



This study plan supports the assessments for EDUC 3419/EDUC 5419. The course covers 2 competencies and represents 1 competency unit.

Introduction

Overview

This study plan reviews and examines Texas history from before the arrival of Europeans through the modern era. The study of Texas history helps you to develop a sense of chronology, a sense of significance and a sense of change over time. The course provides an opportunity for you to think critically about major topics in Texas history and how they relate to Texas today. You will be able to identify changes in the political, geographic, economic, and social aspect that shaped Texas from its roots as part of the Spanish Empire to the development of modern institutions, values, lifestyles, religions and social character. Throughout the course you will explore how wars, laws, political actions and social movements are shaped by the past and shape the future. Through the use of primary and secondary resources you will explore the diversity of human experiences throughout Texas history and make connections to the modern complexities of Texas culture and society.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Competencies

This course provides guidance to help you demonstrate the following 2 competencies.

- **Competency 2003.1.1: Texas History from Pre-European Settlement to Modern**
The graduate applies knowledge of the government, economics, citizenship, culture, geography, and historical events that helped to shape the history and modern state of Texas.
- **Competency 2003.1.2: Social Science Strands and Teaching Essential Skills and Knowledge**
The graduate utilizes primary and secondary sources about Texas to support the teaching of the six strands of essential knowledge and skills for social studies.

Course Instructor Assistance

As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation



strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGCU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Learning Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGCU student portal to access the resources.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

- Calvert, R., De Leon, A., & Cantrell, G. (2014) *The History of Texas* (5th ed.). Wiley-Blackwell. ISBN 978111861773

Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Other Learning Resources

You will use the following learning resources for this course.

- Historical inquiry [Understanding the Past](#)
- Library and Archives Canada [Defining Primary and Secondary Sources](#)
- Lone Star History Links [Selected Texas history Primary Source Documents](#)
- National Council for the Social Studies [Chapter 2: The Themes of Social Studies](#)
- Sites for Primary Sources [Using Primary Sources in the Classroom](#)
- Texas Essential Knowledge and Skills [Social Studies TEKS](#)
- Texas History Association [A Digital Gateway of Texas History](#)
- Texas State Historical Association [Teaching Texas.org](#)
- Texas State Historical Association [Texas Almanac](#)
- Texas State [Library and Archives Commission](#)
- The Annotated Lesson Plan [Example](#)



- The Archives of the Texas General Land Office [Archives and Records Teachers Guide](#)
- The Walter Geology Library [Virtual Field Trip Guides](#)

Pacing Guide

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

- [Pacing Guide: Texas History](#)

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Texas History

A survey of the people, politics and events that shaped Texas history beginning with the arrival of humans in the Panhandle, through the rise of the oil industry, to the modernization of Texas in the twenty-first century.

Early Texas History

The development of civilization in Texas looks at early people to explore and inhabit the state of Texas. The topic explores the culture and geographical areas in which they lived and the historical events that led to the statehood of Texas.

This topic addresses the following competency:

- **Competency 2003.1.1: Texas History from Pre-European Settlement to Modern**
The graduate applies knowledge of the government, economics, citizenship, culture, geography, and historical events that helped shape the history and modern state of Texas.

This topic highlights the following objectives:

- Differentiate between the similarities and differences of Native American groups in Texas and the Western Hemisphere before European colonization, using historical inquiry.
- Identify the causes and effects of European exploration.
- Identify cause-and-effect relationships regarding the events and issues that shaped the history of the Republic of Texas through statehood, using primary and secondary sources.
- Explain the traditional historical events and themes in Texas history.

Read: Building Historical Knowledge

Begin by reading chapter 1 in *The History of Texas*. Then visit the website "Historical Inquiry" and read the information entitled, *Understanding the Past*. After your reading is complete, create a table that will help you to organize information that you can use to teach the similarities and differences of Native Americans in Texas from the Native Americans in the Western Hemisphere prior to European colonization, through historical inquiry.



Read the following in *The History of Texas*:

- pages 1-13 of [chapter 1 \(“Contact of Civilizations, 1521-1721”\)](#)

Review the following website:

- [“Historical Inquiry”](#)

List: European Exploration

Review chapter 1 from the text, *The History of Texas*, focusing on European exploration. From the text, identify the causes and effects of European Exploration. Review the description of primary and secondary resources, then visit the Texas State Historical Association and identify 2-3 primary resources that provide perspective of the explorations from the European point of view.

Read the following in *The History of Texas*:

- pages 9-13 of [chapter 1 \(“Contact of Civilizations, 1521-1721”\)](#)

View the following websites:

- [“Defining Primary and Secondary Sources”](#)
- [“Lone Star History Links”](#)

Read: Republic of Texas

Review chapter 1 from the text, *The History of Texas* and read chapter 2, Spaniards in a Far Northern Frontera and chapter 3, Mexican Texas 1821-1836 from the text, *The History of Texas*. As you read, focus on the events and issues that shaped the history of the Republic of Texas through statehood.

Read the following in *The History of Texas*:

- pages 9-26 of [chapter 1 \(“Contact of Civilizations, 1521-1721”\)](#)
- pages 27-53 of [chapter 2 \(“Spaniards in a Far Northern Frontera, 1721-1821”\)](#)
- pages 54-82 of [chapter 3 \(“Mexican Texas, 1821-1836”\)](#)

Discover: Primary and Secondary Sources

Make a list of 3-5 events and issues that served to shape the history of the Republic of Texas through statehood. Using an internet browser, search for and identify at least one primary and one secondary source for each event and/or issue on your list.

Identify: Themes, Individuals, Issues and Events of Texas History

As you read, identify themes for each of the following four topics that shaped Texas history. Under each theme list the individuals, events, and issues that shaped Texas history.

- statehood through the Mexican National Era



- statehood through the Civil War
- reconstruction through the beginning of the twentieth century
- reconstruction through the twentieth and twenty-first centuries

Read the following in *The History of Texas*:

- pages 83-110 of [chapter 4 \("Launching a Nation, 1836-1848"\)](#)
- pages 111-141 of [chapter 5 \("Statehood, Secession, and Civil War, 1848-1865"\)](#)
- pages 142-180 of [chapter 6 \("The Era of Reconstruction, 1865-1876"\)](#)
- pages 181-212 of [chapter 7 \("A Frontier Society in Transition 1876-1886"\)](#)
- pages 213-236 of [chapter 8 \("Texas in the Age of Agrarian discontent, 1886-1900"\)](#)
- pages 237-288 of [chapter 9 \("Texas in the Progressive Era, 1920-1929"\)](#)
- pages 289-327 of [chapter 10 \("Texas and the Great depression, 1929-1941"\)](#)
- pages 328-374 of [chapter 11 \("War, Prosperity, and Modernization 1941-1960"\)](#)
- pages 375-405 of [chapter 12 \("Texas in Transition, 1960-1986"\)](#)
- pages 406-438 of [chapter 13 \("A New Texas? 1986-2001"\)](#)
- pages 439-468 of [chapter 14 \("Into the New Millennium, 2001-2012"\)](#)

Economics in Texas History

Texas is the largest state in the United States and plays a primary role in economic importance. It is the leading U.S. producer of oil, natural gas, and natural gas liquids. Texas manufactures a variety of chemical products and food products, petroleum, transportation equipment, machinery and primary fabricated metals. The agriculture in Texas is one of the most important in the country and leads the nation in production of cotton, cottonseed and cattle. In addition, Texas has an important fishing industry. Texas leads the United States in export revenues. The United States has free trade agreements with 20 countries. These agreements account for 60 percent of Texas's exports. Texas depends on the world markets to export its products.

This topic addresses the following competency:

- **Competency 2003.1.1: Texas History from Pre-European Settlement to Modern**
The graduate applies knowledge of the government, economics, citizenship, culture, geography, and historical events that helped shape the history and modern state of Texas.

This topic highlights the following objectives:

- Evaluate the significance of the Texas economy with the United States and the world.
- Identify conditions that caused Texas to change from an agrarian to an urban society, using historical inquiry.

Evaluate: Texas Economy

As you read the following assignment, identify how Texas is a part of the United States economy and global economy. Then evaluate the significance of the Texas economy and its role in the economy of the United States and the world economy. Identify 3-4 data resources that could be used to graphically demonstrate the significance of Texas economy on the United



States and in the world.

Read the following in *The History of Texas*:

- pages 439-445 of [chapter 14 \("Into the New Millennium, 2001-2012"\)](#)

Inquire: From Agrarian to Urban

Read the following information from chapter 14 in *The History of Texas* and then using historical inquiry methods, identify the conditions that caused Texas to change from an agrarian to an urban society. List the resources that you found useful.

Read the following in *The History of Texas*:

- pages 446-449 of [chapter 14 \("Into the New Millennium, 2001-2012"\)](#)

View the following website:

- ["Historical Inquiry"](#)

Government in Texas History

The government of Texas is operational under the Constitution of Texas. The Constitutions of Texas have provided for the organizational structure and the functions of the government of the state of Texas since 1836.

This topic addresses the following competency:

- **Competency 2003.1.1: Texas History from Pre-European Settlement to Modern**
The graduate applies knowledge of the government, economics, citizenship, culture, geography, and historical events that helped shape the history and modern state of Texas.

This topic highlights the following objectives:

- List the structures and functions of government created by the original Texas Constitution.
- Convert information from a source to a teaching medium that communicates the development of the rights and responsibilities of Texas citizens in a democratic society.

List: Constitution of the Republic of Texas

Review the information from chapter 4 and the website provided, then create a list of the structures and functions of the government provided for in the original Texas Constitution.

Read the following in *The History of Texas*:

- pages 83-88 of [chapter 4 \("Launching a Nation, 1836-1848"\)](#)



View the following webpage at Independence Convention of 1836:

- [Constitution of the Republic of Texas](#)

Create: Rights and Responsibilities

Review the information from chapter 6, identify and explain what teaching medium could be used to engage students in a classroom with the topic of the development of the rights and responsibilities of Texas citizens based upon the Texas Constitution of 1876.

Read the following in *The History of Texas*:

- pages 175-180 of [chapter 6 \("The Era of Reconstruction, 1865-1876"\)](#)

Geography of Texas

Texas consists of 266,820 square miles of land and is bordered by New Mexico, Oklahoma, Arkansas, and Louisiana and is the second largest state in the United States. As expected, due to the size of Texas, it has a varied topography divided into 10 climatic regions, four physical regions, and 11 different ecological regions with varied topography and climates.

This topic addresses the following competency:

- **Competency 2003.1.1: Texas History from Pre-European Settlement to Modern**
The graduate applies knowledge of the government, economics, citizenship, culture, geography, and historical events that helped shape the history and modern state of Texas.

This topic highlights the following objectives:

- Identify geographic tools to collect, analyze, interpret, and communicate data to teach the locations and characteristics of places and regions in Texas.
- Identify geographic tools to collect, analyze, interpret, and communicate data to teach the effects of the interaction between humans and the environment in Texas from the nineteenth through the twenty-first century.
- Identify geographic tools to collect, analyze, interpret, and communicate data to teach the characteristics, distribution, and migration of populations in Texas from the nineteenth through the twenty-first century.

Locate: Almanac Resources

Locate and list the tools and resources that can be used to collect, analyze, interpret, and communicate the following information about each of the areas that make up the physical regions of Texas listed below. Include the location, descriptive data, population, and climate.

- **Gulf Coastal Plains:** Pine Belt, Post Oak Belt, Blackland Belt, Coastal Prairies, Lower Rio Grande Valley, Rio Grande Plain
- **Interior Lowlands:** West Texas Rolling Plains, Grand Prairie, Eastern and Western Cross Timbers



- **Great plains:** High Plains, Edwards Plateau, Hill Country, Toyah Basin, Llano Basin
- **Basin and Range Province:** Guadalupe Mountains, Davis Mountains, Big Bend, Upper Rio Grande Valley

Discover: Effects of Economic Changes

Review the materials from the text and the website provided and look at the effects of the interaction between humans and the environment, and the resulting economic changes occurring from the nineteenth century through the twenty-first century for each of the following topics:

- population growth
- industry change
- movement from agrarian to urban

List additional geographic tools that you could use to communicate to students how to collect, analyze, and interpret the effects.

Read the following in *The History of Texas*:

- pages 213-226 of [chapter 8 \("Texas in the Age of Agrarian discontent, 1886-1900"\)](#)
- pages 237-257 and 278-288 of [chapter 9 \("Texas in the Progressive Era, 1920-1929"\)](#)
- pages 328-374 of [chapter 11 \("War, Prosperity, and Modernization 1941-1960"\)](#)
- pages 386-393 of [chapter 12 \("Texas in Transition, 1960-1986"\)](#)
- pages 406-438 of [chapter 13 \("A New Texas? 1986-2001"\)](#)
- pages 439-449 of [chapter 14 \("Into the New Millennium, 2001-2012"\)](#)

View the following at [Texas State Historical Association Texas Almanac](#):

- Population History of Counties, 1850-2010
- Population history of Selected Cities, 1850-2000
- Official 2010 Census for Texans

Explore: Distribution and Migration of Populations

Review the materials from the text and the website provided and consider the trends and results of the distribution and migration of populations in Texas from the nineteenth through the twenty-first century.

Read the following in *The History of Texas*:

- pages 213-226 and 234-237 of [chapter 8 \("Texas in the Age of Agrarian discontent, 1886-1900"\)](#)
- pages 237-257 and 278-288 of [chapter 9 \("Texas in the Progressive Era, 1920-1929"\)](#)
- pages 328-374 of [chapter 11 \("War, Prosperity, and Modernization 1941-1960"\)](#)
- pages 386-393 of [chapter 12 \("Texas in Transition, 1960-1986"\)](#)
- pages 406-438 of [chapter 13 \("A New Texas? 1986-2001"\)](#)
- pages 439-449 of [chapter 14 \("Into the New Millennium, 2001-2012"\)](#)



View the following at [Texas State Historical Association Texas Almanac](#):

- Population History of Counties, 1850-2101
- Population History of Selected Cities, 1850-2000
- Official 2010 Census for Texans

List additional geographic tools that you could use to communicate to students how to collect, analyze, and interpret the effects.

Complete: Performance Task

Complete the following task in [TaskStream](#):

- Texas History: CGP1 (EDUC3419)/ CGP2 (EDUC5419)

For details about this performance assessment, see the "Assessment" tab in this course.

Identify from your reading of *The History of Texas* a topic that can be used to complete Part A of the Assessment. Complete A1, A3, A4 and A5, B1 and B2. *Note: Your task is not complete and is not ready for submission.*

Teaching the Thematic Strands of Social Studies

Social science, also known as social studies, includes the study of history, geography, civics and government, economics, psychology, sociology, education, and technology. These disciplines are typically integrated to provide a holistic look at topics or areas of study.

The thematic strands provide a framework for professional deliberation and planning about what should occur in a social studies program in grades PK-12. The framework provides 10 themes that represent a way of organizing knowledge about the experiences humans have with the world around them. These thematic strands represent a holistic lens through which to view content and standards, in addition to other curriculum planning documents. They provide a framework for educating students to meet the challenges of citizenship in a democracy.

The 10 themes are organizing strands for social studies programs. The 10 themes are:

- Culture
- Time, Continuity and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

Unit and Lesson Design



Theme-based units are a way to teach a range of skills and content by integrating curriculum around a topic. This links individual lessons, and skills and knowledge are developed intentionally and meaningfully. Inquiry and communication increase as student's prior knowledge is activated and results in student engagement in the learning process.

This topic addresses the following competency:

- **Competency 2003.1.2: Social Science Strands and Teaching Essential Skills and Knowledge**

The graduate utilizes primary and secondary sources about Texas to support the teaching of the thematic strands of essential knowledge and skills for social studies.

This topic highlights the following objectives:

- Apply the thematic strands of social studies education to lesson materials.
- Apply frames of references from primary and secondary sources to activate students' prior knowledge in social studies lessons.
- Interpret social science information in written, oral, and visual forms that will convert information from a source to a teaching medium.
- Evaluate, in the preparation of social studies lessons, the validity of information, taking into consideration the influence of bias issues, propaganda, point of view, and frame of reference.

Explore: Digital Libraries, Texts, and Virtual Museums

Based upon your chosen unit topic:

- Create a list that includes a variety of primary and secondary resources that you can use to support the teaching of your topic. The resources should include written and oral sources and techniques such as questionnaires, interviews, and library research.
- Next, identify activities you could use to help students critically examine information sources to identify the frame of reference, point of view, bias, or use of propaganda.
- Finally, explain the different mediums including visuals (statistical compilations, charts, graphs, tables and maps) you could use in your unit of study to convert information into engaging lessons and activities that help students construct supported arguments on a topic.

View the following:

- [Planning a Theme-Based Unit](#)
- [Thematic Strands from NCSS](#)
- [Frame of Reference](#)
- [Media Literacy Clearinghouse](#)
- [Primary Sources & Special Collections Resources: Primary Sources by Theme](#)

Choose: Thematic Strands and TEKS

Complete the following for your chosen unit topic:



- Identify at least three thematic strands that you could use to integrate two or three of the disciplines (history, geography, civics and government, economics, psychology, education, and technology) into your unit of study. Each of these disciplines is addressed to varying degrees, within each chapter of the text, *The History of Texas*.
- Once your topic, discipline integration, and themes are chosen, align your choices with Texas Essential Knowledge and Skills (TEKS)
- Write observable and measurable objectives for your unit of study.

View the following:

- [Planning a Theme-Based Unit](#)
- [Thematic Strands from NCSS](#)
- [Social Studies TEKS](#)

Additional Resources are located on the Learning Resources Tab.

Complete: Performance Task

Review the resources listed and complete the Unit Plan in [Task Stream](#):

- Texas History: CGP1 (EDUC3419)/ CGP2 (EDUC5419)

For details about this performance assessment, see the "Assessment" tab in this course.

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete them now.

The WGU Library

The [WGU Library](#) is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on [The WGU Channel](#):

- [WGU: Accessing the Library](#)
- [WGU Library: Finding Articles, Books, & E-Reserves](#)

Center for Writing Excellence: The WGU Writing Center

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

Feedback



WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- [Course Feedback](#)