

CIVIL WAR SEVENTH GRADE

I. ABSTRACT

This unit is intended to support teaching seventh-graders about the history of the Texas during the Civil War by understanding the state's role and purpose during the war and reconstruction, and the importance of cotton, cattle and railroads.

This unit incorporates language arts (A, B, C, D, E, F) and social studies (1-A, B, C, 5-A, B, C, 6).

II. TEKS

Language Arts

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

The student is expected to:

- (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension
- (B) ask literal, interpretive, evaluative, and universal questions of text
- (C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images)
- (D) make complex inferences about text and use textual evidence to support understanding
- (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts
- (F) make connections between and across texts, including other media (e.g., film, play) and provide textual evidence

Social Studies

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

The student is expected to:

- (A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including: Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads
- (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods
- (C) explain the significance of the following dates: 1861, Civil War begins

- (5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:

- (A) Explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs

- (B) Analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas
- (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

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

II. OBJECTIVES

- A. Students will demonstrate fluency and comprehension in reading historically based text.
- B. Students will respond to a variety of accounts of the Civil War by reading text, analyzing pictures, and writing experiences.
- C. Students will learn to apply their language arts skills to vocabulary enrichment, finding information in letters and correspondence, and writing letters.

III. SUPPORTING UNITS

- A. President Abraham Lincoln
- B. Jefferson Davis
- C. Timeline
- D. 1860
- E. Governors
- F. Generals
- G. Flags
- H. Battles
- I. Succession & Readmission
- J. Military
- K. Political, economic, and social effects of the Civil War and Reconstruction in Texas
- L. Texas Civil war leaders and troops
- M. Texas Civil war events
- N. Reconstruction