

## Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
TX History/ Texas: From Colony to Republic	7 <sup>th</sup>	2 <sup>nd</sup> / 3 <sup>rd</sup>	35 days
TEKS/Student Expectations		Examples/Specifications:	
<p>7.1A. identify the major eras in Texas history and describe their defining characteristics.</p> <p>7.1B. apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p> <p>7.1C. explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861.</p> <p>7.2C. identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Juan Seguin during the colonization of Texas.</p> <p>7.2D. identify the impact of the Mexican federal Constitution of 1824 on events in Texas.</p> <p>7.2E. trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin.</p> <p>7.2F. contrast Spanish and Anglo purposes for and methods of settlement in Texas.</p> <p>7.3A. explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio Lopez de Santa Anna, and William B. Travis.</p> <p>7.3B. explain the issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin’s surrender at Goliad, and the battle of San Jacinto.</p> <p>7.4A. identify individuals, events, and issues during the Republic of Texas and early Texas statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo.</p> <p>7.4B. analyze the causes of and events leading to Texas statehood.</p> <p>7.8A. create thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19<sup>th</sup> and 20<sup>th</sup></p>		<p><u>Including:</u> Moses Austin, Stephen F. Austin, and Juan Seguin</p> <p><u>Such As:</u> Creation of Mexican states with a federal president and congress and a representative democracy to model the U.S. with various freedoms</p> <p><u>Including:</u> The Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin</p> <p><u>Such As:</u> The rise of Santa Anna as a dictator and his Centralist departure from the Constitution of 1824</p> <p><u>Including:</u> George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio Lopez de Santa Anna, and William B. Travis <u>Such As:</u> Jim Bowie, Stephen F. Austin, David Crockett, and Juan Seguin</p> <p><u>Including:</u> The Battle of Gonzales, the siege of the Alamo, the Convention of 1836, Fannin’s surrender at Goliad, the Battle of San Jacinto, and the Treaty of Velasco</p> <p><u>Including:</u> 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</p> <p><u>Such As:</u> Demographic patterns of settlement from SE Texas to the West</p>	

centuries.

7.8B. pose and answer questions about geographic distributions and patterns in Texas during the 19<sup>th</sup> and 20<sup>th</sup> centuries.

7.9A. locate places and regions of importance in Texas during the 19<sup>th</sup> and 20<sup>th</sup> centuries.

7.9B. compare places and regions of Texas in terms of physical and human characteristics.

7.10A. identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications.

7.10B. explain ways in which geographic factors have affected the political, economic, and social development of Texas.

7.17A. identify different points of view of political parties and interest groups on important Texas issues.

7.17C. express and defend a point of view on an issue of historical or contemporary interest in Texas.

7.18A. identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been President of the United States.

7.19B. describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture.

7.20A. compare types and uses of technology, past and present.

7.21A. differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas.

7.21B. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalization and predictions, and drawing conclusions.

7.21C. organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.

7.21D. identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

7.21E. support a point of view on a social studies issue or event.

7.21H. use appropriate mathematical skills to interpret social studies information such as maps and graphs.

Such As: El Paso, San Antonio, Goliad, Nacogdoches, San Felipe, Austin (Waterloo), Houston, Dallas, and Fort Worth

Such As: climate, weather, landforms, irrigation, transportation, and communication

Such As: creating reservoirs, irrigation techniques for farming from rivers like the Rio Grande, and use of windmills

Such As: computer software, DVD's, CD ROMs, Laserdisc images, databases, media and news services, Internet usage, biographies, interviews, and artifacts.

Including: graphs, charts, timelines, and maps

<p>7.22A. use social studies terminology correctly.</p> <p>7.22C. transfer information from one medium to another, including written to visual and statistical to written of visual, using computer software as appropriate.</p> <p>7.22D.create written, oral, and visual presentations of social studies information.</p> <p>7.23A. use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>7.23B. use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	
<p><b>Language of Instruction:</b></p>	<p><b>Instructional Resources/Textbook Correlations:</b></p>
<p>Empresarios  Concepts of Democracy  Economic Opportunity  Political Conflict  Constitution of 1824  Steps to Revolution  Conventions of 1832 and 1833  Austin Imprisonment  The Battle of Gonzales  Consultation of 1835  Battle of the Alamo  Convention of 1836  Battle of Goliad  San Jacinto  Treaty of Velasco  Seeking Annexation or Autonomy</p>	<p>Texas on Tape Video Segments  Alamo movie (2004) presentation &amp; critique  Venn Diagram: Houston vs. Lamar</p> <p><b>Weblinks/Other Resources:</b></p> <p><a href="http://www.celebratingtexas.com">www.celebratingtexas.com</a></p> <p><a href="http://www.thealamo.org/main.html">http://www.thealamo.org/main.html</a></p> <p><a href="http://www.humanities-interactive.org/">www.humanities-interactive.org/</a>  Miscellaneous Texas History</p>
<p><b>Evaluation/External Assessment/Local Assessment:</b></p>	<p><b>Best Instruction Timeline:</b></p>

<p>TAKS: SS 2:8.11a, 8.12a SS 4:8.23b SS 5:8.30a,b,c,d</p> <p>Testing by educator Austin recruitment brochure Editorial Letters: Take a side of either the War Party or the Peace Party</p>	<p>Anglo American Colonization of Texas (9 days) The Road to Revolution (9 days) The Texas Revolution (9 days) An Independent Texas (8 days)</p>
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