

## 7<sup>th</sup> Grade Texas History Curriculum Bundle #8

Title	Suggested Dates
Civil War and Reconstruction	February 1 -19, 2010 (13 days)



Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>• Disagreements about slavery and states' rights led Texas to withdraw from the U.S. and become part of the Confederate States of America, the Confederacy.</li> <li>• The consequences of the Civil War and Reconstruction continue to affect Texas today.</li> </ul>	<ul style="list-style-type: none"> <li>• What issues split the United States apart? How did those issues affect Texas?</li> <li>• How did Reconstruction change Texas?</li> <li>• What is the continuing legacy of the Civil War and Reconstruction in Texas?</li> </ul>

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><b>7.1 History. The student understands traditional historical points of reference in Texas history. The student is expected to:</b></p> <p>7.1A identify the major eras in Texas history and describe their defining characteristics;</p>	<ul style="list-style-type: none"> <li>• <b>Civil War and Reconstruction</b></li> </ul> <p>Major Eras</p> <ul style="list-style-type: none"> <li>• <b>1861-1877 Civil War/Reconstruction (Texas secedes from Union; joins Confederacy)</b></li> </ul>	<p>General Resources:</p> <p><a href="#">General Graphic Organizers</a> from EduPlace</p> <p><a href="#">Texas History from TeacherOz</a></p> <p><a href="#">Texas History Downloads</a> from ESC Region XIII</p> <p><a href="#">Portal of Texas History</a> from UNT</p> <p>TSHA <a href="#">Handbook of Texas Online</a></p> <p><a href="#">Texas Tides (online timeline of Texas)</a></p> <p><a href="#">Texas Timelines</a> from Texas Bob</p> <p><a href="#">Printable Timeline through 1900</a> from Texan Cultures</p>
<p><b>7.1 History. The student understands traditional historical points of reference in Texas history. The student is expected to:</b></p> <p>7.1C explain the significance of the following</p>	<p>1861 – Civil War begins</p> <ul style="list-style-type: none"> <li>• 1861 – Texas secedes from U.S.; Civil War begins</li> </ul>	

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<p>dates: 1519, 1718, 1821, 1836, 1845, and <u>1861</u>.</p>		
<p><b>7.5 History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</b></p> <p>7.5A explain reasons for the involvement of Texas in the Civil War; and</p>	<p>Slavery, states' rights, sectionalism, southern agriculture, loyalty to Confederacy</p> <p>The United States experienced an ongoing sectional conflict over the expansion of slavery, sovereignty of states, and the different economic and social structures of the North and South.</p> <p>In Texas</p> <p>States Rights – Texans believed that states should be able to make their own political, economic and social decisions</p> <ul style="list-style-type: none"> <li>• Texans believed that slavery was vital to economy</li> <li>• Many Texas settlers had come from Southern states</li> <li>• Texas was dependent on cotton farming – chief cash crop</li> <li>• Some groups supported secession out of party loyalty</li> <li>• Most Texans were Democrats-opposed to policies of Republican party</li> <li>• Convention and voters decide to secede from the Union and join the Confederacy</li> <li>• Texans served the Confederacy most notably in Terry's Texas Rangers, Ross's Texas Brigade, and Hood's Texas Brigade.</li> </ul>	<p><a href="#">Hood's Texas Brigade</a> Lesson Plan from UNT</p> <p><a href="#">Slavery Lesson Plan</a> from UNT</p>
<p><b>7.5 History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</b></p> <p>7.5B analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.</p>	<p><u>Political Effects</u></p> <ul style="list-style-type: none"> <li>• Texas joins Confederate States of America</li> <li>• Houston removed from office because he failed to sign an oath to Confederacy</li> <li>• Conscription Act – 60,000 Texans joined Confederate army</li> <li>• no police or military available to preserve order in Texas</li> <li>• Presidential reconstruction – Johnson's Plan</li> <li>• Congressional Reconstruction – Radical Republicans</li> <li>• Problems associated with readmitting states into the Union</li> <li>• Constitution of 1876 resulted in a weaker governor's office because of the Constitutions of 1866 and 1869</li> </ul> <p><u>Economic Effects</u></p> <ul style="list-style-type: none"> <li>• shortages of commodities, such as coffee, medicine,</li> </ul>	

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	<p>clothing, salt, paper</p> <ul style="list-style-type: none"> <li>• cotton production declines-corn and wheat production increases</li> <li>• shortage of free labor</li> <li>• inadequate production in agriculture and business</li> <li>• transportation disrupted; growth of tenant farming and sharecropping</li> <li>• Texas did not suffer as much destruction as other Southern states</li> </ul> <p><u>Social Effects</u></p> <ul style="list-style-type: none"> <li>• greater responsibilities for women and children during the war</li> <li>• loss of family members</li> <li>• concern over future of freedmen</li> <li>• June 19th or Juneteenth celebrated by freed slaves</li> <li>• Freedmen’s Bureau established</li> <li>• KKK became features of Southern segregation</li> <li>• Immigration to Texas increased</li> </ul>	
<p><b>7.8 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</b></p> <p>7.8A create thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th and 20th centuries; and</p>	<ul style="list-style-type: none"> <li>• Map skills, population distribution, Texas relief map, regions</li> <li>• Use of technology tools</li> <li>• Find and collect data, create maps, graphs, and charts</li> <li>• Themes: political, physical, population, land use, rainfall, vegetation, topography, cultural regions</li> </ul>	
<p><b>7.9 Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</b></p> <p>7.9C analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</p>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• <b>Communication</b></li> <li>• Lack of communication technology influences the outcome of historical events Such as: the last Civil War battle</li> </ul>	
<p><b>7.10 Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th and</b></p>	<p>Examples:</p> <p><b>Political</b></p> <ul style="list-style-type: none"> <li>• few Civil War battles fought in Texas due to physical location</li> </ul>	

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<p><b>20th centuries. The student is expected to:</b></p> <p>7.10B explain ways in which geographic factors have affected the political, economic, and social development of Texas.</p>	<p><b>Social/Economic</b></p> <ul style="list-style-type: none"> <li>• The location of Texas in the South plus the agricultural based economy leads to the need for slave labor which led to secession and future discrimination</li> </ul>	
<p><b>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:</b></p> <p>7.11B analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas;</p>	<ul style="list-style-type: none"> <li>• American settlers brought ideas about government to Texas such as carpetbaggers and scallywags</li> </ul>	
<p><b>7.13 Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</b></p> <p>7.13A analyze the impact of national and international markets and events on the production of goods and services in Texas;</p>	<p>Cotton, tariffs, European markets during Civil War</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• Union Naval blockade of the Texas coast such as prohibiting the import and exporting of goods during the Civil War</li> </ul>	
<p><b>7.17 Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</b></p> <p>7.17C express and defend a point of view on an issue of historical or contemporary interest in Texas.</p>	<p><i>Historical</i></p> <ul style="list-style-type: none"> <li>• Immigration</li> <li>• Segregation</li> <li>• Secession</li> </ul>	
<p><b>7.19 Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:</b></p> <p>7.19A explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;</p>	<p><i>*Celebrations: Juneteenth</i></p> <p>Such as Deutschenfest, St. Patrick’s Day, Cinco de Mayo, Chinese New Year, etc.</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

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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><b>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:</b></p> <p>7.21E support a point of view on a social studies issue or event;</p> <p><b>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:</b></p> <p>7.21C organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p><b>7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>7.22D create written, oral, and visual presentations of social studies information.</p>	<p><b>TEACHER NOTE:</b> 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. <a href="#">Portal to Texas History</a> from the University of North Texas has some excellent mini-DBQs. <a href="#">Interactive Text Organizers</a> to help students with the writing process from “Writing Fun” by Jenny Eather</p>
<p><b>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:</b></p> <p>7.21C organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p><b>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</b></p>	<p>Students need to create as well as interpret existing visuals including</p> <ul style="list-style-type: none"> <li>• graphs</li> <li>• charts</li> <li>• timelines</li> <li>• maps</li> </ul> <p><b>TEACHER NOTE:</b> 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</p>	<p>Websites to help create...</p> <p>graphs charts timelines</p> <p>Outline maps are available at <a href="#">National Geographic</a> <a href="#">Houghton Mifflin maps</a> <a href="#">Maps 101.com</a> (Password on Intranet &gt; Technology &gt; Passwords)</p>

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<p><b>expected to:</b></p> <p>7.21H use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p>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><b>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:</b></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><b>7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></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"> <li>• Civil War, Reconstruction, Texas Constitution, Amendments</li> </ul> <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p>	