to reconstruct Texas following the war.</p> <p><u>Characteristics of Texas and Reconstruction</u></p> <ul style="list-style-type: none"> • From 1865 to 1877, the United States confronted the problems of readmitting the southern states to the Union and integrating freed slaves into society. • Although no major battles had occurred in Texas, it faced economic obstacles and social division. • One of the biggest challenges was creating an economic system to provide for labor and a way to get farms back into production. • When General Gordon Granger arrived in Texas in June of 1865, he announced the emancipation of enslaved Texans. In the years that followed, African Americans observed the day as Juneteenth. • The Freedmen’s Bureau was established to help freedmen acquire necessary skills and find jobs. • President Johnson appointed Unionist Andrew Hamilton to lead the provisional government in Texas. • Hamilton called for a constitutional convention that would write a new state constitution. <p><u>Presidential Reconstruction (Lenient)</u></p> <ol style="list-style-type: none"> 1. Lincoln’s Plan <ol style="list-style-type: none"> a. Pardon all Southerners who were willing to swear an oath of loyalty to U.S. b. When 10% of state’s voters had taken oath, the state could form new government and return to U.S. 2. Johnson’s Plan <ol style="list-style-type: none"> a. Established provisional government in every Confederate state and appointed government officials and ordered federal troops for protection b. Confederate states could be readmitted to the Union after <ul style="list-style-type: none"> • Nullify act of secession • Acknowledge that U.S. government would not pay Confederate Civil War debts • Ratify the 13th Amendment to the U.S. Constitution <p><u>Congressional Reconstruction (Harsh) – Radical Republicans</u></p> <ol style="list-style-type: none"> 1. Southern existing governments declared illegal

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		<ol style="list-style-type: none"> 2. Divided South into 5 military districts; Texas and Louisiana was the 5th District 3. Each district remained under military control until <ul style="list-style-type: none"> • Ratify 14th and 15th U.S. Amendments • States had to write new constitutions giving African American males right to vote and hold public office • Repeal black codes • Required all Southerners to take Ironclad Oath – pledging that one never voluntarily served in Confederate Army or aided the Confederacy; many Southerners could not vote, serve on a jury, or hold public office
<p>History. The student understands how events and issues shaped the history of Texas during... Reconstruction. The student is expected to:</p> <p>(7.5B) analyze the political, economic, and social effects of Reconstruction in Texas;</p>		<p>Political:</p> <ul style="list-style-type: none"> • Martial law in the South: military polices the state • Ironclad Oath provisions: people had to take an oath in order to hold office. The oath stated that they would swear on the Bible that they had nothing to do with the confederate movement. • Constitution of 1876 written near the end of Reconstruction; still the Constitution Texas follows today • Passage of the Reconstruction Amendments: <ul style="list-style-type: none"> ▪ 13th Amendment- Abolished Slavery ▪ 14th Amendment- Extends basic civil rights and due process to all people born or naturalized in the U.S. ▪ 15th Amendment- Suffrage cannot be denied due to race <p>Economic:</p> <ul style="list-style-type: none"> • Growth of tenant farming and sharecropping system <p>Social:</p> <ul style="list-style-type: none"> • Juneteenth: end of slavery in Texas • Freedman’s Bureau- created to provide help & legal aid to freed people because they had no land or job opportunities; Black Codes- laws denied African Americans Civil Rights. States had to remove in order to be readmitted to the Union; Jim Crow Laws- kept the South segregated; separate but equal; KKK- goal was to restore Democratic control in the South & keep former slaves powerless.
TEKS	Verb	Content
7.1A	Identify Describe	<ul style="list-style-type: none"> • Reconstruction as an era in Texas • Defining characteristics
7.1B	Apply	<ul style="list-style-type: none"> • absolute and relative chronology through the sequencing of significant <ul style="list-style-type: none"> ○ individuals ○ events ○ time periods
7.5B	Analyze	<ul style="list-style-type: none"> • political, economic, and social effects of Reconstruction

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Unit 13: Cotton, Cattle, and Railroads

Unit-at-a-Glance

Dates: March 26 – April 6 (9 Days)

Enduring Understandings (Big Ideas)									Essential Questions			
<ul style="list-style-type: none"> ✓ Conflict can lead to change. ✓ The movement of people, goods, and ideas causes societies to change over time. ✓ Changes in technology can lead to changes in a population's economic and social patterns. 									<ul style="list-style-type: none"> ✓ Why does conflict develop? ✓ How does geography influence the way people live? ✓ How do new ideas change the way people live? ✓ Why do people make economic choices? 			
Key Concepts									Key Locations			
<ul style="list-style-type: none"> ○ Raids and conflict on the frontier ○ Buffalo Soldiers on the frontier ○ Spanish and Anglo cattle drives and the trails ○ Major ranches and changes in the Open Range ○ Farmers on the frontier; sharecroppers and tenant farmers ○ Progressive movements in Texas ○ Arrival of the railroad in Texas ○ New industry ○ Regulating big business 									<ul style="list-style-type: none"> ○ Medicine Creek Lodge ○ Adobe Walls ○ Red River; Palo Duro Canyon ○ Chisholm Trail; Goodnight-Loving Trail ○ King Ranch, JA Ranch, Matador Ranch, XIT Ranch 			
Key Dates									Key Documents, Legislature			
Key Events									Key People			
<ul style="list-style-type: none"> ○ Adobe Walls, Red River, Battle of Palo Duro Canyon 									<ul style="list-style-type: none"> ○ Buffalo Soldiers ○ James Hogg ○ Richard King ○ Quannah Parker ○ Charles Goodnight 			
Previous Content Understandings									Suggested Language Objectives (ELPS)			
<p>(4.B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;</p> <p>(4.C) identify the impact of railroads on life in Texas, including changes to cities...</p> <p>(4.D) examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.</p>									<p>4.D Use graphic organizers, illustrations, and pre-taught topic-related vocabulary</p> <p>4.J Employ inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence</p>			
Unit TEKS									Unit Vocabulary			
<p>Content</p> <p>7.1A 7.1B 7.6D 7.6A 7.6B 7.6C 7.8B 7.9C 7.10A</p> <p>7.10B 7.12B 7.20A</p> <p><i>Process Standards will be incorporated throughout all units</i></p>									<p>pacifism segregated Buffalo Soldiers open range cattle</p> <p>drive stockyard barbed wire temperance</p> <p>Jim Crow laws suffrage transcontinental monopoly</p>			

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 18, Lessons 1, 2, & 3 (pages 452 – 469) Chapter 19, Lessons 1, 2, & 3 (pages 476 – 497) Chapter 20, Lessons 1, 2, & 3 (pages 504 – 521) <p>The DBQ Project: Mini-Qs in Texas History</p> <p>Unit 6 – “Cattle...The Long Drive: Will You Re-up for Next Year?” (pages 219-263)</p>	<p>Non-Unit Specific:</p> <p><u>SJ Curriculum Guide:</u></p> <ul style="list-style-type: none"> Effects of Westward Expansion on American Indians: 6-1 Cowboys and the Open Range: 6-13 Growth of Texas Railroads: 6-29 Governor Hogg: 6-44 Close of the American Frontier: 6-48 <p>Unit 13 Cotton, Cattle, and Railroads:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> The American West: The Cattle Trail https://www.youtube.com/watch?v=PaHQ2vrt0ak Texas Parks and Wildlife: Buffalo Soldiers https://www.youtube.com/watch?v=QLGvTqFPHCw Largest Cattle Ranch: America’s Heartland Series https://www.youtube.com/watch?v=ks7-O469KPU Charles Goodnight Historical Center https://www.youtube.com/watch?v=1PdCaIHoU7o The Great Cattles Drives: Old Texas and the Trail Drivers https://www.youtube.com/watch?v=3b4ngG-6cJA 	<ul style="list-style-type: none"> James “Big Jim” Hogg: The people’s governor http://www.houstonchronicle.com/local/history/article/James-Big-Jim-Hogg-The-people-s-governor-7723284.php Bullock Museum: Buffalo Soldiers https://www.thestoryoftexas.com/discover/campfire-stories/buffalo-soldier The King Ranch https://king-ranch.com/ Railroads in Texas http://www.homeadvisor.com/r/texas-railroad-history/#.WTiX3uvyuCg Cotton, Cattle, and Railroads http://texasourteas.texaspbs.org/the-eras-of-texas/cotton-cattle-railroads/
PEGS (Political, Economic, Geographic, Social Significance)	Notes
<p>Political: the ideas behind the reforms enacted by James Hogg became part of a political movement</p> <p>Economic: technological innovations made cotton easier to plant, harvest, and process; cattle industry is more lucrative; railroad boosts industry</p> <p>Geographic: due to the vast amounts of land, the cattle industry expands;</p> <p>Social: railroad makes travel faster and easier</p>	

Unit 13: Cotton, Cattles, and Railroads

TEKS and Content

Dates: March 26 – April 6 (9 Days)

Student Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I can explain why cotton, cattle, and railroads influenced the politics, economy and society in Texas ✓ I can identify significant individuals such as Quannah Parker, the buffalo soldiers, and James Hogg 	<ul style="list-style-type: none"> ✓ How did the cattle industry, ranching, and farming in Texas begin and why was it important to Texas? ✓ How did cotton thrive in Texas and what labor practices changed after the Civil War? ✓ How did railroads affect Texas industries? ✓ How did people in Texas reform society?
TEKS & Content	
<p>History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including Cotton, Cattle, and Railroads...</p> <p>(7.1B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p><u>Texas and Reconstruction</u></p> <p>This era deals with the return to cotton driven agriculture after the Civil war in 1865, the rise of cattle during and after reconstruction, the development of railroads and the effects that the different enterprises had on each other and on life in Texas until the turn of the century. This includes systems utilized to return these industries to growth, the impact of expansion into West Texas, particularly on the remaining independent Indian peoples, and the various reform movements that resulted from the interactions.</p> <p><u>Characteristics of Cotton, Cattle, and Railroads in Texas</u></p> <p>Cotton, cattle, and railroads were the industries that changed Texas and were the foundation to the development of modern Texas.</p> <ul style="list-style-type: none"> • Texas rebounded quickly after the Civil War and laid the foundation for a modern Texas. • The U.S. quieted the western frontier of the state by removing Indian tribes from the Texas Plains onto reservations. • The cattle and agriculture industry grew with cotton emerging as the primary crop. • By the turn of the 20th century, railroads and ports connected Texas and its products to the rest of the world.
<p>History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p> <p>(7.6A, B, C) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century...</p>	<p><u>Individuals:</u></p> <p>Quannah Parker:</p> <ul style="list-style-type: none"> • last Chief of the Comanches • refused to move onto a reservation • was the son of a Comanche Chief and Anglo-American woman (who had been captured as a child) • was never captured by the Army, but decided to surrender and lead his tribe into the white man's culture, only when he saw that there was no alternative. <p>Buffalo Soldiers:</p> <ul style="list-style-type: none"> • African-American troops who served in the army in the West • received their name from American Indians as sign of respect

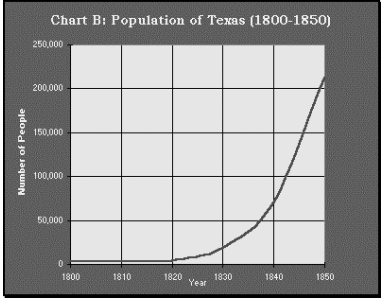

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	<p>Richard King:</p> <ul style="list-style-type: none"> founder of one of Texas' largest ranches (the King Ranch) <p>James Hogg:</p> <ul style="list-style-type: none"> leader of reform in Texas as Texas Attorney General, and Governor, he worked at reforming big business fighting to protect citizens from unjust businesses practices supported the creation of the Texas Railroad Commission that protected citizens from unfair practices by railroads
<p>(7.6A) including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker</p> <p>(7.6B) including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life</p> <p>(7.6C) including the effects of the growth of railroads and the contributions of James Hogg</p>	<p><u>Factors and Effects...</u></p> <ul style="list-style-type: none"> Factors leading to the expansion of the Texas frontier <ul style="list-style-type: none"> Large amount of land Large supply of wild longhorn on the Texas frontier Demand for beef in the northern and eastern United States Effects of westward expansion on American Indians <ul style="list-style-type: none"> Battles between Comanche, Apaches, Kiowas, and the U.S. Army Forced on reservations After the Civil War, the U.S. Army tried to stop Native American raids in West Texas and faced various problems, including too few troops, a shortage of supplies, and unfamiliarity with frontier warfare. The slaughter of the buffalo by white hunters impacted the traditional way of life for Texas's Native Americans. During the late 1880s, the number of white settlers in Texas tripled while the number of Native Americans decreased dramatically; Native Americans who remained in Texas lived on reservations; as railroad lines increased in length, more settlers reached West Texas, and more cities were founded. Development of the cattle industry from its Spanish beginnings <ul style="list-style-type: none"> Cattle were brought to America by the Spaniards. The first cowboy was the Spanish vaquero. Cattle trails were used to get cattle to the railroads, which took them to market in northern states. Ranchers began driving cattle out of Texas to market; many major cattle-driving routes existed throughout Texas. Cowboys (myth and reality): <ul style="list-style-type: none"> the cowboy life generally ended in the late 1890s one-third of cowboys were African-Americans (former slaves), Mexican-Americans (Tejanos), and women; the National Cowboy Hall of Fame and Western Heritage Museum in Oklahoma honors the American cowboy and provides exhibits of art and artifacts about the American West today, those who wish to experience life as a cowboy can visit "dude ranches" to participate in customs and some of the old ways of the ranch

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	<ul style="list-style-type: none"> • Effects of the growth of railroads <ul style="list-style-type: none"> ○ Allowed raw materials in Texas to be sent to northern markets ○ Texans had fast, inexpensive, and reliable transportation. ○ Cause for the industrialization of Texas ○ The development of railroads in Texas gave ranchers an easier way to ship cattle from ranches to market. In addition, refrigeration made it possible for cattle to be locally slaughtered and then packed and shipped directly from Texas. ○ The railway system brought many benefits to Texans, including growing population, increasing access to different foods and products, and expanding markets. <p><u>Events and issues</u></p> <ul style="list-style-type: none"> • While some farmers thrived, others faced difficulty in farming for many reasons, including poor management, planting the wrong crops, and natural disasters that ruined crops.; tenant farming replaced enslaved laborers; many saw the tenant system as a way to become landowners; however, high rents left farmers in debt, and many continued to struggle financially; despite its difficulties, farming remained dominant in Texas and led to the growth of new towns and cities • The constitution of 1876 limited the power of the state government, included homestead provisions, and encouraged expansion of the railroad; the constitution did not grant women the right to vote. • The Texas Rangers were formed again to fight against lawlessness; vigilante committees often dealt harsh and illegal punishments to suspected criminals. • The 1876 Texas Constitution provided for the construction of a new state capitol building. • As industries grew, some business practices made it difficult for farmers to earn a living. • Because the state government did not help them, Texas farmers formed associations such as the Grange and the Farmers' Alliance; these groups lobbied for economic reform and organized cooperatives so farmers could purchase goods and services at lower prices. • Women's associations worked to address women's rights, such as suffrage or the right to vote, and social issues, such as temperance, or the practice of drinking little or no alcohol • The Texas Railroad Commission was established to prevent abuses of power by the railroads, such as price fixing and charging unfair shipping rates. • The Progressive movement sought to prevent unfair business practices and promote social reforms. • State Attorney General James Hogg worked to end government and business corruption, and helped the legislature form an antitrust law; after he was elected governor of Texas, he helped establish the Texas Railroad Commission to regulate intrastate railways.
<p>(7.6D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.</p>	<p><i>The agricultural industry and development of West Texas resulting from the close of the frontier</i></p> <p><u>Political impact</u></p> <ul style="list-style-type: none"> • Range wars – farmers and ranchers battled between each other. They cut and destroyed fences and burned pasture land resulting in gunfights and lower property values. • Legislation – fence cutting became a felony

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	<p><u>Social impact</u></p> <ul style="list-style-type: none"> Farmers moved west. <p><u>Economic impact</u></p> <ul style="list-style-type: none"> New methods of farming – dry farming, irrigation, and terraces Increase of sharecropping and tenant farming, which resulted in many people in deep debt Tenant Farming – farmers who rented land on which to grow crops Sharecropping – farmers who rented land, tools, seeds, and/or houses and promised part of their crop as payment
<p>Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(7.8B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.</p>	<p>Population of Texas during 19th century</p>   <p>Landforms:</p> <p>Indian Wars</p> <ul style="list-style-type: none"> the U.S. Army trapped the Comanche in the Palo Duro Canyon, their winter home the flat land of High Plains allowed for them to be untouched for so long this defeat forced the Comanche to reservations

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<p>Geography. <i>The student understands the location and characteristics of places and regions of Texas. The student is expected to:</i></p> <p>(7.9C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</p>	<p>Irrigation: Closing the frontier</p> <ul style="list-style-type: none"> When windmills were invented, farmers and ranchers were able to water their crops and animals on their own property without having access to a river or aquifer (irrigation). <p>Transportation: Growth of population and agricultural industry</p> <ul style="list-style-type: none"> Due to the growth of the railroad in Texas, people were able to travel, live, and create new businesses in all areas of Texas, including South and West Texas, and they were able to transport crops and cattle across Texas and the U.S.
<p>Geography. <i>The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</i></p> <p>(7.10A) identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications</p> <p>(7.10B) explain ways in which geographic factors such...limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.</p>	<p>Cattle Trails:</p> <ul style="list-style-type: none"> Adapted/Modified – cattle trails were developed to transport cattle to the railroads. Consequences – led to the development of railroads and towns in less-developed areas <p>Limited Water:</p> <ul style="list-style-type: none"> Farming in West Texas was often abandoned because of the limited water resources but ranching (cattle) was more successful.
<p>Economics. <i>The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:</i></p> <p>(7.12B) trace the development of major industries that contributed to the urbanization of Texas such as transportation...</p>	<p>Transportation:</p> <ul style="list-style-type: none"> Early 19th century – wagons, carriages, and horses Latter part of the 19th century – wagons, carriages, horses, railroads, and steamboats
<p>Science, technology, and society. <i>The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</i></p> <p>(7.20A) compare types and uses of technology, past and present;</p>	<p>Technology: Barbed wire</p> <ul style="list-style-type: none"> Past – fenced in open range and kept cattle from breaking fence Present – large commercial farms that use stronger fencing material

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TEKS	Verb	Content
7.1A	Identify Describe	<ul style="list-style-type: none"> • Cotton, Cattle, and Railroads as an era in Texas • Defining characteristics
7.1B	Apply	<ul style="list-style-type: none"> • absolute chronology through the sequencing of significant <ul style="list-style-type: none"> ○ individuals ○ events ○ time periods • relative chronology through the sequencing of significant <ul style="list-style-type: none"> ○ individuals ○ events ○ time periods
7.6A*	Identify	<ul style="list-style-type: none"> • significant individuals, events, and issues from Reconstruction through the beginning of the 20th century including <ul style="list-style-type: none"> ○ the factors leading to the expansion of the Texas frontier ○ the effects of westward expansion on American Indians ○ the buffalo soldiers ○ Quanah Parker
7.6B	Identify	<ul style="list-style-type: none"> • significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including <ul style="list-style-type: none"> ○ the development of the cattle industry from its Spanish beginnings ○ the myths and realities of the cowboy way of life
7.6C*	Identify	<ul style="list-style-type: none"> • significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including <ul style="list-style-type: none"> ○ the effects of the growth of railroads ○ the contributions of James Hogg
7.6D	Explain	<ul style="list-style-type: none"> • political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.
7.8B	Analyze Interpret	<ul style="list-style-type: none"> • geographic distributions and patterns in Texas during the 19th...century
7.9C*	Analyze	<ul style="list-style-type: none"> • effects of physical and human factors such as...landforms, irrigation, transportation on major events in Texas
7.10A*	Identify Analyze	<ul style="list-style-type: none"> • ways in which Texans have adapted to their and modified the environment • positive and negative consequences of the modifications
7.10B	Explain	<ul style="list-style-type: none"> • ways in which geographic factors such as...limited water resources have affected <ul style="list-style-type: none"> ○ political ○ economic ○ social development of Texas
7.12B*	Trace	<ul style="list-style-type: none"> • the development of major industries that contributed to the urbanization of Texas such as transportation
7.20A	Compare	<ul style="list-style-type: none"> • types and uses of technology, past and present

Unit 14: Age of Oil

Unit-at-a-Glance

Dates: April 9 – 13 (5 Days)

Enduring Understandings (Big Ideas)	Essential Questions
✓ People, places, and ideas change over time.	✓ Why do people make economic choices? ✓ How do new ideas change the way people live? ✓ How do governments change? ✓ Why does conflict develop?
Key Concepts	Key Locations
<ul style="list-style-type: none">○ Discovery of Oil○ Lumber industry grows○ Cities grow due to industrialization○ Galveston Hurricane of 1900○ Reform and Progressive Era	<ul style="list-style-type: none">○ Spindletop; Beaumont○ Piney Woods of East Texas○ Houston○ Dallas○ Galveston
Key Dates	Key Documents, Legislature
<ul style="list-style-type: none">○ 1900 – Galveston Hurricane○ 1901 – Discovery of oil at Spindletop	
Key Events	Key People
<ul style="list-style-type: none">○ Galveston Hurricane○ Spindletop○ Houston Ship Channel built○ Progressive reforms: elections, education, environment, women’s suffrage○ Prohibition	<ul style="list-style-type: none">○ Jane McCallum○ LULAC○ Howard Hughes, Sr.
Previous Content Understandings	Suggested Language Objectives (ELPS)
(4.5A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas (4.5B) explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins	4.I Demonstrate understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas 4.J Employ inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence
<div>Unit TEKS</div> <div>Content</div> <div>7.1A7.1B7.1C7.7A7.7B7.7C7.7D7.10A7.10B7.12A7.12B7.12C7.13C7.20B7.20D</div> <div>Process Standards will be incorporated throughout all units</div>	<div>Unit Vocabulary</div> <div>RefineriesboomtownderrickFederal Reserve BankEntrepreneurprosperityreformersconservationpoll taxsegregationProgressivism</div>

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 21, Lessons 1, 2, & 3 (pages 528 - 551) <p>The DBQ Project: Mini-Qs in Texas History</p> <p>Unit 7 – “Texas Oil and Social Change: What Story Should Be Told?” (pages 265-305)</p>	<p>Non-Unit Specific:</p> <p><u>SJ Curriculum Guide:</u></p> <ul style="list-style-type: none"> Oil Discovered at Spindletop: 7-1 Oil Industry Impact on Industrialization: 7-4 Boom and Bust Cycles: 7-9 18th and 20th Century Reform Movements 7-19 Civil Rights and Equal Rights: 7-28 <p>Unit 14 Age of Oil:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> Booming Oil in Texas https://www.youtube.com/watch?v=fOtZQpSDHt4 LCV Cities Tour: Beaumont: Spindletop https://www.youtube.com/watch?v=6bKdtOxBQq0 Deadliest Hurricane on the US: Galveston 1900 https://www.youtube.com/watch?v=4MM9Im5KoHU Issac’s Storm https://www.youtube.com/watch?v=WHTcPxATzm0 	<ul style="list-style-type: none"> Spindletop, Texas https://www.priweb.org/ed/pgws/history/spindletop/spindletop.html Texas Gateway: Progressive Era https://www.texasgateway.org/resource/origins-progressive-era Teaching Texas: Progressive Era http://www.teachingtexas.org/node/3017 The 1900 Storm https://www.1900storm.com/
PEGS (Political, Economic, Geographic, Social Significance)	PEGS (Political, Economic, Geographic, Social Significance)
<p>Political: 1900 Hurricane- a new form of commission government;</p> <p>Economic: 1900 Hurricane- loss of industries to Houston and other cities; high cost destruction;</p> <p>Geographic: 1900 Hurricane- seawall; increased Galveston elevation</p> <p>Social: 1900 Hurricane- loss of population/lives; burial of thousands of citizens</p>	<p>Political: Oil- establishment of worker’s compensation, Texas Railroad Commission, Federal Reserve bank</p> <p>Economic: Oil- created jobs; urbanization; boomtowns, supplies U.S. and world with oil; new businesses</p> <p>Geographic: Oil- environment (pollution, spills, deforestation due to lumber demand); Houston Ship Channel</p> <p>Social: Oil- population increases/immigration and migration; urbanization; cities and town grow; improved standard of living</p>

Unit 14: Age of Oil

TEKS and Content

Dates: April 9 – 13 (5 Days)

Student Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I know the significance of the Galveston Hurricane of 1900 ✓ I know the importance of 1901 and the discovery of oil at Spindletop ✓ I can explain the political, economic, and social impact of the oil industry and industrialization in Texas I can describe the Progressive movement and other reform movements in Texas 	<ul style="list-style-type: none"> ✓ What were the defining characteristics of the age of oil era? ✓ What was the political, economic, and social impact of the oil industry on the industrialization of Texas? ✓ What are ways in which Texans have adapted to and modified the environment?
TEKS & Content	
<p>History. <i>The student understands traditional historical points of reference in Texas history. The student is expected to:</i></p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including Age of Oil...</p> <p>(7.1B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p> <p>(7.1C) explain the significance of 1901, discovery of oil at Spindletop</p>	<p>The Age of Oil</p> <p>This era deals with -This era deals with the vast range of oil discoveries beginning with Corsicana in 1894 through the East Texas Field development by 1935 and the impact that such discoveries had on the social, political, and economic development of Texas and the world. This includes major discoveries at Spindletop, the growth of Texas economic and political influence due to oil.</p> <p>Characteristics of the Age of Oil in Texas</p> <ul style="list-style-type: none"> • As Texas moved into the 20th century, the focus of Texas culture was determined by its economy. • The industrialization and the urbanization of Texas expanded rapidly due to discoveries of oil and its many uses, the automobile, the world wars, and our relationship with the U.S. and the rest of the world. • The result was the development of Texas' major industries today, which are oil and gas, medical technology, aerospace, high tech, and tourism and the impact they have on the lives of Texans and the world. <p>Significance of 1901 – oil is discovered at Spindletop</p>
<p>History. <i>The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</i></p> <p>(7.7A) explain the political, economic, and social impact of the oil industry on the industrialization of Texas;</p>	<p><i>Political, economic, and social impact of oil industry</i></p> <p>Political impact:</p> <ul style="list-style-type: none"> • Involvement of the Texas Railroad Commission set limits to regulate and control oil prices • establishment of worker's compensation • Federal Reserve bank <p>Economic impact:</p> <ul style="list-style-type: none"> • Growth of cities and rise of boomtowns • Increased jobs and oil-related services • Growth of lumber and automobile industry • Development of other parts of the state

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	<p>Social impact:</p> <ul style="list-style-type: none"> Improved the standard of living in Texas population increases/immigration and migration urbanization; cities and town grow <p>Events and issues</p> <ul style="list-style-type: none"> Between 1901 and 1902, the Spindletop wells produced almost 18 million barrels of oil. Investors spent billions of dollars looking for oil, and new oil companies were founded in Texas. Boomtowns grew rapidly in the areas surrounding active oil fields. The lumber industry, which produced derricks that held drilling equipment, grew as a result of oil discoveries. The population of Texas grew substantially between 1900 and 1920 because of the new job prospects in the state and difficult conditions in other countries. Progressive reformers attempted to solve the political and social problems of the early twentieth century. After a devastating hurricane destroyed Galveston, the major and city council was replaced with a commission government, in which there were five commissioners, each of whom focused on a specific government function
(7.7B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming...	<p>Boom-and-Bust Cycle</p> <p>Farming: Reconstruction to Progressive Era</p> <ul style="list-style-type: none"> Agriculture was the leading industry in Texas Expansion of urban areas created demand of agricultural products The value of agricultural products increased Farmers continued to increase the production of agricultural products Farmers began to organize and machines were used to produce goods faster and more efficiently Prices began to drop because there were too many agricultural products on the market
(7.7C) describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century;	<p>Progressive and other reform movements in Texas</p> <p>Populists</p> <ul style="list-style-type: none"> Populism – Nationwide movement of rural citizens who had not benefited from the modern lifestyle made by the growth in industry Goal in Texas – Wanted the government of the people to protect the interests of common workers Farmer's Alliance (farmers, ranchers, and farm laborers) spread throughout South Texas forming their own party in 1892. They called themselves the People's Party or Populist Party Demanded government regulation of businesses; public ownership of the railroads, telephone, and telegraph lines; and elimination of the national banking system

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	<ul style="list-style-type: none"> • Called for labor reform, a graduated income tax, and the direct election of U.S. Senators (17th Amendment 1913) • Supported the creation of public warehouses where farmers could store their excess crops until prices increased • Won some elections in 1892 and 1894 at the state level but movement faded after 1896 because the Democratic Party began to adopt many of the Populists' ideas <p>Progressive</p> <ul style="list-style-type: none"> • Legislative reforms were passed in the areas of labor, child labor, education, prisons, banking, and public safety. These reforms continue protecting Texans. • Most reforms ignored minorities • The campaign to ban alcoholic beverages began in Texas in the 1880s. • Forest conservation led to the creation of the Texas Forestry Association in 1914. • Reformers believed that alcohol was at the root of many of society's problems, and organizations were formed to support its ban. • Poll taxes kept minorities and the poor from voting, and Jim Crow laws allowed the segregation of public facilities and education. <p>Women's Suffrage</p> <ul style="list-style-type: none"> • 1920: 19th Amendment gave women the right to vote in the United States. • The Texas Equal Suffrage Association supported and campaigned for the passage of this amendment • Jane McCallum was a member of the "Petticoat Lobby," which worked for education, prison reform, prohibition, mother and child health, literacy, and the elimination of child labor. She was appointed as Secretary of State under Governor Dan Moody <p>Agrarian groups</p> <ul style="list-style-type: none"> • The Grange or Patrons of Husbandry organized in Texas in 1873. • Offered cooperation in business, happier home lives, more social contacts, and better educational opportunities <p>Labor Unions</p> <ul style="list-style-type: none"> • Texas Farmers Union • 1902 – A small newspaper editor from Point organized this Union after the failure of the Populists' Party. • They were active in agricultural and rural public policies
(7.7D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century	<p>Civil Rights and Equal Rights Movements</p> <ul style="list-style-type: none"> • Turn of the 20th Century – grew out of the Temperance Movement • Early 1900s – Chapters of the Texas Women's Suffrage Movement were formed in major Texas cities • 1929 – League of United Latin American Citizens (LULAC) was formed in Corpus Christi to support the rights for Spanish-speaking people

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<p>Geography. <i>The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</i></p> <p>(7.10A) identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications</p>	<p><i>Ways of adapting and modifying the environment</i></p> <p>Galveston Hurricane of 1900</p> <ul style="list-style-type: none"> • After the hurricane, the city of Galveston built a seawall and increased the elevation of the city. The environmental consequences that have occurred due to these modifications are that the city rarely floods and structures had to be raised <p>Houston Ship Channel</p> <ul style="list-style-type: none"> • Built in 1914 to connect Houston with the Gulf of Mexico to improve the economy of Houston. • Since then it has been widened and deepened. • The environmental results have been an increase in pollution, collisions, explosions, and oil spills.
<p>(7.10B) explain ways in which geographic factors such...limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.</p>	<p><i>Ways geographic factors have affected the political, economic and social development of Texas</i></p> <p>Galveston Hurricane of 1900</p> <p>Political Development</p> <ul style="list-style-type: none"> • City commission – new type of city government • The island was raised by 13 feet – dredged sand from the bay • A seawall was built to protect the island <p>Economic Development</p> <ul style="list-style-type: none"> • Industries began to move to Houston from Galveston <p>Social Development</p> <ul style="list-style-type: none"> • 6,000 – 8,000 people were killed
<p>Economics. <i>The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:</i></p> <p>(7.12A) explain economic factors that led to the urbanization of Texas</p> <p>(7.12B) trace the development of major industries that contributed to the urbanization of Texas such as transportation...</p> <p>(7.13C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, and</p>	<ul style="list-style-type: none"> • New industries – oil and gas • New technology in agriculture, cattle and ranching, and oil and gas • Improved standard of living <p>Transportation</p> <ul style="list-style-type: none"> • Automobile industry create a demand for oil • Roads and highways – roads and highways were built because of the increase of cars and trucks.

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computer technologies on local, national and international markets	<p>Oil and Gas</p> <ul style="list-style-type: none"> • 19th century – Oil was found but there was little demand for it. • 1866 – Lyne T. Barret drilled the first successful oil well at Oil Springs in Nacogdoches • 1894 – Oil is found in Corsicana and drilling is encouraged in East Texas • Turn of the 20th century – Transportation improves with use of engines that use oil • January 10, 1901 – Spindletop • 1920s - new oil fields were found in east and west Texas <p>Manufacturing</p> <ul style="list-style-type: none"> • Turn of the 20th century – Texas had a small manufacturing industry that provided what was needed in communities
(7.12C) explain the changes in types of jobs and occupations that have resulted from urbanization of Texas	<ul style="list-style-type: none"> • Cattle, Ranching, Farming and Agricultural jobs decreased due to new technology and changing demands of the population • Oil and Gas industry job increased due to the change in transportation and products. Most products today are made from a byproduct of oil. • More people migrated to urban areas due to jobs resulting from the oil and gas industry. • Service industry jobs increased because more of the population was living in urban areas.
<p>Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</p> <p>(7.20B) identify Texas leaders in science and technology such as...Howard Hughes, Sr.</p>	<p>Howard Hughes, Sr.</p> <ul style="list-style-type: none"> • developed a new type of drill bit called the rotary drill bit • the bit made it possible to drill through very hard rock to reach oil deep underground. (1909 patent) • the drill bit revolutionized the oil industry which is one of the largest industries in Texas.
(7.20D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels	<p>Fossil Fuels</p> <ul style="list-style-type: none"> • Rotary Drill Bits - Penetrates medium and hard rock with ten times the speed of any former bit. It allowed deeper drilling on land and ocean. • Directional drilling is the practice of drilling non-vertical wells. Allows drilling to occur in different landforms. • Deep Sea Drilling – Drilling that can occur in the depths of the ocean. New oil reserves have been found and the industry has flourished.

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TEKS	Verb	Content
7.1A	Identify Describe	<ul style="list-style-type: none"> Cotton, Cattle, and Railroads as an era in Texas Defining characteristics
7.1B	Apply	<ul style="list-style-type: none"> absolute chronology through the sequencing of significant <ul style="list-style-type: none"> individuals events time periods relative chronology through the sequencing of significant <ul style="list-style-type: none"> individuals events time periods
7.1C	Explain	<ul style="list-style-type: none"> significant dates: 1901, discovery of oil at Spindletop
7.7A	Explain	<ul style="list-style-type: none"> political, economic, and social impact of the oil industry on the industrialization of Texas
7.7B	Define and Trace	<ul style="list-style-type: none"> impact of “boom-and-bust” cycles of leading Texas industries
7.7C*	Describe Compare	<ul style="list-style-type: none"> impact of the Progressive and other reform movements in Texas such as: <ul style="list-style-type: none"> Populists Women’s suffrage Agrarian groups Labor unions
7.7D*	Describe Compare	<ul style="list-style-type: none"> The civil rights movements <ul style="list-style-type: none"> LULAC Jane McCallum
7.10A*	Identify	<ul style="list-style-type: none"> ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications
7.10B	Explain	<ul style="list-style-type: none"> ways in which geographic factors such as the Galveston Hurricane of 1900 have affected the <ul style="list-style-type: none"> political economic social development of Texas
7.12A	Explain	<ul style="list-style-type: none"> economic factors that led to the urbanization of Texas
7.12B*	Trace	<ul style="list-style-type: none"> the development of major industries that contributed to the urbanization of Texas such as oil and gas and manufacturing
7.12C	Explain	<ul style="list-style-type: none"> the changes in jobs and occupations that have resulted in the urbanization of Texas
7.13C	Analyze	<ul style="list-style-type: none"> impact of significant industries such as oil and gas on local, national and international markets
7.20B	Identify	<ul style="list-style-type: none"> Texas leaders in science and technology such as Howard Hughes, Sr.
7.20D*	Evaluate	<ul style="list-style-type: none"> Effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Unit 15: Texas in the Great Depression and World Wars

Unit-at-a-Glance

Dates: April 16 – April 27 (10 Days)

Enduring Understandings (Big Ideas)	Essential Questions
<ul style="list-style-type: none">✓ Conflict can lead to change✓ People, places, and ideas change over time.	<ul style="list-style-type: none">✓ How do new ideas change the way people live?✓ Why does conflict develop?✓ Why do people make economic choices?
Key Concepts	Key Locations
<ul style="list-style-type: none">○ WW1, Texas and the home front○ 1920s○ the Dust Bowl○ the Great Depression○ WW2, Texas and the home front	
Key Dates	Key Documents, Legislature
Key Events	Key People
<ul style="list-style-type: none">○ WW1○ 1920s○ Dust Bowl○ Great Depression○ WW2	<ul style="list-style-type: none">○ John Nance Garner (“Cactus Jack”)○ Sam Rayburn○ Oveta Culp Hobby○ Miriam “Ma” Ferguson and W. Lee “Pappy” O’Daniel
Previous Content Understandings	Suggested Language Objectives (ELPS)
	4.I Demonstrate understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas 4.J Employ inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence
<div>Unit TEKS</div> <div>Content</div> <div>7.1A7.1B7.7E7.13A</div> <div>Process Standards will be incorporated throughout all units</div>	<div>Unit Vocabulary</div> <div>Mobilize Stock market New Deal propaganda</div> <div>ration black Tuesday Dust Bowl</div> <div>consumer goods Great Depression Axis powers</div> <div>boom-and-bust cycle wildcatter Allies</div>

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 22, Lessons 1, 2, & 3 (pages 558-575) Chapter 23, Lessons 1, 2, & 3 (pages 582-603) Chapter 24, Lessons 1, 2, & 3 (pages 610-627) <p>The DBQ Project: Mini-Qs in Texas History</p> <p>Unit 8 – “What Caused the Dust Bowl?” (pages 307-351)</p> <p>Unit 9 – “Was WW2 a Watershed Event for Texas?” (pages 353-397)</p>	<p>Non-Unit Specific:</p> <p><u>SJ Curriculum Guide:</u></p> <ul style="list-style-type: none"> World War I: 7-28 The Great Depression: 7-38 The New Deal: 7-40 <p>Unit 15 Texas in the Great Depression and World Wars:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> Welcome Aboard the Battleship Texas https://www.youtube.com/watch?v=9aRuz1d1HZE Life on the Plains: Remembering the Dust Bowl https://www.youtube.com/watch?v=aH4XY3sMLro The Great Depression https://www.youtube.com/watch?v=TtttXC9tFPU World War II: Enemy Alien Internment Camps in Texas https://www.youtube.com/watch?v=wQVM5ITCYs4&index=2&list=PLONbbv2pt4cqOEV1Cc7rPLFUfDWOxG83a 	<ul style="list-style-type: none"> Texas Our Texas: Great Depression & WW2 http://texasourtexas.texaspbs.org/the-eras-of-texas/great-depression-ww2/ Texas PBS: The Dust Bowl http://texaspbs.org/dust-bowl/ 10 Things You May Not Know About the Dust Bowl http://www.history.com/news/10-things-you-may-not-know-about-the-dust-bowl Texas in WW2 http://www.thc.texas.gov/public/upload/publications/tx-in-wwII.pdf
PEGS (Political, Economic, Geographic, Social Significance)	
<p>Political: military installations were located in Texas, WW2 internment camps, men and women had enlisted in both wars,</p> <p>Economic: Texas economy wasn’t affected as soon as the rest of the U.S.; oil and gas and other Texas resources were needed by other parts of the country; jobs and products were mass produced for the war effort; women joined the workforce; Texans rationed and bought war bonds for the war effort</p>	<p>Geographic: open land that was used by the government; many resources used for the war effort (lumber, petroleum); more Texans moved to urban areas for job opportunities; Texas had a good climate and ports that were used by the government</p> <p>Social: Texans had to ration common items; women went into the workforce; many war heroes from Texas; Tejanos and African-Americans joined the workforce and enlisted in the military</p>

Unit 15: Texas in the Great Depression and World Wars

TEKS and Content

Dates: April 16 – 27 (10 Days)

Student Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I know why the U.S. entered World War I and World War II ✓ I know how Texas played and important role in the Word Wars ✓ I know what caused the Great Depression and its effect on Texas ✓ I know how the Dust Bowl affect Texas farmers ✓ I understand the Texas economy and its interdependence with the world <p>I understand the importance of good leaders</p>	<ul style="list-style-type: none"> ✓ What were the defining characteristics of the Great Depression and World Wars? ✓ What was the political, economic, and social impact of World War I, the Great Depression, and World War II on Texas? ✓ What are ways in which Texans have adapted to and modified the environment?
TEKS & Content	
<p>History. <i>The student understands traditional historical points of reference in Texas history. The student is expected to:</i></p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including Texas in the Great Depression and World War II...</p> <p>(7.1B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p><u>Texas in The Great Depression and World Wars</u></p> <p>This era deals with the effects of the Great Depression on Texas beginning in 1929 through to the role Texas and Texans played in WWII. This includes the efforts to improve the Texas economy, the impact of the Dust Bowl, and the economic and social changes brought about by WWII efforts, especially the role of the federal government in growing the Texas wartime economy</p> <p><u>Characteristics of Texas in the Great Depression and World Wars</u></p> <p>World War I</p> <ul style="list-style-type: none"> • War broke out in Europe in 1914.; the U.S. entered the war in 1917 after Germany sent a coded message to Mexico promising to help Mexico reconquer Texas, Arizona, and New Mexico. • Texas became an important location for training and equipping soldiers. • Women, African Americans, and Mexican Americans served in the military. • Civilians in Texas supported the war effort by buying war bonds, donating money, and rationing food. <p>The 1920s</p> <ul style="list-style-type: none"> • The U.S. economy boomed during the 1920s; people had extra money to buy new products. • Affordable household appliances, such as vacuum cleaners, washing machines, stoves, and electric irons, changed the lives of urban residents • Young people of the 1920s enjoyed freedoms that previous generations had not; the affordability of new products and availability of mass-produced cars helped make this lifestyle possible. <p>The Great Depression</p> <ul style="list-style-type: none"> • In 1929 the U.S. fell into a great Depression; 25% of all Americans were out of work; cotton prices drop; the Dust Bowl affects people in the Plains • The New Deal offered economic help with jobs <p>World War II</p> <ul style="list-style-type: none"> • The U.S. entered WW2 after the bombing of Pearl harbor in 1941 • Texas became an important location for training and equipping soldiers. • Women, African Americans, and Mexican Americans served in the military. • Civilians in Texas supported the war effort by buying war bonds, donating money, and rationing food.

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<p>History. <i>The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</i></p> <p>(7.7B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming...</p>	<p>Boom-and-Bust Cycle</p> <p>Great Depression through World War II</p> <ul style="list-style-type: none"> • Due to overproduction of agricultural products and the Stock Market Crash, prices dropped • The Dust Bowl was partly due to bad agricultural practices; droughts led to a decade of poverty and disillusionment • Businesses began to close and many Texans lost their jobs • The demand for agricultural products was not as high as the supply, causing farmers to lose their farms • World War II increased the demand for agricultural products
<p>(7.7E) analyze the political, economic, and social impact major events, including World War I, the Great Depression, and World War II, on the history of Texas</p>	<p><i>Political, economic, and social impact of World War I on Texas</i></p> <p>Political impact:</p> <ul style="list-style-type: none"> • Approximately 200,000 Texans fought in WWI. • Four major military camps were established in Texas. <i>Camp Bowie in Ft. Worth; Camp Travis in San Antonio; Camp Logan in Houston; Camp MacArthur in Waco</i> <p>Economic impact:</p> <ul style="list-style-type: none"> • Texans helped by raising money for the war efforts by buying "Liberty Bonds." • Women began to join the workforce to help manufacture the products needed for war. • Food was rationed, or limited (<i>wheatless Mondays and Wednesdays, meatless Tuesdays, porkless Thursdays and Saturdays, fat and sugar conserved every day</i>) • Texans also helped by planting extra "war gardens." • Texas farmers devoted new areas of their land for additional food crops. • War industries established in the state provided a temporary benefit. <p>Social impact:</p> <ul style="list-style-type: none"> • Nearly 500 Texas women served as WWI nurses. • Approximately 5,000 Texans gave their lives in WWI service. • Texans on the "home front": rationed, sacrificed comforts, volunteered for the Red Cross <p><i>Political, economic, and social impact of the Great Depression on Texas</i></p> <p>Political impact:</p> <ul style="list-style-type: none"> • New Deal provides relief through Alphabet Agencies • Sam Rayburn was Speaker of the House (U.S. House of Representatives) • John Nance Garner was Vice President under U.S. President Franklin Delano Roosevelt • Miriam "Ma" Ferguson and W. Lee "Pappy" O'Daniel were governors during the Depression

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Economic impact:

- Texans didn't suffer as much as other parts of the country because most Texans were involved in the agricultural industry
- Funding for education and government services was severely cut
- Prices for food and other products fell
- Oil industry began to increase due to demand
- New Deal programs employed over 100,000 Texans; built roads and repaired bridges, dams, roads, and parks

Social impact:

- North Texans in the Plains migrated to California
- The Social Security system was established
- The Dust Bowl – dust storms swept through the Great Plains causing erosion, drought, and destruction of crops

Political, economic, and social impact of World War II on Texas

Political:

- Oveta Culp Hobby – 1st director of Women's Army Corp (WAC)
- Admiral Chester W. Nimitz – Commander of the Pacific Fleet
- Dwight Eisenhower – Supreme Allied Commander
- Sam Rayburn – Speaker of the House (supported financial support for the war effort)
- John Nance Garner – U.S. Vice President
- Over 750,000 Texans served in the war
- Audie Murphy – most decorated soldier
- Many Texans received the Medal of Honor
- Major military bases and airfields in Texas

Economic:

- Improved Texas economy: oil and gas industry, lumber, agriculture, cotton
- Many jobs
- Women joined the workforce
- War bonds

Social:

- Sacrifices made on the home front: rationing, Victory Gardens
- Migration to urban areas
- Desire of minorities to be integrated because of their involvement in the war effort
- Over 22,000 Texans died in the war

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<p>Geography. <i>The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</i></p> <p>(7.8A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th centuries</p>	<p><i>View various Dust Bowl, military installations and internment camps maps</i></p>
<p>Geography. <i>The student understands the location and characteristics of places and regions of Texas. The student is expected to:</i></p> <p>(7.9C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</p>	<p><i>The Dust Bowl</i></p> <ul style="list-style-type: none"> • The climate in the Panhandle is windy, hot, and dry during the summer • Combined with three years of drought and lack of soil conservation, dust storms occurred destroying crops and causing Texans to migrate from Texas and the Panhandle • Caused a change in farming techniques and government policies
<p>Geography. <i>The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</i></p> <p>(7.10B) explain ways in which geographic factors such...the Dust Bowl limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.</p>	<p><i>Ways of adapting and modifying the environment</i></p> <p>Dust Bowl</p> <ul style="list-style-type: none"> • Political: New Deal policies to help prevent erosion • Economic: crop prices dropped; farms were “lost” to banks; population decreased; new methods in farming • Social: Texans migrated to California and other parts of the country
<p>Economics. <i>The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</i></p> <p>(7.13B) analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas.</p>	<p>Free Enterprise System</p> <ul style="list-style-type: none"> • Economic system where people own and run their own businesses and respond to consumer demand <p>Supply and Demand</p> <ul style="list-style-type: none"> • Supply is the amount of goods available, and demand is the desire to own something and the ability to pay for it • The crash of the stock market resulted in Americans not having enough money to buy goods; this and overproduction of agriculture products and oil and gas led to a drop in prices • All of these events led to closure of businesses, loss of jobs, and loss of homes in Texas <p>Profit</p> <ul style="list-style-type: none"> • The degree to which persons or organizations are better off financially at the end of a time period than they were at the beginning; a motivational force in capitalism and free enterprise

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	<ul style="list-style-type: none"> Overproduction of agricultural products like cotton and oil and gas led to a drop in prices, which led to smaller or no profits; without a profit businesses during the Great Depression closed and workers lost their jobs <p>Government regulation</p> <ul style="list-style-type: none"> New Deal programs during the Great Depression created jobs that put Texans back to work: building or improving public buildings such as schools, post offices, hospitals, parks, swimming pools, and dams <p>World competition</p> <ul style="list-style-type: none"> Import/export agricultural products Import/export of oil
<p>Citizenship. <i>The student understands the importance of effective leadership in a democratic society. The student is expected to:</i></p> <p>(7.18B) identify the contributions of Texas leaders including...John Nance Garner (“Cactus Jack”), and Sam Rayburn</p>	<p>John Nance Garner (“Cactus Jack”)</p> <ul style="list-style-type: none"> Vice President for Franklin Delano Roosevelt <p>Sam Rayburn</p> <ul style="list-style-type: none"> Texas State Speaker; U.S. representative; U.S. Speaker of the House (17 years, longer than any other speaker) Pushed for building FM (farm to market) roads and providing electricity to rural areas

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TEKS	Verb	Content
7.1A	Identify Describe	<ul style="list-style-type: none"> Texas in the Great Depression and World War II Defining characteristics
7.1B	Apply	<ul style="list-style-type: none"> absolute chronology through the sequencing of significant <ul style="list-style-type: none"> individuals events time periods relative chronology through the sequencing of significant <ul style="list-style-type: none"> individuals events time periods
7.7B	Define Trace	<ul style="list-style-type: none"> impact of “boom-and-bust” cycles of leading Texas industries
7.7E*	Analyze	<ul style="list-style-type: none"> Political, economic, and social impact of World War I, the Great Depression, and World War II on the history of Texas <ul style="list-style-type: none"> political economic social
7.8A	Create Interpret	<ul style="list-style-type: none"> thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th centuries
7.9C*	Analyze	<ul style="list-style-type: none"> the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.
7.10B	Explain	<ul style="list-style-type: none"> ways in which geographic factors such...the Dust Bowl limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.
7.13B*	Analyze	<ul style="list-style-type: none"> impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas
7.18B	Identify	<ul style="list-style-type: none"> the contributions of Texas leaders including <ul style="list-style-type: none"> John Nance Garner (“Cactus Jack”) Sam Rayburn

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.

Unit 16: Civil Rights, Conservatism, and Contemporary Texas

Unit-at-a-Glance

Dates: April 30 – May 4 (5 Days)

Enduring Understandings (Big Ideas)							Essential Questions				
✓ Conflict can lead to change ✓ People, places, and ideas change over time.							✓ What is civic participation and how can I be involved? ✓ How has the world changed and how might it change in the future? ✓ Is it true that those who do not learn from history are doomed to repeat it?				
Key Concepts							Key Locations				
○ Day 1: Civil Rights (African-Americans, Mexican-Americans and Women; Segregation; Protests; Government Change) ○ Day 2: Cold War (Red Scare; Johnson; Government Changes) ○ Day 3: Growth and Changes (Suburbs; Oil Market; Science, Technology and Medicine) ○ Day 4: Changing Politics (Important Texans and Politics; Conservatism; Terrorism) ○ Day 5: High tech Texas (Aerospace; Computers; Medicine; Texas Economy)											
Key Dates							Key Documents, Legislature				
Key People											
○ James L. Farmer ○ Hector P. Garcia ○ Lyndon B. Johnson ○ The League of United Latin American Citizens (LULAC) ○ Lulu Belle Madison White ○ Lawrence Sullivan “Sul” Rose				○ James A. Baker III ○ Henry B. Gonzales ○ Kay Bailey Hutchinson ○ Barbara Jordan ○ Raymond L. Telles ○ Raul A Gonzales			○ Roy Bedichek ○ Diane Gonzales Bertrand ○ J. Frank Dobie ○ Scott Joplin ○ Elisabet Ney ○ Amando Pena, Jr. ○ Walter Prescott Webb			○ Horton Foote ○ Walter Cunningham ○ Michael DeBakey ○ Denton Cooley ○ Benjy Brooks ○ Michael Dell	
Previous Content Understandings							Suggested Language Objectives (ELPS)				
<div>Unit TEKS</div> <div>Content</div> <div>7.1A 7.1B 7.7D 7.8(A,B) 7.10(A,B) 7.11C 7.12(C) 7.13(A,C) 7.18(A,B) 7.19D 7.20(B,C,E)</div> <div>Process Standards will be incorporated throughout all units</div>							<div>Unit Vocabulary</div> <div>Integrate boycott sit-in Cold War Red Scare Liberal conservative Great Society refugee suburb Reservoir embargo space race transistor biomedical Integrated Silicon Circuit recession NAFTA biofuel</div>				

Suggested Resources:

Textbook(s)	Canvas Resources
<p>McGraw-Hill Texas History:</p> <ul style="list-style-type: none"> Chapter 25, Lessons 1, 2, & 3 Chapter 26, Lessons 1, 2, & 3 <p>The DBQ Project: Mini-Qs in Texas History</p> <ul style="list-style-type: none"> Unit 10 – “Politics or Principle: Why Did L.B.J. Sign the Civil Rights Act of 1964?” 	<p>Non-Unit Specific: SJ Curriculum Guide:</p> <ul style="list-style-type: none"> Emergence of Modern Texas: 7-53 <p>Unit 16 Civil Rights, Conservatism, and Contemporary Texas:</p> <ul style="list-style-type: none"> Various activities provided <p>Social Studies Curriculum & Instruction:</p> <ul style="list-style-type: none"> Social Studies Instructional Strategies (various)
Videos	Websites
<ul style="list-style-type: none"> Civil Rights Movement: Houston, Texas https://www.youtube.com/playlist?list=PL6CBBB866AECA401B Civil Rights and Hispanics in Texas https://www.youtube.com/watch?v=dzfdINufpSE Hip Hughes: What is Conservatism? https://www.youtube.com/watch?v=gJPQTON0Ugw Hip Hughes: What is a Liberal? https://www.youtube.com/watch?v=V7rHGydPFjY 	<ul style="list-style-type: none"> Texas Our Texas: Civil Rights and Conservatism http://texasourtexas.texaspbs.org/the-eras-of-texas/civil-rights-conservatism/ Texas Civil Rights Project https://www.texascivilrightsproject.org/en/ Contemporary Texas http://texasourtexas.texaspbs.org/the-eras-of-texas/contemporary-texas/ Texas State Parks: Contemporary Issues https://www.tsl.texas.gov/exhibits/parks/today/page1.html Are you a Liberal or Conservative?: Online Quiz http://www.people-press.org/quiz/political-typology/
PEGS (Political, Economic, Geographic, Social Significance)	
<p>Political:</p> <p>Economic:</p>	<p>Geographic:</p> <p>Social:</p>

Unit 16: Civil Rights, Conservatism, and Contemporary Texas

TEKS and Content

Dates: April 30 – May 4 (5 Days)

Student Objectives:	Guiding Questions:
<ul style="list-style-type: none"> ✓ I know the different Civil Rights movements in Texas ✓ I know how the Cold War affected Texas ✓ I know the changing politics in Contemporary Texas ✓ I know how Texas impacts the nation and the world ✓ I know the important contributions of Texas leaders (politics, culture, and science/technology) 	<ul style="list-style-type: none"> ✓ What were the defining characteristics of the Great Depression and World Wars? ✓ What was the political, economic, and social impact of World War I, the Great Depression, and World War II on Texas? ✓ What are ways in which Texans have adapted to and modified the environment?
TEKS & Content	
<p>History. <i>The student understands traditional historical points of reference in Texas history. The student is expected to:</i></p> <p>(7.1A) identify the major eras in Texas history, describe their defining characteristics...including Civil Rights and Conservatism and Contemporary Texas</p> <p>(7.1B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p><u>Civil Rights and Conservatism in Texas Era</u></p> <p>This era deals with movements for social change and equality that began after WWII in 1945 and continued into the 1970s as well as the political shift away from Texans' long-held allegiance to the Democratic Party, which became more liberal after World War II, to support for the increasingly conservative Republican Party by 1980. This includes efforts by Hispanics and African Americans to have equal access and treatment, the effects of national and state political controversies, and interdependence of the Texas economy with the nation and world.</p> <p><u>Contemporary Texas Era</u></p> <p>This era deals with the events and issues facing Texans from 1980 to present. This includes the role of Texas politically and economically, the impact of recent conflicts on Texas, and the issues facing Texas in the present and future.</p> <p><u>Characteristics of Civil Rights in Texas</u></p> <ul style="list-style-type: none"> • After the war, these minority groups demanded recognition of their individual rights through protests, lawsuits, and legislative changes. • Civil rights advocacy groups worked in parallel to make changes in education, changes to representation in government, and changes in business practices. • In some instances, these actions and changes resulted in violence. • In the end, these civil rights movements helped move Texas into the 21st century <p><u>Characteristics of Conservatism in Texas</u></p> <ul style="list-style-type: none"> • Within the last two decades, Texas experienced a surge in conservatism. • Priorities for conservatives primarily focus on the reduction of taxes and government spending, and opposition to government restrictions or regulations. • A group that is often supportive of conservatism in Texas is the evangelical movement. <p><u>Characteristics of Contemporary Texas</u></p> <ul style="list-style-type: none"> • From the 19702 to the present, Texas has experienced tremendous growth in population (urbanization)

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	<ul style="list-style-type: none"> • In the latter half of the 20th century, Texas has seen a larger influx of immigrants, many to Houston, making it one of the most ethnically diverse cities in the U.S. • The diversity of Texas is reflected in many cultural activities and celebrations • Texas has seen growth in various industries such as aerospace, petrochemical, biomedical, computer and technology • Many significant Texans have contributed politics, society, and culture
<p>History. <i>The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</i></p> <p>(7.7D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), and Lulu Belle Madison White;</p>	<p>Various Groups and Key Leaders in the Civil Rights and Equal Rights Movements:</p> <ul style="list-style-type: none"> • James L. Farmer, Jr.: founded the Congress of Racial Equality (CORE).; convinced that winning court cases would not lead to equality, Farmer used tactics of peaceful, nonviolent protest to win access to public facilities for African Americans. • Hector P. Garcia: formed the American G.I. Forum of Texas in Corpus Christi to fight for equal rights for Mexican Americans.; within a year, the Forum had branches throughout South Texas. By 1960, it spread to other states in the Southwest and Midwest; García sought the inclusion of Mexican Americans into mainstream America; was awarded the Presidential Medal of Freedom, the nation's highest civilian award; was the first Mexican American ever to receive the honor. • Lyndon B. Johnson: from Texas; Senator; was Vice President under John F. Kennedy; became president in 1963 after Kennedy was assassinated in Dallas; focused on ensuring civil rights for African Americans; passed the Civil Rights Act of 1964 which banned discrimination based on race, sex, religion, and national origin. It opened up to African Americans all places that served the public, such as hotels, theaters, golf courses, restrooms, and beaches; passed Voting Rights Act of 1965 which made literacy tests illegal; agenda for the country was called The Great Society • LULAC (the League of United Latin American Citizens): emphasized the rights and duties of being citizens of the United States, but it also encouraged Mexican Americans to remember and honor their Mexican heritage; encouraged Mexican Americans to stay informed about important national issues and to vote to increase their rights; also filed lawsuits to desegregate schools and public facilities. • Lulu Belle Madison White: was a Texas civil rights activist who played an important part in the fight against segregation; built the Houston NAACP into the largest local chapter in the South
<p>Geography. <i>The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</i></p> <p>(7.8A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th centuries</p> <p>(7.8B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.</p>	<p>View various maps showing Texas' largest urban areas; and population and demographic changes:</p> <ul style="list-style-type: none"> • By 1950 more Texans lived in urban areas than rural • Houston and Dallas became the states' largest cities • Through the latter half of the 20th century Dallas/Fort Worth, Houston, Austin, and Brownsville experienced significant population increases from 1970-2000 • In the 21st century urban areas continue to grow with population growth concentrated in urban areas (both small and large cities experiencing growth) • Texas has six of the nation's largest cities: San Antonio, Houston, Fort Worth, Dallas, and El Paso

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<p>Geography. <i>The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</i></p> <p>(7.10A) identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications</p> <p>(7.10B) explain ways in which geographic factors such as alternative energy sources have affected the political, economic, and social development of Texas.</p>	<p>Ways of adapting and modifying the environment:</p> <ul style="list-style-type: none"> • Dams provide hydro-electric power and control flooding • Reservoirs provide recreation areas • Irrigation of the plains has strained aquifers, some of which have dried up, yet crop yields have increased • Drilling for oil in the Gulf of Mexico, along with the introduction of horizontal drilling and hydraulic fracturing extraction methods have resulted in more energy, economic growth, oil spills, oil contamination of beaches/gulf/wildlife habitats, and possible water contamination <p>Ways in which geographic factors have affected the political, economic, and social development (alternative energy):</p> <ul style="list-style-type: none"> • Political: funding, tax breaks, and new legislation for alternative energy sources • Economic: costly, but over time is less so • Social: citizens use alternative sources to heat/cool homes and for power
<p>Geography. <i>The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</i></p> <p>(7.11C) analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation</p>	<p>Changing population distribution and needs resulting from:</p> <ul style="list-style-type: none"> • Need for Education: fast growing suburban areas and school districts create need for more teachers, buildings, and other resources; demand for tax base to pass bonds and fund education • Need for health Care: growing population; more medical facilities in growing population areas; research development creates demand for funding • Need for Transportation: more highways and roads needed; increased urban congestion and traffic problems; new building of Toll Roads to pay for roads
<p>Economics. <i>The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:</i></p> <p>(7.12C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.</p>	<p>Changes in types of jobs and occupations:</p> <ul style="list-style-type: none"> • Less people taking jobs in cattle, ranching, farming and other agricultural industries • Oil and gas industry jobs increased • Service industry jobs increased due to urban population growth
<p>Economics. <i>The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</i></p> <p>(7.13A) analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology</p>	<p>Impact of goods and services:</p> <ul style="list-style-type: none"> • Agriculture: fruit industry (3rd largest in the U.S.); agriculture sold throughout the U.S. and world (cotton, rice, sugar, vegetable, cattle, poultry, timber) • Oil and gas: 1970s OPEC oil embargo increased oil production Texas; many oil and gas headquarters are in Texas • Many refineries and production are in Texas • Computer technology: Dell, IBM, Texas Instruments and other companies have moved, established, or expanded operation in Texas

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<p>(7.13C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.</p>	<p>Significant industries:</p> <ul style="list-style-type: none"> • Oil and gas: Texas is home to many major oil companies and refineries • Aerospace: NASA (Johnson Space Center) in the Houston area is home to the aerospace industry • Medical technology: MD Anderson Cancer (Treatment and Research is located in Texas and is the leading research hospital in the U.S. • Computer technology: many computer companies are located in Austin, Dallas, Houston, and other cities that contribute to a highly educated workforce
<p>Citizenship. <i>The student understands the importance of effective leadership in a democratic society. The student is expected to:</i></p> <p>(7.18A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States.</p> <p>(7.18B) identify the contributions of Texas leaders including...James A. Baker III, Henry B. Gonzales, Kay Bailey Hutchinson, Barbara Jordan, Raymond L. Telles...and Raul A. Gonzales Jr.</p>	<p>Leadership qualities:</p> <ul style="list-style-type: none"> • Intelligent • Wise • Brave • Courageous • Culturally aware • Good decision-maker <p>Texans who have been elected president:</p> <ul style="list-style-type: none"> • Dwight D. Eisenhower (born in Texas, but considered Kansas his home) • Lyndon B. Johnson • George H.W. Bush • George W. Bush • Other various elected and appointed leaders... <p>Texas Leaders:</p> <ul style="list-style-type: none"> • James A. Baker III: served as Chief of Staff (Ronald Reagan and George H.W. Bush admins), Secretary of Treasurer (Reagan admin); Secretary of State (George H.W. Bush admin); James A. Baker III Institute for Public Policy at Rice University in Houston is named after him • Henry B. Gonzales: U.S. Congressman who fought for equal rights in health care, housing and justice for everyone • Kay Bailey Hutchinson: U.S. Senator; brought many federally funded projects to Texas • Barbara Jordan: first African-American to serve in Texas Senate in a century; first African-American woman from the south ever to serve in the U.S. Congress • Raymond L. Telles: El Paso's first Mexican-American mayor and first Mexican-American mayor of a major U.S. city; held several federally appointed positions under three U.S. presidents • Raul A. Gonzales Jr: Houston city attorney, Assistant U.S. attorney for Southern District of Texas, District Judge; Associate Justice of Texas Supreme Court

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<p>Culture. <i>The student understands the concept of diversity within unity in Texas. The student is expected to:</i></p> <p>(7.19D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.</p>	<p>Contributions to the arts:</p> <ul style="list-style-type: none"> • Roy Bedichek: outdoorsman, naturalist, animal-lover, folklorist, author, and storyteller; wrote “Adventures with a Texas Naturalist” in 1947 • Diane Gonzales Bertrand: Mexican-American author of poetry, non-fiction, and fiction for children and young adults focusing on Mexican-American characters • J. Frank Dobie: Texas writer of cowboys, American Indians and other Texas heritage • Scott Joplin: African-American who established ragtime (popular form of music at the turn of the 20th century); wrote over 500 pieces of music, including a ballet and two operas • Elisabet Ney: female artist who sculpted the “great men” of Texas; life-size figures of Stephen F. Austin and Sam Houston stand in the national and state capitals • Amando Pena Jr: artist and former teacher who pays tribute to American Indians • Walter Prescott Webb: University of Texas professor and respected historian • Horton Foote: playwright and screenwriter; awarded the National Medal of Arts
<p>Science, technology, and society. <i>The student understand the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</i></p> <p>(7.20B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell...</p> <p>(7.20C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the...energy, medical, computer, and aerospace industries</p> <p>(7.20E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.</p>	<p>Texas leaders in science and technology:</p> <ul style="list-style-type: none"> • Walter Cunningham: aboard the first Apollo spacecraft into space; he and three other astronauts orbited the earth 163 times and returned home after 11 days; awarded the American Legion Medal of Valor • Michael DeBakey: developed procedures to prevent heart attacks; first surgeon to fully implant a mechanical heart pump; rival of Cooley • Denton Cooley: first heart surgeon to perform a human heart transplant; first to use an artificial heart to replace human hearts; rival of DeBakey • Benjy Brooks: first woman to become a pediatric surgeon in Texas • Michael Dell: entrepreneur, businessman, author and founder of Dell, Inc.; one of the world’s leading sellers of personal computers <p>Scientific discoveries and technological innovations (advancements in):</p> <ul style="list-style-type: none"> • Energy: since World War II the oil and gas industry has become a major industry in Texas; led to production of many products made of oil and gas • Medical: MD Anderson Cancer Center created in 1941; one of the nation’s original three cancer centers designed by the National Cancer Act of 1971; patients, physicians, and researcher travel to Houston from across the state, nation, and world • Computer industries: In the 1970s and 1980s many computer companies moved to Texas • Aerospace industry: NASA – Johnson Space Center established in 1961 in Houston as the Manned Spacecraft Center (renamed in 1973 after former President and Texas native Lyndon B. Johnson); continues to lead efforts in human space exploration <p>Interdependence</p> <ul style="list-style-type: none"> • Locally, nationally and globally citizens are dependent on Texas for its innovations in computer technology, medical technology, oil and gas technology, and many other industries • These industries have brought prosperity and economic diversity to Texas

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TEKS	Verb	Content
7.1A	Identify Describe	<ul style="list-style-type: none"> Civil Rights and Conservatism; and Contemporary Texas Defining characteristics
7.1B	Apply	<ul style="list-style-type: none"> absolute chronology through the sequencing of significant <ul style="list-style-type: none"> individuals events time periods relative chronology through the sequencing of significant <ul style="list-style-type: none"> individuals events time periods
7.7D*	Describe Compare identify	<ul style="list-style-type: none"> civil rights and equal rights movements of various groups in Texas in the 20th century key leaders in these movements <ul style="list-style-type: none"> James L. Farmer Jr. Hector P. Garcia Lyndon B. Johnson the League of United Latin American Citizens (LULAC) Lulu Belle Madison White
7.8A	Create Interpret	<ul style="list-style-type: none"> thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the...20th, and 21st centuries;
7.8B	Analyze Interpret	<ul style="list-style-type: none"> geographic distributions and patterns in Texas during the...20th, and 21st centuries
7.10A*	Identify Analyze	<ul style="list-style-type: none"> ways in which Texans have adapted to and modified the environment positive and negative consequences of the modifications
7.10B	Explain	<ul style="list-style-type: none"> ways in which geographic factors such as...alternative energy sources have affected the <ul style="list-style-type: none"> political economic social development of Texas
7.11C	Analyze	<ul style="list-style-type: none"> effects of the changing population distribution and growth in Texas during the 20th and 21st centuries the additional need for <ul style="list-style-type: none"> education health care transportation
7.12C	Explain	<ul style="list-style-type: none"> changes in the types of jobs and occupations that have resulted from the urbanization of Texas
7.13A	Analyze	<ul style="list-style-type: none"> impact of national and international markets and events on the production of goods and services in Texas <ul style="list-style-type: none"> agriculture Oil and gas Computer technology
		<ul style="list-style-type: none"> Computer technology

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7.13C	Analyze	<ul style="list-style-type: none"> • impact of significant industries in Texas <ul style="list-style-type: none"> ○ oil and gas ○ Aerospace ○ Medical ○ Computer technologies on local, national, and international markets.
7.18A	Identify	<ul style="list-style-type: none"> • leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States
7.18B	Identify	<ul style="list-style-type: none"> • the contributions of Texas leaders including <ul style="list-style-type: none"> ○ James A. Baker III ○ Henry B. González ○ Kay Bailey Hutchison ○ Barbara Jordan ○ Raymond L. Telles ○ Raul A. Gonzalez Jr.
7.19D	Identify	<ul style="list-style-type: none"> • Contributions to the arts by Texans <ul style="list-style-type: none"> ○ Roy Bedichek ○ Diane Gonzales Bertrand ○ J. Frank Dobie ○ Scott Joplin ○ Elisabet Ney ○ Amando Pena Jr ○ Walter Prescott Webb ○ Horton Foote
7.20B	Analyze	<ul style="list-style-type: none"> • Texas leaders in science and technology <ul style="list-style-type: none"> ○ Walter Cunningham ○ Michael DeBakey ○ Denton Cooley ○ Benjy Brooks ○ Michael Dell
7.20C	Analyze	<ul style="list-style-type: none"> • effects of various scientific discoveries and technological innovations on the development of Texas • advancements in <ul style="list-style-type: none"> ○ energy ○ medical ○ computer ○ aerospace industries
7.20E	Analyze	<ul style="list-style-type: none"> • scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world

TEKS are aligned with STAAR. Shaded TEKS are readiness standards based on lead4ward TEKS Snapshot.

➤ Suggested activities for processing skills.