

Sudan I.S.D. Benchmark Targets / Seventh Grade

SUMMER 2005 Texas History Assurances

By the end of the Seventh Grade Texas History the Student will:

1. Describe the major issues and characteristics of the historic eras of Texas from early Texas prior to European exploration to modern Texas.
2. Identify the regions and resources of Texas and be able to explain the factors that caused Texas to change from an agrarian to an urban society.
3. Describe the structure and functions of municipal, county, and state governments, compare and contrast the United States Constitution and the Texas Constitution, and examine the rights and responsibilities of Texas citizens.
4. Describe the importance of effective leadership in a democratic society.
5. Describe the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas.
6. Conduct research using primary and secondary sources.
7. Apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology, artifacts, and visuals such as cartoons, graphs, maps, charts and timelines.

Seventh Grade Texas History Skills

Vocabulary

affect	differentiate	prediction
analyze	diversity	primary source
bias	effect	reference
categorize	evaluate	responsibility
cause	generalization	secondary source
compare	impact	sequence
conclude	inference	significance
consequence	influence	summarization
contrast	issue	visuals
data	option	

Throughout the year as students learn social studies content, they are expected to master certain skills which are required by the TEKS. Teachers should plan appropriate activities which incorporate social studies skills throughout the scope of the course.

SOCIAL STUDIES SKILLS

The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. These skills are to be incorporated all year long.

The Student will:

1. Differentiate between, locate, and use, primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas. (TEKS 7.21A,8.30A, TAKS Obj. 5)

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2. 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. (TEKS 7.21B,8.30B, TAKS Obj. 5)
3. Organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps. (TEKS 7.21C & 8.30C, TAKS Obj. 5)
4. Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants. (TEKS 7.21D,8.30D, TAKS Obj. 5)
5. [Support] and identify a point of view on a social studies issue or event. (TEKS 7.21E,8.30E, TAKS Obj. 5)
6. Identify bias in written, oral, and visual material. (TEKS 7.21F,8.30F, TAKS Obj. 5)
7. Evaluate the validity of a source based on language, corroboration with other sources, and information about the author. (TEKS 7.21G,8.30G)
8. Use appropriate mathematical skills to interpret social studies information such as maps and graphs. (TEKS 7.21H,8.30H)

The student communicates in written, oral, and visual forms.

The Student will:

9. Use social studies terminology correctly. (TEKS 7.22A, 8.31A)
10. Use standard grammar, spelling, sentence structure, and punctuation. (TEKS 7.22B, 8.31B)
11. Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate. (TEKS 7.22C, 8.31C)
12. Create written, oral, and visual presentations of social studies information. (TEKS 7.22D, 8.31D)

The student uses problem-solving and decision-making skills working independently and with others, in a variety of settings.

The Student will:

13. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (TEKS 7.23A, 8.32A)
14. Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (TEKS 7.23B, 8.32B)

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Vocabulary - First Six Weeks

Anthropologist	equator	natural physical region
archaeologist	forager	parallels
artifact	geography	place
aquifer	hemisphere	population distribution
barrier island	human-environment interaction	prime meridian
cardinal directions	hurricane	region
city/municipal	intermediate directions	relief map
climate	irrigation	reservoir
communication	latitude	rural
Compass Rose	legend	scale
confederacy	location	sedentary
continent	longitude	state
country	meridians	transportation
county	migration	tropical storm
culture	movement	urban
density	nomad	weather
environment		

GEOGRAPHY

The Student will:

15. [Create] thematic maps, graphs, charts, and models [and databases] representing various aspects of United States and Texas during the 19th and 20th centuries. (map skills, population distribution, Texas relief map, regions) (TEKS 7.8A,8.10A)
16. Compare places and regions of the United States in terms of physical and human characteristics and analyze the effects of physical and human geographic factors on major historical [and contemporary] events in the United States. (Coastal Plains Region, Appalachian Mountains, Central Plains Region, Rocky Mountains Region, Mountain and Basins Region, Pacific Coast) (TEKS 8.11 B, C, TAKS Obj. 2)
17. Identify economic differences among different regions of the United States. (New England, Middle and Southern Colonies) (TEKS 8.13A)
18. [Pose] and answer questions about geographic distributions and patterns (shown on maps, graphs, charts, models, and databases representing various aspects of the United States) in Texas during the 19th and 20th centuries. (Discuss why most Texans live in the Coastal Plains) (TEKS 7.8B, 8.10B, TAKS Obj. 2)
19. Locate, compare and contrast places and regions of Texas (landforms, rivers, and regions in relation to United States and Mexico) (Coastal Plains, Great Plains,

North Central Plains, Mountain and Basin) in terms of physical and human characteristics. (TEKS 7.9A-B)

20. Analyze the effects of human and physical factors such as climate, weather, landforms, irrigation, transportation and communication on the Native Americans in Texas, identify ways in which they adapted to and modified the environment, and

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analyze the consequences of these modifications. (locate Native Americans on a map in relationship to the geography of Texas) (TEKS 7.9C, 7.10A)

21. Explain ways in which the geographic factors have affected political, economic and social development of Texas. (landforms and rivers, location near the Gulf of Mexico, and Mexico) (TEKS 7.10B)

First Texans

The Student will:

22. Identify the Native American era and describe its defining characteristics. (Location, shelters, food sources, occupations, customs) (TEKS 7.1A)

23. Compare the cultures of Native Americans in Texas prior to European colonization. (Southeastern, Gulf, Plains, Puebloan) (TEKS 7.2A)

24. Compare the types and uses of Native American technology. (irrigation and weapons) (TEKS 7.20A)

bold=found in the TEA glossary **Sudan I.S.D. Benchmark Targets /**

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Vocabulary –Second Six Weeks

adobe	ethnic	militia
alcalde	ethnic group	mission
alliance	expedition	presidio
assimilate	explore/exploration	pueblo
Catholicism	export	racial
colony	filibuster	republic
colonization	fortification	revolt
conquistador	friar	settlement
council	frontier	survey
cultural borrowing	heritage	Tejano
depression	immigrate	Title
emigrate	immigration	tribe
Empire	import	vaquero
Empresario	land grant	viceroys

GEOGRAPHY

The Student will:

25. Explain how geography affected Spanish and Anglo American immigration to Texas. (the role of rivers, climate, similarities in land) (TEKS 7.10B, 7.11A)
26. Analyze why Texas has a diverse population due to the immigration in the 19th and 20th centuries. (immigration from Europe and southern United States)

(TEKS 7.11B)

27. Locate places and regions of importance in the United States during the 18th century. (New England Colonies, Middle Colonies, Southern Colonies)

(TEKS 8.11A, TAKS Obj. 2)

Spanish Era (Exploration, Missions, Settlements, and the Spanish Legacy)

The Student will:

28. Explain the significance of 1519 (Pineda,), 1718 (establishment of San Antonio), and 1821 (Mexican independence and Anglo American immigration into Texas), identify the major eras and apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods. (TEKS 7.1A-C)
29. Identify reasons for European exploration and colonization of North America. (Searching for a route to Asia (Northwest Passage), searching for gold, to make a profit, religious reasons, a better way of life, triangular trade, colonial empires) (TEKS 8.2A)
30. Identify European explorers who led the conquest and development of Spanish Texas. (Columbus, Cortez, DeVaca, Coronado, La Salle) (TEKS 7.2B)

31. Compare and contrast Coronado having the first Thanksgiving to Squanto and Pilgrims' first Thanksgiving. (TEKS 7.2B)

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32. Identify the issues in Spanish Texas. (God, Gold, Glory; competition with France; mission system) (TEKS 7.2B)
33. Identify important events related to European exploration and colonization of Texas, including the establishment of Catholic missions. Identify ways in which Texans have adapted to and modified the environment and analyze the consequence of the modification. (The Spanish occupied Texas using the mission and presidio system, missions were located by fresh water, fertile land and peaceful tribes.) (TEKS 7.2B, 7.10A)
34. Describe how the people of Mexican and European cultures maintain their heritage. (San Antonio, different holidays, celebrations) (TEKS 7.19B)
35. Identify examples of Spanish influence on place names such as Amarillo and Rio Grande and on vocabulary in Texas. (Names of counties, food, and other cultural activities) (TEKS 7.19C)

Colonization of Texas

The Student Will:

36. Identify the contributions of significant individuals including Moses and Stephen F. Austin, and Juan Seguin during colonization. (Moses' dream of colonization, dream carried out by son Stephen, the "Old 300", Green DeWitt, Martin DeLeon, James Power, and James McGloin) (TEKS 7.2C)
37. Express and defend a point of view about immigration to Texas. (What made Texas desirable to Anglo Americans, Mexicans, and European immigrants, including information such as cattle, climate, and fertile and cheap land) (TEKS 7.17C)
38. Contrast Spanish and Anglo purposes for and methods of settlement in Texas. (TEKS 7.2F)
39. Compare political, economic, and social issues for the establishment of the 13 colonies. (Plymouth colonists (Puritans) in comparison to Austin and the "Old 300") (TEKS, 7.2B, 8.2B TAKS Obj.1)
40. Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on the early settlements of Texas, compare and contrast to the U.S. (Roanoke, Jamestown (1607), Plymouth vs. Castrovilla, Los Adaes, San Felipe; include common problems settlements faced) (TEKS 7.9C, 8.2B, TAKS Obj. 1)

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Vocabulary – Third Six Weeks

ad interim	dispatch	resolution
artillery	Federal	revolution
bayou	fortify	runaway scrape
cabinet	garrison grievance	siege
casualty	infantry	siesta
cavalry	liberation	skirmish
census	massacre	strategy
civilian	militia	surrender at discretion
constitution	invasion	tariff
convention	oppression	treaty
credit	provisional government	tyrant
custom duty	recruit	unit
decree	regular army	volunteer army
delegate	Republic	
dictator	retreat	

GEOGRAPHY

The Student will:

41. Locate places and regions of importance in Texas during the Texas Revolution. (rivers, towns, battles of importance in the Texas Revolution) (TEKS 7.9A)
42. Analyze the effects of physical and human factors such as climate, weather, and landforms on the events of the Texas Revolution. (Floods and rain during the Runaway Scrape, the “rise” between Houston and Santa Anna’s armies at San Jacinto) (TEKS 7.9C)

Events Leading to the Texas Revolution

The Student will:

43. Identify the impact of the Mexican Federal Constitution of 1824 on events in Texas. (Encouraged immigration to Texas, was similar to the United States’ constitution and was supported by Anglo-Texans, finally rejected by Dictator Santa Anna) (TEKS 7.2D)
44. Trace the development of events that led to the Texas Revolution, including the (Fredonian Revolt), the Law of April 6, 1830 (no more immigration from the United States per Mier ’ y Teran’s tour), the Turtle Bayou Resolutions, (the conventions of 1832 and 1833), the arrest and imprisonment of Stephen F. Austin, (Anahuac revolts, the Consultation of 1835, and Santa Anna’s rejection of the Constitution of 1824.) (TEKS 7.2E)

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Texas Revolution

The Student will:

45. Explain the significance of the year 1836, (Texas Declaration of Independence, Battles of Goliad, the Alamo, and San Jacinto, and the Treaties of Velasco) identify the major eras in Texas history and describe their defining characteristics, and apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods. (Texas Revolution) (TEKS 7.1A-C)
46. Explain the roles played by significant individuals during the Texas Revolution, including George Childress (wrote Texas Declaration of Independence, compared to Thomas Jefferson who wrote Declaration of Independence for 13 colonies), Lorenzo de Zavala (wrote Mexican Constitution of 1824, and later supported Texas in the Revolution), James Fannin (colonel in charge at Goliad), Sam Houston (general in charge of regular army and hero of Battle of San Jacinto, compared to George Washington – commander-in-chief of Continental Army in American Revolution), Antonio Lopez de Santa Anna (Dictator of Mexico, Mexican general at the Alamo and San Jacinto, compared to King George III – tyrannical leader of Great Britain during American Revolution), William B. Travis (Colonel and hero of the battle of the Alamo) (TEKS 7.3A, 8.4B TAKS Obj. 1)
47. Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales (begins Texas Revolution, fight over small cannon compare to Lexington and Concord), the siege of the Alamo (Travis, Bowie and Crockett defend the mission against Houston's orders, all defenders die), the Convention of 1836 (Texans declare independence compared to Colonialnd Declaration of Independence at 2nd Continental Congress), Fannin's surrender at Goliad (Fannin's indecision leads to the massacre of 400 Texans by order of Santa Anna), and the Battle of San Jacinto (Santa Anna's army surprised by Houston's army, 18 minute battle compared to Battle of Yorktown – last battle of American Revolution). (TEKS 7.3B, 8.4C TAKS Obj.1)
48. Trace, explain, and analyze the similarities of the political, cultural and economic causes of the American and Texas Revolutions. (Catholicism, taxes, improvements) (TEKS 7.2.E, 7.3B, 8.4A TAKS Obj. 1)
49. Explain the concept of a tyrant and give Santa Anna and King George III as examples. (TEKS 7.3A, 8.4B TAKS Obj. 1)

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Vocabulary – Fourth Six Weeks

ad interim	endowment fund	misdemeanor
amendment	executive branch	no bill
annexation	expenditure	override
archives	felony	oversight
balanced budget	governor	petit jury
bill	grand jury	petition
capital	hard money	plea bargain
capitol	impeach	poll tax
cash crop	indictment	popular sovereignty
cede	individual rights	provisional government
cession	interest	ratify
charter	joint resolution	revenue
checks and balances	judicial branch	sales tax
chief executive	jurisdiction	separation of power
citizen	juror	special session
civic responsibilities	legislative branch	speculator
civil law	lieutenant governor	tariff
consecutive	line item veto	verdict
constitution	manifest destiny	veto
convention	migrate	
criminal law	minority leader	

GEOGRAPHY

The Student will:

50. Locate places of importance in Texas during the years of the Texas Republic. (the capitals of the republic) (TEKS7.9A)
51. Analyze why immigrant groups came to Texas and where they settled. (Europeans' escaping drought, oppression, potato blight. Why did the Germans, Irish, and Polish chose the areas in which they settled. Location of New Braunfels, La Reunion, Castroville, Panna Maria) (TEKS 7.11A)
52. Analyze how immigration and migration to Texas during the 19th century influenced Texas. (cultural borrowing of ethnic groups in Texas) (TEKS 7.11B)

The Republic of Texas

The Student will:

53. Identify individuals, events, and issues during the Republic of Texas: Sam Houston (first and third president of Texas), Anson Jones (last president of Texas), Mirabeau B. Lamar (second president of Texas and the "Father of Texas Education"), problems of the Republic (Chief Bowles and the Battle of the

Neches, other disputes with Native Americans, the Council House Fight and the kidnapping

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of Cynthia Ann Parker), (unrest in the army, and financial problems) (compare the financial difficulties, debt incurred during revolution and money borrowed from supporting countries to fund the war, to the new nation after the American Revolution) (TEKS 7.4A)

54. Identify the leadership qualities of elected and appointed leaders of Texas. (David G. Burnet, Sam Houston (compare to George Washington), Mirabeau B. Lamar, and Anson Jones) (TEKS 7.18A)

Texas Government

The Student will:

55. Identify how the Texas Constitution reflects the principles of limited government, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. (TEKS 7.14A,8.16D, TAKS Obj. 4)

56. Identify the influence of ideas from the United States Constitution on the Texas Constitution. (Similar draft and language, 3 branches of government, Bill of Rights) (TEK 7.14B)

57. Describe the structure and governance of Texas public education. (Lamar's little red schoolhouse, land set aside for education, the endowment fund) (TEK 7.15C)

58. Describe the structure and functions of government created at municipal, county, and state levels created by the Texas Constitution. (TEKS 7.15A)

59. Summarize the rights guaranteed in the Texas Bill of Rights, and describe the importance of free speech and press in a democratic society. (freedom of speech, religion, press, right to trial by jury, and bear arms) (TEKS 7.16A,7.17B)

60. Summarize the rights guaranteed in the U.S. Bill of Rights. (TEKS 8.20B, TAKS Obj. 4)

61. Analyze the impact of the first amendment guarantees of religious freedom on the American way of life. (TEKS 8.26C, TAKS Obj. 4)

62. Identify the civic responsibilities of Texas citizens. (vote and serve on jury)

(TEKS 7.16B)

63. Identify the leadership qualities of elected and appointed leaders of Texas. (qualities of governor and lieutenant governor) (TEKS 7.18A)

64. Identify major sources of revenue and expenditures) for state and local governments. (TEKS 7.15B)

Federal Government/ State Government

The student will:

65. Identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of

Independence(1776) Constitution (1787) on the US system of government.
(TEKS 8.16A, TAKS Obj. 4)

66. Evaluate the contributions of the Founding Fathers as models of civic virtue.

Founding Fathers” applies to those individuals who played a major role in declaring independence, fighting the Revolutionary War, or writing and adopting the US

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Constitution. Founding fathers include: Thomas Jefferson, George Washington, and James Madison. "Civic" relates to involvement in a community. Those with civic virtue go a step beyond their obligations by taking an active role in improving the community and the experiences of other members of the community.) (TEKS 8.21B)

67. Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and U.S. Bill of Rights. (TEKA 8.16C, TAKS Obj. 4)

68. Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. (TEKS 8.16D, TAKS Obj. 4)

69. Define and give examples of unalienable rights. (Unalienable rights are fundamental rights guaranteed to people naturally instead of by the law. The Declaration of Independence stated, "That all men are created equal, that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.") (TEKS 8.20A, TAKS Obj. 4)

70. Summarize the rights guaranteed in the Bill of Rights. (TEKS 8.20B, TAKS Obj. 4)

71. Summarize the purposes for and processes of changing the U.S. Constitution.

(TEKS 8.17A, TAKS Obj. 4)

72. Describe the importance of free speech and press in a democratic society.

(TEKS 8.22B, TAKS Obj. 4)

73. Identify examples of responsible citizenship, including obeying rules and laws,

voting, and serving on juries. (TEKS 8.20D)

74. Explain how the rights and responsibilities of US citizens reflect our national

identity. (such as voting for elected officials.) (TEKS 8.20F)

Texas Statehood and Immigration

The Student will:

75. Explain the significance of the following date: 1845 (Texas becomes a state), identify the major eras in Texas history and describe their defining characteristics, and apply absolute and relative chronology through the sequencing of significant individuals, events, and time period. (TEKS 7.1A-C)

76. Identify individuals, events, and issues during Texas statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, the problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo (TEKS 7.4A)

77. Analyze the causes of and events leading to Texas statehood. (James K. Polk and Manifest Destiny, Louisiana Purchase (1803) (TEKS 7.4B, TAKS Obj. 1)

78. Analyze why immigrant groups came to Texas and where they settled.

(TEKS 7.11A)

79. Analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas. (TEKS 7.11B)

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80. Explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances. (TEKS 7.19A)
81. Describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage, while adapting to the larger Texas culture. (German immigrants holding to Unionist views) (TEKS 7.19B)
82. Identify the political, social, and economic contributions of women to American society. (Elizabeth Cady Stanton, Dorothea Dix,) (TEKS 8.24E, TAKS Obj. 3)

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Vocabulary – Fifth Six Weeks

abolish	Congressional	renegade
abolitionist	Reconstruction conscription	repeal
agrarian	drover	scalawag
assassination	emancipation	secede
black codes	Freedman's Bureau	secessionist
blockade	impeach	sharecropper
blockade runners	Jim Crow Laws	slave
Border States	martial law	slavery
brigade	mustang	state's rights
campaign	pension	stockyard
carpetbagger	Presidential Reconstruction	tallow
cattle drive	proclamation	tenant farmer
civil war	Radical Republicans	treason
compulsory	Reconstruction	union
confederacy		vigilante
		wrangler

Geography

The Student will:

83. Locate the Confederate states, capital of the Union and the capital of the Confederacy, and the Civil War battles of Texas and (United States). (Richmond, Washington D.C., Fort Griffin, Galveston, Brownsville, and Palmito Ranch, Appomattox Court House, Ft. Sumter, Antietam, Bull Run, Gettysburg, Vicksburg, Confederate States, Border States, and Union States) (TEKS 7.9A,8.11A TAKS Obj. 2)
84. Locate places and regions of importance in Texas. (major cattle trails) (TEKS 7.9A)

Causes of the Civil War

The Student will:

85. Identify major eras in Texas history, describe their defining characteristics, and sequence the events. (Abolitionist Movement, Sectionalism/Events leading to the Civil War, Civil War, Reconstruction, Frontier Wars, Cattle Kingdom) (TEKS 7.1A, B Obj. 1)
86. Describe the historical development of the abolitionist movement. (People wanted to abolish slavery; Uncle Tom's Cabin caused more people to become abolitionists.) (TEKS 8.25A, TAKS Obj. 3)
87. Analyze the contributions of people of various racial, ethnic, and religious groups [to our national identity]. (African-Americans: Sojourner Truth, Frederick Douglass, Harriet Tubman) (TEKS 8.24D, TAKS Obj. 3)

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88. Identify the political, social, and economic contributions of women to American society. (Sojourner Truth, Harriet Tubman, Harriet Beecher Stowe) (TEKS 8.24E, TAKS Obj. 3)
89. Analyze the causes and effects of economic differences among different regions of the United States at selected times in US history. (North: industry, wanted high tariffs; South: agriculturalism, wanted low tariffs.) (TEKS 8.13C)
90. Evaluate the impact of selected landmark Supreme Court decisions including Dred Scott v. Sandford on life in the United States. (TEKS 8.19B, TAKS Obj. 4)

Civil War and Reconstruction

The Student will:

91. Explain the significance of the following dates: 1861 (The Civil War begins) 1865 (The Civil War ends and Reconstruction begins) (TEKS 7.1C, 8.1C, TAKS Obj. 1)
92. Explain the roles played by significant individuals during the Civil War, including Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and (Gen. Sherman) (TEKS 8.8A, 8.23B TAKS Obj. 1)
93. Apply absolute and relative chronology through sequencing of details and battles of the Civil War. (Fort Sumter, Galveston, Sabine Pass, Gettysburg, Gettysburg Address, Brownsville, Appomattox Court House, Palmito Ranch) (TEKS 7.1B, 8.1B TAKS Obj. 1)
94. Explain reasons for the involvement of Texas in the Civil War. (cotton production, slavery, states' rights, sectionalism, southern agriculture, loyalty to the Confederacy) (TEKS 7.5A)
95. Analyze the political, economic, and social effects of the Civil War on Texas. (secessionist government, cotton runners, loss of life, Gettysburg Address)

(TEKS 7.5B, 8.8C TAKS Obj. 1)
96. Explain the reasons for the development and the spread of slavery. (South wanted slavery to spread into the territories so they could keep power in Congress)

(TEKS 8.7C, TAKS Obj.1)
97. Analyze the impact of national and international markets and events on the production of goods in Texas. (Cotton, tariffs, and European markets during the Civil War) (TEKS 7.13A)
98. Analyze the political, economic, and social effects of Reconstruction in Texas. (Emancipation Proclamation, Freedman's Bureau, Congressional and Presidential Reconstruction Plans (Pres. Johnson), assassination of Lincoln, Radical Republicanism, Black Codes, Jim Crow laws) (TEKS 7.5B, 8.8B TAKS Obj.1)

99. Explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations. (Juneteenth) (TEKS 7.19A)
100. Describe the impact of 19th century amendments, including the 13th, 14th, and 15th amendments, on life in the United States. (TEKS 8.17B. TAKS Obj.4)

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Frontier and Cattle Kingdom

The Student will:

101. Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including factors that led to the expansion of the Texas frontier, effects of westward expansion on Native Americans, the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the effects of the growth of railroads, the Buffalo Soldiers, Cynthia Ann Parker. (Quanah Parker) (TEKS 7.6A)
102. Explain the political, economic, and social impact of the cattle kingdom and the development of West Texas resulting from the close of the frontier. (cattle industry resulted from cheap and over abundance of cattle after the Civil War and demand for beef in the North, retreat from agricultural farming to ranching; wealth produced because of ranching) (TEKS 7.6B)
103. Analyze the effects of scientific discoveries and technological innovations such as barbed wire, the windmill, (the colt pistol and the six-shooter) on the development of Texas. Evaluate the effects of these discoveries and technological innovations on the use of resources such as water and land and make predictions about economic social and environmental consequences of future discoveries and technologies.

(TEKS 7.20C,D,F)

104. Identify examples of Spanish influence on place names such as Amarillo and Rio Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry. (Names of counties, food, and other cultural activities) (TEKS 7.19C)

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Vocabulary – Sixth Six Weeks

aerospace	general election	proration
agribusiness	geologist	prohibition
antitrust	herbicide	quota system
affirmative action	high technology	redistrict
armistice	holocaust	regulation
bilingual education	incumbent	refinery
census	integration	reform
Civil Rights	interstate	refugee
cold war	intrastate	satellite
combine	labor union	segregation
commission form	lease	slate
Corrido	lobby	speaker of the house
deport	Maquiladoras	special elections
desegregation	monopoly	social security
depression	pension	suffrage
derrick	petrochemical	supply and demand
dry hole	petroleum	tanker
Dust Bowl	pipeline	terrorist
economy	platform	tidal wave
fault	primary	tidelands
folklore	profit	trust
fraud	progressivism	wildcatter
free enterprise		

GEOGRAPHY

The Student will:

105. Explain ways in which geographic factors have affected the political, economic, and social development of Texas. (agricultural production; impact of the 1900 storm in Galveston; location of Sour Lake and Beaumont; ushering in the oil industry, Spindletop- Lucas gusher) (TEKS 7.10B)
106. Locate places and regions of importance in Texas. (major oil fields; WWI and WWII battle locations) (TEKS 7.9A)
107. Analyze the effects of physical and human factors such as climate, weather, and landforms, irrigation, transportation and communication on major events in Texas. (farmer's difficulties during the Depression) (TEKS 7.9C)
108. Analyze why immigrant groups come to Texas and where they settled, analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas and analyze the effects of changing population distribution

in Texas during the 20th century, describe the structure of the population of Texas using demographic

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concepts such as growth rate and age distribution. (Asian population, new wave of European immigration, border difficulties) (TEKS 7.11A-D)

Growth, Reform, Oil

The Student will:

109. Define the impact of “boom and bust” and trace the boom and bust cycle of leading Texas industries throughout the 20th century including farming, oil and gas, cotton, cattle ranching, real estate and banking. (TEKS 7.7A)
110. Evaluate the Progressive and other reform movements in Texas in the 19th and 20th centuries. (industrialization, mechanization, skilled labor) (TEKS 7.7B)
111. Explain economic factors that led to the urbanization of Texas, trace the development of major industries that led to urbanization, and explain changes in jobs and occupations that have resulted from urbanization.(cotton, cattle, and oil industries; migration for jobs; development of Houston and Dallas, Spindletop) (TEKS 7.12A-C)
112. Analyze the impact of national and international markets and events on the production of goods and services in Texas. (cotton, cattle, oil) (TEKS 7.13A)
113. Analyze the impact of economic phenomena within the free enterprise system/capitalist such as supply and demand, profit, government regulation and world competition on the economy of Texas. (TEKS 7.13B)
114. Analyze the impact of significant industries and scientific discoveries and technologies in Texas such as oil and gas, on the local, national, and international markets. (oil and gas) (TEKS 7.13C)
115. Identify significant individuals, events, and issues including Spindletop.

(TEKS 7.6)

116. Explain the political, economic, and social impact of the oil industry and the

development of west Texas resulting from the close of the frontier. (TEKS 7.6 B)

Pre/Post World Wars I and II, Depression

The Student will:

117. Identify the political, social, and economic contributions of women to American society. (Susan B. Anthony) (TEKS 8.24E, TAKS Obj. 3)
118. Identify different points of view of political parties and interest groups on important Texas issues. (Democrats, Republicans, Ma and Pa Ferguson, James Hogg) (TEKS 7.17A)
119. Express and defend a point of view on an issue of historical or contemporary interest in Texas. (government involvement in regulating railroads) (TEKS 7.17C)

120. Identify significant individuals and events including James Hogg. (Ma and Pa Ferguson, Pappy O'Daniel) (TEKS 7.18A)
121. Analyze and evaluate the effects of scientific discoveries and technological innovations such as the aerospace industries (and automobiles) on the development of Texas and

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how these have resulted in an interdependence among Texas, the United States, and the world. Evaluate the effects of these discoveries and innovations on the use of resourced such as fossil fuels, water, and land; make predictions about economic, social, and environmental consequences that may result from future discoveries and innovations. (TEKS 7.20C-F)

122. Identify major eras in Texas history, and apply absolute and relative chronology through sequencing of significant events. World War I (1914-1918), Prohibition, the Stock Market Crash (1929), the Great Depression, World War II (1941-1945), Sputnik (1957)) (TEKS 7.1 A-B)
123. Define the impact of “boom and bust” and trace the boom and bust cycle of leading industries including farming, oil and gas, cotton, cattle ranching, real estate and banking. (TEKS 7.7A)
124. Evaluate the Progressive and other reform movements in Texas in the 20th century. (Antitrust law, limiting monopolies, Prohibition) (TEKS 7.7B)
125. Analyze the political, economic, and social impact of wars on Texas including World War I and World War II. (TEKS 7.7D)
126. Trace the emergence of the two-party system in Texas during the second half of the 20th century. (Democrats and Republicans) (TEKS 7.7E)
127. Analyze the impact of significant industries in Texas such as aerospace, petrochemical, and medical technology on local, national, and international markets. (TEKS 7.13C)

Civil Rights

The Student will:

128. Trace the Civil Rights and Equal Rights Movements in Texas in the 20th century and identify key leaders including James Farmer, Hector Garcia, Oveta Culp

Hobby, Lyndon B. Johnson. (segregation, Barbara Jordan) (TEKS 7.7C)

129. Express and defend a point of view on an issue of historical interest in Texas.

(segregation vs. desegregation) (TEKS 7.17C)

Texas Heritage and Texas and Texans

The Student will:

130. Explain how the diversity of Texas is reflected in a variety of cultural activities,

celebrations, and performances, and describe how people from each racial, ethnic and religious group attempts to maintain their cultural heritage while adapting to the larger Texas culture. (Fiesta, Mardi Gras, Wurstfest, Juneteenth) (TEKS 7.19A-B)

131. Describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution. (TEKS 7.11D)

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History Grade 7 - Page 19 Summer 2005 []=TEKS but not TAKS ()=added by Sudan bold=find in the TEA glossary

132. Analyze the effects of scientific discoveries and technological innovations on the use

of resources, how they resulted in interdependence among Texas and the world, and predict social, economic, and environmental consequences of future discoveries. (aerospace industry, Bell helicopter, Compaq, and HP Center and Dell) (TEKS 7.20C,E, F)

133. Identify Texas leaders in science and technology such as Roy Bedichek, Walter

Cunningham, Michael DeBakey, and C.M. Joiner. (TEKS 7.20B)

134. Identify the leadership qualities of elected and appointed leaders of Texas including Texans who have been president of the U.S. (Dwight D. Eisenhower, Lyndon B. Johnson. George Bush, George W. Bush) and analyze the contributions of elected and appointed leaders of Texas such as Sam Rayburn, Henry B. Gonzalez, Phil Gramm, Barbara Jordan. (Dwight D. Eisenhower, Lyndon B. Johnson, Bob Bullock, Tom Delay, Sheila Jackson Lee, Kay Bailey Hutchinson, Ann Richards)

(TEKS 7.18A-B)