

Model Mini-Units

7th grade Texas History

Curriculum Frameworks: 1st six weeks, 1st – 3rd modules

Core: (you do not need to include the core, I have done so for instructional purposes only)

End. Understandings

Change and continuity impact history.

Cultural, economic, gender, political, and social systems are necessary for developing and maintaining civilizations.

Environmental systems influence the location and structure of civilizations.

Interaction influences cultural, religious, and intellectual development.

Interaction influences political culture and structure.

Movement influences society, technology, and the environment.

Essential Questions

What has been the impact of change and continuity during different periods of Texas history? How have environmental systems affected the geographical development of Texas? How have migration and immigration influenced society, technology and the environment of Texas? What roles have culture, economics, gender, political and social systems played in developing and maintaining Texas? In what ways has interaction shaped the political culture and structure of Texas? What effects has interaction had on the cultural, religious and intellectual development of Texas?

Instructional Practices

Unit One, The Beginning, is comprised of 3 modules; geography, Native American life and Spanish exploration of Texas. Module one covers the geography essentials that students must master and the Four Regions of Texas. The Four Regions of Texas explains the physical and human characteristics that distinguish the four regions from one other.

Module Questions

- 1) How do physical and human characteristics distinguish the four regions of Texas?
- 2) How does geography affect the development of society?
- 3) How have Texans adapted to and modified their environment?

Unit One, The Beginning, is comprised of 3 modules which go over the beginning of Native American life and Spanish exploration of Texas. Module Two covers the Native American tribes in Texas and the distinct differences and similarities of those tribes.

Module Questions

- 1) How have environmental systems and culture influenced the development of the people in Texas?
- 2) How does the environment affect the development of a society?
- 3) How did the Native American tribes adapt to and modify their environments?

Unit One, The Beginning, is comprised of 3 modules which go over the beginning of Native American life and Spanish exploration of Texas. Module Three covers the Explorers from Europe and the impact of the explorers on the indigenous people of the New World.

Module Questions

- 1) How did the movement of the Europeans to the New World change the indigenous people and how did the interactions of these groups impact their societies?
- 2) What technological advantages did the Europeans have over the indigenous people in the New World?
- 3) How did the Europeans defeat and take control of the indigenous people of the New World?

Differentiated Mini-Unit #1

Enduring Understandings

Identity and Immigration

Essential Questions

Who are you? Where did you come from? How did you get here?

Instructional Practices: This first Unit covers the geography of Texas and how and why the first people came to Texas. I will need to compact the core curriculum by using teachable moments within group discussions and presentations, and allowing students to make their own connections through their learning contracts to allow students time for greater depth and complexity. In order for my students to personalize and internalize these concepts have developed a genealogy project, which I have imbedded within Renzulli Learning Systems (printable model below)

Differentiated Strategies used in this mini-unit:

Curriculum compacting, learning contracts, and Renzulli Learning Systems

How I came to Texas!

[Edit](#)

Description: [Edit](#)

Find out who you are and where you have come from by finding out who your ancestors were and how your family came to Texas. You will create a family tree that goes back at least 2 generations on both your maternal and paternal sides. For each family member you need to provide details that will help you understand who that person was/is (ex: birth date, location(s), occupation(s), education, etc) as part of your family tree, you need to demonstrate how each side of your family came to Texas (motivations,) what they did when they got here, and where they lived.

Subject: Social Studies [Edit](#)

Grade: [Edit](#)

K 1 2 3 4 5 6 7 8 9 10 11 12

Enrichment Activities: [Edit](#)

Name (Click to view website)		
Conduct a Family Interview	View Description	Remove
Create Your Own Family Tree!	View Description	Remove
Ellis Island	View Description	Remove
U.S. Census Bureau	View Description	Remove

Uploaded Files: [Edit](#)

This assignment currently has no uploaded files.

Other Resources: [Edit](#)

Student Directions: [Edit](#)

other websites - first 3 were free as of 2006 Familysearch.org Jewishgen.org Rootsweb.com ;Ancestry.com - costs

Notes to Students: [Edit](#)

You will present your "Family Tree" to the class based on my model of "How Mr. Calder came to Texas." Your presentation must include a visual (PowerPoint, poster, etc) and cover specifically who, when, how, and why your family migrated to Texas.

Teaching Notes

At the beginning of this Unit, I will pre-assess students' prior knowledge, through a group survey. Students, in groups of their choosing, will answer the following questions with as many answers as possible: Why do people move? Who are you? How did you get here? (By leaving the questions vague and general students have an open forum for discussion, creativity, and exploration of cross-curricular implications of the concepts.)

Any new vocabulary terms thrown around during the subsequent class share time will be added to both the class and individual's word wall/journal (ex: genealogy, maternal, paternal, immigrant)

I will model the assignment for the students through a class-wide presentation of "How Mr. Calder came to Texas" in which I will have to trace back 3 generations on my maternal side of my family and 2 generations on my paternal side.

After my presentation, I will go over the directions for the assignment and direct students Renzulli.

Students will develop a learning contract with me for their "Family Tree" that includes what I will be learning, how it relates to what we are learning in Texas History, how will I be graded (class created rubric – see example below)

Student Product

Student visuals (that they will use in their presentations) will be evaluated using a class created rubric like:

Creativity – visually pleasing, unique, and impressive product that is "wall worthy" – something that they can be proud of displaying – **25 points**

Effort – dot all the is and cross all the ts – the product was well put together, remained consistent throughout, was informative (there was more meat than sauce,) and reflects critical thinking – **25 points**

Migratory Pattern – you demonstrate how your family originally came to Texas – **25 points**

Genealogy – you go back at least 2 generations on both your maternal and paternal side of the family – **25 points**

Differentiated Mini-Unit #2

Differentiated from Model1 PCP from CF (seen below in italics)

Promote Academic Rigor in a Thinking Curriculum by having students research an assigned region in Texas. Read and discuss Lone Star text pp.18-22 on the Four Regions of Texas. The Four Regions of Texas are: the Coastal Plains; the North Central Plains; the Great Plains; and the Mountain and Basins.

Divide the class into small, cooperative groups of three to four students per group. Provide various sources such as textbook, library books, maps, atlases, and printed information from the internet on the four regions of Texas. Assign each group a region of Texas to become experts on. Have groups research and identify the climate, borders, land, vegetation, and major cities of their assigned region of Texas. Demonstrate the necessary steps to create a foldable. Have students make their own foldable to record the information they learn about their assigned region. (Students will use this foldable in the Progress Check Product to input all of the information they learn about the four regions of Texas when other groups present their products).

Progress Check Product

Promote Recognition of Accomplishment by having students exhibit their knowledge by completing the Progress Check Product. Using the information students have researched from the previous learning experience, have groups present their research on their assigned region of Texas to the class in either a poster collage or PowerPoint. Model for students how to create a poster collage and PowerPoint presentations. As student groups present their information to the class, have the class record the information learned in their foldable.

Enduring Understanding – Geography

Essential Questions – How do we use geography in our lives? How does the environment affect us as humans?

Instructional Practices: In order for my students to demonstrate that they understand how to apply their knowledge and skills of the geography of Texas to their own life in a real-world situation I have created a “Texas Road Trip” assignment, which I have imbedded in the Renzulli Learning System (see printable model below.) By compacting the skills and listing portion of the unit will allow for greater complexity for above- average students.

Differentiated strategies used in mini-unit:

Curriculum compacting, flexible grouping and Renzulli Learning Systems

Texas Road Trip

[Edit](#)

Description: [Edit](#)

To become familiar with the geography of Texas, particularly the 4 regions.

Subject: Social Studies [Edit](#)

Grade: [Edit](#)

K 1 2 3 4 5 6 7 8 9 10 11 12

Enrichment Activities: [Edit](#)

Name (Click to view website)		
Texas Geography	View Description	Remove
Texas Gulf Coast	View Description	Remove
Texas: The State	View Description	Remove

Uploaded Files: [Edit](#)

This assignment currently has no uploaded files.

Other Resources: [Edit](#)

Student Directions: [Edit](#)

Take me on a Texas Road Trip As an individual or a group of no more than 3: Pretend that you are a travel agent. Create a road trip through Texas that must include: At least 1 city in all 4 regions of Texas (see Chapter 1-4 in the book) – be sure to mention the region by name and discuss climate, economics, and landforms; Pictures, photos, or maps; Driving directions (major highways and direction – North, South, etc); Projected cost of travel – gas, food, lodging, etc; Estimated number of miles traveled; Finished product – collage, poster, PowerPoint, brochure, book, website, etc; Use the road maps, desk maps, books, etc to help you Due by the end of next week – A days – 9/11, B days – 9/12 We want these to look good – these need to reflect your ability and best work

Notes to Students: [Edit](#)

Teaching Notes

After students have finished their PCP, bring in a travel agent to talk with the class about what they do, how they do it, and provide examples of professional products such as web sites, brochures, etc.

Get students to think like a travel agent by acting out mock phone calls with students in front of the class where they help a “customer” (me) who wants to go on a trip in Texas. They will practice phone etiquette, and ask questions of the customer such as “what are your interests (ex: the beach, site-seeing, kids, hiking, etc.) They will then give a certain region or city as a recommendation.

I will then place students into groups of four based on readiness demonstrated through the PCP and “phone calls” to create their Texas road trips.

Student Product

Texas Road trip brochures, travel logs, books, websites, etc to be evaluated using a class-created rubric developed using a criteria chart such as:

Creativity: attractiveness of appearance, attention to detail, no blank spaces, symmetry, and professionalism – **30 points**

Effort: information is clear, correct, and effective – the viewer is informed, entertained, and engaged – **30 points**

All regions are represented – **15 points.**

All requirements were met (i.e. – map, driving directions, etc.) – **25 points**

Differentiated Mini-Unit #3

Enduring Understandings - The student understands traditional historical points of reference in Texas history. The student understands how individuals, events, and issues shaped the history of Texas. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

Essential Questions – How is my learning in Texas History connected to each other and my interests?

Instructional Practices – Throughout the six weeks students have anchor assignments that they work on that provides students a greater amount of independence, depth, and breadth in topics of their choice (see below.)

Differentiated strategies used: anchor activities, interest and learning centers

Anchor Activities - Throughout the year use 5 anchor activities that students work on individually every six weeks. These assignments are done when students finish other tasks and assignments. The assignments are:

1 – Each six weeks each student will read a biography or historical text and produce a reading assignment answering the following: 5 Ws (Who, What, When, Where, Why), affect on History, attribute you would most like to emulate or lesson to be learned, and presentation piece*.

2 – Texas is known for the six different countries that have governed her. Each six weeks each student will for one of those nations: create the flag, write a 1 page paper on the affect that nation had on Texas, including the dates that country ruled, one example of that culture’s continued impact on modern day Texas, and a presentation piece*.

3 – It is very important to be aware of what is going on in the world around us to understand History. Each six weeks each student will choose a current event, cut out an article about the event, write out the 5 Ws (Who, What, When, Where, Why), the events affect on Texas, a paragraph summary, and a ½ page opinion – letter to the editor style.

4 – History of a Family Member – 1 page paper, presentation piece*, and answer the following: attribute which you most admire, how you and him/her are like/unlike, what they can teach you to do (skill), what story do they have to tell, birth date, death, person they most admire – why?

5 – History of a famous Texan – 1 page paper, presentation piece*, and answer the following: attribute you most admire, how you and him/her are like/unlike, birth, death, lesson we can learn, and how they affected Texas.

*- a presentation piece is anything that presents the information other than just writing on paper. Once a six weeks students should turn in at least one computer generated assignment. Examples of presentation pieces are: posters, skits, oral presentations, puppet shows, dioramas, Power-Point, student made newspapers, journals, and scrapbooks – basically the options are limitless. What is important is something that reflects effort, creativity, and is something that students can be proud of displaying.

Teaching Notes –

In most cases, students need to be led through this process the first six weeks. As student products are developed, I am sure to use exemplars.

I have created centers throughout the class with resources, books, computer access, periodicals, and various other materials to help students get started and complete their anchor activities.

Student Products -

Anchor activities to be evaluated using a rubric developed using a criteria chart. It simply might be broken into two components: effort – 60 points – for including all the information, following guidelines, accuracy, and synthesis of information; creativity – 40 points – presentation of material (presentation pieces), pleasing to the eye, coordinated, and respectful of material.

