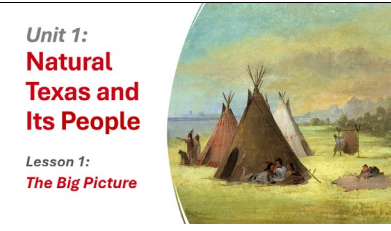
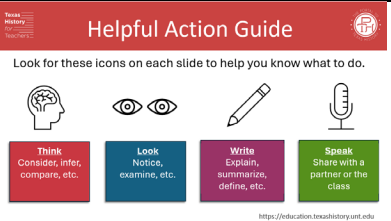
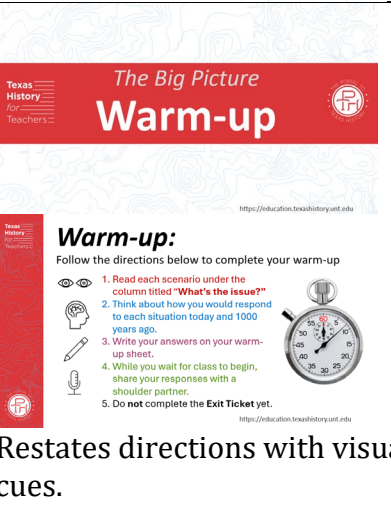
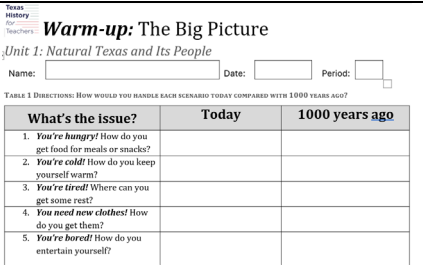









The Big Picture Teacher Guide

Slide	Advanced	Grade Level	Foundations
<p>Link to material</p>	<p>Link to material</p>	<p>Link to material Link to Warm-up / Exit Ticket</p>	<p>Link to Material</p>
		<p>Class Questions:</p> <ul style="list-style-type: none"> -What do you notice about this picture? -What do you predict we will talk about today based on this picture? 	
		<p>Introduce these images to students. Ask them to look for these icons on the slides as another cue for what they should be doing.</p>	
 <p>Restates directions with visual cues.</p>	<p>Students who finish early can discuss and compare answers with a shoulder partner.</p>	 <p>Students complete the chart by responding how they would handle each scenario today, and how they imagine they would complete each scenario 1000 years ago.</p>	<p>Reduce writing by requiring students only choose one or two scenarios to respond to.</p>

<p>Warm-up: Share with the class</p> <table border="1"> <thead> <tr> <th>What's the issue?</th> <th>Today</th> <th>1000 years ago</th> </tr> </thead> <tbody> <tr> <td>1. You're hungry! How do get food for meals or snacks</td> <td></td> <td></td> </tr> </tbody> </table> <p>Directions: Use the sentence stem example below to share your answer with the class</p> <p> "When I'm hungry today, I _____, but 1000 years ago I would have probably _____."</p> <p>https://education.texashistoryunt.edu</p>	What's the issue?	Today	1000 years ago	1. You're hungry! How do get food for meals or snacks				<p>Students share their responses with the class.</p> <p>Slide: Sentence stem provided to guide student responses in a complete sentence.</p> <p>Direct student attention to the microphone icon to remind them about the action guide symbols.</p>	
What's the issue?	Today	1000 years ago							
1. You're hungry! How do get food for meals or snacks									
<p>Essential Question</p> <p><i>What are the major themes of Unit 1: Natural Texas and Its People?</i></p> <p>https://education.texashistoryunt.edu</p>	<p>Have students predict what the answer to this essential question might be.</p>	<p>Read the essential question together as a class.</p> <p>Encourage students to keep this question in mind during the lesson. They should be able to answer this question by the end of class.</p>							
<p>In today's lesson...</p> <ol style="list-style-type: none"> <i>We will identify the main idea of this unit by analyzing a primary source and reading a short passage</i> <i>I will make inferences and predictions about an image and summarize the main idea of a short passage.</i> <p>https://education.texashistoryunt.edu</p>	<p>Have students predict what the main idea of the unit might be based on the title, the warm-up, and the image from the title slide.</p>	<p>Read the "We will / I will" statements together.</p> <p>Review words like inference, prediction, summarize.</p> <p>Check for student understanding.</p>							
<p>The Big Picture Lesson</p> <p>https://education.texashistoryunt.edu</p>									

<p>The Big Picture: What are the major themes of this unit?</p> <p>Analyze an Image:</p> <ol style="list-style-type: none"> Describe three things you notice in the image Based on the image, what are two things you predict we might learn in this unit?  <p>https://education.texashistoryunit.edu</p> <p>The image from the student worksheet is displayed larger on this slide.</p>		<p>The Big Picture Grade Level Unit 1: Natural Texas and Its People</p> <p>Name: _____ Date: _____ Period: _____</p> <p>Analyze an Image Directions: Use the image below to make inferences and predictions about the unit. Describe three things you notice in the image.</p>  <p>Based on the image, what are two things you predict we might learn in this unit</p> <p><small>FIGURE 1. CAROHO INDIANS GATHERING WILD STRAWBERRIES, GEORGE CATLIN, NATIONAL GALLERY OF ART ONLINE</small></p>	<p>Foundations questions require fewer examples to reduce writing.</p>
<p>The First People in Texas Background</p> <p>The first evidence of human life in Texas dates back to approximately 12,000 years ago. These first people migrated into Texas from the Great Plains, most likely following herds of animals they depended on for food. As they migrated into Texas, they spread out in search of resources and good places to live.</p>  <p>https://education.texashistoryunit.edu</p>	<p>Extend the Learning:</p> <p>Ask students if they know the mountain range the early people followed south.</p> <p>What types of animals would the early people be following?</p>	<p>Teacher calls on individual students to read passage, sentence by sentence.</p>	<p>Literacy support suggestion:</p> <p>Teacher reads the passage first. Class reads along with teacher the second reading. Teacher calls on individual students to read sentence by sentence the third reading.</p>
<p>The First People in Texas Background</p> <p>It's important to note, that "Texas" as we know it now didn't exist back then. The land was there, of course, but there were no borders to distinguish it from any other land around. These first people most likely didn't call it Texas. In fact, the state we know now with its unique borders wouldn't exist until thousands of years after these first people. In this unit, we will call it Texas because that's how we understand the location of the land.</p>  <p>https://education.texashistoryunit.edu</p>		<p>Continue the reading strategies from the previous slide.</p> <p>Comprehension Question:</p> <p>Did "Texas" exist thousands of years ago? What DID exist? Why are we calling the land Texas if the early people didn't call it that?</p>	<p>Continue the reading strategies from the previous slide.</p>
<p>Let's dig deeper! Consider all the information you know so far...</p> <ul style="list-style-type: none"> The image The class information What you already know <p>Answer questions 1 through 4, making inferences* about the image based on your knowledge.</p> <p><small>*Inferences: Educated guesses</small></p> 	<p>Answer in complete sentences or give at least 2 answers per question.</p>	<p>Let's dig deeper!</p> <ol style="list-style-type: none"> Who do you think the people in the image are? What do you think they are doing in this image? What do you think their homes and communities are like? Compare and contrast: How were their lives probably different from yours today? How might they have been the same? 	<p>Let's dig deeper!</p> <ol style="list-style-type: none"> Who do you think the people in the image are? Circle or highlight one or more answers. <i>Modern Texas people / Early people in Texas / Europeans exploring Texas</i> What do you think they are doing in this image? <p>Essential Ideas: Reading Passage Directions: As you read the passage, write one or two key words that summarize the main idea in the margin to the right. Answer the questions that follow.</p> <p>Students have answer options to circle or highlight, to reduce writing.</p>

Essential Ideas Reading Passage
First Read Through



1. Follow along as your teacher reads the passage.
2. Highlight or draw a star next to information you think is important.
3. Write a Question Mark next to anything you that you have questions about.

Directions for each read-through.

1. Based on the context, what do you think the term *indigenous* most likely means?

2. Which statement about *indigenous* people in Texas is most accurate?

3. Give three examples of *natural resources*.

4. Based on your knowledge and the context of the reading, write a definition of a *region*.

5. Why would people want to live in a place with *abundant* natural resources?

6. According to the passage, what is the main idea of this unit? Write your answer in a complete sentence.

Comprehension questions are short, constructed response.

Essential Ideas: Reading Passage
Directions: As you read the passage, write a brief three- to five-word summary of each paragraph in the margin to the right. Answer the questions that follow.

People have been living in Texas for approximately 12,000 years. Long before there were roads, houses, grocery stores, restaurants, or the internet, there were *indigenous* people. What was life like for these early Texas people? Their lives were very closely tied to the land. They depended on the land and its *natural resources* like plants and water for necessities like food, shelter, and clothing.

The land that is now the state of Texas contains very diverse geography in each *region*. If the early people lived in a region with good soil and *abundant* resources, they could often create large, thriving communities. On the other hand, if they lived in a region with few resources, they often had more struggles in their daily lives.

In this unit, we will examine the different characteristics of each Texas region. We will evaluate how these differences affected the lives of the early Texas people who lived on this land thousands of years before us.

Students follow the directions on the slide for each read through to annotate their passage.

There are three read-throughs requiring different annotation steps.

1. The word *indigenous* most likely means

2. Which statement about *indigenous* people in Texas is most accurate?

3. Which of the following is *not* an example of a *natural resource*?

4. Which answer gives the best definition of a *region*?

5. Why would people want to live in a place with *abundant* natural resources?

6. According to the passage, what is the main idea of this unit? Write your answer in a complete sentence.

Comprehension questions are multiple choice.

1. The word *indigenous* most likely means

2. Which statement about *indigenous* people in Texas is most accurate?

3. Which of the following is *not* an example of a *natural resource*?

4. Which answer gives the best definition of a *region*?

5. Why would people want to live in a place with *abundant* natural resources?

6. According to the passage, what is the main idea of this unit? Write your answer in a complete sentence.

Comprehension questions are multiple choice with one answer choice eliminated.

The Big Picture Exit Ticket

Special Note:

In the 8th grade, you will take a *Social Studies STAAR test* that has several new types of questions on it.

Our *Exit Tickets* introduce these new types of questions. Practice now to become an expert on how to answer these questions in 8th grade!

The Big Picture *Exit Ticket*

Directions: Read the passage below about Texas geography and early Texas people, then answer the question that follows. Based on the new STAAR question type, "Big Text."

(1) The first people to inhabit Texas were closely tied to the physical geography of the region in which they lived. (2) Those who lived in regions with abundant natural resources typically found more success in their lives than those who lived in regions where resources were scarce. (3) The Caddo tribe of Northeast Texas used the fertile soil of their region to grow crops on large farms to support their communities. (4) In more arid areas with less fertile soil and fewer natural resources, however, tribes typically had more struggles providing for their communities. In this way, the early people were very closely tied to the land.

1. Which sentence in the passage above provides an example of how early Texas people depended on the land for survival?

Note: Many exit tickets in the TX4T materials use the new STAAR item type questions to help prepare students for their test in the 8th grade year.

Students read the passage and answer the multiple choice question



<p>Exit Ticket</p> <p>1. Read the passage. 2. Answer the question based on excerpts* from the passage.</p> <p><small>*Excerpt: A short part of a larger text</small></p> <p><small>https://education.texashistoryunit.edu</small></p>		<p>about different excerpts from the passage.</p> <p>Share with the class.</p>	
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