

CURRICULUM STRANDS

The Pearce Civil War Museum has the resources to meet the requirements of the eight strands of essential knowledge and skills (TEKS) for a study of the Civil War. This table cites the strand and explains how the museum can meet your needs in that area.

STRAND	DESCRIPTION OF STRAND	PEARCE RESOURCE/ INSTRUCTIONAL MATERIALS
HISTORY (1) (A)	Identify major events and describe their causes and effects	a pre-test of Civil War facts and figures; can be used to assess student knowledge before trip to museum
HISTORY (1) (B)	Sequence significant individuals, events, and time periods	time lines depicting crucial battles and events that shaped the course of war
HISTORY (1) (C)	Explain significance of 1861-1865	a summary for students explaining factors that collided both nationally and globally to impact war
HISTORY (7) (B)	Compare effects of political, economic, and social factors on slaves and free blacks	a grid activity requiring skills of application and analysis as students compare/contrast effects of various factors on slaves and free blacks
HISTORY (7) (C)	Analyze impact of slavery on different sections of U.S.	in-depth look at slavery in the different sections; includes history of slavery in U.S; students will be required to interpret charts
HISTORY (8) (A)	Explain roles of significant individuals during the Civil War	presents intriguing stories of diverse cast of heroes: black, white, young, old, male, and female
HISTORY (8) (C)	Analyze Lincoln's ideas as contained in first inaugural address; contrast to ideas in J. Davis' inaugural address	challenging look at the words of Lincoln and Davis; disaggregates their ideas and compares them in a side-by-side format with an abundance of teacher-led questions to call upon students' insight

GEOGRAPHY (10) (A)	Locate places/regions of importance in U.S. during 19 th century	thorough and thought-provoking unit that merges the study of physical geography and human geography; students will understand how the physical features of a place and the human activity of that place profoundly affected one another in the Civil War; extensive use of charts, maps, and graphs to challenge skills of organizing and interpreting data from visuals
GEOGRAPHY (10) (B)	Compare places/ regions in terms of physical and human characteristics	
GEOGRAPHY (10) (C)	Analyze effects of physical and human geographic factors on major historical events	

ECONOMICS (12) (A)	Identify economic differences among regions of U.S.	describes the economics of the Civil War in a manner accessible to an 8 th grade audience; emphasis on and description of the concrete terms – money, material, and resources – to define economics; check-for-understanding activity provided that describes economics using references/examples familiar to the student
ECONOMICS (12) (B)	Explain reasons for spread of slavery	
ECONOMICS (12) (D)	Analyze causes and effects of economic differences among different regions of the U.S.	
GOVERNMENT (16) (B)	Describe impact of 19 th century amendments to Constitution	students use their skills of analysis and evaluation not only to describe impact of amendments but also to understand the consequences on a newly reconciled nation
GOVERNMENT (17) (B)	Explain constitutional issues over issue of states' rights	unit defines states' rights and addresses the issue's complexity by leading students through three uncomplicated questions
SCIENCE, TECHNOLOGY, AND SOCIETY (27) and (28)	Understand impact of technological and scientific innovations during the Civil War	Students travel through a 'guessing gallery' to test their skills of observation and interpretation with artifacts from 19 th century technology and science
SOC. ST. SKILLS (29) (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	TEKS (29)-(31) are addressed throughout PowerPoint units; also a specific research unit is included in teacher materials
SOC. ST. SKILLS (29) (C)	Organize and interpret information from outlines, reports, databases and visuals	

SOC. ST. SKILLS (29) (D)	Identify points of view	
SOC. ST. SKILLS (29) (E)	Support a point of view	
SOC. ST. SKILLS (29) (F)	Identify bias	
SOC. ST. SKILLS (29) (I)	Create thematic maps, graphs, charts, models, and databases	
SOC. ST. SKILLS (30) (A)	Use S.S. terminology correctly	
SOC. ST. SKILLS (30) (B)	Use standard language skills and proper citation of sources	
SOC. ST. SKILLS (30) (D)	Create written, oral, and visual presentations	
SOC. ST. SKILLS (31) (A)	Use a problem solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement solution, and evaluate effectiveness of solution	
SOC. ST. SKILLS (31) (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	