

## Grade 7 – Texas History Backward Design Document

Units	Overarching Understandings	Overarching Questions	Unit Understandings	Unit Questions	Concepts	Performance Assessments
Unit 01: Thinking Like a Historian	<p>Historical inquiry is a continuous process of analyzing multiple sources and reconciling multiple points of view in order to construct a tentative interpretation of the past.</p> <p>Historians use interpretations of the past to determine change and continuity of political, economic, and social patterns as well as to infer cause-effect relationships.</p> <p>Historians, geographers, and social scientists conduct research by creating compelling questions; evaluating sources; gathering, analyzing, and synthesizing information; and communicating conclusions supported by evidence.</p>	<p>What methods are used to craft a narrative of the past?</p> <p>What is the task of the historian?</p> <p>How do historians, geographers, and social scientists conduct credible research?</p>	Historians conduct research by creating compelling questions; evaluating sources; gathering, analyzing, and synthesizing information; and communicating conclusions.	<ol style="list-style-type: none"> <li>How do historians conduct credible research?</li> <li>What is characteristic of a good compelling question?</li> <li>What type of information does an historian gather when sourcing a document?</li> <li>Why is it important for an historian to consider the historical context of when a document was produced?</li> <li>How does comparing sources facilitate an historian's evaluation of sources?</li> <li>What factors influence the point of view of an author of a document/source?</li> </ol>	<p>Social Studies Skills</p> <ul style="list-style-type: none"> <li>Develop Questions</li> <li>Acquire information through research and analysis</li> </ul>	<p>Analyze a set of related documents to demonstrate proficiency at: sourcing the documents to identify who wrote the documents, when the documents were written, where the documents were written, the type of documents, and why the documents were produced contextualizing the documents by taking into consideration how when and where the documents were produced influenced the author or content of the document corroborating the documents to evaluate sources, and/or to consider documents to identify the examining the language patterns of a text and communicate your conclusions in a class dialogue, or gallery walk. (Teacher note: A Document Analysis Sheet can be found in the grade level resources section of the TEKS Resource System for a model of what information to record. Ideally, teachers administer a document-based question to students, culminating with producing a thesis statement and/or writing an essay.) (7.20A,B,C,D,E,F; 7.22A,B,C)</p> <p>ELPS 5B, 5F</p> <p style="text-align: center;">Not available for public view; available for district use.</p>
Unit 02: Natural Texas and Its People – 1200s-1800	<p>The world is characterized by a variety of regions, places, and cultures.</p> <p>Humans have a complex relationship with the environment.</p>	<p>What makes a region, place, or culture unique?</p> <p>What is characteristic of the interactions between humans and the environment?</p>	<p>The geography of Texas is characterized by a variety of physical landscapes.</p>	<ol style="list-style-type: none"> <li>What geographic regions is Texas divided into?</li> <li>What is characteristic of the physical geography of the regions of Texas?</li> <li>Where are most cities in Texas located?</li> <li>Where are most rivers in Texas located?</li> <li>What physical geographic features help to define the borders of Texas?</li> </ol>	<p>Spatial Patterns</p> <ul style="list-style-type: none"> <li>Region/Borders</li> <li>Landforms</li> </ul>	<p>Create a map of the Texas. The map should major contemporary cities, points of interest in Texas, elements, such as a legend. On the map draw a textbox for each region of Texas. In the text box list the physical characteristics that distinguish that region. (7.8A,B; 7.20B; 7.21A)</p> <p>ELPS 5B, 5E</p> <p style="text-align: center;">Not available for public view; available for district use.</p> <p>geographic regions of include labels for rivers, landforms, and along with the map compass rose and</p>
			<p>Several American Indian groups inhabited all the regions of Texas and adapted to the physical geography of those regions.</p>	<ol style="list-style-type: none"> <li>What American Indian groups were the first to inhabit Texas?</li> <li>How did the physical geography of Texas impact the lifestyle of American Indian groups in Texas?</li> </ol>	<p>Spatial Patterns</p> <ul style="list-style-type: none"> <li>Human-Environment Interaction</li> </ul> <p>Cultural Patterns</p> <ul style="list-style-type: none"> <li>Community</li> <li>Customs/Traditions</li> </ul>	<p>Create an overlay map that distribution of American Texas before the arrival of This map should be an the regions of Texas. On the textbox for each region of Texas. In the textbox write an explanation of how the physical geography of the region affected the lifestyle of the American Indian groups living in that region (7.1A; 7.8A; 7.9A; 7.20B; 7.21A)</p> <p>ELPS 5B, 5E</p> <p style="text-align: center;">Not available for public view; available for district use.</p> <p>depicts the Indian groups in European explorers. overlay of a map of overlay map, draw a</p>
<p>You have applied for an internship with the Texas State Historical Museum. To complete the application process you are required to create a museum display. The display is intended to inform visitors at the museum about how the variety of physical landscapes in Texas influenced the lives of early American Indian groups living in Texas. The museum director has informed you that your display should include an interactive map, and displays of at least five artifacts with accompanying explanations placards and citations. (Teacher note: Consider putting the exhibits on display in a public space, such as the library as a presentation. Should you choose to have the students orally present their displays, presentation criteria has been included in the rubric.) (7.1A; 7.8A; 7.9A; 7.20B,C; 7.21A; 7.22A,B,C)</p> <p>You have been invited to be the guest speaker at a dinner sponsored by the Central Texas Ranchers Association. You have been asked to inform the audience about changes to the Texas frontier that came about following the Civil War. You would also like to entertain the audience as well. So you have decided to be creative and instead of giving a standard lecture to the audience you will be delivering a eulogy for the Texas frontier. The eulogy should include accurate details about how westward expansion, the cattle industry, the railroads, and new technologies brought about the closing of the Texas frontier. Your eulogy should be brief enough to hold the audience's attention, but long enough to include all the necessary information. (Teacher note: Should you choose to have students present the task an optional rubric for presentation of the task is included.) (7.1A; 7.6A,B,D; 7.8C; 7.9A; 7.19C; 7.20B; 7.22A,B,C)</p>						