



## Grade 01 Social Studies Unit 06 Exemplar Lesson 02: Roles

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

### Lesson Synopsis

In this lesson students explore roles of public officials in the community, state, and nation. They revisit the concept of authority figures and look at the roles of public officials as good citizens in the community, state, and nation. Public officials make decisions about functions of government that establish order, provide security, and manage conflict. Students also learn about Veterans Day. They identify characteristics of good citizens who take responsibility for the good of all, such as our veterans. Students identify ordinary people who exemplify the characteristic of taking responsibility for the common good by interviewing a veteran. The students write a letter of thanks to soldiers currently in the field of duty.

### TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

#### **1.1 History.**

*The student understands the origins of customs, holidays, and celebrations. The student is expected to:*

**1.1A** Describe the origins of customs, holidays, and celebrations of the community, state, and nation such as ~~San Jacinto Day, Independence Day, and Veterans Day~~.

**1.1B** Compare the observance of holidays and celebrations, past and present.

#### **1.12 Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:**

**1.12A** Identify the responsibilities of authority figures in the home, school, and community.

**1.12B** Identify and describe the roles of public officials in the community, state, and nation.

#### **1.13 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:**

**1.13C** Identify other individuals who exemplify good citizenship.

#### **1.15 Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:**

**1.15A** Describe and explain the importance of various beliefs, customs, language, and traditions of families and communities.

### Social Studies Skills TEKS

#### **1.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:**

**1.17C** Sequence and categorize information.

#### **1.18 Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:**

**1.18A** Express ideas orally based on knowledge and experiences.

**1.18B** Create and interpret visual and written material.

---

## GETTING READY FOR INSTRUCTION

### Performance Indicators

### Grade 01 Social Studies Unit 06 PI 02

Create matching cards for public officials in the community, state, and nation that show the official's role and list the official's responsibilities. With a partner, categorize the cards to show the person, the role, the responsibility, and the level (community, state, nation). Then choose a public official and explain orally how that person contributes to the community and helps maintain our form of government.

Standard(s): 1.12B , 1.17C , 1.18A

**ELPS** ELPS.c.1C , ELPS.c.1E , ELPS.c.2I

### Key Understandings

- Public officials and other individuals contribute to communities and help maintain the government structure.
  - What is government?
  - Who are the leaders of our government or our public officials?
  - What are the jobs of our government leaders or public officials?
  - How do individuals contribute to their communities?

### Vocabulary of Instruction







- |                     |                   |                   |
|---------------------|-------------------|-------------------|
| • Veterans Day      | • public official | • local           |
| • contributions     | • common good     | • state           |
| • freedom           | • mayor           | • nation, country |
| • citizenship       | • governor        |                   |
| • authority figures | • president       |                   |

### Materials

- Chart paper
- Envelopes and postage stamps to mail letters
- Index cards, construction paper, or tag board to make matching cards
- Names and mailing addresses of appropriate, personally known service members
- Pictures of authority figures or the PowerPoint from Unit 5, Lesson 2
- Pictures of public officials
- Stars made of blue and yellow or gold paper
- Teacher Resource: PowerPoint: **Public Officials** from Unit 5, Lesson 3 (optional)
- United States flag

### Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

-  [Handout: Parent Letter \(1 per student\)](#)
-  [Teacher Resource: Concept of Definition Map](#)
-  [Teacher Resource: PowerPoint: Veterans Day](#)
-  [Teacher Resource: Public Officials](#)
-  [Handout: Veterans Day](#)
-  [Handout: Local, State, Nation](#)

### Resources

None identified

### Advance Preparation

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview materials and websites according to district guidelines.
5. Display vocabulary words on a "word wall" to be used during the lesson.
6. Gather picture books to use with lesson.
7. Prepare materials and handouts as needed.

## Background Information

Veterans Day honors and thanks all who served in the United States Armed Forces. It began as a celebration of peace after World War I ended. Originally called Armistice Day; the armistice (truce) ending World War I was signed November 11, 1918 (in the 11<sup>th</sup> hour of the 11<sup>th</sup> day of the 11<sup>th</sup> month). Armistice Day became an official federal holiday in 1938. The holiday was renamed Veterans Day in 1954, and became an official holiday honoring all United States Veterans. Veteran's Day is observed each year on November 11 in the United States.

## GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the "My CSCOPE" Tab within the "My Content" area.

## INSTRUCTIONAL PROCEDURES

<b>Instructional Procedures</b> <b>ENGAGE – What is freedom?</b>	<b>Notes for Teacher</b> <b>NOTE: 1 Day = 30 minutes</b>  <b>Suggested Day 1 – 10 minutes</b>
<ol style="list-style-type: none"> <li>1. Send home the Handout: <b>Parent Letter</b>.</li> <li>2. Display the United States flag.</li> <li>3. Students provide information about what the flag represents or stands for, (<i>stands for the United States of America</i>) and what they believe the word freedom means (<i>the ability to do what you want to do within the limits of the law.</i>)</li> <li>4. Display the Teacher Resource: <b>Concept of Definition Map</b>.</li> <li>5. Students turn and talk and discuss freedom. Ensure students understand: <ul style="list-style-type: none"> <li>• <b>Freedom is not free (without cost) and many people have paid a price by taking responsibility for the common good of others to provide the freedom we enjoy today. Some of those people are veterans of war.</b></li> </ul> </li> <li>6. As a class, while students do so individually, complete the <b>Concept of Definition Map</b> to provide a visual aid to promote a better understanding of freedom.</li> <li>7. Show students Slide 7 of the PowerPoint: <b>Veterans Day</b>, and facilitate a discussion about the pictures and the different branches of the military.</li> <li>8. Sing the lyrics on the slide using the tune "Have You Ever Seen a Lassie?"</li> </ol>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• United States flag</li> <li>• Chart paper</li> </ul> <p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Parent Letter</b></li> <li>• Teacher Resource: <b>Concept of Definition Map</b></li> <li>• Teacher Resource: PowerPoint: <b>Veterans Day</b></li> </ul> <p><b>TEKS:</b> 1.1A; 1.1B; 1.12A; 1.12B; 1.13C; 1.15A</p> <p><b>Purpose:</b> Focus students' attention on the meaning of freedom.</p> <p><b>Instructional Note:</b> Narration to go with PowerPoint: <b>Veterans Day</b></p> <ul style="list-style-type: none"> <li>• Slide 1: <b>Veterans Day</b></li> <li>• Slide 2: <b>This is a bald eagle. The bald eagle is our national bird. When we see a bald eagle fly in nature, it looks free to go where it wants to go. The bald eagle is a symbol of freedom.</b></li> <li>• Slide 3: <b>This is a silhouette of people who served in the military, soldiers. They are called veterans.</b></li> <li>• Slide 4: <b>These men served our country.</b></li> <li>• Slide 5: <b>These are pictures that remind us of Veterans Day.</b></li> <li>• Slide 6: <b>These men served in the Navy.</b></li> <li>• Slide 7: <b>Our military has different parts or branches. These are the branches of the military: U.S Army, U.S Navy, U.S. Coast Guard, U.S. Air Force, and U.S. Marine Corp.</b></li> <li>• Slide 8: <b>Sing the words on the slide to the tune, "Have You Ever Seen a Lassie?"</b></li> </ul>
<b>EXPLORE – What is Veterans Day?</b>	<b>Suggested Day 1 (continued) – 10 minutes</b>

Suggested Duration: 7 days

- Encourage students to share what they know about veterans, including
  - What or who is a “veteran”?** *Veterans are people who served in the military (U.S. Army, Navy, Marine Corps, Air Force, and Coast Guard) in times of war or peace.*
  - Do you know anyone who is a veteran?**
- Explain Veterans Day, including the following information:
  - On Veterans Day we thank and honor those who served in the military. Veterans Day is observed on November 11th of each year. In the past, this day was originally named Armistice Day.**
- Show pictures of traditions and celebrations of Veterans Day.
- Continue the discussion so students conclude some of the following:
  - Most veterans are not famous people.**
  - They are individuals you may see every day. They could be your mother, father, sister, brother, aunt, uncle, grandfather, grandmother, cousin, neighbor, or teacher.**
  - People who serve in the military take responsibility for the good of the people of America. They help keep us safe and guard our freedom; they help uphold the values of America.**
  - They are good citizens and we can be very proud of them.**
  - Many have given much to keep us safe and free. What does it mean for a veteran “give much”? Veterans give much time to train to be able to protect us. They are often away from their families and friends. Sometimes they give up their good health or even their lives.**
- Emphasize the importance of Veterans Day using words such as the following:
  - We honor and celebrate veterans on Veterans Day. As Americans, we celebrate what is important to us.**
  - What is important to us?** *(e.g., individual rights, participation in government, consent of the governed, freedoms including the freedom to speak and the freedom to worship as you choose because there is no required religion designated by the government)*
  - Our veterans work to keep us safe and protect our freedoms; they are important to us.**

**Materials:**

- Pictures of traditions and celebrations of Veterans Day <http://www.va.gov/opa/vetsday/>

**Purpose:**

Teach the meaning of Veterans Day and explore why we celebrate Veterans Day.

**TEKS:** 1.1A; 1.1B; 1.12A; 1.12B; 1.13C; 1.15A

**Instructional Note:**

Conduct an internet search using the words “veterans day celebrations video.”

Many people confuse Memorial Day and Veterans Day. Memorial Day is a day for remembering and honoring those who *died* serving their country. On Veterans Day we thank and honor those who served in the military.

**EXPLAIN – Response by drawing**

**Suggested Day 1 (continued) – 10 minutes**

- Distribute the Handout: **Veterans Day** (or have students draw their own).
- Ask:
  - How do the actions of American veterans help our nation achieve the values expressed in the founding documents?**
- Student pairs complete a picture of an individual (veteran) helping our nation achieve the values expressed in the founding documents.

**Attachments:**

- Handout: **Veterans Day**

**Purpose:**

Students share what they know about an everyday citizen taking responsibility for the common good.

**TEKS:** 1.1A; 1.1B; 1.12A; 1.12B; 1.13C; 1.15A

**EXPLORE – Interview a veteran**

**Suggested Day 2 – 30 minutes**

- If possible, invite a veteran to visit and speak to students regarding their time in the military service. Allow students to ask questions.
- As an alternative, show an online video of someone interviewing a veteran. Search for an online video by using words: “veterans day interview.”
- If desired, students could interview a veteran as homework. Interview a family member (in person or by telephone).

**Materials:**

- Veterans Oral History Project <http://www.loc.gov/vets/>

**Purpose:**

Students hear from a veteran about his/her experience in the military.

**TEKS:** 1.1A; 1.1B; 1.12A; 1.12B; 1.13C; 1.15A

	<p><b>Instructional Note:</b> Search for an online video by using words: "veterans day interview". Many are available. The time needed for this part of the lesson might vary. It might take longer for a person to visit the classroom versus showing a video. It could add a day to the lesson.</p>
<b>EXTEND – Interview a Veteran</b>	<b>Suggested Day 3 – 20 minutes</b>
<ol style="list-style-type: none"> <li>If desired, students can interview a veteran as homework. Interview a family member (in person or by telephone).</li> <li>Students return their Handout: <b>Parent Letter</b> and share information learned with the class.</li> <li>For each person interviewed, students complete a star, including the following information: name of veteran, type of military service, and number of years served. Use a blue star for veterans still alive and a gold star for veterans who were killed.</li> </ol>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Stars made of blue and yellow or gold paper</li> </ul> <p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>Handout: <b>Parent Letter</b></li> </ul> <p><b>Purpose:</b> Introduce stars to be used for a bulletin board to honor veterans.</p> <p><b>TEKS:</b> 1.1A; 1.1B; 1.12A; 1,12B; 1.13C; 1.15A</p> <p><b>Instructional Note:</b> During World War I, families with a member serving in the armed forces placed a blue star in their window. If the family member was killed in the war, the blue star was replaced by a gold star. The tradition has continued.</p>
<b>EXPLAIN – Summarize learning</b>	<b>Suggested Day 3 – 10 minutes</b>
<ol style="list-style-type: none"> <li>Facilitate a discussion by focusing on questions such as: <ul style="list-style-type: none"> <li><b>Are there veterans in our community?</b></li> <li><b>Who are the veterans in our community?</b></li> <li><b>In what ways do veterans sacrifice?</b></li> <li><b>What could have happened if these citizens had not taken responsibility for the good of the nation?</b></li> </ul> </li> </ol>	<p><b>Purpose:</b> Understand that veterans are ordinary citizens who accept responsibility for the safety and freedom of all citizens.</p> <p><b>TEKS:</b> 1.1A; 1.1B; 1.12A; 1,12B; 1.13C; 1.15A</p>
<b>ELABORATE – Write letters to veterans</b>	<b>Suggested Day 4 – 30 minutes</b>
<ol style="list-style-type: none"> <li>Students demonstrate their care and concern by writing thoughtful letters to America's servicemen and women. The students must include a word of thankfulness to soldiers for taking responsibility for protecting our freedom.</li> <li>The teacher should model proper format for writing letters including the address, date, greeting, body of the letter, and closing.</li> <li>Use personal contacts to find an armed services unit with which students can correspond.</li> <li>Students share their letters with the class before mailing them.</li> </ol>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Envelopes and postage stamps to mail letters</li> <li>Names and mailing addresses of appropriate, personally known service members</li> </ul> <p><b>Purpose:</b> Express gratitude to servicemen and women by writing a letter of thanks.</p> <p><b>TEKS:</b> 1.1A; 1.1B; 1.12A; 1,12B; 1.13C; 1.15A</p> <p><b>Instructional Note</b> The Department of Defense has officially asked the American Public not to send unsolicited mail. If mailing the letters, send them to people known personally.</p>
<b>ENGAGE – Authority figures and public officials</b>	<b>Suggested Day 5 – 20 minutes</b>
<ol style="list-style-type: none"> <li>Show pictures of authority figures in the home, school, and community. Prompt students to recall what they have learned about authority figures. (See Unit 5 lesson on authority figures.) Ask: <ul style="list-style-type: none"> <li><b>Who are these people?</b></li> <li><b>What are their roles in society?</b> (<i>They make and enforce rules that establish order, provide security, and manage conflict.</i>)</li> <li><b>Why does society need authority figures?</b> (<i>They help our home, school,</i></li> </ul> </li> </ol>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>pictures of authority figures or the PowerPoint from Unit 5, Lesson 2</li> </ul> <p><b>Attachments</b></p> <ul style="list-style-type: none"> <li>Teacher Resource: <b>Public Officials</b></li> </ul>

Suggested Duration: 7 days

*and community by providing a safe place for us to live, work, and play.)*

2. Help students make the connection between society's need for rules and order and the need for authority figures. Societies organize a government structure to ensure an orderly and appropriate set of rules and enforcement. Our government structure includes elected and appointed officials (public officials) to help accomplish this. These public officials help us maintain our government structure, which ensures that citizens' freedoms are protected, and that all citizens are treated equally in a safe, secure, and orderly society.
3. Display the Teacher Resource: **Public Officials** and introduce the idea that our government structure provides for public officials at the local, state, and national levels.
  - **What is a public official?** (*Any elected or appointed person holding a public office and having duties relating to the powers of government.*)
  - **What is government?** (*The system of rules or laws by which a community, state, or nation is governed.*)
4. Facilitate a discussion to add other public officials to the chart.
  - **These public officials are elected to make sure laws are enforced.** (*mayor, governor, president*) **They help make sure our government operates as it should and to ensure an orderly, secure, and stable environment for the citizens.**
  - **Are there other public officials who make sure laws are enforced?** (*i.e., police, Texas Rangers, military, other*)
  - **Are there public officials who make the laws/rules? Who are they?** (*i.e., local city council, county commissioners, state legislature, national legislature; all with the consent of the governed*)
  - **Are there public officials who help make decisions about how society should function, including establishing order, providing security, and managing conflict at the local, state, and national levels?** (*i.e., school board members, etc.*)
5. Continue identifying public officials as appropriate and adding them to the chart.

**Purpose:**

Students recall what they have learned about authority figures and expand that learning to include the concept that public officials help us maintain our government structure, which ensures that citizens' freedoms are protected and that all citizens are treated equally in a safe, secure, and orderly society.

**TEKS:** 1.1A; 1.1B; 1.12A; 1.12B; 1.13C; 1.15A

**Instructional Note:**

Authority figure: Authority figures set standards, enforce the law, or maintain social order in the absence of laws. Most people respect authority and comply with the written or spoken rules. Authority figures include parents and grandparents, school teachers and principals, police officers, clergy, military officers, and others in positions of authority.

According to Texas government Code, "Public official" means:

- (A) an officer of this state or of a district, county, municipality, precinct, school district, or other political subdivision of this state;
- (B) an officer or member of a board of this state or of a district, county, municipality, school district, or other political subdivision of this state; or
- (C) a judge of a court created by or under a statute of this state.

Public officials make decisions about functions of government that establish order, provide security, and manage conflict.

Authority figures were discussed in Unit 5, Lesson 2.

Students' parents or other family members may be public officials. Include their jobs as part of the discussion.

**EXPLAIN**

**Suggested Day 5 (continued) – 10 minutes**

1. Distribute and display the Handout: **Local, State, Nation**. Also refer to the chart created with public officials.
2. Students write the name of the local community in the box for Local Community and draw a line to the community's location in Texas.
3. As the teacher names public officials from the chart, students point on their handout to the entity where the official has authority (local, state, or nation). Discuss the official's role.
4. Students turn and talk to a partner, answering the question:
  - **How do public officials contribute to their communities?** *Public officials help us maintain our government structure, which ensures that citizens' freedoms are protected and that all citizens are treated equally in a safe, secure, and orderly society.*

**Attachments:**

- Handout: **Local, State, Nation** (1 per student and 1 to display)

**Purpose:**

Review learning about public officials and help develop an understanding of the difference between local, state, and nation, including that the local community is within the state, which is within the nation.

**ELABORATE – Summarize Learning**

**Suggested Day 6 – 30 minutes**

1. Facilitate a discussion about public officials using Key Understanding and Guiding Questions:
  - **Public officials and other individuals contribute to communities and help maintain the government structure.**
    - What is government?
    - Who are the leaders of our government or our public officials?
    - What are the jobs of our government leaders or public officials?
    - How do individuals contribute to their communities?



Suggested Duration: 7 days

- How do public officials contribute to their communities?
- How do individuals and public officials help maintain the government structure?

**EVALUATE – Performance Indicator**

**Suggested Day 7 – 30 minutes**

**Grade 1 Social Studies Unit06 PI02**

Create matching cards for public officials in the community, state, and nation that show the official's role and list the official's responsibilities. With a partner, categorize the cards to show the person, the role, the responsibility, and the level (community, state, or nation). Then choose a public official and explain orally how that person contributes to the community and helps maintain our form of government.

Standard(s): 1.12B , 1.17C , 1.18A

**ELPS** ELPS.c.1C , ELPS.c.1E , ELPS.c.2I

1. Distribute to each student blank cards on which to write the name, the role, and the responsibility of a public official. (Use two cards for each public official. Write the title of the public official on one card and the roles and responsibilities on the other card.)
2. Allow students to work in small groups to lay out their cards and then match them (the title card to the roles and responsibilities card).
3. Once matched, students categorize the cards (community, state, or nation) and explain how each person contributes.
4. The Handout: **Local, State, Nation** can be used, or the Handout: **Public Officials**. Students place the cards, once matched, in the correct place on the organizer.

**Materials:**

- Index cards, construction paper, or tag board to make matching cards
- Pictures of public officials
- Teacher Resource: PowerPoint: **Public Officials** from Unit 5, Lesson 3 (optional)

**Attachments:**

- Handout: **Local, State, Nation**
- Handout: **Public Officials**

**Purpose:**

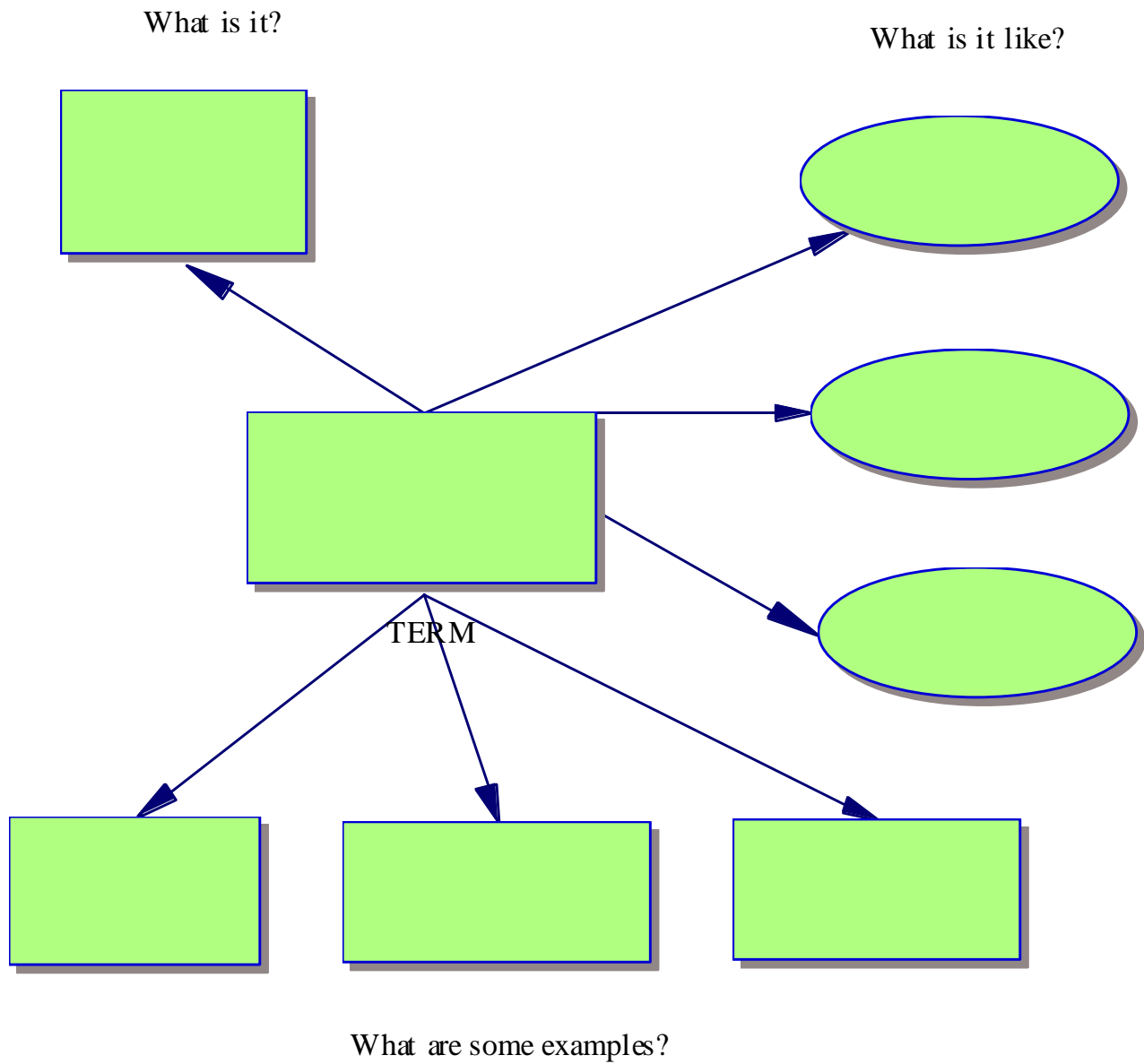
Provide students an opportunity to give evidence of their learning

**TEKS:** 1.1A; 1.1B; 1.12A; 1,12B; 1.13C; 1.15A





## Concept of Definition Map



# Public Officials

## Public Officials

Community  
Mayor

State  
Governor

Nation  
President

Governor Rick Perry

President Barack  
Obama

### Roles and Responsibilities

The leader of a particular city or town that makes sure the rules and laws of the city, state, and United States are being followed.

### Mayor's Office

### Roles and Responsibilities

A person elected to govern a state. The governor works with the state legislature to make and enforce rules and regulations for the state. State laws are in line with the state constitution and the United States Constitution.

### Governor's Office



Austin, Texas

### Roles and Responsibilities

The person elected to lead the nation. The president's role is to run the country according to the rules and laws that the USA adopted under the original ideas written in the Constitution. The President works with Congress to make and enforce laws for the country.

### President's Office



Washington, D.C.

(Left to right; top to bottom)

1. (2012). *Texas road city map*. (2012). [Web Map]. Retrieved from <http://worldtravelmaps.info/tx-texas-map-usa-travel-where-how-and-when/texas-road-city-map/>
2. (2013). *United states of america*. (2013). [Web Map]. Retrieved from [http://nationalatlas.gov/printable/images/preview/outline/states\(light\).gif](http://nationalatlas.gov/printable/images/preview/outline/states(light).gif)
3. Skidmore, G. (Photographer). (2012). *Rick perry*. [Print Photo]. Retrieved from [http://en.wikipedia.org/wiki/File:Rick\\_Perry\\_by\\_Gage\\_Skidmore\\_8.jpg](http://en.wikipedia.org/wiki/File:Rick_Perry_by_Gage_Skidmore_8.jpg)
4. Souza, P. (Photographer). (2012). *U.s. president barack obama*. [Print Photo]. Retrieved from [http://en.wikipedia.org/wiki/File:President\\_Barack\\_Obama.jpg](http://en.wikipedia.org/wiki/File:President_Barack_Obama.jpg)
5. Mayer, D. (Photographer). (2006). *Image of austin, texas*. [Print Photo]. Retrieved from [http://upload.wikimedia.org/wikipedia/commons/b/b6/Texas\\_State\\_Capitol\\_building-front\\_oblique\\_view.JPG](http://upload.wikimedia.org/wikipedia/commons/b/b6/Texas_State_Capitol_building-front_oblique_view.JPG)
6. Microsoft. (Designer). (2010). Clip art [Web Graphic]. Retrieved from <http://office.microsoft.com/en-us/images/>

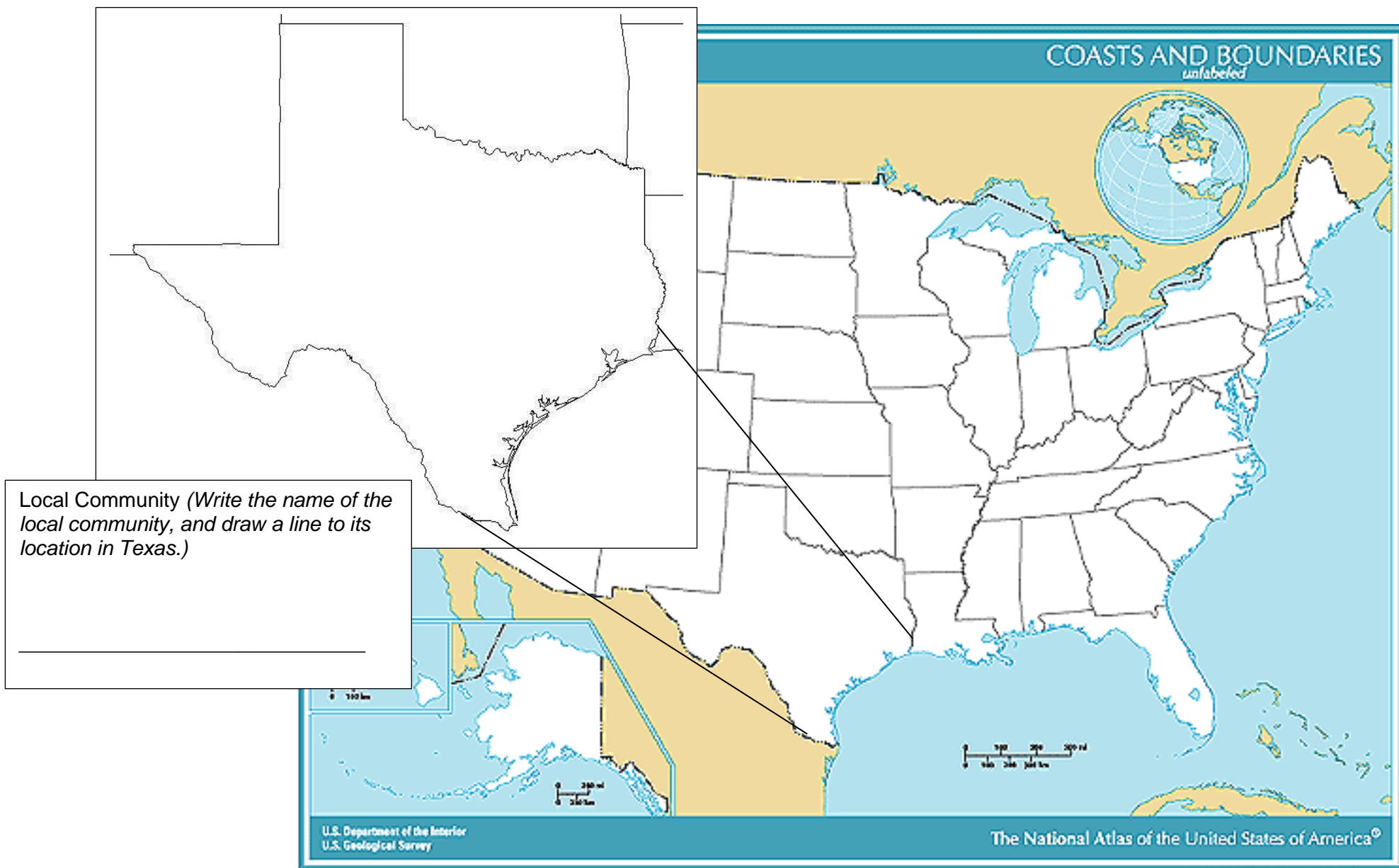
## Veterans Day

On Veterans Day, we honor those people who served in the armed forces of the United States of America. This United States holiday is observed on November 11 each year.

Draw a picture of a veteran.



## Local, State, Nation



**Texas:** Dalet, D. (Designer). (2013). *Texas boundaries*. [Web Map]. Retrieved from [http://d-maps.com/carte.php?lib=texas\\_map&num\\_car=7679&lang=en](http://d-maps.com/carte.php?lib=texas_map&num_car=7679&lang=en)

**United States:** (2010). *Coasts and boundaries* . (2010). [Web Map]. Retrieved from [http://nationalatlas.gov/printable/images/preview/outline/coasts\\_boundaries\(u\).gif](http://nationalatlas.gov/printable/images/preview/outline/coasts_boundaries(u).gif)