



**Texas Two Step (overnight program)**  
**7<sup>th</sup> Grade TEKS Objectives**

Activities, lessons, tours, and experiences offered in ECHO Education’s *Texas Roots* program and *Texas History Alive* program have been curated to be aligned with the §113.19. *Social Studies, Grade 7*, section (b) *Knowledge and Skills* of the updated Texas Essential Knowledge and Skills for Grade 7 provided by the Texas Education Agency.

Objectives covered and listed below are explored at multiple locations including on the charter bus (**BUS**), at the Texas State Capitol (**CAP**), Capitol Visitor’s Center (**CVC**), Capitol Grounds (**CG**), The Texas State Cemetery (**TSC**), Bullock Texas State History Museum (**BUL**), the Alamo & Spanish Missions (**ALA**), and the Witte Museum (**WM**).

Location	TEKS Objectives
BUS, BUL, ALA	<p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p style="padding-left: 40px;">(A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing 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 Contemporary Texas; and</p> <p style="padding-left: 40px;">(B) 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.</p>
BUS, BUL, ALA	<p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p> <p style="padding-left: 40px;">(A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;</p> <p style="padding-left: 40px;">(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain;</p> <p style="padding-left: 40px;">(C) identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo;</p>

	<p>(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, 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;</p> <p>(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; and</p> <p>(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.</p>
<p>BUS, BUL, CAP, CG, CVC, TSC, ALA</p>	<p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p> <p>(A) describe the chain 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;</p> <p>(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; and</p> <p>(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto.</p>
<p>BUS, BUL, ALA</p>	<p>(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p> <p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups;</p> <p>(B) analyze the causes of and events leading to Texas annexation such as security and public debt; and</p>
<p>BUS, BUL, ALA</p>	<p>(8) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</p> <p>(A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions;</p> <p>(B) locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest; and</p>
<p>BUS, BUL, ALA</p>	<p>(10) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</p>

	<p>(A) identify why immigrant groups came to Texas and where they settled;</p> <p>(B) describe how immigration and migration to Texas have influenced Texas;</p>
BUL	<p>(11) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:</p> <p>(A) explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and</p>
BUL	<p>(12) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</p> <p>(A) explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas;</p> <p>(B) explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas; and</p> <p>(C) analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets</p>
CAP, BUL	<p>(13) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p> <p>(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; and</p>
BUS, CAP	<p>(14) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</p> <p>(A) describe the structure and functions of government at municipal, county, and state levels; and</p>
CAP	<p>(15) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:</p> <p>(A) explain rights of Texas citizens; and</p> <p>(B) explain civic responsibilities of Texas citizens and the importance of civic participation.</p>
BUS, CAP, TSC	<p>(17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>(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; and</p>

	<p>(B) identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. Gonzalez, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p>
<p>BUS, BUL, CAP, TSC, ALA</p>	<p>(18) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:</p> <p>(A) explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations;</p> <p>(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;</p> <p>(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; and</p> <p>(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.</p>
<p>BUL, BUS</p>	<p>(20) 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 technology. The student is expected to:</p> <p>(A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas;</p> <p>(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p> <p>(D) identify bias and points of view from the historical context surrounding an event that influenced the participants;</p>