

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.

7.18B. analyze the contributions of Texas leaders such as Henry B. Gonzalez, Phil Gramm, Barbara Jordan, and Sam Rayburn.

7.20C. analyze the effects of scientific discoveries and technological innovations, such as barbed wire, the windmill, and oil, gas, and aerospace industries, on the developments of Texas.

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.

7.21F. identify bias in written, oral, and visual material.

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

7.22A. use social studies terminology correctly.

7.22C. transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.

7.22D. create written, oral, and visual presentations of social studies information.

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.

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.

Including: Texans who have been President of the United States including Bush family and LBJ.

Language of Instruction:	Instructional Resources/Textbook Correlations:
18 th /19 th Amendment Texas Equal Suffrage Association James. S. Hogg Texas Railroad Commission Allies Central Powers Petticoat Lobby Miriam A. “Ma” Ferguson Black Tuesday Great Depression Franklin Delano Roosevelt New Deal Dwight D. Eisenhower Oveta Culp Hobby	Texas on Tape Video Segments Population Density Map transparency Primary Source 23.1 The Great Depression Primary Source 23.2 The New Deal Primary Source 23.3 WWII Weblinks/Other Resources: www.celebratingtexas.com www.humanities-interactive.org/ Miscellaneous Texas History
Evaluation/External Assessment/Local Assessment:	Best Instruction Timeline:
TAKS 8: SS2: 8.11b,c; 8.12a SS5: 8.30a,b,c,d,f Testing by educator	An Age or Reform, 1880 – 1920 (3 days) World War I and the 1920’s, 1910 – 1930 (5 days) The Great Depression, the New Deal, and World War II, 1920 – 1945 (7 days)