

INSTRUCTIONAL FOCUS DOCUMENT

Grade 7 Social Studies

TITLE : Unit 01: Natural Texas and Its People – 1200s-1800s

SUGGESTED DURATION : 5 days

UNIT OVERVIEW

This unit bundles student expectations that address the geography of Texas and history of the American Indian groups living in Texas before European colonization. Before the arrival of Europeans to Texas the land was home to a variety of American Indian groups. These groups interacted with the environment in Texas in a various ways. Some groups formed settled farming communities where physical geography supported farming and some were nomadic groups that sustained by following herds of bison.

In Grade 4, students learned about American Indian groups living in Texas. In each grade, beginning with Kindergarten, students have been building conceptual understanding of physical characteristics of place and the effect geography has on people as they adapt to and modify their environment to help meet their needs.

During this unit, students study about the physical geographic regions of Texas and compare the major physical geographic characteristics of those regions. Students also study about the American Indian groups that lived in Texas and about how those groups were influenced by the physical geography of Texas.

In the next unit, students examine the similarities and differences between the U.S. Constitution and the Texas Constitution in the Celebration of Freedom Week.

OVERARCHING UNDERSTANDINGS AND QUESTIONS

Humans have a complex relationship with the environment.

- Are we controlled by the environment or do we control the environment?

PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS

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PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
<p>Texas History Unit 01 PA 01 Click on the PA title to view related rubric.</p> <p>Create a map of the geographic regions of Texas. The map should include labels for major contemporary cities, rivers, landforms, and points of interest in Texas, along with the map elements, such as a compass rose and legend. On the map draw a textbox for each region of Texas. In the textbox list the physical characteristics that distinguish that region.</p> <p>Standard(s): 7.8A , 7.9A , 7.21B , 7.21C ELPS.c.5B , ELPS.c.5E</p>	<p>Spatial Patterns</p> <ul style="list-style-type: none"> • Region • Landforms 	<p>The geography of Texas is characterized by a variety of physical landscapes.</p> <ul style="list-style-type: none"> • What geographic regions is Texas divided into? • What is characteristic of the physical geography of the regions of Texas? • Where are most cities in Texas located? • Where are most rivers in Texas located? • What physical geographic features help to define the borders of Texas?

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PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
<p>Texas History Unit 01 PA 02 Click on the PA title to view related rubric.</p> <p>Create an overlay map that depicts the distribution of American Indian groups in Texas before the arrival of European explorers. This map should be an overlay of a map of the regions of Texas. On the overlay map, draw a textbox for each region of Texas. In the textbox write an explanation of how the physical geography of the region affected the lifestyle of the American Indian groups living in that region.</p> <p>Standard(s): 7.2A , 7.8A , 7.9B , 7.21B , 7.21C ELPS.c.5B , ELPS.c.5E</p>	<p>Spatial Patterns</p> <ul style="list-style-type: none"> Human/Environmental Interaction <p>Cultural Patterns</p> <ul style="list-style-type: none"> Community 	<p>The American Indian groups living in Texas adapted to the physical geography.</p> <ul style="list-style-type: none"> What American Indian groups were the first to inhabit Texas? How did the physical geography of Texas impact the lifestyle of American Indian groups in Texas?



MISCONCEPTIONS / UNDERDEVELOPED CONCEPTS

- Horses and guns were not introduced to American Indian groups until after Europeans began to colonize Texas.

UNIT VOCABULARY

physical geographic feature –any characteristic of the Earth’s surface that was created by natural processes

region –a spatial area of land that is unified by a common characteristic, such as political unity, linguistic unity, or common climate patterns

indigenous – originating in a specific place or region

nomad – someone who moves from place to place with no permanent home

agriculture – the process of growing plants and raising animals for food

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adobe – sun-dried bricks made from a mixture of mud with a small amount of straw or grass

native – living or growing naturally in a particular place

natural resources – materials or substances that occur in nature

climate – a pattern of the combination of precipitation and temperature over time

era – a period of time with distinct political, economic, social characteristics

Related Vocabulary

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • artifacts • landmarks • elevation | <ul style="list-style-type: none"> • prairie • canyon • aquifer | <ul style="list-style-type: none"> • escarpment • waterways • mound |
|---|--|--|

SYSTEM RESOURCES

[Social Studies K-12 Concept Tree](#)

[Texas History Backward Design](#)

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<p><u>Legend:</u></p> <ul style="list-style-type: none"> • <i>Bolded black text in italics: Knowledge and Skills Statement (TEKS)</i> • Black text: Student Expectation (TEKS) • <i>Bolded red text in italics: Student Expectation identified by TEA as a <i>Readiness Standard</i> for STAAR</i> • <i>Bolded green text in italics: Student Expectation identified by TEA as a <i>Supporting</i></i> 	<p><u>Legend:</u></p> <ul style="list-style-type: none"> • Blue text: Supporting Information / Clarifications from TCMPC (Specificity) • <i>Blue Italic text: Provides unit-specific clarification</i> • Black text: TEA Texas Response to Curriculum Focal Points (TxRCFP); Texas College and Career Readiness Standards (TxCCRS); TEA STAAR

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	<p>Standard for STAAR</p> <ul style="list-style-type: none"> • Strike-through: Indicates portions of the Student Expectation that are not included in this unit but are taught in previous or future uni 	
<u>7</u>	History.	
<u>7.1</u>	<i>History. The student understands traditional historical points of reference in Texas history. The student is expected to:</i>	
<u>7.1A</u>	<p>Identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide 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 Conservatism; and Contemporary Texas.</p>	<p>Identify</p> <p>MAJOR ERAS IN TEXAS HISTORY</p> <p>Describe</p> <p>DEFINING CHARACTERISTICS OF MAJOR ERAS IN TEXAS HISTORY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Natural Texas and Its People <ul style="list-style-type: none"> • Coastal Plains – Karankawas, Coahuiltecans, Atakapans • Southeastern – Caddoes, Wichitas • Plains – Comanches, Apaches • Pueblos – Jumanos, Tiguas <p>Explain</p> <p>WHY HISTORIANS DIVIDE THE PAST INTO ERAS</p>

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		<p>Including, but not limited to:</p> <ul style="list-style-type: none"> Historians divide the past into eras in order to examine how political, economic, geographic and social patterns change over time.
7.2	<i>History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</i>	
7.2A	Compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern.	<p>Compare</p> <p>CULTURES OF AMERICAN INDIANS IN TEXAS PRIOR TO EUROPEAN COLONIZATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Gulf Coast – nomadic and hunters/gatherers <ul style="list-style-type: none"> Karankawa – Southeast, used dugout canoes to fish and hunt small animals. Cabeza de Vaca wrote about Karankawas. Coahuiltecan – South Texas, ate bugs and small animals Atakapan – hunted small animals and fished in dugout canoes, some farming Plains – nomadic, dependent on the buffalo, and were fierce warriors <ul style="list-style-type: none"> Comanche – used every part of the buffalo, lived in tipis, domesticated animals before horses were introduced to the area by the Europeans Apache – used buffalo hide as protection from the harsh landscape. For part of the year lived in farming communities along rivers and streams called rancherias. Kiowa – recorded oral histories on their tipis, made beautiful crafts, developed a calendar, and were the most-feared group on the plains Puebloan – sedentary, farmers, and lived in houses made of adobe

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		<ul style="list-style-type: none"> ◊ Jumano – farmed, hunted, traded, and lived in painted adobe homes ◊ Tigua – known for their beautiful pottery • Southeastern Texas – sedentary food-rich environment and complex social systems <ul style="list-style-type: none"> ◊ Caddo – built dome shaped huts, organized government system led by a chief, women played important roles, greeted Europeans with the word Tejas, which means friends ◊ Wichita – hunted buffalos, grew crops, and known for the tattoos around their eyes known as “raccoon eyes”
<u>7</u>	Geography.	
<u>7.8</u>	Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	
<u>7.8A</u>	Create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries.	<p>Create, Interpret</p> <p>THEMATIC MAPS, GRAPHS, CHARTS, MODELS, AND DATABASES REPRESENTING VARIOUS ASPECTS OF TEXAS DURING THE 19th, 20th, AND 21st CENTURIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Map <ul style="list-style-type: none"> • Regions of Texas • Major physical geographic features in Texas, including rivers and cities • Regions that American Indians inhabited in Texas • Other sources of geographic data <ul style="list-style-type: none"> • Population of American Indians in Texas prior to the arrival of Europeans
<u>7.9</u>	Geography. The student understands the location	

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	<i>and characteristics of places and regions of Texas. The student is expected to:</i>	
7.9A	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.	<p>Locate</p> <p>REGIONS AND PLACES OF IMPORTANCE IN TEXAS DURING THE 19th, 20th, AND 21st CENTURIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Regions <ul style="list-style-type: none"> ◊ Mountains and Basins ◊ Great Plains ◊ North Central Plains ◊ Coastal Plains • Cities <ul style="list-style-type: none"> • 20th century and 21st century <ul style="list-style-type: none"> ◊ Austin ◊ San Antonio ◊ Houston ◊ Ft. Worth ◊ Dallas ◊ El Paso ◊ Brownsville ◊ Lubbock ◊ Amarillo ◊ Midland ◊ Odessa • Rivers <ul style="list-style-type: none"> ◊ Sabine

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		<ul style="list-style-type: none"> ◊ Red ◊ Rio Grande ◊ Nueces ◊ Neches ◊ Trinity ◊ Brazos ◊ Colorado ◊ Guadalupe ◊ San Antonio ◊ Pecos • Natural and historic landmarks <ul style="list-style-type: none"> • Llano Estacado (natural) • Balcones Escarpment (natural) • Palo Duro Canyon (natural)
7.9B	Compare places and regions of Texas in terms of physical and human characteristics.	<p>Compare</p> <p>PLACES AND REGIONS OF TEXAS IN TERMS OF PHYSICAL AND HUMAN CHARACTERISTICS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Region – a spatial area of the Earth’s surface that is defined by common properties • Physical and human characteristics – physical characteristics of places include landforms and soils, bodies and sources of water, vegetation, climate, weather patterns, and animal life. Human characteristics of places include the language, religion, political systems, economic systems, population distribution, ethnicity, age, and standards of living. • Coastal Plains <ul style="list-style-type: none"> ◊ Physical characteristics <ul style="list-style-type: none"> • Plains, desert, hills, Balcones Escarpment

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> • All rivers flow through this region • Wrong way rivers that take water from driest part of state to the wettest part of the state • Climate – mild ◊ Human Characteristics <ul style="list-style-type: none"> • Highway systems • Location of most major cities • Industries – timber, agriculture, oil and gas, technology, industry, education • Dams • Fishing, tourism, intra-coastal waterway • North Central Plains <ul style="list-style-type: none"> ◊ Physical characteristics <ul style="list-style-type: none"> • Rolling prairies, a few rivers • Climate – hot short summer, cool to cold winters ◊ Human characteristics <ul style="list-style-type: none"> • Industries – agriculture, manufacturing, military defense • Great Plains <ul style="list-style-type: none"> ◊ Physical characteristics <ul style="list-style-type: none"> • Canyons, escarpments, plains, aquifers, plateaus ◊ Climate – hot summers, cold winters ◊ Human characteristics <ul style="list-style-type: none"> • Irrigation • Industries – ranching and agriculture • Wind farms • Dams – Amistad • Oil/gas and ranching • Mountains and Basins <ul style="list-style-type: none"> ◊ Physical characteristics <ul style="list-style-type: none"> • River, deserts

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		<ul style="list-style-type: none"> • Climate – hot days, cold nights, hot short summers, cold winters ◦ Human characteristics <ul style="list-style-type: none"> • Industries – cattle, sheep and goat ranching • Big Bend National Park • Dams
<u>7</u>	Social studies skills.	
<u>7.21</u>	<i>Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</i>	
<u>7.21B</u>	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	<p>Analyze</p> <p>INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • By using skills of: <ul style="list-style-type: none"> ◦ Sequencing ◦ Categorizing ◦ Identifying cause-and-effect relationships ◦ Comparing ◦ Contrasting ◦ Finding the main idea ◦ Summarizing

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> ◊ Making generalizations and predictions ◊ Drawing inferences and conclusions
7.21C	Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.	<p>Organize, Interpret</p> <p>INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Information from <ul style="list-style-type: none"> ◊ Outlines ◊ Reports ◊ Databases ◊ Visuals ◊ Graphs ◊ Charts ◊ Timelines ◊ Maps

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
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The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.

School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.

School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

Choose appropriate ELPS to support instruction.

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