

TEKS & Handbook Alignment

Seventh Grade



TEKS for Seventh Grade

This curriculum alignment tool for seventh grade teachers provides easy access to the resources in the [The Handbook of Texas Online](#). Links to appropriate articles in the *Handbook* are shown with the complete Texas Essential Knowledge and Skills document text (The provisions of this §113.15 adopted to be effective August 23, 2010, 35 TexReg 7232).

(7.1) History. The student understands traditional historical points of reference in Texas history.

A: identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;

- [Prehistory](#)
- [Exploration](#)
- [Spanish Missions](#)
- [Texas Revolution](#)
- [Republic of Texas](#)
- [Annexation](#)
- [Texas and the Civil War](#)
- [Reconstruction](#)
- [Ranching](#)
- [Railroads](#)
- [Oil and Gas Industry](#)
- [World War II](#)

B: apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods;

[Time Line](#)

C: 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.

- [1519](#)
- [1718](#)
- [1718 \(b\)](#)
- [1821](#)
- [1836](#)
- [1845 \(a\)](#)
- [1845 \(b\)](#)

- [1861](#)
- [1876](#)
- [1901](#)

(7.2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas.

A: compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;

- [Prehistory](#)
 - [Big-Game Hunters](#)
 - [Hunter-Gatherer](#)
 - [Midland Minnie](#)
 - [Early Farmers](#)
- [Indians \(an overview essay\)](#)
- [Indian Relations](#)
- [Apache Indians](#)
- [Atakapa Indians](#)
- [Alabama-Coushatta Indians](#)
- [Caddos](#)
 - [Hasinai Indians](#)
 - [Caddoan Mounds State Historic Site](#)
- [Cherokee Indians](#)
 - [Cherokee War](#)
- [Coahuiltecan Indians](#)
- [Comanche Indians](#)
- [Jumano Indians](#)
- [Karankawa Indians](#)
- [Pueblo Indians](#)
- [Tigua Indians](#)
- [Tonkawa Indians](#)

B: 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;

- [Exploration](#)
- [Spanish Texas \(extract\)](#)
- [Álvarez de Pineda, Alonso](#)
- [Cabeza de Vaca, Álvar Núñez](#)
 - [Seven Cities of Cibola](#)
- [Vázquez de Coronado, Francisco](#)
 - [Coronado Expedition](#)
- [La Salle, René Robert Cavelier, Sieur de](#)
 - [La Salle Expedition](#)

- [Fort St. Louis](#)
- *Also see related articles:*
 - [Barbier, Gabriel Minime, Sieur](#)
 - [Membré, Zénobe](#)
 - [Llanos-Cárdenas Expedition](#)
 - [Lavaca Bay](#)
- [Narváez, Pánfilo de](#)
- [Niza, Marcos de](#)
- [Estevanico \(Esteban\)](#)
- [Oñate, Juan de](#)
- [Spanish Mapping of Texas](#)
- [Catholic Church](#)
- *Some early Spanish missions:*
 - [Spanish Missions](#)
 - [Corpus Christi de la Ysleta](#)
 - [Nuestra Señora de Guadalupe de los Nacogdoches Mission](#)
 - [San Antonio Missions](#)
 - [Nuestra Señora del Refugio](#)
 - [Nuestra Señora de la Purísima Concepción de Acuña Mission](#)
- [Mission Architecture](#)
- [Presidios](#)

C: 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;

- [Empresario](#)
- *SEARCH TIP: type into the search box: #uw10(emprario any county or city) for information about the background of an area, and for why and how communities were established. Does not work for every location.*
- [Land Grants \(extract\)](#)
- [Mexican Colonization Laws \(extract\)](#)
- [Anglo-American Colonization](#)
- [Austin, Moses](#)
- [Austin, Stephen Fuller](#)
 - See [Cotton Ginning](#) and [Wool and Mohair](#) for economic motivation for colonization
 - [San Felipe de Austin, Texas](#) unofficial capital of Stephen F. Austin's colony
 - See article on [Slavery](#) as related to Austin's Colony
- [Juan N. Seguín](#)
- [Hayden Edwards](#)
- [General Mier y Terán](#)

D: identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José

Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;

- [Constitution of 1824](#)
 - [Constitution of Coahuila and Texas](#)
- [Saltillo, Coahila, Mexico](#)
- [Texas Citizens referred to as Tejanos](#)
- [Jose Gutierrez de Lara](#)
- [The Battle of Medina](#)
- [Colonization Law of 1825](#)
- [Slavery](#)

E: identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas;

- [Austin, Stephen Fuller](#)
- [Juan N. Seguín](#)
- [Moses Austin](#)
- [Erasmo Seguin](#)
- [Martin De Leon](#)
- [Green De Witt](#)

F: contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.

- [Anglo-American Colonization](#)
- [Spanish Missions](#)
- [Presidios](#)

(7.3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas.

A: trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;

- [Texas Revolution](#)
- [Law of April 6, 1830](#)
- [Turtle Bayou Resolutions](#)
- For S. F. Austin's arrest, *see* [Austin, Stephen Fuller](#)
- [Declaration of November 7, 1835](#)
- [Fredonia Rebellion](#)
- [Mier y Teran Report](#)

B: explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis;

- [George Childress](#)
- [Lorenzo de Zavala](#)
- [James Fannin](#)
- [Sam Houston](#)
- [Antonio López de Santa Anna](#)
- [William B. Travis](#)
- [Juan N. Seguín](#)
- [James Bowie](#)
- [Davy Crockett](#)
- [Smith, Erastus \[Deaf\]](#)

C: explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto;

- [Texas Revolution](#)
 - [Gonzales, Battle of](#)
 - [Siege of Bexar](#)
 - [Goliad Massacre](#)
 - [Alamo, Battle of the](#)
 - [Runaway Scrape](#)
 - [San Jacinto, Battle of](#)
 - [Black Bean Episode](#)

D: explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.

[Texas Revolution](#)

(7.4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood.

A: identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups;

- [Republic of Texas](#)
- [Houston, Samuel](#)
- [Lamar, Mirabeau Buonaparte](#)

- [Jones, Anson](#)
- [Mexican War](#)
- [Treaty of Guadalupe-Hidalgo](#)
- [Annexation](#)
- [The Texas Rangers](#)
- [The Texas Navy](#)
- [Jack Coffee Hays](#)
- [William Goyens](#)
- [Mary Maverick](#)
- [Jose Antonio Navarro](#)
- [The Cordova Rebellion](#)
- [The Council House Fight](#)
- [Santa Fe Expedition](#)

B: analyze the causes of and events leading to Texas annexation;

- [Annexation](#)
- [Second United States Cavalry](#)
- [Late Nineteenth-Century Texas](#)

C: identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.

- [Mexican War](#)
- [Treaty of Guadalupe-Hidalgo](#)
- [Compromise of 1850](#)

(7.5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction.

A: explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs;

- [Texas and the Civil War](#)
- [Texas Troubles](#)
- [Abolition](#)
- [Mexican Texans in the Civil War](#)
- [Slavery](#)
- [Slavery, Urban](#)
- [Free Blacks](#)
- [Fort Concho](#)
- [Buffalo Soldiers](#)
- [Second Texas Infantry \(Shiloh\)](#)
 - [Albert Sidney Johnston](#)
- [Hood's Texas Brigade](#)

- [Eight Texas Cavalry \(Terry's Texas Rangers\)](#)
- [Battle of Sabine Pass](#)
- [Battle of Palmito Ranch](#)

B: analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas;

- [Reconstruction](#)
- [African Americans](#)
- [Association of Southern Women for the Prevention of Lynching](#)
- [Juneteenth](#)
- [Fifth Military District](#)
- [Agriculture \(for impact of Civil War on\)](#)
- [Late Nineteenth-Century Texas](#)
- [an antebellum cotton plantation](#) *Search "plantation" for additional listings*
- [Carpetbaggers](#)
- [Black Codes](#)
- [Freedmen's Bureau](#)
- [Segregation](#)
- [Ku Klux Klan](#)
- [Constitutional Convention of 1875](#)
- [Constitution of 1876](#)

C: identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.

- [John Bell Hood](#)
- [John Reagan](#)
- [Francis Lubbock](#)
- [Thomas Green](#)
- [John Magruder](#)
- [Battle of Galveston](#)
- [Battle of Sabine Pass](#)
- [Battle of Palmito Ranch](#)
- [Red River Campaign](#)

(7.6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century

A: identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker;

- [Ranching in Spanish Texas](#)
- [Cattle Trailing](#)

- [Chisholm Trail](#)
- [Western Trail](#)
- [Goodnight-Loving Trail](#)
- [Shawnee Trail](#)
- [Tascosa-Dodge City Trail](#)
- [Cattle Brands](#)
- [Ranching](#)
 - [Charles Goodnight](#)
 - [Oliver Loving](#)
 - [John T. Lytle](#)
 - [Ike Pryor](#)
 - [King Ranch](#)
- [Texas and Southwestern Cattle Raisers Association](#)
- [Texas Cattle Fever](#)
- [Barbed Wire](#)
- [Andrews County](#) *Look for open-range ranching and growth of railroad*
- [Longhorns](#), see also the [Big Die-up](#).
- [Mavericks](#)
- [Windmills](#)
- [Buffalo Hunting](#)
- [Indian Relations](#)
- [Cherokee War](#)
- [Red River War](#)
- [Palo Duro Canyon, Battle of](#)
- [Indian Reservations](#)
- [Cynthia Ann Parker](#)
- [Comanche Indian Reservation](#)
- [Buffalo Soldiers](#)
- [Spindletop](#)

B: identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life;

- [Cattle Rustling](#)
- [Fence Cutting](#)
- [Vaqueros](#)
- [Black Cowboys](#)

C: identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg;

- [James S. Hogg](#)
- [Railroads](#)

D: explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.

- [Agriculture](#) *Also search for "agribusiness."*
- [Cotton Compress Industry](#)
- [Cotton Ginning](#)

(7.7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries.

A: explain the political, economic, and social impact of the oil industry on the industrialization of Texas;

- [Oil and Gas Industry](#)
- [Oil Exploration](#)

B: define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;

- [Ranching](#)
- [Oil and Gas Industry](#)
- [Oil Exploration](#)
- Real Estate *SEARCH TIP: type into the search box: #uw10(boom and bust) for a listing of places or businesses with boom and bust information.*
- [Banks and Banking](#)

C: describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century;

- [Civil Rights Movement](#)
- [James Farmer](#)
- Hector P. Garcia, *see: [American G.I. Forum of Texas](#)*
- [Health and Medicine](#)
- [Oveta Culp Hobby](#)
- [Lyndon B. Johnson](#)
- Henry Cisneros, *see article on Cisneros grandfather: [Munguía Torres, José Rómulo](#) and see paragraph 24 of [Democratic Party](#)*

D: describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White;

- [World War I](#)

- [World War II](#)
- [Texas Since World War II](#)
- [Oveta Culp Hobby](#)
- [Hector P. Garcia](#)
- [LULAC](#)
- [Jane McCallum](#)
- [Lulu Belle Madison White](#)
- [Lyndon B. Johnson](#)
- [Progressive Era](#)
- *Other Reform Movements: SEARCH TIP: search lynching, suffrage, prohibition, educational reform, populism, prison reform, for information on additional groups.*
- [Lynching](#)
 - [African Americans](#)
 - [Association of Southern Women for the Prevention of Lynching](#)
- [Woman Suffrage](#)
 - [League of Women Voters of Texas](#)
 - [National Woman's Party](#)
 - [Texas Association Opposed to Woman Suffrage](#)
- [Prohibition](#)
 - [Anti Saloon League of Texas](#)
 - [Woman's Christian Temperance Union](#)
- [Education](#)
- [Women and Education](#)
- [Texas State Federation of Labor](#)
- [Farmers' Alliance](#)
- [People's Party](#)

E: analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas;

- [James Ferguson](#)
- [Ferguson, Miriam Amanda Wallace \[Ma\]](#)
- [Dwight D. Eisenhower](#)
- [Sam Rayburn](#)
- Henry B. Gonzales. See [Texas Since WWII](#) Use Edit/Find to locate information on H. B. Gonzales
- [John G. Tower](#)
- [Barbara C. Jordan](#)
- [Mickey Leland](#)

F: analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration.

- [Democratic Party](#)

- [Republican Party](#)

(7.8) Geography. The student uses geographic tools to collect, analyze, and interpret data.

A: create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries;

- [Census and Census Records](#)
- [Metropolitan Statistical Areas](#)

B: analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.

- [Census and Census Records](#)
- [Metropolitan Statistical Areas](#)

SEARCH TIP: For population and growth data on specific towns or cities, type into the search box, #uw25(population in City's name, Texas). For example, #uw25(population in Corsicana, Texas) will pull up articles that meet these guidelines, including the article about Corsicana that contains the data most helpful for population patterns and reasons for growth or decline.

(7.9) Geography. The student understands the location and characteristics of places and regions of Texas.

A: locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest;

- [Amarillo](#)
- [Austin](#)
- [Brownsville](#)
- [Corpus Christi](#)
- [Dallas](#)
- [El Paso](#)
- [Fort Worth](#)
- [Galveston](#)
- [Houston](#)
- [Lubbock](#)
- [Midland](#)
- [Odessa](#)
- [San Antonio](#)

Search tip: Go to [Browse](#) and click on Title or Where to search for additional places.

B: compare places and regions of Texas in terms of physical and human characteristics;

- Central and High Plains
 - [Caprock](#)
 - [Panhandle](#)
 - [Edwards Plateau](#)
 - [Llano Estacado](#)
 - [Playas](#)
 - [Palo Duro Canyon](#)
 - [Enchanted Rock](#)
 - [Hill Country](#)
- Gulf Coastal Plains
 - [Gulf of Mexico](#)
 - [East Texas](#)
 - [Texas Forest Service](#)
 - [Rio Grande Valley](#)
- Mountains and Basins
 - [Davis Mountains](#)
 - [Big Bend National Park](#)
 - [Avery Canyon](#)
 - [Chisos Mountains](#)
- Other
- [Mammals](#)

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

- [Texas Weather](#)
- [Texas Mass Transportation Commission](#)

(7.10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries.

A: identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications;

- [Electrical Power](#)
- [Air-Conditioning](#)
- [Refrigeration](#)
- [Windmills](#)
- [Water Improvement Districts](#)
- [Mineral Resources and Mining](#)
- [Agriculture](#)
- [Agricultural Research](#)
- [Camels](#)
- [Stagecoach Lines](#)

- [Urbanization](#)
- [Texas Forest Service](#)
- Galveston Seawall. See [Robert, Henry Martyn.](#)
- [Houston Ship Channel](#)
- [Inland Waterways](#)
- Construction of Highways and Roads
 - [Highway Development](#)
 - [Greer, Dewitt Carlock](#)
- Development of State Parks
 - [Civilian Conservation Corps](#)
- [Civil Engineering](#) *Includes these sub-headings: Environmental Engineering [water supply and protection]; Transportation Engineering [harbor, railroad, highway and airport development]; Structural Engineering [bridges/tall buildings]; Hydraulic Engineering [flood control]; Geotechnical Engineering [characterizing soils and rocks for the design of various structures]*
- [Folk Arts and Crafts](#) *Includes information about the natural resources that were used to build houses, furniture and meet other basic needs.*
- [Environmental Health](#)
- [Buffalo Hunting](#)
- [Range Conservation Experimental Station at Abilene](#)
- *SEARCH TIP: For endangered species, type into the search box: #od1(endangered species) and choose which one you want to know more about.*
- [Rare and Endangered Plants](#)
- [Petrochemical Industry](#)

B: explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.

- [Galveston Hurricane of 1900](#)
- [Dust Bowl](#)

(7.11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries.

A: analyze why immigrant groups came to Texas and where they settled;

- [Land Grants](#)
- [Mexican Colonization Laws](#)
- [Anglo-American Colonization](#)
- [African Americans](#)
- [Czechs](#)
- [English](#) *Includes how the English came to Texas, although English empresarios failed to develop communities.*
- French
 - [Willow Creek](#)

- Germans
 - [Sunday Houses](#)
 - [Germans](#)
 - [German Music](#)
- [Irish](#) (*empresarios*)
- [Poles](#)
- [Swedes](#)
 - [Palm Valley, Texas](#)
 - [Swede Hill, Texas](#)
- [Swiss](#)
- [Chinese](#)
- [Japanese](#)

B: analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas;

- [Land Grants](#)
- [Mexican Colonization Laws](#)
- [Anglo-American Colonization](#)
- [African Americans](#)
- [Czechs](#)
- [English](#) *Includes how the English came to Texas, although English empresarios failed to develop communities.*
- French
 - [Willow Creek](#)
- Germans
 - [Sunday Houses](#)
 - [Germans](#)
 - [German Music](#)
- [Irish](#) (*empresarios*)
- [Poles](#)
- [Swedes](#)
 - [Palm Valley, Texas](#)
 - [Swede Hill, Texas](#)
- [Swiss](#)
- [Chinese](#)
- [Japanese](#)

C: analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation;

- [Census and Census Records](#)
- [Metropolitan Statistical Areas](#)

SEARCH TIP: For population and growth data on specific towns or cities, type into the search box, #uw25 (population in City's name, Texas). For example, #uw25(population in

Corsicana, Texas) will pull up articles that meet these guidelines, including the article about Corsicana that contains the data most helpful for population patterns and reasons for growth or decline

D: describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.

- [Census and Census Records](#)
- [Metropolitan Statistical Areas](#)

(7.12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society.

A: explain economic factors that led to the urbanization of Texas;

- [Agriculture](#)
- [Texas Since World War II](#)

B: trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing;

- [Aeronautics and Aerospace Industry](#)
- [Cattleman](#)
- [Chemical Industry](#)
- [Clothing Manufacture](#)
- [Cotton Culture](#)
- [Cotton Ginning](#)
- [Dairy Industry](#)
- [Electronics Industry](#)
- [Food Processing](#)
- [Health and Medicine](#)
- [Lumber Industry](#)
- [Lyndon B. Johnson Space Center](#)
- [Manufacturing Industries](#)
- [Mineral Resources and Mining](#)
- [Medical Research](#)
- [Oil and Gas Industry](#)
- [Rice Culture](#)
- [Sheep Ranching](#)
- [Sheep Wars](#)
- [Shrimping Industry](#)
- [Sorghum Culture](#)
- [Sugar Production](#)
- [Texas and Southwestern Cattle Raisers Association](#)
- [Trade Tokens](#)
- [Tourism](#)

- [Wheat Culture](#)

C: explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.

- [Shipbuilding](#)
- [Paper Manufacture](#)
- [Petrochemical Industry](#)
- [Lead and Zinc Production](#)
- [Synthetic Rubber Manufacture](#)

(7.13) Economics. The student understands the interdependence of the Texas economy with the United States and the world.

A: analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology;

- [Aeronautics and Aerospace Industry](#)
- [Agriculture](#), see also [Agricultural Research](#).
- [Dell Computer Corporation](#)
- [Electronics Industry](#)
- [Lyndon B. Johnson Space Center](#)
- [Mineral Resources and Mining](#)
- [Oil and Gas Industry](#)
- [Petrochemical Industry](#)
- [Texas Instruments](#)

B: analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas;

- [American Enterprise Forum](#)
- [Texas Association of Business](#)
- [Dr Pepper Company](#)
- [H-E-B](#)

C: analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.

- [Oil and Gas Industry](#)
- [Aeronautics and Aerospace Industry](#)
- [Medical Research](#)
- [Health and Medicine](#)

(7.14) Government. The student understands the basic principles reflected in the Texas Constitution.

A: identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;

- [Constitution Proposed in 1874](#)
- [Constitution of 1876](#)
- [Texas Legislature](#)

B: compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.

(7.15) Government. The student understands the structure and functions of government created by the Texas Constitution.

(7.15) Government. The student understands the structure and functions of government created by the Texas Constitution.

A: describe the structure and functions of government at municipal, county, and state levels;

- Municipal:
 - [City Government](#)
 - [Mayor-Council Form of City Government](#)
 - [Commission Form of City Government](#)
 - [Council Manager Form of City Government](#)
- County:
 - [County Organization](#)
 - [County Attorney](#)
 - [County Auditor](#)
 - [County Courthouses](#)
 - [County Health Authority](#)
 - [County Judge](#)
 - [County School Trustees](#)
 - [County Surveyor](#)
 - [County Tax Assessor-Collector](#)
 - [County Treasurer](#)
- State:
 - [Governor](#)
 - [Texas Legislature](#)
 - [Judiciary](#)

B: identify major sources of revenue for state and local governments such as property tax, sales tax, and fees;

- [Sales Tax](#)
- [Tax Boards](#)
- [State Property Tax Board](#)

- [Water Improvement](#)
- [Comptroller of Public Accounts](#)
- [Tax Districts, Special](#)
- [Sales Tax](#)
- [Tax Boards](#)
- [State Property Tax Board](#)
- [Water Improvement](#)
- [Comptroller of Public Accounts](#)
- [Tax Districts, Special](#)

C: describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers.

[Texas Education Agency](#)

(7.16) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society.

A: identify rights of Texas citizens;

[Constitution of 1876](#)

B: explain and analyze civic responsibilities of Texas citizens and the importance of civic participation.

(7.17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society.

A: identify different points of view of political parties and interest groups on important Texas issues, past and present;

- [Whig Party](#)
- [American Party](#)
- [Republican Party](#)
- [Democratic Party](#)
- [Greenback Party](#)
- [People's Party](#)
- [Raza Unida Party](#)
- [Socialist Party](#)
- [African American and Politics](#)
- [Tejano Politics](#)
- [Women and Politics](#)
- [Mexican American Organizations](#)
- [National Woman's Party](#)

B: describe the importance of free speech and press in a democratic society;

C: express and defend a point of view on an issue of historical or contemporary interest in Texas. Interest in Texas.

(7.18) Citizenship. The student understands the importance of effective leadership in a democratic society.

A: identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States;

- [Stephen Fuller Austin](#)
- Lloyd Bentsen *See article on [Lloyd M. Bentsen, Sr.](#) the Congressman's father.*
- [Dwight D. Eisenhower](#)
- Henry B. Gonzales. *See [Texas Since WWII](#). Use Edit/Find to locate information on H. B. Gonzales*
- [Oveta Culp Hobby](#)
- [James S. Hogg](#)
- [Sam Houston](#)
- [Lyndon B. Johnson](#)
- [Anson Jones](#)
- [Barbara C. Jordan](#)
- [Mirabeau B. Lamar](#)
- [Mickey Leland](#)
- [Lorenzo de Zavala](#)

B: identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.

- [Sam Rayburn](#)
- [Lawrence Sullivan](#)
- ["Sul" Ross](#)
- [John Nance Garner](#)
- [Henry B Gonzalez](#)
- [Barbara Jordan](#)

(7.19) Culture. The student understands the concept of diversity within unity in Texas.

A: explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;

- [Folk Arts and Crafts](#)
- [Folk Belief](#)
- [Folk Building](#)
- [Folk Dance](#)

- [Folk Games](#)
- [Mexican Americans](#)
 - [Mexican-American Folk Arts](#)
 - [Mariachi Music](#)
 - [Tejano Conjunto Festival](#)
- [African Americans](#)
 - [African-American Churches](#)
 - [Juneteenth](#)
- [Anglo-Americans](#) *See paragraph 30 or use edit/find to locate the word "culture".*
- [Czechs](#)
- [English](#) *Includes how the English came to Texas, although the English empresarios failed to develop communities.*
- French
 - [Willow Creek](#)
- Germans
 - [Sunday Houses](#)
 - [Germans](#)
 - [German Music](#)
- [Irish](#) (*empresarios*)
- [Poles](#)
- [Swedes](#)

B: describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;

See 7.19.A

C: identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts;

- *Some selected places:*
 - [Rio Grande River](#)
 - [Neches River](#)
 - [Colorado River](#)
 - [Balcones Escarpment](#)
 - [Llano Estacado](#)
 - [Guadalupe Mountains](#)
 - [San Antonio, Texas](#)
 - [El Paso, Texas](#)
 - [Del Rio, Texas](#)
 - [Amarillo, Texas](#)
 - [Bexar County](#)
 - [San Saba County](#)

D: identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.

- [Roy Bedichek](#)
- [J. Frank Dobie](#)
- [Scott Joplin](#)
- [Elisabet Ney.](#)
- [Walter Prescott Webb](#)

(7.20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas.

A: compare types and uses of technology, past and present;

- [Aeronautics and Aerospace Industry](#)
- [Chemical Industry](#)
- [Clothing Manufacture](#)
- [Cotton Ginning](#)
- [Electronics Industry](#)
- [Health and Medicine](#)
- [Manufacturing Industries](#)
- [Medical Research](#)
- [Oil and Gas Industry](#)

B: identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;

- [Roy Bedichek](#)
- Michael DeBakey: *See* [Heart Transplant.](#)
- C. M. "Dad" Joiner: *See* [Overton, Texas.](#)
- [Denton Cooley](#)
- [Michael Dell](#)
- [Howard Hughes Sr](#)

C: analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;

- [Barbed Wire](#)
- [Windmills](#)
- [Oil and Gas Industry](#)
- [Aeronautics and Aerospace Industry](#)

D: evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land;

- Oil spill, *See*:
 - [Matagorda Island](#)
 - [Gulf of Mexico](#)
- Air Pollution, *See*:
 - [Environmental Health](#)
- Water Pollution, *See*:
- [Texas Water Quality Board](#)

E: analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.

- [Barbed Wire](#)
- [Windmills](#)

(7.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.

A: 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;

B: 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;

C: organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

D: identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

E: support a point of view on a social studies issue or event;

F: identify bias in written, oral, and visual material;

G: evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

H: use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(7.22) Social studies skills. The student communicates in written, oral, and visual forms. A: use social studies terminology correctly;

A: use social studies terminology correctly;

B: use standard grammar, spelling, sentence structure, and punctuation;

C: transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate;

D: create written, oral, and visual presentations of social studies information.

(7.23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

A: use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;

B: use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.