

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>Week One Concept of city, county, state, country, continent, hemisphere.</p> <p>Locate places & regions of importance in Texas during the 19th & 20th centuries.</p> <p>Organize & interpret information from maps.</p>	<p>9A</p> <p>21C</p>	<p>5</p>	<ul style="list-style-type: none"> ➤ TLW complete graphic organizers starting with address & move to the world in order of size. Appendix #1 ➤ TLW cut strips from graphic organizer & organize them by size from address to city, county, state, country, continent, and hemisphere. Appendix #2 	<ul style="list-style-type: none"> ➤ TLW take a quiz over names of hemispheres, continent, country, state, county, city & TLW order by size from smaller to larger. 	
<p>Map skills- map scale & mileage chart</p> <p>Organize & interpret information from maps.</p> <p>Use appropriate mathematical skills to interpret social studies information such as maps.</p>	<p>21C</p> <p>21H</p>	<p>5</p>	<ul style="list-style-type: none"> ➤ TLW demonstrate how to calculate distance between cities using map scale & a mileage chart. Appendix #3 	<ul style="list-style-type: none"> ➤ TLW use a mileage chart & map scale to measure distance between cities in Texas on a map. Appendix #4 	
<p>Latitude & Longitude</p> <p>Locate places & regions of importance in Texas during the 19th & 20th centuries.</p>	<p>9A</p>	<p>5</p>	<ul style="list-style-type: none"> ➤ TLW practice using the grid system to locate major cities in Texas. Appendix #5 ➤ TLW correctly define & use terms such as latitude; longitude; parallels; meridian; prime meridian; equator; etc. ➤ TTW demonstrate the use of a hurricane- 	<ul style="list-style-type: none"> ➤ TLW answer the questions: What is the latitude & longitude of Houston?, Dallas?, etc. ➤ TLW plot/locate coordinates on a Texas map. 	

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<p>Organize & interpret information from maps.</p> <p>Use appropriate mathematical skills to interpret social studies information from maps.</p> <p>Use social studies terminology correctly.</p>	<p>21C</p> <p>21H</p> <p>22A</p>		<p>tracking chart to track a hurricane from coordinates on a geographic grid. Appendix #6</p> <p>➤ TLW use Texas coordinates, maps & globe as reinforcement to connect terminology of latitude, parallels, longitude, meridians, equator, prime meridian, etc.</p>		
<p>Absolute & Relative Location</p> <p>Locate places & regions of importance in Texas during the 19th & 20th centuries.</p> <p>Organize & interpret information from maps.</p>	<p>9A</p> <p>21C</p>	<p>5</p>	<p>➤ TTW Explain absolute & relative location using the classroom as a model. Relative location of building, classroom, students desk, etc. & absolute location of classroom (i.e. room #, desk row & seat, etc.).</p> <p>➤ TLW identify absolute location of Texas (i.e. between what lines of latitude & longitude) using a Texas map.</p>	<p>➤ TLW be able to give five examples of relative location of Texas in relation to state boundaries, major water bodies & landmasses of the world.</p>	
<p>Graphs & Charts</p> <p>Organize and interpret information from reports, databases, & visuals including graphs, charts, & maps.</p>	<p>21C</p>	<p>5</p>	<p>➤ TTW provide examples of uses for & samples of various charts & graphs on transparencies. Appendix #7</p> <p>➤ TLW be able to identify various types of charts & graphs & the most appropriate uses of each.</p> <p>➤ TLW be able to read & interpret data from charts & graphs by answering questions. Appendix #8</p>	<p>➤ TLW set up the correct format for a graph & practice using data to fill in a graph.</p> <p>➤ TLW find samples of a variety of graphs, charts, & tables in the newspaper & transfer the data into another format.</p>	

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			<ul style="list-style-type: none"> ➤ TLW create a line or bar graph from a climate map. (i.e. precipitation, frost, wind, temperature, etc. maps) ➤ TLW practice interpreting & using the information from the graphs and charts with questions during class discussion. 	(i.e. circle graph into a table; line graph into a bar graph, etc.)	
<p>Week Two Texas Geography/ Regions</p> <p>Create thematic maps representing various aspects of Texas during the 19th & 20th centuries.</p> <p>Locate places & regions of importance in Texas during the 19th & 20th centuries.</p> <p>Compare places & regions of Texas in terms of physical & human characteristics.</p> <p>Identify ways in which Texans have adapted to & modified the environment & analyze the consequences of the modifications.</p>	<p>8A</p> <p>9A</p> <p>9B</p> <p>10A</p>	<p>2, 3, 5</p>	<ul style="list-style-type: none"> ➤ TTW give examples of each type of Texas landform on transparencies or from pictures & discuss the locations in Texas. ➤ TLW locate, illustrate, & label the landforms of Texas on a map. ➤ TLW describe a particular region in a letter, journal or a creative way. ➤ History Alive Unit on 4 regions (includes culminating assessment project). Appendix #9 	<ul style="list-style-type: none"> ➤ TLW identify different landforms & be able to describe their characteristics. ➤ TLW take a quiz over the landforms & Texas regions using a map with numbers in place of the features. ➤ TLW create a thematic map of the 4-landform regions of Texas using the performance task criteria. Put together 4 regions in the shape of Texas. Locate, label, & color the regions, rivers, cities, economic features (agricultural & mineral), & physical features. <p>Appendix #10</p> <ul style="list-style-type: none"> ➤ The largest region in Texas is? <ul style="list-style-type: none"> A. North Central Plains B. Coastal Plains 	

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<p>Explain ways in which geographic factors have affected the political, economic, & social development of Texas.</p> <p>Describe the structure of the population of Texas using demographic concepts such as growth rate & age distribution.</p> <p>Analyze information by categorizing, identifying cause-and-effect relationships, comparing, contrasting, & making generalizations.</p> <p>Organize & interpret information from maps.</p> <p>Use problem-solving process to gather information, consider advantages & disadvantages.</p>	<p>10B</p> <p>11D</p> <p>21B</p> <p>21C</p> <p>23A</p>		<p>➤ TLW read and discuss population growth and distribution information from textbook.</p>	<p>C. Mountains & Basins D. Great Plains</p> <p>➤ TLW based on information read and discussed make a projected Texas population map for the year 2050.</p>	

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<p>Week Three Prehistoric Texas</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Analyze why immigrant groups came to Texas and where they settled.</p>	<p>1A</p> <p>11A</p>	<p>1, 2, 5</p>	<ul style="list-style-type: none"> ➤ TTW display a map demonstrating the migration route of the earliest Texans from Asia across the Bering Strait. ➤ TLW brainstorm reasons why people migrated across the land bridge during the Ice Age. Brainstorm reasons people move today. Discuss how people move for the same reasons today as they did 35,000 years ago (i.e. food, safety, conflict, climate, and exploration). ➤ TLW trace the origins of prehistoric Texans and compare / contrast the prehistoric cultures of Texas. 	<ul style="list-style-type: none"> ➤ TLW analyze & explain the cause /effect relationship of why prehistoric Texans migrated to Texas. ➤ When did the first Native Texans begin to stay in one place? <ul style="list-style-type: none"> A. when they became hunters and gatherers. B. when snow and ice covered much of the land? C. when the animals they hunted began to move from place to place. D. when they began to plant crops. 	
<p>Week Three & Four Native American Cultures of Texas</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Compare the 4 cultures of native Americans in Texas prior to European</p>	<p>1A</p> <p>2A</p>	<p>1, 2, 5</p>	<ul style="list-style-type: none"> ➤ TLW define, discuss, & give examples of the following terms: Culture, race, ethnicity, custom, tradition, nationality, and tribe. ➤ TTW introduce the 4 Native American cultures of Texas by giving the names of each culture & specific characteristics of each. ➤ TLW construct a culture chart identifying the 4 cultures & comparing dwellings, location, customs, food, tribes, government, & fate of each culture. 	<ul style="list-style-type: none"> ➤ TLW create a map of Texas showing the location of each tribe within the 4 Texas Native American cultures. The map will include the location of the 4 natural regions of Texas to show the relationship between the environment of each region & the Native American culture. <p>Appendix #11</p>	

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<p>colonization.</p> <p>Analyze information by categorizing, identifying cause/effect relationships, comparing, contrasting, making generalizations.</p> <p>Use social studies terminology correctly.</p> <p>Transfer information from one medium to another from written to visual.</p>	<p>21B</p> <p>22A</p> <p>22C</p>		<ul style="list-style-type: none"> ➤ TLW analyze Native American picture drawings and sign language as a way of communication and record keeping. 	<ul style="list-style-type: none"> ➤ TLW write a short paragraph from the perspective of a teenage Native American boy or girl of the early Native American era. Translate the story into Indian pictures and then put on a piece of brown paper made to resemble animal skins. Appendix #12 	
<p>Week Five Explorers in Texas</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the sequencing of significant individuals, events, & time periods.</p>	<p>1A</p> <p>1B</p>	<p>1, 2, 3, 5</p>	<ul style="list-style-type: none"> ➤ TLW brainstorm reasons for exploration (space, world, the unknown, etc.). ➤ TLW define conquistador by giving specific characteristics goals/purposes. ➤ TLW construct a chart identifying the explorers, dates of exploration, destinations through Texas, purpose for journey, significance of exploration & the cause/effect relationship of each explorer on future exploration & colonization of Texas. ➤ TLW complete a map of the European explorers of Texas showing their routes of 	<ul style="list-style-type: none"> ➤ TLW work with a partner using 14 index cards. Students will copy the following phrases onto the cards: 1)Alvarez de Pineda; 2) Cabeza de Vaca; 3)Narvaez; 4)Marcos/Esteban; 5)Coronado; 6)DeSoto/Moscoso; 7)LaSalle; 8)lived & worked among Native Americans; 9)gathered information about the Texas coast; 10)led the expedition that put the 	

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<p>Explain the significance of 1519.</p> <p>Identify important individuals, events & issues related to European exploration.</p> <p>Analyze information by sequencing, categorizing, identifying cause/effect relationships, and making generalizations.</p> <p>Organize & interpret information from visuals including graphs, charts, timelines, & maps.</p>	<p>1C</p> <p>2B</p> <p>21B</p> <p>21C</p>		<p>exploration, dates of exploration, landforms of the region that the explorers would have seen during their journey.</p> <p>➤ TLW complete the History Alive lesson Where's the Gold? Appendix #13</p>	<p>first known Spaniards on Texas soil; 11)reported to Mendoza about treasures in Texas leading to more expeditions; 12)explored the Great Plains region of Texas & found Palo Duro Canyon riding horses; 13)found Mississippi River & saw oil seeping from the ground in east Texas; 14)established the French colony at Fort St. Louis. Have students match each explorer with the corresponding fact.</p>	
<p>Spanish Mission Era in Texas & Spanish Influence on Present Culture</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology</p>	<p>1A</p> <p>1B</p>	<p>1, 2, 3, 5</p>	<p>➤ TLW define, & give examples of the terms: mission, friar, priest, and Catholic.</p> <p>➤ TLW analyze the cause/effect relationship between LaSalle claiming Texas for France & the reaction of the Spanish by reinforcing their claim to Texas by building the missions.</p> <p>➤ TLW create a T-chart about the advantages & disadvantages of mission life by gathering information from class</p>	<p>➤ TLW participate in role playing a part in a play about mission life from the perspective of a Native American that has to deal with the loss of their culture when they go to live a mission.</p> <p>➤ TLW write a short persuasive essay reflecting their opinion of</p>	

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<p>through the sequencing of significant individuals, events, & time periods.</p> <p>Explain the significance of 1718.</p> <p>Identify important individuals, events & issues related to European exploration & colonization of Texas including the establishment of Spanish missions.</p> <p>Explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, & performances.</p> <p>Describe how people from selected racial, ethnic, & religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture.</p>	<p>1C</p> <p>2B</p> <p>19A</p> <p>19B</p>		<p>discussion & a variety of sources.</p> <ul style="list-style-type: none"> ➤ TTW show a floor plan of a Spanish mission & explain the need for each feature in the daily life of those living at a mission. Appendix #14 ➤ TTW display a map showing where the Spanish missions were built in Texas starting with Yseleta being the first European settlement in Texas. ➤ TLW describe why the mission system failed in Texas. Appendix #15 ➤ TLW read and discuss information about the Spanish contributions and influences to the present culture of Texas. 	<p>missions from the perspective of a Native American during that time period. They will make the decision for their family to join their tribe & live at a mission or stay with their own culture. They should support their decision with 3 specific reasons to go or not to go live at a mission using facts from their T-chart.</p> <ul style="list-style-type: none"> ➤ TLW create a web graphic organizer detailing the Spanish contributions to Texas culture. Examples are vocabulary, place names, activities, celebrations, etc. ➤ TLW write a short paragraph describing daily life at a mission. They will describe specific activities & routines that the Native Americans were expected to follow. They may describe the advantages & disadvantages of their 	

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Identify examples of Spanish influence on place names such as Amarillo & Rio Grande & on vocabulary in Texas, including words that originated from the Spanish cattle industry.	19C			life.	
Analyze information by categorizing, identifying cause/effect relationships, comparing, contrasting.	21B				
Organize & interpret information from visuals, graphs, charts, timelines, and maps.	21C				
Identify points of view from the historical context surrounding an event & the frame of reference that influenced the participants.	21D				
Use a problem-solving process to identify a	23A				

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<p>problem, gather information, list & consider options, consider advantages & disadvantages, choose & implement a solution, & evaluate the effectiveness of the solution.</p> <p>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>	23B				
<p>Week Six Mexican Independence, Mexican Constitution of 1824 & Colonization of Texas</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the</p>	1A 1B	1, 2, 3, 5	<ul style="list-style-type: none"> ➤ TLW read and discuss the significance of Mexico gaining independence from Spain in 1821 & that the failure of the mission system was instrumental in Spain being unable to hold on to Texas after it was secularized. ➤ TLW analyze the cause/effect relationship of Mexican independence & explain the importance of the development of Mexico & how the revolt against Spain will later influence the Anglo settlers in Mexico with the idea that they could be successful at revolting against the Mexican government. 	<ul style="list-style-type: none"> ➤ TLW complete a chart or graphic organizer relating the cause/effect relationship of Mexican Independence on Texas. <p>Appendix #16</p>	

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<p>sequencing of significant individuals, events, & time periods.</p> <p>Explain the significance of 1821.</p> <p>Identify important individuals, events & issues related to European exploration & colonization of Texas.</p> <p>Identify the contributions of significant individuals including Moses Austin & Stephen F. Austin on the colonization of Texas.</p> <p>Identify the impact of the Mexican Constitution of 1824 on events in Texas.</p> <p>Contrast Spanish & Anglo purposes for & methods of settlement in Texas.</p> <p>Analyze why immigrant groups came to Texas &</p>	<p>1C</p> <p>2B</p> <p>2C</p> <p>2D</p> <p>2F</p> <p>11A</p>		<ul style="list-style-type: none"> ➤ TLW discuss & define empresario and the role of empresarios in the colonization of Texas, especially Moses Austin & Stephen F. Austin (Green DeWitt, Martin de Leon, Sterling Robertson & Haden Edwards, Lorenzo de Zavala, & David G. Burnet). ➤ TLW read and discuss the terms & conditions of colonization in Texas. Outline the colonization laws of 1823 & 1824. The cost of land per acre should be discussed for comparison. ➤ TLW according to the colonization laws, calculate the cost of settling in Texas using the size of their family & the price per acre for land in Mexican Texas (12.5 cents per acre). TLW compare the cost of land in Mexican Texas to the cost of land in the U.S. (\$1.25 per acre). ➤ TLW outline that the Mexican Constitution of 1824. Mexico was divided into 19 states and 4 territories forming Texas, which became a province of Coahuila y Tejas. ➤ TLW complete the History Alive Lesson – Meet the Empresario’s. Appendix #17 	<ul style="list-style-type: none"> ➤ TLW write a short paragraph explaining the term empresario, they will explain the advantages of coming with an empresario & the important role they played in the colonization of Texas. ➤ TLW analyze the colonization laws, reword the laws, and explain why the law was necessary. 	<ul style="list-style-type: none"> ➤ If a settler could buy 500 acres of land in the United States, how much land could that settler buy in Mexican Texas?

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<p>where they settled.</p> <p>Analyze how immigration & migration to Texas in the 19th & 20th centuries have influenced Texas.</p> <p>Analyze information by categorizing, identifying cause/effect relationships, comparing, contrasting.</p> <p>Organize & interpret information from visuals, graphs, charts, timelines, and maps.</p> <p>Identify points of view from the historical context surrounding an event & the frame of reference that influenced the participants.</p> <p>Use a problem-solving process to identify a problem, gather information, list & consider options, consider advantages & disadvantages, choose & implement a solution, & evaluate the effectiveness of the solution.</p>	<p>11B</p> <p>21B</p> <p>21C</p> <p>21D</p> <p>23A</p>		<ul style="list-style-type: none"> ➤ TLW create a map indicating the early Texas colonies ➤ TLW use a Venn diagram to review the reasons & methods that the Spanish settled Texas compared to why & how the Anglo settlers came to Texas. ➤ TLW analyze the development of the Texas Rangers by Stephen F. Austin to protect the colonies & their role in law enforcement today. 	<ul style="list-style-type: none"> ➤ TLW complete the district assessment Austin’s Colony. They will decide to accept or reject prospective settlers by applying the colonization laws. <p>Appendix #18</p>	

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<p>Week Seven Colonial Texas</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Identify important individuals, events & issues related to European exploration & colonization of Texas.</p> <p>Analyze why immigrant groups came to Texas & where they settled</p> <p>Analyze information by categorizing, identifying cause/effect relationships, comparing, contrasting, summarizing, making generalizations.</p>	<p>1A</p> <p>2B</p> <p>11A</p> <p>21B</p>	<p>1, 2, 3, 5</p>	<ul style="list-style-type: none"> ➤ TLW read and describe daily life in colonial Texas using visuals relating to the agricultural way of life. ➤ TLW create a table or web visual organizer categorizing the characteristics of colonial life in Texas using the following categories (housing, farming, clothing, religion, education). Appendix #20 ➤ TLW review the characteristics of the 4 natural regions of Texas by brainstorming specific resources relating to the regions. ➤ TTW help students make connections between environment & way of life. 	<ul style="list-style-type: none"> ➤ TLW use their knowledge of colonial life requirements to complete a History Alive Gone to Texas activity prioritizing their belongings according to need in order to determine what they will bring with them. Appendix #19 	
<p>Week Eight Cultural Differences & Anglo/Mexico Conflicts</p> <p>Identify the impact of</p>	<p>2D</p>	<p>1, 5</p>	<ul style="list-style-type: none"> ➤ TLW complete a T-Chart comparing the conflicts between the Anglo settlers & the Mexicans. (Cultural differences, ideas of government local self-government versus federalist, language, religion, slavery, rights of individuals) 	<ul style="list-style-type: none"> ➤ TLW work in pairs putting together a presentation of problem solving strategies that both the Anglo settlers & the Mexican government 	

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<p>the Mexican federal Constitution of 1824 on events in Texas.</p> <p>Trace the development of events that led to the Texas Revolution.</p> <p>Contrast Spanish & Anglo purposes for & methods of settlement in Texas.</p> <p>Explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, & performances.</p> <p>Analyze information by categorizing, identifying cause/effect relationships, comparing, contrasting, summarizing, making generalizations, drawing inferences & conclusions.</p>	<p>2E</p> <p>2F</p> <p>19A</p> <p>21B</p>		<p>➤ TLW analyze the Anglo settlers' lack of compliance with the Mexican colonization laws.</p>	<p>could have done to avoid conflict.</p> <p>➤ TLW write a paragraph describing one thing about their culture that they would refuse to change because of the impact that it has on their life.</p>	

2nd Nine Weeks

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<p>Week Nine Fredonia Revolt- Edwards Brothers</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Trace the development of events that led to the Texas Revolution.</p> <p>Explain the roles played by significant individuals during the Texas Revolution.</p> <p>Analyze information by categorizing, making generalizations & predictions, & drawing inferences & conclusions.</p>	<p>1A</p> <p>2E</p> <p>3A</p> <p>21B</p>	<p>1,4,5</p>	<ul style="list-style-type: none"> ➤ TLW analyze and create a cause/effect graphic organizer of the Fredonia Revolt and the effect it had on the relations between the settlers and the Mexican government. ➤ TLW read and discuss how the Fredonia Revolt led to Mier y Teran’s inspection & report (the American influence was too strong on the Texas settlers) as well as his advice to decrease U. S. influence. 	<ul style="list-style-type: none"> ➤ TLW write a paragraph to explain how the Fredonia Revolt flag (red & white with the words “Independence, Liberty, Justice”) reflected the Anglo beliefs in government & their difficulty adjusting to the Spanish/Mexican authority. ➤ TLW write a short paragraph predicting how Teran’s report & advice would have affected the Mexican government considering the purpose for the mission system & goals. 	<ul style="list-style-type: none"> ➤ In 1826 the U. S. shows interest in Texas when President John Quincy Adams offers Mexico \$1 million for the area.
<p>Decree of April 6, 1830</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative</p>	<p>1A</p> <p>1B</p>	<p>1,4,5</p>	<ul style="list-style-type: none"> ➤ TLW create a mind map of the provisions of the Decree of April 6, 1830. ➤ TLW create a flow chart showing the cause & effect relationship between the following events: Fredonia 	<ul style="list-style-type: none"> ➤ TLW write a short essay explaining why the Decree of April 6, 1830 was a turning point in relations between the colonists & Mexico. 	

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<p>chronology through the sequencing of significant individuals, events & time periods.</p> <p>Trace the development of events that led to the Texas Revolution, the Law of April 6, 1830.</p> <p>Contrast Spanish & Anglo purposes for & methods of settlement in Texas.</p> <p>Explain the roles played by significant individuals during the Texas Revolution.</p> <p>Use a problem-solving process to identify a problem, gather information, list & consider options, consider advantages & disadvantages, choose & implement a solution, & evaluate the effectiveness, of the solution.</p>	<p>2E</p> <p>2F</p> <p>3A</p> <p>23A</p>		<p>Revolt; Teran’s Inspection; Teran’s report & advice to the Mexican government; the Decree of April 6, 1830; reaction of the settlers in Texas; U. S. immigration & trade.</p>		

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<p><i>Week Ten</i> Road to Revolution Trouble at Anahuac, Turtle Bayou Resolutions, Battle of Velasco</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the sequencing of significant individuals, events & time periods.</p> <p>Identify the impact of the Mexican federal Constitution of 1824 on events in Texas.</p> <p>Trace the development of events that led to the Texas Revolution & the Turtle Bayou Resolutions.</p> <p>Explain the roles played by significant individuals during the Texas Revolution.</p> <p>Analyze information by</p>	<p>1A</p> <p>1B</p> <p>2D</p> <p>2E</p> <p>3A</p> <p>21B</p>	<p>1,4,5</p>	<ul style="list-style-type: none"> ➤ TLW read and discuss the cause of the trouble in Anahuac. (the enforcement of the Decree of April 6, 1830). ➤ TLW outline the contents of the Turtle Bayou resolutions. (The main purpose being to inform the Mexican Government that they were not rebelling against Mexico but defending their rights & the Constitution of 1824 as well as their support for Santa Anna). ➤ TTW explain that the Battle of Velasco happened because there was not a quick way for word to get to John Austin that the conflict at Anahuac was over & that the Turtle Bayou Resolutions had been formulated. 	<ul style="list-style-type: none"> ➤ TLW write a short paragraph explaining the cause/effect relationship between the Turtle Bayou Resolutions & what happened at Anahuac. ➤ TLW write a short paragraph predicting how events in Velasco would have been different if there had been better methods of communication to let them know about the end of the conflict at Anahuac & the Turtle Bayou Resolutions. 	

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sequencing, categorizing, identifying cause/effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations & predictions, & drawing inferences & conclusions.					
<p>Road to Revolution Conventions of 1832 & 1833</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the sequencing of significant individuals, events & time periods.</p> <p>Identify the contributions of significant individuals including Stephen F. Austin.</p> <p>Identify the impact of the Mexican federal Constitution of 1824 on events in Texas.</p> <p>Trace the development of</p>	<p>1A</p> <p>1B</p> <p>2C</p> <p>2D</p> <p>2E</p>	<p>1,4,5</p>	<ul style="list-style-type: none"> ➤ TLW outline the colonists' goals for the Conventions of 1832 & 1833. Appendix #21 ➤ TLW list & discuss the resolutions of the Conventions of 1832 & 1833. ➤ TLW outline the outcome of the Conventions & explain the resolutions adopted by the members. ➤ TLW identify individuals that were involved in the conventions (Stephen F. Austin, William Wharton, Sam Houston). 	<ul style="list-style-type: none"> ➤ TLW write a paragraph explaining the benefits of Texas getting separate Mexican statehood. ➤ TLW write a short prediction of how Santa Anna will react to the Conventions of 1832 & 1833. ➤ TLW hold a mock convention in class to debate the issues of the conventions. 	

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<p>events that led to the Texas Revolution.</p> <p>Explain the roles played by significant individuals during the Texas Revolution & Austin’s arrest.</p> <p>Analyze information by sequencing, categorizing, identifying cause/effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations & predictions, & drawing inferences & conclusions.</p> <p>Identify points of view from the historical context surrounding an event & the frame of reference that influenced the participants.</p> <p>Support a point of view on a social studies issue or event.</p>	<p>3A</p> <p>21B</p> <p>21D</p> <p>21E</p>				

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>Road To Revolution Austin’s Arrest; Consultation</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the sequencing of significant individuals, events & time periods.</p> <p>Identify the contributions of significant individuals including Stephen F. Austin.</p> <p>Identify the impact of the Mexican federal Constitution of 1824 on events in Texas.</p> <p>Trace the development of events that led to the Texas Revolution.</p> <p>Explain the roles played by significant individuals during the Texas Revolution.</p>	<p>1A</p> <p>1B</p> <p>2C</p> <p>2D</p> <p>2E</p> <p>3A</p>	<p>1,4,5</p>	<ul style="list-style-type: none"> ➤ TLW read and discuss why Austin’s visit to Mexico City lasted so long. (Changes in government, difficulty getting a meeting with Santa Anna, etc.) ➤ TLW organize a flowchart & list all of the events that led to Austin’s arrest in order of occurrence. ➤ TLW identify the cause of Austin’s arrest. ➤ TLW compare/contrast Stephen F. Austin’s attitude during his imprisonment & after his return to Texas. ➤ TTW compare the federalist government of the Mexican Constitution of 1824 (that provided for levels of government that could set their own laws, have elections & create agencies with local control of laws & regulations that affected settlers) to the centralist government of Santa Anna (ignoring the Constitution of 1824 & strengthens central government powers where 	<ul style="list-style-type: none"> ➤ TLW write a diary entry dated September 8, 1835 imagining that they are Stephen F. Austin. ➤ TLW write a paragraph comparing the way colonists thought Santa Anna would support the Constitution of 1824 before he was elected versus their opinion of him after he was elected and changed the government. They should include the effect it had on Texas colonists. 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>Analyze information by sequencing, categorizing, identifying cause/effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations & predictions, & drawing inferences & conclusions.</p> <p>Identify points of view from the historical context surrounding an event & the frame of reference that influenced the participants.</p> <p>Support a point of view on a social studies issue or event.</p>	<p>21B</p> <p>21D</p> <p>21E</p>		<p>all power is centralized in the hands of national government).</p> <p>➤ TLW read and discuss the purpose for the Consultation of 1835 & the debate of war & peace as well as the change in Austin’s attitude toward working with the Mexican government. Appendix #22</p>	<p>➤ TLW complete the History Alive lesson – Road to Revolution. Appendix #23</p>	
<p>Week Eleven Road to Revolution 1836 Convention; Declaration of Independence; Constitution of 1836</p> <p>Identify the major eras in Texas history & describe their defining characteristics. Apply absolute & relative chronology through the sequencing of significant</p>	<p>1A</p> <p>1B</p>	<p>1,4,5</p>	<p>➤ TLW complete the History Alive lesson – Independence? Appendix #24</p> <p>➤ TLW outline the goals of the 1836 Convention.</p> <p>➤ TLW define grievances of the Texas colonists. TTW show a copy of the Texas Declaration of Independence to cite evidence of reasons for separation from Mexico.</p>	<p>➤ TLW write a short paragraph describing how they predict the Mexican government will react to the Declaration of Independence & forming of a Texas ad interim government.</p>	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>individuals, events & time periods.</p> <p>Explain the significance of 1836.</p> <p>Identify the impact of the Mexican federal Constitution of 1824 on events in Texas.</p> <p>Trace the development of events that led to the Texas Revolution.</p> <p>Explain the roles played by significant individuals during the Texas Revolution.</p> <p>Explain the issues surrounding significant events of the Texas Revolution, including the Convention of 1836.</p> <p>Analyze information by sequencing, categorizing, identifying cause/effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations & predictions, & drawing</p>	<p>1C</p> <p>2D</p> <p>2E</p> <p>3A</p> <p>3B</p> <p>21B</p>		<ul style="list-style-type: none"> ➤ TLW compare the U. S. Declaration of Independence to the 1836 Constitution of Texas. ➤ TLW identify key individuals that played roles in the convention. (George C. Childress; Lorenzo de Zavala; Richard Ellis, etc.) 	<ul style="list-style-type: none"> ➤ TLW make a T-Chart comparing the grievances of the U. S. Declaration of Independence to the Texas Declaration. ➤ TLW role-play & act out a mock Convention of 1836 & discuss the issues that led to the separation. ➤ TLW complete the district assessment & construct a timeline or foldable covering important events leading to the Texas Revolution. Appendix #25 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>inferences & conclusions.</p> <p>Organize & interpret information from outlines, reports, databases, & visuals including charts, timelines, & maps.</p> <p>Identify points of view from the historical context surrounding an event & the frame of reference that influenced the participants.</p>	<p>21C</p> <p>21D</p>				
<p><i>Week Twelve</i> Texas Revolution & Independence War with Mexico; Battle of Gonzales; Capture of San Antonio; The Siege of the Alamo; Fannin's surrender at Goliad</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the sequencing of significant individuals, events & time periods.</p>	<p>1A</p> <p>1B</p>	<p>1,4,5</p>	<ul style="list-style-type: none"> ➤ TLW analyze the outbreak of war between Texas & Mexico by identifying & discussing the first battle of the Texas Revolution in Gonzales. ➤ TLW compare the first battle of the Texas Revolution in the Battle of Gonzales to the first battle of the American Revolution at the Lexington Battle. ➤ TLW organize facts about each battle of the Texas Revolution on a chart (date, location, leaders on both sides, casualties on each side, outcome, significance) 	<ul style="list-style-type: none"> ➤ TLW take a list of items and identify if the item applies to Gonzales or Lexington. ➤ TLW write a short essay explaining the significance of the Battle of the Alamo & massacre at Goliad to the motivation for the continuing of the Texas Revolution. 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>Explain the significance of 1836.</p> <p>Explain the roles played by significant individuals during the Texas Revolution, including James Fannin, Sam Houston, Antonio Lopez de Santa Anna, & William B. Travis.</p> <p>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.</p> <p>Analyze information by sequencing, categorizing, identifying cause/effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations & predictions, & drawing inferences & conclusions.</p> <p>Organize & interpret information from outlines,</p>	<p>1C</p> <p>3A</p> <p>3B</p> <p>21B</p> <p>21C</p>		<p>➤ TLW use a graphic organizer to compare/contrast the military & volunteers on both sides during the revolution (attitude, motivation, skills, and equipment).</p>	<p>➤ TLW assume the role of one of the people who decided to stay and defend the Alamo and write a letter home explaining why they are staying and what is going on around them.</p>	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>reports, databases, & visuals including graphs, charts, timelines, & maps.</p> <p>Transfer information from one medium to another, including written to visual & statistical to written or visual.</p> <p>Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, & take action to implement a decision.</p>	<p>22C</p> <p>23B</p>				
<p><i>Week Thirteen & Fourteen</i> Texas Revolution & Independence Runaway Scrape; San Jacinto; Treaty of Velasco</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the</p>	<p>1A</p> <p>1B</p>	<p>1,4,5</p>	<p>➤ TLW read and discuss the reason that the Runaway Scrape occurred (Sam Houston & settlers learn of the fall of the Alamo; Houston orders Texas forces to retreat & burn Gonzales; a larger Mexican force is advancing on a smaller Texas force; fear spreads across Texas; many civilians flee eastward, and the difficulties they encountered).</p>	<p>➤ TLW write a diary entry imagining that they are a settler involved in the Runaway Scrape describing the difficulties that they would have suffered along the way.</p>	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>sequencing of significant individuals, events & time periods.</p> <p>Explain the significance of 1836.</p> <p>Explain the roles played by significant individuals during the Texas Revolution, including James Fannin, Sam Houston, Antonio Lopez de Santa Anna, & William B. Travis</p> <p>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, & the battle of San Jacinto.</p> <p>Analyze information by sequencing, categorizing, identifying cause/effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations &</p>	<p>1C</p> <p>3A</p> <p>3B</p> <p>21B</p>		<ul style="list-style-type: none"> ➤ TTW analyze the outcome of the San Jacinto Battle & the capture of Santa Anna. (list physical and human factors that allowed them to defy the odds and win this battle.) ➤ TLW outline the provisions of the Treaties of Velasco. ➤ TLW create a T-Chart comparing the Texas & American Revolutions. 	<ul style="list-style-type: none"> ➤ TLW write a paragraph analyzing the provisions of the Treaties of Velasco. ➤ TLW complete a district assessment & write an essay comparing/contrasting the American & Texas Revolutions using the T-Chart as the basis for their essay. <p>Appendix #26</p>	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>predictions, & drawing inferences & conclusions. Organize & interpret information from outlines, reports, databases, & visuals including graphs, charts, timelines, & maps.</p> <p>Identify points of view from the historical context surrounding an event & the frame of reference that influenced the participants.</p> <p>Support a point of view on a social studies issue or event.</p> <p>Use social studies terminology correctly.</p> <p>Use standard grammar, spelling, sentence structure, & punctuation.</p> <p>Transfer information from one medium to another, including written to visual & statistical to written or visual.</p> <p>Create written, oral, & visual presentations of</p>	<p>21C</p> <p>21D</p> <p>21E</p> <p>22A</p> <p>22B</p> <p>22C</p> <p>22D</p>				

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
social studies information.					
<p><i>Week Fifteen</i> Republic of Texas Comparison of Houston/Lamar Issues (debt, policies, currency, Native American conflicts)</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the sequencing of significant individuals, events & time periods.</p> <p>Explain the significance of 1836 & 1845.</p> <p>Explain the roles played by significant individuals during the Texas Revolution, including James Fannin, Sam Houston, Antonio Lopez de Santa Anna, & William B. Travis</p> <p>Identify individuals,</p>	<p>1A</p> <p>1B</p> <p>1C</p> <p>3A</p> <p>4A</p>	<p>1,4,5</p>	<ul style="list-style-type: none"> ➤ TLW outline the boundaries of the Republic of Texas on a map. ➤ TTW read & discuss Houston’s policies/goals for the 1st term as president. (Texas Rangers, administration, Native Americans, stay alert against Mexican attack, U. S. annexation, capital, boundaries, debt, etc) ➤ TLW analyze the results of the 1839 election and explain why Sam Houston did not run for the office a second term. ➤ TLW read and discuss the goals of Maribeau Lamar as president. (education, capital, currency, debt, Native American conflicts, U. S. annexation, education, etc.) ➤ TLW read and discuss Houston’s 2nd term after the election of 1841. (Sam Houston president & David G. Burnet vice president) 	<ul style="list-style-type: none"> ➤ TLW write a journal entry from the point of view of one of the 56 members of the Texas Rangers describing their daily life (The had to supply their own equipment, firearms, horses) in comparison to the Texas Rangers of today. (Part of the DPS, modern weapons, high tech vehicles and even women since 1993) ➤ TLW create a T-chart comparing similarities & differences between Houston & Lamar. (policies, goals, problems, & achievements) ➤ TLW write a campaign speech that supports Houston or Lamar for president. Including specific facts & details about their terms. 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>events, & issues during the Republic of Texas & early statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, & the Texas Rangers.</p> <p>Analyze the causes of & events leading to Texas statehood.</p> <p>Compare types & uses of technology, past & present.</p> <p>Analyze information by sequencing, categorizing, identifying cause/effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations & predictions, & drawing inferences & conclusions.</p> <p>Organize & interpret information from visuals including charts & maps.</p> <p>Identify points of view from the historical context surrounding an event &</p>	<p>4B</p> <p>20A</p> <p>21B</p> <p>21C</p> <p>21D</p>		<p>His goals & policies (debt, currency, peace with the Native Americans, annexation by U. S.)</p> <ul style="list-style-type: none"> ➤ TLW complete the History Alive lesson – The Drawing of the Black Bean. <p>Appendix #27</p> <ul style="list-style-type: none"> ➤ TLW read and discuss the election results of the third presidential election of the Republic of Texas. (Anson Jones) ➤ TLW compare/contrast the original Texas Rangers (they had to supply their own equipment, firearms, horses) with the current Texas Rangers (part of the DPS, modern weapons, high tech vehicles provided, and even women have been allowed to join since 1993). 	<ul style="list-style-type: none"> ➤ TLW write a persuasive essay supporting either Houston’s policies or Lamar’s policies. ➤ TLW create a foldable comparing the Republic of Texas Presidents Houston, Lamar, & Jones. ➤ TLW write a journal entry from the point of view of one of the 56 members of the original Texas Rangers describing their daily life in comparison to the Texas Rangers of today. 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>the frame of reference that influenced the participants.</p> <p>Support a point of view on a social studies issue or event.</p> <p>Use social studies terminology correctly.</p> <p>Use standard grammar, spelling, sentence structure, & punctuation.</p> <p>Transfer information from one medium to another, including written to visual & statistical to written or visual.</p> <p>Create written, oral, & visual presentations of social studies information</p>	<p>21E</p> <p>22A</p> <p>22B</p> <p>22C</p> <p>22D</p>				
<p><i>Week Sixteen</i> Life in the Republic; Annexation; Texas becomes a State; European Immigration; Ethnic Groups; Manifest Destiny</p> <p>Identify the major eras in</p>	<p>1A</p>	<p>1,4,5</p>	<ul style="list-style-type: none"> ➤ TLW read about & describe life & changes in Texas during the Republic years. Appendix #28 ➤ TLW locate early immigrant settlements on a Texas map & use a world map to trace the route of each group from their origin country. 	<ul style="list-style-type: none"> ➤ TLW chart immigrant groups during the republic years, tell why each group would have immigrated, and where they settled in Texas Appendix #29 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the sequencing of significant individuals, events & time periods.</p> <p>Explain the significance of 1845.</p> <p>Identify individuals, events, & issues during the Republic of Texas & early statehood, including annexation, Sam Houston, Anson Jones, Maribeau B. Lamar, problems of the Republic of Texas, & the Republic of Texas, & the Texas Rangers.</p> <p>Analyze the causes of & events leading to Texas statehood.</p> <p>Analyze the effects of physical & human factors such as climate, weather, landforms, irrigation, transportation, & communication on major</p>	<p>1B</p> <p>1C</p> <p>4A</p> <p>4B</p> <p>9C</p>		<ul style="list-style-type: none"> ➤ TLW create a mind map illustrating the reasons that Texas wanted to be annexed ➤ TLW create a mind map illustrating the reasons that the U. S. did not want to annex Texas. ➤ TLW list the terms of the joint resolution for annexation. ➤ TLW identify the transition of Texas from a Republic to statehood. Anson Jones transfers control of Texas to the U. S.. ➤ TLW define “Manifest Destiny” and locate each area of land acquired by the United States. ➤ TLW work in groups to research and gather information with at least three examples of cultural influences to Texas. Assign 	<ul style="list-style-type: none"> ➤ TLW participate in a mock debate over the issue of annexation & will defend or argue for or against annexation. ➤ TLW draw the possible shapes of Texas considering that it could have been divided into 5 other states. ➤ TLW write a short paragraph explaining what they think the benefits of having many nationalities immigrate to Texas from throughout the 	<ul style="list-style-type: none"> ➤ TLW define the term “Manifest Destiny” & shade a U. S. map that illustrates the expansion west, as well as how each area was acquired by the U. S.

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>events in Texas.</p> <p>Analyze why immigrant groups came to Texas & where they settled.</p> <p>Analyze how immigration & migration to Texas in the 19th & 20th centuries have influenced Texas.</p> <p>Explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, & performances.</p> <p>Describe how people from selected racial, ethnic, & religious groups attempt to maintain their culture heritage while adapting to the larger Texas culture.</p> <p>Identify examples of Spanish influence on place names such as Amarillo & Rio Grande & on vocabulary in Texas, including words that originated from the Spanish cattle industry.</p> <p>Analyze information by</p>	<p>11A</p> <p>11B</p> <p>19A</p> <p>19B</p> <p>19C</p> <p>21B</p>		<p>each group a different topic (food, names of places, architecture, language, music, celebrations, clothes, and literature) and explain that they will report their findings on their topic to the rest of the class. Have each student fill in their graphic organizer when from each groups report to the class.</p>	<p>world during the 1800's would have been. Students should use the table from group work as the basis for this argument. Have several students volunteer to share their essay with the class or the teacher could randomly choose several to read aloud anonymously.</p>	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
sequencing, categorizing, identifying cause/effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations & predictions, & drawing inferences & conclusions. Organize & interpret information from visuals including charts & maps. Use social studies terminology correctly.	21C 22A				

3rd Nine Weeks

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p><i>Week Seventeen & Eighteen</i> Texas Statehood; War with Mexico; Treaty of Guadalupe Hidalgo; Compromise of 1850</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the sequencing of significant individuals, events & time periods.</p> <p>Identify individuals, events, & issues during the Mexican War, & the Treaty of Guadalupe Hidalgo.</p> <p>Explain ways in which geographic factors have affected the political, economic, & social development of Texas.</p>	<p>1A</p> <p>1B</p> <p>4A</p> <p>10B</p>	<p>1,4,5</p>	<p>➤ TLW read and discuss the cause/effect relationships of events that led to the Mexican War. (boundary disputes with Mexico) Appendix #30</p> <p>➤ TLW discuss the outcome of the Mexican War and list what Texas & Mexico received from the Treaty of Guadalupe Hidalgo.</p> <p>➤ TLW outline reasons for & provisions of the Compromise of 1850. (Texas claimed the Rio Grande River as the south & west border of Texas which included Santa Fe New Mexico (a major trade center), the people of Santa Fe did not want slavery or to be a part of Texas; Texas received \$10 million to pay debts by relinquishing the land that was part of 5 other states)</p>	<p>➤ TLW draw outlines of maps & shade the boundaries that changed because of the Treaty of Guadalupe Hidalgo & The Compromise of 1850.</p> <p>➤ TLW create a graphic organizer showing why the people of New Mexico did not want to be part of Texas & why the U. S. would have wanted control of Santa Fe.</p>	<p>➤ TTW show a map of border changes & the affect or relationship with the idea of “Manifest Destiny”. (The U. S. achieved the goal of occupying from the Atlantic to the Pacific)</p>

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>Analyze information by sequencing, categorizing, identifying cause/effect relationships, comparing, contrasting, making generalizations & predictions, & drawing inferences & conclusions.</p> <p>Organize & interpret information from visuals including maps</p>	<p>21B</p> <p>21C</p>		<p>➤ TTW display a map that indicates the changes of the boundaries to the existing boundaries of Texas today.</p>		
<p><i>Week Nineteen</i> Pre- Civil War life in Texas, Civil War, Causes of Civil War, States Rights, and Slavery.</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the sequencing of significant individuals, events & time periods.</p> <p>Explain the significance of 1861.</p> <p>Explain reasons for</p>	<p>1A</p> <p>1B</p> <p>1C</p> <p>5A</p>	<p>1, 4, 5</p>	<p>➤ TLW take notes from a class discussion on the characteristics of life in Texas before the Civil War prior to secession. Include the ways people earned a living.</p> <p>➤ TLW complete a graphic organizer on the modes of transportation & the advantages/disadvantages of stagecoach, steamboat, & railroad travel.</p> <p>Appendix #31</p> <p>➤ TLW outline the life of slaves (culture, labor escapes, rebellion, separation from families, could not own property, marry, runaway was a very serious crime).</p>	<p>➤ Which mode of transportation could carry the most cargo without regard for weather?</p> <p>A. Steamboats</p> <p>B. Railroads</p> <p>C. Stagecoaches</p> <p>D. Wagons</p>	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>involvement of Texas in the Civil War.</p> <p>Analyze the political, economic, & social effects of the Civil War & Reconstruction in Texas.</p> <p>Explain economic factors that led to urbanization of Texas.</p> <p>Analyze information by sequencing, categorizing, identifying cause/effect relationships, comparing, contrasting, & making generalizations.</p>	<p>5B</p> <p>12A</p> <p>21B</p>		<ul style="list-style-type: none"> ➤ TTW write \$600 on the board & ask students what they could buy for this sum of money. List their responses on the board. At the bottom of the list, write “human being” & explain that during the 1850’s, the average price of an African slave was \$600. Discuss with the students whether the value of a human life can or should be measured in dollars. ➤ TLW will participate in a mock debate over slavery in Texas (arguments for/arguments against); <u>FOR</u> – (Texas legislature dominated by pro-slavery planters pressed pro-slavery laws supports southern Texas <u>economy</u> – no cotton=no money); <u>AGAINST</u> - (Mexican, German, Norwegian, abolitionists had to keep opinions against slavery to themselves because of them being in the minority – They argued against slavery on <u>moral</u> & 	<ul style="list-style-type: none"> ➤ TLW write a short paragraph from the point of view of a Texas slave, abolitionist, or slave owner defending their opinion of slavery. 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
			<p><u>religious</u> reasons – it was wrong for one person to own another; bought, sold, & hired out slaves as property; also <u>political</u> – it went against democracy & freedom).</p> <ul style="list-style-type: none"> ➤ TLW identify why Texas was involved in the Civil War by distinguishing the difference between the North & South; (state’s rights, slavery, secession) ➤ TLW will read and discuss how Texas was divided over secession from U. S. & Sam Houston being removed from office. ➤ TLW create a timeline to show events that led to Texas secession convention: Jan. 28, 1861 Texas Secession Convention held; Feb. 1, Convention delegates adopt an ordinance for secession; Feb. 23 Texans vote to secede; Mar. 2, Texas becomes the 7th state to secede from the Union. <p>Appendix #32</p>	<ul style="list-style-type: none"> ➤ Over what single issue could you say the Civil war was fought over? <ul style="list-style-type: none"> A. local issues B. trade agreements C. Constitutional freedom D. State’s rights ➤ TLW graph advantages & disadvantages of the north/south: populations; wealth produced; railroads; factories; bank deposits; farms. Appendix HA1 ➤ TLW locate the battles of the Civil War in Texas on a map, and answer the question: Why was Texas so important to the Union forces during the Civil War? 	<ul style="list-style-type: none"> ➤ TTW show a map of how the nation & Texas was divided.

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
			<ul style="list-style-type: none"> ➤ TLW identify the individuals that played roles in the Civil War; (U. S. President & military leaders; Texas leaders & military leaders) ➤ TLW create a web for effects of Civil War on Texas: <u>Economy</u> – left in shambles; <u>Government</u> – collapsed Confederate government leaders fled to Mexico; <u>Society</u> – suffered the loss of many Texans, many freed slaves facing an uncertain future. <p>Appendix #33</p>	<ul style="list-style-type: none"> ➤ TLW work in groups in a timed activity where they must match important individuals from the Civil War with the fact. <u>People</u> - Abraham Lincoln, Jefferson Davis, Hood's Texas Brigade, Albert Sidney Johnston, Terry's Texas Rangers, John B. Magruder, and Sam Houston. <u>Facts</u> – President of the U.S., President of the Confederate States of America, Robert E. Lee's finest soldiers, Second highest ranking general in the Confederate army, Calvary unit that fought the most battles in the war, successfully developed the Confederate plans to retake Galveston. 	
<p><i>Week Twenty</i> Reconstruction</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the sequencing of significant individuals, events & time periods.</p> <p>Explain the significance of</p>	<p>1A</p> <p>1B</p> <p>1C</p>	<p>1, 2, 3, 4, 5</p>	<ul style="list-style-type: none"> ➤ TTW will outline the Emancipation Proclamation & discuss its major impact on Texas - Juneteenth. ➤ TLW will take notes while the teacher describe the issues & problems that the U. S. & Texas governments faced following the end of the Civil War. (How to help freed slaves adjust; how to 	<ul style="list-style-type: none"> ➤ The slaves in Texas were freed on what day? A. Cinco de Mayo B. Juneteenth C. Memorial Day D. Independence Day ➤ TLW work in groups to develop a plan for brining the South back into the United States. 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>1861.</p> <p>Explain reasons for involvement of Texas in the Civil War.</p> <p>Analyze the political, economic, & social effects of the Civil War & Reconstruction in Texas.</p> <p>Explain economic factors that led to urbanization of Texas.</p> <p>Analyze information by sequencing, categorizing, identifying cause/effect relationships, comparing, contrasting, and making generalizations.</p>	<p>5A</p> <p>5B</p> <p>12A</p> <p>21B</p>		<p>reunite the North & South; how to handle war damage)</p> <ul style="list-style-type: none"> ➤ TLW outline the purpose & goals of The Freedman’s Bureau. ➤ TLW identify both the Congressional and Presidential plans for Reconstruction & readmission to the Union. ➤ TLW read and discuss the Black Codes or Jim Crow laws and the effect it had on slaves joining society. ➤ TLW list provisions of the Constitution of 1869. <p>Appendix #35</p> <ul style="list-style-type: none"> ➤ TLW identify the characteristics that signal the end of Reconstruction. (Republican loss of state political power) Election of 1876 – Democrats let Republican in in exchange for end to Reconstruction. ➤ TTW describe the economic & social effects of Reconstruction in Texas; 	<ul style="list-style-type: none"> ➤ TLW complete graphic organizer on the steps necessary for Texas to be re-admitted to the Union under President Johnson’s plan. <p>Appendix #34</p> <ul style="list-style-type: none"> ➤ TLW create a graphic organizer showing the effect of 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
			<p><u>Economic</u> - improved transportation; higher taxes. <u>Social</u> – improved education; civil rights; positions of political power for black Texans; initial rise in crime & violence particularly African Americans.</p> <p>➤ TLW read and discuss how Reconstruction led to new labor system – sharecroppers, tenant farmers; etc.</p>	<p>Reconstruction on Texas.</p> <p>➤ TLW write a letter to a friend imagining that they are a tenant farmer or a sharecropper in Texas in the 1870’s & they will describe the challenges they face. (why cotton crops instead of another crop; how to obtain the tools & supplies you need; possible environmental problems; what to do next year if there is no profit from the past year crops; market prices; debts to land owners; why they were forced to be a tenant farmer or sharecropper; etc.)</p> <p>➤ TLW complete the District Civil War and Reconstruction assessment. Appendix #36</p>	
<p><i>Week Twenty-One</i> Effects of Westward Expansion on Native Americans, Indian Wars</p>		<p>1, 2, 3, 5</p>	<p>➤ TLW read and identify the cause/effect relationship between westward expansion on Texas</p>		

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the sequencing of significant individuals, events & time periods.</p> <p>Identify significant individuals, events, & issues including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on Native Americans, & Cynthia Parker.</p> <p>Explain economic factors that led to the urbanization of Texas.</p> <p>Trace the development of major industries that contributed to the urbanization of Texas.</p>	<p>1A</p> <p>1B</p> <p>6A</p> <p>12A</p> <p>12B</p>		<p>frontier & conflicts with Native Americans.</p> <ul style="list-style-type: none"> ➤ TLW complete the History Alive lesson Westward Expansion from a Native American Perspective. Appendix #37 ➤ TTW relate the kidnapping of Cynthia Ann Parker. ➤ TLW identify the major military campaigns in Texas from 1871 – 1874. (Adobe Walls; Salt Creek Raids; Mackenzie’s Raids; Red River War; Battle of Palo Duro Canyon; Rio Grande) ➤ TLW complete graphic organizer on the cause/effect relationship of the Buffalo hunters/slaughter and the effect on the Native Americans. Appendix #38 ➤ TTW describe life on reservations for Native Americans. ➤ TLW read and discuss the role of Buffalo Soldiers in 	<ul style="list-style-type: none"> ➤ TLW write a short journal entry from Cynthia Ann Parker’s point of view describing why she did not want to return to her family. (Culture, children, fitting into the Anglo society, etc.) ➤ TLW complete the Buffalo then & now activity. Appendix #39 ➤ TLW work in pairs to compare & contrast life on reservations to life on the frontier (required to farm; own land individually; tried to maintain traditional ways of life in various ways – speaking native language, life, dance) 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p><i>Week Twenty-Two & Twenty-Three</i></p> <p>Effects of Westward Expansion on cattle industry, barbed wire, and closing the frontier.</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the sequencing of significant individuals, events & time periods.</p> <p>Identify significant individuals, events, & issues including the factors leading to the expansion of the Texas frontier, the development of the cattle industry from its Spanish beginnings, the myth & realities of the cowboy way of life, the effects of growth of the railroads, the buffalo soldiers, & James Hogg.</p> <p>Explain the political,</p>	<p>1A</p> <p>1B</p> <p>6A</p> <p>6B</p>	<p>1, 2, 3, 5</p>	<p>the Texas Frontier Wars.</p> <ul style="list-style-type: none"> ➤ TLW read about the Spanish beginnings of the cattle industry/ranches and complete a graphic organizer of the changes in the cattle industry. Appendix #40 ➤ TLW examine the reasons for cattle drives. ➤ TLW examine pictures of a longhorn & discuss benefits for cattle drives. Also explain how crossbreeding helped the beef cattle industry ➤ TLW work in groups to outline the problems faced by cattle ranchers: Texas fever; rustlers; overgrazing; sheep ranchers; drought; prices at the market; and fence cutting. ➤ TLW read and discuss the effects of the Civil War on cattle ranching. ➤ TLW identify individuals that contributed to the 	<ul style="list-style-type: none"> ➤ TLW create a cattle drive map. ➤ TLW design their own cattle brand for an imaginary ranch in Texas after looking at examples using letters, numbers, symbols, geometric designs, etc.. ➤ TLW complete the cattle drive project. (this can be done as an outside project, or in class as 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/Character Ed./US History Activities
<p>economic, & social impact of the cattle industry & the development of West Texas resulting from the close of the frontier.</p> <p>Explain economic factors that led to the urbanization of Texas.</p> <p>Trace the development of major industries that contributed to the urbanization of Texas.</p> <p>Analyze the effects of scientific discoveries & technological innovations, such as barbed wire, & the windmill on the development of Texas.</p>	<p>12A</p> <p>12B</p> <p>20C</p>		<p>cattle industry in Texas. (Jesse Chisholm, and Charles Goodnight).</p> <ul style="list-style-type: none"> ➤ TLW will work in groups to determine the characteristics of the cowboy culture. Then discuss as a class which ones are correct and which ones are not (and why). ➤ TLW describe the events that led to the creation of barbed wire by Joseph Glidden. ➤ TLW work in groups to determine the cause/effect relationship between use of barbed wire & problems that develop. (Range wars; closing of the frontier, laws that were passed relating to fence cutting) ➤ TLW relate the cause/effect relationship between the development of cattle ranches in the panhandle of Texas and the need for water since there were little or no natural water sources. 	<p>group work) Appendix #41</p> <ul style="list-style-type: none"> ➤ TLW write a short paragraph explaining how the Texas cattle industry was affected by free enterprise. (Supply of cattle & demand for cattle) ➤ TLW write a letter to a neighbor imagining they are a Texas rancher who either supports or opposes fencing the open range & they should express their viewpoint including advantages & disadvantages. ➤ TLW create a list of aspects of Texas today that reflects the legacy of the cattle kingdom. (rodeo, state fairs, cowboy attire, windmills, ranching, etc.) 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
			Appendix #42 ➤ TLW complete the longhorn graphic organizer that details the decline of the cattle kingdom.		
<p><i>Week Twenty-Four & Twenty-Five</i> Progressive Movement Railroad Boom, Spindletop, Oil, & Gas.</p> <p>Identify the major eras in Texas history & describe their defining characteristics.</p> <p>Apply absolute & relative chronology through the sequencing of significant individuals, events & time periods.</p> <p>Explain the political, economic, & social impact of the oil & gas industry in Texas.</p> <p>Define the impact of “boom & bust” & trace the boom-&-bust cycle of leading Texas industries throughout the 20th Century, including farming, oil & gas,</p>	<p>1A</p> <p>1B</p> <p>6B</p> <p>7A</p>	<p>1, 3, 4</p>	<p>➤ TLW complete a graphic organizer to illustrate the cause/effect relationship of the railroad boom. Appendix #43</p> <p>➤ TLW discuss the immigration of Chinese to the U. S. & Texas to help build the railroads.</p> <p>➤ TLW outline the changes in farming technology: (dry farming, threshers, windmills, commercial farming).</p> <p>➤ TLW identify the geographic & other factors that led to the boom in commercial farming of cotton in Texas (available farmland east & west; new technology, increased settlement, railroads).</p> <p>➤ TTW identify the major Texas industries in the late</p>	<p>➤ TLW write a short paragraph identifying & explaining how technology helped farmers adapt to farming in west Texas. (Windmills; terraces; dry farming; plows; threshers.)</p> <p>➤ TLW explain how the economic principle of supply & demand is reflected in the changes in cotton production</p> <p>➤ TLW work in pairs to complete the graphic organizer on major Texas industries in 1800’s.</p>	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>cotton, cattle ranching, real estate, & banking.</p> <p>Evaluate the Progressive and other reform movements in Texas in the 19th and 20th centuries.</p> <p>Compare types & uses of technology, past & present.</p> <p>Identify Texas leaders in science & technology such as Roy Bedichek, Walter Cunningham, Michael DeBakey, & C.M. “Dad” Joiner.</p> <p>Analyze the effects of scientific discoveries & technological innovations, such as oil and gas industries on the development of Texas.</p> <p>Evaluate the effects of scientific discoveries & technological innovations on the use of resources such as fossil fuels, water, & land.</p> <p>Analyze how scientific</p>	<p>7B</p> <p>20A</p> <p>20B</p> <p>20C</p> <p>20D</p> <p>20E</p>		<p>1800’s (flour milling, lumber/timber, cottonseed oil, mining, meatpacking).</p> <p>Appendix #44</p> <ul style="list-style-type: none"> ➤ TLW read and discuss “The Birth of the Oil Industry”, during class discussion students will complete a graphic organizer that details the discovery of oil in Texas. <p>Appendix #45</p> <ul style="list-style-type: none"> ➤ TTW relate how scientific innovations in the mid 1800’s led to the discovery that kerosene could be made from oil & new demands for fossil fuels resulting in Texas oil fields & refineries growth. ➤ TLW trace the cause/effect relationship between Spindletop discovery & boom/bust. Appendix #46 	<p>Write a short description of the location & technology that may be needed for each into a mobile.</p> <ul style="list-style-type: none"> ➤ TLW write a short newspaper article from a reporter’s point of view about the Spindletop strike. Students should consider the people & events that led the strike & how the strike will shape the future of Texas. Articles should mention Higgins & Lucas. ➤ TLW complete a graphic organizer about boom/bust. 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>discoveries & technological innovations have resulted in interdependence among Texas, the United States, & the World.</p> <p>Make predictions about economic, social, & environmental consequences that may result from future scientific discoveries & technological innovation.</p>	20F				
<p><i>Week Twenty-Seven</i> 20th Century Texas – Changing Population, Texas’ participation in World War One & Two</p> <p>Identify the major eras in Texas history and describe their defining characteristics.</p> <p>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>Identify ways in which</p>	<p>1A</p> <p>7D</p> <p>10A</p>		<ul style="list-style-type: none"> ➤ TLW compare Texas population from the 19th to the 20th centuries. Use Texas population information to create line and bar graphs. Use the attached overhead to demonstrate growth rate. Appendix #47 ➤ TLW read and discuss the contributions of Texas and its citizens to World War I. (political, social and economic effects) ➤ TLW analyze the contributions of Texas and its citizens to World 	<ul style="list-style-type: none"> ➤ Why did the Texas population change from a rural majority to an urban majority in the 20th century? ➤ TLW work in groups to create a poster urging Texans to support the war effort by rationing or buying Liberty Bonds. ➤ TLW analyze/create political cartoons illustrating the Texans supporting the war effort. 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>Texas have adapted to and modified the environment and analyze the consequences of the modifications.</p> <p>Explain ways in which geographic factors have affected the political, economic, and social development of Texas.</p> <p>Analyze the effects of the changing population distribution in Texas during the 20th century.</p> <p>Describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.</p>	<p>10B</p> <p>11C</p> <p>11D</p>		<p>War II.</p> <p>➤ TLW complete the Rations assignment Appendix #48</p>		

4th Nine Weeks

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p><i>Week Twenty-Eight</i> Texas Government 1876 Constitution; 3 Branches of Government; Checks & Balances; Limited Government; Federalism; Separation of Powers.</p> <p>Identify how the Texas Constitution reflects the principles of limited government, checks & balances, federalism, separation of powers, popular sovereignty, & individual rights.</p> <p>Identify the influences of ideas from the U. S. Constitution on the Texas Constitution.</p> <p>Identify different points of view of political parties & interest groups on important</p>	<p>14A</p> <p>14B</p> <p>15A</p>	<p>1, 4, 5</p>	<ul style="list-style-type: none"> ➤ TTW define constitution. (Framework for government sets limits & protects citizens from unfair treatment by the government) <p>Appendix #50</p> <ul style="list-style-type: none"> ➤ TLW analyze the 7 constitutions of Texas (1827, 1836, 1845, 1861, 1866, 1869, 1876) and discuss how each was necessary for the time period it represented. ➤ TLW view and discuss the format of the constitution of 1876 providing a copy of the constitution– Preamble; Articles; Sections; Bill of Rights; Amendments; etc. ➤ TLW compare the Texas & U. S. Constitutions & amendment process for both. 	<ul style="list-style-type: none"> ➤ TLW complete the Texas Constitution Fill in the Blanks worksheet to become familiar with the past & present constitutions. <p>Appendix #49</p> <ul style="list-style-type: none"> ➤ TLW answer specific questions about where to find: the amendment processes of both; the legislative branch; the executive branch; the judicial 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>Texas issues.</p> <p>Describe the importance of free speech and press in a democratic society.</p> <p>Analyze information by sequencing, categorizing, identifying cause/effect relationships, comparing, contrasting, summarizing, & making generalizations.</p> <p>Support a point of view on a social studies issue.</p> <p>Identify different points of view of political parties and interest groups on important Texas issues.</p> <p>Describe the importance of free speech and press in a democratic society.</p> <p>Analyze information by comparing, contrasting, and summarizing.</p>	<p>15B</p> <p>16A</p> <p>16B</p> <p>17A</p> <p>17B</p> <p>21B</p>		<ul style="list-style-type: none"> ➤ TLW complete a graphic organizer on the 3 branches of state government, describing the duties of each. ➤ TLW read and discuss the system of checks and balances. ➤ TLW analyze the Bill of rights of the United States Constitution and discuss the importance of the First Amendment. ➤ TLW locate the freedoms guaranteed in the First Amendment of the U.S. Constitution in the Texas Constitution Bill of Rights. ➤ TLW analyze the development of the two-party system in Texas. Ask students to identify the two main political parties in 	<p>branch; the preamble; the Bill of Rights; etc.</p> <ul style="list-style-type: none"> ➤ TLW analyze examples of government duties & identify the branch that is responsible for that duty. ➤ TLW give specific examples of each branch of government's ability to check the power of the other 2 branches. ➤ TLW complete the Bill of Rights District Assessment. Appendix #51 ➤ TLW write a short paragraph explaining the importance of a two party political system. Appendix #52 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p>Use social studies terminology correctly. Use standard grammar, spelling, sentence structure, and punctuation.</p> <p>Create written presentations of social studies material.</p>	<p>22A</p> <p>22B</p> <p>22D</p>		<p>Texas. Remind students that Texas did not always have two strong political parties because the Democrats controlled Texas politics for many decades.</p>		
<p><i>Week Twenty-Nine</i> How a Bill becomes a Law; Current and past Elected Officials</p> <p>Identify the influence of ideas from the U.S. Constitution on the Texas Constitution.</p> <p>Identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been President of the United States.</p> <p>Analyze the contributions of Texas leaders such as Henry B. Gonzalez, Phil</p>	<p>14B</p> <p>18A</p> <p>18B</p>	<p>1, 4, 5</p>	<p>➤ TLW outline how a bill becomes a law.</p> <p>➤ TLW work in groups to identify and locate information on assigned current and past (Henry B. Gonzales, Barbara Jordan, Phil Gramm, Lyndon B. Johnson, Samuel Rayburn, and John Tower) elected officials. Students will take notes on all the officials when each group reports their findings on their person to the entire class.</p> <p>Appendix #53</p>	<p>➤ If the governor does not sign a bill into law that has passed both the House and the Senate, what happens to the bill?</p> <p>A. It dies B. It becomes a law C. It goes back for another vote D. It starts the process all over again.</p> <p>➤ I was the first Mexican American to be elected to the Texas State Senate?</p> <p>A. Jose Gutierrez B. Juan Seguin C. Henry Gonzales D. Benito Rodriguez</p> <p>➤ To help the students understand the process by which a bill becomes a law, stage a mock legislative session and then</p>	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
Gramm, Barbara Jordan, and Sam Rayburn.				answer questions about the process.	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p><i>Week Thirty</i> Municipal and County Government; Taxes and other revenue</p> <p>Describe the structure and functions of government at municipal, county, and state levels.</p> <p>Identify major sources of revenue for state and local governments.</p> <p>Identify different points of view of interest groups on important Texas issues.</p>	<p>15A</p> <p>15B</p> <p>17A</p>	<p>1, 4, 5</p>	<p>➤ TLW write the following phrases on paper (leaving out the italicized answers): Counties help collect <i>state taxes</i>, Counties issue <i>licenses</i>, County courthouses maintain records of <i>births deaths marriages and property ownership</i>, The commissioners court works on building and repairing <i>roads and bridges</i>, The commissioners court maintains county <i>hospitals, museums, libraries, parks, and airports</i>. Have students complete the sentences as they read the local government section of their textbook.</p> <p>➤ TLW work in groups to search for articles in newspapers dealing with topics such as local finances, local elections, police, zoning, firefighters, transportation, crime or other aspects of life in the community. After articles have been located have each group choose one to talk about. After the class has discussed the articles and how these deal with “local government” use a class discussion to complete the attached graphic organizer.</p>	<p>➤ Which kind of local government can send you a copy of your birth certificate? <i>County</i></p> <p>➤ What is the major source of revenue for counties? A. sales tax B. bonds C. income tax D. property tax</p>	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p><i>Week Thirty-One</i> Public Education, Citizenship – duties and responsibilities</p> <p>Describe the structure and governance of Texas public education.</p> <p>Identify civic responsibilities of Texas citizens.</p> <p>Identify different points of view of political parties and interest groups on important Texas issues.</p> <p>Describe the importance of free speech and press in a democratic society.</p> <p>Express and defend a point of view on an issue of historical or contemporary interest in Texas.</p> <p>Support a point of view on a social studies issue or event.</p>	<p>15C</p> <p>16B</p> <p>17A</p> <p>17B</p> <p>17C</p> <p>21E</p>	<p>1, 4, 5</p>	<ul style="list-style-type: none"> ➤ TLW read and discuss Texas Public Education. TTW help the students make the connection to Maribeau Lamar – “the Father of Education” in Texas. ➤ TLW differentiate between right and responsibility. Make certain that students understand the difference. As students read about Citizenship and Elections have them make two lists one of the rights of citizens and one of the responsibilities of citizens. Discuss as a class the things on each list. ➤ TLW write a paragraph defining citizenship and what it means to them. 	<ul style="list-style-type: none"> ➤ Which kind of local government hires your teachers? ➤ As a class decide on an issue that students think local officials should take action on. Then have students write letters to local officials voicing their opinions on the issue and urging the officials to take action. Have students exchange and peer edit one another’s letter before making their final copy. 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/Character Ed./US History Activities
Use social studies terminology correctly.	22A				
Use standard grammar, spelling, sentence structure, and punctuation.	22B				
Use a problem-solving process to identify a problem, gather information, choose and implement a solution, and evaluate the effectiveness of the solution.	23A				
Use a decision-making process to identify a situation that requires a decision, gather information, predict consequences, and take action to implement a decision.	23B				

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<i>Week Thirty-Two</i> Review for TAKS test		1, 2, 3, 4, 5	<ul style="list-style-type: none"> ➤ TLW complete teacher generated review. ➤ TLW participate in a Jeopardy format review game. 		
<i>Week Thirty-Three</i> TAKS testing		1, 2, 3, 4, 5			
<p><i>Week Thirty-Four</i> 20th Century Texas – Women’s suffrage and Civil Rights</p> <p>Identify the major eras in Texas history and describe their defining characteristics.</p> <p>Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p> <p>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</p>	<p>1A</p> <p>1B</p> <p>7C</p>	1, 3, 4, 5	<ul style="list-style-type: none"> ➤ TLW complete the Women’s Suffrage graphic organizer as they read about the Suffrage Movement. Appendix #54 ➤ As students enter the room write the term <i>non-violent resistance</i> on the board and ask students to suggest what it means (peaceful public demonstrations to call attention to social or political injustice). Explain that a civil rights leader martin Luther King Jr. promoted the use of non-violent resistance to try to end discrimination and segregation. ➤ TLW work in groups to create a time line (on bulletin board paper)of the key individuals and events 	<ul style="list-style-type: none"> ➤ Could women hold political office before they had the right to vote? ➤ TLW complete the Texas Women in Politics assignment. Appendix #55 	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/Character Ed./US History Activities
Farmer, Hector P. Garcia, Oveta Culp Hobby, and Lyndon B. Johnson.			<p>in the civil rights movement they will learn about as they read <i>The Search for Equal Rights</i>. Have the students place the national events below the timeline and Texas-specific events above the timeline. Each group should then annotate and illustrate their time-line.</p> <p>➤ TTW lead a class discussion in the area of civil rights that they have just read about.</p>	<p>➤ TLW create banners, buttons, picket signs, or slogans that reflect the equal rights issues that Hispanic Americans fought for during the civil rights movement.</p>	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/ Character Ed./US History Activities
<p><i>Week Thirty-Five</i> 20th Century Texas – International Trade</p> <p>Analyze the impact of national and international markets and events on the production of goods and services in Texas.</p> <p>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.</p> <p>Analyze the impact of significant industries in Texas such as oil and gas on local, national, and international markets.</p>	<p>13A</p> <p>13B</p> <p>13C</p>	<p>1, 3, 5</p>	<ul style="list-style-type: none"> ➤ TLW read and discuss the impact of Texas oil in the national and international market. ➤ TTW help the students make the connection between supply and demand and the boom/bust cycle. ➤ TLW complete the History Alive lesson – Supply and Demand / Arab Oil Crisis. Appendix #57 ➤ TLW read and discuss Texas’ participation in global trade. Make sure the students understand NAFTA and how it works. 	<ul style="list-style-type: none"> ➤ TLW complete the analyzing data assignment on Texas oil production. Appendix #56 ➤ TLW complete the Free Trade assignment. Appendix #58 	
<p><i>Week Thirty-Six</i> 20th Century Texas – Aerospace and Technology</p> <p>Identify the major eras in Texas history and</p>	<p>1A</p>	<p>1, 2, 5</p>	<ul style="list-style-type: none"> ➤ TLW complete a graphic organizer on the contributions of Aerospace, Defense, High-Tech, and Medical Technology. Include contributions and effects on economy. 	<ul style="list-style-type: none"> ➤ What Texas city is home to several high-tech companies? A. Houston B. Dallas C. Austin D. El Paso <p>Appendix #59</p>	

Objectives	TEKS	TAKS	Suggested Activities/Strategies	Sample Assessment	Multicultural/Character Ed./US History Activities
<p>describe their defining characteristics.</p> <p>Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p> <p>Compare types and uses of technology, past and present.</p> <p>Identify Texas leaders in science and technology such as Roy Bedichek, Walter Cunningham, Michael DeBakey, and C.M. “Dad” Joiner.</p> <p>Analyze the effects of scientific discoveries and technological innovations such as aerospace industries on the development of Texas.</p> <p>Analyze how specific discoveries and technological innovations have</p>	<p>1B</p> <p>20A</p> <p>20B</p> <p>20C</p> <p>20E</p>		<p>➤ TLW work in groups to identify Roy Bedichek, Walter Cunningham, Michael DeBakey, and C.M. “Dad” Joiner.</p> <p>➤ TTW write the following on the board: plastic, detergent, fertilizer, pesticide, synthetic rubber, antifreeze, paint, and glue. Have the students list ways in which they use these products in their daily lives. Then discuss that these products are made possible by the petrochemical industry. Organize the class into pairs. As they read “The Petrochemical Industry” have one of them make a list of the benefits of the petrochemical industry while the other will make a list of the problems caused by the petrochemical industry. When finished have the class come back together for a discussion of their findings. Compile one master list of all benefits and problems.</p>	<p>➤ What do plastic, fertilizer, synthetic rubber, and paint all have in common?</p>	

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<p>resulted in interdependence among Texas, the United States, and the World.</p> <p>Make predictions about economic, social, and environmental consequences that may result from future scientific discoveries and technological innovations.</p>	20F		<p>➤ TLW brainstorm ideas and inventions that are being worked on right now. Create a master list of technological innovations and/or inventions. Discuss how some of these items might impact Texas and the world.</p>	<p>➤ TLW write a short essay on the impact of future scientific discoveries and technological innovations. Have the students choose one of the innovations, discoveries, or inventions from the master list and develop an essay predicting the economic, social and environmental consequences that may result from this innovation, discovery, or invention.</p>	