



Texas History Super Bundle

4th and 7th Grade TEKS Correlations

Title of Lesson	4 th Grade TEKS	7 th Grade TEKS
<p><u>Classroom Jobs</u></p> <p>Classroom Jobs</p> 	<p>(13) Economics. The student understands patterns of work and economic activities in Texas.</p> <p>(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process.</p>	<p>(18) Citizenship. The student understands the importance of effective leadership in a democratic society.</p>
<p><u>Creating Quality Interactive Student Notebooks</u></p> <p>How to get AWESOME Interactive Student Notebooks!</p> 	<p>(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(C) express ideas orally based on research and experiences;</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p>	<p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;</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>(D) create written, oral, and visual presentations of social studies information.</p>

Geography of Texas

Bus Tour of Texas



Regions of Texas Activity

2018/04/20/2018

(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:

(A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, and the growth of aerospace and other technology industries; and

(7) Geography. The student understands the concept of regions. The student is expected to:

(A) describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity;

(B) describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics; and

(C) compare the regions of Texas with regions of the United States and other parts of the world.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify clusters of settlement in Texas and explain their distribution;

(B) explain patterns of settlement at different time periods in Texas;

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;

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

(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:

(A) explain the political, economic, and social impact of the oil industry on the industrialization of Texas;

(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

	<p>(C) describe the location of cities in Texas and explain their distribution, past and present; and (D) explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present.</p> <p>(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p> <p>(A) describe ways people have adapted to and modified their environment in Texas, past and present;</p> <p>(B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs; and</p> <p>(C) analyze the consequences of human modification of the environment in Texas, past and present.</p> <p>(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <p>(A) explain how people in different regions of Texas earn their living, past and present;</p> <p>(B) explain how geographic factors have influenced the location of economic activities in Texas;</p>	<p>(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and (B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.</p> <p>(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</p> <p>(A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest;</p> <p>(B) compare places and regions of Texas in terms of physical and human characteristics; and</p> <p>(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>(10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:</p> <p>(A) identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications; and</p>
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		<p>(B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.</p>
<p>Tribes of Texas</p> 	<p>(1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:</p> <p>(A) explain the possible origins of American Indian groups in Texas and North America;</p> <p>(B) identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;</p> <p>(C) describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo; and</p> <p>(D) compare the ways of life of American Indian groups in Texas and North America before European exploration.</p>	<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p> <p>(A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;</p>
<p>Conquistadors: Heroes or Villains</p>	<p>(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:</p>	<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why</p>



Were Conquistadors heroes or villains?

(A) summarize reasons for European exploration and settlement of Texas and the Western Hemisphere;
 (B) identify the accomplishments of significant explorers such as Cabeza de Vaca; Christopher Columbus; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle and explain their impact on the settlement of Texas;

historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;
 (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
 (C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop

(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:
 (B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain;

The Spanish Mission System

(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

The Spanish Mission System in Texas



(C) explain when, where, and why the Spanish established Catholic missions in Texas;

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify clusters of settlement in Texas and explain their distribution;

(B) explain patterns of settlement at different time periods in Texas;

(C) describe the location of cities in Texas and explain their distribution, past and present; and

(D) explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present.

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe ways people have adapted to and modified their environment in Texas, past and present;

(B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs; and

(C) analyze the consequences of human modification of the environment in Texas, past and present.

(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;

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

(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:

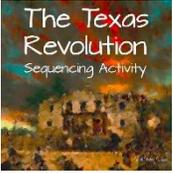
(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain;

(C) identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo;

	<p>(10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. The student is expected to:</p> <p>(B) explain the economic patterns of early European immigrants to Texas and the Western Hemisphere.</p> <p>(11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:</p> <p>(A) identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere; and</p> <p>(15) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:</p> <p>(B) identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas.</p> <p>(17) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</p> <p>(A) explain the meaning of selected patriotic symbols and landmarks of Texas, including the six flags over Texas, San José Mission, and the San Jacinto Monument;</p>	<p>(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:</p> <p>(C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and</p>
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	<p>(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:</p> <p>(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.</p>	
<p><u>Mexican War for Independence</u></p> <p><i>Independence of Mexico</i></p> 	<p>(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:</p> <p>(E) identify the impact of Mexico's independence from Spain on the events in Texas.</p>	<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;</p> <p>(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.</p>

		<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p> <p>(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;</p>
<p><u>The Law of April 6, 1830</u></p> <p>The Law of April 6, 1830</p> 	<p>(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p> <p>(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;</p> <p>(11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:</p> <p>(B) identify the economic motivations for Anglo-American colonization in Texas.</p> <p>(15) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:</p>	<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p> <p>(A) trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;</p>

	(B) identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas.	
<p><u>The Texas Revolution Sequencing Activity</u></p> 	<p>(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p> <p>(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;</p>	<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p> <p>(A) trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;</p>
<p><u>The Alamo</u></p>  <p>The Alamo Walls Speak</p>	<p>(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p> <p>(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;</p>	<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p> <p>(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis;</p> <p>(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis’s letter “To the People of Texas and All Americans in the World,” the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin’s surrender at Goliad, and the Battle of San Jacinto; and</p>

[The Texas Revolution Museum](#)



(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;

(16) Government. The student understands important ideas in historic documents of Texas. The student is expected to:

(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco; and

(17) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(A) explain the meaning of selected patriotic symbols and landmarks of Texas, including the six flags over Texas, San José Mission, and the San Jacinto Monument;

(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.

(18) Citizenship. The student understands the importance of voluntary individual participation

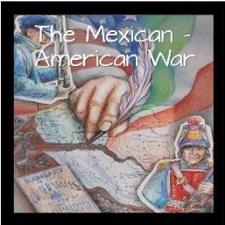
(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:

(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis;

(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis’s letter “To the People of Texas and All Americans in the World,” the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin’s surrender at Goliad, and the Battle of San Jacinto; and

	<p>in the democratic process. The student is expected to:</p> <p>(C) identify the importance of historical figures such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process; and</p>	
<p><u>The Texas Revolution Review</u></p> <p>The Texas Revolution Odd One Out</p> 	<p>(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p> <p>(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;</p>	<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p> <p>(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis;</p> <p>(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis’s letter “To the People of Texas and All Americans in the World,” the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin’s surrender at Goliad, and the Battle of San Jacinto; and</p>
<p><u>Famous Texans of the Revolution</u></p> <p>Famous Texans of the Texas Revolution</p> 	<p>(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p> <p>(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;</p>	<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p> <p>(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis;</p>

<p><u>The Republic of Texas</u></p> <p>HOUSTON VS. LAMAR</p>  <p>The Republic of Texas <small>Sara Parks Suarez</small></p>	<p>(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p> <p>(B) describe the successes and problems of the Republic of Texas;</p> <p>(C) explain the events that led to the annexation of Texas to the United States;</p> <p>(E) identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones.</p>	<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p> <p>(D) explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.</p> <p>(4) History. 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:</p> <p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups;</p> <p>(B) analyze the causes of and events leading to Texas annexation; and</p>
<p><u>The Annexation of Texas</u></p>	<p>(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p> <p>(C) explain the events that led to the annexation of Texas to the United States;</p> <p>(D) explain the impact of the Mexican War on Texas; and</p>	<p>(4) History. 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:</p> <p>(B) analyze the causes of and events leading to Texas annexation; and</p> <p>(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the</p>

<p>The Annexation of Texas: You Decide!</p> 		<p>Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.</p>
<p><u>The Mexican-American War</u></p> 	<p>(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p> <p>(C) explain the events that led to the annexation of Texas to the United States;</p> <p>(D) explain the impact of the Mexican War on Texas; and</p>	<p>(4) History. 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:</p> <p>(B) analyze the causes of and events leading to Texas annexation; and</p> <p>(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.</p>
<p><u>The Republic of Texas Test</u></p>	<p>(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p> <p>(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;</p> <p>(B) describe the successes and problems of the Republic of Texas;</p> <p>(C) explain the events that led to the annexation of Texas to the United States;</p> <p>(D) explain the impact of the Mexican War on Texas; and</p>	<p>(4) History. 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:</p> <p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups;</p> <p>(B) analyze the causes of and events leading to Texas annexation; and</p>

		(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.
<p><u>Events Leading to the Civil War</u></p> 	<p>(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:</p> <p>(A) describe the impact of the Civil War and Reconstruction on Texas;</p>	<p>(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</p> <p>(A) explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs;</p>
<p><u>Texas in the Civil War</u></p> 	<p>(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:</p> <p>(A) describe the impact of the Civil War and Reconstruction on Texas;</p>	<p>(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</p> <p>(A) explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs;</p> <p>(B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas; and</p> <p>(C) identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.</p>
<p><u>Reconstruction Response Groups</u></p>	<p>(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:</p>	<p>(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</p> <p>(B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas; and</p>

 <p>Reconstruction Response Groups How free are we?</p>	<p>(A) describe the impact of the Civil War and Reconstruction on Texas;</p>	
<p><u>Famous Texans Celebrity Ball</u></p>  <p>Famous Texans Celebrity Ball</p>	<p>(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:</p> <p>(B) identify the accomplishments of notable individuals such as Henry Cisneros, Miriam A. Ferguson, Audie Murphy, Cleto Rodríguez, and John Tower.</p> <p>(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p> <p>(C) identify the importance of historical figures such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process; and</p> <p>(21) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:</p> <p>(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, and Patillo Higgins and their contributions;</p>	<p>(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</p> <p>(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White;</p> <p>(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and</p> <p>(B) identify the contributions of Texas leaders, including Lawrence Sullivan “Sul” Ross, John Nance Garner (“Cactus Jack”), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p>
<p><u>Three Branches of Texas Government</u></p>	<p>(16) Government. The student understands important ideas in historic documents of Texas. The student is expected to:</p>	<p>(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p>

 <p>Three Branches of Texas Government</p>	<p>(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco; and</p> <p>(B) identify and explain the basic functions of the three branches of state government.</p>	<p>(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and</p> <p>(B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.</p>
<p><u>Bringing Government Terms to Life</u></p> 	<p>(16) Government. The student understands important ideas in historic documents of Texas. The student is expected to:</p> <p>(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco; and</p>	<p>(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p> <p>(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and</p>

4th Grade Processing TEKS present in lessons:

(22) 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:

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

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

(D) identify different points of view about an issue or topic;

(E) identify the elements of frame of reference that influenced the participants in an event; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

(24) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) 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; and

(B) 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.

7th Grade Processing TEKS present in lessons:

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

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

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

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

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

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

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

(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

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

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;

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

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

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) 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; and

(B) 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.