# Texas History – Grade 7

## Overview

**2019-2020**

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

### Definitions

- **Overview** – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

- **TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

- **Process Standards** – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

- **Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

- **Big Ideas and Essential Questions** - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

- **Concept** – A subtopic of the main topic of the unit

- **Instructional Model** – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

### Parent Supports

The following resources provide parents with ideas to support students’ understanding:

- Discovery Education
- Britannica School
- Ebsco Host
- Maps 101
- World Book
- Khan Academy
- NewsELA (Access through FBISD Clever Portal)
This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought provoking question, which frames the concept and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.

**Adopted Resources**

[FBISD Middle School Resources](#)

**Process Standards**

7.20 The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.

7.21 The student uses geographic tools to collect, analyze, and interpret data.

7.22 The student communicates in written, oral, and visual forms.

7.23 The student uses problem-solving and decision-making skills, working independently and with others.

**Grading Period 1**

**Unit 1: Setting the Stage – Places and Regions of Contemporary Texas**

Estimated Date Range: August 14 – September 6

**Unit Overview:**

In this two-concept unit, students will study the geography, regions, and human impacts on the environment of Texas. The major focus of this unit is that students will gain understanding of present day Texas as it relates to major places, regions, and locations of significance in order to build a foundation for later units of study.
Big Ideas:
- Understanding geography is key to the understanding the development of societies.
- Humans impact their environment and their environment impacts them.

Thought Provoking Questions
- How does the distribution of resources help or hinder a society?
- How does where you live impact how you live?

<table>
<thead>
<tr>
<th>Concepts within Unit 1</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: Geography and Regions</td>
<td>7.8A, 7.8B, 7.21A, 7.21B</td>
</tr>
<tr>
<td>Concept #2: Texans and Their Environment</td>
<td>7.8C, 7.9A</td>
</tr>
</tbody>
</table>

Unit 2: Setting the Stage – Economics, Politics, and Society of Contemporary Texas

Estimated Date Range: September 9 – October 7

Unit Overview:
In this three-concept unit, students will study the factors of economics, politics, and society as they relate to present day Texas. The major focus of this unit is that students will gain an understanding of how Texas is currently organized and functions as a state. Students will make connections between the concepts of Unit One and relate them to the economic practices, political identity, and social structures within contemporary Texas.

Big Ideas:
- The U.S. has a free enterprise system.
- The aim of a constitutional government is to create a more fair and peaceful society.
- Culture regions cut across physical and political boundaries.

Thought Provoking Questions
- What makes the ‘free’ enterprise system free?
- How can a government ensure fairness and peace in a society?
- Can you belong to more than one culture?

<table>
<thead>
<tr>
<th>Concepts within Unit 2</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: Economics</td>
<td>7.1A, 7.7B, 7.7E, 7.12A, 7.12B, 7.12C, 7.19C, 7.19D, 7.19E</td>
</tr>
<tr>
<td>Concept #3: Society and Culture of Contemporary Texas</td>
<td>7.1A, 7.7E, 7.10B, 7.10C, 7.10D, 7.16A, 7.18A, 7.18B</td>
</tr>
</tbody>
</table>

Grading Period 1 and 2

Unit 3: Natural Texas and It’s People

Estimated Date Range: October 8 – October 10 (Grading Period 1)
Estimated Date Range: October 15 – 23 (Grading Period 2)

Unit Overview:
In this one-concept unit, students will study the native peoples (tribes) that were indigenous to Texas prior to colonization and settlement. The major focus of this unit is that students build an understanding of how native peoples and their ways of life were directly connected to the physical environment in which they lived.

Big Ideas:
- Geography affects where and how people live.

Thought Provoking Questions
To what degree is your identity tied to where you live?

### Concepts within Unit 3

<table>
<thead>
<tr>
<th>Concept #1: Native American Cultures</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.1A, 7.2A</td>
</tr>
</tbody>
</table>

### Grading Period 2

#### Unit 4: Age of Contact and Spanish Colonial Era

**Estimated Date Range: October 24 – November 14**

**Unit Overview:**

In this two-concept unit, students will study the time-period of European Exploration and Colonization. The major focus of this unit is that students understand the motives of European countries to explore and settle in Texas. Students will gain an understanding of the lasting impacts of Spanish colonization on the development, history, and culture of Texas.

**Big Ideas:**
- Exploration is driven by need, curiosity and unpredictable events.
- Values and culture are spread by exploration and contact with other societies.

**Thought Provoking Questions**
- What motivates people to explore?
- How do people from one place influence people in another place?

<table>
<thead>
<tr>
<th>Concepts within Unit 4</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: European Exploration</td>
<td>7.1A, 7.1B, 7.2B</td>
</tr>
<tr>
<td>Concept #2: Spanish Colonial Era</td>
<td>7.1A, 7.1B, 7.2C, 7.18C</td>
</tr>
</tbody>
</table>

#### Unit 5: Mexican National and Colonization

**Estimated Date Range: November 15 – December 5**

**Unit Overview:**

In this two-concept unit, students will study the era of Texas history that started on the eve of Mexican Revolution. The major focus of this unit is for students to build an understanding of how Texas went from being a Spanish colony to a major area ruled by Mexico. Students will learn about the major challenges within Mexican Texas related to settlement.

**Big Ideas:**
- Leaders are visionaries.
- Understanding geography is key to understanding the development of societies.

**Thought Provoking Questions**
- Can one person influence a nation?
- Does the geography of a place help or hinder a society?

<table>
<thead>
<tr>
<th>Concepts within Unit 5</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: Empresarios/Anglos Arrive</td>
<td>7.1A, 7.1B, 7.2D, 7.2E, 7.2F, 7.21B</td>
</tr>
<tr>
<td>Concept #2: Life on the Frontier</td>
<td>7.8C, 7.9A, 7.9B, 7.10B</td>
</tr>
</tbody>
</table>

### Grading Period 2 and 3

#### Unit 6: Texas Revolution

**Grading Period 2: Estimated Date Range: December 6 – December 13**

**Grading Period 3: Estimated Date Range: January 7 – January 24**
Unit Overview:
In this two-concept unit, students will study the events, issues, and individuals related to the Texas Revolution. The major focus of this unit is that students gain an understanding of what issues led to the war for Texas Independence from Mexico as well as the major impacts of the conflict.

Big Ideas:
- All conflicts and revolutions have political, social, and economic causes and effects.
- All conflicts and revolutions have political, social, and economic causes and effects.

Thought Provoking Questions
- Can conflicts be avoided?
- How does conflict affect people/us?

<table>
<thead>
<tr>
<th>Concepts within Unit 6</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: The Road to Revolution</td>
<td>7.3A, 7.10A, 7.10B</td>
</tr>
<tr>
<td>Concept #2: Revolution</td>
<td>7.1A, 7.1B, 7.3B, 7.3C</td>
</tr>
</tbody>
</table>

Grading Period 3

Unit 7: Republic of Texas, Early Statehood and Immigration
Estimated Date Range: January 27 – February 18

Unit Overview:
In this three-concept unit, students will study the period directly following the Texas Revolution when Texas attempted to self-govern as a Republic. The major focus of this unit is that students understand the challenges faced by the Republic of Texas, which ultimately contributed to the annexation of Texas as a state within the United States of America. Students will learn about the concept of Manifest Destiny and relate it to the annexation of Texas as well as the Mexican-American War.

Big Ideas:
- Good leaders must deal effectively with political, economic, and social issues.
- Turning points help define major eras in history, some are so significant they change the world.
- Governmental policies (or lack of policies) sometimes have unintended consequences.

Thought Provoking Questions
- What issues do leaders face?
- Can one point in time change things forever?
- Is all growth good?

<table>
<thead>
<tr>
<th>Concepts within Unit 7</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: The Republic of Texas</td>
<td>7.1A, 7.4A, 7.8B, 7.8C</td>
</tr>
<tr>
<td>Concept #2: Annexation of the Lone Star State</td>
<td>7.1A, 7.1B, 7.4B</td>
</tr>
<tr>
<td>Concept #3: Manifest Destiny/Mexican War</td>
<td>7.4C, 7.10A, 7.10B</td>
</tr>
</tbody>
</table>
## Grading Period 3 and 4

### Unit 8: Civil War and Reconstruction

**Grading Period 3:** Estimated Date Range: February 19 – March 6  
**Grading Period 4:** Estimated Date Range: March 16 – March 30  
**Note:** This unit spans two grading periods

### Unit Overview:
In this three-concept unit, students will study how Texas played a role in the Civil War and the impacts of the conflict on the state politically, economically, and socially. The major focus of this unit is that students gain an understanding of the causes for Texas’ involvement in the war and how life on the home front was affected. Students will also study the period of Reconstruction directly following the Civil War and evaluate its impacts on Texas.

### Big Ideas:
- All conflicts and revolutions have political, social, and economic causes and effects.
- All conflicts and revolutions have political, social, and economic causes and effects.
- Governmental policies (or the lack of policies) sometimes have unintended consequences.

### Thought Provoking Questions
- What factors lead to conflict?  
- How does conflict affect people/us?  
- How is society impacted by governmental policies (or the lack of policies)?

### Concepts within Unit 8

<table>
<thead>
<tr>
<th>Concept #1: Causes of War/Secession</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5A, 7.16A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept #2: The Lone Star State in the Civil War</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1A, 7.1B, 7.5B, 7.8C</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept #3: Reconstruction</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1A, 7.1B, 7.5C, 7.18A, FB1</td>
<td></td>
</tr>
</tbody>
</table>

### Grading Period 4

### Unit 9: Cotton, Cattle, and Railroads

**Estimated Date Range:** March 31 – April 24

### Unit Overview:
In this four-concept unit, students will study the major industries of Texas during the early years of statehood, including cotton farming, cattle ranching, and the railroad. The major focus of this unit is that students understand the geographic reasons for the development of these industries in Texas as well as the cultural, social, economic, and political impacts they had on the state during this period of growth.

### Big Ideas:
- Converging societies experience both conflict and compromise.  
- Growth leads to change and change leads to growth.  
- Scientific discoveries and technological innovations may have consequences.  
- Organized groups often exert greater influence than individuals.

### Thought Provoking Questions
- What happens when two cultures collide?  
- Is all growth good?  
- How is an economy impacted by new ideas and inventions?  
- Why do groups have more power than individuals?

### Concepts within Unit 9

<table>
<thead>
<tr>
<th>Concept #1: Securing the Frontier</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.6A, 7.10B, 7.21B</td>
<td></td>
</tr>
</tbody>
</table>
Unit 10: 20th Century Texas
Estimated Date Range: April 27 – May 15

Unit Overview:
In this three-concept unit, students will study the era of Texas history within the 20th Century. The major focus of this unit is that students gain an understanding of the causes and effects of economic, political, and social growth within Texas.

Big Ideas:
- Turning points help define major eras in history; some so significant they change the world.
- Leaders must deal effectively with political, economic, and social issues.

Thought Provoking Questions
- Can one point in time change things forever?
- How do you know when a turning point has occurred?
- What are the characteristics of a great leader? What are the characteristics of an effective leader? Do they always overlap?

<table>
<thead>
<tr>
<th>Concepts within Unit 10</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: Industry, Technology, and Urbanization of the 20th Century</td>
<td>7.1A, 7.1B, 7.7A, 7.7B, 7.9B, 7.11A, 7.11B, 7.19A, 7.19C, 7.19D</td>
</tr>
<tr>
<td>Concept #2: Major Political and Social Events of the 20th Century</td>
<td>7.1A, 7.7C, 7.7E, 7.9B, 7.10D, 7.16A</td>
</tr>
<tr>
<td>Concept #3: Famous Texas of the 20th Century</td>
<td>7.7D, 7.17A, 7.17B, 7.18D, 7.19B</td>
</tr>
</tbody>
</table>