

Texas History – Grade 7 Overview 2020-2021

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.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

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.

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 17 – September 4

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.

At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

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

- Does the geography of a place help or hinder a society?
- How does where you live impact how you live?

Concepts within Unit 1 Link to TEKS	Success Criteria for this unit
Concept #1: Geography and Regions 7.8A, 7.8B, 7.21A, 7.21B	<ul style="list-style-type: none"> • Compare physical and human characteristics of places of importance in Texas. (7.8B) • Discuss 21st Century geographic distributions, patterns, and physical and human characteristics related to the Coastal Plains region of Texas. (7.8A, 7.8B, 7.21A, 7.21B) • Discuss 21st Century geographic distributions, patterns, and physical and human characteristics related to the North Central Plains region of Texas. (7.8A, 7.8B, 7.21A, 7.21B) • Discuss 21st Century geographic distributions, patterns, and physical and human characteristics related to the Great Plains region of Texas. (7.8A, 7.8B, 7.21A, 7.21B) • Discuss 21st Century geographic distributions, patterns, and physical and human characteristics related to the Mountains and Basins region of Texas. (7.8A, 7.8B, 7.21A, 7.21B) • Compare regions of Texas in the 21st century. (7.8A)
Concept #2: Texans and Their Environment 7.8C, 7.9A	<ul style="list-style-type: none"> • Describe how humans have adapted to and modified their environment, and explain the positive and negative consequences of modifications. (7.9A) • Summarize major events (past and present) in Texas that were impacted by human and physical factors of geography. (7.8C)

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

Estimated Date Range: September 8 – 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.

At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

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.

<p>Thought Provoking Questions</p> <ul style="list-style-type: none"> • 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? 	
Concepts within Unit 2 Link to TEKS	Success Criteria for this unit
<p>Concept #1: Economics of Texas and the United States 7.7B, 7.7E, 7.12A, 7.12B, 7.12C, 7.19C, 7.19D, 7.19E</p>	<ul style="list-style-type: none"> • Explain key features of the free enterprise system that impact the economy of Texas. (7.12B) • Explain how the major industries in Texas impact and are impacted by other national and global factors. (7.12A, 7.12B, 7.12C) • Determine the degree to which scientific discoveries and technological innovations have impacted development in Texas. (7.19C, 7.19D, 7.19E) • Explain economic events and issues of the 21st century. (7.7B, 7.7E)
<p>Concept #2: Political Structures in Present Day 7.13A, 7.13B, 7.14A, 7.14B, 7.15A, 7.15B, 7.16A, 7.16B, 7.17A</p>	<ul style="list-style-type: none"> • Identify how the Texas Constitution reflects the principles of government and compare the Texas Constitution to the U.S. Constitution. (7.13A, 7.13B) • Describe the structure and functions of government created by the Texas Constitution, as well as leadership qualities of elected and appointed leaders of Texas. (7.14A, 7.17A) • Explain how government is funded. (7.14B) • Explain the rights and responsibilities of Texas citizens in a democratic society. (7.15A, 7.15B, 7.16A, 7.16B)
<p>Concept #3: Society and Culture of Contemporary Texas 7.1A, 7.7E, 7.10B, 7.10C, 7.10D, 7.18A, 7.18B</p>	<ul style="list-style-type: none"> • Describe the effects of immigration, migration, and population growth in Texas and summarize the impact of significant 21st century issues on Texas and its society. (7.10B, 7.10C, 7.10D, 7.7E) • Explain the cultural celebrations and activities that exist in Texas today, and how people maintain their culture while adapting to the larger Texas culture. (7.18A, 7.18B) • Explain the purpose of dividing the past into eras, and describe the defining characteristics of the era known as Contemporary Texas. (7.1A)
Grading Period 1 and 2	
Unit 3: Natural Texas and It’s People	
<p>Estimated Date Range: October 8 – October 9 (Grading Period 1) Estimated Date Range: October 12 – 20 (Grading Period 2)</p>	
<p>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.</p>	
<p>At home connections: Discuss with students the big ideas and thought-provoking question related to each concept.</p>	

<p>Big Ideas:</p> <ul style="list-style-type: none"> • Geography affects where and how people live. <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> • How does where you live impact how you live? 	
Concepts within Unit 3 Link to TEKS	Success Criteria for this unit
<p>Concept #1: Native American Cultures 7.1A, 7.2A</p>	<ul style="list-style-type: none"> • Describe the defining characteristics of the era known as Natural Texas and its People. (7.1A) • Compare the Native Cultures of Texas. (7.2A)
Grading Period 2	
Unit 4: Age of Contact and Spanish Colonial Era Estimated Date Range: October 21 – November 12	
<p>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.</p> <p>At home connections: Discuss with students the big ideas and thought-provoking question related to each concept.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Exploration is driven by need, curiosity and unpredictable events. • Values and culture are spread by exploration and contact with other societies. <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> • What motivates people to explore? • How do people from one place influence people in another place? 	
Concepts within Unit 4 Link to TEKS	Success Criteria for this unit
<p>Concept #1: European Exploration 7.1A, 7.1B, 7.2B</p>	<ul style="list-style-type: none"> • Summarize events, issues, and individuals related to European exploration of Texas. (7.1B, 7.2B) • Describe the defining characteristics of the era known as Age of Contact. (7.1A)
<p>Concept #2: Spanish Colonial Era 7.1A, 7.1B, 7.2C, 7.18C</p>	<ul style="list-style-type: none"> • Explain the purpose of Catholic missions, towns, and ranches during the Spanish Colonial Era. (7.1B, 7.2C) • Describe the role of Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo in the colonization of Texas. (7.2C) • Summarize examples of Spanish cultural influence on Texas. (7.18C) • Describe the defining characteristics of the era known as Spanish Colonial. (7.1A)

Unit 5: Mexican National and Colonization

Estimated Date Range: November 13 – December 4

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.

At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

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?

Concepts within Unit 5 Link to TEKS	Success Criteria for this unit
Concept #1: Empresarios/Anglos Arrive 7.1A, 7.1B, 7.2D, 7.2E, 7.2F	<ul style="list-style-type: none"> • Summarize the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas. (7.1B, 7.2D) • Summarize the contributions of significant individuals during the Mexican settlement of Texas. (7.2E) • Explain the differences between reasons for and methods of settling Texas between the Spanish, Mexican, and Anglos. (7.2F) • Describe the defining characteristics of the era known as Mexican National. (7.1A)
Concept #2: Life on the Frontier/ Immigrants Arrive 7.8C, 7.9A, 7.9B, 7.10A, 7.10B, 7.21B	<ul style="list-style-type: none"> • Explain how physical and human factors impacted the life of settlers. (7.8C, 7.9B, 7.10A) • Summarize how settlers adapted and modified the environment of Texas, and explain the consequences of the modifications. (7.9A) • Describe how immigration and migration to Texas during this time has influenced Texas. (7.10B, 7.21B)

Grading Period 2 and 3

Unit 6: Texas Revolution

Grading Period 2: Estimated Date Range: December 7 – December 13

Grading Period 3: Estimated Date Range: January 7 – January 21

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.

At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

<p>Big Ideas:</p> <ul style="list-style-type: none"> All conflicts and revolutions have political, social, and economic causes and effects. All conflicts and revolutions have political, social, and economic causes and effects. <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> Can conflicts be avoided? How does conflict affect people/us? 	
Concepts within Unit 6 Link to TEKS	Success Criteria for this unit
<p>Concept #1: The Road to Revolution 7.3A</p>	<ul style="list-style-type: none"> Explain how the Fredonian Rebellion led to the Texas Revolution. (7.3A) Explain how the Mier y Teran Report led to the Texas Revolution. (7.3A) Explain how the Law of April 6, 1830 led to the Texas Revolution. (7.3A) Explain how the Turtle Bayou Resolutions led to the Texas Revolution. (7.3A) Explain how the arrest of Stephen F. Austin led to the Texas Revolution. (7.3A)
<p>Concept #2: Revolution 7.1A, 7.1B, 7.3B, 7.3C</p>	<ul style="list-style-type: none"> Explain the significance of the Battle of Gonzales. (7.3B, 7.3C) Explain the significance of the siege of the Alamo. (7.3B, 7.3C) Explain the significance of William B. Travis' letter "To the people of Texas and All Americans in the World." (7.3B, 7.3C) Explain the significance of the Constitutional Convention of 1836. (7.3B, 7.3C) Explain the significance of the Fannin's surrender at Goliad. (7.3B, 7.3C) Explain the significance of the Battle of San Jacinto. (7.3B, 7.3C) Describe the defining characteristics of the era known as "Revolution." (7.1A, 7.1B)
Grading Period 3	
Unit 7: Republic of Texas, Early Statehood and Immigration	
Estimated Date Range: January 22 – February 11	
<p>Unit Overview: In this two-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.</p> <p>At home connections: Discuss with students the big ideas and thought-provoking question related to each concept.</p>	

<p>Big Ideas:</p> <ul style="list-style-type: none"> • 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. <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> • What issues do leaders face? • Can one point in time change things forever? 	
Concepts within Unit 7 Link to TEKS	Success Criteria for this unit
<p>Concept #1: The Republic of Texas 7.1A, 7.4A, 7.8B, 7.8C</p>	<ul style="list-style-type: none"> • Explain places of importance and the impact physical and human factors had on the era of the Republic. (7.8B, 7.8C) • Describe the presidency of Houston, including the events and issues that took place during his administration. (7.4A) • Describe the presidency of Lamar, including the events and issues that took place during his administration. (7.4A) • Describe the presidency of Jones, including the events and issues that took place during his administration. (7.4A) • Describe the defining characteristics of the era known as the Republic of Texas. (7.1A)
<p>Concept #2: Annexation and Early Statehood 7.1A, 7.1B, 7.4B, 7.4C, 7.10A, FB1</p>	<ul style="list-style-type: none"> • Summarize the causes and events that led to the annexation of Texas. (7.1B, 7.4B) • Summarize the causes and effects of the U.S.-Mexican War. (7.4C) • Explain reasons why immigrant groups came to Texas during this time period. (7.10A) • Explain how slavery impacted early statehood and Fort Bend local history. (7.4C, FB1) • Describe the defining characteristics of the era known as Early Statehood. (7.1A)

Grading Period 3 and 4

Unit 8: Civil War and Reconstruction

Grading Period 3: Estimated Date Range: February 16 – March 12

Grading Period 4: Estimated Date Range: March 22 – 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.

At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

Big Ideas:

- All conflicts and revolutions have political, social, and economic cause and effects.
- Governmental policies (or the lack of policies) sometimes have unintended consequences.

Thought Provoking Questions

- What are the causes and effects of conflict?
- How is society impacted by governmental policies (or the lack of policies)?

Concepts within Unit 8 Link to TEKS	Success Criteria for this unit
<p>Concept #1: The Lone Star State in the Civil War 7.1A, 7.1B, 7.4C, 7.5A, 7.5B, 7.5C, 7.8C, 7.16A</p>	<ul style="list-style-type: none"> • Summarize the events and issues Texas faced during early statehood prior to the Civil War. (7.4C) • Explain how the expansion of slavery led to Texas' involvement in the Civil War. (7.5A) • Summarize significant events related to Texas and the Civil War. (7.1B, 7.5B) • Explain the effects of the Civil War on the people of Texas. (7.5C, 7.8C) • Describe the defining characteristics of the era known as the Civil War. (7.1A, 7.1B)
<p>Concept #2: Reconstruction 7.1A, 7.1B, 7.5C, 7.18A, FB1</p>	<ul style="list-style-type: none"> • Explain the political effects of Reconstruction. (7.1B, 7.5C) • Explain the economic effects of Reconstruction. (7.5C) • Explain the social effects of Reconstruction. (7.5C, 7.18A) • Explain the system of convict leasing and how it impacted local history. • Describe the defining characteristics of the era known as Reconstruction. (7.1A, 7.B)

Grading Period 4

Unit 9: Cotton, Cattle, and Railroads

Estimated Date Range: March 31 – April 26

Unit Overview:

In this two-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.

At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

Big Ideas:

- Coming soon

Thought Provoking Questions

- Coming soon

Concepts within Unit 9

[Link to TEKS](#)

Success Criteria for this unit

Concept #1: Closing the Frontier and Changes to Texas
7.1A, 7.6A, 7.6B, 7.6C, 7.6D, 7.10A, 7.10B, 7.19A, 7.19C, 7.19D, 7.21A, 7.21B

- Coming soon

Concept #2: Reforms
7.6C, 7.7C

- Coming soon

Unit 10: 20th Century Texas

Estimated Date Range: April 27 – May 20

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.

At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

Big Ideas:

- Coming soon

Thought Provoking Questions

- Coming soon

Concepts within Unit 10

[Link to TEKS](#)

Success Criteria for this unit

Concept #1: Industry, Technology, and Urbanization of the 20th Century
7.1A, 7.1B, 7.7A, 7.7B, 7.9B, 7.11A, 7.11B, 7.19A, 7.19C, 7.19D

- Coming soon

Concept #2: Major Political and Social Events of the 20th Century
7.1A, 7.7C, 7.7E, 7.9B, 7.10D, 7.16A

- Coming soon

Concept #3: Famous Texans of the 20 th Century 7.7D, 7.17A, 7.17B, 7.18D, 7.19B	<ul style="list-style-type: none"> Coming soon
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Glossary of Curriculum Components

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.

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

Concept – A subtopic of the main topic of the unit.

Success Criteria—a description of what it looks like to be successful in this concept.

Parent Resources

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

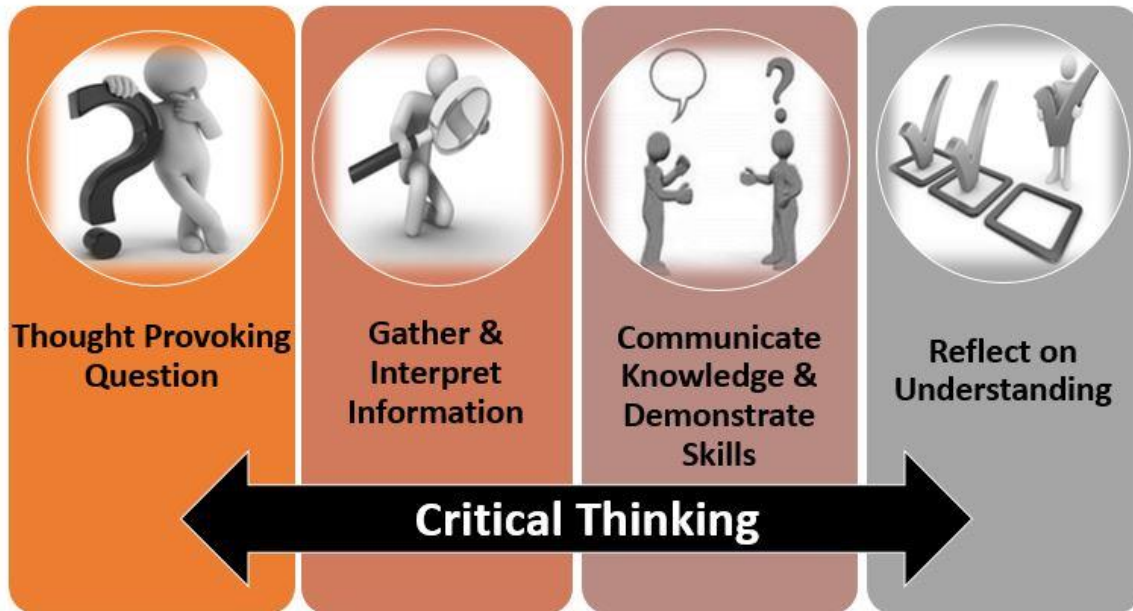
Resource	How it supports parent and students
McGraw Hill World Texas History	This is the district adopted textbook for middle school. Click on the link for directions on accessing the textbook.
Discovery Education Access through FBISD 1Link	This resource provides supplemental resources such as maps, videos, and readings to support students in learning and understanding social studies.
Britannica School or World Book Access through FBISD 1Link	These resources provide encyclopedia articles and primary sources that can be modified to a student’s grade level reading ability, as well as games to support students in learning and understanding social studies.
Ebsco Host Access through FBISD 1Link	This resource provides parents and students with access to databases, e-books, journals, and magazines.
Maps 101 Access through FBISD 1Link	This resource provides maps, animations, video games, and activities that support students in learning and understanding social studies.
NewsELA Access through FBISD 1Link	This resource provides students with current events articles aligned to social standards.

All resources above can be accessed through [1Link](#).

Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Social Studies Instructional Model



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.