

7th Grade Texas History

Unit Curriculum Document

Unit Number and Title: Unit 1- Contemporary Texas and Celebrate Freedom Week	Time Frame: 5 Weeks
Curriculum	
Concepts: <ul style="list-style-type: none"> • Leadership • Culture • Technology • Equality • Limited Government 	
Enduring Understandings (Big Ideas): <ul style="list-style-type: none"> • People who make lasting contributions to society come from diverse backgrounds. • Injustice often leads to a push for reform. • A written constitution sets forth the terms and limits of the government's power. 	Essential Questions: <ul style="list-style-type: none"> • How can an individual make a difference? • How do conflicts change how we see others and ourselves? • What does it mean to be an American?
The student will know: <ul style="list-style-type: none"> • Traditional historical points of reference in Texas history • The importance of effective leadership in a democratic society 	The student will be able to: <ul style="list-style-type: none"> • Identify Contemporary Texas as a major era in Texas history and describe the defining characteristics • Identify leadership qualities of elected and appointed leaders of Texas, past and present • Identify the contributions of the following Texas leaders: James A. Baker III, Henry B. González, Kay Bailey Hutchison,

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<ul style="list-style-type: none"> • The concept of diversity within unity in Texas • The impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas • How individuals event, and issues shaped the history of Texas during the 20th and 21st centuries 	<p>Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p> <ul style="list-style-type: none"> • Identify contributions to the arts by the following Texans: Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote • Identify the following Texas leaders in science and technology: Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.; • Analyze the effects of scientific discoveries and technological innovations on the development of Texas (agricultural, energy, medical, computer, and aerospace industries) • Analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world • Describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th Century (League of United Latin American Citizens [LULAC]) • Identify the following key leaders in these movements: James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, Jane McCallum, Lulu Belle Madison White • Analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries (major conflicts, emergence of a two-party system, political and economic controversies, immigration, and migration)
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| <ul style="list-style-type: none"> • The rights and responsibilities of Texas citizens in a democratic society • The importance of the expression of different points of view in a democratic society • How to apply critical-thinking skills to organize and use information from a variety of sources • How to communicate in written, oral, and visual forms • The intent, meaning, and importance of the Declaration of | <ul style="list-style-type: none"> • Identify rights of Texas citizens • Explain and analyze civic responsibilities of Texas citizens and the importance of civic participation • Identify different point of view of political parties and interest groups on important Texas issues, past and present • Differentiate between, locate, and use valid primary and secondary sources • Analyze information by categorizing, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions • Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants • Identify bias • Evaluate the validity of a source based on language, corroboration with other sources, and information about the author • Use social studies terminology correctly • Use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources • Create written, oral and visual presentations of social studies information • Recite the Preamble to the Declaration of Independence |
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<p>Independence and U.S. Constitution, including the Bill of Rights</p>	
<p>Student Understanding (student friendly TEKS)</p> <ul style="list-style-type: none"> • (1A) I can identify and describe characteristics of the Civil Rights and Conservatism Era • (16A; 16B) I can identify and explain the rights and responsibilities of Texas citizens • (17A) I can identify points of view of political groups in Texas. • (18A) I can identify qualities of Texas leaders. • (18B) 19D; 20B) I can identify contributions of Texas leaders. • (20A) I can understand and compare types of technology developed and used. • (20C; 20E) I can evaluate and analyze the impact of scientific discoveries • (21A) I can evaluate sources. • (21B) I can analyze information. • (21D) I can identify historical points of view. • (21F) I can identify bias. • (21G) I can evaluate the reliability of a source. • (22A) I can use social studies vocabulary. • (22B) I can use proper grammar and cite my sources. • (22D) I can create presentations. • (Introduction: 7A; 7B) I can understand the importance of the founding documents of the United States. 	
<p>TEKS</p> <ul style="list-style-type: none"> • Student Expectations and Knowledge and Skills Statement <p><i>(a) Introduction</i></p> <p>(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.</p> <p>(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the</p>	

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Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(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, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;

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

(A) identify rights of Texas citizens; and

(B) explain and analyze civic responsibilities of Texas citizens and the importance of civic participation.

(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, past and present;

(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

(B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.

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

(D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.

(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;

(B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.

(C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural,

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energy, medical, computer, and aerospace industries;

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

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;

(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;

(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

(F) identify bias in written, oral, and visual material;

(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;

(D) create written, oral, and visual presentations of social studies information.

Targeted College Readiness Standards:

- I.B, C, E
- II.B
- III. A

Targeted ELPs:

- 2C,D,G,H,I
- 3B,E,G,H
- 4C,D,E,G, I, K
- 5B,D,E

Academic Vocabulary:

- 3 Branches of Government
- Constitution
- Separation of Powers

Language of Instruction:

- Discrimination
- *Brown v. Board of Education of Topeka*
- Desegregation

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- Civil Rights Movement
- Civic Responsibilities
- Democrat/ Republican
- Primary / Secondary Source

- Assassination
- Aerospace
- Profession/ Occupation
- Modernization
- Innovation
- Globalization

Instruction

Instructional Resources:

- ***Celebrating Texas***, McDougal Littell
 - Mini biographies scattered in textbook (pg. 51, 482, 506, 533, 550, 582, 655)
- **parenthesis indicate use of only a specific subsection, or certain pages within a section*
- Maps 101: <http://www.maps101.com> Username and password required
- Lone Star Legends
 - Scott Joplin
 - Sam Rayburn
 - Walter Cunningham
 - Michael DeBakey and Denton Cooley
- Texas Law Related Education (Celebrate Freedom/Constitution Day Suggestions -
 - Texas LRE Lesson-What do the words in the Preamble mean?
- <http://www.texaslre.org/lessonplans/lessonplans.php>
- Constitutional Rights Foundation <http://www.crf-usa.org/>
 - Lesson 1-Introductory Lesson-A New Government
 - Lesson 2-Mr. Madison Needs Some Help
- [U.S. Declaration of Independence transcript](#)

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<ul style="list-style-type: none"> • www.brainpop.com (Declaration of Independence)Curriculum Resource Folder (see O drive) <ul style="list-style-type: none"> ○ Influential Texans spreadsheet (includes links to Texas Handbook pages or other sites w/ biographies) ○ UNT Resources for Educators (see document) 	
Technology: <ul style="list-style-type: none"> • 7.1.D • 7.6.H, L.i • 7.3.C • 7.4.D,E 	Career Connections/Real Life Application: <ul style="list-style-type: none"> • Suggested ways to make content relevant
Exemplar Lessons: <ul style="list-style-type: none"> • Unit 1A Contemporary Texas Leaders Learning Plan 	Research Based Instructional Strategies: <ul style="list-style-type: none"> •
Assessment	
Student self-assessment & reflection: <ul style="list-style-type: none"> • 	Acceptable evidence or artifacts: <ul style="list-style-type: none"> • Unit 1A Common Assessment • Unit 1B Mini Q- "Politics or Principle: Why Did LBJ Sign the Civil Rights Act of 1964"