

| Course: Texas History              |                                 |            | Designated Six Weeks: First |                          |                     |
|------------------------------------|---------------------------------|------------|-----------------------------|--------------------------|---------------------|
| Unit: Natural Texas and Its People |                                 |            | Days to teach: 13           |                          |                     |
| TEKS                               | Guiding Questions & Specificity | Assessment | Vocabulary                  | Instructional Strategies | Resources/ Weblinks |

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

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| (A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including <u>Natural Texas and its People</u> ; | <p>How do physical and human characteristics distinguish the four regions of Texas?</p> <p>Gulf Coastal Plain-high rainfall, rich soil, grassy plains, coastal ports, oil, timber</p> <p>Central Plain-transportation center, oil and gas, grasslands, manufacturing</p> <p>Great Plain-thin soil, rugged, farming and ranching</p> <p>Mountain Basin- rugged dry landscape, tourism</p> <p>The first Texans hunted, foraged, and farmed depending on where they lived</p> | Describe the defining characteristics of the early people of Texas. | <p>Political region</p> <p>Cultural region</p> | ELPS: 1C, 2E, 3A, 5B ,5G | <p>-Holt Texas Ch. 4</p> <p>On a shared folder:<br/>Artifact power point<br/>Artifact note page</p> |
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(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas.

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| (A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern; | <p>What were the identifying characteristics of the four cultural regions of Texas?</p> <p>Tribes by region:</p> <p>Southeastern Culture Group-Caddoes Atakapans Wichitas</p> | How did Native Texans' environment affect the ways in which they lived? | <p>prehistory</p> <p>*anthropologist</p> <p>*archaeologist</p> <p>*artifacts</p> <p>*hunter-gathers</p> <p>*pre-contact</p> <p>*nomads</p> <p>*allies</p> <p>*matrilineal</p> | <p>ELPS 1H, 2G, 3H, 4I, 5G</p> <p>Student created graphic organizers comparing Native Texan cultures</p> <p>Student created poems describing a Native Texas culture</p> | <p><a href="#">Texas Indians lesson</a></p> <p><a href="#">Texas Indians lesson</a></p> <p>On shared folder<br/>Tonkawas doc<br/>Karankawas doc<br/>Comanche village</p> |
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|   | <p>grass or hide- covered homes<br/>peaceful<br/>Caddoes - great artisans, farmers.<br/>Wichita-farmers<br/>Atakapans- hunter/gatherers.</p> <p>Plains Tribes: Apaches, Comanches, Kiowas, Tonkawas<br/>nomadic<br/>horses<br/>teepees<br/>hunters<br/>heavily on the buffalo<br/>warlike traders spears/bow and arrow. Later, they used rifles.</p> <p>Puebloan: Jumanos<br/>Permanent adobe pueblos<br/>Hunters traders<br/>Peaceful</p> <p>Coastal Plains<br/>Coahuilticans Karankawas<br/>grass or hide- covered homes<br/>Plant gatherers<br/>fishermen<br/>Coahuilticans were peaceful.<br/>Karankawas were warlike.</p> |                 | <p>*adobe<br/>*tepees<br/>*crop rotation<br/>*confederacies</p> | <p>Student generated interview questions for native Texans.</p> | <p><a href="#">Texas Indians map</a><br/><a href="#">Plains Villagers lesson</a><br/><a href="#">Life and Times of the Caddo lesson</a></p> |
| (8) Geography. The student uses geographic tools to collect, analyze, and interpret data. |  |                 |   |   |   |
| (A) create and interpret  | What is the relationship   | Create a Native | Maps  | ELPS 3B, 5B, 5G students  |   |

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| thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries  | <p>between people and place? The environment of an area affects how the people in that area live and work.</p> <p>Thematic maps show a specific spatial distribution, theme or topic such as population density, cattle production, climates of the world or distribution of world religions.</p> | Texans map showing where tribes lived. It would be interesting to superimpose this on a regions map to show the correlation between where tribes lived and how they lived. | Charts<br>Models<br>Databases  | <p>will use new vocabulary in a story about the tribes and their environments. Students may edit their stories in small groups.</p> <p>Student created spreadsheet calculating budget for a trip across Texas.</p> <p>Student created graph showing mileage between locations in Texas</p> |   |
| <b>(9) Geography. The student understands the location and characteristics of places and regions of Texas.</b>  |   |  |  |  |   |
| (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; | Locate on a map the four regions of Texas, Dallas, Ft. Worth, Austin, Houston, San Antonio, Amarillo, El Paso, Red River, Colorado River, Rio Grande, Sabine River,   | Given a blank outline map, label the four regions of Texas, major rivers and cities.   | Natural regions<br>Subregions<br>Bayous<br>Petrochemicals<br>Transportation center<br>Escarpments<br>Fault basin | <p>ELPS 3E, 2D, 3I Student created maps that show the physical and political geographic features of Texas</p> <p>Students will share their maps in small groups explaining each of its features using formal English.</p>  | <p>Holt Texas Ch. 1-3</p> <p><a href="#">Texas Geography</a></p> <p>On shared folder:<br/>Regions of TX map practice<br/>4 regions power point<br/>Travel Texas project<br/>Regions chart<br/>Travel Texas gradesheet<br/>Travel Texas info sheet<br/>Travel Texas planning guide<br/>Precipitation info<br/>Average high temps info<br/>Travel hazards<br/>How to complete a spreadsheet<br/>Travel Texas pricelist<br/>Geography's impact lesson<br/><a href="#">A Texas vacation project</a></p> |
| (B) compare places and  | How are the four regions  | Create a double  | Physical   | ELPS 4K: Students will   | Safari Montage:   |

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| regions of Texas in terms of physical and human characteristics; and  | <p>of Texas similar?<br/>Farming/ranching</p> <p>How are the four regions of Texas different?<br/>Climates<br/>Population distribution<br/>Landforms</p>   | bubble map comparing two of the four regions of Texas.  | <p>characteristics of a place include landforms and soils, bodies and sources of water, vegetation, climate and weather patterns and animal life.</p> <p>Human characteristics of places include the language, religion, political systems, economic systems, population distribution, ethnicity, age and standards of living.</p>      | create graphic organizers to graphically represent the differences and similarities of the four regions. This may include a double bubble or Venn Diagram | Geographic Perspectives: The United States of America (25 min 8 sec)                       |
| (9) Geography. The student understands the location and characteristics of places and regions of Texas.   |  |   |   |   |  |
| (C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation and communication on major events in Texas. | <p>Landforms: Edwards Plateau, Big Bend, Llano Estacado, Piney Woods</p> <p>Irrigation: reservoirs, aquifers and dams</p> <p>Transportation: highways, rivers</p> <p>Several factors may influence ongoing development and events in history. Physical factors relate to the physical characteristics of a place such as climate, weather,</p> | <p>How do the physical features of Texas affect life in Texas?</p> <p>What are the effects of the climate on the Texas economy?</p> | <p>Geographic distributions</p> <p>Geographic patterns</p> <p>Historic landmarks</p> <p>Climate</p> <p>Weather</p> <p>Landforms</p> <p>Irrigation</p> <p>Transportation</p> <p>Communication</p> <p>Growth rate</p> <p>Age distribution</p> <p>Immigration is the process of people moving to a new place to stay permanently or at</p> |   | <p>Holt Texas! Chapter 2</p> <p>Safari Montage</p> <p>The Water Supply (19 min 29 sec)</p> |

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|  | <p>and landforms. These lead to events such as tornadoes, hurricanes, or droughts, which influence the chain of events constituting Texas history. Physical factors also influence development. Most early settlement in Texas concentrated in the eastern portion of the state because the soils, climate, and vegetation compared favorably to other parts of the south from which most settlers migrated. Transportation routes developed to link settlements which evolved into cities. Human factors relate to the human characteristics of a place. As population pressures in the eastern portion of the state increased, settlement moved west. As technology improved, settlers in the western plains began to irrigate their crop land and the area's economy developed around cotton based agriculture.</p> |  | <p>least for a long time. They emigrate from the place they leave and immigrate to the new place. Migration is the process of moving from one place to another place intending to stay permanently or at least for a long period of time. Texas history is a story of migration beginning with Native American groups in different parts of the state and including settlers from Mexico, Spain, France and the US.</p> |  |                     |
| (10) Geography: The student understands the effects of the interaction between humans and the environment in Texas during the 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> century |  |  |   |  |                     |
| (A) identify ways in which Texans have adapted to and modified   | In what ways did the early Texans adapt to their environment?  | How did their location near the water affect | Environmental adaptation and modification   | ELPS 4G: Students will write a paragraph in their learning logs explaining |                     |

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| the environment and analyze the positive and negative consequences of the modifications   | Tribes located within the plains culture region were nomadic because they had to follow the buffalo herds. The Gulf Coastal Culture group were fisherman because of their proximity to the Gulf.   | how the Gulf Coastal Plains culture group lived?                         |                             | how the Native Americans adapted and lived in their environment. Students may wish to share their paragraphs with a partner.<br><br>Student created journal about a trip across Texas. |                              |
| (19) Culture. The students understand the concept of diversity within unity in Texas.   |  |  |                             |  |                              |
| (D) identify the contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Pena Jr., Walter Prescott Webb, and Horton Foote. | Roy Bedichek was an educator and journalist who moved to Texas at the age of 6. He was a strong promoter of higher education. He served as the director of the University Interscholastic League. He wrote several books about Texas and a history of the UIL. He worked to preserve Barton Springs in Austin. These springs feed Barton Springs Pool, one of Bedichek's favorite places. Today a statue of Bedichek stands by the pool to honor his contributions to Texas. | How did Roy Bedichek serve as a leader in the natural sciences in Texas? |                             | ELPS: 1G, 1H, 2E, 5D student created graphic organizers defining the contributions of Bedichek to Texas.   | <a href="#">Bedichek bio</a> |