

7th Grade Texas History Curriculum Bundle #3

Title	Suggested Dates
Missions and Mexican Independence	October 5 – 23, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • The presidio and mission systems had both specific causes and enduring effects on Texas history. • Presidios and missions developed distinctive cultures. • Mexican Independence had different consequences for different groups in Texas. 	<ul style="list-style-type: none"> • What were the causes and effects of the presidio system? • What were the causes and effects of the mission system? • What was life like for different people in the presidios and missions? • How did Mexican Independence affect 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>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 <p>Major Eras</p> <ul style="list-style-type: none"> • 1492-1821 Settlement (European exploration, the Mission System and settlement in Texas) 	<p>El Paso and the Oldest Mission in Texas Lesson Plan from Texas Beyond History</p> <p>General Resources: 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> <p>Texas Timelines from Texas Bob</p> <p>Printable Timeline through 1900 from Texan Cultures</p>
<p>7.1 History. The student understands traditional historical points of reference in Texas history. The</p>	<ul style="list-style-type: none"> • Timelines, before and after, 18th-19th century, etc. • Relative chronology – general time period or era • Examples of Sequencing 	

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<p>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"> • Events: Spanish mission established in San Antonio 	
<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, <u>1718</u>, <u>1821</u>, 1836, 1845, and 1861.</p>	<ul style="list-style-type: none"> • 1718 – establishment of San Antonio • 1821 – Mexican independence, Anglo American immigration into Texas • 1718 – The Alamo (San Antonio de Valero) mission is founded by Martin de Alarcon • 1757 – Spanish establish a mission and presidio at San Saba (Santa Cruz de San Saba) 	
<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>Individuals, Events and Issues</p> <ul style="list-style-type: none"> • Francisco Hidalgo – tireless advocate for missions and Indians; attempted to reestablish missions in East Texas <p>Events</p> <ul style="list-style-type: none"> • First Texas mission established – Corpus Christi de la Ysleta (El Paso) • Spanish establish the first mission in east Texas (San Francisco de los Tejas) • Spanish establish San Antonio de Valero (Alamo) • The “Chicken War” • El Camino Real • Marques de Rubi report on Texas missions <p>Issues</p> <ul style="list-style-type: none"> • Positive and negative impact of Exchange (transfer of disease, goods, etc. between Europe and the Americans) • Convert the natives – protect the missions from Native American attacks, Native Americans unwilling to convert, mistreatment of Indians, soldiers/discipline, lack of settlers, lack of supplies, isolation, disease, etc. 	

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	<ul style="list-style-type: none"> • Success/failure/legacy of missions (established farming/ranching, spread Spanish culture and language, difficulty converting Indians, failure to adequately populate Texas) 	
<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>7.10B explain ways in which geographic factors have affected the political, economic, and social development of Texas.</p>	<ul style="list-style-type: none"> • Spanish language prominent in Texas 	
<p>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>		
<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 style="text-align: center;">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 visuals including graphs, charts, timelines, and maps;</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>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. Examples: Use the scale of a map to measure how many miles of railroad were built during a specific time period.</p>	<p>Websites to help create...</p> <p>graphs charts 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>7.21H use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p>Using information from graphic organizers such as being able to discuss and explain concepts Using scale to determine distance, determining the value of increments on graphs, determining the value of symbols on pictographs</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"> • Heritage, interdependence <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p>	
<p>7.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>7.23A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p> <p>7.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>7.23B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p>Decision-Making:</p> <ul style="list-style-type: none"> • Identify a situation that requires a decision • Gather information • Identify options • Predict consequences • Take action to implement a decision <p>Problem-Solving:</p> <ul style="list-style-type: none"> • Identify a problem • Gather information • List and consider options • Consider advantages and disadvantages • Choose and implement a solution • Evaluate the effectiveness of the solution <p>TEACHER NOTE: We recommend that you teach 7.23A and B together by using a WebQuest. You may do a Webquest with the entire class or break the students into smaller groups. WebQuests thoroughly teach 7.23A and B.</p>	