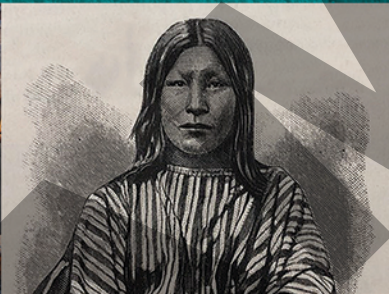


# Warm Up to Social Studies, Part 1:

## Natural Texas and Its People through Early Statehood

# Grade 7





# TABLE OF CONTENTS

<b>Product Overview</b> .....	<b>xi–xiii</b>
-------------------------------	----------------

<b>References</b> .....	<b>xiv</b>
-------------------------	------------

<b>UNIT 1: NATURAL TEXAS AND ITS PEOPLE</b> .....	<b>1–13</b>
---	-------------

Activity 1: American Indians—TEKS 7.1A, 7.20B.....	3–4
--	-----

Activity 2: American Indian Culture—TEKS 7.2A.....	5
--	---

Activity 3: American Indian Culture—TEKS 7.2A.....	6
--	---

Activity 4: American Indian Culture—TEKS 7.2A.....	7
--	---

Activity 5: American Indian Culture—TEKS 7.2A.....	8
--	---

Activity 6: American Indians—TEKS 7.2A, 7.20B.....	9
--	---

Activity 7: Characteristics—TEKS 7.2A, 7.20C.....	10
---	----

Activity 8: American Indians—TEKS 7.2A, 7.20B.....	11
--	----

Activity 9: Comparing American Indians—TEKS 7.2A, 7.20B.....	12
--	----

Activity 10: Modification of the Environment—TEKS 7.9A.....	13
---	----

<b>UNIT 2: AGE OF CONTACT</b> .....	<b>15–29</b>
-------------------------------------	--------------

Activity 11: European Explorers—TEKS 7.2B, 7.20B.....	17–18
---	-------

Activity 12: Alonso Álvarez de Piñeda—TEKS 7.2B, 7.20B.....	19
---	----

Activity 13: Álar Núñez Cabeza de Vaca—TEKS 7.2B, 7.20B.....	20
--	----

Activity 14: René-Robert Cavelier, Sieur de La Salle—TEKS 7.2B, 7.20B.....	21
--	----

Activity 15: Francisco Vázquez de Coronado—TEKS 7.2B, 7.20B.....	22
--	----

Activity 16: Age of Contact—TEKS 7.2B, 7.22B.....	23
---	----

Activity 17: European Explorers—TEKS 7.2B, 7.20B.....	24–25
---	-------

# TABLE OF CONTENTS (cont.)

Activity 18: Spanish Colonial—TEKS 7.2C, 7.22B.....	26
Activity 19: Types of Questions—TEKS 7.2C, 7.20B.....	27–28
Activity 20: Missionaries—TEKS 7.2C.....	29

## **UNIT3: SPANISH COLONIAL AND MEXICAN NATIONAL.....31–50**

Activity 21: Mexican National—TEKS 7.2D, 7.20B.....	33
Activity 22: Places of Importance—TEKS 7.8B, 7.20A.....	34–35
Activity 23: Father Miguel Hidalgo—TEKS 7.2D, 7.20E.....	36
Activity 24: Monument—TEKS 7.2D, 7.20C.....	37
Activity 25: Father Miguel Hidalgo—TEKS 7.2D, 7.20B.....	38
Activity 26: Real or Spin—TEKS 7.2D.....	39
Activity 27: Slavery—TEKS 7.2D, 7.20A.....	40
Activity 28: Slavery—TEKS 7.2D, 7.20A.....	41
Activity 29: Concept—TEKS 7.2D, 7.20B.....	42
Activity 30: Videoconferencing—TEKS 7.2E.....	43
Activity 31: Mexican Settlement of Texas—TEKS 7.2E, 7.20B.....	44
Activity 32: Texas Settlement—TEKS 7.2F, 7.20B.....	45–46
Activity 33: Purposes For and Methods of Settlements—TEKS 7.2F, 7.22C.....	47
Activity 34: Mexican National Era—TEKS 7.2A–E, 7.20B.....	48–49

# TABLE OF CONTENTS (cont.)

## UNIT 4: REVOLUTION.....51–66

Activity 35: Cause of the Revolution—TEKS 7.3A, 7.20A.....	53
Activity 36: Leading to the Texas Revolution—TEKS 7.3A, 7.22C.....	54
Activity 37: Texas Revolution—TEKS 7.3A, 7.20B.....	55
Activity 38: Significant Individuals—TEKS 7.3B, 7.20B .....	56
Activity 39: Point of View—TEKS 7.3B, 7.20D.....	57
Activity 40: Gonzales, Texas—TEKS 7.3C, 7.20E.....	58
Activity 41: Texas Revolution—TEKS 7.3C, 7.22C.....	59
Activity 42: San Antonio, Texas—TEKS 7.3C, 7.22C.....	60
Activity 43: The Letter—TEKS 7.3C, 7.20A.....	61
Activity 44: Washington on the Brazos—TEKS 7.3C, 7.20B.....	62
Activity 45: Primary Source Interpretation—TEKS 7.3C, 7.20A.....	63
Activity 46: Revolution Comparison—TEKS 7.3B, 7.20A.....	64
Activity 47: Significant Events of the Texas Revolution—TEKS 7.3C, 7.20B.....	65
Activity 48: Texas Revolution—TEKS 7.1A, 7.20B.....	66



# TABLE OF CONTENTS (cont.)

## UNIT 5: Republic and Early Statehood.....67–93

Activity 49: Sam Houston—TEKS 7.4A, 7.20B.....	69
Activity 50: Mirabeau B. Lamar—TEKS 7.4A, 7.20B.....	70
Activity 51: Sam Houston v. Mirabeau B. Lamar—TEKS 7.4A, 7.20B.....	71
Activity 52: Anson Jones—TEKS 7.4A.....	72
Activity 53: Texas Navy—TEKS 7.4A.....	73
Activity 54: Texas Rangers—TEKS 7.4A, 7.20B.....	74–75
Activity 55: Córdova Rebellion—TEKS 7.4A, 7.20E.....	76
Activity 56: For or Against Rebellion—TEKS 7.4A, 7.20E.....	77
Activity 57: Cherokee Indians—TEKS 7.4A, 7.20A.....	78
Activity 58: Santa Fe Expedition—TEKS 7.4A, 7.20C.....	79–80
Activity 59: Texas Republic—TEKS 7.4A.....	81
Activity 60: Republic of Texas—TEKS 7.4B, 7.20A.....	82
Activity 61: Texas Annexation—TEKS 7.4B, 7.20A.....	83
Activity 62: Early Texas Statehood—TEKS 7.4C, 7.20B.....	84
Activity 63: Corrido—TEKS 7.4C, 7.20D.....	85
Activity 64: Early Texas Statehood—TEKS 7.4C, 7.20B.....	86
Activity 65: Slavery during Early Texas Statehood—TEKS 7.4C.....	87
Activity 66: Descriptive Poem—TEKS 7.4C, 7.20B.....	88
Activity 67: Compromise of 1850—TEKS 7.4C, 7.20B.....	89–90
Activity 68: Early Texas Statehood—TEKS 7.4C.....	91
Activity 69: Texas Statehood Brainstorm—TEKS 7.4C, 7.22C.....	92
Activity 70: Texas in 1845—TEKS 7.1B, 7.20B.....	93

# TABLE OF CONTENTS (cont.)

<b>UNIT 6: ACROSS TIME</b>	<b>95–111</b>
Activity 71: Major Eras—TEKS 7.1A, 7.20A	97–98
Activity 72: Customize the Eras—TEKS 7.1A	99–100
Activity 73: Major Texas Eras—TEKS 7.1A	101
Activity 74: Across Time—TEKS 7.1A, 7.20B	102
Activity 75: Significant Dates in History—TEKS 7.1B	103
Activity 76: Historical Snapshots—TEKS 7.1B, 7.20A	104
Activity 77: Sketchnoting—TEKS 7.1B, 7.22C	105
Activity 78: Time Traveler—TEKS 7.1A, 7.20B	106–107
Activity 79: Revolution—TEKS 7.1A, 7.20B	108–109
Activity 80: Texas Geography—TEKS 7.8A, 7.20B	110
Activity 81: Physical and Human Characteristics—TEKS 7.8B, 7.20B	111
<b>Writing Prompts</b>	<b>113–117</b>
<b>Student Pages</b>	<b>119–136</b>

# WARM UP TO SOCIAL STUDIES, Part One:

## Exploration through Early Statehood

*Warm Up to Social Studies, Part One: Natural Texas through Early Statehood* and *Warm Up to Social Studies, Part Two: Civil War through Contemporary Texas* offer student-centered engagement activities for immediate student involvement. Scientifically based research supports the use of this form of frequent, conceptual exposure to enhance student understanding.

Activities are designed to require 5 to 10 minutes of class time and are written with the cognitive rigor demanded by the State of Texas Assessments of Academic Readiness (STAAR®). Activities are dual coded where appropriate. Students must use critical thinking skills as they are presented with content-specific activities or with visual stimuli, including charts, graphs, and tables. Each activity may be used as an engagement for a new activity, as a method to enhance retention, as formative assessment within an activity, and as a means to support STAAR® preparation for grade 8. Activities are arranged in chronological order by historical eras. Activities should be used at the appropriate times during the course of the school year. Prompts are included for students to demonstrate their learning through extended writing opportunities.

*Warm Up to Social Studies* contains teacher pages that include an answer key, TEKS, concept, historical era, special notes, suggested optional support for struggling learners, and extension activities for advanced learners.

The Every Student Succeeds Act (ESSA) of 2015 requires that teachers use evidence- and research-based strategies and materials. Some of the attributes of scientifically based research include

- reliable and valid knowledge that uses rigorous, systematic, and objective procedures;
- a peer-review process in which trained researchers review and ask critical questions about the research;
- a research methodology that uses designs, methods, and techniques that are appropriate for the essential questions of the study; and
- findings that are understandable, accessible, replicable, and applicable to a large percentage of the education community (Comprehensive School Reform, 2002).

*Warm Up to Social Studies, Part One* and *Part Two* incorporate instructional strategies that have been scientifically proven to enhance student achievement. These instructional strategies, identified in research by organizations such as the What Works Clearinghouse, focus on the teacher's ability to set high expectations for students, activate prior knowledge, provide feedback that reinforces learning, and allow for recognition of effort. In this type of learning environment, students will have the opportunity to

- identify similarities and differences,
- summarize information,
- practice process and critical-thinking skills, and
- interpret nonlinguistic stimuli.



# UNIT 1: Natural Texas and Its People

## 1: American Indians

- TEKS**
- 7.1A: The student is expected to identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing 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 Contemporary Texas.
- 7.20B: The student is expected to analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

### Materials:

No additional materials needed.

### Answers:

Items are placed in chronological order.



**Before:** All of the items pictured are a part of the environment. There is no indication that there has been exposure to Europeans.



**During:** Early explorers are shown arriving on the shore and offering to trade with the American Indians. The American Indians are bunched together and may have feelings of confusion or uncertainty.



**After:** The Spanish introduced horses to America during the early 1500s.

**Support:**

Label the items in the images.

**Optional:**

Have students draw their own images to represent the differences in time. Have students annotate the images.

**Extension:**

Have students use the images to make additional inferences about what is occurring in the images.

**Teacher Notes**

The purpose of this warm-up is to understand traditional historical points of reference in Texas history. This warm-up is best used after the study of Natural Texas and Its People and the Age of Contact. Although the second image is labeled "Smith Trading with the Indians," it is representative of early European explorers and the age of contact between Europeans and American Indians.



# UNIT 4: Revolution

## 39: Point of View

- TEKS:**
- 7.3B: The student is expected to 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.
- 7.20D: The student is expected to identify bias and points of view from the historical context surrounding an event that influenced the participants.

### Materials:

No additional materials needed.

### Answer:

1. "Without me and my superb writing skills, Texas freedom would not have ever been declared." (George Childress)
2. "I was not a traitor. I just did not agree with Santa Anna, which is why I signed the Texas Declaration of Independence." (Lorenzo de Zavala)
3. "Yes, I surrendered to José de Urrea, but this surrender led to the battle cry 'Remember Goliad!'" (James Fannin)
4. "My men and I defeated Santa Anna's forces at the battle that ended the Texas Revolution, the Battle of San Jacinto." (Sam Houston)
5. "History will show that I was a great leader and Mexico a great nation defiled by the treasonous actions of the Texians." (Antonio López de Santa Anna)
6. "I will always remember the Alamo and all of my fellow soldiers who were lost there—after all, I delivered Fannin's letter pleading for assistance." (Juan Seguín)
7. "Despite my death at the Alamo, I will always be known for the letters I sent encouraging support for the Texian cause for independence." (William B. Travis)

### Support:

Provide text regarding the roles played by the given significant individuals.

### Extension:

Have students create additional imaginary quotes and provide a justification for each connection.

### Teacher Notes

The purpose of this warm-up is to explain the roles played by significant individuals during the Texas Revolution. This warm-up is best used after the study of the significant individuals during the Texas Revolution.



# UNIT 5: Republic and Early Statehood\_\_\_\_\_

## 62: Early Texas Statehood

- TEKS:**
- 7.4C: The student is expected to identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850.
- 7.20B: The student is expected to analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

### Materials:

No additional materials needed.

### Answers:

Student answers will vary but should include information related to the Treaty of Guadalupe-Hidalgo, possibly including the following:

- A treaty to end the U.S.-Mexican War, signed in 1848
- The United States won the war.
- Mexico accepted Texas' annexation into the United States.
- It was agreed that the Rio Grande River was the official border between Mexico and Texas.
- Mexico received \$15 million from the United States.

### Support:

Allow students to work with a partner.

### Optional:

Give students a completed Cinquain Poem and ask them to explain how each line explains the Treaty of Guadalupe-Hidalgo.

### Extension:

Have students explain each line of their poem.

### Teacher Notes

The purpose of this warm-up is to explain the Treaty of Guadalupe-Hidalgo. This warm-up is best used after the study of Texas statehood.



**Era:** Early Statehood

**Think About It:** Abraham Lincoln spoke out against the Mexican War, saying it was immoral, proslavery, and a threat to the nation's republican values, whereas James K. Polk stated that the United States had a patriotic duty to go to war with Mexico.

**Question:** Which former leader's ideas were most closely aligned to the identity of Texas?

**Writing Assignment:** After reading *President James Polk's Instructions to His Minister to Mexico*, *President James Polk Calls on Congress to Declare War on Mexico*, and *Abraham Lincoln Protests the Mexican War*, write a speech in which you address the question and argue which former leader's ideas about war with Mexico are the most closely aligned to the identity of Texas. Support your position with evidence from each of the texts. Be sure to acknowledge competing views. Give three examples from past or current events to illustrate and clarify your position. Use the websites below to access supporting texts.

[https://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtid=3&psid=3670](https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=3670)

[https://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtid=3&psid=3671](https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=3671)

[https://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtid=3&psid=3672](https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=3672)