

7th Grade Texas History Curriculum Bundle #2

Title	Suggested Dates
Native Americans, Explorers, and Their Interactions	Sept. 13 – Oct. 1 (14.5 days)



Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Tejas Natives adapted to and modified their environments to meet their needs. • Tejas Natives and Europeans learned and borrowed from each other. • Europeans came to Texas in search of riches, fame for themselves and their political power for their countries, and to convert the Tejas Natives. 	<ul style="list-style-type: none"> • How did Tejas Natives interact with their physical environment? • How did the physical environment inform Tejas Native culture? • How do Tejas Natives still influence Texas today? • How did Tejas Native and European culture both blend and remain unique? • Did the Europeans find and accomplish what they wanted to in Texas?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)
<p>Constitution Day is Sept. 17—Legally, grades 3-12 have to study about the U.S. Constitution. For the last two years, Modern Woodmen of America has provided a binder of lesson plans, <i>Our Great Democracy</i>, for each teacher. If you don't have a binder yourself, you may check with another teacher or email Sara Lucas for more information. Level 3, Lesson 3 is reserved for 7th grade use.</p>		
Native Americans		
<p>7.1 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 and describe their defining characteristics;</p>	<ul style="list-style-type: none"> • Tejas Natives • Texas European Exploration <p>Major Eras:</p> <ul style="list-style-type: none"> • Pre-settlement (Native Texans) • 1492-1821 Settlement (European exploration, the Mission System and settlement in Texas) 	<p>General Resources:</p> <p>General Graphic Organizers from EduPlace</p> <p>Texas History from TeacherOz</p> <p>Texas History Downloads from ESC Region XIII</p> <p>Portal of Texas History from UNT</p> <p>TSHA Handbook of Texas Online</p> <p>Texas Tides (online timeline of Texas)</p>

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		<p>Texas Timelines from Texas Bob</p> <p>Printable Timeline through 1900 from Texan Cultures</p>																				
<p>7.2 History. The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas. The student is expected to:</p> <p>7.2A compare the cultures of Native Americans in Texas prior to European colonization;</p>	<table border="1" style="width: 100%; border-collapse: collapse; color: red;"> <thead> <tr> <th style="text-align: center;">Tribes by region</th> <th style="text-align: center;">Housing</th> <th style="text-align: center;">Food/Occupation</th> <th style="text-align: center;">Warlike/peaceful</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <u>Southeastern</u> Caddoes Atakapans Wichitas </td> <td style="vertical-align: top;"> grass or hide-covered homes </td> <td style="vertical-align: top;"> <u>Caddoes</u> were great artisans. They, along with the <u>Wichitas</u>, were farmers. <u>Atakapans</u>-hunter/gatherers </td> <td style="vertical-align: top;"> Peaceful </td> </tr> <tr> <td style="vertical-align: top;"> <u>Plains Tribes</u> Apaches Comanches Kiowas Tonkawas </td> <td style="vertical-align: top;"> <u>Nomadic</u> used horses, Tipis </td> <td style="vertical-align: top;"> Hunters- relied heavily on the buffalo Traders </td> <td style="vertical-align: top;"> Warlike—used spears/bow and arrow. Later, they used rifles </td> </tr> <tr> <td style="vertical-align: top;"> <u>Puebloan</u> Conchos Jumanos Tiguas </td> <td style="vertical-align: top;"> <u>Permanent</u> adobe pueblos </td> <td style="vertical-align: top;"> Hunters traders </td> <td style="vertical-align: top;"> peaceful </td> </tr> <tr> <td style="vertical-align: top;"> <u>Coastal Plains</u> Coahuilticans Karankawas </td> <td style="vertical-align: top;"> grass or hide-covered homes </td> <td style="vertical-align: top;"> Plant gatherers, fishermen </td> <td style="vertical-align: top;"> Coahuilticans were peaceful. Karankawas were warlike. </td> </tr> </tbody> </table>	Tribes by region	Housing	Food/Occupation	Warlike/peaceful	<u>Southeastern</u> Caddoes Atakapans Wichitas	grass or hide-covered homes	<u>Caddoes</u> were great artisans. They, along with the <u>Wichitas</u> , were farmers. <u>Atakapans</u> -hunter/gatherers	Peaceful	<u>Plains Tribes</u> Apaches Comanches Kiowas Tonkawas	<u>Nomadic</u> used horses, Tipis	Hunters- relied heavily on the buffalo Traders	Warlike—used spears/bow and arrow. Later, they used rifles	<u>Puebloan</u> Conchos Jumanos Tiguas	<u>Permanent</u> adobe pueblos	Hunters traders	peaceful	<u>Coastal Plains</u> Coahuilticans Karankawas	grass or hide-covered homes	Plant gatherers, fishermen	Coahuilticans were peaceful. Karankawas were warlike.	<p>Plains Villagers of the Texas Panhandle from Texas Beyond History</p> <p>Tejas: Life and Times of the Caddo from Texas Beyond History</p> <p>Wichita/Comanche Lesson Plan from Primary Source Adventures at UNT</p>
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<p>7.10 Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th and 20th 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 consequences of the modifications; and</p>	<ul style="list-style-type: none"> • Locate Native Americans on a map in relationship to the geography of Texas • All native tribes of Texas adapted to their environment in all areas of their lifestyle 	<p>Texas Indians Map http://www.texasindians.com/maps.htm</p>																				
Explorers																						

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<p>7.1 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 and describe their defining characteristics;</p>	<ul style="list-style-type: none"> • Tejas Natives, Texas European Exploration, Spanish Era, Mexican Texas, Anglo-American Colonization, Texas Revolution, Texas Republic, Texas Statehood, Mexican-American War, Civil War and Reconstruction, Expansion of Frontier, Growth of Texas Economy, Texas Progressive Era, Texas Modern Era, Texas Government <p>Major Eras</p> <ul style="list-style-type: none"> • 1492-1821 Settlement (European exploration, the Mission System and settlement in Texas) 	
<p>7.1 History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p>7.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	<ul style="list-style-type: none"> • Timelines, before and after, 18th-19th-20th century, etc. • Relative chronology – general time period or era • Examples of Sequencing • Individuals: Cabeza De Vaca, • Events: Pineda explores Texas coast 	<p>Texas History Timeline (key events in Early Texas) http://www.lsjunction.com/events/events.htm</p> <p>Cabeza de Vaca Lesson Plans from Primary Source Adventures at UNT</p> <p>Cabeza de Vaca Meets the Coahuiltecans Lesson Plan from Texas Beyond History</p> <p>Coronado: Misfortune’s Explorer Lesson Plan from Primary Source Adventures at UNT</p>
<p>7.1 History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p>7.1C explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861.</p>	<p>1519 – Pineda, Cortez</p>	<p>PBS- Conquistadors at www.pbs.org</p>
<p>7.2 History. The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas. The student is expected to:</p> <p>7.2B identify important individuals, events, and issues related to European exploration and colonization of Texas, including the establishment of Catholic missions;</p>	<p>Issues: “God, Gold, Glory,” competition with France, mission system (missions located near water, fertile land, and peaceful tribes), Reconquista</p> <p>Individuals, Events and Issues</p> <ul style="list-style-type: none"> • Columbus – voyage launched the European exploration and colonization of America • Cortez – conquered Aztecs/Mexico for Spain • Cabeza De Vaca – explore Texas as Indian captive and shaman and reported about Texas in his writings La Relacion • Coronado – explored the Southwest for Spain looking for riches; 	<p>Learning from Cabeza de Vaca from Texas Beyond History</p> <p>Cabeza de Vaca’s La Relacion Online from Southwest Writers</p> <p>Portal to Texas History Primary Source Material: Cabeza De Vaca Coronado</p>

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	<p>reported that the area north of Mexico had little value for Spain, named settlement Amarillo</p> <ul style="list-style-type: none"> • LaSalle – built Fort St. Louis at Matagorda Bay for the French; threatened Spain’s domination of the area which led to mission system in Texas • Alvarez de Pineda – explored and mapped the Texas coast for Spain • Moscoso – traveled with DeSoto expedition and met Caddoes in East Texas • Alonzo de León – discovered LaSalle’s abandoned fort and established some of the early unsuccessful missions in East Texas <p>Issues</p> <ul style="list-style-type: none"> • The 3 G’s – “God, Gold, and Glory” • Spanish competition with France and England • Positive and negative impact of Exchange (transfer of disease, goods, etc. between Europe and the Americans) 	
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Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.

<p>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>7.21A differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;</p>	<p><u>Primary sources</u> consist of evidence produced by someone who participated in an event or lived during the time being studied.</p> <ul style="list-style-type: none"> • Letters between people experiencing life in a certain country like Stephen F. Austin • Diary entries for example from Cabeza de Vaca • Newspapers of the actual times for example the Dallas Morning News for JFK Assassination • Copies of original documents • Original Artwork <p><u>Secondary sources</u> include descriptions or interpretations prepared by people who were not involved in the events described. Researchers often use primary sources to understand past events but they produce secondary sources.</p> <ul style="list-style-type: none"> • Interpretations of different art from the different cultures found in Texas • Current Events from Newspapers and the Internet • Encyclopedias 	
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	<ul style="list-style-type: none"> • Textbooks • Handbook of Texas - Online 	
<p>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>7.21A differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;</p> <p>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>7.21E support a point of view on a social studies issue or event;</p> <p>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>7.21C organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: 7.22B use standard grammar, spelling, sentence structure, and punctuation;</p>	<p>TEACHER NOTE: TEKS 7.21A, C, E and 7.22B, C, and E are the steps in the writing process. The writing process is taught during virtually every ELA/SLA bundle. The writing process is a set of ongoing TEKS which should be taught throughout the year, although this set of Social Studies TEKS is only physically attached to 2-4 bundles.</p> <p>(Note: This, obviously, integrates easily with ELA TEKS. By using a TEKS-based social studies topic, such as the Texas Revolution, during the writing process, you are effectively meeting both ELA and Social Studies TEKS. One essay can meet two sets of TEKS simultaneously when working in collaboration with ELA teachers.)</p> <p>Remember that it is important that social studies students, like science students, research and write from a thesis. They make an assertion about their topic and then provide support for that topic in the essay. In other words, before students begin their research, they should develop a research question.</p> <p>For example, students should research “Why did Texas win the Texas Revolution?” not just the topic “The Texas Revolution.” Similarly, “Was Sam Houston a good leaders?” not just the topic “Sam Houston.”</p>	<p>Possible prompts to use during this bundle include:</p> <p>Document-Based Questions (DBQs) work especially well with this set of TEKS as they incorporate primary sources. Portal to Texas History from the University of North Texas has some excellent mini-DBQs.</p> <p>Interactive Text Organizers to help students with the writing process from “Writing Fun” by Jenny Eather</p>

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<p>7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: 7.22D create written, oral, and visual presentations of social studies information.</p>		
<p>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>7..21B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<p>Analyzing skills include:</p> <ul style="list-style-type: none"> • Sequencing • Categorizing • identifying cause-and-effect • Comparing and contrasting • Finding the main idea • Summarizing • Making generalizations and predictions <p>Drawing inferences and conclusions</p>	<p>These skills are reinforced by using graphic organizers such as: concept web or bubble map, outline, T-charts, Venn Diagrams, Flow charts, Timelines, sequencing charts, cause/effect tables, FQR (fact/question/response) charts</p>
<p>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>7.21C organize and interpret information from outlines, reports, databases, and <u>visuals including graphs, charts, timelines, and maps;</u></p> <p>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>7.21H use appropriate mathematical</p>	<p>Students need to create as well as interpret existing visuals including</p> <ul style="list-style-type: none"> • graphs • charts • timelines • maps <p>TEACHER NOTE: The TEKS 7.21C and H integrate automatically. But it might be helpful to explicitly show the students these “real world” math applications.</p> <p>Examples: Use the scale of a map to measure how many miles of railroad were built during a specific time period.</p> <p>Using information from graphic organizers such as being able to discuss and explain concepts</p>	<p>Websites to help create...</p> <p>graphs</p> <p>charts</p> <p>timelines</p> <p>Outline maps are available at National Geographic Houghton Mifflin maps Maps 101.com (Password on Intranet > Technology > Passwords)</p>

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<p>skills to interpret social studies information such as maps and graphs.</p>	<p>Using scale to determine distance, determining the value of increments on graphs, determining the value of symbols on pictographs</p>	
<p>7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>7.21D identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;</p>	<p>Students should be able to recognize who the speaker is and have an understanding of the circumstances that led to the speaker's point of view.</p>	
<p>7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>7.22A use social studies terminology correctly;</p>	<p>Assurance Words to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> • Primary and secondary sources <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p> <p>Mastery: When students actively use them in all social studies activities without being prompted.</p> <p>Examples: When students are able to correctly name a source as either primary or secondary.</p>	