

7th Grade Texas History Curriculum Bundle #5

| Title | Suggested Dates |
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| Steps towards Revolution | November 16 – December 4, 2009 (12 days) |

| Big Idea/Enduring Understanding | Guiding Questions |
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| <ul style="list-style-type: none"> • Santa Anna’s actions were not supported by the settlers from the U.S. • Differences between Mexico and U.S. brought Texas settlers and the Mexican government into conflict. | <ul style="list-style-type: none"> • How did the Anglo-Texans react to Santa Anna’s actions? • What was the relationship between Mexico and settlers from the U.S. in the early 1800s? • What ideas about government did the settlers from the U.S. bring to 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) |
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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>7.2D identify the impact of the Mexican federal Constitution of 1824 on events in Texas;</p> | <ul style="list-style-type: none"> • Encouraged immigration to Texas, was similar to the US constitution, was supported by Anglo-Texans, finally rejected by Dictator Santa Anna • Established the first constitutional government of Mexico that was patterned after U.S. Constitution with some exceptions (i.e., state supported church) • Santa Anna quickly abolished this constitution and established a strong central government which ultimately leads to the Texas Revolution • Established a federal system of government—a system in which separate states form a national government and hold most of the power while the national government holds less power. (Federal System vs. Central System) | <p>“Revolution: Take a Stand” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 7.1ABC, 2DE, 3B, 21BDE, 22ABD, 23AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.</p> <p>General Resources: General Graphic Organizers from EduPlace Texas History from Teacher Oz Texas History Downloads from ESC Region XIII Portal of Texas History from UNT TSHA Handbook of Texas Online Texas Tides (online timeline of Texas) Texas Timelines from Texas Bob Printable Timeline through 1900 from Texan Cultures</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>7.2E trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin; and</p> | <ul style="list-style-type: none"> • Mier y Teran Report • Law of April 6, 1830: no more US immigration, tax on US imports, end unfilled empresarios contracts, no new slaves coming in from US • Turtle Bayou Resolutions • Mexican Civil War (Santa Anna abolishes Mexican Constitution) • Conventions of 1832 and 1833: <ul style="list-style-type: none"> ◦ pledged support of Constitution of 1824 ◦ called for repeal of Law of April 6, 1830 ◦ allow U.S. immigration ◦ do away with customs duties ◦ divide state of Coahuila y Tejas ◦ drafted a constitution for the state of Texas ◦ provide more and better government services ◦ Many Mexicans viewed these resolutions as defiance of the government. • Arrest of Stephen F. Austin | |
| <p>7.3 History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p> <p>7.3B explain the issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto.</p> | <ul style="list-style-type: none"> • Battle of Gonzales: Texans refused to return a cannon to the Mexican army; when the army arrived, the Texans fired the cannon and the Mexican army retreated to San Antonio; these actions along with the Come And Take It flag illustrated the increasing defiance against the Mexican government; the “Lexington” of the Texas Revolution; this was the battle that began the Texas Revolution. | |
| <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>7.21A differentiate between, locate, and use primary and secondary sources such as computer</p> | <p>Primary sources 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 | |

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| <p>software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;</p> | <ul style="list-style-type: none"> • Copies of original documents • Original Artwork <p>Secondary sources 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 • 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</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> |

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| <p>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>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 style="color: red;">Students need to create as well as interpret existing visuals including</p> <ul style="list-style-type: none"> • graphs • charts • timelines • maps <p style="color: red;">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. 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>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>7.21 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</p> | <p style="color: red;">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> | |

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| <p>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>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>7.21F identify bias in written, oral, and visual material;</p> | <p>Students should be able to recognize an individual's partiality and address it such as in debate, discussion or writing</p> <p>Students make judgments about the strength or authority of a source based on comparison with other relevant sources</p> | |