



TEKS Clarification

Social Studies

Grade 7
2014 - 2015

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GRADE 7

§113.17. Implementation of Texas Essential Knowledge and Skills for Social Studies, Middle School, Beginning with School Year 2011-2012.

The provisions of §§113.18-113.20 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year.

Source: The provisions of this §113.17 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective October 17, 2011, 36 TexReg 6946.

§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.

7.Intro.1 In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, 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 eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

7.Intro.2 To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and images is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

GRADE 7

7.Intro.3	The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
7.Intro.4	Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
7.Intro.5	Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
7.Intro.6	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
7.Intro.7	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
7.Intro.8	Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

<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 style="color: blue;">Identify</p> <p style="color: blue;">MAJOR ERAS IN TEXAS HISTORY</p> <p style="color: blue;">Describe</p> <p style="color: blue;">DEFINING CHARACTERISTICS OF MAJOR ERAS IN TEXAS HISTORY</p>

Including, but not limited to:

- Natural Texas and Its People
 - Coastal Plains – Karankawas, Coahuiltecans, Atakapans
 - Southeastern – Caddoes, Wichitas
 - Plains – Comanches, Apaches
 - Pueblos – Jumanos, Tiguas
- Age of Contact
 - Spanish exploration
 - French exploration
 - Cabeza De Vaca
 - LaSalle
 - Fort St. Louis
 - Pineda mapping Texas
 - Spanish conquistador
- Spanish Colonial
 - Roman Catholic religion
 - Missions and Presidios
 - Civil Settlements
 - Canary Islanders
 - Founding of San Antonio
 - Camino Reale
- Mexican National
 - Mexican Constitution of 1824
 - Old Three Hundred
 - Moses Austin
 - Stephen F. Austin
 - Erasmo Seguin, Sr.
 - Martin De Leon
 - Empresarios
 - Agriculture
 - San Felipe de Austin
 - Battle of Medina
- Revolution and Republic
 - Texas Revolution

- Law of April 6, 1830
- Turtle Bayou Resolutions (1832)
- Arrest of Stephen F. Austin (1834)
- Battle of Gonzales – “Come and Take It” (October 2, 1835)
- Constitution of 1836
- Declaration of Independence (March 2, 1836)
- Washington-on-the-Brazos
- Battle of the Alamo – “Remember the Alamo” (March 6, 1836)
- Fannin’s Surrender at Goliad (March 27, 1836)
- Battle of Coleto Creek (March 19-20, 1836)
- Battle of San Jacinto (April 21, 1836)
- William B. Travis
- James Bowie
- Sam Houston
- Santa Anna
- George Childress
- Lorenzo de Zavala
- Texas Republic – (1836-1845)
 - Influenced by the United States government
 - Sam Houston
 - Mirabeau Lamar
 - Anson Jones
 - Recognition as a nation
 - Conflict with American Indians
 - Border disputes with Mexico
 - Debt and lack of capital
- Early Statehood – (1845)
 - Slave State
 - Mexican War
 - Treaty of Guadalupe-Hidalgo
 - Rio Grande River determined as border
 - Compromise of 1850
 - Manifest Destiny
- Texas in the Civil War and Reconstruction
 - Civil War (1861-1865)

- States' Rights
- Slavery
- Confederate States of America
- Last battle fought of the Civil War
- Blockade
- Reconstruction (1865-1874)
 - 13th Amendment – ended slavery
 - 14th Amendment – citizenship given to African Americans
 - 15th Amendment – suffrage given to all males
 - Radical Republicans
 - Military Districts
 - Removal of American Indians on the frontier
 - Cattle Industry booms
 - Constitution of 1876
- Cotton, Cattle, and Railroads
 - Cotton
 - Cattle trails
 - Cowboys
 - Railroads
 - Military posts in West Texas
 - European immigration
 - Population growth
 - Closing of the open range
 - Conflict with American Indians
 - Buffalo Soldiers
 - Quanah Parker
 - Windmills (windpump or windwheel)
 - Barbwire
- Age of Oil
 - Hurricane of 1900
 - Spindletop
 - Populism
 - Progressive Era
 - Texas Railroad Commission
 - James Hogg
 - Growth of urban areas

- Women's Suffrage
- Temperance Movement
- Prohibition
- World War I
- Texas in the Great Depression and World War II
 - Great Depression
 - Boom and bust cycle of cotton and agriculture
 - New Deal programs
 - Dust Bowl
 - Sam Rayburn
 - Relieved by World War II
- World War II
 - Rationing
 - Military installations
 - Economy improves in Texas
 - Large number of Texans, men and women serve in the military
 - Industries grow – oil and gas and agriculture
- Civil Rights and Conservatism
 - Civil Rights
 - GI Forum
 - Dr. Hector Garcia
 - James Farmer
 - Lyndon Johnson
 - Henry B. Gonzalez
 - Barbara Jordan
 - Civil Rights Act of 1964
 - Voting Rights Act of 1965
 - NAACP in Texas
 - LULAC
 - Conservatism
 - State government
 - Republicans
 - Phil Gramm
 - Two-party system
 - George W. Bush

- Immigration
- Education
- Tidelands Controversy
- Contemporary Texas
 - Boom and bust cycle
 - Oil and gas
 - Urban areas
 - New immigration
 - NASA
 - Computer technology
 - Medical technology
 - Population growth
- Historians divide the past into eras in order to examine how political, economic, geographic and social patterns change over time.

Explain

WHY HISTORIANS DIVIDE THE PAST INTO ERAS

Including, but not limited to:

- Historians divide the past into eras in order to examine how political, economic, geographic and social patterns change over time.

7.1B

Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.

Apply

ABSOLUTE AND RELATIVE CHRONOLOGY THROUGH SEQUENCING SIGNIFICANT INDIVIDUALS, EVENTS, AND TIME PERIODS

Including, but not limited to:

- Age of Contact – Examples of dates that can be used to identify absolute and relative chronology for this era include:
 - 1519 – Pineda maps Texas
 - 1537 – Cabeza de Vaca reports on Texas
 - 1685 – LaSalle establishes Fort St. Louis
- Spanish Colonial – Examples of dates that can be used to identify absolute and relative chronology for this era include:

- 1682 – Spaniards establish the first Texas mission at Corpus Christi de la Ysleta
- 1731 – East Texas missions are moved to San Antonio
- 1718 – Founding of San Antonio
- 1782 – Mission San Jose is completed in San Antonio and other missions are built
- 1810 – Father Hidalgo’s speech encourages Mexicans, Texans, and others to fight for independence
- Mexican National: Examples of dates that can be used to identify absolute and relative chronology for this era include:
 - 1820 – Moses Austin gets permission from Spanish authorities to colonize Texas with Americans, but dies before he completes his plans
 - 1821 – Mexico is independent from Spain
 - 1821 – Stephen F. Austin continues his father’s dream by settling 300 families from the United States. They are known as the “Old Three Hundred.” There were three requirements for settlement: must convert to Catholicism, must become a Spanish/Mexican citizen, must be of good, moral character.
 - 1823-1825 National Colonization Laws
 - 1824 – Mexican Constitution of 1824
 - 1825-1830 Empresario Contracts
- Revolution and Republic – Examples of dates that can be used to identify absolute and relative chronology for this era include:
 - Texas Revolution
 - 1824 – Mexican Constitution of 1824
 - 1828 – Mier y Teran Report
 - April 6, 1830 – Law of April 6
 - 1832 – Turtle Bayou Resolution
 - January 1834 – Austin’s Arrest
 - 1835- Battle of Gonzales
 - March 2, 1836 Declaration of Independence
 - February 23 – March 6, 1836 Battle of the Alamo
 - March 6, 1836 Fall of the Alamo
 - March 27, 1836 – Mass Execution of men at Goliad
 - April 21, 1836 Battle of San Jacinto
 - June 1836 Treaties of Velasco
- Texas Republic – Examples of dates that can be used to identify absolute and relative chronology for this era include:
 - 1836 – Sam Houston is elected president
 - 1838 – Mirabeau Lamar is elected president
 - 1840 – Council House Fight
 - 1842 – Mier Expedition
 - 1841 – Sam Houston is elected president
 - 1844 – Anson Jones is elected president

- 1845 – Texas is annexed into the United States
- Early Statehood – Examples of dates that can be used to identify absolute and relative chronology for this era include:
 - 1845 – the year Texas becomes a part of the United States
 - 1846 – the Mexican War
 - 1846 – the Treaty of Guadalupe Hidalgo
 - 1850 – Compromise of 1850
- Texas in the Civil War and Reconstruction – Examples of dates that can be used to identify absolute and relative chronology for this era include:
 - 1861 – Sam Houston resigns as governor of Texas
 - 1861 – Texas secedes
 - 1865 – The Civil War ends and Abraham Lincoln is assassinated
 - June 19, 1865 – Enslaved people in Texas receive news from General Gordon Granger in Galveston that enslaved people have been emancipated
 - 1870 – Texas is readmitted to the United States
 - 1874 – Reconstruction ends in Texas
 - 1876 – the Constitution of 1876 is adopted. (This is the constitution used in Texas today.)
- Cotton, Cattle, and Railroads – Examples of dates that can be used to identify absolute and relative chronology for this era include:
 - 1866-1900 – cotton reigns king in Texas
 - 1866-1890 – cattle ranching thrives
 - 1876-1885 – rapid expansion of railroads in Texas
- Age of Oil – Examples of dates that can be used to identify absolute and relative chronology for this era include:
 - 1880-1920 Progressive Era
 - 1900 – Hurricane of 1900
 - 1901 – Spindletop
 - 1917-1918 – World War I
 - 1918-1931 – Prohibition
 - 1920 – 19th Amendment – Women’s Suffrage
- Texas in the Great Depression and World War II – Examples of dates that can be used to identify absolute and relative chronology for this era include:
 - 1929-1939 – The Great Depression
 - 1932-1941 – Dust Bowl
 - 1941-1945 – World War II
- Civil Rights and Conservatism – Examples of dates that can be used to identify absolute and relative chronology for this era include:

- 1948 – GI Forum established
- 1948 – Delgado vs. Bastrop
- 1950 – Sweatt vs. Painter
- 1952 – Tidelands Controversy
- 1964 – Civil Rights Act
- 1965 – Voting Rights Act
- 1978 – Republican Bill Clements is elected governor, the first republican since Reconstruction
- 1984 – U.S. Representative Phil Gramm switches parties
- 1988 – Texan George H.W. Bush elected President
- 1994 – George W. Bush elected Governor
- 2000 – George W. Bush elected President

7.1C

Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.

Explain

SIGNIFICANCE OF DATES

Including, but not limited to:

- 1519 – mapping of the Texas coast by Pineda and first mainland Spanish settlement (This settlement is located in New Spain not specifically Texas.)
- 1718 – founding of San Antonio
- 1821 – Mexico independence from Spain
- 1836 – Texas independence
- 1845 – annexation
- 1861 – Civil War begins
- 1876 – adoption of current state constitution
- 1901 – oil discovery at Spindletop
- 1917 – 1918 World War I
- 1918 – 1931 Prohibition
- 1920 – 19th Amendment – Women’s Suffrage

7.2

History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history

of Texas. The student is expected to:

7.2A

Compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern.

Compare

CULTURES OF AMERICAN INDIANS IN TEXAS PRIOR TO EUROPEAN COLONIZATION

Including, but not limited to:

- Gulf Coast – nomadic and hunters/gatherers
 - 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
 - Comanche – used every part of the buffalo, lived in tipis, domesticated animals before they were introduced to the horse by the Europeans
 - Apache – used buffalo hide to protect themselves from the harsh landscape. For part of the year lived in farming communities along rivers and streams called rancherías.
 - 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
 - Jumano – besides farming, hunted, traded, and lived in beautiful painted adobe homes
 - Tigua – known for their beautiful pottery
- Southeastern Texas – sedentary food-rich environment and complex social systems
 - Caddo – built dome shaped huts, organized government system led by a chief, women played important roles, greeted European with the word Tejas, which means friends
 - Wichita – hunted buffalos, grew crops, and known for the tattoos around their eyes known as “raccoon eyes”

7.2B

Identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvaro Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain.

Including, but not limited to:

- Alonso Álvarez de Pineda was the first explorer to map the coast of Texas.

- Álvar Núñez Cabeza de Vaca and his writings – shipwrecked and captured by American Indians, he ended up traveling across Texas, and was the first person to write about, and report about Texas.
- The search for gold
 - Gold – the Spanish heard that there was gold in Texas. The Spanish wanted to increase their global wealth.
 - Glory – expeditions were led by conquistadors looking for wealth and fame for themselves.
 - God – the Catholic Church agreed to help support the expeditions to convert American Indians in Texas to Christianity and increase the wealth of the Church.
- The conflicting territorial claims between France and Spain
 - Conflicts reinforced Spanish claim to Texas, which led to an increase number of missions and presidios being constructed in Texas.
 - Rene-Robert Cavelier, Sieur de LaSalle was given ships, colonists, and soldiers by the French King to start a new colony at the mouth of the Mississippi. He landed at Matagorda Bay instead. He tried to establish a colony, but failed because of attacks by American Indians and disease. LaSalle left the colony to find a way home and was believed to be shot by his own men. The survivors were found by Spanish soldiers. Spain feared that France would try to claim Texas and renewed their colonization efforts in Texas.
 - The “Chicken War” – French soldiers were sent to capture a Spanish mission in East Texas because of a conflict between France and Spain in Europe. The French soldiers looted the mission and captured a Spanish soldier. The French leader was thrown from his horse because of the chickens in the courtyard. The Spanish soldier was able to escape. The story was exaggerated and embarrassing to the Spanish viceroy. The Spanish became more determined to hold Texas.

7.2C

Identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo.

Identify

IMPORTANT EVENTS AND ISSUES RELATED TO EUROPEAN COLONIZATION OF TEXAS

Including, but not limited to:

- The establishment of Catholic missions, towns, and ranches, and individuals
 - Missions were Spain’s main way of colonizing and were expected to be self-supporting. The first missions were established in the El Paso area, then East Texas and finally in the San Antonio area. Missions were used to convert the American Indians to the Catholic faith and make loyal subjects to Spain.
 - Towns – towns and settlements were built near the missions and colonists were brought in for colonies to grow and survive. The first group of colonists to establish a community was the Canary Islanders in San Antonio (1730).

- Ranches – ranching was more conducive to where missions and settlements were thriving (San Antonio). Cattle were easier to raise and protect as compared to farming.
- Fray Damián Massanet
 - Convinced the viceroy of New Spain to colonize East Texas and convert the Caddoes to Catholicism
 - 1690 – Alonso De León and Massanet were sent with several priests and about 100 soldiers to colonize East Texas.
 - Resulted in many missions in East Texas even though these missions failed
- José de Escandón (1750s)
 - Military commander and governor of Nuevo Santander
 - Led Spain’s expansion effort in South Texas
 - Sent settlers, soldiers and priests to settle the lands between the Rio Grande and Nueces River establishing missions, presidios, and settlements
 - Moved La Bahia mission and presidio from the Guadalupe River to the present-day site of Goliad
- Antonio Margil de Jesús (early 1700s)
 - Spanish Franciscan priest
 - Founded several missions in East Texas including Nuestra Señora de los Dolores and San Miguel de los Adaes
 - Due to the problems in East Texas, he moved to San Antonio and founded San Jose y San Miguel de Aguayo, one of the five missions in San Antonio today.
- Francisco Hidalgo (early 1700s)
 - Priest at Mission San Francisco de los Tejas
 - Contacted French Catholic priests to provide religious services to the local native people when Spanish priests were not available
 - Caused Spanish to be suspicious of French colonization

7.2D

Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery.

Identify

INDIVIDUALS, ISSUES, EVENTS RELATED TO MEXICO BECOMING AN INDEPENDENT NATION AND IMPACT ON TEXAS

Including, but not limited to:

- Texas involvement in the fight for Mexico’s independence from Spain
 - Philip Nolan – a filibuster from the United States that was sent to Texas with Spanish approval, but Spain was suspicious of

the U.S. taking control of Texas

- Gutierrez-Magee Expedition – José Bernardo Gutiérrez (follower of Father Hidalgo) and Augustus Magee (former U.S. soldier) organized the Republic of the north and proclaimed Texas independent of Spain, but were defeated. It encouraged others to free Texas and Mexico from Spanish rule.
- Galveston Pirates – Jean Lafitte and other pirates attacked Spanish ships
- Long Expedition – Dr. James Long led a group from Mississippi to Nacogdoches where he declared Texas independent from Spain. While looking for military support, he was captured, taken to Mexico City, and shot.
- José Gutiérrez de Lara
 - Leader of the Mexican Republican Army of the North and opposed Spanish Rule
 - Joined Augustus Magee and his men, which became known as the Gutierrez-Magee Expedition
 - Supported several filibuster expeditions
 - First Governor of Mexican Texas
- Battle of Medina
 - Fought August 18, 1813, along the Medina River south of San Antonio between the republican forces of the Gutiérrez-Magee expedition and the Spanish royalist army
 - The Republican army lost miserably, but it encouraged others to participate in the revolution.
- Mexican Federal Constitution of 1824
 - The constitution written after Mexico's independence from Spain
 - The republic took the name of United Mexican States, and was defined as a representative federal republic with Catholicism as the official religion.
 - Created the state of Coahuila y Tejas, merging the two provinces
- Merger of Texas and Coahuila as a state
 - Merger stated in the Mexican Federal Constitution of 1824
 - Texas was not organized as a separate state because of its small population.
- State Colonization Law of 1825
 - Law that set up guidelines to the colonization of Coahuila y Texas
 - Allowed Stephen F. Austin and other empresarios to receive land grants in Texas
- Slavery
 - 1821 – colonists could bring enslaved people to Texas and buy land depending on the number of enslaved people brought.
 - Mexico offered full citizenship to free African Americans, including land ownership and other privileges.
 - 1823 – the sale or purchase of enslaved people was forbidden in Texas, and required that the children of enslaved people be freed when they reached age fourteen.
 - 1827 – the legislature of Coahuila y Tejas outlawed the introduction of additional enslaved people and granted freedom at birth to all children born to enslaved people.
 - 1829 – Mexico abolished slavery, but it granted an exception to Texas.

- 1830 – importation of enslaved people was illegal in Texas.

7.2E

Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas.

Identify

CONTRIBUTIONS OF SIGNIFICANT INDIVIDUALS DURING THE MEXICAN SETTLEMENT OF TEXAS

Including, but not limited to:

- Moses Austin (1820) – first American to work with the Spanish government to settle Americans in Texas
- Stephen F. Austin (1821) – first American to recruit and settle Americans in Texas/Mexico. He settled 300 families and was known as an empresario. This led to the colonization of other American settlers in Texas/Mexico.
- Erasmo Seguin – Tejano rancher who represented Texas at the Mexican Constitutional convention; located land for the Austin Colony and supported Texas independence
- Martin De Leon – a Mexican empresario who settled 200 Mexican families in South Texas (between the Lavaca and Guadalupe River). He and his wife founded the town of Victoria in 1824.
- Green DeWitt (1831) – an important American empresario who settled 166 families in the area near present-day Gonzales

7.2F

Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.

Contrast

PURPOSES FOR AND METHODS OF SETTLEMENT IN TEXAS

Including, but not limited to:

- Spanish
 - To lay claim to Texas
 - Missions, presidios, and civil settlements
- Mexican
 - Economic opportunities – large ranches and small businesses
 - Civil settlements and empresarios grants
- Anglo
 - Economic opportunities – large farms to grow cash crops and small businesses
 - New start

- Escape debt
- Empresarios grants

Spanish Settlement	Mexican Settlement	Anglo Settlement
Purpose <ul style="list-style-type: none"> • Secure Spanish control in New World • Gold, silver, and resources Method <ul style="list-style-type: none"> • A colony of Spain • Resettled other Spanish colonist (e.g., Canary Islanders) 	Purpose <ul style="list-style-type: none"> • Increase population in northern Mexico Method <ul style="list-style-type: none"> • Empresario grants • Supporting towns already in the area • Large ranches 	Purpose <ul style="list-style-type: none"> • Increase population in Texas Method <ul style="list-style-type: none"> • Allowed because of the National Colonization Law • Empresario grants • Settled in northern Texas • Farming/agriculture

7.3

History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:

7.3A

Trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin.

Trace

DEVELOPMENT OF EVENTS THAT LED TO THE TEXAS REVOLUTION

Including, but not limited to:

- Fredonian Rebellion – in 1826, in Nacogdoches, a group of Texans formed the Fredonian Republic led by the Edwards Brothers, claimed the area was no longer under Mexican control. Stephen F. Austin sided with the Mexican government and marched to Nacogdoches to help stop the rebellion. It ended quickly.
- Mier y Terán – in 1828, the Mexican government sent Gen. Manuel Mier y Terán to investigate the conditions in northern Texas. He found that the Anglo-Americans outnumbered Mexicans 10 to 1. The report resulted in the Law of April 6.
- Law of April 6, 1830 – in 1828, the Mexican government sent Mier y Terán to report on the new immigrants moving into Texas. He reported concerns about the Anglo Americans. This resulted in the Law of April 6 which outlawed immigration from the U.S. to Texas and canceled all empresario grants that had not been fulfilled. It did encourage European immigration. Enslaved people could no longer be brought into Mexico to work, and customs duties were imposed on all goods entering Texas from the U.S.
- Turtle Bayou Resolutions – Anahuac settlers gathered at Turtle Bayou following the uprising at Anahuac. John Austin was sent to retrieve a cannon to be brought back from Brazoria and drafted resolutions pledging continued loyalty to Mexico under the Constitution of 1824. Santa Anna seemed to support the Constitution of 1824. This event resulted in Colonel Jose de las

Piedras ordering the release of William B. Travis and Patrick Jack from jail. Bradburn was dismissed from his command with the Mexican army

- Arrest of Stephen F. Austin – Austin travels to Mexico to meet with Mexican officials and delivers the resolution written by Texas officials about their concerns. When he gets there, Santa Anna has become the leader of Mexico, but so much time has gone by that Austin sends a letter back to Texas to tell Texas officials to establish a state government. He gets a meeting with Santa Anna that agrees to many of the grievances and returns to Texas. On his return, he is arrested for treason because of the letter he wrote to Texas officials earlier. He is not allowed to return to Texas until summer of 1835.

7.3B

Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis.

Explain

ROLES PLAYED BY SIGNIFICANT INDIVIDUALS DURING THE TEXAS REVOLUTION

Including, but not limited to:

- George Childress – chaired the committee in charge of writing the Texas Declaration of Independence
- Lorenzo de Zavala – helped write the Texas Declaration of Independence and helped design the ad interim government at Washington-on-the Brazos; was elected Vice President of the new republic
- James Fannin – led the Texans at Coleto Creek and surrendered to Urrea; later he was executed at Goliad by order of Santa Anna
- Sam Houston – leader of the Revolutionary Army during the Texas Revolution
- Antonio López de Santa Anna – dictator of Mexico, and military leader of the Mexican Army during the Texas Revolution
- Juan Seguín – served with Travis at the Alamo, but survived because he was sent out as a messenger to warn Sam Houston about the events at the Alamo. He continued to serve under Sam Houston at the Battle of San Jacinto.
- William B. Travis –military leader of the Texas forces at the Alamo; was killed by Mexican forces at the Alamo

7.3C

Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto.

Explain

ISSUES SURROUNDING SIGNIFICANT EVENTS OF THE TEXAS REVOLUTION

Including, but not limited to:

- Battle of Gonzales
 - First battle of the Texas Revolution – October 2, 1835
 - Citizens of Gonzales would not give up a cannon that was given to them by the Mexican government to protect them from American Indians.
 - A militia led by J.H. Moore flew a flag over the cannon which said “Come and Take It”.
 - Lieutenant Francisco Castaneda led 100 men to Gonzales to take the cannon.
 - The militia fired the cannon on October 2 at the Mexican soldiers, a battle began, and so did the Texas Revolution.
- William B. Travis's letter "To the People of Texas and All Americans in the World"
 - Travis wrote this letter to recruit men to help him and his men at the Alamo after Santa Anna showed up in San Antonio, February 23.
- The siege of the Alamo and all the heroic defenders who gave their lives there
 - Sam Houston ordered the Alamo to be destroyed.
 - James Bowie and James Neill decided that the Alamo was too important.
 - James Bowie and William Travis began to recruit supporters.
 - Santa Anna arrived in San Antonio.
 - The Texans moved into the Alamo and for 13 days fought the Mexicans.
 - The fall of the Alamo occurred on the morning of March 6, 1836.
 - 1800 Mexican troops fought against approximately 189 Texans.
 - All Texans were killed, and approximately 600 Mexican soldiers were also killed.
- Constitutional Convention of 1836
 - Texas delegates met at Washington-on-the-Brazos.
 - Declared independence from Mexico on March 2, 1836
 - Wrote a constitution to form an ad interim government for the Republic of Texas
- Fannin's surrender at Goliad
 - Colonel James Fannin surrendered his 300 men at the Battle of Coleto because he was pinned on the open prairie.
 - Texans fought the Mexicans off, but Fannin decided to surrender to prevent more deaths.
 - Captives were marched to Goliad, and Urrea told them they were not going to be killed, but Santa Anna ordered the captives to all be shot on March 21.
- Battle of San Jacinto
 - April 21, 1836
 - Shortest battle in history
 - Sam Houston led the Texas forces – 800 men

- Santa Anna led the Mexican forces – 1300 men
- Houston burned every way out of San Jacinto and attacked the Mexican Army about 3:00 p.m.
- The battle lasted 18 minutes
- Santa Anna was captured the next day and surrendered to Sam Houston

7.3D

Explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.

Explain

HOW THE ESTABLISHMENT OF THE REPUBLIC OF TEXAS BROUGHT CIVIL, POLITICAL, AND RELIGIOUS FREEDOM TO TEXAS

Including, but not limited to:

- The establishment of the Republic of Texas was based on the freedoms most Texans had when they lived in the United States. This meant that they would not live under a dictatorship (political), and their civil liberties (civil/religious) like speech, religion, press, and assembly would be protected under a constitution.
- Slavery was allowed under the Texas Constitution.

7.4

History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:

7.4A

Identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups.

Identify

INDIVIDUALS, EVENTS, AND ISSUES DURING THE ADMINISTRATIONS OF REPUBLIC OF TEXAS PRESIDENTS HOUSTON, LAMAR, AND JONES

Including, but not limited to:

- President Sam Houston
- First Administration (1836-1838) – Houston focused on forming a government, and dealing with the issues of debt, the army, conflict with American Indians and Mexico, and selecting a capital.
- Texas Rangers – when Sam Houston became President, he dismissed the army because of its cost and leadership. He

replaced them by reinstating the Texas Rangers. He used them to fight the attacks by the American Indians and the Mexican soldiers that crossed the border.

- Chief Bowles – he was the leader of a group of Cherokees that arrived in Texas in 1820. He signed a treaty with Sam Houston during the Texas Revolution.
- Third Administration (1841-1844) – according to the Constitution, a person couldn't be elected two times in a row. Most Texans were unhappy with the conflict during Lamar's administration and re-elected Houston. His main focus was to return peace, decrease the public debt, and prepare Texas for statehood.
- Texas Rangers/Mier Expedition (1842)
 - Due to the Santa Fe Expedition, Mexico began to invade Texas.
 - Houston sent Texas Rangers to guard the border, and the threat was over.
 - 300 Texans remained and crossed into Mexico to Mier.
 - A battle enraged for two days, and the Texans surrendered.
 - Texans were marched to Mexico City and executed by Santa Anna (again the ruler of Mexico) by the captured drawing a black bean.
- President Mirabeau Lamar (1838-1841) – did not agree with Houston's policies. During his administration, he focused on pushing American Indians farther west, a commitment to education, and a new capital (Austin). On the negative side, he more than doubled the public debt by way of Indian Wars and increased inflation.
- Texas Navy
 - During Houston's administration, the Navy protected the Texas coast, but it was a drain on the nation's finances.
 - Lamar had Congress issue bonds to purchased ships.
 - Ships were used to conduct unsuccessful secret peace negotiations between Texas and Mexico, blockading the Mexican coast, and an invasion of Mexico.
 - Most Navy officers were recruited from the U.S. Navy.
 - Very costly, and most uses not successful
 - Commodore of Navy – Edwin Moore
 - Houston tried to sell the Navy during his second term, but it fell through.
 - When Texas was annexed, the Texas Navy was taken over by the U.S. Navy.
- Edwin W. Moore
 - Commodore of the Texas Navy
 - 28 years old, fluent in both English and Spanish, had a dozen years of naval experience
 - Aided Yucatan rebels by blockading the Mexican coast
 - Dishonorably discharged by Houston and court-martialed for supporting the Yucatan rebels
- José Antonio Navarro
 - Served as Bexar's (San Antonio) representative in the Texas Congress
 - He tried to protect Tejano land claims and other rights; he was a voice of Tejanos.

- Supporter of Mirabeau B. Lamar and a critic of Sam Houston
- Chosen as one of President Lamar's commissioners to accompany the Texan Santa Fe expedition
- Delegate to the Convention of 1845, which decided annexation, and he helped write the state constitution
- Served in the Texas Senate
- Cordova Rebellion / the role of racial and ethnic groups (American Indians and Tejanos)
 - After the Texas Revolution, there was an influx of Americans to Nacogdoches, where the population was primarily Mexican.
 - Some Mexicans living in Nacogdoches remained loyal to Mexico. One loyalist was Vicente Cordova.
 - Vicente Cordova, along with American Indians who were loyal to Mexico, began to organize with almost 400 people along the Angelina River.
 - Before anything happened, the group was defeated.
 - The impact was a distrust of Mexicans and Native American and Lamar's decision that Cherokees would need to be removed from Texas.
- Council House Fight
 - Lamar's administration
 - March 19, 1840 – a group of Comanche leaders agreed to meet in San Antonio to surrender all Anglo captives.
 - One captive – Matilda Lockhart was delivered.
 - Texans were angry, and refused to let the Comanches leave.
 - The Comanches tried to leave and were attacked.
 - Led to the death of seven Texans and many Comanche leaders who were unarmed and outnumbered.
 - To this date, the Comanche nation refuses to make peace with the Texas Rangers over this event.
- Santa Fe Expedition
 - Lamar's Administration
 - June 1841 – Lamar sent troops to claim the western boundary of Texas, all the land east of the Rio Grande, which included Santa Fe, and a part of present-day New Mexico.
 - Mexico did not agree, and neither did the citizens of Santa Fe.
 - By the time the Texans got there, they were in short supply and exhausted.
 - Texans were captured and marched to Mexico City, and then thrown into prison.
 - The expedition was a failure and cost a great sum of money.
 - Mexicans began raiding Texas again.
- Chief Bowles
 - During the Lamar administration (1839), Chief Bowles was ordered to lead the Cherokees out of Texas. Bowles refused. Lamar ordered the militia to drive them out by force. Bowles was killed, and the Cherokees were forced to present-day Oklahoma.
- Texas Rangers
 - Lamar used the Texas Rangers to fight the Mexicans and American Indians.

- Jack Coffee Hays
 - One of the best-known Texas Rangers. A surveyor of the Republic of Texas and a captain of a Texas Ranger company.
- President Anson Jones (1844-1845)
 - Jones supported Houston’s policies. He maintained peace with the American Indian tribes, tried to limit spending, and turned over Texas to the United States.
- Republic of Texas
 - Mary Maverick – she and her husband, Samuel, established a large ranch near the San Antonio area. She recorded her daily life in diaries and journals between the days of the Republic of Texas and the Civil War. Maverick worked hard making sure the history of Texas was preserved.
 - William Goyens – a free African-American who was a well-to-do businessman. He was a blacksmith, wagon manufacturer, freight hauler, mill owner, landowner, and farmer in Nacogdoches. He was of mixed race and spoke Spanish and several native Texan languages. Goyens was an important negotiator for Texas with the Cherokees.
 - Enslaved people – the status of African Americans changed dramatically during the Republic of Texas. Slavery was legalized, and freed enslaved people in Texas had to get an act of Congress to remain freed in Texas.

7.4B

Analyze the causes of and events leading to Texas annexation.

Analyze

CAUSES OF AND EVENTS LEADING TO TEXAS ANNEXATION

Including, but not limited to:

- Texas independence
- American Texans desired to become part of the United States.
- United States’ desire for Manifest Destiny
- The Republic’s financial problems
- Sam Houston supported annexation.

7.4C

Identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.

Identify

INDIVIDUALS, EVENTS, AND ISSUES DURING EARLY TEXAS STATEHOOD

Including, but not limited to:

- U.S. – Mexican War
 - Cause – Mexico claimed the Nueces River as its border, and the United States/Texas claimed the Rio Grande.
 - The war began at Brownsville when a small battle breaks out, and American blood is shed.
- Treaty of Guadalupe-Hidalgo
 - Ended the Mexican War
 - Mexican Cession – the Southwest is claimed by the United States.
 - Mexico accepts Texas as part of the United States, and the United States paid \$15 million to Mexico.
 - The Rio Grande River is the border of Texas.
- Population Growth
 - Population doubled since annexation
 - Towns grew into cities – largest city was Galveston
 - Migration of Americans to Texas
 - Immigration of Europeans (e.g., Germans to the Hill Country)
- Compromise of 1850
 - The Texas-New Mexico Boundary Act states that Texas would receive \$10 million in return for giving up part of their western and northern territory, paying off Texas' debt, and determining the western boundary of the state.
 - This agreement was intended to deal with the slavery issue.

7.5

History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:

7.5A

Explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs.

Explain

REASONS FOR THE INVOLVEMENT OF TEXAS IN THE CIVIL WAR

Including, but not limited to:

- States' Rights
 - Texans believed that states should be able to make their own political, economic, and social decisions.
- Slavery
 - Texans believed that slavery was vital to the economy.
- Sectionalism – loyalty to the interests of one's own region or section of the country, rather than the nation as a whole

- Many Texans came from southern states and grew the chief cash crop, which was cotton.
- Texas resembled the economy, social structure, customs, and political values of the South which concentrated on plantation agriculture, slave labor, and the Democratic Party.
- Tariff – a tax on trade
 - Texans supported low tariffs to continue to trade cotton with European nations. Southern states produced 80% of the world's supply of cotton.
 - The federal government imposed protective tariffs
- Nullification Crisis
 - 1832 – President Jackson and Congress passed the Tariff of Abominations. Congress raised tariffs on raw materials and manufactured goods. The South had to sell cotton at low prices to stay competitive, while they had to pay high prices for their manufactured goods. This resulted in the Nullification Crisis in which South Carolina believed that states had the right to nullify a federal law it considered unconstitutional. South Carolina threatened to secede but a compromise ended the threat. This issue continued to brew until 1861.

7.5B

Analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.

Analyze

POLITICAL, ECONOMIC, AND SOCIAL EFFECTS OF THE CIVIL WAR AND RECONSTRUCTION IN TEXAS

Including, but not limited to:

- Civil War in Texas
 - Political effects
 - Texas joined the Confederate States of America
 - Houston removed from office because he failed to sign an oath to the Confederacy
 - Conscription Act – 60,000 Texans joined Confederate army
 - Economic effects
 - Shortages of commodities, such as coffee, medicine, clothing, salt, paper
 - Trade along Mexican border continued and supplied some of these items to Texans
 - Cotton production declines and corn and wheat production increases
 - Shortage of free labor
 - Inadequate production in agriculture and business
 - Social effects
 - Greater responsibilities for women and children during the war
 - Loss of family members

- Reconstruction in Texas
 - Political effects
 - Martial law – the military polices that started during Governor Edwards term
 - Constitution of 1876 – written at the end of Reconstruction; this is the constitution Texas still follows today
 - Indian wars – the government removes American Indians from the frontier
 - Passage of the Reconstruction Amendments
 - 13th Amendment – ended slavery
 - 14th Amendment – citizenship given to African Americans
 - 15th Amendment – suffrage given to all males
 - Economic effects
 - Growth of tenant farming and sharecropping
 - Expansion of railroad
 - Cattle industry booms
 - Social effects
 - Concern over future of freedmen
 - Juneteenth – June 19, 1865 celebrated by freed enslaved people and becomes state holiday— Emancipation Day in Texas
 - Freedmen’s Bureau established
 - Black Codes used to segregate the South and Ku Klux Klan forms
 - Immigration to Texas increased

7.5C

Identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.

Identify

SIGNIFICANT INDIVIDUALS AND EVENTS CONCERNING TEXAS AND THE CIVIL WAR

Including, but not limited to:

- John Bell Hood
 - Leader of the Confederacy’s Hood’s Texas Brigade
 - Most notable battle Seven Day’s Campaign and fought at Gettysburg
 - Ft. Hood in Killeen is named for him
- John Reagan

- Served in the cabinet of Confederate President Jefferson Davis as Postmaster General
- Francis Lubbock
 - Governor of Texas in 1861
 - Assistant to Confederate President Jefferson Davis
- Thomas Green
 - Led the troops that were on the steamboats converted to gunboats by General John B. Magruder, who commanded the Confederate forces in Texas
 - Gunboats attacked Union ships in Galveston Bay and took back control of Galveston
- John Magruder
 - Commanded Confederate forces in Texas
 - Recaptured Galveston
- Battle of Galveston
 - July 1861 – the Union Navy began to blockade Texas ports
 - October 1862 – a Union fleet sailed into Galveston Harbor and Confederate forces retreated.
 - Confederate General John B. Magruder recaptured it by converting two steamboats into gunboats by lining their sides with cotton bales, earning the nickname “Cotton Clads”
 - January 1, 1863 – General John B. Magruder and his men captured several hundred Union soldiers.
 - The city of Galveston was again under Confederate control
- Battle of Sabine Pass
 - 1863 – The U.S. made plans to invade Texas.
 - Union General William B. Franklin and 5,000 troops hoped to land an army near Sabine City, and then march overland to attack Houston and Beaumont
 - Ft. Griffin at Sabine Pass was guarded by Confederate Lieutenant Richard Dowling and Davis Guards
 - September 8, 1863, Union soldiers attacked, but the Davis Guards fought back, marking a complete victory for the Confederacy
- Battle of Palmito Ranch
 - Confederate General Robert E. Lee surrendered on April 9, 1865, but Confederate forces did not stop fighting for another month because word spread slowly.
 - May 12, 1865 – the Union army moved inland to occupy Brownsville.
 - Collided with Confederate troops led by John S. Ford, who captured over 100 Union troops
 - Union troops informed the Confederate troops that the war was over.

through the beginning of the 20th century. The student is expected to:

7.6A

Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker.

Identify

SIGNIFICANT INDIVIDUALS, EVENTS, AND ISSUES FROM RECONSTRUCTION THROUGH THE BEGINNING OF THE 20th CENTURY

Including, but not limited to:

- Factors leading to the expansion of the Texas frontier
 - Large amount of land
 - Large supply of wild longhorn on the Texas frontier
 - Demand for beef in the northern and eastern United States
 - Longhorns were worth \$40 a head in northern city packinghouses
- Effects of westward expansion on American Indians
 - Battles between Comanche, Apaches, Kiowas, and the U.S. Army
 - Forced to move to reservations in Oklahoma
- Buffalo soldiers
 - African American soldiers who were in the 9th and 10th Cavalry, as well as in the 24th and 25th Infantry Regiments stationed in Texas. They were former enslaved people who fought during the Indian Wars. American Indians gave them this nickname for their bravery.
- Quanah Parker
 - Quanah Parker was the last Chief of the Comanches and skilled warrior. His tribe roamed West Texas.
 - His mother was Cynthia Ann Parker and Chief Peta Nacona. His mother was captured by the Comanche as a small child and raised by them.
 - He eventually surrendered after evading capture by the U.S. cavalry. He assimilated to American culture and influenced other American Indians to do the same.

7.6B

Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life.

Identify

SIGNIFICANT INDIVIDUALS, EVENTS, AND ISSUES FROM RECONSTRUCTION THROUGH THE BEGINNING OF THE 20th CENTURY

Including, but not limited to:

- Development of the cattle industry from its Spanish beginnings
 - Cattle were brought to America by the Spaniards.
 - Large Spanish/Mexican ranches existed in northern Mexico and Texas.
 - The first cowboy was the Spanish vaquero.
 - Cattle trails were used to get cattle to the railroads, which took them to market in northern states.
 - Over time, railroad junctions were established in Texas.
 - Barbed wire, windmill (windpump or windwheel), and railroads in Texas were the main causes for the close of the open range. Ranchers no longer had to have access to waterways.
- Myths and realities of the cowboy way of life
 - Two-thirds of cowboys were African-Americans (former enslaved people), Mexican-Americans (Tejanos), and women.
 - Famous cowboys – Daniel Webster “80 John” Wallace, Bose Ikard, Oliver Loving, Charles Goodnight, Maria del Carmen Cavillo, Elizabeth “Lizzie” Johnson Williams

7.6C

Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg.

Identify

SIGNIFICANT INDIVIDUALS, EVENTS, AND ISSUES FROM RECONSTRUCTION THROUGH THE BEGINNING OF THE 20th CENTURY

Including, but not limited to:

- Effects of the growth of railroads
- Allowed raw materials in Texas to be sent to northern markets
- Texans had fast, inexpensive, and reliable transportation.
- Cause for the industrialization of Texas
- Contributions of James Hogg
 - As Texas Attorney General, and Governor, he worked at reforming big business fighting to protect citizens from unjust businesses practices.
 - Supported the creation of the Texas Railroad Commission that protected citizens from unfair practices by railroads

7.6D

Explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.

Explain

POLITICAL, ECONOMIC, AND SOCIAL IMPACT OF THE AGRICULTURAL INDUSTRY AND THE DEVELOPMENT OF WEST TEXAS RESULTING FROM THE CLOSE OF THE FRONTIER

Including, but not limited to:

- Agricultural industry
 - Political impact
 - Increase of revenue for state
 - Economic Impact
 - Products were moved, sold, and transported across the nation.
 - New cash crops were grown in Texas (e.g., wheat, sorghum).
 - Cotton and corn grown across the state
 - Crops affect inflation
 - Income from agriculture exceeded income from cattle ranching by 1900s.
 - Social impact
 - Farmers moved west.
 - New methods of farming – dry farming, irrigation, and terraces
 - Increase of sharecropping and tenant farming, which resulted in many people in deep debt
 - Tenant Farming – farmers who rented land on which to grow crops
 - Sharecropping – farmers who rented land, tools, seeds, and/or houses and promised part of their crop as payment
- Development of West Texas resulting from the close of the frontier
 - Political impact
 - Range wars – farmers and ranchers battled between each other. Cutting and destroying fences and burning pasture land resulted in gunfights and lower property values.
 - Legislation – fence cutting became a felony
 - Economic impact
 - Expansion of the railroad
 - Cattle ranching becomes a business, rather than a way of life
 - Growth of large ranches
 - Inventions – barbwire and windmill (windpump or windwheel)

- Sheep ranching increased
- Improvements in quality of beef
- Social impact
 - Growth of population and towns in West Texas
 - Use of barbwire to fence-off land

7.7 *History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:*

7.7A **Explain the political, economic, and social impact of the oil industry on the industrialization of Texas.**

Explain

POLITICAL, ECONOMIC, AND SOCIAL IMPACT OF THE OIL INDUSTRY ON THE INDUSTRIALIZATION OF TEXAS

Including, but not limited to:

- Political impact
 - Texas Railroad Commission set limits to regulate and control oil prices
- Economic impact
 - Growth of cities and rise of boomtowns
 - Increased jobs and oil-related services
 - Development of other parts of the state
 - Growth of automobile industry
- Social impact
 - Improved the standard of living in Texas

7.7B **Define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology.**

Define, Trace

IMPACT OF "BOOM-AND-BUST" CYCLES OF LEADING TEXAS INDUSTRIES THROUGHOUT THE 20th AND EARLY 21st CENTURIES

Including, but not limited to:

- Farming
 - Reconstruction to Progressive Era
 - Agriculture was the leading industry in Texas
 - Expansion of urban areas created demand of agricultural products
 - The value of agricultural products increased
 - Farmers continued to increase the production of agricultural products
 - Farmers began to organize, and machines were used to produce goods faster and more efficiently
 - Prices began to drop because there were too many agricultural products on the market
 - Great Depression through World War II
 - Due to overproduction of agricultural products and the Stock Market Crash, prices dropped.
 - Businesses began to close, and Texans lost their jobs.
 - The demand for agricultural products was not as high as the supply, causing farmers to lose their farms.
 - Events that led to World War II increased the demand for agricultural products.
 - World War II to present
 - Agriculture became more commercial
 - Prices have fluctuated due to weather, supply, and demand
 - Oil and gas production
 - 20th century
 - New oil fields were found in Texas
 - Related industries began to grow
 - Economies in urban areas began to grow
 - Urban areas grew in population
 - Demand grew even more during World War II
 - After WWII, most products were made from petroleum and demand grew for oil
 - During the 1970s and early 1980s, a worldwide oil shortage caused Texas oil to be in great demand. This was due to the 1973 OPEC Oil Embargo and 1979 Oil Crisis. The result was an increase in Texas oil production. When the oil producers in the Middle East increased production in the 1980s, oil prices dropped and Texas faced hard economic times. State leaders worked to diversify the Texas economy to avoid similar problems.
- Cotton
 - 1860-1930s
 - Steady growth of cotton industry since the Civil War
 - Overproduction of cotton
 - The Dust Bowl led to three years of drought and blizzards in the Great Plains
 - Demand for cotton products decreased because of the economic depression around the world

- Prices dropped
- Businesses closed and Texans lost their jobs
- Events that led to World War II increased the demand for cotton products.
- Ranching
 - 1860s-present
 - Large supply of cattle after the Civil War in South Texas
 - High demand for cattle in the North – prices were high
 - Increase in cattle production
 - Ranchers had to sell their cattle because they could not afford to feed them.
 - Prices of cattle dropped because people could not afford to buy them, and there was no demand for cattle.
 - Events that led to World War II increased the demand for cattle.
 - Supply, demand, and price of cattle have been up and down depending on weather, disease, and supply outside of Texas.
- Real Estate
 - 1970s-present
 - During the late 70s when unemployment was low, real estate was in demand and building expanded. Unemployment increased during the early 1980s due to the energy crisis and banking scandals; demand for real estate decreased. By the early 1990s the economy improved and so did real estate demand.
- Banking
 - 1929-2000s
 - The stock market crashed and caused the prices of stocks to fall.
 - Many people were left with high debts.
 - Banks ran out of money because they could not collect the money owed to them.
 - Governments did not insure banks and Texans lost all their money.
 - Texans did not have money to spend.
 - Factories, businesses, and farms were lost.
 - During the late 1980s Texas Savings and Loans were implicated in land flips and other criminal activities. Half of the failed S&L's were from Texas, pushing the state into recession. As bad land investments were auctioned off, real estate prices collapsed, office vacancy rose to 30%, and crude oil prices fell 50%.
 - By the 2000s, loans were taken out by people buying homes, commercial properties, automobiles, etc. When the economy began to slow, people lost jobs and could not pay the loans back.
- Computer Technology
 - 1970s-present
 - The technology business has been on the increase in Texas since the 1970s, especially booming in Austin and Dallas.

7.7C

Describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century.

Describe, Compare

IMPACT OF PROGRESSIVE AND OTHER REFORM MOVEMENTS IN TEXAS IN THE 19th AND 20th CENTURIES

Including, but not limited to:

- Populists
 - Populism – nationwide movement of rural citizens who had not benefited from the modern lifestyle made by the growth in industry
 - Goal in Texas – wanted the government of the people to protect the interests of common workers
 - Farmer's Alliance (farmers, ranchers, and farm laborers) spread throughout South Texas forming a political party in 1892, known as the People's Party or Populist Party
 - Demanded government regulation of businesses; public ownership of the railroads, telephone, and telegraph lines; and elimination of the national banking system
 - Called for labor reform, a graduated income tax, and the direct election of U.S. Senators (17th Amendment 1913)
 - Supported the creation of public warehouses where farmers could store excess crops until prices increased
 - Won some elections in 1892 and 1894 at the state level but movement faded after 1896 because the Democratic Party began to adopt many of the Populists' ideas.
- Progressive
 - Legislative reforms were passed in the areas of labor, child labor, education, prisons, banking, and public safety. These reforms continue protecting Texans.
 - Most reforms ignored minorities
- Women's Suffrage
 - 19th Amendment gave women the right to vote in the United States.
 - The Texas Equal Suffrage Association supported and campaigned for the passage of this amendment
- Agrarian Groups
 - Grange
 - The Grange or Patrons of Husbandry organized in Texas in 1873.
 - Offered cooperation in business, happier home lives, more social contacts, and better educational opportunities
- Labor Unions
 - Texas Farmers Union
 - 1902 – A small newspaper editor from Point organized this Union after the failure of the Populists' Party.

- Were active in agricultural and rural public policies
- Evangelical Movement of the late 20th Century
 - Late 1970s and 1980s saw the growth of active involvement of religious leaders in political affairs
 - Republican Party supported by evangelical voters
 - 1990s – Republican Party had majority power in each branch of government and the State Board of Education

7.7D

Describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White.

Describe, Compare

CIVIL RIGHTS AND EQUAL RIGHTS MOVEMENTS OF VARIOUS GROUPS IN THE 20th CENTURY

Identify

KEY LEADERS IN THESE MOVEMENTS

Including, but not limited to:

- Civil Rights movements
 - 1929 – League of United Latin American Citizens (LULAC) was formed in Corpus Christi to support the rights for Spanish-speaking people.
 - 1942 – James Farmer founded the Congress of Racial Equality (CORE).
 - 1948 – the American G.I. Forum was founded by Dr. Hector Garcia. Garcia and the G.I. Forum fought to help veterans (specifically Mexican-Americans) to obtain an education and health care.
 - 1940s-1950s – Lulu Bell Madison White was a civil rights activist devoted to the struggle against Jim Crow in Texas. She campaigned for the right to vote, for equal pay for equal work, and for desegregation of public facilities for African Americans. She was president of the Houston chapter of the National Association for the Advancement of Colored People (NAACP).
 - 1964 – Civil Rights Act was signed by President Lyndon B. Johnson
 - 1965 – Voting Rights Act was signed by President Lyndon B. Johnson
- Equal Rights Movement
 - Turn of the 20th Century – grew out of the Temperance Movement
 - Early 1900s – chapters of the Texas Women’s Suffrage Movement were formed in major Texas cities.
 - August 18, 1920 – 19th Amendment gave women the right to vote in the United States. The Texas Equal Suffrage

Association supported and campaigned for the passage of this amendment.

- 1920s – Jane McCallum was a member of the "Petticoat Lobby," which worked for education, prison reform, prohibition, mother and child health, literacy, and the elimination of child labor. She was appointed as Secretary of State under Governor Dan Moody.
- World War II - Oveta Culp Hobby served as the parliamentarian of the Texas Legislature and then became the Director of the Women's Army Corp (WAC). She received the rank of colonel and received the Distinguished Service Medal (the first woman to receive this award).

7.7E

Analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas.

Analyze

POLITICAL, ECONOMIC, AND SOCIAL IMPACT OF MAJOR EVENTS ON THE HISTORY OF TEXAS

Including, but not limited to:

- World War I
 - Political impact
 - Approximately 200,000 Texans fought
 - Edward M. House was the closest advisor to President Wilson
 - Four major military camps were set up in Texas – Camp Bowie in Ft. Worth, Camp Travis in San Antonio, Camp Logan in Houston, and Camp MacArthur in Waco
 - Economic impact
 - Raised money by buying Liberty Bonds
 - Women joined the workforce
 - Some foods were rationed
 - Social impact
 - Approximately 500 women from Texas served as nurses
 - Approximately 5,000 Texans gave their lives
 - Sacrificed on the home front
 - Rationed
 - Volunteered for Red Cross
- Great Depression
 - Political impact

- New Deal programs to provide relief – Civilian Conservation Corps (CCC), Public Works Administration (PWA), and Works Progress Administration (WPA)
- John Nance Garner from Uvalde was Vice President under Franklin Roosevelt (1933-1941); Speaker of the House (1931-1933)
- Sam Rayburn was the Speaker of the House (U.S. House of Representatives) and pushed for regulatory legislation that would protect the public interest. He served longer than any other legislator as Speaker of the House
- Miriam “Ma” Ferguson and W. Lee “Pappy” O’Daniel were governors during the Depression
- Economic impact
 - Texans didn’t suffer as much as other parts of the country because most Texans were involved in the agricultural industry
 - Funding for education and government services was severely cut
 - Prices for food and other products fell
 - Oil industry began to increase due to demand
 - New Deal programs employed over 100,000 Texans; built and repaired bridges, dams, roads, and parks
- Social impact
 - North Texans migrated to California looking for work
 - The social security system was established
 - Dust Bowl – dust storms swept through the Great Plains causing erosion, drought, and destruction of crops
 - Texas celebrated its centennial
- World War II
 - Political impact
 - Influential powers
 - Oveta Culp Hobby – First director of the Women’s Army Corp (WAC)
 - Admiral Chester W. Nimitz – Commander of Pacific Fleet
 - Dwight Eisenhower – Allied Commander
 - Sam Rayburn – Speaker of the House (supported financial support for the war effort)
 - Jack Nance Garner – Vice President
 - Major military bases and airfields
 - Over 750,000 Texans served in the war
 - Audie Murphy – most decorated soldier
 - Many Texans received the Medal of Honor
 - Economic impact
 - Improved Texas economy
 - Oil and Gas industry
 - Lumber

- Agriculture
- Cotton
- Women joined the workforce
- Social impact
 - Sacrificed on the home front
 - Rationing
 - Migration to urban areas
 - Desire of minorities to be integrated because of their involvement in the war effort
 - Over 22,000 Texans died in the war

7.7F

Analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration.

Analyze

POLITICAL, ECONOMIC, AND SOCIAL IMPACT OF MAJOR EVENTS IN THE LAST HALF OF THE 20th AND EARLY 21st CENTURIES

Including, but not limited to:

- Major Conflicts – Korea, Vietnam, and Gulf Wars
 - Political impact
 - Growth of military bases in Texas
 - Economic impact
 - Growth of oil industry
 - Social impact
 - Texas soldiers fought and died in conflicts
- The Emergence of a two-party system
 - Political impact
 - Constant struggle between parties for control of the legislature and state offices
 - Social impact
 - Texans have a choice in elections
- Political and economic controversies property taxes used to fund public education
 - Political impact

- Each session there is a high demand by citizens to reform how public education is funded.
- The legislature has to occasionally revisit the issue due to court judgments.
- Economic impact
 - Top rate for local property taxes set by the state with many communities as high as they can go by law.
 - Fast growing school districts and districts with little industrial base are challenged by lack of funding
- Transportation-challenges to provide for rapid population growth in Texas
 - Political impact
 - Decision to increase taxes or partner with the federal government to acquire funding to build highways, roads, and bridges
 - Economic impact
 - Toll roads are built to fund and maintain highways, roads, and bridges.
 - Period boom and bust in the housing industry
 - Social impact
 - Increase pollution
 - Increased urban congestion
- Immigration
 - Political impact
 - Debate about reform of immigration policies
 - Economic impact
 - Supplied cheap labor for construction, restaurant, hotel and other manufacturing industries in Texas
 - Social impact
 - Number of immigrants who are not citizens using government services
 - Challenging when children are citizens while their parents are not citizens
- Migration
 - Political impact
 - Increased population leads to more representation in the U.S. Congress and the Electoral College.
 - Changes in political views
 - More stress on the state's infrastructure and natural resources
 - Economic impact
 - Increase in economic opportunities
 - Growth of construction industry
 - Social impact
 - Increase population especially in urban areas with diverse backgrounds

7.8***Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:*****7.8A****Create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries.**

Create, Interpret

THEMATIC MAPS, GRAPHS, CHARTS, MODELS, AND DATABASES REPRESENTING VARIOUS ASPECTS OF TEXAS DURING THE 19th, 20th, AND 21st CENTURIES

Including, but not limited to:

- Suggested maps, graphs, charts, models, and databases in each unit
- Natural Texas and its people
 - Maps
 - Regions of Texas
 - Regions that American Indians inhabited in Texas
 - Graph (bar, line, or circle)
 - Population of American Indians in Texas prior to the arrival of Europeans
- Spanish Colonial
 - Maps
 - Spanish control in the Americas
 - Texas missions and settlements
- Mexican National
 - Map
 - Empresario Grants
 - Settlements in Texas by 1821
- Revolution and Republic
 - Graph
 - Number of men who died at the Alamo and other battles
 - Population of Texas before and after the Texas Revolution
 - Maps
 - Location of battles, including the Battle of San Jacinto
 - Republic of Texas – capital, major towns, patterns of settlement
- Early Statehood

- Maps
 - State of Texas – capital, major towns, patterns of settlement
 - Mexican Cession – U.S. states that are part of the Mexican Cession
- Texas in the Civil War and Reconstruction
 - Maps
 - Civil War Battles in Texas (Civil War)
 - Reconstruction military districts (Civil War)
 - Graphs
 - Number of Texans that fought in the Civil War
 - Number of Texans that died in the Civil War
- Cotton, Cattle, and Railroads
 - Maps
 - Military posts in West Texas (Expanding the Frontier)
 - European immigration (Texas Heritage)
 - Major urban areas in Texas at the turn of the 20th century
 - Graphs
 - Population of Texas 1800
- Age of Oil
 - Maps
 - Texas oil fields
 - Chart
 - Population of Texas between 1880-1945
- Texas in the Great Depression and World War II
 - Maps
 - Dust Bowl
 - Military installations
 - Internment camps
- Civil Rights and Conservatism
 - Map
 - Civil rights activities in Texas
 - Graph
 - Political parties membership numbers and demographics

- Contemporary Texas
 - Map
 - Texas' five largest urban areas
 - Graphs
 - Boom and bust cycles
 - Population and demographics

7.8B

Analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.

Analyze, Interpret

GEOGRAPHIC DISTRIBUTION AND PATTERNS IN TEXAS DURING THE 19th, 20th, AND 21st CENTURIES

Including, but not limited to:

- Natural Texas and its People
 - What is the relationship between the population of Texas and the regions of Texas?
 - What is the relationship between where Texas American Indians lived and where Texans live today?
 - Why is the lifestyle of Southeastern American Indians different than those that live on the Plains?
- Age of Contact
 - Why were the Spanish reluctant to settle Texas?
 - What type of resources did explorers find in Texas?
- Spanish Colonial
 - How did geography affect where missions were built in Texas?
 - Why did central Texas become the area the Spanish decided to build the majority of their missions?
- Mexican National
 - How does the distance between Texas' colonies and Mexico City affect relations between the colonists and Mexican leaders?
- Revolution and Republic
 - Which was easier terrain to move soldiers, Urrea's, or Santa Anna's advancement into Texas?
 - Could San Jacinto have been won by the Mexicans if Urrea had gotten there in time?
 - What route could Mexicans use once Vince's Bridge was burned?
 - Where were most settlements in the Republic of Texas?
- Statehood
 - Where did European immigrants settle and why?

- What proportion of Texans were slaveholders?
- Where were plantations located in Texas? Why?
- Texas in the Civil War and Reconstruction
 - Why were there so few Civil War battles in Texas?
 - Why did it take enslaved Texans so long to learn about emancipation?
 - Why was Texas more economically successful than other states during Reconstruction?
 - How did Texans modify the environment during Reconstruction?
- Cotton, Cattle, and Railroads
 - Why was there a need for military posts to expand into West Texas?
 - What was the impact of cattle trails on Texas?
 - Why was there an increase of towns in the western part of Texas?
 - Where and why did European immigrant groups settle in Texas?
 - Why did the population of Texas increase before and after the Civil War?
 - Why were towns in Texas growing rapidly?
 - Why did very few Texans live out west?
- Age of Oil
 - Why was the number of urban areas increasing during the early 20th century?
 - Why is the population of Texas increasing?
 - Where is urbanization occurring in Texas?
- Texas in the Great Depression and World War II
 - Why did the Dust Bowl affect the Panhandle more than other regions?
 - Why were so many military installations located in Texas?
- Civil Rights and Conservatism
 - Where did many civil rights activities take place in Texas?
 - What part of Texas has a concentration of conservative political supporters?
- Contemporary Texas
 - How is the population of Texas growing over time?
 - Which region of Texas is growing the fastest?
 - What is the racial, ethnic and demographic composition of Texas?

7.9

Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

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.

Locate

REGIONS AND PLACES OF IMPORTANCE IN TEXAS DURING THE 19th, 20th, AND 21st CENTURIES

Including, but not limited to:

- Regions
 - Mountains and Basins
 - Great Plains
 - North Central Plains
 - Coastal Plains
- Cities
 - 19th Century
 - San Antonio
 - El Paso
 - Goliad
 - San Felipe de Austin
 - Galveston
 - Houston
 - Brownsville
 - Victoria
 - 20th century and 21st century
 - Austin
 - San Antonio
 - Houston
 - Ft. Worth
 - Dallas
 - El Paso
 - Brownsville
 - Lubbock
 - Amarillo
 - Midland
 - Odessa

- Rivers
 - Sabine
 - Red
 - Rio Grande
 - Nueces
 - Neches
 - Trinity
 - Brazos
 - Colorado
 - Guadalupe
 - San Antonio
 - Pecos
- Natural and historic landmarks
 - Llano Estacado (natural)
 - Balcones Escarpment (natural)
 - Palo Duro Canyon (natural)
 - Alamo (historic)
 - San Jacinto (historic)
 - Capitol Building (historic)
- Political and cultural regions
 - Dallas/Ft. Worth Metro (political)
 - Houston Metro (political)
 - Austin/San Antonio Corridor (political)
 - African-Americans – East/Southeast Texas (cultural)
 - Mexican Americans/Tejanos – South Texas (cultural)
 - Cowboys – West Texas (cultural)
- Local points of interest
 - Big Bend National Park
 - Padre National Seashore
 - San Antonio Missions National Historical Landmark
 - Big Thicket National Preserve
 - Local areas

7.9B**Compare places and regions of Texas in terms of physical and human characteristics.**

Compare

PLACES AND REGIONS OF TEXAS IN TERMS OF PHYSICAL AND HUMAN CHARACTERISTICS

Including, but not limited to:

- 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
 - Physical characteristics
 - Plains, desert, hills, Balcones Escarpment
 - 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
 - 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
 - Physical characteristics
 - Rolling prairies, a few rivers
 - Climate – hot short summer, cool to cold winters
 - Human characteristics
 - Industries – agriculture, manufacturing, military defense
- Great Plains
 - Physical characteristics
 - Canyons, escarpments, plains, aquifers, plateaus
 - Climate – hot summers, cold winters
 - Human characteristics
 - Irrigation
 - Industries – ranching and agriculture

- Wind farms
- Dams – Amistad
- Oil/gas and ranching
- Mountains and Basins
 - Physical characteristics
 - River, deserts
 - Climate – hot days, cold nights, hot short summers, cold winters
 - Human characteristics
 - Industries – cattle, sheep and goat ranching
 - Big Bend National Park
 - Dams

7.9C

Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

Analyze

EFFECTS OF PHYSICAL AND HUMAN FACTORS ON MAJOR EVENTS IN TEXAS

Including, but not limited to:

- Climate
 - Dust Bowl
 - The climate in the Panhandle is windy, hot, and dry during the summer. Combined with three years of drought, and lack of soil conservation, dust storms occurred destroying crops and causing Texans to migrate from the Panhandle and Texas. It also caused a change in farming techniques and government policies.
- Weather
 - Texas Revolution
 - The fall and spring brought heavy rains and cold fronts that made it very difficult to travel, especially across rivers (e.g., Brazos and Trinity).
 - The Runaway Scrape and the path to the San Jacinto battleground was made very difficult because of heavy rains and cold fronts.
- Landforms
 - Battle of Coleto
 - Fannin stopped in an open prairie to give his men a rest, but the Mexicans were able to surround them.

- Fannin’s men had no natural resources to protect themselves, resulting in a defeat.
- American Indian Wars
 - The U.S. Army trapped the Comanche in the Palo Duro Canyon, their winter home.
 - Flat land of High Plains allowed for them to be untouched for so long
 - This defeat forced the Comanche to move to reservations in Oklahoma.
- Irrigation
 - Closing the frontier
 - When windmills were invented, farmers and ranchers were able to water their crops and animals on their own property without having access to a river or aquifer.
- Transportation
 - Growth of population and agricultural industry
 - Due to the growth of the railroad in Texas, people were able to travel, live, and create new businesses in all areas of Texas, including South and West Texas, and they were able to transport crops and cattle across Texas and the United States.
- Communication
 - End of the Civil War in Texas and freeing of enslaved people in Texas
 - Communication during the 19th century was very slow. The American Civil War ended April 9, 1865.
 - Confederate soldiers were still fighting May 12 - May 13, 1865 in Texas because they had not heard that Robert E. Lee surrendered.
 - Enslaved people in Texas did not hear about their emancipation until June 19, 1865
 - Texas was not devastated during the war because few battles were fought in Texas in comparison to the rest of the southern states.
 - Crops were still planted/sold through Mexico and circumvented the Union blockades

7.10

Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:

7.10A

Identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications.

Identify

WAYS TEXANS HAVE ADAPTED TO AND MODIFIED THE ENVIRONMENT

Analyze

POSITIVE AND NEGATIVE CONSEQUENCES OF THE MODIFICATIONS

Including, but not limited to:

- Spanish Colonial
 - Colonial homes – built from timber and rocks
 - Dog Run homes – built with a breezeway for shade and to catch the breeze
 - Home furnishing – made from natural resources in the area
 - Buckskin clothes – made from deer hide
 - Water wells – built to acquire water near their home
 - Food – killed animals and grew crops
- Expanding the frontier
 - Cattle trails
 - Adapted – cattle trails were developed to transport cattle to the railroads.
 - Consequences – led to the development of railroads and towns in less-developed areas
 - Closing the frontier
 - Adapted – fences were used to keep cattle, sheep, and goats within one's property.
 - Consequences – changed the business of ranching to be more commercial and encouraged other types of industries to move into the area
 - Age of oil
 - Road and railroad systems – road and railroad tracks were built across Texas during this period time to accommodate the fastest mode of transportation, the train and the automobile. These roads and tracks allowed Texas farmers to reach new markets in and outside of Texas.
 - Hurricane 1900 – after the hurricane, the city of Galveston built a seawall and increased the elevation of the city. The environmental consequences that have occurred due to these modifications are that the city rarely floods and structures had to be raised
 - Houston Ship Channel – built in 1914, the Houston Ship Channel was built to connect Houston with the Gulf of Mexico to improve the economy of Houston. Since then, it has been widened and deepened. The environmental results have been an increase in pollution, collisions, explosions, and oil spills.
 - The Great Depression
 - Soil conservation – Texans planted trees and natural vegetation in the Texas Panhandle to prevent erosion. The result has been fewer sand storms and erosion of the land. Farming techniques were changed and the use of irrigation systems was developed.
- Contemporary Texas
 - Water Management
 - Adapted – built dams, used them for electricity and for recreation

- Results – pollution, the rivers are drying up (Rio Grande River), and more stable water supplies
- Adapted – irrigated the plains to grow cotton and other crops
- Results – the aquifers are drying up and increased crop yields
- Continued Oil development
 - Adapted – drilling for oil in the Gulf of Mexico, introduction of horizontal drilling and hydraulic fracturing extraction methods
 - Consequences – more energy, economic growth, oil spills, oil contamination of beaches, gulf, and wildlife habitats, possible water contamination and possible increase in seismic activity

7.10B

Explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.

Explain

WAYS GEOGRAPHIC FACTORS HAVE AFFECTED THE POLITICAL, ECONOMIC, AND SOCIAL DEVELOPMENT OF TEXAS

Including, but not limited to:

- Galveston Hurricane of 1900
 - Political development
 - City commission – new type of city government
 - The island was raised by 13 feet – dredged sand from the bay
 - A seawall was built to protect the island
 - Economic development
 - Industries began to move to Houston from Galveston
 - Social development
 - 6,000-8,000 people were killed
- Dust Bowl
 - Political development
 - New Deal Programs were initiated to prevent erosion
 - Economic development
 - Crop prices dropped
 - Farms were lost to the bank
 - Population decreased in Panhandle towns

- Social development
 - Texans migrated to California and other parts of the nation
 - Implemented ways to stop erosion – planting trees, contour plowing, terracing
- Limited water resources
 - Political development
 - Water restrictions mandated by city and state
- Economic development
 - Farming in West Texas was often abandoned because of the limited water resources but ranching (cattle) was more successful.
 - Increase cost of providing water
 - Social development
 - Limitations on growth and development
 - Restrictions to how much water one can use
- Alternative energy sources
 - Political development
 - Funding, tax breaks, and legislation for alternative energy sources
 - Economic development
 - Initial use of alternative energy sources is costly, but over time with more use it becomes less costly
 - Social development
 - Citizens use alternative energy sources to cool/heat and power homes and buildings

7.11

Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:

7.11A

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

Analyze

WHY IMMIGRANT GROUPS CAME TO TEXAS AND WHERE THEY SETTLED

Including, but not limited to:

- 19th century
 - Mexicans

- Why – bordered Mexico, vast amounts of land for ranching
- Where – settled South Texas
- Germans
 - Why – available cheap land, good climate
 - Where – settled in New Braunfels, San Antonio, and central Texas
- Americans
 - Why – similar to southeast Texas where most came from, relatives and other people they knew, and financial opportunities
 - Where – East Texas
- Swedish
 - Why – economic opportunities
 - Where – Williamson County
- Irish
 - Why – potato famine and poverty
 - Where – The Rio Grande Valley, San Patricio, Refugio, and Victoria
- French
 - Why – took advantage of the Colonization Laws of 1841
 - Where – Castroville
- Polish
 - Why – economic opportunities
 - Where – Panna Maria
- Czech
 - Why – available cheap land and poverty
 - Where – Cat Spring, Fayette County
- Italians
 - Why – economic depression
 - Where – urban communities along the Texas coast
- Chinese
 - Why – helped build the railroad
 - Where – El Paso, Houston, and other urban areas
- 20th century
 - Why immigrant groups came to Texas
 - Job opportunities due to the economy

- Many education institutions
- Eastern Europeans
 - Why – economic depression, religious persecution
 - Where – where earlier Europeans lived and urban areas
- Latin Americans
 - Why – economic depression, poor economies in Latin America, and location to Texas
 - Where – urban areas
- Vietnamese
 - Why – political oppression, refugees of the Vietnam War
 - Where – urban areas and along the coast
- Arabs
 - Why – conflict in Middle East and oil industry
 - Where – urban areas

7.11B

Analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas.

Analyze

HOW IMMIGRATION AND MIGRATION TO TEXAS IN THE 19th 20th, AND 21st CENTURIES HAVE INFLUENCED TEXAS

Including, but not limited to:

- A cultural pattern of diversity is evident in the celebrations, languages, traditions, arts, architecture and foods in Texas.

7.11C

Analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation.

Analyze

EFFECTS OF THE CHANGING POPULATION DISTRIBUTION AND GROWTH IN TEXAS DURING 20th AND 21st CENTURIES AND THE ADDITIONAL NEED FOR EDUCATION, HEALTH CARE, AND TRANSPORTATION

Including, but not limited to:

- Need for education
 - Fast growing school districts resulting in the need for more teachers, buildings, and resources
 - Demand for a greater tax base

- Health care
 - More medical hubs across the state
 - Demand for public funding
- Transportation
 - More roads and highways needed
 - Increased urban congestion
 - Toll Roads

7.11D

Describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.

Describe

STRUCTURE OF THE POPULATION OF TEXAS USING DEMOGRAPHIC CONCEPTS

Including, but not limited to:

- Growth Rate – the annual rate at which population has been or is expected to grow
 - Anglos
 - 2000 – 11,074,716
 - 2040 – 12,225,486
 - African American
 - 2000 – 2,421,653
 - 2040 – 3,995,349
 - Hispanic
 - 2000 – 6,669,666
 - 2040 – 29,926,210
 - Other
 - 2000 – 685,785
 - 2040 – 4,435,916
- At the turn of the century, the population growth rate has been increasing. Use charts and graphs to show this.
- Age distribution – the pattern of different age groups of the population at different periods
 - Average age is getting older with the aging of the baby boom generation, yet the majority of the Texas population is under the age of 65.
 - Check yearly with the state demographer

[7.12](#)

Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:

[7.12A](#)

Explain economic factors that led to the urbanization of Texas.

Explain

ECONOMIC FACTORS THAT LED TO URBANIZATION OF TEXAS

Including, but not limited to:

- New industries – oil and gas
- New technology in agriculture, cattle and ranching, and oil and gas
- Transportation
 - Railroads – increased number of tracks and regulation of prices and standards
 - Roads and highways – roads and highways were built because of the increase of cars and trucks.
 - Workforce – the population of Texas increased due to job opportunities.

[7.12B](#)

Trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing.

Trace

DEVELOPMENT OF MAJOR INDUSTRIES THAT CONTRIBUTED TO URBANIZATION OF TEXAS

Including, but not limited to:

- Transportation
 - Early 19th century – wagons, carriages, and horses
 - Latter part of the 19th century – wagons, carriages, horses, railroads, and steamboats
 - Early 20th century – railroads, shipping, cars, and trucks
 - Latter part of the 20th century – railroads, shipping, cars, trucks, and air service
- Oil and gas
 - 18th century – oil was found, but there was little demand for it.
 - 1866 – Melrose Petroleum Oil Company drilled the first successful oil well.
 - 1894 – oil is found in Corsicana and drilling is encouraged in East Texas.
 - Turn of the 20th century – transportation improves with use of engines that use oil.

- January 10, 1901 – Spindletop
- 1920s – new oil fields were found in East and West Texas
- World’s leading producer
- 1940-1950 – demand for oil and gas and petroleum products grew due to World War II
- 1960 – Organization of Petroleum Exporting Countries (OPEC) formed as a cartel of oil exporting nations that controlled world oil prices. The United States is not a member of OPEC.
- 1973 – Arab members of OPEC placed an embargo on oil shipped to the United States. This event led to the increase of oil production in Texas.
- 1980s – the oil embargo was lifted, and oil in Texas was not in demand anymore. The oil industry in Texas was in financial trouble causing a decrease in tax revenues for the state.
- 1990s to present – it is a stable industry, primarily focusing on refineries and products.
- early 21st century has seen increased oil production from Texas with the introduction of new extraction methods, such as horizontal drilling and hydraulic fracturing
- Manufacturing
 - Turn of the 20th century – Texas had a small manufacturing industry that provided what was needed in communities.
 - World Wars – increase in the manufacturing of products, especially those created from natural resources like oil and gas, agricultural resources, cattle, goat, and sheep, etc.
 - 1950s – transportation increased the distribution of products produced.
 - 1960s – due to state tax breaks, industries moved to Texas.

7.12C

Explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.

Explain

CHANGES IN TYPES OF JOBS AND OCCUPATIONS THAT HAVE RESULTED FROM URBANIZATION OF TEXAS

Including, but not limited to:

- 18th century
 - Farming/agriculture
 - Cattle and ranching
- 20th century
 - Cattle, ranching, farming, and agricultural jobs decreased due to new technology and changing demands of the population
 - Oil and gas industry jobs increased due to the change in transportation and products. Most products today are made from a byproduct of oil.
 - More people migrated to urban areas due to jobs resulting from the oil and gas industry.

- Service industry jobs increased because more of the population was living in urban areas.

7.13

Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

7.13A

Analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology.

Analyze

IMPACT OF MARKETS AND EVENTS ON PRODUCTION OF GOODS AND SERVICES IN TEXAS

Including, but not limited to:

- Agriculture
 - Fruit industry – third largest industry in the United States
 - Agriculture sold throughout the U.S. and international markets – cotton, rice, sugar, vegetable, fruit, cattle, poultry, and timber
- Oil and gas
 - 1973 Arab Oil Embargo increased oil production in Texas.
 - Oil and gas headquarters, and refineries are in Houston, Beaumont, and Corpus Christi
 - Mass production of products and early oil growth
- Computer technology
- IBM, Dell Computer, Texas Instruments, Tracor, Sun, Motorola, Intel, Advanced Micro Devices, Rolm, Tandem, and many other companies have chosen to establish or expand operations in the Austin area. One of the most sought-after projects of the late 1980s, the Sematech semiconductor also selected Austin as its home.

7.13B

Analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas.

Analyze

IMPACT OF ECONOMIC CONCEPTS WITHIN THE FREE ENTERPRISE SYSTEM ON THE ECONOMY OF TEXAS

Including, but not limited to:

- Free enterprise system – type of economy where people own and run their own businesses and respond to consumer

demand.

- It was most developed when Anglos from the United States began colonizing Texas.
- Supply and demand – supply is the amount of goods available, and demand is the desire to own something and the ability to pay for it.
 - The crash of the stock market resulted in Americans not having enough money to buy products. This event, and the overproduction of agriculture products and oil and gas led to a drop in prices. All of these events led to the closure of businesses, loss of jobs, and loss of homes in Texas.
- Profit – profit is the degree to which persons or organizations are better off financially at the end of a time period than they were at the beginning. The increase in material well-being is termed profit. Profit is a motivational force in capitalism and in free enterprise.
 - Overproduction of agricultural products like cotton and oil and gas led to a drop in prices, which led to smaller profits or no profit. Without a profit, businesses during the Great Depression closed and workers lost their jobs.
- Government regulation
 - New Deal Programs during the Great Depression created jobs that put Texans to work.
 - Works Project Administration (WPA), Public Works Administration (PWA), and Civilian Conservation Corp (CCC) put people to work building or improving public buildings such as schools, post offices, hospitals, coliseums, parks, swimming pools, and dams.
- World competition
 - Import/export agricultural products
 - Import/export of oil

7.13C

Analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.

Analyze

IMPACT OF SIGNIFICANT INDUSTRIES IN TEXAS ON LOCAL, NATIONAL, AND INTERNATIONAL MARKETS

Including, but not limited to:

- Oil and gas – Houston and Dallas are the home office of many oil companies, and Houston, Beaumont, and Corpus Christi are the home of oil refineries. This has led to many oil-related jobs and industries, supporting industries and revenue for the state.
- Aerospace – NASA was located in Houston (Clear Lake) and other aerospace industries grew from this. It brought many jobs to the Houston area, as well as other cities, that are the home of other aerospace industries.
- Medical technology – MD Anderson Cancer Research Hospital is the leading research hospital in the nation. Most large and

mid-size urban areas are medical hubs and support jobs and industries.

- Computer technology – companies in Austin, Dallas and other cities provide jobs and contribute to a highly educated workforce.

7.14

Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:

7.14A

Identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Identify

HOW THE TEXAS CONSTITUTION REFLECTS THE PRINCIPLES OF LIMITED GOVERNMENT

Including, but not limited to:

- State of Texas Constitution of 1836
 - Republicanism – a belief that government should be based on the consent of the people; people exercise their power by voting for political representatives

Article I. SEC.3 The members of the House of Representatives shall be chosen annually, on the first Monday of September each year, until Congress shall otherwise provide by law, and shall hold their offices one year from the date of their election.

- Limited Government – the principle that requires all U.S. citizens, including government leaders, to obey the law

Article I. SEC. 12. Judgment in cases of impeachment shall only extend to removal from office, and disqualification to hold any office of honor, trust or profit under this Government; but the party shall nevertheless be liable to indictment, trial, judgment and punishment according to law. (Article 15 explains the impeachment process which puts limits on what officeholders can and cannot do while they hold office.)

- Checks and Balances – the ability of each branch of government to exercise checks, or controls, over the other branches

Article I. SEC. 6. The House of Representatives shall choose their speaker and other officers, and shall have the sole power of impeachment being charged with misconduct during office.

- Federalism – a system of government where power is shared between the central (or federal) government and the state governments

Schedule SEC. 6. Until the first enumeration shall be made, as directed by this Constitution, the precinct of Austin shall be entitled to one representative; the precinct of Brazoria two representatives; the precinct of Bexar

two representatives; the precinct of Colorado one representative; Sabine one; Gonzales one; Goliad one; Harrisburg one; Jasper one; Jefferson one; Liberty one; Matagorda one; Mina two; Nacogdoches two; Red River three; Victoria one; San Augustine two; Shelby two; Refugio one; San Patricio one; Washington two; Milam one; and Jackson one representative

- Separation of Powers – the division of basic government roles into branches

Article I. SEC. 1. The powers of this Government shall be divided into three departments, viz: Legislative, Executive and Judicial, which shall remain forever separate and distinct.

- Popular Sovereignty – a government in which the people rule; a system in which the residents vote to decide an issue

General Provisions SEC. 1. Laws shall be made to exclude from office, from the right of suffrage, and from serving on juries, those who shall hereafter be convicted of bribery, perjury, or other high crimes and misdemeanors.

- Individual Rights – a personal liberty and privilege guaranteed to U.S. citizens by the Bill of Rights
- Declaration of Rights First. All men, when they form a social compact, have equal rights, and no man or set of men are entitled to exclusive public privileges or emoluments from the communityState of Texas Constitution of 1876
- Republicanism – a belief that government should be based on the consent of the people; people exercise their power by voting for political representatives

Article III. SEC. 4. The members of the House of Representatives shall be chosen by the qualified electors, and their term of office shall be two years from the day of their election.

- Limited Government – the principle that requires all U.S. citizens, including government leaders, to obey the law

Article III. SEC. 14. Senators and representatives shall, except in cases of treason, felony or breach of peace, be privileged from arrest during the session of the Legislature, and in going to and returning from the same, allowing one day for every twenty miles such member may reside from the place at which the Legislature is convened.

- Checks and Balances – the ability of each branch of government to exercise checks, or controls, over the other branches

Article IV. SEC. 14. Every bill which shall have passed both houses of the Legislature shall be presented to the governor for his approval. If he approve he shall sign it; but if he disapprove it, he shall return it with his objections, to the house in which it originated, which house shall enter the objections at large upon its journal, and proceed to reconsider it. If, after such reconsideration, two-thirds of the members present agree to pass the bill, it shall be sent, with the objections, in the other house, by which likewise it shall be reconsidered; and, if approved by two-thirds of the members of that house, it shall become a law; but in such cases the votes of both houses shall be determined by yeas and nays, and the names of the members voting for and against the bill shall

be entered on the journal of each house respectively.

Article XV. SEC 1. The power of impeachment shall be vested in the House of Representatives

- Federalism – a system of government where power is shared between the central (or federal) government and the state governments

Article I SEC. 1. Texas is a free and independent State, subject only to the Constitution of the United States; and the maintenance of our free institutions and the perpetuity of the Union depend upon the preservation of the right of local self-government unimpaired to all the States.

- Separation of Powers – the division of basic government roles into branches

Article II. SEC. 1. The powers of the government of the State of Texas shall be divided into three distinct departments

- Popular Sovereignty – a government in which the people rule; a system in which the residents vote to decide an issue

Article VI. SEC. 3. All qualified electors of the State, as herein described, who shall have resided for six months immediately preceding an election within the limits of any city or corporate town, shall have the right to vote for mayor and all other elective officers.

- Individual Rights – a personal liberty and privilege guaranteed to U.S. citizens by the Bill of Rights
- *Bill of Rights – 29 Sections*

SEC. 2. All political power is inherent in the people and all free governments are founded on their authority, and instituted for their benefit. The faith of the people of Texas stands pledged to the preservation of a republican form of government, and, subject to this limitation only, they have at all times the inalienable right to alter, reform or abolish their government in such manner as they may think expedient.

7.14B

Compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.

Compare

PRINCIPLES AND CONCEPTS OF TEXAS CONSTITUTION TO THE U.S. CONSTITUTION

Including, but not limited to:

- Similarities and differences
 - Based on the principles of governments (See 14A)

- Three branches of government
- Bill of Rights that list rights given to all citizens

7.15

Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:

7.15A

Describe the structure and functions of government at municipal, county, and state levels.

Describe

STRUCTURE AND FUNCTIONS OF GOVERNMENT

Including, but not limited to:

- Municipal level
 - Structure – city limits, Mayor-Council-City Manager government
 - Function – provide government services, police and fire protection, emergency medical services (ambulances), sewers and water lines, inspection of health and sanitation rules, and zoning rules that govern what kinds of buildings may be placed in certain parts of the city.
- County (254 Counties)
 - Structure – precincts: each precinct has a county commissioner, headed by a county judge.
 - Function – Help the state collect taxes, oversee and administer law enforcement, and provide services to the rural population
- State
 - Structure – Representative and Senate districts
 - Executive Branch – Governor
 - Legislative Branch – Representatives and Senators
 - Judicial Branch – Judges
 - Function – maintain highways and state law enforcement, interpret and enforce laws, a prison system, and a National Guard, supports public schools, colleges, universities, and public health

7.15B

Identify major sources of revenue for state and local governments such as property tax, sales tax, and fees.

Identify

SOURCES OF REVENUE FOR STATE AND LOCAL GOVERNMENTS

Including, but not limited to:

- State and local government are funded by taxes
 - Property tax – property is taxed and funds education
 - Sales tax – largest source of tax revenue
- State and local governments receive federal funds for projects
- Federal funds – second largest source of tax revenue
- State and local governments collect fees
 - Licenses and permits
 - Fines (e.g., library fines, parking fines)
 - Interest on investments, state lottery, and money earned from public lands

7.15C

Describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers.

Describe

STRUCTURE, FUNDING, AND GOVERNANCE OF TEXAS PUBLIC EDUCATION

Including, but not limited to:

- Approximately 1,050 school districts
- Structure – divided into independent school districts
- Governance – the local Board of Trustees (School Board) is elected by residents in the school district to hire a Superintendent, administrators, and teachers and make financial and educational decisions for the district.
- State Board of Education is elected to provide standards and policies as well as approve instructional materials.
- Texas Education Agency – oversees the implementation of State Board of Education policies and other regulatory functions
- Funded by property tax bond issues, as well as by state and federal funding supported by state and federal taxpayers

7.16

Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:

7.16A

Identify rights of Texas citizens.

Identify

RIGHTS OF TEXAS CITIZENS

Including, but not limited to:

- Rights defined in the Texas Constitution and Texas Bill of Rights (many of these rights are also in the U.S. Bill of Rights)
- Article One of the Texas Constitution (Texas Bill of Rights)
 - Freedom of worship
 - Freedom of speech and press
 - Freedom of assembly
 - Protection from unreasonable searches and seizures
 - Equality under the law
 - Fair trial and rights of the accused in criminal prosecutions
 - Rights of crime victims

7.16B

Explain and analyze civic responsibilities of Texas citizens and the importance of civic participation.

Explain, Analyze

CIVIC RESPONSIBILITIES OF TEXAS CITIZENS AND THE IMPORTANCE OF CIVIC PARTICIPATION

Including, but not limited to:

- Voting
- Lobbying
- Being informed by newspapers, television, and internet
- Jury duty
- Running for city, county, and state elected offices
- Paying taxes

7.17

Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

7.17A

Identify different points of view of political parties and interest groups on important Texas issues, past and present.

Identify

DIFFERENT POINTS OF VIEW ON IMPORTANT TEXAS ISSUES, PAST AND PRESENT

Including, but not limited to:

- Point of View – a way a person or group of people see things. A individuals' point of view is influenced by the historical context (the time in which the individual lived) and frame of reference (personal background of the individual).
- Possible points of view to identify:
- Political parties and interest groups points of view in regards to Reconstruction in Texas
- Political parties and interest groups points of view in regards to civil rights, including women's rights
- Political parties and interest groups points of view on funding for public education, eminent domain, immigration policies, and water conservation

7.17B

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

Describe

IMPORTANCE OF FREE SPEECH AND PRESS IN A DEMOCRATIC SOCIETY

Including, but not limited to:

- In a democratic society free speech and a free press allow for an informed citizenry as well allowing for citizens to express opinions to the elected officials, engage in political debate and investigate abuses of power.

7.17C

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

Express, Defend

POINT OF VIEW ON AN ISSUE OF HISTORICAL OR CONTEMPORARY INTEREST IN TEXAS

Including, but not limited to:

- Possible historical points of view to express or defend:
 - Texas remaining a part of Mexico or declaring independence
 - Texas annexation
 - Texas participation in the American Civil War
 - Texas policies towards American Indians
- Possible Contemporary issues to express or defend:
 - Immigration policies including building a fence along the border between Texas and Mexico
 - Water use and conservation
 - Energy policy, including the use of hydraulic fracturing and alternative sources of energy

7.18

Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

7.18A

Identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States.

Identify

LEADERSHIP QUALITIES OF ELECTED AND APPOINTED LEADERS, PAST AND PRESENT

Including, but not limited to:

- Examples of leadership qualities to be applied
 - Intelligent
 - Wise
 - Courageous
 - Brave
 - Aware of different cultures of the world
 - Decision-maker
- Texans who have been president of the United States
 - Dwight Eisenhower – born in Texas, but considered Kansas his home
 - Lyndon B. Johnson
 - George H.W. Bush
 - George W. Bush
- Other elected and appointed leaders

7.18B

Identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.

Identify

CONTRIBUTIONS OF TEXAS LEADERS

Including, but not limited to:

- Lawrence Sullivan "Sul" Ross
 - The 19th governor of Texas, a Confederate States Army general during the American Civil War, and a president of the

Agricultural and Mechanical College of Texas, now called Texas A&M University

- John Nance Garner ("Cactus Jack")
 - Vice President for Franklin Roosevelt (1933-1941); Speaker of the House of Representatives (1931-1933)
- James A. Baker III
 - Served as the Chief of Staff in President Ronald Reagan's first administration and in the final year of the administration of President George H.W. Bush
 - Served as Secretary of the Treasury from 1985-1988 in the second Reagan administration
 - Secretary of State in the George H.W. Bush administration
 - The James A. Baker III Institute for Public Policy at Rice University in Houston, Texas, is named for him.
- Henry B. González
 - U.S. Congressman who fought for equality in health care, housing, and justice for all.
- Kay Bailey Hutchison
 - Female U.S. Senator from Texas
 - Brought federally funded projects to Texas
- Barbara Jordan
 - First African American to serve in the state senate in a century, and first African American woman from the South ever to serve in the U.S. Congress
- Raymond L. Telles
 - Telles was elected El Paso's first Mexican-American mayor in 1957 and the first Mexican American of a major American city.
 - President John F. Kennedy appointed him Ambassador to Costa Rica.
 - In 1967, President Lyndon B. Johnson appointed him chairman of the U.S.-Mexican Border Commission.
 - In 1971, President Richard Nixon appointed him chairman of the Equal Employment Opportunity Commission for the United States.
- Sam Rayburn
 - He served as the Texas State House Speaker in 1911.
 - Served as a U.S. Representative from 1912 until his death in 1961
 - Served as U.S. Speaker of the House for 17 years (longer than any other speaker)
 - As a longstanding member of the U.S. House of Representatives, Rayburn supported regulatory legislation such as the Securities and Exchange Commission and the Federal Communications Commission.
 - Rayburn also pushed for building farm to market roads and providing electricity to rural areas
- Raul A. Gonzalez Jr.
 - Houston city attorney
 - Served as the Assistant U.S. attorney for the Southern District of Texas in Brownsville

- Served as District Judge of the 103rd Judicial District
- Served as Associate justice on the Thirteenth Court of Appeals
- Associate justice of the Texas Supreme Court

[7.19](#)

Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:

[7.19A](#)

Explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances.

Explain

HOW THE DIVERSITY OF TEXAS IS REFLECTED IN CULTURAL ACTIVITIES, CELEBRATIONS, PERFORMANCES

Including, but not limited to:

- The diversity of Texas is reflected in many cultural activities such as local folk festivals, Wurstfest, celebrations of Cinco de Mayo, Quinceañera celebrations, ballet folklorico performances, Scottish dancing performances, and many numerous others

[7.19B](#)

Describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture.

Describe

HOW PEOPLE FROM RACIAL, ETHNIC, AND RELIGIOUS GROUPS ATTEMPT TO MAINTAIN CULTURAL HERITAGE WHILE ADAPTING TO THE LARGER TEXAS CULTURE

Including, but not limited to:

- Maintained food, music, traditions, language, and religion over many generations
- Celebrations practiced in new world

[7.19C](#)

Identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts.

Identify

EXAMPLES OF SPANISH INFLUENCE AND THE INFLUENCE OF OTHER CULTURES ON TEXAS

Including, but not limited to:

- Spanish
 - Place names
 - Amarillo – in Spanish it means yellow. This was the color of the soil of the area and the beautiful wildflowers. Named by early settlers in this area
 - Rio Grande – in Spanish it means “Big River”
 - Most Texas rivers and landforms
 - Vocabulary
 - Vaquero – Spanish word for cowboy
 - Rodeo – a sport that is based on the skills of cowboys or vaqueros
 - Religion
 - Roman Catholic
 - Architecture
 - Home – hacienda
 - Presidio – fort
 - Acequias – wells (aquifer)
 - Adobe – brick
 - Arch – style of architecture
 - Food
 - Tortillas – flat bread made of corn
 - Tamales – dumpling made of corn flour and meat
 - Arts
 - Corridos – ballads
 - Frescos – mural painting found in Catholic churches
 - Tejano Music – music that originated from the cultural convergence of Spanish, German, Czech, and Polish music and instruments
- Other Cultures
 - Place names
 - Fredericksburg and New Braunfels (German), Beaumont (French)
 - Vocabulary
 - Kindergarten, wiener, pretzel, sauerkraut
 - Religion
 - Lutheran (Wends, Germans)
 - Catholic

- Architecture
 - Germans – half-timbered Vereins-Kirche
- Food
 - German – Bratwurst
 - Italian – Pasta
 - Czech – Kolaches
- Arts
 - Painted Churches of Texas – 15 churches built to have the façade of churches in Europe

7.19D

Identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.

Identify

CONTRIBUTIONS TO THE ARTS BY TEXANS

Including, but not limited to:

- Roy Bedichek – a lifelong outdoorsman, and animal lover, Bedichek wrote "Adventures with a Texas Naturalist", which was published in 1947. His letters, evidence of his enthusiastic correspondence, were collected into two books. Bedichek is fondly remembered as a conversationalist, folklorist, and storyteller who related all experience to the natural world. (June 27, 1878 – May 21, 1959)
- Diane Gonzales Bertrand – Bertrand is a Mexican-American author with published works of poetry, non-fiction and fiction for children and young adults. She has won numerous awards for her works that focus on Mexican American characters and her bilingual works. She continues to teach others about the art of writing.
- J. Frank Dobie –was a Texas writer who wrote about African American, Anglo, and Hispanic cowboys, as well as American Indian, Spanish, African American, and Mexican heritage. His writings developed an appreciation of the legends, the myths, and the many cultures of Texas. His best known books are *The Longhorns*, *The Mustangs*, and *A Vaquero of the Brush Country*. He also organized the Texas Institute of Letters to promote and encourage Texas writers. (1888-1964)
- Scott Joplin –was African American Texan who established ragtime, one of the most popular forms of music during the turn of the 20th century. Joplin was a talented pianist and music writer. He wrote more than 500 pieces of music, including a ballet and two operas. Among his best loved works are "Maple Leaf Rag", "The Entertainer" and the opera *Treemonisha*. (1867-1917)
- Elisabet Ney –was an early female artist who had a studio in Austin. Ney sculpted the "great men" of frontier Texas, among them life-size figures of Stephen F. Austin and Sam Houston that stand today in the national and state capitols. She also sculpted European notables. She and her husband played an active role in the establishment of Texas state universities and the Texas Fine Arts Association. (1833-1907)

- Amado Peña Jr. – a Laredo native, Pena is an artist and former secondary teacher who uses bold colors and composition to pay tribute to American Indians who survive by living in harmony within an adversarial, untamed environment. (1943-present)
- Walter Prescott Webb – as a University of Texas history professor, Webb was a well-respected historian who wrote books such as *The Texas Rangers* and the award-winning *The Great Plains*. (1888-1963)
- Horton Foote –was an American playwright and screenwriter. He was best known for his Academy Award-winning screenplays such as the 1962 film *To Kill a Mockingbird* and the 1983 film *Tender Mercies*. In 2000, he was awarded the National Medal of Arts. (1916-2009)

7.20

Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

7.20A

Compare types and uses of technology, past and present.

Compare

TYPES AND USES OF TECHNOLOGY, PAST AND PRESENT

Including, but not limited to:

- Transportation
 - Railroad
 - Past – to transport cattle, agricultural products, and people
 - Present – refrigerated trucks and faster rail systems transport cattle and agricultural products as well as freight
- Agriculture
 - Barbed wire
 - Past – fenced in open range and kept cattle from breaking fence
 - Present – large commercial farms that use stronger fencing material
- Windmill (windpump or windwheel)
 - Past – provided water so cattle can be contained and farming can be developed
 - Present – irrigation systems are built to more effectively provide water for animals and farming
- Communication
 - Past – telegraph, telephones, letters, and very slow
 - Present –now includes cell phones and Internet/e-mail
- Energy
 - Past – wood and kerosene
 - Present – since the early 20th century oil, electricity, wind, and solar

7.20B

Identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.

Identify

TEXAS LEADERS IN SCIENCE AND TECHNOLOGY

Including, but not limited to:

- Walter Cunningham
 - Was aboard the first Apollo spacecraft that carried astronauts into space. He and three other astronauts successfully orbited the Earth 163 times returning safely after 11 days. For his bravery, he earned the American Legion Medal of Valor.
 - Political/economic – NASA continued to be a viable government entity located in Clear Lake outside of Houston. NASA has contributed to the economy of the Houston area through government support.
- Michael DeBakey
 - Developed procedures to prevent heart attacks. In 1966, he was the first surgeon to fully implant a mechanical heart pump in a patient.
 - DeBakey and Cooley were rivals in this industry until a few years before DeBakey's death.
 - Political/economic – Houston became one of the most important medical locations in the world. Being a medical hub has led to a strong economy and political and philanthropic support of this industry. People from around the world come to Houston to receive cardiac care.
- Denton Cooley
 - Was the first heart surgeon to perform a human heart transplant in 1968. Later in 1969, he was the first to use an artificial heart to replace human hearts.
 - Debakey and Cooley were rivals in this industry until a few years before Debakey's death.
 - Political/economic – Houston became one of the most important medical locations in the world. Being a medical hub has led to a strong economy and political and philanthropic support of this industry. People from around the world come to Houston to receive cardiac care.
- Benny Brooks
 - Was the first woman to become a pediatric surgeon in the state of Texas. In her work at Texas Children's Hospital and St. Joseph's Hospital in Houston, she conducted research on congenital defects, burn treatment, spleen reparation, and the prevention of hepatitis. A foundation set up in her name has advanced the surgical care of young children in Texas by endowing chairs at medical colleges, donating special equipment to hospitals and medical centers, and providing research grants for the study of pediatric illnesses and diseases.
 - Political/economic – Houston became one of the most important medical locations in the world. Being a medical hub has

led to a strong economy and political and philanthropic support of this industry.

- Michael Dell
 - American entrepreneur, businessman, and author, known as the founder and CEO of Dell, Inc., one of the world's leading sellers of personal computers
 - Dell, Inc. is one of the largest computer companies in the world. It has caused Texas to be a center for technology and has brought many jobs to Texas and around the world.
- Howard Hughes, Sr.
 - Howard Hughes, Sr., from Houston, developed a new type of drill bit called the rotary drill bit. The bit made it possible to drill through very hard rock to reach oil deep underground. (1933)
 - The drill bit revolutionized the oil industry which is one of the largest industries in Texas.

7.20C

Analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries.

Analyze

EFFECTS OF VARIOUS SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS ON THE DEVELOPMENT OF TEXAS

Including, but not limited to:

- Advancements in the agricultural industries
 - Barbed wire – fencing that prevented cattle and other animals from destroying crops
 - Windmill (windpump or windwheel) – allowed cattle, sheep, goats, and crops to be watered on a farmer's land, they did not have to be near a river or water source
 - Irrigation –artificial application of water to the soil; usually used to assist the growing of crops in dry areas and during periods of inadequate rainfall
 - Mechanized agriculture – this is the process of using agricultural machinery to massively increase farm output. In modern times, powered machinery has replaced many jobs formerly carried out by men or animals such as oxen and horses, but it also has increased the production of agriculture products.
 - Soil conservation – a set of management strategies for prevention of soil being eroded from the Earth's surface or becoming chemically altered by overuse, acidification, salinization or other chemical soil contamination. It has led to the increase of farm production, especially in areas like South and West Texas.
- Advancements in the energy industries
 - Oil and gas – since World War II, this has become a major industry in Texas. It has led to the production of products made of oil and gas.

- Wind energy – has become a new industry in Texas in areas that have suffered a decrease in industries and population like West Texas, the Panhandle, and South Texas
- Advancements in the medical industries
 - MD Anderson – MD Anderson Cancer Center was created in 1941. The institution is one of the nation's original three comprehensive cancer centers designated by the National Cancer Act of 1971 and is one of 40 National Cancer Institutes. Patients, physicians, and researchers travel to Houston from across the state, nation, and world.
- Advancements in the computer industries
 - In the 1970s and 1980s, computer companies moved to Texas (especially in Dallas and Austin) and it has remained a growing industry. Dell Computers, considered the largest computer company in the world, is located in Round Rock.
- Advancements in the aerospace industries
 - NASA-Johnson Space Center – Johnson Space Center was established in 1961 as the Manned Spacecraft Center. In 1973, the Center was renamed in honor of the late President and Texas native, Lyndon B. Johnson. From the early Gemini, Apollo, and Skylab projects to today's Space Shuttle and International Space Station Programs, the Center continues to lead NASA's efforts in human space exploration.

7.20D

Evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land.

Evaluate

EFFECTS OF SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS ON THE USE OF RESOURCES

Including, but not limited to:

- Fossil fuels
 - Rotary drill bits –penetrate medium and hard rocks with ten times the speed of any former bit; allowed deeper drilling on land and ocean
 - Directional drilling- the practice of drilling non-vertical wells which allows drilling to occur in different landforms
 - Deep sea drilling –drilling that can occur in the depths of the ocean; new oil reserves have been found and the industry has flourished
 - Hydraulic fracturing-method of oil drilling where highly pressurized liquid combinations including water and chemicals are used to break up rock and gain access to oil; possibly causes contamination of ground water and increased seismic activity
- Water
 - Dams –have been built to control water use, flooding, and to provide hydro-electrical power
- Land

- Soil conservation – planting of trees, irrigation, planting of appropriated crops, and organizing the state into soil and water districts

7.20E

Analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.

Analyze

HOW SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS HAVE RESULTED IN INTERDEPENDENCE AMONG TEXAS, THE UNITED STATES, AND THE WORLD

Including, but not limited to:

- Technology and innovation brought prosperity and economic diversity to Texas. Locally, nationally, and globally, citizens are dependent on Texas for innovations in computer technology (Dell and others), medical technology (MD Anderson and others), oil and gas technology (refineries in Beaumont, Houston, and Corpus Christi), and other industries.

7.21

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:

7.21A

Differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas.

Differentiate between, Locate, Use

VALID PRIMARY AND SECONDARY SOURCES TO ACQUIRE INFORMATION ABOUT TEXAS

Including, but not limited to:

- Computer software
- Databases
- Media and news services
- Biographies
- Interviews
- Artifacts

7.21B

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.

Analyze

INFORMATION

Including, but not limited to:

- By using skills of:
 - Sequencing
 - Categorizing
 - Identifying cause-and-effect relationships
 - Comparing
 - Contrasting
 - Finding the main idea
 - Summarizing
 - 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.

Organize, Interpret

INFORMATION

Including, but not limited to:

- Information from
 - Outlines
 - Reports
 - Databases
 - Visuals
 - Graphs
 - Charts
 - Timelines

• Maps

7.21D

Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

Identify

POINTS OF VIEW FROM THE HISTORICAL CONTEXT SURROUNDING AN EVENT AND THE FRAME OF REFERENCE THAT INFLUENCED THE PARTICIPANTS

7.21E

Support a point of view on a social studies issue or event.

Support

A POINT OF VIEW ON A SOCIAL STUDIES ISSUE OR EVENT

7.21F

Identify bias in written, oral, and visual material.

Identify

BIAS IN MATERIAL

Including, but not limited to:

- Written
- Oral
- Visual

7.21G

Evaluate the validity of a source based on language, corroboration with other sources, and information about the author.

Evaluate

THE VALIDITY OF A SOURCE

Including, but not limited to:

- Evaluating based on:

- Language
- Corroboration with other sources
- Information about the author

[7.21H](#)

Use appropriate mathematical skills to interpret social studies information such as maps and graphs.

Use

APPROPRIATE MATHEMATICAL SKILLS TO INTERPRET SOCIAL STUDIES INFORMATION

Including, but not limited to:

- Information on
 - Maps
 - Graphs

[7.22](#)

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

[7.22A](#)

Use social studies terminology correctly.

Use

SOCIAL STUDIES TERMINOLOGY CORRECTLY

[7.22B](#)

Use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources.

Use

STANDARDS

Including, but not limited to:

- Grammar
- Spelling
- Sentence structure
- Punctuation
- Proper citation of sources

[7.22C](#)

Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.

Transfer

INFORMATION FROM ONE MEDIUM TO ANOTHER, USING COMPUTER SOFTWARE AS APPROPRIATE

Including, but not limited to:

- Written to visual
- Statistical to written or visual

[7.22D](#)

Create written, oral, and visual presentations of social studies information.

Create

PRESENTATIONS OF SOCIAL STUDIES INFORMATION

Including, but not limited to:

- Written
- Oral
- Visual

[7.23](#)

Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

[7.23A](#)

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.

Use

A PROBLEM-SOLVING PROCESS

Including, but not limited to:

- Identify a problem
- Gather information
- List and consider options

- Consider advantages and disadvantages
- Choose and implement a solution
- Evaluate the effectiveness of the solution

7.23B

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.

Use

A DECISION-MAKING PROCESS

Including, but not limited to:

- Identify a situation that requires a decision
- Gather information
- Identify options
- Predict consequences
- Take action to implement a decision

Bold black text in italics: Knowledge and Skills Statement (TEKS); Bold black text: Student Expectation (TEKS)

Blue text: Supporting information / Clarifications from TCMPC (Specificity)

Black text: Texas Education Agency (TEA)