

# *7<sup>th</sup> Grade Texas History*

## *Unit Curriculum Document*

<b>Unit Number and Title:</b> <b>Unit 9- Texas in the Civil War</b>	<b>Time Frame:</b> <b>2 weeks</b>
<b>Curriculum</b>	
<b>Concepts:</b> <ul style="list-style-type: none"> <li>• Discrimination</li> <li>• Civil War</li> </ul>	
<b>Enduring Understandings (Big Ideas):</b> <ul style="list-style-type: none"> <li>• Peoples’ backgrounds influence their values and belief systems.</li> <li>• Societies are impacted by wars.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Could Texas have avoided joining the Confederacy?</li> <li>• What was the greatest hardship that Texas citizens faced during the Civil War?</li> </ul>
<b>The student will know:</b> <ul style="list-style-type: none"> <li>• Significance of 1861</li> <li>• Reasons for the involvement of Texas in the Civil War</li> <li>• Significant individuals and events concerning Texas and the Civil War</li> <li>• Lawrence Sullivan “Sul” Ross</li> </ul>	<b>The student will be able to:</b> <ul style="list-style-type: none"> <li>• Identify the beginning of the Civil War</li> <li>• Explain states’ rights, slavery, sectionalism and tariffs</li> <li>• Identify Civil War leaders and battles</li> </ul>
<b>Student Understanding (student friendly TEKS)</b> <ul style="list-style-type: none"> <li>• (1A) I can identify and describe characteristics of the Civil War Era</li> <li>• (1B)I can sequence events and people in the Civil War Era</li> <li>• (1C) I can explain the importance of 1861</li> </ul>	

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- (5A) I can explain reasons for Texas's involvement in the Civil War
- (5C; 18B)) I can identify important Texans and events during the Civil War
- (21A) I can evaluate sources.
- (21B) I can analyze information.
- (21C) I can organize and interpret information from visuals.
- (21D) I can identify historical points of view.
- (21E) I can justify a point of view.
- (21F) I can identify bias.
- (22A) I can use social studies vocabulary.
- (22B) I can use proper grammar and cite my sources.
- (22D) I can create presentations.

### **TEKS**

- **Student Expectations and Knowledge and Skills Statement**

(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;

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

(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.

(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 such as states' rights, slavery, sectionalism, and tariffs;

(C) identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.

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

(B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González,

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(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;

(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

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

(E) support a point of view on a social studies issue or event;

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

(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.A, B, E

### **Targeted ELPs:**

- 2F
- 3F
- 4I, J
- 5F

### **Academic Vocabulary:**

- Confederate States of America
- Union
- Secession

### **Language of Instruction:**

- Yankees/ Rebels
- Draft
- Blockade
- Tariff
- Emancipation

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## Unit Curriculum Document

### Instruction

#### Instructional Resources:

- *Celebrating Texas:*
  - Chapter 14, Section 1: (Reaction to Lincoln's Election; The Secession Convention in Texas)
  - Chapter 13, Section 3: Slavery and Politics in Texas
  - Chapter 14, Section 2: Texans Fight for the Confederacy

*\*parenthesis indicate use of only a specific subsection, or certain pages within a section*
- Lone Star Legends:
  - William Goyens (also applicable in Unit 8)
  - John Bell Hood (along with Albert Sidney Johnston)
  - Lawrence Sullivan "Sul" Ross
- In-Depth Resources: Unit 4
  - Primary Sources 13.3B: Life In Slavery
  - Primary Sources 14.1A: Cotton is King
  - Primary Sources 14.2: A Soldier's Account
  - Skillbuilder: Map and Geography 14.1
- Maps 101: <http://www.maps101.com> Username and password required
- Handbook of Texas Online:
- [Antebellum Texas](#) (also in previous unit)
- [Constitution of 1861](#)
- [Secession Convention](#)
- [Civil War](#) (an extremely detailed, Texas focused look at the cause, events during, and effects of the war)
- [Lawrence "Sul" Ross](#)
- [Civil War and Reconstruction](#)
- Texas Almanac Online:
  - Civil War and Reconstruction

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<ul style="list-style-type: none"> <li>Brain Pop: <a href="http://www.brainpop.com">www.brainpop.com</a> (Civil War Causes)</li> </ul>	
<b>Technology:</b> <ul style="list-style-type: none"> <li>7.3.C</li> <li>7.6.L.i</li> <li>7.4.D,E</li> </ul>	<b>Career Connections/Real Life Application:</b> <ul style="list-style-type: none"> <li>Suggested ways to make content relevant</li> </ul>
<b>Exemplar Lessons:</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Research Based Instructional Strategies:</b> <ul style="list-style-type: none"> <li></li> </ul>
<b>Assessment</b>	
<b>Student self-assessment &amp; reflection:</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Acceptable evidence or artifacts:</b> <ul style="list-style-type: none"> <li>Mini Q- "The Civil War: Why Did Texans Fight?"</li> </ul>