

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	1
<b>Grade/Level</b>	7 <sup>th</sup> /Texas History	<b>Weeks:</b>	1-2
<b>Unit Name/Title</b>			
Geography			
<b>Overview</b>			
The geography of Texas shaped how it developed.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) create thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th and 20th centuries; and	(A) Map skills, population distribution, Texas relief map, regions Use of technology tools, such as Word, Publisher, and Power point Teach students how to find and collect data and how to create maps, graphs, and charts. Themes: political, physical, population, immigration, land use, ethnic distribution, rural/urban, rainfall, vegetation, topography, cultural regions, agriculture/industry, language, religion, etc...	
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(B) Pose and answer questions about geographic distributions and patterns in Texas during the 19th and 20th centuries.	(B) Possible Questions: <ul style="list-style-type: none"><li>▪ Why most Texans live in the Coastal Plains?</li><li>▪ Why fewer Texans live in the West?</li><li>▪ Why are plains well suited to cattle raising?</li><li>▪ Why did Texas move from a mostly rural to a mostly urban population?</li></ul> Why various regions of Texas are more suitable to farming?	
(9) <i>Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</i>	(A) locate places and regions of importance in Texas during the 19th and 20th centuries;	<ul style="list-style-type: none"><li>▪ Four Physical Regions: Coastal Plains, North Central Plains, Great Plains, Mountains and Basins</li><li>▪ Early Missions and Land Grants</li><li>▪ Capitals of Texas</li></ul>	

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		<ul style="list-style-type: none"> <li>▪ Rivers/Lakes</li> <li>▪ Major Towns and Metropolitan Areas and towns of historical importance</li> <li>▪ Mineral Resources</li> <li>▪ Major transportation route</li> </ul>
<p><i>(9) <b>Geography.</b> The student understands the location and characteristics of places and regions of Texas. The student is expected to:</i></p>	<p>(B) compare places and regions of Texas in terms of physical and human characteristics; and</p>	<p>(B) Landforms</p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Regions in relation to US and Mexico, Coastal Plains, Great Plains, North Central Plains, Mountain and Basin</li> </ul> <p>Physical Characteristics: Climate, topography, vegetation/wildlife, water sources</p> <p>Human Characteristics: Population, land use, immigration, agriculture, industry, cities, transportation, wealth, cultures</p>
<p><i>(10) <b>Geography.</b> The student understands the effects of the interaction between humans and the environment in Texas during the 19th and 20th centuries. The student is expected to:</i></p>	<p>(A) identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications; and</p>	<p>Locate Native Americans on a map in relationship to the geography of Texas</p> <p>Examples of Adaptations and Modifications:</p> <ul style="list-style-type: none"> <li>• Texans dam rivers to control flooding/generate electricity/promote tourism</li> <li>• Farmers establish systems of irrigation/windmill and erosion prevention</li> <li>• All native tribes of Texas adapted to their environment in all areas of their lifestyle</li> <li>• Barbed wire fencing closed open range and changed cattle ranching</li> <li>• Mining/drilling for natural resources</li> <li>• Highway system</li> <li>• Railroad system</li> </ul>
<p><i>(10) <b>Geography.</b> The student understands the effects of the interaction</i></p>	<p>(B) explain ways in which geographic factors have affected the</p>	<p>(B) Role of rivers, climate, similarities in land, agricultural production, impact of 1900 storm on Galveston, oil industry</p>

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<p><i>between humans and the environment in Texas during the 19th and 20th centuries. The student is expected to:</i></p>	<p>political, economic, and social development of Texas</p>	<p>(Spindletop gusher), vastness of Texas (size)</p> <p>Examples:</p> <p>Political</p> <ul style="list-style-type: none"> <li>▪ proximity to Mexico resulted in border disputes and wars</li> <li>▪ few Civil War battles fought in Texas due to physical location</li> <li>▪ proximity to US leads to the annexation of Texas</li> </ul> <p>Economic</p> <ul style="list-style-type: none"> <li>▪ vast quantities of petroleum created great wealth in Texas</li> <li>▪ Gulf Coast ports provide access to U.S. and world markets</li> <li>▪ The location, size and climate of Texas resulted in a strong agricultural economy</li> </ul> <p>Social</p> <ul style="list-style-type: none"> <li>▪ Spanish language prominent in Texas</li> <li>▪ Climate and fertile land encouraged immigration to Texas</li> <li>▪ The location of Texas in the south plus the agricultural based economy leads to the need for slave labor which led to secession and future discrimination</li> </ul>
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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	2
<b>Grade/Level</b>	7 <sup>th</sup> /Texas History	<b>Weeks:</b>	3-4
<b>Unit Name/Title</b>			
Native Americans			
<b>Overview</b>			
Native Americans settled across and throughout Texas.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><i>(2) History. The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas.</i></p>	<p>(A) compare the cultures of Native Americans in Texas prior to European colonization</p>	<p>(A) Warlike, sedentary/nomad, hunter/gatherer/farming Location, shelters, food sources, occupations, customs, adaptations Southeastern, Gulf, Plains, Puebloan</p> <p>Native Americans Groups Coahuiltecas Karankawas Caddoes Apaches Comanches Kiowas Tonkawas, Jumanos Cherokees Kickapoos</p> <p>Native American Regions Gulf Coast East Texas Plains West</p> <p>Elements of Culture</p> <ul style="list-style-type: none"> <li>▪ Location</li> <li>▪ Environment</li> <li>▪ Food</li> </ul>	

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		<ul style="list-style-type: none"> <li>▪ Clothing</li> <li>▪ Shelter</li> <li>▪ Beliefs/Customs Clothing</li> </ul>
<p><i>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</i></p>	<p>(B) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p>	<p><i>Comparing and contrasting</i>            Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to: (B) <i>compare places and regions of Texas in terms of physical and human characteristics; and</i></p> <p><i>Making generalizations and predictions</i>            Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to: (C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</p>
<p><i>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</i></p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p>	<p><i>(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (A) create thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th and 20th centuries; and</i></p>
<p><i>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i></p>	<p>(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and</p>	<p><i>(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries. The student is expected to: (C) analyze the effects of the changing population distribution in Texas during the 20th century; and</i></p>
<p><i>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i></p>	<p>(D) Create written, oral, and visual presentations of social studies information.</p>	<p>Native American Culture Posters</p>

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	3
<b>Grade/Level</b>	7 <sup>th</sup> /Texas History	<b>Weeks:</b>	5-6
<b>Unit Name/Title</b>			
Exploration			
<b>Overview</b>			
Texas was a popular destination for Spanish and other explorers.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><i>(2) History. The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas.</i></p>	<p>(B) identify important individuals, events, and issues related to European exploration and colonization of Texas, <b>including the establishment of Catholic missions;</b></p>	<p>(B) Columbus: discovered West Indies, opened a new area to European exploration</p> <p>Cortez – Conquered the Aztecs in Mexico</p> <p>DeVaca: as an Indian captive, explored and wrote about Texas</p> <p>Coronado: Spanish explorer who explored and wrote about the plains of Texas; named the settlement of Amarillo</p> <p>LaSalle: French explorer who tried to colonize the Texas coast for France, but failed</p> <p>Issues: “God, Gold, Glory,” competition with France, mission system (missions located near water, fertile land, and peaceful tribes).</p> <p>Individuals</p> <ul style="list-style-type: none"> <li>• Columbus- launched the European exploration and colonization of America</li> <li>• Cortez- conquered Mexico for Spain</li> <li>• Cabeza DeVaca- explored Texas, met Native Americans, and reported about Texas in his book Relación</li> <li>• Coronado- explored the Southwest for Spain looking for riches; reported that the area north of Mexico had little value for Spain</li> </ul>	

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		<ul style="list-style-type: none"> <li>• LaSalle- built Fort St. Louis at Matagorda Bay for the French; threatened Spain’s domination of the area which led to mission system in Texas</li> <li>• Alvarez de Pineda- explored and mapped the Texas coast for Spain</li> <li>• Moscoso- traveled with DeSoto expedition and met Caddoes in East Texas</li> <li>• Alonso de León- discovered LaSalle’s abandoned fort and established some of the early unsuccessful missions in East Texas</li> <li>• Father Damián Massanet – accompanied de Leon to convert Native Americans</li> <li>• Domingo Terán de los Ríos – named governor of the province of Texas; built several Texas missions</li> <li>• Martin de Alarcón – established San Antonio de Valero – one of the most important missions in Texas</li> <li>• Francisco Hidalgo – tireless advocate for missions and Indians; attempted to reestablish missions in East Texas</li> </ul> <p>Events</p> <ul style="list-style-type: none"> <li>• Columbus Voyage</li> <li>• Conquest of Mexico</li> <li>• Pineda explores coastline of Texas</li> <li>• Cabeza de Vaca reports on Texas</li> <li>• DeSoto-Moscoso expedition reaches Texas</li> <li>• First Texas mission established – Corpus Christi de la Ysleta (El Paso)</li> <li>• LaSalle establishes Fort St. Louis</li> <li>• Spanish establish the first mission in east Texas (San Francisco de los Tejas)</li> <li>• Spanish establish San Antonio de Valero (Alamo)</li> <li>• the “Chicken War”</li> </ul>
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		<ul style="list-style-type: none"> <li>• El Camino Real</li> <li>• Marques de Rubí report on Texas missions</li> <li>• Mexican Independence</li> <li>• Louisiana Purchase</li> <li>• Filibuster expeditions</li> </ul> <p>Issues</p> <ul style="list-style-type: none"> <li>• The 3 G’s - “Gold, Glory, and God”</li> <li>• Spanish competition with France and England</li> <li>• Positive and negative impact of Columbian Exchange (transfer of disease, goods, etc. between Europe and the Americas.)</li> <li>• purpose of mission-presidio system (convert the natives – protect the missions)</li> <li>• challenges of mission system (Native American attacks, Native Americans unwilling to convert, mistreatment of Indians, soldiers/discipline, lack of settlers, lack of supplies, isolation, disease, etc...)</li> </ul> <p>success/failure/legacy of missions (established farming/ranching, spread Spanish culture and language, difficulty converting Indians, failure to adequately populate Texas)</p>
<p><i>(1) <b>History.</b> The student understands traditional historical points of reference in Texas history. The student is expected to:</i></p>	<p>(A) identify the major eras in Texas history and describe their defining characteristics;</p>	<ul style="list-style-type: none"> <li>• Pre-settlement (Native Texans)</li> <li>• 1492-1821 Settlement (European exploration, the Mission System and settlement in Texas)</li> </ul> <p>1.C Tejas Natives, Texas European Exploration, Spanish Era</p>
<p><i>(1) <b>History.</b> The student understands traditional historical points of reference in Texas history. The student is expected to:</i></p>	<p>(1.C) explain the significance of the following dates: <b>1519, 1718, 1821, 1836, 1845, and 1861.</b></p>	<ul style="list-style-type: none"> <li>• 1519 – Alvarez de Pineda explores Texas coast; created first map of region; Cortez conquered Aztecs (Exploration)</li> </ul>
<p><i>(19) <b>Culture.</b> The student understands the concept of diversity within unity in</i></p>	<p>(C) Identify examples of Spanish influence on place names <b>such as</b></p>	<ul style="list-style-type: none"> <li>• Names of counties and cities – Bexar, Zavala, Goliad,</li> </ul>

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<p><i>Texas. The student is expected to:</i></p>	<p><b>Amarillo and Río Grande</b> and on vocabulary in Texas, <b>including words that originated from the Spanish cattle industry.</b></p>	<p>Amarillo, San Antonio, etc.</p> <ul style="list-style-type: none"> <li>• Rivers – Rio Grande, Guadalupe, etc.</li> <li>• Landforms – Llano Estacado, Palo Duro Canyon, Mesa, Arroyo, etc.</li> </ul>
<p><i>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</i></p>	<p>(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and</p>	<ul style="list-style-type: none"> <li>▪ <i>(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to: (C) identify examples of Spanish influence on place names such as Amarillo and Río Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry</i></li> </ul>
<p><i>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</i></p>	<p>(H) Use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	4
<b>Grade/Level</b>	7 <sup>th</sup> /Texas History	<b>Weeks:</b>	7-8
<b>Unit Name/Title</b>			
Life during Spanish Texas and Mexican Independence			
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<i>(2) History. The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas.</i>	(B) identify important individuals, events, and issues related to European exploration and colonization of Texas, <b>including the establishment of Catholic missions;</b>	(continued to fit portions that are past explorers) <ul style="list-style-type: none"> <li>• Marques de Rubí report on Texas missions</li> <li>• Mexican Independence</li> <li>• Louisiana Purchase</li> <li>• Filibuster expeditions</li>   <li>• purpose of mission-presidio system (convert the natives – protect the missions)</li> <li>• challenges of mission system (Native American attacks, Native Americans unwilling to convert, mistreatment of Indians, soldiers/discipline, lack of settlers, lack of supplies, isolation, disease, etc...)</li> <li>• success/failure/legacy of missions (established farming/ranching, spread Spanish culture and language, difficulty converting Indians, failure to adequately populate Texas)</li> </ul>	
<i>(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:</i>	(C) Identify examples of Spanish influence on place names <b>such as Amarillo and Río Grande</b> and on vocabulary in Texas, <b>including words that originated from the Spanish cattle industry.</b>	<ul style="list-style-type: none"> <li>• Names of counties and cities – Bexar, Zavala, Goliad, Amarillo, San Antonio, etc.</li> <li>• Rivers – Rio Grande, Guadalupe, etc.</li> <li>• Landforms – Llano Estacado, Palo Duro Canyon, Mesa, Arroyo, etc.</li> </ul>	

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<p><i>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</i></p>	<p>(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p>	
<p><i>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</i></p>	<p>(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and</p>	
<p><i>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</i></p>	<p>(H) Use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	
<p><i>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i></p>	<p>(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and</p>	

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	5
<b>Grade/Level</b>	7 <sup>th</sup> /Texas History	<b>Weeks:</b>	9-10
<b>Unit Name/Title</b>			
Republic of Texas/Anglo Texas			
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><i>(2) History. The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas.</i></p>	<p>(C) identify the contributions of significant individuals <b>including Moses Austin, Stephen F. Austin, and Juan Seguín</b> during the colonization of Texas;</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• Moses Austin: made an agreement with the Spanish to start the first Anglo colony in Texas</li>   <li>• Stephen F. Austin: known as the “Father of Texas,” first empresario who took over Texas land grant after his father died. He settled the original “Old 300”. He selected an ideal spot for his colony, successfully brought 1200 families to Texas, effectively enforced rules as empresario, and served as liaison between colonists and Mexican government,</li>   <li>• Baron de Bastrop: helped Moses Austin secure a contract from the Mexican government to establish the first colony in Texas</li>   <li>• Juan (Erasmus) Seguin: successful rancher who served as alcalde of San Antonio, promoted the interests of Texas settlers, and helped write the Mexican Constitution of 1824. His son Juan fought as a cavalry leader with the Texans against Santa Anna’s army during the Revolution. He assisted Stephen F. Austin in getting permission to settle Austin’s father’s land grants.</li>   <li>• Green DeWitt: another important empresario who</li> </ul>	

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		<p>settled around 160 families on a land grant southwest of Austin's</p> <ul style="list-style-type: none"> <li>• Martin DeLeon: another important empresario and rancher who settled around 200 Mexican families near the Texas coast; founded the town of Victoria and encouraged the development of the cattle industry in Texas</li> <li>• James McGloin: established an Irish colony along the Nueces River</li> <li>• Haden Edwards: led the Fredonian Rebellion</li> </ul>
<p><i>(2) History. The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas.</i></p>	<p>(F) contrast Spanish and Anglo purposes for and methods of settlement in Texas.</p>	<p>Catholicism, taxes, improvements, to escape debt (Anglos), slavery (Anglos wanted, Mexicans didn't), to start a new life (Anglos—Mexicans had been there for generations)</p> <p>Spanish Purposes for Settlement:</p> <p>Prosperity</p> <ul style="list-style-type: none"> <li>• to protect land from other countries</li> <li>• to convert Native Texans to Christianity</li> <li>• to spread Spanish culture</li> </ul> <p>Anglo Purposes for Settlement: G.T.T,</p> <ul style="list-style-type: none"> <li>• to gain cheap land for agriculture</li> <li>• To escape problems in U.S.</li> <li>• to make money</li> </ul> <p>Spanish Method of Settlement:</p> <ul style="list-style-type: none"> <li>• mission-presidio system</li> <li>• encouraged settlement by Spanish citizens</li> </ul>

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		Anglo Method of Settlement: <ul style="list-style-type: none"><li>• land grants managed by empresarios</li><li>• encouraged settlement by U.S. citizens</li></ul>
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<b>Subject Area</b>	Social Studies		<b>Bundle #:</b>	6
<b>Grade/Level</b>	7 <sup>th</sup> /Texas History		<b>Weeks:</b>	11-12
<b>Unit Name/Title</b>				
Republic of Texas/Anglo Texas				
<b>Overview</b>				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>		<b>Student Learning Outcome Clarification</b>	
(2) <i>History. The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas.</i>	(D) identify the impact of the Mexican federal Constitution of 1824 on events in Texas;		<p>Encouraged immigration to Texas, was similar to the US constitution, was supported by Anglo-Texans, finally rejected by Dictator Santa Anna</p> <ul style="list-style-type: none"> <li>• established the first constitutional government of Mexico that was patterned after U.S. Constitution with some exceptions (i.e. state supported church)</li> <li>• central government weak, strong state governments</li> <li>• states could set their own rules for colonization; supported by Texas colonists</li> <li>• empresarios acted as land agents and liaisons between colony and Mexican government</li> <li>• encouraged immigration to Texas</li> <li>• Santa Anna quickly abolished this constitution and established a strong central government which ultimately leads to the Texas Revolution</li> </ul>	
(2) <i>History. The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas.</i>	(E) trace the development of events that led to the Texas Revolution, <b>including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;</b> and		<p>Filibusters – Individuals who rebelled against Spanish and later Mexican authorities</p> <ul style="list-style-type: none"> <li>▪ Fredonian Rebellion: local leaders in Nacogdoches unsuccessfully tried to establish their own republic outside of Mexican control; confirmed Mexican fears that colonists were trying to take control of Texas; Austin sent militia along with Mexican troops to suppress rebellion</li> </ul>	

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		<ul style="list-style-type: none"><li>▪ Mier y Teran Report: Mexico focused its concern on Texas after the Fredonian Rebellion and the U.S. attempt to purchase Texas. It decided to send Mier y Teran to report on what was happening in Texas. He strongly recommended that Mexico gain better control over Texas.</li> <li>▪ Law of April 6, 1830:<ul style="list-style-type: none"><li>-outlawed U.S. immigration to Texas, but encouraged European and Mexican immigration</li><li>-no more slaves could enter Texas</li><li>-more Mexican troops in Texas; new military posts established</li><li>-custom duties placed on all goods entering from U.S.</li><li>-increased tensions between Texas and Mexican government</li><li>-created conflict between states' rights advocates and centralists in Mexico</li></ul></li> <li>▪ The Turtle Bayou Resolutions: Texas colonists gathered and drafted a resolution that accused the government of ignoring the law, the Constitution of 1824. They pledged their loyalty to the constitution and their support for Santa Anna. They wanted to make clear that they were calling for reform, not revolution. This was the first organized protest against Mexico by Texas citizens.</li> <li>▪ Conventions of 1832 and 1833:<ul style="list-style-type: none"><li>-pledged support of Constitution of 1824</li><li>-called for repeal of Law of April 6, 1830</li><li>-allow U.S. immigration</li><li>-do away with customs duties</li></ul></li></ul>
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		<ul style="list-style-type: none"><li>-divide state of Coahuila y Tejas</li><li>-drafted a constitution for the state of Texas</li><li>-provide more and better government services</li><li>▪ Many Mexicans viewed these resolutions as defiance of the government.</li><li>▪ Arrest of Stephen F. Austin: Soon after Santa Anna took control of the Mexican government, Austin carried these resolutions to Mexico City. While waiting for Santa Anna's response to the resolutions, Austin sent an angry letter to San Antonio directing them to set up a state government for Texas. Meanwhile, Santa Anna agreed to most of the resolutions, but disagreed with a separate statehood for Texas. Austin's letter was intercepted and he was accused of treason and arrested as he made his way back to Texas. Things remained calm in Texas during Austin's stay in prison.</li><li>▪ Actions of Santa Anna: In order to secure power for himself, Santa Anna abolished the Constitution of 1824 and created a centralist government for Mexico, leaving the states with little power.</li><li>▪ Anahuac Revolts: Mexican officials attempted to break up state government and bring in more soldiers to control area. As a result, a group of Texans led by William B. Travis expelled Mexican forces from Anahuac. Mexican officials demanded that Travis and others be arrested and tried in a military court.</li><li>▪ Consultation of 1835: Delegates met in San</li></ul>
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		<p>Felipe and decided against calling for immediate independence, but sought to protect themselves from Santa Anna’s policies and fight for the Constitution of 1824. They also set up a provisional government for Texas.</p>
<p>(3) <b>History.</b> <i>The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</i></p>	<p>(A) explain the roles played by significant individuals during the Texas Revolution, <b>including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, and William B. Travis;</b> and</p>	<ul style="list-style-type: none"> <li>• George Childress: wrote Texas Declaration of Independence</li> <li>• Lorenzo de Zavala: administered a land grant, established a colony in Texas, and took an active role in Mexican government and helped write the Mexican Constitution of 1824; he fled Mexico when Santa Anna became dictator and became a supporter of Texas independence; he participated in Convention of 1836 and served as vice-president of interim govt. during Revolution</li> <li>• James Fannin: agitator for Texas Revolution; commander at Goliad where his troops were captured and executed by order of Santa Anna; “Remember Goliad” became a Texas battle cry</li> <li>• Sam Houston: Texas hero; delegate to Convention of 1833; attended Washington on the Brazos convention; general of regular Texas army during the Revolution; commander at San Jacinto; became first president of the Republic of Texas</li> <li>• Santa Anna: the dictator of Mexico who led the Mexican army during the Texas Revolution; commander of Mexican army at the Alamo; he was captured at the Battle of San Jacinto and signed the peace treaty at Velasco</li> <li>• William B. Travis: attorney/leader in early</li> </ul>

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		<p>conflicts between Mexico and Texas; colonel and hero at the Battle of the Alamo; authored famous letter from Alamo which rallied support for Texans</p> <ul style="list-style-type: none"> <li>• Martin Perfecto de Cos: attempted to arrest Texans who criticized Santa Anna</li> </ul> <p>Others: Ben Milam, Stephen F. Austin, Juan N. Seguin,</p>
<p>(3) <b>History.</b> <i>The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</i></p>	<p>(B) Explain the issues surrounding significant events of the Texas Revolution, <b>including the battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto.</b></p>	<ul style="list-style-type: none"> <li>• <b>Battle of Gonzales:</b> Texans refused to return a cannon to the Mexican army; when the army arrived, the Texans fired the cannon and the Mexican army retreated to San Antonio; these actions along with the <i>Come And Take It</i> flag illustrated the increasing defiance against the Mexican government; the “Lexington” of the Texas Revolution; this was the battle that began the Texas Revolution.</li> <li>• <b>Siege of Bexar (San Antonio)</b> – Texans capture San Antonio from General Cos</li> <li>• <b>Siege of the Alamo:</b> the 13 day siege between the Texans and Mexicans at San Antonio “Remember the Alamo” becomes the Texas battle cry; Travis, Bowie and Crockett defend the Alamo against Sam Houston’s orders</li> <li>• <b>Convention of 1836:</b> gathering of men at Washington on the Brazos; they adopted the Texas Declaration of Independence, wrote the Constitution of 1836, and created an interim government</li> <li>• <b>Fannin’s Surrender at Goliad:</b> Fannin’s indecision causes him to surrender to Mexican troops at</li> </ul>

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		<p>Goliad. Santa Anna orders the execution of over 400 Texas soldiers. “Remember Goliad” also becomes a Texas battle cry.</p> <ul style="list-style-type: none"> <li>• <u>Runaway Scrape</u>: Families fleeing to US to avoid Santa Anna’s advancing Mexican forces.</li> <li>• <u>Battle of San Jacinto</u>: Texans defeated Mexican forces in 18 minutes in the final battle of the Revolution. Santa Anna signs Treaties of Velasco which ends fighting and gives Texas its independence.</li> </ul>
<p><i>(9) <b>Geography.</b> The student understands the location and characteristics of places and regions of Texas. The student is expected to:</i></p>	<p>(C) Analyze the effects of physical and human factors <b>such as climate, weather, landforms, irrigation, transportation, and communication</b> on major events in Texas.</p>	<p>Climate and weather</p> <ul style="list-style-type: none"> <li>▪ Floods and rain during Runaway Scrape</li> </ul> <p>Landforms</p> <ul style="list-style-type: none"> <li>▪ The “rise” between the armies of Houston and Santa Anna at San Jacinto.</li> <li>▪ The advantage of the high ground and backs to the water.</li> </ul>
<p><i>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected</i></p>	<p>(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;</p>	<p><i>History Example: The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas. (F) Contrast Spanish and Anglo purposes for and methods of settlement in Texas.</i></p>

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	7
<b>Grade/Level</b>	7 <sup>th</sup> /Texas History	<b>Weeks:</b>	13-14
<b>Unit Name/Title</b>			
Lone Star Republic			
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p>(1) <b>History.</b> <i>The student understands traditional historical points of reference in Texas history. The student is expected to:</i></p>	<p>(C) explain the significance of the following dates: <b>1519, 1718, 1821, 1836, 1845, and 1861.</b></p>	<ul style="list-style-type: none"> <li>• 1821 -Mexican Independence and developments of Austin settling Texas</li> <li>• 1836 – Battle of the Alamo; Texas wins independence from Mexico (Texas Revolution/Independence)</li> <li>• 1845 – Texas is annexed by the U.S. (Texas Statehood)</li> </ul>	
<p>(4) <b>History.</b> <i>The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</i></p>	<p>(A) identify individuals, events, and issues during the Republic of Texas and early Texas statehood, <b>including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo;</b> and</p>	<ul style="list-style-type: none"> <li>• <u>Annexation</u>: becoming part of U.S. ; most Texans wanted it; some U.S. citizens opposed it because of slavery, others feared war with Mexico</li> <li>• <u>Sam Houston</u>: first and third president of Texas; favored annexation; tried to protect Native Americans; reduced public debt during second term</li> <li>• <u>Anson Jones</u>: last elected president of the Republic of Texas; handed over power to new governor of Texas when Texas became a state</li> <li>• <u>Mirabeau B. Lamar</u>: second president of Texas; opposed annexation; called the “Father of Education” in Texas; wanted Texas to expand westward; reversed policy on treatment of Native Americans; relocated capital from Houston to Austin</li> <li>• <u>Problems of the Republic of Texas</u>: location of capital, lack of recognition, annexation/slavery, unrest in army, conflicts with Native Americans,</li> </ul>	

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		<ul style="list-style-type: none"> <li>• debt, border disputes with Mexico</li> <li>• <u>The Texas Rangers</u>: law enforcement group initially formed during Stephen F. Austin’s colony to protect settlers along the frontier; later became a police force in Texas; assisted U.S. army during U.S.-Mexican war</li> </ul>
<p><i>(4) <b>History.</b> The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</i></p>	<p>(B) analyze the causes of and events leading to Texas statehood.</p>	<p>Causes</p> <ul style="list-style-type: none"> <li>• Texas independence</li> <li>• American citizens living in Texas desired protection of U.S.</li> <li>• U.S. desire to expand west/Louisiana Purchase/Manifest Destiny</li> <li>• financial problems of republic – debt from the Texas Revolution</li> </ul> <p>Events</p> <ul style="list-style-type: none"> <li>• Sam Houston elected to second term – in favor of annexation</li> <li>• James K. Polk becomes U.S. president – supports annexation</li> <li>• Most U.S. citizens support annexation, some Americans were reluctant to admit Texas to Union as a slave state since it would lead to further sectionalism</li> <li>• Westward Expansion – Manifest Destiny</li> </ul>
<p><i>(15) <b>Government.</b> The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</i></p>	<p>(C) describe the structure and governance of Texas public education.</p>	<ul style="list-style-type: none"> <li>• Lamar’s role as Father of Public Education</li> <li>• Land set aside for education</li> </ul>

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	8
<b>Grade/Level</b>	7 <sup>th</sup> /Texas History	<b>Weeks:</b>	15-16
<b>Unit Name/Title</b>			
Texas Statehood, Mexican War			
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1) <i><b>History.</b> The student understands traditional historical points of reference in Texas history. The student is expected to:</i>	(A) identify the major eras in Texas history and describe their defining characteristics;	<ul style="list-style-type: none"> <li>• 1820-1835 American Colonization (colonies established by Americans in Texas)</li> <li>• 1835-1836 Texas Revolution (conflict between Texans and Mexican government)</li> <li>• 1836-1845 Republic of Texas (Texas becomes an independent country)</li> <li>• 1845-1861 Texas Statehood (Texas is annexed by the U.S.)</li> </ul>	
(4) <i><b>History.</b> The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</i>	(A) identify individuals, events, and issues during the Republic of Texas and early Texas statehood, <b>including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo;</b> and	<ul style="list-style-type: none"> <li>• <u>The U.S.-Mexican War</u>: war between United States and Mexico over territory; after Texas admitted as a state, Zachary Taylor’s U.S. troops met Mexican troops near Brownsville; this prompted Polk to request war</li> <li>• <u>The Treaty of Guadalupe-Hidalgo</u>: gave Mexican Cession to U.S.; established border between U.S. and Mexico at Rio Grande</li> </ul>	

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<b>Subject Area</b>	Social Studies		<b>Bundle #:</b>	9
<b>Grade/Level</b>	7 <sup>th</sup> /Texas History		<b>Weeks:</b>	17-18
<b>Unit Name/Title</b>				
Texas Constitution and government				
<b>Overview</b>				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>		<b>Student Learning Outcome Clarification</b>	
<i>(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</i>	(A) identify how the Texas Constitution reflects the principles of limited government, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and		<ul style="list-style-type: none"> <li>• limited government – Principle of government in which power is limited by a set of laws, such as those in a constitution.</li> <li>• checks and balances – Government arrangement by each different branch having the power to check, or restrict, the power of the other branches.</li> <li>• federalism – System of government that balances powers by distributing them between one central and many regional governments.</li> <li>• separation of powers – Principle of government in which power is divided among different government branches.</li> <li>• popular sovereignty – Principle of government that all political power comes from the people.</li> <li>• individual rights – freedoms and privileges that the government cannot take away from the people</li> </ul>	
<i>(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</i>	(B) identify the influence of ideas from the U.S. Constitution on the Texas Constitution.		<ul style="list-style-type: none"> <li>• Similar draft and language</li> <li>• 3 branches of government and a bicameral legislature</li> <li>• Bill of Rights</li> <li>• principles of government (checks and balances, separation of powers, and popular sovereignty)</li> </ul>	
<i>(15) Government. The student</i>	(A) describe the structure and functions		The state is divided into 254 counties which are further	

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<p><i>understands the structure and functions of government created by the Texas Constitution. The student is expected to:</i></p>	<p>of government at municipal, county, and state levels;</p>	<p>divided into precincts.</p> <ul style="list-style-type: none"> <li>• Municipal – Governments that decide policies for cities and towns. Their responsibilities include police, fire, utilities, roads, and parks. City officials include Mayor, City Council, Justice of the Peace and local law enforcement agencies.</li> <li>• County – the commissioners’ court and county judge address local issues and sets property tax rate; Other responsibilities of the country include police protection, running county jail, hearing minor criminal and civil cases, keeping county records, and collecting taxes.</li> <li>• State – The state government provides money for health and human services, public education, highways, and other services. The state government creates (legislature), enforces (executive), and interprets (judicial) all Texas laws.</li> </ul>
<p><i>(15) <b>Government.</b> The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</i></p>	<p>(B) identify major sources of revenue for state and local governments; and</p>	<ul style="list-style-type: none"> <li>• State revenue comes from sales tax, motor fuels tax, vehicle sales and rental tax, franchise tax, federal grants, investments, license fees, and lottery fees.</li> </ul> <p>Local revenue comes from property taxes, federal grants, and the state.</p>
<p><i>(16) <b>Citizenship.</b> The student understands the rights and responsibilities of Texas citizens. The student is expected to:</i></p>	<p>(A) summarize the rights guaranteed in the Texas Bill of Rights; and</p>	<ul style="list-style-type: none"> <li>• Freedom of speech</li> <li>• Religion, press</li> <li>• Right to trial by jury</li> <li>• Right to bear arms</li> <li>• Right to vote</li> <li>• Right to run for political office</li> <li>• Right to petition</li> </ul>

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<p><i>(16) <b>Citizenship.</b> The student understands the rights and responsibilities of Texas citizens. The student is expected to:</i></p>	<p>(B) identify civic responsibilities of Texas citizens.</p>	<ul style="list-style-type: none"> <li>• Voting,</li> <li>• Serving on jury</li> <li>• Obeying the law</li> <li>• Knowledge of the law</li> <li>• Public service</li> <li>• Paying taxes</li> </ul>
<p><i>(17) <b>Citizenship.</b> The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</i></p>	<p>(A) identify different points of view of political parties and interest groups on important Texas issues</p>	<ul style="list-style-type: none"> <li>• Democrats – believe that government should play a more prominent role in the lives of citizens</li> <li>• Republicans – believe that individuals, not the government, should be responsible for themselves and their well being</li> <li>• The Populist Party – Represented farmers interests</li> <li>• Know-Nothing Party</li> <li>• Point of View</li> </ul>
<p><i>(17) <b>Citizenship.</b> The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</i></p>	<p>(B) describe the importance of free speech and press in a democratic society; and</p>	<ul style="list-style-type: none"> <li>• Freedom of speech allows citizens to express their opinions about the government.</li> <li>• Freedom of the press allows citizens to be informed about what happens in their local, state, and national governments.</li> </ul>

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<b>Subject Area</b>	Social Studies		<b>Bundle #:</b>	10
<b>Grade/Level</b>	7 <sup>th</sup>		<b>Weeks:</b>	19-20
<b>Unit Title</b>				
Causes and Effects of Civil War				
<b>Overview</b>				
There were many reasons why Texas joined the Confederacy during the Civil War. The war had many political, economic and social effects.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>		<b>Student Learning Outcome Clarification</b>	
<i>(1) <b>History.</b> The student understands traditional historical points of reference in Texas history. The student is expected to:</i>	(A) identify the major eras in Texas history and describe their defining characteristics;		<ul style="list-style-type: none"> <li>• 1861-1877 Civil War/Reconstruction (Texas secedes from Union; joins Confederacy)</li> </ul>	
<i>(1) <b>History.</b> The student understands traditional historical points of reference in Texas history. The student is expected to:</i>	(C) Explain the significance of the following dates: <b>1519, 1718, 1821, 1836, 1845, and 1861.</b>		1861-Civil War begins at Fort Sumter, South Carolina. <ul style="list-style-type: none"> <li>• Confederates fire on the Fort Sumter after demanding that the Union (under Robert Anderson) troops evacuate.</li> <li>• Both sides call for volunteers to fight after Fort Sumter surrenders.</li> </ul>	
<i>(5) <b>History.</b> The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</i>	A) explain reasons for the involvement of Texas in the Civil War; and		Civil War Cotton production, slavery, states' rights, sectionalism, southern agriculture, loyalty to Confederacy  The United States experienced an ongoing sectional conflict over the expansion of slavery, sovereignty of states, and the different economic and social structures of the North and South.  In Texas States Rights – Texans believed that states should be able to make their own political, economic and social decisions <ul style="list-style-type: none"> <li>• Texans believed that slavery was vital to</li> </ul>	

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		<p>economy</p> <ul style="list-style-type: none"> <li>• Many Texas settlers had come from Southern states</li> <li>• Texas was dependent on cotton farming – chief cash crop</li> <li>• Some groups supported secession out of party loyalty</li> <li>• Some groups concerned about lack of protection by federal government along western frontier and Texas-Mexico border</li> <li>• Most Texans were Democrats-opposed to policies of Republican party</li> <li>• Convention and voters decide to secede from the Union and join the Confederacy</li> </ul>
<p><i>(5) <b>History.</b> The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</i></p>	<p>(B) Analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.</p>	<p>Political Effects</p> <ul style="list-style-type: none"> <li>• Texas joins Confederate States of America</li> <li>• Houston removed from office because he failed to sign an oath to Confederacy</li> <li>• Conscription Act (Draft) – 60,000 Texans joined Confederate army</li> </ul> <p>Economic Effects</p> <ul style="list-style-type: none"> <li>• shortages of commodities, such as coffee, medicine, clothing</li> <li>• trade along Mexican border continued and supplied some of these items to Texans</li> <li>• cotton production declines-corn and wheat production increases</li> </ul> <p>Social Effects</p> <ul style="list-style-type: none"> <li>• greater responsibilities for women and children during the war</li> <li>• loss of family members</li> </ul>
<p><i>(13) <b>Economics.</b> The student understands the interdependence of the Texas economy with the United States and the world.</i></p>	<p>(A) analyze the impact of national and international markets and events on the production of goods and services in Texas;</p>	<p>Before the War: Cotton profits limited by tariffs</p> <p>During the War:</p> <ul style="list-style-type: none"> <li>▪ Union Naval blockade of the Texas coast during</li> </ul>

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		<p>the Civil War made trade with Europe as well as Confederacy difficult;</p> <ul style="list-style-type: none"> <li>▪ Closing of Ports off of the Gulf of Mexico</li> <li>▪ Texas farmers grow more food crops to help feed the Confederate Army since trading Europe became difficult.</li> <li>▪ Texas farmers began growing wheat and corn</li> <li>▪ Texas becomes the “Storehouse” of the Confederacy</li> </ul>
<p><i>(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas.</i></p>	<p>(A) compare types and uses of technology, past and present;</p>	<p>Cotton gin – It pulls seeds from the cotton by use of a hand crank, same use today although the machine is motor-based.</p> <p>Telegraph, - Use to communicate across the country, today the telephone is used and computer/internet</p>

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	11
<b>Grade/Level</b>	7 <sup>th</sup>	<b>Weeks:</b>	21-22
<b>Unit Title</b>			
Reconstruction			
<b>Overview</b>			
There were many lasting political, economic and social effects of Reconstruction on Texas.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1) <i>History. The student understands traditional historical points of reference in Texas history. The student is expected to:</i>	(A) identify the major eras in Texas history and describe their defining characteristics;	<ul style="list-style-type: none"> <li>• 1865-1877 Reconstruction</li> <li>• Constitution of 1876</li> </ul>	
(5) <i>History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</i>	(B) Analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.	<u>Reconstruction (1867-1877)</u>  <b>Political Effects</b> <ul style="list-style-type: none"> <li>• Presidential reconstruction – Johnson’s Plan</li> <li>• Congressional Reconstruction – Radical Republicans</li> <li>• Problems associated with readmitting states into the Union</li> <li>• Constitution of 1876 resulted in a weaker governor’s office because of the Constitution of 1869 and the election of Governor Davis</li> <li>• Democratic Party was dominant in Texas for many years following reconstruction to the later part of the 20<sup>th</sup> century due to anger/frustration of Republican power during Reconstruction.</li> </ul> <b>Economic Effects</b> <ul style="list-style-type: none"> <li>• inadequate production in agriculture and business</li> <li>• transportation disrupted; growth of tenant farming and sharecropping</li> <li>• Texas did not suffer as much destruction as other Southern states</li> </ul>	

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		<p>Social Effects</p> <ul style="list-style-type: none"><li>• concern over future of freedmen</li><li>• June 19<sup>th</sup> or Juneteenth celebrated by freed slaves</li><li>• Freedmen’s Bureau established</li><li>• Jim Crow laws and KKK became features of Southern segregation</li><li>• Immigration to Texas increased</li></ul>
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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	12
<b>Grade/Level</b>	7 <sup>th</sup>	<b>Weeks:</b>	23-24
<b>Unit Title</b>			
Turbulent West			
<b>Overview</b>			
Texans battled Native American groups to gain control of the frontier.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p>(5) <b>History.</b> <i>The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</i></p>	<p>(B) Analyze the political, economic, and social effects of the Civil War and <b>Reconstruction</b> in Texas.</p>	<p><u>Reconstruction (1867-1877)</u></p> <p>Political Effects</p> <ul style="list-style-type: none"> <li>• Frontier Concerns – Native Texan attacks a major political concern</li> <li>• Military/Political Movements during War of Western Frontier:               <ul style="list-style-type: none"> <li>- First Battle of Adobe Walls</li> <li>- Second Battle of Adobe Walls</li> <li>- Treaty of Medicine Lodge Creek</li> <li>- Salt Creek Raid</li> <li>- Red River War</li> </ul> </li> </ul> <p>Social Effects</p> <ul style="list-style-type: none"> <li>• Buffalo Soldiers – African-Americans enlist for job, education, and adventure in the US Army to defend western territories</li> <li>• Buffalo Soldiers face inequality and disrespect but fight fearlessly</li> <li>• Quaker Peace Policy Attempt</li> <li>• Reservation system policy</li> <li>• Quanah Parker; Cynthia Parker</li> </ul>	
<p>(1) <b>History.</b> <i>The student understands traditional historical points of reference in Texas history. The student is expected to:</i></p>	<p>(A) identify the major eras in Texas history and describe their defining characteristics;</p>	<ul style="list-style-type: none"> <li>• 1866-1880 Frontier Wars (Texans battle Indian groups to gain control of frontier)</li> </ul>	

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<p><i>(6) <b>History.</b> The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to</i></p>	<p>(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, <b>including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on Native Americans, the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the effects of the growth of railroads, the buffalo soldiers, James Hogg, Cynthia Parker, and Spindletop;</b> and</p>	<p>Individuals</p> <ul style="list-style-type: none"> <li>• Cynthia Ann Parker-Anglo woman who, as a girl, was captured and raised by the Comanches. Her son Quannah Parker became a powerful Comanche leader.</li> <li>• Buffalo Soldiers – a group of African-American soldiers who patrolled the Texas frontier after the Civil War and were known for their outstanding service</li> </ul> <p>Issues</p> <ul style="list-style-type: none"> <li>• Factors leading to expansion of frontier- killing of buffalo herds, movement of Native Americans to reservations,</li> <li>• Effects of westward expansion on Native Americans: relocation to reservations, slaughter of buffalo, loss of culture/way of life; War, disease, and starvation took many Native American lives.</li> </ul>
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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	13
<b>Grade/Level</b>	7 <sup>th</sup>	<b>Weeks:</b>	25-26
<b>Unit Title</b>			
Cattle Kingdom			
<b>Overview</b>			
Cattle industry became important as demand for beef in the North increased.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p>(1) <b>History.</b> <i>The student understands traditional historical points of reference in Texas history. The student is expected to:</i></p>	<p>(A) identify the major eras in Texas history and describe their defining characteristics;</p>	<ul style="list-style-type: none"> <li>• 1860-1920 Economic Development (Economy boosted by railroads, ranching)</li> </ul>	
<p>(6) <b>History.</b> <i>The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to</i></p>	<p>(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, <b>including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on Native Americans, the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the effects of the growth of railroads, the buffalo soldiers, James Hogg, Cynthia Parker, and Spindletop;</b> and</p>	<p>Individuals</p> <ul style="list-style-type: none"> <li>• James Hogg – popular governor who fought for railroad regulation and other reforms and populist issues</li> </ul> <p>Issues</p> <ul style="list-style-type: none"> <li>• Factors leading to expansion - desire for farming and ranching land, introduction of windmills, growth of railroads</li> <li>• Effects of railroad growth-moved Texas from subsistence to commercial farming; ended cattle drives and open range; led to growth of cities; brought diversity/new immigrants to Texas; expanded markets</li> <li>• Myths and realities of cowboy way of life- American culture celebrated the cowboy as heroic adventurer on the wild frontier; conflicts between cowboys and Native Americans were actually rare; many different kinds of people (African-Americans, Tejanos, women) were involved in cattle industry</li> </ul> <p>Events</p> <ul style="list-style-type: none"> <li>• Development of Cattle Industry- Began with Spanish vaqueros, and later as the frontier opened</li> </ul>	

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		up, the cattle industry evolved in Texas from the use of cattle trails to the establishment of large cattle ranches.
<i>(6) <b>History.</b> The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</i>	(B) explain the political, economic, and social impact of the cattle and oil industries and the development of West Texas resulting from the close of the frontier.	<p>Cattle-industry resulted from cheap and overabundance of cattle after the Civil War and demand for beef in the North, retreat from agricultural farming to ranching, wealth produced because of ranching</p> <p>Cattle</p> <ul style="list-style-type: none"> <li>• open frontier allowed Texans to herd large numbers of cattle then drive them to markets by trail or train</li> <li>• conflicts erupted between farmers and ranchers as open range closed; furnished beef to Confederacy during Civil War</li> <li>• brought cash revenue to Texas and employed people</li> <li>• fencing allows for more efficient use of land and improvement in the quality of herds</li> <li>• The closing of the frontier and irrigation (windmills) allows for ranching in West Texas</li> </ul>
<i>(7) <b>History.</b> The student understands how individuals, events, and issues shaped the history of Texas during the 20th century. The student is expected to:</i>	(A) define the impact of "boom and bust" and trace the boom-and-bust cycle of leading Texas industries throughout the 20th century, <b>including farming, oil and gas, cotton, cattle ranching, real estate, and banking;</b>	<p>Cattle Ranching</p> <ul style="list-style-type: none"> <li>• thieves, drought, and disease hurt early ranchers</li> <li>• railroads, better transportation improved industry</li> <li>• cattle drives helped make ranching more profitable for a short time</li> <li>• the closing of the range resulted in the establishment of large cattle ranches</li> <li>• the overproduction of cattle in 1880s caused prices to fall</li> <li>• new techniques in breeding led to better quality beef</li> </ul>
<i>(20) <b>Science, technology, and society.</b> The student understands the impact of</i>	(A) compare types and uses of technology, past and present;	Weapons – The Colt 45 was used for protection on the frontier and during war time but weapons today are more

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<p><i>scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</i></p>		<p>powerful, accurate, and deadly</p> <p>Barbed wire- To keep cattle out of pasture land and define boundaries, that is the same use today</p> <p>Windmill –used to pump water out of the ground in areas that are arid, today water wells are built to do this in rural areas and in urban areas water is part of the infrastructure</p>
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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	14
<b>Grade/Level</b>	7 <sup>th</sup>	<b>Weeks:</b>	27-28
<b>Unit Title</b>			
Cotton Kingdom			
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<i>(6) <b>History.</b> The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to</i>	(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, <b>including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on Native Americans, the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the effects of the growth of railroads, the buffalo soldiers, James Hogg, Cynthia Parker, and Spindletop;</b> and	Issues <ul style="list-style-type: none"> <li>• Effects of railroad growth-moved Texas from subsistence to commercial farming; ended cattle drives and open range; led to growth of cities; brought diversity/new immigrants to Texas; expanded markets</li> </ul>	
<i>(9) <b>Geography.</b> The student understands the location and characteristics of places and regions of Texas. The student is expected to:</i>	(C) analyze the effects of physical and human factors <b>such as climate, weather, landforms, irrigation, transportation, and communication</b> on major events in Texas.	Irrigation <ul style="list-style-type: none"> <li>▪ Windmill</li> <li>▪ Irrigation brings farming to West Texas</li> </ul> Communication <ul style="list-style-type: none"> <li>▪ Lack of communication technology influences the outcome of historical events</li> </ul>	
<i>(12) <b>Economics.</b> The student understands the factors that caused Texas to change from an agrarian to an urban society.</i>	(A) explain economic factors that led to the urbanization of Texas;	<ul style="list-style-type: none"> <li>• Emergence of industry (oil, petrochemical, defense, cattle, textiles, medical, tourism, financial institutions)</li> <li>• Migration for jobs</li> </ul>	

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<i>The student is expected to:</i>		<ul style="list-style-type: none"><li>• Cash Crops</li><li>• Expansion of railroads</li></ul>
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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	15
<b>Grade/Level</b>	7 <sup>th</sup>	<b>Weeks:</b>	29-30
<b>Unit Title</b>			
Industrialization of Texas			
<b>Overview</b>			
Industrial growth leads to urbanization of Texas.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<i>(12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:</i>	(A) explain economic factors that led to the urbanization of Texas;	<ul style="list-style-type: none"> <li>• Railroads a factor in the emergence of industry</li> <li>• Bread, Flour, Grist, Refrigerator Car/Beef, Coal, Timber, Textiles</li> <li>• Company towns form</li> <li>• Migration for jobs – minorities for Texas Industries</li> </ul>	
<i>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</i>	(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	<ul style="list-style-type: none"> <li>- absolute chronology – exact date</li> <li>- relative chronology – general time period or era</li> </ul>	

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<b>Subject Area</b>	Social Studies		<b>Bundle #:</b>	16
<b>Grade/Level</b>	7 <sup>th</sup>		<b>Weeks:</b>	31-32
<b>Unit Title</b>				
Oil Industry in Texas				
<b>Overview</b>				
The oil industry comes to dominate the Texas economy and has political and social impact as well.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
<i>(6) <b>History.</b> The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</i>	(B) explain the political, economic, and social impact of the cattle and oil industries and the development of West Texas resulting from the close of the frontier.	Oil – industry resulted from oil found in Beaumont. More than 500 oil companies  Oil <ul style="list-style-type: none"> <li>• large companies, like Texaco, formed</li> <li>• automobile industry expanded and roads improved</li> <li>• oil refineries built in the Coastal Plains Region</li> <li>• provided more jobs to Texans</li> <li>• the sale and leasing of oil fields helped produced revenue for universities and public schools in Texas</li> <li>• wildcatters, roughnecks, wealthy oil men</li> </ul>		
<i>(7) <b>History.</b> The student understands how individuals, events, and issues shaped the history of Texas during the 20th century. The student is expected to:</i>	(A) define the impact of "boom and bust" and trace the boom-and-bust cycle of leading Texas industries throughout the 20th century, <b>including farming, oil and gas, cotton, cattle ranching, real estate, and banking;</b>	Boom and Bust Cycle – a long period of great profits, followed by a sharp decline  Including:  Oil and Gas <ul style="list-style-type: none"> <li>• Demand for oil increases with its development as an energy source for automobiles and industry</li> <li>• 1901 Spindletop gusher at Beaumont starts oil boom in Texas</li> <li>• More oil discoveries across state</li> <li>• 1914 Houston Ship Channel opened-expanded markets</li> </ul>		
<i>(9) <b>Geography.</b> The student understands</i>	(A) locate places and regions of	<ul style="list-style-type: none"> <li>▪ Spindletop and major oil fields</li> </ul>		

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<p><i>the location and characteristics of places and regions of Texas. The student is expected to:</i></p>	<p>importance in Texas during the 19th and 20th centuries;</p>	<ul style="list-style-type: none"> <li>▪ Major Towns and Metropolitan Areas and towns of historical importance</li> </ul>
<p><i>(20) <b>Science, technology, and society.</b> The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</i></p>	<p>(B) identify Texas leaders in science and technology <b>including Roy Bedichek, Walter Cunningham, Michael DeBakey, and C.M. "Dad" Joiner;</b></p>	<ul style="list-style-type: none"> <li>• C.M. "Dad" Joiner – a wildcatter who discovered and opened one of the world’s largest oil fields in East Texas</li> </ul>
<p><i>(20) <b>Science, technology, and society.</b> The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</i></p>	<p>(C) analyze the effects of scientific discoveries and technological innovations, <b>including barbed wire, the windmill, and oil, gas, and aerospace industries,</b> on the developments of Texas;</p>	<ul style="list-style-type: none"> <li>• <i>Oil and gas</i> – served as an energy source for new forms of transportation which allowed better movement of goods to markets</li> </ul>

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	17
<b>Grade/Level</b>	7 <sup>th</sup>	<b>Weeks:</b>	33-34
<b>Unit Title</b>			
WWI and Reform Era			
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1) <b>History.</b> <i>The student understands traditional historical points of reference in Texas history. The student is expected to:</i>	(A) identify the major eras in Texas history and describe their defining characteristics;	<ul style="list-style-type: none"> <li>• Modern Texas (Texans deal with 20<sup>th</sup> century events: reform, world wars, great depression, urbanization, civil rights, etc...)</li> </ul>	
(6) <b>History.</b> <i>The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to</i>	(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, <b>including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on Native Americans, the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the effects of the growth of railroads, the buffalo soldiers, James Hogg, Cynthia Parker, and Spindletop;</b> and	Individuals <ul style="list-style-type: none"> <li>• James Hogg – popular governor who fought for railroad regulation and other reforms and populists issues.</li> </ul>	
(7) <b>History.</b> <i>The student understands how individuals, events, and issues shaped the history of Texas during the 20th century. The student is expected to:</i>	(B) evaluate the Progressive and other reform movements in Texas in the 19th and 20th centuries;	Industrialization, mechanization, skilled labor, antitrust laws, limiting monopolies, Prohibition <ul style="list-style-type: none"> <li>• Farmers established organizations, like the Grange and the Southern Farmers' Alliance that provided cooperative stores and lobbied for lower freight charges.</li> <li>• The Populist Party formed in 1891 to reduce</li> </ul>	

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		<p>the influence of big business on government. They ran several candidates who were elected to office during the 1890s.</p> <ul style="list-style-type: none"> <li>• The Democratic Party adopted some of the issues of the Populist Party.</li> <li>• The popular, twice-elected Governor James Hogg promoted progressive changes, such as antitrust legislation, regulation of railroads, teacher training, and prison reform.</li> <li>• Other reforms supported by progressives included fair election practices, efficient government, improved working conditions, food and drug regulations, and better public schools.</li> <li>• The temperance movement was successful in passing the 18<sup>th</sup> Amendment which banned the sale of alcohol.</li> <li>• The Suffrage movement was successful in passing the 19<sup>th</sup> Amendment which gave American women the right to vote.</li> <li>• Most of these reforms did not reach African-Americans and Mexican-Americans in Texas.</li> </ul>
<p><i>(11) <b>Geography.</b> The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries. The student is expected to:</i></p>	<p>(C) analyze the effects of the changing population distribution in Texas during the 20th century;</p>	<p><u>Possible topics to choose from:</u></p> <p>Asian population, new wave of European immigration, border difficulties</p> <p>Rural to urban</p> <p>Growing population of Hispanics</p> <p>Greater diversity</p>

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<p>(11) <b>Geography.</b> <i>The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries. The student is expected to:</i></p>	<p>(D) Describe the structure of the population of Texas using demographic concepts <b>including growth rate and age distribution.</b></p>	<p>Including growth rate, age distribution, other demographic information from state demographer</p> <p>Demography – the study of human populations</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Growth rate – speed of growth from 1920 density to today. (<i>Suggestion: See “Applying the Skill” map on page 471 and celebratingtexas.com for more research, Transparency 22.3</i></p> <p><a href="http://www.texasalmanac.com/population/population-counties-history.pdf">http://www.texasalmanac.com/population/population-counties-history.pdf</a> ) and <a href="http://quickfacts.census.gov/qfd/">http://quickfacts.census.gov/qfd/</a></p> </div> <p>Age distribution – the portion of the population at each age</p> <p>Examine and interpret data that describes Texas population.</p>
<p>(17) <b>Citizenship.</b> <i>The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</i></p>	<p>(A) identify different points of view of political parties and interest groups on important Texas issues</p>	<ul style="list-style-type: none"> <li>• The Populist Party – Represented farmers interests</li> <li>• NAACP</li> <li>• Mutualistas</li> </ul>
<p>(20) <b>Science, technology, and society.</b> <i>The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</i></p>	<p>(A) compare types and uses of technology, past and present;</p>	<p><b><u>Examples to choose from:</u></b></p> <p>Internal combustion engine – Used to be more efficient and faster, today even more efficient and faster</p> <p>Radio -</p> <p>Movies – Silent Film Era(pre <i>Jazz Singer 1927</i>) compared to movies of today</p> <p>Aircraft – used to transport people and goods on a large scale, same today,</p>

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	18
<b>Grade/Level</b>	7 <sup>th</sup>	<b>Weeks:</b>	35-36
<b>Unit Title</b>			
Modern Texas			
<b>Overview</b>			
WWI and WWII, Civil Rights			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p>(7) <i><b>History.</b> The student understands how individuals, events, and issues shaped the history of Texas during the 20th century. The student is expected to:</i></p>	<p>(C) trace the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, <b>including James Farmer, Hector P. García, Oveta Culp Hobby, and Lyndon B. Johnson;</b></p>	<ul style="list-style-type: none"> <li>• Groups, such as African-Americans, Hispanics, and women sought equal rights as citizens throughout the 20<sup>th</sup> century.</li> <li>• African-Americans, in particular, used marches, speeches, and civil disobedience to fight segregation and protest laws that were unjust. This resulted in the passage of important civil rights legislation in the 1960s.</li> <li>• James Farmer – an important civil rights leader and co-founder of the Congress for Racial Equality, an organization that encouraged nonviolent resistance to fight discrimination</li> <li>• Hector P. Garcia – World War II veteran and founder of the American GI Forum who fought discrimination against Hispanics and promoted their involvement in state and national politics</li> <li>• Oveta Culp Hobby – an influential Texas woman who held numerous leadership positions, including the head of the Women’s Auxiliary Army Corps, secretary of the Department of Health, Education, and</li> </ul>	

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		<p style="text-align: right;">Welfare, and publisher of the Houston Post.</p> <ul style="list-style-type: none"> <li>• Lyndon Baines Johnson – Texan who served as a representative to the U.S. House and Senate and president of the United States; he signed the Civil Rights Act of 1964 which banned segregation in public places and the Voting Rights Act which helped protect voting rights for all citizens. He also increases American involvement in the Vietnam War.</li> </ul>
<p><i>(7) <b>History.</b> The student understands how individuals, events, and issues shaped the history of Texas during the 20th century. The student is expected to:</i></p>	<p>(D) analyze the political, economic, and social impact of major wars, <b>including World War I and World War II</b>, on the history of Texas;</p>	<p><b><u>WW I (Introduced in Bundle 17)</u></b></p> <ul style="list-style-type: none"> <li>• Political – Texas leaders played key roles in Wilson administration; patriotism rose</li> <li>• Economic – Texans purchased war bonds; gave up certain foods and increased agricultural production; Texas oil, agriculture, and lumber industries experienced a boom; full employment in Texas; farmers suffered after war</li> <li>• Social – 200,000 Texans fought; training in Texas; women became more involved in agriculture and business; Germans in Texas faced discrimination; racial tensions increase; more than 5000 Texans lost their lives</li> </ul> <p><b><u>WW II</u></b></p> <ul style="list-style-type: none"> <li>• Political – Texans, such as Dwight D. Eisenhower, Chester W. Nimitz, and Oveta Culp Hobby served in important leadership positions during the war; Democratic Party in Texas split into liberals and conservatives</li> <li>• Economic – military needs boosted Texas</li> </ul>

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		<p>economy; created strong job market; goods were rationed; Texans purchased war bonds, collected scrap materials, and planted victory gardens; state of Texas paid off debt; further urbanization</p> <ul style="list-style-type: none"> <li>• Social – 750,000 Texans served in armed forces; many Texas women joined the workplace or served in the military; soldiers trained at military bases in Texas; 23,000 Texans lost their lives; more support and funding for public schools in Texas; African-Americans and Hispanics resist discrimination after war</li> </ul>
<p><i>(12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:</i></p>	<p>(B) trace the development of major industries that contributed to the urbanization of Texas; and</p>	<p>Technology- Texas Instruments Aerospace- NASA</p>
<p><i>(12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:</i></p>	<p>(C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas</p>	<ul style="list-style-type: none"> <li>• Urbanization is the process of city growth and development. Due to urbanization, the percentage of people living or working in urban places increases compared to the percentage living in rural places.</li> <li>• The types of jobs move from the agricultural sector into the industrial, technological, or service sectors due to better education and salaries.</li> </ul>
<p><i>(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</i></p>	<p>(B) analyze the impact of economic phenomena within the free enterprise system- <b>including supply and demand, profit, government regulation, and world competition</b> on the economy of Texas; and</p>	<p>Supply and demand is the economic principle that states that if supply is greater than demand, prices fall, but if demand is greater than supply, prices rise</p> <p>Profit –the return received on a business after all operating expenses have been met</p> <p>Government regulation –laws or actions by the government that affect the outcome of business</p>

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		<p>World competition – rivalry between countries in supplying or acquiring an economic service or good</p> <p>Free Enterprise system – economic system in which businesses operate with little interference from government</p>
<p><i>(13) <b>Economics.</b> The student understands patterns of work and economic activities in Texas. The student is expected to:</i></p>	<p>(C) Analyze the impact of significant industries in Texas <b>including oil and gas, aerospace, and medical technology</b> on local, national, and international markets.</p>	<p>All of these industries provided jobs to the local market and provided products and services to national and international markets. The reverse effect is incurred as jobs dry up or industry declines.</p> <p>Oil and Gas</p> <p style="padding-left: 40px;">Texas oil corporations branch out internationally (Saudi Arabia, Libya, etc.)</p> <p>Aerospace</p> <p style="padding-left: 40px;">After NASA was established, Houston became a primary site for research and development in aerospace and provided many jobs to researchers and high tech specialists.</p> <p>Medical Technology - Artificial heart created by DeBaakey</p>
<p><i>(18) <b>Citizenship.</b> The student understands the importance of effective leadership in a democratic society. The student is expected to:</i></p>	<p>(B) Analyze the contributions of Texas leaders <b>such as Henry B. Gonzalez, Phil Gramm, Barbara Jordan, and Sam Rayburn.</b></p>	<ul style="list-style-type: none"> <li>▪ Henry B. Gonzalez-served on San Antonio city council, as a representative in the Texas Senate, and as a representative in the U.S. Congress for over 30 years; he encouraged Mexican-Americans to become more involved in Texas politics</li> <li>▪ Phil Gramm –<b>Best known for:</b> Right-wing Democratic politician who switched parties and became a Republican Senator from Texas.</li> <li>▪ Barbara Jordan – served as the first African-American congresswoman from the South; she</li> </ul>

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		<p>gained national attention in her role at the Watergate hearings during the Nixon administration</p> <ul style="list-style-type: none"> <li>▪ Sam Rayburn – long serving U.S. congressman who earned respect as Speaker of the House and for his ability to bring about compromise and maneuver legislation through Congress; he was a proponent of Roosevelt’s New Deal;</li> </ul>
<p><i>(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</i></p>	<p>(B) identify Texas leaders in science and technology <b>such as including Roy Bedichek, Walter Cunningham, and Michael DeBakey</b></p>	<ul style="list-style-type: none"> <li>• Roy Bedichek – an educator and famous storyteller; he was a Texas naturalist who warned about the dangers of pollution</li> <li>• Walter Cunningham – astronaut who joined NASA in 1964 and participated in the Apollo program; he earned many honors as a leader in the aerospace community</li> <li>• Michael DeBakey – he became famous by developing the first artificial heart, changing the way heart disease is treated, and boosting Texas as a center of medical treatment and research</li> </ul>
<p><i>(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas.</i></p>	<p>(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world; and</p>	<p>NASA and the Aerospace industry, Texas Instruments, and Oil Production</p> <p>The industries that create these scientific discoveries and technological innovations are in Texas and distribute their products and services and hire people throughout the United States and the world</p>
<p><i>(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</i></p>	<p>(F) make predictions about economic, social, and environmental consequences that may result from future scientific discoveries and technological innovations.</p>	<p><i>Economic Consequences</i></p> <p>Alternative energy sources – the effects on the oil industry</p> <p><i>Social Consequences</i></p> <p>Stem Cell Research, cloning, and other advances in</p>

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		medicine – how will the religious community react to the process of these advances <i>Environmental Consequences</i> Cure of Cancer – consequences to the environment if the cure is found in the Amazon or other places in the environment
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