Native Americans – The First Texans

This Unit uses the conceptual lens of culture to examine the lifestyle and varied cultural characteristics of Native American tribes before the migration of Europeans to Texas.

Outline of Unit(s) in the Six Weeks

- Unit 2.1 Native Americans – The First Texans [this unit]
- Unit 2.2 Being a Geographer: Texas Geography

Essential Understandings

- Cultural groups often migrate from one place to another based on the various push/pull factors including survival needs or to improve their lifestyle.
- Cultural groups transition through developmental stages that progress from primitive to more advanced, based on need and resources.
- Trade is an important way for cultural groups to interact with and learn from one another [cultural diffusion].
- Societies have distinguishing characteristics that help define their lifestyle.

Key Concepts

- culture group
- movement
- migration
- push/pull factors
- culture
- cultural diffusion
- trade
- determining cause and effect relationships
- comparing/contrasting
- making generalizations and predictions

Academic Vocabulary

- archaeologist
- anthropologist
- migration
- prehistoric
- ancient
- technology
- Paleo-Americans
- artifact
- culture group
- nomads (nomadic)
- bison (buffalo)
- hunter/gatherers
- planter/potter
- tipi (tepee)
- adobe
- Gulf Coast Cultures: Coahuiltecan, Karankawa
- Plains Cultures: Comanche, Kiowa, Apache
- Puebloan Cultures: Jumano, Tigua
- Woodlands Cultures: Caddo

Content-Specific Vocabulary

HISD Objectives / TEKS

4 Lessons: Comparing Native American Cultures in Texas

SS.7.2A Compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern.

SS.7.11A Analyze why immigrant groups came to Texas and where they settled.

SS.7.8A Create maps, graphs, charts, models, and databases representing historical and current aspects of Texas.

SS.7.9C Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

SS.7.10A Identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications.

SS.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.

SS.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.

SS.7.21C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

SS.7.22A Use social studies terminology correctly.
**Performance Expectation(s)**

Using the generalization that *Environment affects Culture*, students will describe the environment of one or more Native American culture groups in Texas prior to Spanish exploration/conquest, predict the lifestyle [food, clothing, shelter, technology] of that group(s) and support or refute the predictions citing appropriate text from primary and/or secondary sources.

**Texas English Language Proficiency Assessment System (TELPAS):** End of year assessment in Listening, Speaking, Reading, and Writing for all students coded as LEP (ELL) and students who are LEP but have Parental Denials for Language Support Programming (coded WH). For the Writing TELPAS, teachers provide 5 writing samples (1 narrative about a past event, 2 academic {Science, Social Studies, Mathematics}, and 2 other).
Grading Cycle | Instructional Days | Recommended Time Allocation
--- | --- | ---
2nd Six Weeks | 25 Days | 5 or 10
October 3 – November 4, 2011 | 90-minute lessons | 45-minute lessons

**Unit 2.2 Overview**

*Europeans in Texas* This Unit explores the concept of conquest. Students will focus on the Spanish as one of the first colonial powers in Texas and the New World. Attention will be given to the exploration and settlement of Texas and to the study of the Maya and Aztec civilizations in Mexico prior to European conquest.

**Outline of Unit(s) in the Six Weeks**

- Unit 2.1 Native Americans – The First Texans
- Unit 2.2 Europeans in Texas [this unit] ➔ link to Curriculum Planning Guide and supporting materials

**Essential Understandings**

- The need for new resources, desire for wealth [land, colonies], and power provide a driving force for exploration and conquest.
- Perspective determines if a conquest is seen as victory or defeat.
- Distribution patterns, including colonization patterns, are shaped by human and physical geographic factors.
- Exploration leads to the adaptation or modification of the environment.

**Key Concepts**

- conquest
- exploration
- resources
- wealth
- physical/human geographic factors

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<th>Key Skills</th>
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**Academic Vocabulary**

- conquest [conquer]
- empire
- settlement [settler]
- colony [colonial, colonize]

**Content-Specific Vocabulary**

**People**
- Aztecs
- Cabeza de Vaca
- Coronado
- Montezuma
- Herman Cortez
- Pineda
- LaSalle

**PlACES**
- Tenochtitlán
- New Spain (Nueva España)

**Terms**
- conquistador
- mission
- friar/priest
- presidio
- Columbian Exchange
- cultural diffusion

**HISD Objectives / TEKS**

3 Lessons: Spanish Conquest and Exploration of Texas

SS.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.

SS.7.2B Identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain.

©SS.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.

©SS.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.

SS.7.21C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts,
### HISD Objectives / TEKS

- **SS.7.21D** Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- **SS.7.21F** Identify bias in written, oral, and visual material.
- **SS.7.22A** Use social studies terminology correctly.

2 Lessons: Spanish/French Settlement in Texas

- **SS.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.

- **SS.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.

- **SS.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.

- **SS.7.21C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

- **SS.7.21D** Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

- **SS.7.22A** Use social studies terminology correctly.

### Performance Expectation(s)

Given the categories of areas of settlement, reasons for settlement, lifestyle of those who settled, and major contributions, students will create three concept webs detailing information about Spanish, French and British exploration and colonization patterns in North America.

**Texas English Language Proficiency Assessment System (TELPAS):** End of year assessment in Listening, Speaking, Reading, and Writing for all students coded as LEP (ELL) and students who are LEP but have Parental Denials for Language Support Programming (coded WH). For the Writing TELPAS, teachers provide 5 writing samples (1 narrative about a past event, 2 academic (Science, Social Studies, Mathematics), and 2 other).