

7th Grade Texas History Curriculum Bundle #4

Title		Suggested Dates
Empresarios and Immigration		October 26 – November 13, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Empresarios took risks to establish distinctive colonies for different groups of people. • Empresarios from different countries had similar and different reasons for and results in establishing their colonies. • The presence of the colonists changed the lives of the Tejas Natives. 	<ul style="list-style-type: none"> • What challenges did empresarios face during early colonization? • What were the differences in the colonies established by immigrants from the U.S. and from other countries? • How did the colonies and colonists change the lives of the Tejas Natives?

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>7.2 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>7.2C identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Erasmo Seguín during the colonization of Texas;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: left;">EMPRE-SARIOS</th> <th style="width: 70%; text-align: left;">CONTRIBUTIONS</th> </tr> </thead> <tbody> <tr> <td>Moses Austin:</td> <td>made an agreement with the Spanish to start the first Anglo colony in Texas</td> </tr> <tr> <td>Stephen F. Austin</td> <td>known as the “Father of Texas,” first empresario who took over Texas land grant after his father died. He settled the original “Old 300”. He selected an ideal spot for his colony, successfully brought 1200 families to Texas, effectively enforced rules as empresario, and served as liaison between colonists and Mexican government,</td> </tr> <tr> <td>Baron de Bastrop</td> <td>helped Moses Austin secure a contract from the Mexican government to establish the first colony in Texas</td> </tr> <tr> <td>Erasmo Seguin</td> <td>successful rancher who served as alcalde of San Antonio, promoted the interests of Texas settlers, and helped write the Mexican Constitution of 1824. (Juan fought as a cavalry leader with the Texans against Santa Anna’s army during the Revolution). He assisted Stephen F. Austin in getting permission to</td> </tr> </tbody> </table>	EMPRE-SARIOS	CONTRIBUTIONS	Moses Austin:	made an agreement with the Spanish to start the first Anglo colony in Texas	Stephen F. Austin	known as the “Father of Texas,” first empresario who took over Texas land grant after his father died. He settled the original “Old 300”. He selected an ideal spot for his colony, successfully brought 1200 families to Texas, effectively enforced rules as empresario, and served as liaison between colonists and Mexican government,	Baron de Bastrop	helped Moses Austin secure a contract from the Mexican government to establish the first colony in Texas	Erasmo Seguin	successful rancher who served as alcalde of San Antonio, promoted the interests of Texas settlers, and helped write the Mexican Constitution of 1824. (Juan fought as a cavalry leader with the Texans against Santa Anna’s army during the Revolution). He assisted Stephen F. Austin in getting permission to	<p>Empresarios Wanted lesson plan from the Texas State Historical Association (Helps teach TEKS 7.1A, 7.2B, 7.2C, 7.21A, 7.22B, 7.22D)</p> <p>Texas History Trading Cards from UNT’s Portal to Texas 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>
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<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>7.2F contrast Spanish and Anglo purposes for and methods of settlement in Texas.</p>	<p>Spanish Purposes for Settlement:</p> <ul style="list-style-type: none"> • Prosperity • to protect land from other countries • to convert Native Texans to Christianity • to spread Spanish culture <p>Anglo Purposes for Settlement:</p> <ul style="list-style-type: none"> • to gain cheap land for agriculture • to escape problems in U.S. • to make money • freedom/adventure • escape from paying taxes <p>Spanish Method of Settlement:</p> <ul style="list-style-type: none"> • mission-presidio system • encouraged settlement by Spanish citizens <p>Anglo Method of Settlement:</p> <ul style="list-style-type: none"> • land grants managed by empresarios • encouraged settlement by U.S. citizens 	<p>Empresarios Wanted Lesson Plan could help teach TEKS 7.1A, 7.2BC, 7.21A, 7.22BD</p>												
<p>7.11 Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries. The student is expected</p>	<p>Push and pull factors: drought, oppression, potato blight, fertile land, role of rivers, climate, similarities in land, employment opportunities</p> <p>Groups to be considered: Spanish, Americans, Mexicans, other Europeans, Asian, African American, etc.</p>	<p>“The Texas Immigrants” from TEA’s Social Studies Center Toolkit Exemplary Curriculum Units (Helps teach TEKS 7.2B, 11AB, 19ABC, 21AB)</p> <p>“Immigration to Texas—A Cultural Capsule</p>												

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<p>to:</p> <p>7.11A analyze why immigrant groups came to Texas and where they settled;</p>		<p>Lesson” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 7.8, 9AB, 10AB, 11ABC, 19AB, 20, 21ABCD, 22ABD, 233AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.</p>
<p>7.11 Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries. The student is expected to:</p> <p>7.11B analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas;</p>	<p style="color: red;">Immigration from Europe and southern United States, cultural borrowing</p> <ul style="list-style-type: none"> • Southerners brought their attitudes about slavery to Texas • Spanish brought architecture and language to Texas • Europeans brought different religions to Texas • American settlers brought ideas about government to Texas • Spanish introduce the cattle/ranching industry to Texas • Various cultures have influenced native Texan cuisine and celebrations 	<p>“The Texas Immigrants” from TEA’s Social Studies Center Toolkit Exemplary Curriculum Units (Helps teach TEKS 7.2B, 11AB, 19ABC, 21AB)</p> <p>“Immigration to Texas—A Cultural Capsule Lesson” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 7.8, 9AB, 10AB, 11ABC, 19AB, 20, 21ABCD, 22ABD, 233AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.</p>
<p>7.19 Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:</p> <p>7.19C identify examples of Spanish influence on place names such as Amarillo and Río Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry.</p>	<ul style="list-style-type: none"> • Names of counties and cities – Bexar, Zavala, Goliad, Amarillo, San Antonio, etc. • Rivers – Rio Grande, Guadalupe, etc. • Landforms – Llano Estacado, Palo Duro Canyon • Cultural activities – Cinco de Mayo, Quinceniera <p style="color: red;">Spanish Cattle Industry – Vaquero(a), Lasso, Lariat, Sombrero, Rancho, Bronco, Rodeo, Mustang, etc.</p>	<p>“The Texas Immigrants” from TEA’s Social Studies Center Toolkit Exemplary Curriculum Units (Helps teach TEKS 7.2B, 11AB, 19ABC, 21AB)</p>
<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>		

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<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:</p> <p>7.22C transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and</p> <p>7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>7.22D create written, oral, and visual presentations of social studies information.</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: 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. Interactive Text Organizers to help students with the writing process from “Writing Fun” by Jenny Eather</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 • Drawing inferences and conclusions 	<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>

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<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>7.21H use appropriate mathematical skills to interpret social studies information such as maps and graphs.</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>Using scale to determine distance, determining the value of increments on graphs, determining the value of symbols on pictographs</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>
<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"> • Infrastructure <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>	

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Recommendation: Add 5.27A and B together to two different bundles one fall and one spring. Since it's recommended that you use a WebQuest, you might want to see what WebQuests are available on bundle topics.

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: 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.

Decision-Making:

- Identify a situation that requires a decision
- Gather information
- Identify options
- Predict consequences
- Take action to implement a decision

Problem-Solving:

- Identify a problem
- Gather information
- List and consider options
- Consider advantages and disadvantages
- Choose and implement a solution
- Evaluate the effectiveness of the solution

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.

Writers! You can find lists of Webquests in the share > PISD Curr Docs > Social Studies > Resources. Please feel free to hyperlink specific WebQuests into bundles.