

Instructional Recipe

What Is The Relationship Between Humans And The Environment?

Grade 7, Texas History

Step 1 – Ask

Objectives:

Students will explain ways in which geographic factors have affected the political, economic, and social development of Texas in the 19th and 20th centuries.

Introduction:



[Damage from storm of 1900 in Galveston]. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph125/>. Accessed August 11, 2009.

Ask:

- ★ What is the relationship between humans and the environment?
- ★ Can you think of some examples in Texas history when the environment caused political, social, or economic changes for Texans?
- ★ How might these changes have affected the development of Texas in the 19th and 20th centuries?

Vocabulary:

- ★ **economic** - relating to the production, development, and management of material wealth
- ★ **geographic factors** – location, physical environment, movement of people, climate, resources
- ★ **political** – dealing with the structure or affairs of the government
- ★ **social** – relating to human society and how it is organized

TEKS:

- (7.10B)** explain ways in which geographic factors have affected the political, economic, and social development of Texas.
- (7.21 A)** 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.
- (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.
- (7.21C)** organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.
- (7.21D)** 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.

Technology Application TEKS:

- 3A.** Discuss copyright laws/issues and models, ethical acquisition and use of digital information, citing sources using established methods
- 4B** Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies
- 6A** Determine and employ methods to evaluate the electronic information for accuracy and validity
- 6B** Resolve information conflicts and validate information through accessing, researching, and comparing data
- 6C** Demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information
- 7A** Plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings
- 10A** Use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports

Step 2 – Investigate

Texas Heritage Online Resources:

- ★ Texas Historical Foundation. *Heritage, Winter 2004*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45372/>. Accessed August 11, 2009.
- ★ McLean, Malcolm Dallas, 1913-. *Papers concerning Robertson's Colony in Texas, Volume 10*. Arlington, Tex. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph28587/>. Accessed August 11, 2009.
- ★ Lester, Paul. *The great Galveston disaster, containing a full and thrilling account of the most appalling calamity of modern times including vivid descriptions of the hurricane*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph26719/>. Accessed August 11, 2009.
- ★ *Hurricane Damage*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph47064/>. Accessed August 11, 2009.
- ★ Geib, W. J. (Warren Jacob). *Soil survey of Camp County, Texas*. Washington. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph19805/>. Accessed August 11, 2009.
- ★ Dallas Historical Society. "From Water Supply to Urban Oasis." *Legacies: A History Journal for Dallas and North Central Texas, Volume 15, Number 01, Spring, 2003*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph35094/>. Accessed August 11, 2009.

EBSCO Resources:

- ★ A Child's History of Texas. By: Jackson, Sarah. Child's History of Texas, 1999, p1-51, 51p, 51 color; Reading Level (Lexile): 690; (AN 19166815)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=19166815&site=src-live>>
- ★ Chapter 5: THE GARDEN SPOT OF THE WORLD. By: Crockett, David. Texas Sampler: Historical Recollections, 1998, p20-23, 4p; (AN 26947498)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=26947498&site=src-live>>
- ★ Galveston: Ellis Island of Texas. By: Hardwick, Susan W. Journal of Cultural Geography, Spring/Summer2003, Vol. 20 Issue 2, p69, 23p, 7 maps, 1 bw; (AN 10584995)
<<http://search.ebscohost.com/login.aspx?direct=true&db=wdh&AN=10584995&site=src-live>>
- ★ CHAPTER FOUR: Life on the Home Front. Texas & Texans in the Civil War, 1995, p95-132, 38p, 1 map, 4 bw; Reading Level (Lexile): 1260; (AN 19226109)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=19226109&site=src-live>>
- ★ MARCH 7, 1862. By: Stone, Ron. Book of Texas Days, 1984, p41-41, 2/3p, 1 bw; Reading Level (Lexile): 840; (AN 21474591)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=21474591&site=src-live>>
- ★ CHAPTER TWO: Texas; Its Climate and Scenery. Recollections of Western Texas, 1852 - 55: By Two of the U.S. Mounted Rifles, 2001, p32-36, 5p; (AN 32129731)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=32129731&site=src-live>>
- ★ Texas. By: Carpenter, Allan; Provorse, Carl. World Almanac of the U.S.A., 1996, p286, 7p; Reading Level (Lexile): 800; (AN 9605107734)
<<http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=9605107734&site=src-live>>

Additional Websites:

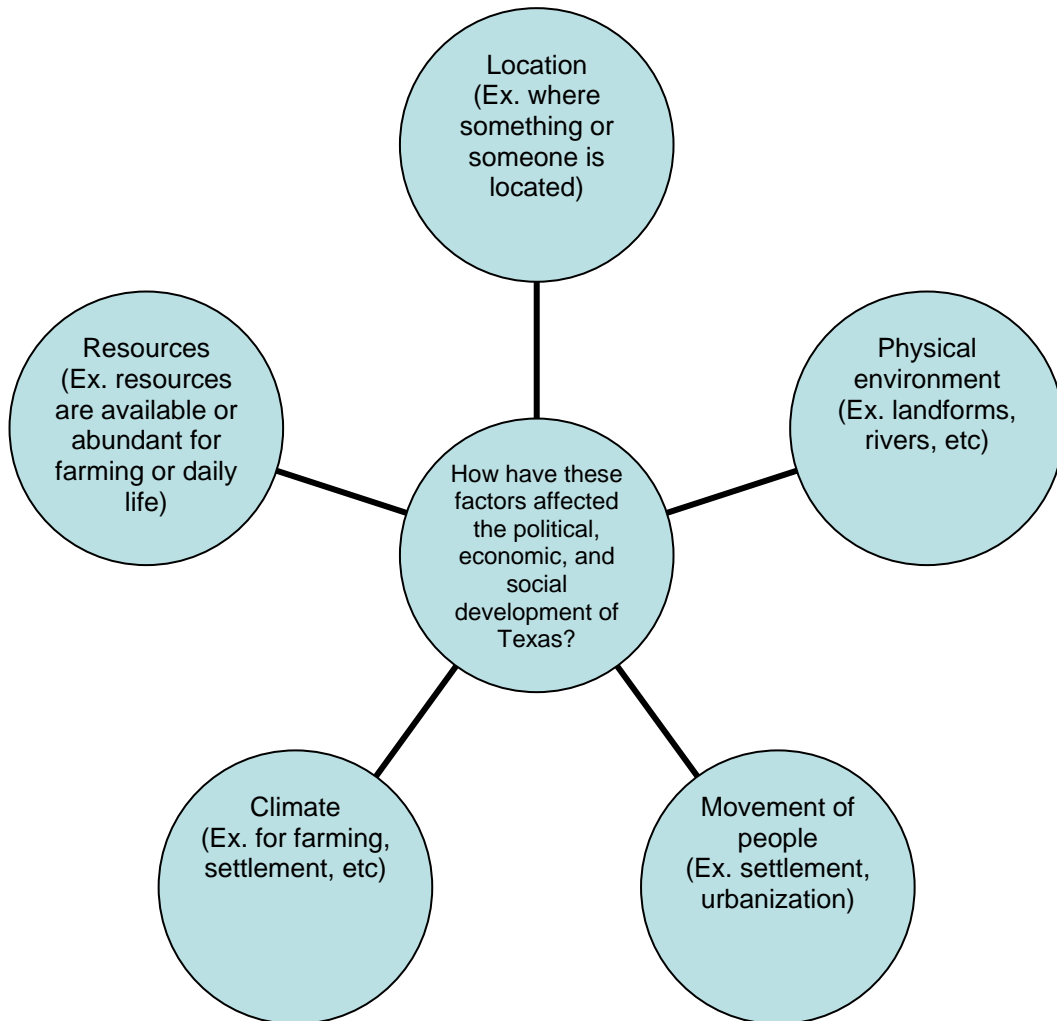
- ★ <http://www.texasalmanac.com/population/>
- ★ <http://www.1900storm.com/>

Step 3 – Create

Students can work individually or with partners to create a concept map that organizes the information they learned about Texas. Here are some suggested topics that could be included:

🔗 Technology Link – Students may use a graphic organizer software program, such as Inspiration or <http://bubbl.us>, or create the diagram using a word processor program, such as Microsoft Word.

Allow students to share their information with another group or as a whole class.



Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ Choose a geographic event in Texas history (i.e. Galveston Hurricane, settlement, Missions, Republic of Texas, hurricane, King Cotton, Civil War, etc.) **Create a poster** that explains how this event affected the political, economic and social development of Texas in the 19th or 20th centuries. Be sure to include images to support your explanation.
- ★ Choose a geographic event in Texas history (i.e. Galveston Hurricane, settlement, Missions, Republic of Texas, hurricane, King Cotton, Civil War, etc.) **Write a poem to explain** how this event affected the political, economic and social development of Texas in the 19th or 20th centuries.

🔗 Technology Link - Students can use Microsoft Word or Publisher to develop their products. Use the EBSCO image collection to locate images of Texas.



Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Making a Poster: Geographic Factors Affect Development of Texas

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.	Several required elements were missing.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.

Poem: Geographic Factors Affect Development of Texas

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Focus on Topic	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Support for Topic	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Accuracy of Facts	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Flow & Rhythm	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.