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Who Is Texas? Exploring Dominant and Overlooked Stories about The Lone Star State

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Unit Title	<i>Who Is Texas, Really?</i>	Course(s)	7th grade Humanities, integrating ELA and social studies with a focus on Texas
Designed by	Zach Wilson	Time Frame	1 month (13 block days, or 26 days on a regular schedule)

Stage 1- Desired Results

Establish Goals

Social Studies:

- 1: Identify historical eras and chronology
- 7: History of 20th and 21st century Texas
 - Economy
 - Politically
 - Ethnically/Culturally
- 8: Maps, Graphs, & Charts
- 9: Texas Geographically
- 13: Relationship between the Texas economy, the economy of the United States, and the economy of the world
- 15: Texas Government and Constitution
- 16: Responsibilities and Rights of Texas Citizens
- 17: Points of view in a Texas society
- 19: Texas Diversity & Culture
- 20: Social Studies Skills: primary & secondary sources; organization structures like sequence, cause & effect, compare & contrast; organizing data into charts and timelines; identifying worldviews and perspectives; examining bias and validity
- 22: creating a report

English Language Arts

- 1: Fluency in Reading
- 2: Academic vocabulary
- 8: Sensory language, imagery, & mood
- 9: Analyze author's purpose in expository texts, draw conclusions
- 10: Identify main ideas of expository texts, utilize organizational patterns to draw conclusions, & synthesize different texts
- 13: Interpret messages and techniques used in media
- 14: Writing Process
- 16: Narrative writing
- 17: Writing multi-paragraph essays
- 19: Conventions: Simple sentences, compound, & complex
- 20: Capitalization and Punctuation
- 22: Research - Exploring sources & gathering data
- 23: Research - Synthesizing sources
- 25: Research - paper and poster
- 28: Teamwork, listening and speaking

Transfer

Students will be able to independently use their learning to....

- Appreciate that while civilizations share common features, each particular place is special and has a story worth listening to
- Continually evaluate their identity in relation to their specific environment, society, culture, language, and conflicts
- Respect that a single place contains a multitude of stories, some of which will surely contradict others- depending on who is telling the story
- Recognizing the importance of advocating for social repair through civic engagement, mature discourse, and activism
- Contribute to the various communities to which they belong with wisdom and compassion
- Develop curiosity about the world and other people, and feel confidence in their own ability to engage in sustained inquiry
- Grow into a reader of not just written texts, but also of graphs, maps, charts, images, videos, and various forms of media

Meaning

UNDERSTANDINGS

Students will understand that...

- The natural environment and resources of Texas have attracted immigrants from far and wide
- Humans have modified the natural environment of Texas to support human life, sometimes at the expense of other living things
- Texas is comprised of a multitude of stories and perspectives which may be obscured by many stereotypes about the places and the people
- A place can be understood through different lenses -- economics, geography, history, politics, and culture -- but no lens communicates the full picture
- The most accurate history originates from primary sources, and every secondary source is limited by a specific point of view/perspective
- Non-violent political action helps individuals to determine the outcomes of the stories we live within

Essential Questions

Students will keep considering...

- Who is Texas, today?
- What roles do historical events play shaping current society?
- Why have different people chosen to settle and live in Texas?
- How do people decide where to settle and create communities.
- How is the dominant culture of a place determined? How does the dominant culture use this power?
- How and why are stereotypes about a place or its people perpetuated?
- How can we change or challenge stereotypes?
- How can I know the truth about what really happened in the past?
- How can humans protect the environment, while still using its resources to grow and thrive?
- What is the purpose of a border? Why do people risk everything to cross them?

- While all Texas citizens are protected by unalienable rights, a few individuals, groups, and organizations have power over the rest
- In a democracy, conflicts are best resolved when people with different perspectives listen to each other & everyone plays a part in identifying solutions that benefit the common good
- Communities are only as compassionate and strong as the individual people who comprise them

- Is it ever fair to prevent people from crossing a border? What roles should government play in this process?
- Which cultures and belief system hold power? How does the dominant culture serve to silence other voices?
- What does it mean to “read” maps, charts, videos, and media?
- How can I communicate my ideas in writing?
- How can I use writing as a way to harmonize different perspectives and create a kinder world?

Acquisition

Students will know...

- Texas is one of the wealthiest states in the United States, and even has more wealth than most countries in the world.
- The economy of Texas has been fueled by the tech industry, oil and gas, the military, NASA/space exploration, tourism, the cattle industry, cotton picked by slaves, and farming completed by migrant workers.
- Texas has a diverse terrain, climate, and natural environment: its great plains characterize the pan handle, the hill country is verdant yet surrounded by rocky hills, Edward’s aquifer and the San Antonio River bring life to San Antonio and Austin, the western half of Texas is arid and has beautiful deserts, such as in El Paso and the Rio Grande, the eastern half of Texas has a more subtropical, sticky climate, and the Gulf of Mexico makes Galveston and Corpus Christi places with lots of economic activity and regional tourism.
- There are many stereotypes of Texas such as: it’s a place filled with guns, bibles, and football. In Texas, everything is “big”: obesity, tempers, cities, nature, food, etc. Texans are fundamentalists, racists, or ignorant bigots. Texans hate America, love Jesus, and just want to be their own country. Texans are mostly white, and they hate Mexican immigrants.
- Texas is the second most diverse state in the country, filled with

Students will be skilled at...

- Using maps to understand vital information about Texas: the dramatic features of Texas’ natural environment, the location of cities, the different climates in TX, where the economic strongholds of Texas lie, where different ethnicities of people are situated, the political makeup of Texas
- Reading graphs and charts to identify main ideas and to detect the stories hiding in opaque sources of information.
- Analyze a range of media sources -- cartoons, commercials, speeches, propaganda, documentaries, photojournalism, museum exhibits etc. -- and understand how different aspects of form and various techniques (dramatic music, exaggerated drawings, the use of size and light and angle, etc.) are utilized to send a message.
- drawing conclusions about author’s purpose from different media sources.
- Understanding different organizational structures for writing: compare & contrast, sequence (first, next, then, finally), problem solution, and cause and effect.
- Using an understanding of different organizational structures

different ethnicities and races of people, different religious faiths, different cultures, different socioeconomic backgrounds, and different nationalities. Texas is a multicultural place, and its diversity is projected to double in the upcoming years!

- Politically, Texas is at war with itself: cities such as San Antonio, Austin, Houston and Dallas are liberal bastions, while the majority of small town and agrarian areas in Texas tend to be conservative. This creates political tension between cities and the state government, the latter of which is currently controlled by Republicans.
- The history of Texas that is championed by the Texas Education Agency is told through the perspective of Caucasian Americans, where white Americans are the heroes of Texas. The truth is more complicated, but it can be understood by examining primary sources and through synthesizing a number of different perspectives, rather than just one.
- Before the mid-1900's, African-Americans, Asian Americans, Latinx people, people with disabilities, atheists, religious minorities, and queer people were disenfranchised and oppressed, politically, economically, and through hate crimes.
- The Civil Rights movement, the Chicano movement, Board V. Brown, and the actions of specific individuals, individuals from these communities have come closer to receiving equal rights and status in society.
- There are still massive disparities in terms of health, economic well-being, political rights, and tolerance. Certain communities, such as Native Americans, have seen their communities continually degraded and marginalized with the 20th century, and this pattern of oppression has unfortunately extended to the present with little progress.
- In Texas, citizens are protected by the government, while illegal immigrants are not. Citizens pay taxes, vote for elected officials, participate in jury duty, and are, theoretically, treated fairly by government, whereas illegal immigrants are denied health care and are more vulnerable to mistreatment from the government.
- The elected officials in government should be prevented from being corrupt by the Judicial branch, which upholds and interprets the Texas constitution. Texans elect senators and legislators who represent the desires of Texans to the United States Congress in Washington DC, but there are also senators and legislators who live in Austin and shape state laws. Texans vote for both the state governor and lieutenant government, as well as the president and

for expository writing to make quick, accurate predictions about a text and to draw conclusions.

- Identifying main ideas and supporting evidence.
- Categorizing data, and constructing appropriate main ideas.
- Identifying nouns and verbs, and using simple sentences.
- Identifying conjunctions, correctly using commas and semicolons, and using compound sentences.
- Identifying subordinating conjunctions, dependent clauses and independent clauses, and creating complex sentences (GT/high performing students).
- Differentiating primary and secondary sources.
- Reflecting on how their identity has been shaped by external forces (conditions of living in Texas)
- Recognizing bias and point of view in writing and various media sources
- Reflecting on their own points of view and beliefs.
- Answering questions with data from different lenses: political, cultural, geographic, and economic
- Connecting information from readings to what they've observed in their own lives.
- Comparing and contrasting between different perspectives and points of views, in response to modern day controversies.
- Comparing and contrasting between stereotypes of Texas and their own experiences living in this state.

vice-president of the United States. The Texas constitution is set up prevents corruption in the government, and the Texas Bill of Rights protects citizens' rights.

- Explaining your ideas through writing helps create social change. Knowing how to read well enough to identify point of view & bias helps you to protect yourself and your community.

Stage 2- Evidence

Code	Evaluation Criteria	
<p>Are all desired results being appropriately assessed?</p>	<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p> <p>Regardless of the format of the assessment, what qualities are most important?</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they understand by evidence of...</i></p> <p>Project Launch: Dressed like a cowboy in a pearl-snapped shirt, boots, and a giant hat that obscures part of my face, I tell the students that we are going to watch a trailer from one of the most popular television shows from the 2000's, <i>Friday Night Lights</i>. Students will watch the clip twice, the first time to gain a basic understanding of the show's premise, and the second time to jot down notes in their journal responding to the question: "What is life like in Texas?" After popcorning out students' notes, the students participate in an inductive sort, sifting through and categorizing different images and quotes that represent popular stereotypes about the state of Texas. Students share the categories they've created, and we create a whole class list of "facts" about Texas. This pre-reading activity prepares students to identify the main ideas in an excerpt from the book <i>God Save Texas: A Journey Into the Soul of the Lone Star State</i>, and we add these main ideas to our list of "facts" about Texas. Then, the class participates in a 4 Corners discussion, where they are examine the "facts" on our list, and for each one, they travel to different corners of the classroom, according to "strongly agree" "agree" "disagree" and "strongly disagree" and discuss their own perspectives with like-minded classmates before sharing out their discussions whole class. Finally, I explain to them that Texas has an image problem, and that for some reason, Hollywood and the news media are telling one dominant story about Texas, and leaving out other stories about our state -- important ones!</p> <p>Performance Assessment: The project we'll spend the next month completing is to create a class documentary to place on YouTube that tells the world what Texas is really like; the truth, and not just</p>

stereotypes. In order to answer the question “Who Is Texas, Really?” students will have to engage in research, and work in small small groups of 3 to draft and revise research papers. Each individual is responsible for answering the question through a different social studies lens: a cultural lens, a geographical lens, a political lens, a historical lens, or an economic lens, using evidence in the form of maps, charts, text, photography, and media. These papers will become the basis of several YouTube videos that each group creates. Each class will have a viewing party, and a volunteer from each group will come together after class to synthesize or splice the videos into one film per class period. Finally, the four class periods will present their “Who Is Texas, Really?” video to the entire school, which will watch the videos during morning home group. The class with the highest amount of views on YouTube will win a pizza or breakfast tacos party.

OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by...

Taking a quiz on sentence structure: simple, compound, and complex (differentiated by learner profile)
 Taking a quiz on social studies skills: analyzing graphs, analyzing maps, analyzing different organizational structures, and identifying main ideas/supporting evidence/bias.
 Protocols: Fishbowl discussions, microlabs, planting the seed, Jigsaw, Charrette, gallery walk, etc.

Stage 3- Learning Plan

Code	Learning Events	Progress Monitoring
What’s the goal for (or type of) each learning event?	<p><i>Student success at transfer, meaning, and acquisition depends upon...</i></p> <p>* Our school has block schedule, so I see students for humanities twice a week for periods that last 100 minutes or so. Therefore, each week has only two lessons. In reality, each “day” in this stage 3 will actually last about two class periods, rather than one.</p> <p>Week 1: Project Launch</p> <ul style="list-style-type: none"> ● Day 1 - TSW identify main ideas and supporting details 	

TSW defend their opinion with evidence
TSW use (simple) sentences in their writing
TSW connect ideas from a text to their own experiences

- Social Studies
 - Warm up = Watching [trailer](#) for Friday Night Lights
 - According to this show, “What is life like in Texas?”
 - Popcorn answers
 - Inductive Sort = students sort and categorize images and quotes representing stereotypes about Texas (Activity from [this book](#))
 - Use students’ categories to create a whole class list of “facts” about Texas
 - Read an excerpt of *God Save Texas*, and identify supporting details from the article that support our “facts” from the inductive sort
 - 4 Corners activity: students are given the facts from the inductive sort and article about Texas, and they engage in small group discussions in the corner of the room that represents their opinion - strongly agree, strongly disagree, agree, or disagree. ([protocol](#) in this book)
 - Project One Pager & Rubric
 - Brain break
 - Writing Workshop
 - Teacher reads model entry: I grew up hating living in Oklahoma bc..
 - Journaling: Growing up, I _____ living in Texas because...
 - Mini-Lesson: Simple sentences, subjects, verbs, and periods
 - Revising journal entries with a partner, responding to someone else’s experience
 - Exit ticket: Complete the following sentence, “Living in Texas feels like...”
(Use a simile!)
- Day 2: TSW identify physical locations in Texas on a map
TSW use sensory language to describe the natural environment
TSW justify their choice of vacation/field trip using details w/sensory language
- Social Studies
 - Warm up: Draw a map of a place that is special to you
 - Criteria: The map should be detailed, specific, and helpful!
 - Below the map, write a paragraph explaining the features of your map, and why you wanted to explain this place to someone.

- Think-pair-share: Why do humans make maps? Why are maps so useful?
 - Just like English is split into smaller subjects such as reading, writing, and grammar, social studies is broken up into smaller subjects, too. For our purposes, we'll call these smaller subjects "lenses," and during this first unit about who Texas is, we'll explore the major lenses. Today's lens is the geographical lens. Geo means earth, and graph means writing! What can you guys predict that geographical means, then?
- Making a map of Texas
 - Students either draw Texas in their journal really large, or they glue in a blank map of their state into their journals.
 - Using the map of Texas on [National Geographic Society Education](#), students identify major physical geographical features, such as cities and rivers.
- Traveling to different regions of Texas → using [NearPod](#)!
 - Students travel in stations to different regions of Texas. With colored pencils, students will illustrate the different the regions of Texas, and create a key (as well as a title, compass, & scale).
 - At each station, students will [read](#) about the climate of that region, the terrain, the precipitation, and ecology of that region, while also "walking around" in 3D using [NearPod](#).
 - Exit ticket: what region of Texas is San Antonio in? Do your experiences living here match the description of that region from the station activity, or are there major differences?
- Writing Workshop
 - Warm up: Describe our school using as many of the 5 senses as possible. Start with the following sentence: "My school is a _____ place."
 - Mini-lesson: a guided practice of using sensory language with different parts of speech: nouns and adjectives, as well as verbs and adverbs
 - Small group practice: students return to their last station from the Regions of Texas exploration on [NearPod](#). On a chart paper, each student in a group must come up with at least 2 sentences - chalk full of sensory language - describing what things smell, feel, look, and sound like in this region! Students present to the class.
 - Mini-lesson: Descriptive writing organizational text structure. Choose 2-3 main ideas for a place, and then support each main idea with a few sentences

of detail using sensory language. Analyze a teacher model whole class on the Elmo.

- Synthesis task: Plan a family vacation or a field trip in your journal, and explain to your parents/the principal how to get to that region of Texas using directions on a map, and then use the descriptive writing text structure to describe the beauty you'll find there.
 - Closing activity = Human continuum. In response to statements, students travel to one side of the continuum, the opposite side, or somewhere right in the middle. Statements: 1) Texas is a beautiful state, or a plain one? 2) The region of Texas we live in is pretty special, or it's pretty miserable. Students at similar places of the continuum discuss with each other, before sharing out! ([protocol](#) in this book)
- Day 3: TSW analyze graphs and charts to compare the economy of different Texas cities
TSW connect the rise of different industries to features of the natural environment
TSW integrate different perspectives - environmentalism v economic development
 - Social Studies
 - Warm Up = teacher shows 3 graphs on a PowerPoint slide, and students have to guess the story the graph is telling. The graphs should connect to student-friendly topics, like the popularity of Fortnite vs Halo, or the popularity of boy bands.
 - Introducing the social studies lens of the day - the economic lens. The economic lens deals with how human societies make, sell, and purchase different goods to become rich or experience happiness.
 - Hook: list as many goods, products, or services that your family has purchased in the past year. Then, switch lists with a partner, and use your phone to research where those products come from.
 - Partner activity: use the directions on the graphic organizer to help you to make a bar graph. The Y-axis is the number of products/goods or services (0-10) and the X-axis includes the countries that products come from (The United States, Japan, China, etc). Model this for students on the Elmo using your own list, and then give the students 20 minutes to make their own graphs.
 - Jigsaw activity: in expert groups, students read different graphs describing the economies of different major cities in Texas (Houston, Dallas/Fort Worth, Austin, San Antonio, El Paso). They work collaboratively to

understand the “story” these graphs are telling about each city. Then, students connect the economy to the natural environment around each city. In Jigsaw groups, students share their summaries of the “story” of each city’s economy, and their predictions about how the city’s geography impacted its economy. (Activity from [this book](#))

- Microlab discussion in groups of 3 about how different cities have ravaged their environments in order to make profit. There are 3 questions, each focused on a different city and providing graphs as evidence of damage to the environment. One question is about whether human profit is more important than nature, another question asks students to brainstorm alternative/sustainable ways for societies to make money, and a third asks students what role the government should play in this conflict, and whether industries damaging the environment should be legal. ([protocol](#) in this book)
- Writing Workshop
 - Warm Up = Students are given different causes, and they have to finish the story by guessing the effects. Use socioemotional examples, like, “Laura’s mom is sick, and none of her friends know. Laura is feeling more and more frustrated, and doesn’t feel like the same, fun person she was before anymore. What do you predict the effect of all these secrets will be; what happens next?”
 - Model text: excerpt from the young adult novel [Mexican Whiteboy](#), and students have to infer why the main character doesn’t speak to other people anymore.
 - Partner activity: students use a cause-and-effect graphic organizer to identify the cause and effect of the main character’s trauma.
 - Students choose a city, and use a cause-and-effect text structure in order to write about the damage a city’s industry has done to the natural environment.
 - Mini-lesson: Compound sentences and fanboys
 - Editing the cause-and-effect essay
- Day 4: TSW compare & contrast the political environments of Texas and California
TSW analyze political cartoons and media, and make inferences
TSW identify bias and defend their own perspective
- Writing Workshop
 - Warm up: Do you consider yourself, “a political person?” Why, or why not?

In this way, how are you similar to or different from your parents?

- Quiz: Students take a political identity quiz
- Journaling: students self-reflect about the 3 policies or political beliefs that are most important to them.
- Mini-lesson: Run-on vs. compound sentences lesson
- Small group practice: identifying run ons and compound sentences, plus adding proper punctuation to political speeches from politicians.
- Revising their “this I believe” journaling with proper punctuation and use of compound sentences.

○ Social Studies

- Warm up: analyzing a video comparing and contrasting Texas politics in big cities vs. small, agrarian towns
- Social studies lens: political lens, all about who has power in a society, and which structures in government limit that power or allow it.
- Mini-lesson: I do, We do, You all do, you do for analyzing political cartoons. The examples come American current events. Students guess the story each cartoon is telling, the injustice that they are reacting to, and the evidence for their inferences.
- Using a Venn diagram -- and then a compare & contrast text structure -- on a reading comparing Texas vs. California (Activity from [this book](#))
 - Students compare the similarities of how the governments of Texas and California are set up → separation of powers, bill of rights, an elected governor, a justice system
 - Students read political cartoons (supplemented by a short additional article) that suggests that despite how the two states are run by similar political structures, the political identities of the two places have caused them to diverge dramatically.
- Consensus combo: Students identify 4 political policies that would improve Texas. In pairs, the students settle on 2 that they both agree would help Texas. Then, the pairs merge to form groups of 4, and they must all agree on two policies that would help Texas. The small groups nominate policies, and the whole class comes to consensus on a few issues. ([protocol](#) in this book)
- Reflection: What has this consensus activity taught you about engaging with people with different perspectives than you? Is it possible for us all to get along?
- Exit ticket: In 3 sentences, how would you explain the political makeup of

Texas to someone who has never been here?

- Day 5: TSW organize historical events into chronological order, using a timeline
TSW identify primary and secondary sources
TSW connect modern issues in Texas to historical causes
 - Writing workshop
 - Warm Up: Identify the 3 biggest events of your life
 - Journaling: Explore one of the biggest moments, explaining what happened, how you felt at the time, and how it shaped you going forward
 - Mini-lesson: dependent clauses vs. independent clauses, joining them with semicolons or comma/Fanboys, featuring a [lesson from Ileana Sherry](#)
 - Inductive sort, sorting dependent clauses from independent
 - Subordinating conjunctions
 - Synthesis project: Students create a self-portrait featuring a timeline of several major events in their life. Each point on the timeline should feature an explanation of what happened, how they felt at the time, and how it shaped them going forward.
 - Social studies
 - Warm Up: Do you trust information that comes from history textbooks? DO you trust information that comes from the news? How can you know when to trust that a source is true?
 - Social studies lens: historical lens
 - Compare & Contrast mini-lesson: Primary vs. Secondary sources (Activity from [this book](#))
 - Stations of Historical Events in Texas History
 - Pre-Colonial
 - Spanish colonization
 - Mexican Texas
 - Texas Revolution
 - Texas as a Republic
 - Texas during Great Depression and WW2
 - For each station, students compare & contrast the primary sources for each station vs. the (biased) secondary source from a textbook / the media.
 - Finally, the students make a timeline in groups, arranging the events in chronological order and writing a 3 sentence summary of each one.

- Whole class, we build a timeline for our classroom!
- Day 6: TSW identify the perspectives of different cultural groups in Texas
TSW defend claims with evidence from different types of sources
TSW justify decision for different problems
 - Writing Workshop
 - Warm Up: Pick between a few identity terms (race, gender, faith, wealth, etc.) and explain how that term has impacted their identity.
 - Affinity Group SRI protocol, where students form groups with people who share different aspects of their identity, and discuss these things ([protocol](#) in this book)
 - Journaling: Pick 3 factors who shape who you are, and explain how you have come to accept them or feel proud of them.
 - Mini-lesson: Sentence variety, and integrating simple, compound, and complex sentences into the same paragraph with correct punctuation.
 - Revising a paragraph from your journal
 - Social Studies
 - Warm up: What do people mean when they talk about perspective?
 - Social studies lens: cultural lens
 - Mystery activity: Besides the ones from the dominant cultural group, what other stories have been silenced from the story of Texas? (Activity from [this book](#))
 - Fishbowl discussion activity: how has the dominant cultural group in Texas impacted members of other cultures? ([protocol](#) in this book)
 - Each question is preceded by video clips of researches, celebrities, and other notable people discussing the dominant culture of Texas and their effect on other voices.
 - Essay text structure: problem solution
 - Identifying modern day problems for certain cultures
 - Connecting them to historical causes from our class timeline
 - Using evidence from charts to sell the problem
 - Convince the other side, using their culture and perspective
- Day 7: TSW review how to analyze information with different social studies skills
TSW apply punctuation and conjunctions to create different types of sentences
 - Warm Up → What have you learned about Texas during this unit that you didn't

know before?

- Review Stations:
 - Students travel through stations that are focused on scaffolding different social studies skills that we've learned about, such as analyzing political cartoons, primary & secondary sources, reading graphs, using maps, identifying perspectives, etc.
 - Each station has the opportunity for small group practice, as well as additional directions for how to practice and apply skill
 - The stations will utilize social studies data that looks at the identify of Texas from a global perspective
- Writing quiz over simple sentences, compound sentences, complex sentences, fragments, run-ons, and periods vs. commas vs. semicolons.
- Day 8: TSW identify their own perspective about the identity of Texas
TSW defend their perspective with data and research
TSW work collaboratively to answer an essential question
 - Warm up → How well do different cultures work together in Texas? Provide examples to support your answer.
 - Quiz: Reading maps, graphs, media, detecting bias, identifying perspective, using timelines, analyzing secondary and primary source
 - Use rubric to evaluate a model report + video
 - Group contracts
 - Microlab discussion to help students interact with EQs and understandings around what it means to be a Texan, and how Texas has shaped them. ([protocol](#) in this book)
 - choose roles/lenses
 - Begin research
 - Closing activity: Goal setting
- Day 9: TSW group and organize social studies information to support their perspectives
TSW analyze and synthesize different sources of information, and connect this information to their own experiences
 - Warm up → Which lens in social studies is most interesting to you? Which lens do you struggle with the most?
 - Meet with classmates who are using the same lens as you. Discuss with your group which organizational frameworks will best enable you to write your paragraphs

- Students use their organizational structure to take notes and analyze different sources that I've compiled for them, per lens on a [Padlet](#) page
- Students begin arranging the data and evidence to support their perspective of who Texas really is
- Students draft their essays
- Closing activity: Students identify one part of their draft they feel confident in or proud of, and they identify one part they need help on

- Day 10: TSW provide kind, specific, and helpful warm and cool feedback to peers
TSW revise and edit their writing
 - Students reconvene in their project groups, and edit each other's drafts according to punctuation, sentence variety, and complete sentences.
 - Students add their essays to one document, and identify inconsistent arguments and tweak them to cohere into one essay
 - Students break out of their groups, and engage in tuning protocols with classmates who are working on separate projects in order to obtain helpful feedback ([protocol](#) in this book)
 - Students revise their work based on this feedback
 - Closing activity: Students identify how someone with a different perspective would engage with their argument

- Day 11: TSW develop a screenplay and a schedule for their video shoot
TSW collaborate to film a video
TSW support the arguments in their video footage with data, charts, maps, and other research
 - Students work in the same triads as their research paper, and split into jobs: screenwriter, director (chooses where to shoot & how to stage things), and effects specialist (adds charts, maps, and research to the video)
 - Each person has 30 minutes to present their plan / product to their group
 - Students use a charrette protocol within their groups to workshop each of their products ([protocol](#) in this book)
 - Students spend 15 minutes revising their project
 - Student have the rest of the class to film

- Day 12: TSW work collaboratively on a video project
TSW review for their exam

- Students have 30 additional minutes to shoot their film
 - Students spend 30 more minutes editing their films using [Screencast-O-Matic](#)
 - Students have the rest of class to either continue working on their videos, or to complete the study guide for the class test on modern Texas history and social studies skills.
- Day 13: TSW publish their video project
 - TSW take their final exam
 - TSW reflect on this unit and leave feedback for the teacher
 - Take test
 - Watch videos
 - Reflection essay in journal
 - Students participate in a wagon wheel discussion to share what they've learned with one another ([protocol](#) in this book)

Resources / Materials:

- [Friday Night Lights trailer](#)
- [God Save Texas: A Journey into the Soul of the Lone Star State](#) by Lawrence Wright
- [As Texas Goes: How The Lone Star State Hijacked the American Agenda](#) by Gail Collins
- [For What Is Texas Famous](#), from Texas Pride Magazine
- [Things To Do In Texas](#), from Trip Advisor
- [Rubrics](#)
- [One Pager for the Unit](#)
- Protocols from [School Reform Initiative](#)
- Strategies from [The Strategic Teacher](#)
- Model text excerpt from the book [Mexican Whiteboy](#)
- [NearPod](#)
- [Padlet](#)
- [Screencast-o-matic](#)

Mission Bay High School UbD Unit Planner is from Wiggins, Grant and McTighe, Jay. *Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association for Supervision and Curriculum Development. 2011.