

**Social Studies Grade 7
Texas History
First Six-Weeks Horizontal Alignment Planning Guide Overview**

Learning Focus 1.1 Being a Historian: Using Primary and Secondary Sources		
In grade 7, students learn about the history of Texas from its early beginnings to the present. This Learning Focus emphasizes teaching students the analysis and critical thinking skills used by historians. These skills will be the basis of the work students do in document, artifact, visual and auditory analysis throughout the year.		
Key Concepts		
Historical record/evidence	Primary/Secondary source	artifact
Objectives		
SS.7.22A Use social studies terminology correctly.		
SS.7.21A Using computer software, web-based resources, media and news services, databases, print text, artifacts, and oral sources, locate, differentiate between reliable primary and secondary sources and interpret one or more sources to gather information about key events, people, and issues in Texas history.		
SS.7.21B Analyze information about Texas by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.		
SS.7.21D Identify differing points of view on a given issue or event, and determine the degree to which the historical frame of reference [of the participants] influenced their viewpoint.		
SS.7.21F Analyze written, oral, and visual material about events and issues in Texas history to determine the presence of bias.		
SS.7.21G Establish possible criteria for determining validity of a source [such as information about the author, time and place of creation, corroboration from other sources, historical context, and use of language (bias)] and utilize these criteria to analyze and evaluate the validity of a source.		
Suggested Lesson Framework		
1 lesson with the topic/theme <i>Locating and Distinguishing Between Sources</i>	2 lesson: <i>Analyzing Sources</i>	2 lessons on <i>Determining Point of View/Bias/Frame of Reference</i>

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Learning Focus 1.2 Being a Geographer: Texas Geography		
This Learning Focus teaches students about the basic physical and human geography of Texas including a focus on Texas regions. It includes a review of basic map, chart, and graph skills.		
Key Concepts		
Geographic tools [maps, graphs, charts, data] Region	Physical geographic factors Human geographic factors	Geographic distributions/patterns Adaptations to/modifications of the environment
Objectives		
SS.7.22A Use social studies terminology correctly.		
SS.7.8A Create maps, graphs, charts, models, and databases representing historical and current aspects of Texas.		
SS.7.8B Interpret maps, graphs, charts, and databases to pose and answer questions about geographic distributions and patterns in historic and contemporary Texas.		
SS.7.9B Using maps and other geographic tools distinguish between physical and human characteristics of a place and use these categories to compare regions of Texas.		
SS.7.10A Identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications.		
SS.7.9A Using a variety of maps and geographic tools, locate and describe the characteristics of major geographic regions of Texas and identify places of importance within each region, including the location of major cities.		
SS.7.19C Using Amarillo, Rio Grande, Corpus Christi, San Antonio, Guadalupe Mountains, Nueces River, and other examples cite place names, names for natural features, and common vocabulary (particularly that related to the cattle industry) as examples of the historic and contemporary influence of the Spanish language on life in Texas.		
SS.7.10B Analyze ways in which the geography of Texas has influenced economic, social, and political development in Texas.		
SS.7.22B Use standard grammar, spelling, sentence structure, and punctuation.		
SS.7.22C Transfer information from one medium to another including written to visual [pictures, diagrams, webs, models, PowerPoints] and statistical to written and visual [graphs, charts, diagrams] using computer software as appropriate.		
SS.7.22D Create written, oral, and visual presentations of social studies information related to Texas history.		
Suggested Lesson Framework 2 lessons on <i>Understanding Texas Using Basic Geographic Tools</i>	2 lessons on <i>Regions of Texas</i>	2 lessons on <i>Comparing Texas Regions</i>

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Second Six-Weeks Horizontal Alignment Planning Guide Overview**

Learning Focus 2.1 Native Americans – The First Texans		
This unit focuses on the lifestyle and varied cultures of various Native American tribes in Texas before the arrival of Europeans.		
Key Concepts		
Historical record/evidence	Culture group	artifact
Objectives		
SS.7.22A Use social studies terminology correctly.		
SS.7.11A Analyze why immigrant groups came to Texas and where they settled.		
SS.7.9C Analyze how physical factors (climate, weather, and landforms) and human factors (improvements in agriculture, transportation and communication) have affected events in Texas.		
SS.7.2A Based on available resources, summarize and compare the lifestyle characteristics [food, clothing, shelter, technology] of Native American cultures present in Texas prior to European colonization.		
SS.7.8A Create maps, graphs, charts, models, and databases representing historical and current aspects of Texas.		
SS.7.10A Identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications.		
SS.7.21A Using computer software, web-based resources, media and news services, databases, print text, artifacts, and oral sources, locate, differentiate between reliable primary and secondary sources and interpret one or more sources to gather information about key events, people, and issues in Texas history.		
SS.7.21B Analyze information about Texas by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.		
SS.7.22C Transfer information from one medium to another including written to visual [pictures, diagrams, webs, models, PowerPoints] and statistical to written and visual [graphs, charts, diagrams] using computer software as appropriate.		
SS.7.22D Create written, oral, and visual presentations of social studies information related to Texas history.		
Suggested Lesson Framework	1 lesson with the topic/theme <i>The First Texans</i>	4 lessons: <i>Comparing Native American Cultures in Texas</i>

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Learning Focus 2.2 Europeans in Texas		
This unit teaches students about the early European explorers in the Americas and focuses on the Spanish as one of the first colonial powers in Texas and the New World. Included in this unit is a study of the Maya and Aztec civilizations in Mexico prior to European conquest.		
Key Concepts		
Geographic tools [maps, graphs, charts, data] Region	Physical geographic factors Human geographic factors	Geographic distributions/patterns Adaptations to/modifications of the environment
Objectives		
SS.7.22A Use social studies terminology correctly.		
SS.7.2B Identify and describe the significance of Spanish and French conquest of the Americas including significant individuals and important events such as the exploration of Texas, establishment of Spanish missions and presidios and the growth of towns such as Bexar [San Antonio].		
SS.7.21D Identify differing points of view on a given issue or event, and determine the degree to which the historical frame of reference [of the participants] influenced their viewpoint.		
SS.7.1B Apply the use of absolute and relative chronology by sequencing significant individuals, events, and eras in Texas and U.S. history.		
SS.7.1C Identify the importance of 1519, 1718, 1821 , 1836, 1845, and 1861 as turning point dates in Texas history.		
SS.7.8B Interpret maps, graphs, charts, and databases to pose and answer questions about geographic distributions and patterns in historic and contemporary Texas.		
SS.7.21A Using computer software, web-based resources, media and news services, databases, print text, artifacts, and oral sources, locate, differentiate between reliable primary and secondary sources and interpret one or more sources to gather information about key events, people, and issues in Texas history.		
SS.7.21B Analyze information about Texas by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions		
Suggested Lesson Framework 1 lesson on <i>Spanish Conquest</i>	2 lessons on <i>Spanish Exploration/Settlement in Texas</i>	2 lessons on <i>Comparing Spanish/French/English Settlement Patterns in the Americas</i>

**Social Studies Grade 7
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Third Six-Weeks Horizontal Alignment Planning Guide Overview**

Learning Focus 3.1: Gone To Texas: Anglo Settlement

This Learning Focus teaches about the arrival and establishment of an Anglo population in Spanish/Mexican Texas. This Learning Focus examines immigration, frontier lifestyle, and growing unrest in early 19th century Texas.

Key Concepts

Settlement patterns	Frontier	Immigration/migration
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Objectives

SS.7.22A

Use social studies terminology correctly.

SS.7.2C

Identify the contributions of Moses and Stephen Austin, Lorenzo deZavala (and other Tejanos), and other empresarios during the period of Anglo settlement in Texas beginning in the 1820s.

SS.7.2D

Identify the impact of the Mexican federal Constitution of 1824 on events in Texas.

SS.7.2E

Summarize the importance of the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin as examples of causes of the Texas Revolution.

SS.7.2F

Compare and contrast Spanish and Anglo purposes for and methods of settlement in Texas.

SS.7.8B

Interpret maps, graphs, charts, and databases to pose and answer questions about geographic distributions and patterns in historic and contemporary Texas.

SS.7.9C

Analyze how physical factors (climate, weather, and landforms) and human factors (improvements in agriculture, transportation and communication) have affected events in Texas.

SS.7.11A

Analyze why immigrant groups came to Texas and where they settled.

SS.7.21B

Analyze information about Texas by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

SS.7.21C

Organize and interpret print/visual information from outlines, reports, and databases, maps, graphs, charts, and timelines related to Texas history.

SS.7.21D

Identify differing points of view on a given issue or event, and determine the degree to which the historical frame of reference [of the participants] influenced their viewpoint.

SS.7.22C

Transfer information from one medium to another including written to visual [pictures, diagrams, webs, models, PowerPoints] and statistical to written and visual [graphs, charts, diagrams] using computer software as appropriate.

Suggested Lesson Framework

- 1 lesson each with the topic/theme
 - Empresarios/Anglos Arrive
 - The Old 300 – Building the Austin Colony
 - Gone to Texas: Life on the Frontier
 - Growing Unrest in Mexican Texas

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Learning Focus 3.2: Texas Revolution

In this Learning Focus students will learn about the causes and the significance of major events/people during the Texas Revolution.

Key Concepts

revolution

siege

treaty

Objectives

SS.7.22A

Use social studies terminology correctly.

SS.7.3A

Associate James Bowie, George Childress, Davy Crockett, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan Seguin, and William B. Travis with the role they played in the events of the Texas Revolution and describe their contributions to Texas independence.

SS.7.3B

Examine the Texas position and issues at the **Battle of Gonzales**, the siege of the Alamo, the convention of 1836, the Runaway Scrape, Fannin's surrender at Goliad, and the Texan victory at San Jacinto as examples of significant events in the Texas Revolution.

SS.7.21A

Using computer software, web-based resources, media and news services, databases, print text, artifacts, and oral sources, locate, differentiate between reliable primary and secondary sources and interpret one or more sources to gather information about key events, people, and issues in Texas history.

SS.7.21B

Analyze information about Texas by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

SS.7.21D

Identify differing points of view on a given issue or event, and determine the degree to which the historical frame of reference [of the participants] influenced their viewpoint.

SS.7.21F

Analyze written, oral, and visual material about events and issues in Texas history to determine the presence of bias.

SS.7.21G

Establish possible criteria for determining validity of a source [such as information about the author, time and place of creation, corroboration from other sources, historical context, and use of language (bias)] and utilize these criteria to analyze and evaluate the validity of a source.

Suggested Lesson Framework

6 Lessons using Lesson Themes

Revolution Begins

Texas Declares Independence

The Siege of the Alamo

Runaway Scrape to San Jacinto

Winning the Revolution and Beyond