

7th Grade Texas History Curriculum Bundle #7

Title		Suggested Dates
Republic, Statehood and Early Government		January 5 – 29, 2010 (18 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • The Presidents of the Republic had different goals for Texas. • The Republic of Texas faced numerous challenges internally and externally. • Not everyone thought that Texas would benefit most by becoming part of the United States. 	<ul style="list-style-type: none"> • What challenges did the Republic face internally and externally? • What were the arguments for and against Texas joining the Union? • What decisions did the Texans make about the structure and purpose of their government as a Republic and then as a state?

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>	<p>Texas Republic, Texas Statehood, Mexican-American War, Texas Government</p> <p>Major Eras</p> <ul style="list-style-type: none"> • 1836-1845 Republic of Texas (Texas becomes an independent country) • 1845-1861 Texas Statehood (Texas is annexed by the U.S.) 	<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>7.4 History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early</p>	<ul style="list-style-type: none"> • <u>Annexation</u>: becoming part of U.S. ; most Texans wanted it; some U.S. citizens opposed it because of slavery, others feared war with Mexico 	<p>Mier Expedition Lesson Plan from UNT</p> <p>Annexation of Texas from the Texas State</p>

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<p>Texas statehood. The student is expected to:</p> <p>7.4A identify individuals, events, and issues during the Republic of Texas and early Texas statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo; and</p>	<ul style="list-style-type: none"> • <u>Sam Houston</u>: first and third president of Texas; favored annexation; tried to protect Native Americans; reduced public debt during second term • <u>Anson Jones</u>: last elected president of the Republic of Texas; handed over power to new governor of Texas when Texas became a state • <u>Mirabeau B. Lamar</u>: second president of Texas; opposed annexation; called the “Father of Education” in Texas; wanted Texas to expand westward; reversed policy on treatment of Native Americans; relocated capital from Houston to Austin • <u>Problems of the Republic of Texas</u>: location of capital, lack of recognition, annexation/slavery, unrest in army, conflicts with Native Americans, debt, border disputes with Mexico • <u>Mier Expedition and Black Bean Episode</u> • <u>Archive War and Angelina Eberly</u> • <u>The Texas Rangers</u>: law enforcement group initially formed during Stephen F. Austin’s colony to protect settlers along the frontier; later became a police force in Texas; assisted U.S. army during U.S.-Mexican war • <u>The U.S.-Mexican War</u>: war between United States and Mexico over territory; after Texas admitted as a state, Zachary Taylor’s U.S. troops met Mexican troops near Brownsville; this prompted Polk to request war • <u>The Treaty of Guadalupe-Hidalgo</u>: gave Mexican Cession to U.S.; established border between U.S. and Mexico at Rio Grande 	<p>Historical Association (Helps teach TEKS 7.4AB, 7.21D, 7.22C)</p> <p>“<u>Mirabeau B. Lamar’s Idea of Nationalism</u>” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 7.4A, 8, 9AB, 10B, 19AB, 21BCDE, 22ABCD, 23AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.</p> <p>“<u>Mexico, Texas, and the US</u>” lesson plan from Maps 101 could help teach TEKS 7.4A, 8A. (Password is located on the Intranet > Technology > Passwords.)</p>
<p>7.4 History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p> <p>7.4B analyze the causes of and events leading to Texas statehood.</p>	<p>Causes</p> <ul style="list-style-type: none"> • Texas independence • American citizens living in Texas desired protection of U.S. • U.S. desire to expand west/Louisiana Purchase/Manifest Destiny • financial problems of republic – debt from the Texas Revolution <p>Events</p> <ul style="list-style-type: none"> • Sam Houston elected to second term – in favor of annexation • James K. Polk becomes U.S. president – supports annexation • Most U.S. citizens support annexation, some Americans were reluctant to admit Texas to Union as a slave state since it would lead to further sectionalism <p>Westward Expansion – Manifest Destiny</p>	<p><u>Texas Annexation</u> Lesson Plans from UNT</p> <p><u>Annexation of Texas</u> from the Texas State Historical Association (Helps teach TEKS 7.4AB, 7.21D, 7.22C)</p>
<p>7.9 Geography. The student understands the location and characteristics of places and</p>	<ul style="list-style-type: none"> • Four Physical Regions: Coastal Plains, North Central Plains, Great Plains, Mountains and Basins • Early Missions and Land Grants 	<p>“<u>Mirabeau B. Lamar’s Idea of Nationalism</u>” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 7.4A, 8, 9AB, 10B, 19AB,</p>

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<p>regions of Texas. The student is expected to:</p> <p>7.9A locate places and regions of importance in Texas during the 19th and 20th centuries;</p>	<ul style="list-style-type: none"> • Battle Maps of Texas Revolution, U.S.-Mexican War, Civil War, and Frontier Wars • Republic of Texas • Capitals of Texas • Major Towns and Metropolitan Areas and towns of historical importance 	<p>21BCDE, 22ABCD, 23AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.</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>7.10 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>	<p>Role of rivers, climate, similarities in land, agricultural production</p> <p>Examples:</p> <p>Political</p> <ul style="list-style-type: none"> • proximity to Mexico resulted in border disputes and wars • proximity to US leads to the annexation of Texas <p>Social</p> <ul style="list-style-type: none"> • Climate and fertile land encouraged immigration to Texas adding to Texas’ diversity 	<p>It Was a Boom, Before It Went Bust! lesson plan from the Texas State Historical Association (Helps teach TEKS 7.7A, 7.10B, 7.11B, 7.13ABC, 7.19AB, 7.20CDF, 7.22D)</p> <p>“Mirabeau B. Lamar’s Idea of Nationalism” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 7.4A, 8, 9AB, 10B, 19AB, 21BCDE, 22ABCD, 23AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.</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>7.14 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, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and</p>	<p>limited government – Principle of government in which power is limited by a set of laws, such as those in a constitution.</p> <ul style="list-style-type: none"> • checks and balances – Government arrangement by which each different branch has the power to check, or restrict, the power of the other branches. • federalism – System of government that balances powers by distributing them between one central and many regional governments. • separation of powers – Principle of government in which power is divided among different government branches. • popular sovereignty – Principle of government that all political power comes from the people. • individual rights – freedoms and privileges that the government cannot 	<p>“Which Declaration of Independence Is It?” (March 2004) from Texas Law-Related Education (Helps teach TEKS 7.14AB)</p>

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	take away from the people	
<p>7.14 Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p> <p>7.14B identify the influence of ideas from the U.S. Constitution on the Texas Constitution.</p>	<ul style="list-style-type: none"> • Similar draft and language • 3 branches of government and a bicameral legislature • Bill of Rights • principles of government (checks and balances, separation of powers, and popular sovereignty, federalism and limited government) 	<p>“Which Declaration of Independence Is It?” (March 2004) from Texas Law-Related Education (Helps teach TEKS 7.14AB)</p> <p>“Who Knows the Constitution” (Sept. 2008) from Texas Law-Related Education (Helps teach TEKS 7.14B) US HALF OF THIS TEKS PowerPt Game</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>		
<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>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 • 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</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. (Note: This, obviously, integrates easily with ELA TEKS. By using a TEKS-based social studies topic, such as the Texas Revolution, during the</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.</p>

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<p>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:</p> <p>7.22D create written, oral, and visual presentations of social studies information.</p>	<p>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.) 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>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</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>conclusions;</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... graphs charts timelines 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 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 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>	
<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</p>	<p style="color: red;">Students should be able to recognize an individual’s partiality and address it such as in debate, discussion or writing Students make judgments about the strength or authority of a source based on comparison with other relevant sources</p>	

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<p>material;</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>7.21G evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and</p>		
<p>7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>7.22A use social studies terminology correctly;</p>	<p style="color: red;">Assurance Words to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> • treaty, statehood, annexation, two-party system, Texas Constitution, Federalism <p style="color: red;">Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p>	