

**Grade 4 Social Studies**

**Knowledge and Skills Statements**  
**Student Expectations**  
**District Specifications**

**History**

(1) History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration. The student is expected to:

(A) identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived; and

Above the chart:

**INCLUDING:** (tribes A –D for identification and description of their regions. Including Aztecs for identification of their location and their importance / role in the development of Texas (ie legends and exploration) but **NOT INCLUDING** studying the region of central America.

| <b>Native-American Groups</b>                     | <b>Region</b>  |
|---|--|
| a. The Fisherman<br>1. Karankawas                 | 1. Coastal Plains – largest region in Texas, receives the most rain in Texas   |
| b. The Hunters<br>1. Lipan Apaches<br>2. Comanche | 1. Great Plains – high, flat grasslands<br>2. N. Central Plains – rolling plains, prairies, with some woodlands areas  |
| c. The Plant Gathers<br>1. Coahuiltecas           | 1. Coastal Plains – largest region in Texas, receives the most rain in Texas   |
| d. The Farmers<br>1. Jumanos<br>2. Caddoes        | 1. Mountains & Basin – Natural region shared with Mexico, receives less Than 10” rain per year, with dry, rocky soil<br>2. Coastal Plains - largest region in Texas, receives the most rain in Texas |
| e. West Hemisphere Tribe<br>1. Aztecs             | 1. Central America   |

(1) History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration. The student is expected to:

(B) compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration.

**Grade 7 Social Studies**

**Knowledge and Skills Statements**  
**Student Expectations**  
**District Specifications**

**History**

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(A) identify the major eras in Texas history and describe their defining characteristics;

Tejas Natives, Texas European Exploration, Spanish Era, Mexican Texas, Anglo-American Colonization, Texas Revolution, Texas Republic, Texas Statehood, Mexican-American War, Civil War and Reconstruction, Expansion of Frontier, Growth of Texas Economy, Texas Progressive Era, Texas Modern Era, Texas Government

Major Eras

- Pre-settlement (Native Texans)
- 1492-1821 Settlement (European exploration, the Mission System and settlement in Texas)
- 1820-1835 American Colonization (colonies established by Americans in Texas)
- 1835-1836 Teaxas Revolution (conflict between Texans and Mexican government)
- 1836-1845 Republic of Texas (Texas becomes an independent country)
- 1845-1861 Texas Statehood (Texas is annexed by the U.S.)
- 1861-1877 Civil War/Reconstruction (Texas secedes from Union; joins Confederacy)
- 1866-1880 Frontier Wars (Texans battle Indian groups to gain control of frontier)
- 1860-1920 Economic Development (Economy boosted by railroads, ranching, cotton farming, oil)
- Modern Texas
- Texas Government

|                      |   |
|----------------------|---|
| Correlates with 8.1A |   |
| Tested at            | 8 |
| Objective            | 1 |

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

Compare/contrast location, food, shelter, government and economics of:

- Karankawa
- Lipan Apache
- Commanche
- Coahuiltecans
- Caddoes
- Jumanos

Explain the origin of the state name (Tejas)

Timelines, before and after, 18<sup>th</sup>-19<sup>th</sup>-20<sup>th</sup> century, etc.

Relative chronology – general time period or era

Examples of Sequencing

Individuals: Cabeza De Vaca, Stephen F. Austin, Sam Houston, Lyndon Johnson

Events: Pineda explores Texas coast, Spanish mission established in San Antonio, Stephen F. Austin and the Old Three Hundred, Battle of San Jacinto, Texas secedes from U.S.

|                      |   |
|----------------------|---|
| Correlates with 8.1B |   |
| Tested at            | 8 |
| Objective            | 1 |

(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:

(A) summarize reasons for European exploration and settlement of Texas and the Western Hemisphere;

The 3 G's –

- *God* – spread Catholicism
- *Gold* – seeking wealth
- *Glory* – claims for European countries

Trade Route

|                      |   |
|----------------------|---|
| Correlates with 8.2B |   |
| Tested at            | 8 |
| Objective            | 1 |

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(C) explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861.

1519 – Pineda, Cortez

1718 – establishment of San Antonio

1821 – Mexican independence, Anglo American immigration into Texas

1836 – Texas Declaration of Independence; Battles of Goliad, the Alamo, San Jacinto; Treaties of Velasco

1845 – Texas became a state

1861 – Civil War begins

- 1519 – Alvarez de Pineda explores Texas coast; created first map of region; Cortez conquered Aztecs (Exploration)
- 1718 – The Alamo (San Antonio de Valero) mission is founded by Martin de Alarcon (Mission)
- 1821 – Moses Austin receives contract; Stephen F. Austin settles Texas (Colonization)
- 1836 – Battle of the Alamo; Texas wins independence from Mexico (Texas Revolution/independence)
- 1845 – Texas is annexed by the U.S. (Texas Statehood)
- 1861 – Texas secedes from U.S.; Civil War begins

|                      |   |
|----------------------|---|
| Correlates with 8.1C |   |
| Tested at            | 8 |

(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:

(B) identify the accomplishments of significant explorers including Cabeza de Vaca (Alvar Nunez); Christopher Columbus; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle and explain their impact on the settlement of Texas;

| Explorer                                 | Significant Contribution   | Impact on Settlement of Texas  |
|--|--|--|
| Christopher Columbus                     | 1 <sup>st</sup> European explorer who discovered North America while attempting to find a quicker and easier route to Asia for trade with Spain  | Word of the new land encouraged others to explore the Americas for riches  |
| Hernando Cortes                          | Spanish conquistador who defeated the Aztecs in Mexico and claimed land and riches for Spain   | Spanish explorers were now able to explore the Americas without having to sail to and from Spain   |
| Cabeza de Vaca                           | Spanish explorer who taught Native Americans about the Roman Catholic religion while traveling through present-day Texas, New Mexico, and Mexico | He told Spanish leaders about his journey and about cities of gold, which persuaded Spaniards to explore the area                                |
| Francisco Coronado                       | After a Spanish priest reported seeing golden cities in Texas, Coronado was sent to claim the cities for Spain                                   | Although Coronado did not find gold, his extensive search through Texas led him to the spacious plain of Llano Estacado and the Palo Duro Canyon |
| Rene-Robert Cavelier, Sieur del La Salle | French explorer who landed in Texas after a storm blew him off course on his way to the Mississippi River in Louisiana                           |  |

(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:

(C) explain when, where, and why the Spanish established Catholic missions in Texas;

- **When:** Late 16ll's to mid 1700's
- **Where:** Located near Native American tribes in East Texas (Nacogdoches), South Central Texas (San Antonio), and West Texas (El Paso)
- **Why:** Teach Native Americans then convert about / to the Roman Catholic religion, education and training them to be "civilized" and conforming to European way of life (ie farming, trades), and to strengthen and protect their claim on the land

(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:

(A) compare the cultures of Native Americans in Texas prior to European colonization;

| Tribes by region  | Housing                        | Food/Occupation  | Warlike/peaceful                                    |
|---|--------------------------------|--|---|
| <u>Southeastern</u><br>- Caddoes<br>- Atakapans<br>- Wichitas               | grass or hide covered huts     | --Caddoes were great artisans. They along with the Wichitas were farmers,<br>--Atakapans- hunter/gatherers | Peaceful  |
| <u>Plains Tribes</u><br>- Apaches<br>- Commanches<br>- Kiowas<br>- Tonkawas | -Nomatic used horses<br>-Tipis | -Hunters- relied heavily on the buffalo<br>-traders  | Warlike—used spears/bow and arrow- and later rifles |
| <u>Puebloan</u><br>- Conchos<br>- Jumanos<br>- Tiguas                       | Permanent<br>- adobe pueblos   | Hunters traders  | peaceful  |
| <u>Coastal Plains</u><br>- Coahuilteans<br>- Karankawas                     | grass or hide covered huts     | Plant gatherers, fishermen   | - Coahuilteans peaceful<br>- Karankawas warlike     |

(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:

(B) identify important individuals, events, and issues related to European exploration and colonization of Texas, including the establishment of Catholic missions;

Issues: "God, Gold, Glory," competition with France, mission system (missions located near water, fertile land, and peaceful tribes), Reconquista

Individuals, Events and Issues

- Columbus – voyage launched the European exploration and colonization of America
- Cortez – conquered Aztecs/Mexico for Spain
- Cabeza De Vaca – explore Texas as Indian captive and shaman and reported about Texas in his writings La Relacion
- Coronado – explored the Southwest for Spain looking for riches; reported that the area north of Mexico had little value for Spain, named settlement Amarillo

- LaSalle – built Fort St. Louis at Matagorda Bay for the French; threatened Spain’s domination of the area which led to mission system in Texas
- Alvarez de Pineda – explored and mapped the Texas coast for Spain
- Moscoso – traveled with DeSoto expedition and met Caddoes in East Texas
- Alonzo de León – discovered LaSalle’s abandoned fort and established some of the early unsuccessful missions in East Texas
- Francisco Hidalgo – tireless advocate for missions and Indians; attempted to reestablish missions in East Texas

Events

- 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
- Mexican Independence
- Louisiana Purchase
- Filibuster expeditions

Issues

- The 3 G’s – “God, Gold, and Glory”
- Spanish competition with France and England
- 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.
- Success/failure/legacy of missions (established farming/ranching, spread Spanish culture and language, difficulty converting Indians, failure to adequately populate Texas)

(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:

(D) identify the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin, and Martín de León and explain their impact on the settlement of Texas; and

| Empresario        | Accomplishments  | Impact on Settlement of Texas      |
|-------------------|--|------------------------------------|
| Moses Austin      | Obtained permission from the Spanish government to start a colony in Texas | Began the “Gone to Texas” movement |
| Stephen F. Austin | Founded an Anglo-American colony in  | Encouraged other empresarios to    |

(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:

(C) identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Juan Seguín during the colonization of Texas;

| EMPRESARIAIOS | CONTRIBUTIONS   |
|---------------|---|
| Moses Austin: | made an agreement with the Spanish to start the first Anglo colony in Texas |

|                   |  |   |
|-------------------|--|---|
|                   | Texas; selected an ideal site for the colony; served as liaison between the colonists and Mexico; known as the “Father of Texas” | request land grants for new Anglo-American colonies   |
| Martín de Leon    | Brought more than 100 families from Mexico to Texas; he and his wife (Patricia de la Garza de Leon) founded the town of Victoria | Brought the first Tejano ranchers to Texas; encourage the development of the cattle industry in Texas |
| Lorenzo de Zavala | Mexican empresario who received a land grant for 500 Mexicans to settle northeast of the Austin colony.                          | Encouraged more settlers from Mexico and Spain to move to Texas                                       |

Vocabulary: Empresario – a person who brought settlers into a Texas colony, divided up the land, and enforced the law.

Teacher Note: Include facts related to Moses Austin’s death and Stephen F Austin’s continuing the quest.

|                                 |   |
|---------------------------------|---|
| 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  |
| Erasmus 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 settle Austin’s father’s land grants. |
| Green DeWitt:                   | another important empresario who settled around 160 families on a landgrant southwest of Austin’s   |
| Haden Edwards:                  | led the Fredonian Rebellion   |
| Martin de Leon                  | Only Mexican empresario- established the settlement of Guadalupe Victoria which eventually became the modern day town of Victoria, Texas  |
| James Power and James Hewetson  | Established the Irish settlement of Refugio   |
| James McGloin and John McMullin | Established the Irish settlement of San Patricio  |

(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:

(E) identify the impact of Mexico's independence from Spain on the events in Texas.

| Events in Texas                    | Impact of Mexico’s Independence from Spain   |
|------------------------------------|--|
| Old Three Hundred                  | Stephen F. Austin had to request additional permission from Mexico to establish an Anglo-American colony in Texas; required commitments to Mexico and conversion to Catholicism  |
| Conflict with the Native Americans | Stephen F. Austin had the responsibility of governing and defending the colony, which spurred the creation of a militia (Texas Rangers) to protect themselves from the Native American raids because Mexico would not agree to help protect them |

(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:

(D) identify the impact of the Mexican federal Constitution of 1824 on events in Texas;

- 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**

(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and

(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:

(E) trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the

San Jacinto;

| Events   | Causes  | Effects   |
|--|---|---|
| Colonial Conflicts with the Mexican Government | <ul style="list-style-type: none"> <li>• Language Problems</li> <li>• Religious differences</li> <li>• Slavery differences</li> </ul>                                     | Law of April 6, 1830  |
| Law of April 6, 1830                           | Colonial conflicts with the Mexican government; Mexico feared that the colonists would attempt to create their own government   | Limited immigration, created a tax on all goods coming into and leaving Texas; Stephen F. Austin was arrested while he waited to speak to Santa Anna                          |
| Battle of Gonzales (“Come & Take It”)          | Santa Anna sent troops to Texas; a commander in the Mexican army ordered his soldiers to take a cannon from the town of Gonzales  | Texans were victorious and hoped their actions would lead to a revolution against Mexico  |
| Battle of Goliad                               | Texans attacked a Mexican fort to protect settlers from the Mexican soldiers there  | Texans believed that their actions would lead to a revolution against Mexico  |
| Battle of San Antonio                          | Austin led troops from Gonzales to San Antonio to defeat the Mexican soldiers there   | Santa Anna planned to lead an army himself into Texas   |
| Convention of 1836                             | Texans wanted to create their own government; Texans wanted Santa Anna to adhere to the Mexican Constitution; Santa Anna wanted more power than the Constitution gave him | Texans declared their independence with the Texas Declaration of Independence   |
| Battle of the Alamo                            | Mexican General Cos had previously surrendered to Texans, angering Spanish leader Santa Anna  | Texans lost the battle; Santa Anna sent surviving widow Susanna Dickinson to tell others about the defeat and warn of Santa Anna’s strength                                   |
| Runaway Scrape                                 | The Mexicans were coming to attack the colonists  | Colonists fled eastward toward the United States  |
| Goliad Massacre                                | James Fannin refused to flee with the colonists to Victoria   | The soldiers were killed by Santa Anna  |
| Battle of San Jacinto                          | Texans lost the battle; Santa Anna sent surviving widow Susanna Dickinson to tell others about the defeat and warn of Santa Anna’s strength                               | Santa Anna surrendered; Texas became a separate and independent country   |
| Treaty of Velasco                              | Santa Anna surrendered  | Mexico was encouraged to recognize the Republic of Texas as a separate government; Texas was now an independent nation  |
| Republic of Texas                              | Victory in the Texas Revolution at San Jacinto, enabling colonists to make their own decisions  | Texas became a separate and independent country   |
| Annexation of Texas to the U.S.                | Texas struggled to defend and support itself. Texas incurred enormous debt.   | Texas became the 28 <sup>th</sup> state of the United States on 12/29/1845. Texas had to relinquish a great deal of land for repayment to the U.S. as part of the annexation. |

Turtle Bayou Resolutions, and the arrest of Stephen F. Austin; and

- Filibusters – Individuals who rebelled against Spanish and later Mexican authorities
- Fredonia Rebellion
- 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:
  - 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

Vocabulary: Annexation – when territory becomes part of a larger country

Secede – to separate

Teacher Note: The remaining events are important to understand the cause/effects and impact of the “including” events. Also, Stephen F Austin’s imprisonment is worth covering.

(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(B) describe the successes and problems of the Republic of Texas;

| Successes of the Republic of Texas                                  | Problems of the Republic of Texas   |
|---|---|
| Successfully established a government with the Constitution of 1836 | Texas had incurred debt to acquire weapons to fight in the Texas Revolution |
| Able to collect taxes   | Texas needed protection from Mexico and Native Americans                    |
| Elected a congress, judges, and president and vice president        | Differing opinions among Texans regarding annexation                        |
| Immigrants continued to arrive                                      |   |
| Educational institutions grew in Texas                              |   |

Add including to “Successfully established” statement,

Add Teacher Note: This list is not all inclusive and some successes and problems are president specific and can be addressed through 3e.

(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(C) explain the events that led to the annexation of Texas to the United States;

- Texas unsuccessfully attempted to gain annexation approval several time.
- 2/28/1845: Congress passed a resolution allowing Texas to become a state
- 7/4/1845: Texas leaders met at Washington-on-the-Brazos to pass the resolution
- 12/29/1845: Voters accepted the resolution in 1845 and Texas became the 28<sup>th</sup> state of the U.S.

Correlates with 8.6D

(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:

(F) contrast Spanish and Anglo purposes for and methods of settlement in Texas.

Spanish Purposes for Settlement:

Prosperity

- to protect land from other countries
- to convert Native Texans to Christianity
- to spread Spanish culture

Anglo Purposes for Settlement:

- to gain cheap land for agriculture
- to escape problems in U.S.
- to make money
- freedom/adventure
- escape from paying taxes

Spanish Method of Settlement:

- mission-presidio system
- encouraged settlement by Spanish citizens

Anglo Method of Settlement:

- land grants managed by empresarios
- encouraged settlement by U.S. citizens

(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:

(A) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, and William B. Travis; and

- George Childress: wrote Texas Declaration of Independence
- Lorenzo de Zavala: established a colony in Texas and helped write the Mexican Constitution of 1824; he fled Mexico when Santa Anna became dictator and became of supporter of Texas independence; he participated in Convention of 1836 and served as vice-president of interim govt. during Revolution

|           |   |
|-----------|---|
| Tested at | 8 |
| Objective | 1 |

(Teacher note: discuss reasons) [LINK TO SITE COVERING ANNEXATION ATTEMPTS/DENIALS/WITHDRAWALS](http://www.tsl.state.tx.us/ref/abouttx/annexation/timeline.html) before actual annexation was permitted.  
<http://www.tsl.state.tx.us/ref/abouttx/annexation/timeline.html>

Big picture: Annexation took time – was not a guarantee.

- James Fannin: commander at Goliad where his troops were captured and executed by order of Santa Anna; “Remember Goliad” became a Texas battle cry
- Sam Houston: Texas hero; delegate to Convention of 1833; attended Washington on the Brazos convention; general of regular Texas army during the Revolution; commander at San Jacinto; became first president of the Republic of Texas
- Santa Anna: the dictator of Mexico who led the Mexican army during the Texas Revolution; commander of Mexican army at the Alamo; he was captured at the Battle of San Jacinto and signed the peace treaty at Velasco
- William B. Travis: colonel and hero at the Battle of the Alamo; authored famous letter from Alamo which rallied support for Texans
- Martin Perfecto de Cos: surrendered San Antonio to Texans, which sparked Santa Anna’s entry into Texas

Others: James Bowie, David Crockett, Susanna Dickinson, Ben Milam, Stephen F. Austin, Juan Seguin, James Bonham

(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(D) explain the impact of the Mexican War on

- Clearly defined border, peace with Mexico, and U.S. gained more territory, part of which expanded Texas

|                      |   |
|----------------------|---|
| Correlates with 8.6D |   |
| Tested at            | 8 |
| Objective            | 1 |

(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:

(B) 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.

- 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.
- Siege of Bexar (San Antonio) – Texans capture San Antonio from General Cos
- Siege of the Alamo: the 13 day siege between the Texans and Mexicans at San Antonio “Remember the Alamo” becomes the Texas battle cry; Travis, Bowie and Crockett defend the Alamo against Sam Houston’s orders
- Convention of 1836: gathering of men at Washington on the Brazos; they adopted the Texas Declaration of Independence, wrote the Constitution of 1836, and created an interim government
- Fannin’s Surrender at Goliad: Fannin indecision causes him to surrender to Mexican troops at Goliad. Santa Anna orders the execution of over 400 Texas soldiers. “Remember Goliad” also becomes a Texas battle cry.

(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(E) identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones.

| Leaders        | Why They Were Important to the Founding of Texas  |
|----------------|---|
| Sam Houston    | General during the Texas Revolution, 1 <sup>st</sup> & 3 <sup>rd</sup> President of Republic of Texas; favored annexation; tried to protect Native American   |
| Mirabeau Lamar | 2 <sup>nd</sup> President of the Republic of Texas; considered the “Father of Texas Education;” opposed annexation; wanted Texas to expand westward; reversed policy on treatment of Native Americans; relocated capital from Houston to Austin |
| Anson Jones    | Last President of the Republic of Texas, raise the U.S. flag after annexation; handed over power to new governor of Texas when Texas became a state   |

Teacher Note: Use resources to expand knowledge and understanding of the presidents (such as Lamar’s responsibility related to debt by printing excess money)

(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:

(A) describe the impact of the Civil War and Reconstruction on Texas;

| Impact of the Civil War on Texas   | Impact of Reconstruction on Texas  |
|--|--|
| Political changes: Texas secedes from the Union and becomes a separate country again, 11 southern states created the Confederacy                             | Political changes: Freedman’s Bureau was created, a new state constitution was adopted giving state officials less power           |
| Economic changes: Ports were blocked by Union forces, keeping goods from going in and out of Texas; freedom of slaves would hurt cotton production and trade | Economic changes: Plantation owners paid for labor, freed slaves entered the workforce as sharecroppers and needed a place to live |
| Social changes: Slaves were freed (Amendment   | Social changes: Farmers had to pay for labor, freed  |

- Runaway Scrape: Families fleeing to US to avoid Santa Anna’s advancing Mexican forces.
- Battle of San Jacinto: Texans defeated Mexican forces in 18 minutes in the final battle of the Revolution. Santa Anna signs Treaties of Velasco which ends fighting and gives Texas its independence.

(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:

(A) 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

- Annexation: becoming part of U.S. ; most Texans wanted it; some U.S. citizens opposed it because of slavery, others feared war with Mexico
- Sam Houston: first and third president of Texas; favored annexation; tried to protect Native Americans; reduced public debt during second term
- Anson Jones: last elected president of the Republic of Texas; handed over power to new governor of Texas when Texas became a state
- Mirabeau B. Lamar: 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
- Problems of the Republic of Texas: location of capital, lack of recognition, annexation/slavery, unrest in army, conflicts with Native Americans, debt, border disputes with Mexico
- The Texas Rangers: 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
- The U.S.-Mexican War: 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
- The Treaty of Guadalupe-Hidalgo: gave Mexican Cession to U.S.; established border between U.S. and Mexico at Rio Grande

(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:

(B) analyze the causes of and events leading to Texas statehood.

- Causes
- 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
- Events
- Sam Houston elected to second term – in favor of annexation

|  |   |                      |  |           |   |           |   |  |  |
|--|---|----------------------|--|-----------|---|-----------|---|--|--|
| 13); Amendment 14 (the grant of citizenship); Amendment 15 (the right to vote for every male citizen)  | slaves had to adjust to new lives with new challenges; individuals had to assume a more active part in their community and government |                      | <ul style="list-style-type: none"> <li>James K. Polk becomes U.S. president – supports annexation</li> <li>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</li> <li>Westward Expansion – Manifest Destiny</li> </ul> |           |   |           |   |  |  |
| <table border="1"> <tr><td colspan="2">Correlates with 8.8B</td></tr> <tr><td>Tested at</td><td>8</td></tr> <tr><td>Objective</td><td>1</td></tr> </table> |   | Correlates with 8.8B |  | Tested at | 8 | Objective | 1 |  |  |
| Correlates with 8.8B   |   |                      |  |           |   |           |   |  |  |
| Tested at  | 8   |                      |  |           |   |           |   |  |  |
| Objective  | 1   |                      |  |           |   |           |   |  |  |

(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:

(B) explain the growth and development of the cattle and oil industries;

|  |  |
|--|--|
| <b>Cattle Industry</b>   | <b>Oil Industry</b>  |
| Texans drove cows to other states to sell for higher prices during the time of the open range when land and water were freely used | 1901 – Oil discovered at Spindletop in Beaumont                  |
| Barbed wire invention kept cattle safe and crops safe from free grazing  | Oil & gas products were being manufactured                       |
| Railroads build close to ranches; Texans were able to move more cattle north for quicker sales                                     | Oil’s uses and consumption increased                             |
|  | Texas became the leading oil-producing state in the U.S. by 1928 |
|  | Oil was being used in a variety of petroleum products            |

(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:

(A) explain reasons for the involvement of Texas in the Civil War; and

Slavery, states’ rights, sectionalism, southern agriculture, loyalty to Confederacy

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.

In Texas

States Rights – Texans believed that states should be able to make their own political, economic and social decisions

- Texans believed that slavery was vital to economy
- Many Texas settlers had come from Southern states
- Texas was dependent on cotton farming – chief cash crop
- Some groups supported secession out of party loyalty
- Most Texans were Democrats-opposed to policies of Republican party
- Convention and voters decide to secede from the Union and join the Confederacy
- Texans served the Confederacy most notably in Terry’s Texas Rangers, Ross’s Texas Brigade, and Hood’s Texas Brigade.

|                      |   |
|----------------------|---|
| Correlates with 8.7A |   |
| Tested at            | 8 |
| Objective            | 1 |

(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:

(C) identify the impact of railroads on life in Texas, including changes to cities and major industries; and

|   |   |
|---|---|
| <b>Changes in Cities</b>  | <b>Changes to Major Industries</b>  |
| Cities were built within 30 miles of each other along the railroad tracks, enabling businesses to grow there and creating a population boom | Industries were able to thrive because of increased access to long-distance customers |

(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) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.

Political Effects

- Texas joins Confederate States of America
- Houston removed from office because he failed to sign an oath to Confederacy
- Conscription Act – 60,000 Texans joined Confederate army
- no police or military available to preserve order in Texas

|                       |   |
|-----------------------|---|
| Correlates with 8.28B |   |
| Tested at             | 8 |
| Objective             | 3 |

Teacher Note: TEK mentions railroads but this is a perfect place to discuss the role of PORTS and their growth and contribution to these changes. Also – this is BIG in 7<sup>th</sup> grade.

- Presidential reconstruction – Johnson’s Plan
- Congressional Reconstruction – Radical Republicans
- Problems associated with readmitting states into the Union
- Constitution of 1876 resulted in a weaker governor’s office because of the Constitutions of 1866 and 1869

Economic Effects

- shortages of commodities, such as coffee, medicine, clothing, salt, paper
- cotton production declines-corn and wheat production increases
- shortage of free labor
- inadequate production in agriculture and business
- transportation disrupted; growth of tenant farming and sharecropping
- Texas did not suffer as much destruction as other Southern states

Social Effects

- greater responsibilities for women and children during the war
- loss of family members
- concern over future of freedmen
- June 19th or Juneteenth celebrated by freed slaves
- Freedmen’s Bureau established
- KKK became features of Southern segregation
- Immigration to Texas increased

|                             |      |
|-----------------------------|------|
| Correlates with 8.8B, 8.17B |      |
| Tested at                   | 8    |
| Objective                   | 1, 4 |

(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:

(D) describe the effects of political, economic, and social changes on Native Americans in Texas.

| 1850-1900         | Effects on Native Americans in Texas  |
|-------------------|---|
| Political changes | Settlers were supported by U.S. troops  |
| Economic changes  | Buffalo were in short supply because they were being hunted for hide and killed by soldiers in an attempt to remove the source of disagreement between the Anglo-Americans and the Native Americans |
| Social changes    | Native Americans were forced to live on reservations; many died as a result of war, disease, and starvation. Cynthia Ann Parker and her son Quanah Parker.  |

Teacher Note: Special attention to time period listed.

(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:

(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on Native Americans, the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the effects of the growth of railroads, the buffalo soldiers, James Hogg, Cynthia Parker, and Spindletop; and

Individuals

- James Hogg – popular governor who fought for railroad regulation and other reforms and populist issues
- Cynthia Ann Parker-Anglo woman who, as a girl, was captured and raised by the Comanches. Her son Quannah Parker became a powerful Comanche leader.
- Buffalo Soldiers – a group of African-American soldiers who patrolled the Texas frontier after the Civil War and were known for their outstanding service

Issues

- Factors leading to expansion of frontier- killing of buffalo herds, movement of Native Americans to reservations, desire for farming and ranching land, introduction of windmills, growth of railroads
- Effects of westward expansion on Native Americans: relocation to reservations, slaughter of buffalo, loss of culture/way of life; War, disease, and starvation took many Native American lives.
- Effects of railroad growth (Keller) -moved Texas from subsistence to commercial farming; ended cattle drives and open range; led to growth of cities; brought diversity/new immigrants to Texas; expanded markets
- Myths and realities of cowboy way of life-American culture celebrated the cowboy as heroic adventurer on the wild frontier; conflicts between cowboys and Native Americans were actually rare; many different kinds of people (African-Americans, Tejanos, women) were involved in cattle industry

**Events**

- Development of Cattle Industry- Began with Spanish vaqueros, and later as the frontier opened up, the cattle industry evolved in Texas from the use of cattle trails to the establishment of large cattle ranches.
- Spindletop-This oilfield discovered near Beaumont marked the beginning of the modern oil industry in Texas.

|                 |      |       |
|-----------------|------|-------|
| Correlates with | 8.6C | 8.17B |
| Tested at       | 8    | 8     |
| Objective       | 1    | 4     |

(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:

(A) identify the impact of various issues and events on life in Texas such as urbanization, the growth of aerospace, and other technology industries, including increased use of oil and gas

| Issue/Event of 20 <sup>th</sup> Century | Impact on Life in Texas   |
|---|---|
| Urbanization                            | Residents of cities had phones, electric lamps, trolleys, and cars  |
| Increased use of oil and gas            | Created new jobs, created new products, brought people to booming areas   |
| Growth of aerospace industry            | Created new jobs (NASA); "Houston, Tranquility Base her. The Eagle has landed." (1 <sup>st</sup> words from the moon, spoken by Neil Armstrong) |
| Growth of other technology industries   | Development of hi-tech products helped Texas become less dependent on the oil and gas industry  |

|                 |       |
|-----------------|-------|
| Correlates with | 8.28B |
| Tested at       | 8     |
| Objective       | 3     |

(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:

(B) explain the political, economic, and social impact of the cattle and oil industries and the development of West Texas resulting from the close of the frontier.

Cattle-industry resulted from cheap and overabundance of cattle after the Civil War and demand for beef in the North, retreat from agricultural farming to ranching, wealth produced because of ranching

Oil – industry resulted from oil found in Beaumont. More than 500 oil companies

**Cattle**

- open frontier allowed Texans to herd large numbers of cattle then drive them to markets by trail or train
- conflicts erupted between farmers and ranchers as open range closed; furnished beef to Confederacy during Civil War
- brought cash revenue to Texas and employed people
- fencing allows for more efficient use of land and improvement in the quality of herds
- The closing of the frontier and irrigation (windmills) allows for ranching in West Texas

**Oil**

- large companies, like Texaco, formed
- automobile industry expanded and roads improved
- oil refineries built near cities like Houston

- provided more jobs to Texans
- the sale and leasing of oil fields produced revenue for universities and public schools in Texas
- wildcatters, roughnecks, wealthy oil men
- large quantities of oil discovered in the Permian Basin of West Texas

(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:

(B) identify the accomplishments of notable individuals such as Henry Cisneros, Cleto Rodríguez, and John Tower, including Miriam A. Ferguson and Audie Murphy

| Notable Individual | Accomplishments   |
|--------------------|---|
| Henry Cisneros     | Served as the U.S. Secretary of Housing and Development under Clinton; mayor of San Antonio |
| Miriam A. Ferguson | 1 <sup>st</sup> female governor of Texas  |
| Audie Murphy       | American soldier awarded the most medals for his service during WWII                        |
| Cleto Rodriguez    | WWII hero who fought against the Philippines  |
| John Tower         | Youngest person to serve in the U.S. Senate   |
| Lyndon B. Johnson  | President of the United States  |
| George W. Bush     | Governor of Texas and President of the United States  |

|                          |   |
|--------------------------|---|
| Correlates with 8.24A, B |   |
| Tested at                | 8 |
| Objective                | 3 |

Teacher Note: These can be done in conjunction with the biographies in the Culture Strand

(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th century. The student is expected to:

(A) define the impact of "boom and bust" and trace the boom-and-bust cycle of leading Texas industries throughout the 20th century, including farming, oil and gas, cotton, cattle ranching, real estate, and banking;

**Boom and Bust Cycle – a long period of great profits, followed by a sharp decline**  
Including:

**Farming/Cotton**

- Weather (drought, freeze, hail)
- insects and disease (i.e. boll weevil)
- high credit, falling prices, surplus
- transportation costs
- events, such as WW I, Great Depression, and Dust Bowl
- increased mechanization, use of fertilizers, scientific improvements
- foreign competition
- industrialization and urbanization

**Oil and Gas**

- 1901 Spindletop gusher at Beaumont starts oil boom in Texas
- 1914 Houston Ship Channel opened-expanded markets
- WW II increased demand for oil
- Increased foreign production and falling prices led to oil bust in 1980s

**Cattle Ranching**

- railroads, better transportation improved industry
- cattle drives helped make ranching more profitable for a short time
- the closing of the range resulted in the establishment of large cattle ranches

**Real Estate and Banking**

- Panic of 1907 led to banking reform in Texas
- Federal Reserve Bank of Dallas established in 1914
- Banking operations increased after WW II
- During 1970s more Texas industries used Texas banks for financing
- The real estate market also suffered in the 1980s as a result of bank closings

(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the

|  |  |
|--|--|
|  | <p>20th century. The student is expected to:</p> <p>(B) evaluate the Progressive and other reform movements in Texas in the 19th and 20th centuries;</p> <p><b>Industrialization, mechanization, skilled labor, antitrust laws, limiting monopolies, Prohibition</b></p> <ul style="list-style-type: none"> <li>• Farmers established organizations, like the Grange that provided cooperative stores and lobbied for lower freight charges.</li> <li>• The Democratic Party adopted some of the issues of the Populist Party.</li> <li>• The popular, twice-elected Governor James Hogg promoted progressive changes, such as regulation of railroads, teacher training and prison reform.</li> <li>• Other reforms supported by progressives included fair election practices, efficient government, improved working conditions, food and drug regulations, and better public schools.</li> <li>• The temperance movement was successful in passing the 18th Amendment which banned the sale of alcohol.</li> <li>• The Suffrage movement was successful in passing the 19th Amendment which gave American women the right to vote.</li> </ul>  |
|  | <p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th century. The student is expected to:</p> <p>(C) trace the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James Farmer, Hector P. García, Oveta Culp Hobby, and Lyndon B. Johnson;</p> <ul style="list-style-type: none"> <li>• Groups, such as African-Americans, Hispanics, and women sought equal rights as citizens throughout the 20th century.</li> <li>• African-Americans, in particular, used marches, speeches, and civil disobedience to fight segregation and protest laws that were unjust. This resulted in the passage of important civil rights legislation in the 1960s.</li> <li>• Women’s rights activists fought for equal rights which ultimately resulted in the passage of the 19th amendment to the U.S. Constitution (Women’s Right to Vote).</li> <li>• James Farmer – an important civil rights leader and co-founder of the Congress for Racial Equality, an organization that encouraged nonviolent resistance to fight discrimination</li> <li>• Hector P. Garcia – World War II veteran and founder of the American GI Forum who fought discrimination against Hispanics and promoted their involvement in state and national politics</li> <li>• Oveta Culp Hobby – an influential Texas woman who held numerous leadership positions, including the head of the Women’s Auxiliary Army Corps, secretary of the Department of Health, Education, and Welfare, and publisher of the Houston Post.</li> <li>• Lyndon Baines Johnson – Texan who served as a representative to the U.S. House and Senate and president of the United States; he signed the Civil Rights Act of 1964 which banned segregation in public places and the Voting Rights Act which helped protect voting rights for all citizens. He also increase American involvement in the Vietnam war.</li> </ul> |
|  | <p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the</p>   |

|   |   |
|---|---|
|   | <p>20th century. The student is expected to:</p> <p>(D) analyze the political, economic, and social impact of major wars, including World War I and World War II, on the history of Texas;</p> <p><b>WW I</b></p> <ul style="list-style-type: none"> <li>• Economic – Texans purchased war bonds; gave up certain foods and increased agricultural production; Texas oil, agriculture, and lumber industries experienced a boom; full employment in Texas; farmers suffered after war</li> <li>• Social – 200,000 Texans fought; training in Texas; women became more involved in agriculture and business; Germans in Texas faced discrimination; racial tensions increase; more than 5000 Texans lost their lives</li> </ul> <p><b>WW II</b></p> <ul style="list-style-type: none"> <li>• Political – Texans, such as Dwight D. Eisenhower, Chester W. Nimitz, Audie Murphy, Doris Miller and Oveta Culp Hobby served in important leadership positions during the war; Democratic Party in Texas split into liberals and conservatives</li> <li>• Economic – military needs boosted Texas economy; created strong job market; goods were rationed; Texans purchased war bonds, collected scrap materials, and planted victory gardens; further urbanization</li> <li>• Social – 750,000 Texans served in armed forces; many Texas women joined the workplace or served in the military; soldiers trained at military bases in Texas; 23,000 Texans lost their lives; GI Bill helped veterans; African-Americans and Hispanics resist discrimination after war</li> </ul> |
|   | <p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th century. The student is expected to:</p> <p>(E) trace the emergence of the two-party system in Texas during the second half of the 20th century.</p> <p>Since the Civil War, Texas was predominantly Democratic until the election of Republican Bill Clements. Since then, Republicans have predominantly (Ann Richards is the exception) held most offices since the election of George W. Bush as governor.</p>  |
| <b>Geography</b>  | <b>Geography</b>  |
| <p>(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p> | <p>(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(A) create thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th and 20th centuries; and</p>   |

| Vocabulary  | Definition   |
|---|--|
| Grid System <ul style="list-style-type: none"> <li>Latitude</li> <li>Longitude</li> </ul> | A system of imaginary squares on a map<br>Sets of lines on a map or globe extending east and west<br>Sets of lines on a map or globe extending north and south |
| Legends Map Keys  | A box containing the symbols on the map  |
| Symbols   | A mark, a drawing, or color that stands for something else   |
| Scales  | Help determine how far it is in real miles or kilometers from one point on a map to another  |
| Compass Rose  | A pointer that shows the four major directions   |

Map skills, population distribution, Texas relief map, regions

Use of technology tools

Find and collect data, create maps, graphs, and charts

Themes: political, physical, population, land use, rainfall, vegetation, topography, cultural regions

|                       |   |
|-----------------------|---|
| Correlates with 8.10B |   |
| Tested at             | 8 |
| Objective             | 2 |

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(B) translate geographic data into a variety of formats including raw data to graphs (including bar and pictographs) and maps

- Show geographic data such as: population, land use, precipitation and temperature in a variety of graphs and maps.

|                       |   |
|-----------------------|---|
| Correlates with 8.10B |   |
| Tested at             | 8 |
| Objective             | 2 |

(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(B) pose and answer questions about geographic distributions and patterns in Texas during the 19th and 20th centuries.

Possible Questions:

- Why most Texans live in the Coastal Plains?
- Why fewer Texans live in the West?
- Why are plains well suited to cattle raising?
- Why did Texas move from a mostly rural to a mostly urban population?
- Why various regions of Texas are more suitable to farming?

|                       |
|-----------------------|
| Correlates with 8.10B |
|-----------------------|

(7) Geography. The student understands the concept of regions. The student is expected to:

(A) describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity;

| Type of Region      | Description   | Examples   |
|---------------------|---|--|
| Geographic          | Region determined by things the area has in common, such as natural resources                 | Texas has 4 geographic regions: Coastal Plains, North Central Plains, Great Plains, Mountains & Basins     |
| Economic/Industrial | Region formed based on the primary source of income   | West Texas – Oil Industry<br>Coastal Areas – Tourism, Farming<br>North Texas – Ranching                    |
| Political           | Regions formed on the basis of political significance   | Austin – state capitol   |
| Population          | The number of inhabitants in an area based on geographic resources and economic opportunities | Native American population distribution; colonist population distribution, current population distribution |

|                       |
|-----------------------|
| Correlates with 8.11B |
|-----------------------|

(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

(A) locate places and regions of importance in Texas during the 19th and 20th centuries;

- Four Physical Regions: Coastal Plains, North Central Plains, Great Plains, Mountains and Basins
- Early Missions and Land Grants
- Battle Maps of Texas Revolution, U.S.-Mexican War, Civil War, and Frontier Wars
- Republic of Texas
- Capitals of Texas
- Spindletop and major oil fields
- Major cattle trails/1<sup>st</sup> large ranches (such as King Ranch)
- Rivers/Lakes
- Major Towns and Metropolitan Areas and towns of historical importance
- Mineral Resources
- Major transportation routes

|                       |
|-----------------------|
| Correlates with 8.11A |
|-----------------------|

|           |   |
|-----------|---|
| Tested at | 8 |
| Objective | 2 |

(7) Geography. The student understands the concept of regions. The student is expected to:

(B) describe a variety of regions in Texas and the Western Hemisphere **including** landform, climate, and vegetation regions that result from physical characteristics; and

| Region               | Landforms  | Climate   | Vegetation                                      |
|----------------------|--|---|---|
| Coastal Plains       | Gulf of Mexico<br>Plains<br>Lakes & Rivers   | Between 10-50+” of rain per year<br>High humidity | Cotton<br>Corn<br>Nuts<br>Rice<br>Citrus fruits |
| North Central Plains | Plains<br>Plateaus<br>Hills<br>Lakes & Rivers  | Low humidity<br>Between 20-50” of rain per year   | Cotton<br>Fruit                                 |
| Great Plains         | Palo Duro Canyon (second largest canyon in the U.S.)<br>Plains<br>Plateaus<br>Lakes & Rivers   | Tornado Alley<br>Between 10-30” of rain per year  | Grain<br>Wheat                                  |
| Mountains & Basins   | Guadalupe Peak (highest peak in Texas)<br>Mountains<br>Basins<br>Escarpments<br>Lakes & Rivers | Desert – less than 10” of rain per year           | Citrus fruits                                   |

|                       |   |
|-----------------------|---|
| Correlates with 8.11B |   |
| Tested at             | 8 |
| Objective             | 2 |

**TEACHER NOTES:** This list is not all inclusive, for example the Balcones Escarpment is not listed. These can be done simultaneously. Vegetation can include crops as well as native plant life (such as trees in piney woods).

(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

(B) compare places and regions of Texas in terms of physical and human characteristics; and

- Landforms
- Rivers

Physical Characteristics: Climate, vegetation/wildlife, water sources

Human Characteristics: Population, land use, industry, immigration, cities, transportation, cultures

|                       |   |
|-----------------------|---|
| Correlates with 8.11B |   |
| Tested at             | 8 |
| Objective             | 2 |

(7) Geography. The student understands the concept of regions. The student is expected to:

(C) compare the regions of Texas with regions of the United States and other parts of the world.

| Coastal Plains   | North Central Plains  | Great Plains  | Mountains & Basins   |
|--|---|---|--|
| Part of the Gulf Coastal Plains region of North America<br>Woodlands, dry & brushy land, flat plains, and rolling hills with a mild climate extending from Texas into Mexico | Part of Central Plains region of North America<br>Flat and rolling region that extends from Texas through parts of Canada | Part of the Great Plains region of North America<br>High, flat grassland that stretches from Canada to Mexico | Part of the Rocky Mountains region of North America<br>Dry area of land that extends from Mexico, through Texas, and into Canada |

(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

Examples include:

**Climate and weather**

- 1900 hurricane in Galveston was worst natural disaster of 20th century
- Effects of drought, flash flood, tornadoes, hurricanes, hail

|                       |   |
|-----------------------|---|
| Correlates with 8.11B |   |
| Tested at             | 8 |
| Objective             | 2 |

**Landforms**

- Edwards Plateau, Big Bend, Llano Estacado, East Tx Pineywoods

**Irrigation**

- Reservoirs – aquifers – dams

**Transportation**

- Railroads lead to the settlement of West Texas/Interstate highways/rivers

**Communication**

- Lack of communication technology influences the outcome of historical events      Such as: the last Civil War battle, the Galveston hurricane and the Battle of Alamo

Correlates with 8.11C

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify clusters of settlement in Texas and explain their distribution;

| Cluster of Settlement in Texas          | Explanation of Distribution                        |
|---|--|
| N. American Spanish Missions            | Near natural resources                             |
| Early Anglos (Brazos & Colorado Rivers) | Near water & timber resources                      |
| Texas Frontier                          | Near natural resources and good land for living on |
| Texas Born (1870-1900)                  | Near railroads                                     |
| Present Day                             | Near major highways                                |

Teacher Note: Refer to 7a for population; complete these together.

Correlates with 8.12A

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(B) explain patterns of settlement at different time periods in Texas;

| Time Period  | Pattern of Settlement                       |
|--------------|---|
| Pre-1520     | Nomadic (hunting, gathering, farming, etc.) |
| 1520-1682    | Exploration                                 |
| 1683-1824    | Missions/Colonization                       |
| 1825-Present | Community Building                          |

Teacher Note: Time period can include previous time period's patterns of settlements as well.

|                       |   |
|-----------------------|---|
| Correlates with 8.12A |   |
| Tested at             | 8 |

(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:

(A) identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications; and

Locate Native Americans on a map in relationship to the geography of Texas

Examples of Adaptations and Modifications:

- Dam rivers to control flooding/generate electricity
- Irrigation/windmill and erosion prevention
- All native tribes of Texas adapted to their environment in all areas of their lifestyle
- Mining/drilling for natural resources
- Highway system
- Railroad system

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(C) describe the location of cities in Texas and explain their distribution, past and present; and

| Town           | Past   | Present (noting any changes)   |
|----------------|--|--|
| Midland-Odessa | Once the biggest producer of oil in Texas  | Currently experiencing a slump in their once unbeatable oil production; primarily and oil and gas industry driven region |
| Galveston      | Served as Texas' only shipping port  | Shipping industry and tourism are key economic factors   |
| El Paso        | Served as a line of defense from Mexico; provided irrigation for Native Americans  | Tourism  |
| Houston        | Served as the state capitol for a brief time                                       | Aerospace, sports, shipping, medicine, largest city in Texas, 4 <sup>th</sup> largest city in the U.S.                   |
| Austin         | Originally Waterloo  | Government, education, technology and arts   |
| San Antonio    | Built around the Spanish mission; site of numerous battles in the Texas Revolution | Tourism & military institutions  |
| Dallas         | Began as a trading post (small frontier store)                                     | Business   |
| Fort Worth     | Stopping point for long cattle drives, aka "Cowtown"                               | Ranching, oil, education, meatpacking industry, aircraft building industry   |

TEACHER NOTE: refer to population patterns and explanations in 7a and 8a

|                       |
|-----------------------|
| Correlates with 8.12A |
|-----------------------|

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(D) explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present.

- Rivers
- Coastal Areas
- Natural resources such as oil, fertile land, fresh water, timber

Teacher note: Correlates with 7a and 8a; this should be taught simultaneously.

- Highway Beautification Act

(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:

(B) explain ways in which geographic factors have affected the political, economic, and social development of Texas.

Role of rivers, climate, similarities in land, agricultural production, impact of 1900 storm on Galveston, oil industry (Spindletop gusher), vastness of Texas (size)

Examples:

**Political**

- proximity to Mexico resulted in border disputes and wars
- few Civil War battles fought in Texas due to physical location
- proximity to US leads to the annexation of Texas

**Economic**

- vast quantities of petroleum created great wealth in Texas
- Gulf Coast ports provide access to U.S. and world markets
- The location, size and climate of Texas resulted in a strong agricultural economy

**Social**

- Spanish language prominent in Texas
- Climate and fertile land encouraged immigration to Texas adding to Texas' diversity
- 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

|                       |   |
|-----------------------|---|
| Correlates with 8.11C |   |
| Tested at             | 8 |
| Objective             | 2 |

(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:

(A) analyze why immigrant groups came to Texas and where they settled;

Push and pull factors: drought, oppression, potato blight, fertile land, role of rivers, climate, similarities in land, employment opportunities

Groups to be considered: Spanish, Americans, Mexicans, Other Europeans, Asian, African American, etc.

|                       |   |
|-----------------------|---|
| Correlates with 8.12A |   |
| Tested at             | 8 |
| Objective             | 2 |

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe ways people have adapted to and modified their environment in Texas, past and present;

- Texans dam rivers and create lakes and reservoirs
- Farmers establish irrigation and windmill systems
- Barbed wire fencing closed open range and changed cattle ranching
- Mining/drilling for natural resources
- Highway system
- Railroad system, Light rail
- Landfills

Teacher Note: Can be done in conjunction with the biographies, Can be done in conjunction with Science TEKS 4.5a. Including items need to be covered and can be covered through SS, ELA, and Science. Each item does not need to be covered in depth –keep big picture in mind. Do in conjunction with 9b

|                       |   |
|-----------------------|---|
| Correlates with 8.11C |   |
| Tested at             | 8 |
| Objective             | 2 |

(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) analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas;

Immigration from Europe and southern United States, cultural borrowing

- 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

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs; and

*Purpose of Adaptations and Modifications:*

- Texans dam rivers to control flooding/generate electricity/promote tourism
- Lumber was used to build homes, bridges, and other materials
- Farmers establish irrigation and windmill systems to provide water for crops in areas that receive low precipitation
- Barbed wire fencing closed open range and change cattle ranching, thereby keep prized cattle safe and keeping cattle from grazing on farmers' crops
- Mining/drilling for natural resources used to produce other products
- Highway system to create a quicker and more effective means of transportation
- Railroad system to improve transportation of goods and livestock to other areas
- Landfills were established to take care of waste unable to be recycled

Teacher Note: Can be done in conjunction with the biographies, Can be done in conjunction with Science TEKS 4.5a. Including items need to be covered and can be covered through SS, ELA, and Science. Each item does not need to be covered in depth –keep big picture in mind. Do in conjunction with 9a

|                       |   |
|-----------------------|---|
| Correlates with 8.11C |   |
| Tested at             | 8 |
| Objective             | 2 |

(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:

(C) analyze the effects of the changing population distribution in Texas during the 20th century; and

New wave of immigration, border difficulties

- Rural to urban
- Growing populations
- Greater diversity
- Aging population

|  |  |
|--|--|
| <p>(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p> <p>(C) analyze the consequences of human modification of the environment in Texas, past and present.</p> <ul style="list-style-type: none"> <li>• Building of the dams on the Brazos and Trinity Rivers helped to form lakes and control flooding and provided a consistent water supply <ul style="list-style-type: none"> <li>○ Brazos River formed Possum Kingdom Lake and Lake Whitney</li> <li>○ Trinity River formed Eagle Mountain Lake, Lake Worth, Lake Grapevine, Joe Pool Lake, and Lake Ray Hubbard</li> </ul> </li> <li>• Water sources were contaminated with pollutants</li> <li>• Road system construction created jobs, and enabled others to move away from their nuclear families</li> <li>• Barbed wire fencing closed open range and changed cattle ranching, thereby keep cattle safe and keeping cattle from grazing on farmers' crops. Cattle drives ended and had to be transported by railroad.</li> <li>• Highway Beautification Act</li> <li>• Landfills changes the landscape, emits toxic gases, affects construction, bad for the environment, affects wildlife</li> </ul> <p>Teacher Note: Can be done in conjunction with the biographies, Can be done in conjunction with Science TEKS 4.5a. Including items need to be covered and can be covered through SS, ELA, and Science. Each item does not need to be covered in depth –keep big picture in mind. Do in conjunction with 9c</p> <p>*Discuss positive and negative consequences. This list is not all inclusive.</p> | <p>(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>(D) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.</p>   |
| <p><b>Economics</b></p>  | <p><b>Economics</b></p>  |
| <p>(10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. The student is expected to:</p> <p>(A) explain the economic patterns of various early Native-American groups in Texas and the Western Hemisphere; and</p> <p>Economic patterns of early Native Americans stemmed from meeting their needs for survival and, over time, developed into trade within and among Native American Societies</p>  | <p>(12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:</p> <p>(A) explain economic factors that led to the urbanization of Texas; new technology (electricity, telephone, automobiles, lighting, public transportation, electronics and computers, aerospace)</p> <p>(electricity, telegraph/telephone, railroad, steel plow, cotton gin, steam engine, automobiles, public transportation, lighting, electronics and computers, aerospace)</p> <div style="text-align: right; border: 1px solid black; padding: 2px;"> <p>Correlates with 8.14B, 8.28D</p> </div> |
| <p>(10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. The student is expected to:</p> <p>(B) explain the economic patterns of early European immigrants to Texas and the Western Hemisphere.</p>  | <p>(12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:</p> <p>(B) trace the development of major industries that contributed to the urbanization of Texas; and</p>   |

- Early immigrants relied on a trade-based economic system. Items that were traded included:
  - ✓ Cattle, horses, and other livestock
  - ✓ Crops & plants
  - ✓ Cultural implements such as weapons, furs/pelts, pottery, and jewelry
  - ✓ Textiles, such as clothing and blankets
  - ✓ Services provided, such as teachers, doctors, blacksmiths, religious advisors

- Cotton – cash crop to commercial farming
- Cattle – Spanish beginnings, cattle drives, meat packing industry
- Oil – Spindletop to modern petrochemical industry
- Technology – Texas Instruments to Dell Computers
- Aerospace – NASA
- Lumber industry
- Shipping industry – Port of Houston,
- Commercial fishing
- Tourism
- Military bases

(11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:

(A) identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere; and **including**

- Trade Route – seeking a safer route
- Gold – seeking wealth
- Glory – claims for European countries
- Land / territory – expansion of their society / empire, dominance, belief system

|                      |   |
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| Correlates with 8.2B |   |
| Tested at            | 8 |
| Objective            | 1 |

(12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:

(C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.

- Urbanization is the process of city growth and development. Due to urbanization, the percentage of people living or working in urban places increases compared to the percentage living in rural places.
- The types of jobs move from the agricultural sector into the industrial development, technology and the internet, or services sectors due to better education and salaries.

(11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:

(B) identify the economic motivations for Anglo-American colonization in Texas including

- Low cost of land
- Seek freedom from obligations such as debt
- Hoped to improve quality of life and financial independence

(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

(A) analyze the impact of national and international markets and events on the production of goods and services in Texas;

Cotton, tariffs, European markets during Civil War

(12) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

(A) describe the development of the free enterprise system in Texas;

- Population growth required the development of new/additional businesses
- The business growth led to more product choices
- Increased product choice led to the free enterprise system, which was developed to meet the demands of the growing population in the state
- Early economic growth resulted from the availability of local natural resources. Further economic growth resulted from the availability of local and non-local resources

Teacher Note: This can be embedded in historical lessons and current events throughout the year. Also, refer to the Science and Technology strand for future applications.

|                       |   |
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| Correlates with 8.15A |   |
| Tested at             | 8 |
| Objective             | 3 |

Example:

- Union Naval blockade of the Texas coast such as prohibiting the import and exporting of goods during the Civil war
- Both WWI and WWII generated economic booms in Texas including industries that shifted production to support the war efforts

Correlates with 8.28C

(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

(B) analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and

Including:

Supply and demand in the economic principle that states that if supply is greater than demand, prices fall, but if demand is greater than supply, prices rise

Profit – the return received on a business after all operating expenses have been met

Government regulation – laws or actions by the government that affect the outcome of business

World competition – rivalry between countries in supplying or acquiring an economic service or good

Free Enterprise system – economic system in which businesses operate with little interference from government

Examples:

The Texas economy has profited from the world demand for oil, cotton, corn & rice—Boom and Bust Cycle

U.S. military bases established in Texas boosted local economies (Carswell AFB)

Texas cattle ranchers met the demand for beef in the late 1800s

NAFTA

Impact of wars on the Texas economy

Correlates with 8.28C

(12) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

(B) describe how the free enterprise system works in Texas; and

- The free enterprise system in Texas works on a system of supply and demand

Vocabulary: Free Enterprise – a system in which people have freedom in selling and buying

|                       |   |
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| Correlates with 8.15A |   |
| Tested at             | 8 |
| Objective             | 3 |

(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

(C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology on local, national, and international markets.

All of these industries provided jobs to the local market and provided products and services to national and international markets. The reverse effect is incurred as jobs dry up or industry declines.

Examples include:

Oil and Gas

Aerospace

After NASA was established, Houston became a primary site for research and development in aerospace and provided many jobs to researchers and high tech specialists.

Medical Technology

MD Anderson Hospital provides the latest in cancer treatment to patients from all over the world.

Texas Instruments and Dell computers provide products and services nationally and internationally.

(12) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

(C) give examples of the benefits of the free enterprise system in Texas.

| Benefit of the Free Enterprise System                                     | Examples   |
|---|--|
| Business owners are free to choose  | Business owners choose what they want to produce and/or sell                                   |
| Consumers are free to choose  | Consumers are free to choose what they want to purchase  |
| Encourages businesses to produce new products or provide varying services | Cellular phones were created to allow consumers to make phone calls from many different places |

Correlates with 8.15A

(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(A) explain how people in different regions of Texas earn their living, past and

| Time Period | Coastal Plains                 | North Central Plains           | Great Plains                   | Mountains & Basins  |
|-------------|--------------------------------|--------------------------------|--------------------------------|---------------------|
| Past        | Ranching<br>Farming<br>Fishing | Ranching<br>Farming<br>Hunting | Ranching<br>Farming<br>Hunting | Ranching<br>Farming |

|                |   |   |  |  |
|----------------|---|---|--|--|
|                | <b>Hunting</b>  |   |  |  |
| <b>Present</b> | Petrochemical<br>Ranching<br>Farming<br>Import/Export<br>Tourism<br>Education<br>Technology<br>Medicine<br>Aerospace<br>Fishing | Petrochemical<br>Technology<br>Medicine<br>Military<br>Education<br>Aeronautical<br>Engineering<br>Transportation-<br>DFW Intl. | Petrochemical<br>Military<br>Education | Tourism<br>Military<br>Education<br>Mining |

Teacher Note: This list is not all inclusive but highlights the larger economic activities specific to the regions of Texas. These should be done while studying the regions (see geography TEKS 7a and 8c) as well as the Science and Technology strand)

(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(B) explain how geographic factors have influenced the location of economic activities in Texas;

| <b>Geographic Factor</b>   | <b>Influence on Economic Activities</b>  |
|----------------------------|--|
| Landforms                  | Plains were good for ranching and farming  |
| Bodies & Sources of Water  | Shipping, fishing, and tourism   |
| Vegetation                 | Texas produces the most cotton in the U.S. and other high-producing crops (corn, grain, etc.)  |
| Climate & Weather Patterns | 1900 Galveston hurricane, warm coastal weather provides tourism income, west and north Texas winter weather, which are often severe, can inhibit crop growth |
| Animal Life                | Ranching, hunting  |

Correlates with 8.12A

(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas;

| <b>Causes of Economic Development &amp; Growth</b>  | <b>Effect on Economic Development &amp; Growth</b>   |
|---|--|
| <b>Immigration</b> (process of people moving to a new place)                                      | Growth of existing communities and increasing cultural diversity   |
| <b>Migration</b> (process of moving from one place to another, usually in search of food)         | New communities were formed  |
| <b>Limited Resources</b> (when there is a fixed supply of a resource; any non-renewable resource) | New business opportunities were created  |
|   | To support the expanding population, there were increased taxes and increased/improved community services to support the communities |

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| Correlates with 8.12A |   |
| Tested at             | 8 |
| Objective             | 2 |

**TEACHER NOTE:** “Business opportunities were created” refers to both those business ideas already in existence and adding more of them as well as new ideas that are just being introduced.

(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;

| <b>Mass Production</b> (manufacture of goods in large quantities, often using standardized designs and assembly-line techniques)                                 | <b>Specialization</b> (making something for a specific purpose)               | <b>Division of Labor</b> (the breakdown of work into its tasks or parts and assigned to various people, groups, or machines for the purposes of efficiency)          |
|--|---|--|
| Stimulates economy<br><br>Leads to a decline in the number of handmade goods<br><br>Can increase pollution<br><br>Can increase availability and can reduce costs | Often requires additional education<br><br>Creates a highly-skilled workforce | Contributes to efficiency in mass production<br><br>Does not result in a highly-skilled workforce<br><br>Limits opportunities for job related growth and advancement |

Correlates with 8.14B, 8.28C

(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(E) explain how developments in transportation and communication have influenced economic activities in Texas; and

| <b>Transportation</b>   | <b>Communication</b>   |
|---|--|
| <i>Types of Transportation:</i> automobile, train, plane, boat, aerospace, primitive (such as walking, horses, wagons)<br><br><i>Creation of and improvement in transportation have resulted in:</i><br>Increased job opportunities<br><br>New careers and training based on technological advances of the day<br><br>New competitors keep prices competitive for consumers | <i>Type of Communication/Technology:</i> cell phones, satellites, internet, cable, postal service<br><br><i>Technology improvements continue to provide new opportunities for consumers and producers alike, such as:</i><br>Increased productivity<br><br>Increased flexibility, ability to be more mobile<br><br>Increased job opportunities within the communication industry |

|                                  |  |  |  |
|----------------------------------|--|--|--|
| Increased international business | <p>New careers</p> <p>New competitors to keep prices competitive for consumers</p> <p>Increased international communication; creation of a "smaller world"</p> |  |  |
| Correlates with 8.28B            |  |  |  |

(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.

|   |  |
|---|--|
| <b>Plantation System &amp; Slavery</b>    | During this time, it was commonplace for farmers and ranchers to have slaves who were required to work for free. Slaves were not free to make their own choices about most aspects of their lives and they were considered the property of their owner/master, which means they could be traded or sold at the owner's will. |
| <b>Civil Rights Act</b>                   | Until the Civil Rights Act of 1964 was passed under President Lyndon B. Johnson, African Americans and Hispanics did not have the same rights as Anglo Americans, such as voting and segregation in public areas. Today, Civil Rights leaders continue to work to improve the equality for all American citizens.            |
| <b>Education and Continuing Education</b> | The American ideal that everyone receives an education and that learning continues specific to the changes in your life and career.  |

(14) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:

(A) identify ways in which technological changes have resulted in increased interdependence among Texas, the United States, and the world;

- New technology has increased the interdependence among all citizens of the world by providing new tools to make products and services more successful, efficient, and available, such as
  - ✓ Improved medical equipment and procedures
  - ✓ Improved efficiency in the production of various goods
  - ✓ Improved agricultural success; ability to successfully grow and manage larger crops due to improved equipment
  - ✓ Improvements in transportation technology has led to safer travel in all areas
  - ✓ Improvements in technology continue to open new horizons in the aerospace industry

TEACHER NOTE: focus on the bulleted statement as the big idea. The list that follows provides solid examples.

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|-----------------------|---|
| Correlates with 8.28C |   |
| Tested at             | 8 |
| Objective             | 3 |

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(14) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:

(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and

| <b>Oil &amp; Gas Products</b>                   | <b>Agricultural Products</b>   | <b>Technology Products</b>  |
|---|--|---|
| Gasoline<br>Jet fuel<br>Heating oil<br>Plastics | Food (vegetables, fruits, nuts)<br>Cotton<br>Sugarcane<br>Rice<br>Beef<br>Fish | Microchips<br>Computers<br>Software<br>Medical products<br>Satellites |

|                       |   |
|-----------------------|---|
| Correlates with 8.28C |   |
| Tested at             | 8 |
| Objective             | 3 |

(14) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:

(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.

| <b>Products Purchased by Texans</b>                             | <b>Needs Met</b>           |
|---|----------------------------|
| <i>Food:</i> tea, fruite  | Dietary                    |
| <i>Transportation:</i> cars, motorcycles, boats, planes, trains | Transportation             |
| <i>Clothing</i>   | Clothing                   |
| <i>Electronics:</i> televisions, music, equipment, computers    | Entertainment, Information |
| <i>Building Materials:</i> Lumber, brick                        | Shelter                    |
| <i>Energy Resources:</i> fuel, oil, coal, wind harvesting       |                            |

**Government**

**Government**

(15) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:

(A) compare how selected Native-American groups governed themselves; including

- *Caddo*-confederacy
- *Karankawa*-village chief
- *Jumano*-village governments
- *Commanche*-band leaders

(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:

(A) identify how the Texas Constitution reflects the principles of limited government, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and

- limited government – Principle of government in which power is limited by a set of laws, such as those in a constitution.
- checks and balances – Government arrangement by which each different branch has the power to check, or restrict, the power of the other branches.

Teacher Note: The selected groups offer representation of major forms of government throughout Native American Communities

- 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 take away from the people

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| Correlates with 8.16A, D |   |
| Tested at                | 8 |
| Objective                | 4 |

(15) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:

(B) identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas, including

- Catholic
- Anti-slavery
- Trade allowed only with Spain/Mexico
- Limited Anglo-American immigration
- Limited colonist representation in governmental decision making

(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:

(B) identify the influence of ideas from the U.S. Constitution on the Texas Constitution.

- 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)

(16) Government. The student understands important ideas in historic documents of Texas. The student is expected to:

(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco; and

| Document                          | Purpose                      | Importance  |
|-----------------------------------|------------------------------|---|
| Texas Declaration of Independence | To form a new government     | Declared that Texas was now a free country  |
| Texas Constitution                | To set up the new government | Sam Houston was elected President, a congress was elected, and it allowed for the collection of taxes |
| Treaty of Velasco                 | End the Texas Revolution     | Established Texas as an independent nation  |

(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:

(A) describe the structure and functions of government at municipal, county, and state levels;

The state is divided into 254 counties which are further divided into precincts.

- Municipal – Governments that decide policies for cities and towns. Their responsibilities include police, fire, utilities, roads, and parks. City officials including Mayor and City Council
- County government- implements state laws on the local level, and provides both regional and local services. Regional countywide services include prosecution, courts, jails, voter registration, elections, licensing, property assessment, tax collection, and coordination of human services and veterans assistance programs. The county also maintains regional facilities such as parks, the fairgrounds and the county airport.
- State government- These powers have taken many different forms. States must take responsibility for areas such as:
  - ownership of property
  - education of inhabitants

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• implementation of welfare and other benefits programs and distribution of aid</li> <li>• protecting people from local threats</li> <li>• maintaining a justice system</li> <li>• setting up local governments such as counties and municipalities</li> <li>• maintaining state highways and setting up the means of administrating local roads</li> <li>• regulation of industry</li> <li>• raising funds to support their activities</li> </ul> |
|--|---|

| <p>(16) Government. The student understands important ideas in historic documents of Texas. The student is expected to:</p> <p>(B) identify and explain the basic functions of the three branches of state government.</p> <table border="1"> <thead> <tr> <th>Branch of Government</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td>Executive</td> <td>Makes sure laws are obeyed</td> </tr> <tr> <td>Legislative</td> <td>Makes laws</td> </tr> <tr> <td>Judicial</td> <td>Makes sure laws are enforced fairly</td> </tr> </tbody> </table> <p>Teacher Notes: Texas branches of government mirror US branches of Gov't in form and function (US documents were models); Let students know (refer to citizenship 19a) Executive = governor, Legislative = representatives and senators; Judicial = judges / supreme court.</p> | Branch of Government                | Function | Executive | Makes sure laws are obeyed | Legislative | Makes laws | Judicial | Makes sure laws are enforced fairly | <p>(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</p> <p>(B) identify major sources of revenue for state and local governments; and</p> <ul style="list-style-type: none"> <li>• Various taxes in state including sales taxes, license fees</li> <li>• Local revenue comes from sales and property taxes</li> </ul> |
|---|-------------------------------------|----------|-----------|----------------------------|-------------|------------|----------|-------------------------------------|--|
| Branch of Government  | Function                            |          |           |                            |             |            |          |                                     |  |
| Executive   | Makes sure laws are obeyed          |          |           |                            |             |            |          |                                     |  |
| Legislative   | Makes laws                          |          |           |                            |             |            |          |                                     |  |
| Judicial  | Makes sure laws are enforced fairly |          |           |                            |             |            |          |                                     |  |

|  |   |
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|  | <p>(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</p> <p>(C) describe the structure and governance of Texas public education.</p> <ul style="list-style-type: none"> <li>• Lamar's role as Father of Public Education</li> <li>• Land set aside for education</li> <li>• Education is paid for by property taxes</li> <li>• School Districts are created take charge of education in an area</li> <li>• The legislature makes laws concerning school finance, curriculum and what school districts, parents, and students are allowed to do</li> <li>• House Bill 72 (no pass, no play)</li> </ul> |
|--|---|

**Citizenship**

**Citizenship**

|   |   |
|---|---|
| <p>(17) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</p> <p>(A) explain the meaning of selected patriotic symbols and landmarks of Texas, including the six flags over</p> | <p>(16) Citizenship. The student understands the rights and responsibilities of Texas citizens. The student is expected to:</p> <p>(A) summarize the rights guaranteed in the Texas Bill of Rights; and</p> |
|---|---|

|   |
|---|
| <p>(16) Citizenship. The student understands the rights and responsibilities of Texas citizens. The student is expected to:</p> <p>(A) summarize the rights guaranteed in the Texas Bill of Rights; and</p> |
|---|

Texas, San José Mission, and the San Jacinto Monument;

| Symbol/Landmark   | Meaning   |
|---|---|
| Six flags (Spanish, French, Mexican, Republic of Texas, United States, Confederate States of America) | The six flags of Texas are visible signs of the pride Texans have in their state history. Each flag represents the time in history when that country or government ruled over Texas |
| San Jose Mission  | It was so important to the community of San Antonio in the early 1700s that it became known as the “Queen of the Missions” and people still attend church services there today      |
| San Jacinto Monument  | The San Jacinto Monument is a reminder of the Texans’ victory in the last battle of the Texas Revolution  |
| Alamo   | A mission in San Antonio remembered for the lives sacrificed on the road to Texas independence. Ignited the battle cry “Remember the Alamo”   |

- Freedom to assemble, freedom to petition
- Religion, press
- Right to trial by jury
- Right to bear arms
- Right to vote
- Right to run for political office
- Right to petition

(17) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(B) sing or recite Texas, Our Texas;

Texas, Our Texas  
**Written by William J. Marsh and Gladys Yoakum Wright**  
**Composed by William J. Marsh**  
 Texas, Our Texas! all hail the mighty State!  
 Texas, Our Texas! so wonderful so great!  
 Boldest and grandest, withstanding ev’ry test  
 O Empire wide and glorious, you stand supremely blest.

Texas, O Texas! your freeborn single star,  
 Sends out its radiance to nations near and far,  
 Emblem of Freedom! It set our hearts aglow,  
 With thoughts of San Jacinto and glorious Alamo.

Texas, dear Texas! from tyrant grip now free,  
 Shines forth in splendor, your star of destiny!  
 Mother of heroes, we come your children true,  
 Proclaiming our allegiance, our faith, our love for you.

God Bless you Texas! And keep you brave and strong,  
 That you may grow in power and worth, throughout the ages long.  
 God bless you Texas! And keep you brave and strong,  
 That you may grow in power and worth, throughout the ages long.

*“Texas, Our Texas,” the official state song of Texas, was adopted by the Texas Legislature in 1929.*

(16) Citizenship. The student understands the rights and responsibilities of Texas citizens. The student is expected to:

(B) identify civic responsibilities of Texas citizens.

- Voting
- Serving on jury
- Knowledge and obedience of law
- Paying taxes

(17) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(C) recite and explain the meaning of the Pledge to the Texas Flag; and

(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(A) identify different points of view of political parties and interest groups on important Texas issues;

“Honor the Texas flag; I pledge allegiance to thee, Texas, one and indivisible.”

UPDATE to the NEW pledge and include the meaning.

Link to website elaborating on the meaning of the pledge:

[http://flash.lisd.net/curriculum/Elem/ss/35/4ss\\_texas\\_pledge.pdf](http://flash.lisd.net/curriculum/Elem/ss/35/4ss_texas_pledge.pdf)

- Democrats – believe that government should play a more prominent role in the lives of citizens
- Republicans – believe that individuals, not the government, should be responsible for themselves and their well being
- Independent Parties such as libertarians, reform, green
- MADD (Mothers Against Drunk Driving) – support passage of laws designed to prevent drunk driving
- Women’s Rights
- NRA
- NAACP
- LULAC
- ACLU
- Sierra Club
- League of Women Voters

(17) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.

| Celebration            | Origin   | Significance   |
|------------------------|--|--|
| Texas Independence Day | March 2, 1836 – Texas signed the Texas Declaration of Independence       | Texas gained its independence from Spain and became an independent nation  |
| Juneteenth             | June 19, 1866 – African Americans celebrated their first year of freedom | Families celebrate by giving thanks, listening to speeches, singing, and learning about the state of affairs for African Americans |

(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) describe the importance of free speech and press in a democratic society; and

- Freedom of speech allows citizens to express their opinions about the government
- Freedom of the press allows citizens to be informed about what happens in their local, state, and national governments

|                       |   |
|-----------------------|---|
| Correlates with 8.22B |   |
| Tested at             | 8 |
| Objective             | 4 |

(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:

(A) explain how individuals can participate voluntarily in civic affairs at state and local levels;

Voting, knowledge of the law, recycling, and public/community service

(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(C) express and defend a point of view on an issue of historical or contemporary interest in Texas.

*Historical*

- Immigration
- Segregation
- Secession
- Women’s Right to Vote

*Contemporary*

- Death Penalty
- Immigration

- Censorship
- Separation of Church and State

(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:

(B) explain the role of the individual in state and local elections; including

Educate themselves on the election process; Register to Vote, Educate themselves on the candidates and various political position and parties, vote

(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:

(C) identify the importance of historical figures such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process; and

| Sam Houston  | Barbara Jordan                                      | Lorenzo de Zavala  |
|--|---|--|
| President of the Republic  | First African-American congresswoman from the south | Empresario   |
| U.S. Senator   |   | Served on Mexican congress   |
| Texas Governor   |   | Governor of the state of Mexico  |
| Hero of the Battle of San Jacinto  |   | Vice President of temporary government established during Texas Revolution |
| Opposed secession from the union and left the governor's office after Texans voted overwhelmingly to secede in January of 1861 |   | Designed the first flag of the Republic of Texas                           |

TEACHER NOTE: interpret "such as" as including and teach these directly

(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been President of the United States; and

Past leaders – David Burnet, Sam Houston, Mirabeau Lamar, Anson Jones

Contemporary leaders – Ann Richards, Bob Bullock, Barbara Jordan, Sam Rayburn

Past Presidents – Dwight Eisenhower, Lyndon B. Johnson, George Bush, George W. Bush

Leadership Qualities

(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:

(D) explain how to contact elected and appointed leaders in state and local governments.

- Letter
- Website/E-mail
- Phone
- Personal contact

(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(B) analyze the contributions of Texas leaders such as Henry B. González, Phil Gramm, Barbara Jordan, and Sam Rayburn.

- Henry B. Gonzalez – served on San Antonio city council, as a representative in the Texas Senate, and as a representative in the U.S. Congress for over 30 years; he encouraged Mexican-Americans to become more involved in Texas politics
- Barbara Jordan – served as the first African-American congresswoman from the South; she gained national attention in he role at the Watergate hearings during the Nixon administration

- Sam Rayburn – long serving U.S. congressman who earned respect as Speaker of the House and for his ability to bring about compromise and maneuver legislation through Congress; he was a proponent of Roosevelt’s New Deal
- Phil Gramm – served in the U.S. Senate from 1985 to 2002, where he chaired (1999–2001) the banking, housing, and urban affairs committee. A fiscal conservative, he was a coauthor of the Gramm-Rudman-Hollings Act in the 1980s and later supported a constitutional amendment requiring a balanced federal budget.

|                          |   |
|--------------------------|---|
| Correlates with 8.24D, E |   |
| Tested at                | 8 |
| Objective                | 3 |

(19) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify leaders in state and local governments, including the governor, selected members of the Texas Legislature, and Texans who have been President of the United States, and their political parties; and

**STATE LEADERS**

| Title  | Responsibilities   | Current Leaders/Political Party   |
|--|--|---|
| <b>Governor</b>                                  | Chief executive of Texas   | See website for current leaders:<br><a href="http://kids.house.state.tx.us/">http://kids.house.state.tx.us/</a> |
| <b>Lieutenant Governor</b>                       | Second in command to the Governor of Texas; presides over the Texas Senate     |   |
| <b>Attorney General</b>                          | The chief law officer and legal counsel of the government of a state or nation |   |
| <b>Chief Justice</b>                             | The presiding judge of the Texas Supreme Court                                 |   |
| <b>Speaker of the House</b>                      | Presiding officer of the House; administer proceedings on the House floor      |   |
| <b>Selected Members of the Texas Legislature</b> | Makes laws for Texas   |   |

**LOCAL LEADERS**

| Title               | Responsibilities  | Current Leaders/Political Party   |
|---------------------|---|---|
| <b>Mayor</b>        | Head of a city government   | See your local government resources, select from: Pflugerville, Austin, Round Rock or applicable area |
| <b>County Judge</b> | Public official who hears and decides cases brought before the county court |   |
| <b>Police Chief</b> | A policeman in charge of a police department                                |   |

**TEXANS WHO HAVE BEEN PRESIDENT OF THE UNITED STATES**

- Dwight Eisenhower
- Lyndon Baines Johnson
- George H.W. Bush
- George W. Bush

|   |   |  |                 |           |   |
|---|---|--|-----------------|-----------|---|
| <p>Can website listed be a hot link?</p>  |   |  |                 |           |   |
| <p>(19) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>(B) identify leadership qualities of state and local leaders, past and present.</p> <p><i>Leadership Qualities such as:</i></p> <ul style="list-style-type: none"> <li>• Honest</li> <li>• Caring</li> <li>• Brave</li> <li>• Knowledgeable</li> <li>• Visionary</li> <li>• Communicator</li> </ul>   |   |  |                 |           |   |
| <p><b>Culture</b></p>   | <p><b>Culture</b></p>   |  |                 |           |   |
| <p>(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:</p> <p>(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;</p> <ul style="list-style-type: none"> <li>• Native Americans</li> <li>• Spaniards/Mexicans/Tejanos</li> <li>• Anglo-American from US</li> <li>• African Americans</li> <li>• Germans</li> <li>• Asian/European/Middle Eastern</li> <li>• Christianity, Islamic and Jewish sects continue to celebrate their similarities, differences and histories</li> <li>• Other</li> </ul> | <p>(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:</p> <p>(A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;</p> <p><i>*Celebrations: Cinco de Mayo, Juneteenth, Day of the Dead, Chinese New Year,</i></p> |  |                 |           |   |
| <p>(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:</p> <p>(B) identify customs, celebrations, and traditions of various culture groups in Texas; and</p> <table border="1" data-bbox="112 1445 1102 1502"> <tr> <td><b>Culture</b></td> <td><b>Customs, Celebrations, Traditions</b></td> </tr> <tr> <td>Spanish/Mexican</td> <td>Holidays:</td> </tr> </table>   | <b>Culture</b>  | <b>Customs, Celebrations, Traditions</b> | Spanish/Mexican | Holidays: | <p>(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:</p> <p>(B) describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture; and</p> <p><i>Racial</i></p> |
| <b>Culture</b>  | <b>Customs, Celebrations, Traditions</b>  |  |                 |           |   |
| Spanish/Mexican   | Holidays:   |  |                 |           |   |

|                         |   |
|-------------------------|---|
|                         | 5/5 – Cinco de Mayo, 9/16 – Mexican Independence Day, 12/25 - Navidad                 |
| <b>German</b>           | Holidays:<br>End of September – Oktoberfest, 11/1 – All Saints Day, 12/25 – Christmas |
| <b>Native American</b>  | Holidays:<br>6/20 – Feast of the Great Spirit   |
| <b>African American</b> | Holidays:<br>12/26-1/1 - Kwanzaa  |

African-Americans – celebrate Juneteenth

*Ethnic*

Germans, Czechs, Poles, and Mexican still maintain their heritages in many parts of the state for example: Wurstfest, Folklife Festival, different types of architecture like Spanish and German, etc.; rodeos, Native American Powwows, Ballet Folklorio, Irish, Scottish, Cajun festivals, influences on food and music

*Religious*

Christianity, Islamic and Jewish sects continue to celebrate their similarities, differences and histories

(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:

(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.

| Culture                 | Important Contributors in Texas  |
|-------------------------|--|
| <b>Spanish/Mexican</b>  | Henry B. Gonzalez – 1 <sup>st</sup> Mexican American to represent Texas in the U.S. Congress (1961)                  |
| <b>German</b>           | Elisabet Ney – Sculptor who moved to Texas in the 1870s; created sculptures of Stephen F. Austin and Sam Houston     |
| <b>Native American</b>  | Quanah Parker – Chief of the Comanche; mediator between Native Americans and the U.S. government after the Civil War |
| <b>African American</b> | Barbara Jordan – 1 <sup>st</sup> African American to serve in the U.S. Congress (1971)                               |

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| Correlates with 8.24D |   |
| Tested at             | 8 |
| Objective             | 3 |

Teacher Note: Biographies should focus on individuals that influenced Texas or Native Texans.

Teacher Note: Juneteenth is covered under the Citizenship Strand (17d) as well as in 7<sup>th</sup> grade.

(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:

(C) 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.

- 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
- Spanish Cattle Industry – Vaquero(a), Lasso, Lariat, Sombrero, Rancho, Bronco, Rodeo, Mustang, etc.

### Science, Technology, and Society

### Science, Technology, and Society

(21) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:

(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, and Patillo Higgins and their contributions;

| Inventor/Scientist | Contribution  |
|--------------------|---|
| Gail Borden        | Publisher and inventor who invented condensed milk in 1953, allowing people to drink milk without the fear of it being spoiled and causing illness or death |
| Joseph Glidden     | Invented the first commercially-successful barbed wire  |

(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

(A) compare types and uses of technology, past and present;

Barbed wire – To keep cattle out of pasture land and define boundaries, that is the same use today

Windmill – used to pump water out of the ground in areas that are arid, today water wells are built to do this in rural areas and in urban areas water is part of the infrastructure

Patillo Higgins | Texas businessman who discovered oil at Spindletop in 1901

|                       |   |
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| Correlates with 8.24D |   |
| Tested at             | 8 |
| Objective             | 3 |

Teacher Note: Concentrate on these three in particular and it ALSO covers your science TEKS on scientist.

- Cotton gin – It pulls seeds from the cotton, same use today
- Irrigation – allows farming in arid regions, allowed for a more efficient and economical way to process cotton
- Telegraph – Use to communicate across the country, today the telephone is used and computer/internet
- Railroads – to transport goods and people across the country, today it is primarily used to transport goods and people on a small scale
- Aircraft – used to transport people and goods on a large scale, same today
- Microchip technology – A small chip can hold enormous amount of information invented in Texas
- Weapons – advancements in weaponry, including the buffalo rifle

(21) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:

(B) describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas; and

| Scientific Discovery or Technological Innovation | Benefits  |
|--|---|
| Cotton gin                                       | Processing of cotton was more efficient   |
| Steamboat  | Allowed mass transportation by sea  |
| Barbed wire                                      | Ranchers were able to keep their cattle secure                                      |
| Telephone  | Communication   |
| Railroads  | Safely and quickly transport goods and materials with a small crew                  |
| Oil & gas  | Transportation, heating of homes  |
| Computer/Internet Technology                     | Increased access to information worldwide and increased international communication |
| Aerospace Technology                             | Improved opportunities for space exploration  |

|                          |   |
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| Correlates with 8.28A, D |   |
| Tested at                | 8 |
| Objective                | 3 |

Teacher Note: Focus on the big picture of how these inventions impacted life in Texas rather than teaching this list to memory. Cover items as you come to them within the history timeline.

(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

(B) identify Texas leaders in science and technology such as Roy Bedichek, Walter Cunningham, Michael DeBakey, and C.M. "Dad" Joiner;

- Roy Bedichek – an educator and famous storyteller; he was a Texas naturalist who warned about the dangers of pollution
- Michael DeBakey – he became famous by developing the first artificial heart, changing the way heart disease is treated, and boosting Texas as a center of medical treatment and research
- C.M. “Dad” Joiner – a wildcatter who discovered and opened one of the world’s largest oil fields in East Texas

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| Correlates with 8.24D, 8.28A |   |
| Tested at                    | 8 |
| Objective                    | 3 |

(21) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:

(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

(C) predict how future scientific discoveries and technological innovations might affect life in Texas

Medicine – as it pertains to current health concerns and prevention (example: cancer research)

Science / Technology – as it pertains to new discoveries (both on Earth and beyond), Texas based firms, nanotechnologies. Etc

Energy – alternative energy sources (wind farms, solar plates, alternative fuels)

|                       |   |
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| Correlates with 8.29C |   |
| Tested at             | 8 |
| Objective             | 3 |

(C) analyze the effects of scientific discoveries and technological innovations, such as barbed wire, the windmill, and oil, gas, and aerospace industries, on the developments of Texas;

- Barbed Wire – closed the open range and initiated the era of large cattle ranches in Texas
- Windmill – allowed farmers and ranchers in dry parts of the state access to underground water
- Wind Turbines – for the production of energy
- Oil and gas – served as an energy source for new forms of transportation which allowed better movement of goods to markets
- Aerospace industry – the LBJ Space Center in Houston helped develop the first space shuttle and became the center for research and development of manned spacecraft in the U.S.
- Electronics – the development of the microchip leads to the growth of the computer technology industry in Texas

|                             |   |
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| Correlates with 8.28A, B, D |   |
| Tested at                   | 8 |
| Objective                   | 3 |

(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

(D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land;

Fossil Fuels – transportation, energy, petrochemicals

Water – irrigation, energy, tourism

Land – mining/drilling of natural resources

Recreation

|                       |   |
|-----------------------|---|
| Correlates with 8.28C |   |
| Tested at             | 8 |
| Objective             | 3 |

(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world; and

NASA and the Aerospace industry, Bell helicopter, Texas Instruments, Compaq, HP, Dell, Oil Production and

|                       |   |                       |  |           |   |           |   |
|-----------------------|---|-----------------------|--|-----------|---|-----------|---|
|                       | <p>Texas Medical Center in Houston</p> <p>The industries that create these scientific discoveries and technological innovations are in Texas and distribute their products and services and hire people through out the United States and the world</p> <table border="1" data-bbox="1798 280 2166 378"> <tr> <td colspan="2">Correlates with 8.28C</td> </tr> <tr> <td>Tested at</td> <td>8</td> </tr> <tr> <td>Objective</td> <td>3</td> </tr> </table> | Correlates with 8.28C |  | Tested at | 8 | Objective | 3 |
| Correlates with 8.28C |   |                       |  |           |   |           |   |
| Tested at             | 8   |                       |  |           |   |           |   |
| Objective             | 3   |                       |  |           |   |           |   |

|  |   |
|--|---|
|  | <p>(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</p> <p>(F) make predictions about economic, social, and environmental consequences that may result from future scientific discoveries and technological innovations.</p> <p><i>Economic Consequences</i></p> <p>Alternative energy sources – the effects on the oil industry</p> <p><i>Social Consequences</i></p> <p>Stem Cell Research and other advances in</p> <p><i>Environmental Consequences</i></p> <p>Cure of Cancer – consequences to the environment if the cure is found in the Amazon or other places in the environment</p> |
|--|---|

|                                     |                                     |
|-------------------------------------|-------------------------------------|
| <p><b>Social Studies Skills</b></p> | <p><b>Social Studies Skills</b></p> |
|-------------------------------------|-------------------------------------|

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| <p>(22) 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>(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>Primary sources consist of evidence produced by someone who participated in an event or lived during the time being studied :letters, diaries, autobiographies, artifacts</p> <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> | <p>(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>perform the following skills to 80% mastery:</b></p> <p>(A) 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><u>Primary sources</u> 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"> <li>• Letters between people experiencing life in a certain country like Stephen F. Austin</li> <li>• Diary entries for example from Cabeza de Vaca</li> </ul> |
|---|---|

|  |  |
|--|--|
| <p>encyclopedias. Internet., newspaper articles, textbooks</p> <p>Recommended: minimum twice a year</p> <p>Mastery: students are able to categorize information sources as primary or secondary</p>  | <ul style="list-style-type: none"> <li>• Newspapers of the actual times for example the Dallas Morning News for JFK Assassination</li> <li>• Copies of original documents</li> <li>• Original Artwork</li> </ul> <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"> <li>• Interpretations of different art from the different cultures found in Texas</li> <li>• Current Events from Newspapers and the Internet</li> <li>• Encyclopedias</li> <li>• Textbooks</li> <li>• Handbook of Texas - Online</li> </ul> |
| <p>(22) 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>(B) 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>Combine with ELA</p> <p>Use the above skills within every bundle (directly or indirectly) :</p> <p>EX; directly teach sequencing when listing major events of the Texas Revolution; Indirectly, through conversation and/or activity, compare/contrast Native American shelters</p>   | <p>(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>(B) 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>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>(22) 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>(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>Interpret = creating an understanding based on the resource provided to you</p> <p>You will interpret information all year in all subjects. Recommendation: use one or more of the resources in ELECTRONIC VERSIONS at least once a semester. Such as creating a database / chart comparing and contrasting M. Lamar and S. Houston’s presidencies, create a graph of the population distribution and/or growth.</p> <p>Mastery – given information the student is able to create the product. Given the product the student is able to interpret and explain meaning found within.</p> | <p>(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>(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>Using information from graphic organizers such as being able to discuss and explain concepts</p>  |
| <p>(22) 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>(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>(D) identify points of view from the historical context surrounding an event and the frame of reference that</p>  |

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| <p>(D) identify different points of view about an issue or topic;</p> <p>Combine with ELA (author’s purpose, etc), directly teach 1 time a semester (highly supported in other content areas)</p> <p>Ex: (using information found electronically) compare Anglo American colonist and the Mexican Gov’t points of view related to the colonization of Texas.</p>  | <p>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>(22) 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>(E) identify the elements of frame of reference that influenced the participants in an event; and</p> <p>Frame of reference refers to the context of the circumstances surrounding each person that leads to their involvement and point of view. It is “what each person brings to the table”.</p> <p>Ex: Travis had an entirely different background as a lawyer and military training than Bowie, whose background as a frontiersman led to very different leadership styles and qualities.</p> | <p>(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>(E) support a point of view on a social studies issue or event;</p> <p>Students should be able to support a point of view using factual evidence</p>  |
| <p>(22) 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>F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>Ex: latitude and longitude, map scale</p> <p>Mastery: applying and correctly using the appropriate mathematical skill given the task</p>  | <p>(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>(F) 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>(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>Using the word IN CONTEXT appropriately in all forms listed. EX: Effectively communicate the assurance word annexation correctly</p>  | <p>(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>(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and</p> <p>Students make judgments about the strength or authority of a source based on comparison with other relevant sources</p> |
| <p>(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>Combine with ELA (ex: summarization) EX: create a graphic organizer, such as an outline, to effectively communicate the main and supporting ideas from a given portion of text.</p>  | <p>(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>(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>Using scale to determine distance, determining the value of increments on graphs, determining the value of symbols on pictographs</p>           |
| <p>(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected</p>   | <p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected</p>  |

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| <p>to:</p> <p>(C) express ideas orally based on research and experiences;</p> <p><b>Combine with ELA. Ex: Students present their work / product orally minimum one time per semester</b></p>  | <p>to:</p> <p>(A) use social studies terminology correctly;</p> <p><b>Including assurance words</b></p>   |
| <p>(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p><b>Combine with ELA. Recommendation: complete at least one of the above once a six weeks (two bundles)</b></p>   | <p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(B) use standard grammar, spelling, sentence structure, and punctuation;</p>   |
| <p>(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p> <p><b>Combine with ELA. Standard teaching</b></p>   | <p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(C) 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><b>Such as converting data into a graph</b></p>  |
| <p>(24) 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>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider <b>advantages and disadvantages</b>, choose and implement a solution, and evaluate the effectiveness of the solution; and</p> <p><b>Combine with all other content areas.</b></p> <p><b>Problem solving : there is an existing problem for which a solution must be determined</b></p> <p><b>EX: How do you get the Republic of Texas out of debt?</b></p> <p><b>EX: How do you find funds to take a field trip?</b></p> <p><b>Students use these skills all of the time but the teacher should overtly give the students this opportunity, expecting all of steps, as a lesson one time a year. Recommendation: Do this TEK before 24b.</b></p> | <p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(D) create written, oral, and visual presentations of social studies information.</p> <p><b>Such as making newspaper articles, Powerpoint projects, role play, or writing original poems</b></p>   |
| <p>(24) 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>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, <b>predict consequences</b>, and take action to implement a decision.</p>   | <p>(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>(A) 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;</p> |

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| <p>Decision making processes require a systematic approach and requires a definitive decision, regardless of popularity</p> <p>EX: Imagine you are Sam Houston at the end of the San Jacinto Battle. What should you do upon finding out that your men had captured Santa Anna?</p> <p>Students use these skills all of the time but the teacher should overtly give the students this opportunity, expecting all of the steps, as a lesson one time a year.?</p> <p>Recommendation: Do this after 24a.</p> | <p>and</p> <p>Evaluate outcomes and consider alternate solutions</p>  |
|   | <p>(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>(B) 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>Such as when citizens vote in elections</p> |