

## **Texas and Texans - Grade 7**

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**Lesson Overview:** The Students will portray Texas and Texans through writing and illustration.

**Objective:** Evaluate the essence and spirit of The State of Texas and Texans

The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

- differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas
- 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
- organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps
- identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants
- support a point of view on a social studies issue or event; identify bias in written, oral, and visual material
- evaluate the validity of a source based on language, corroboration with other sources, and information about the author.

### **TEKS §113.23 7. (21) Social Studies skills. (A, B, C, D, E, F, G)**

- The student communicates in written, oral, and visual forms. The student is expected to:
- use social studies terminology correctly; use standard grammar, spelling, sentence structure, and punctuation
- create written, oral, and visual presentations of social studies information.

### **TEKS §113.23 7. (22) Social Studies skills. (A, B, D)**

#### **Engage**

Ask students if and why they are proud to live in Texas. Students will write their responses in their spiral notebooks and the teacher will ask for volunteers to what they have written.

#### **Explore**

Ask students to define primary sources and bias. Make a copy of the letter A161-Box1-Folder4-Souvenir-p2 from Souvenir of Texas, “The Lone Star State” View

book. The teacher will cut the letter into the five paragraphs. Recruit five volunteers to read one paragraph each to the class. After each reading, ask the class how the writer feels about Texas. Ask the students to justify their response by providing an example from the letter.

With an LCD, the teacher will project the additional resources from Souvenir of Texas, "The Lone Star State" View book. After each frame ask the students to evaluate how the artist illustrates Texas, or Texans.

### **Activities**

Students will choose one of two activities to complete:

**Activity 1.** Group work - students will define a "Texan" by tracing the outline of one group member onto a sheet of bulletin board paper. Group members will use colored pencils or markers to "dress" their live size Texan. To describe their Texan, students will write a number of adjectives around their completed artwork. Groups will present their Texan to the class.

**Activity 2:** Ask students to illustrate a large, blank index card as a picture postcard from Texas. Ask students to write a description of Texas to a friend on the opposite side of the card.

### **Assessment**

Teacher observation, student participation and completed artwork.

### **Extensions**

Students may interview a grandparent or an elderly person about their life in Texas. Students will share the responses with the class.

### **Materials:**

[Souvenir of Texas, "The Lone Star State" Viewbook](#), pages 1-8

Large blank index cards

Map pencils and markers

Long sheets of white bulletin board paper for each group

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