

# Unit 1: Natural Texas and Its People

## Lesson Plan: Voices of Texas History

(45 – 60 minutes)

<b>Objective</b>	<p>Students will be able to explain the significance of pictographic artifacts using the example of the White Shaman Rock Shelter paintings in South Texas. Students will recognize the particular difficulties associated with studying early American Indian artifacts and understand that historical assertions based on these early artifacts are not absolute.</p> <ul style="list-style-type: none"> <li>• <b><u>We will</u></b> examine an early American Indian artifact called pictographs.</li> <li>• <b><u>I will</u></b> read a passage about a specific collection of pictographs in south Texas from thousands of years ago and answer comprehension questions.</li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• People today use a variety of artifacts to learn about the lives of past people.</li> <li>• Some artifacts, like pictographs, do not give us absolute facts. We must make inferences based on evidence.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Making inferences based on primary source information</li> <li>• Using context to determine the meaning of key terms</li> <li>• Summarizing</li> </ul>
<b>Essential Question</b>	<p>What is one way early people of Texas told their stories, and how does it help us learn about their lives today?</p>
<b>Assignment</b>	<p>Warm-up</p> <ol style="list-style-type: none"> <li>1. Students create a visual representation of something significant to them in their own lives.</li> </ol> <p>Assignment</p> <ol style="list-style-type: none"> <li>1. Students make observations about 3 images from the White Shaman Rock Shelter pictographs.</li> <li>2. Students read a passage about the White Shaman Rock Shelter pictographs.</li> <li>3. Students answer comprehension questions about the reading passage.</li> </ol>

	<p>Exit Ticket</p> <ol style="list-style-type: none"> <li>1. Students view their own drawing from the warm-up, or a shoulder partner's drawing to make inferences about the image from an outsider's point of view.</li> </ol>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• Slideshow presentation</li> <li>• Warm-up / Exit Ticket</li> <li>• Advanced Worksheet</li> <li>• Grade Level Worksheet</li> <li>• Foundations Worksheet</li> </ul>
<p><b>Differentiation</b></p>	<ol style="list-style-type: none"> <li>1. Scaffolding including classwork at three different levels of academic ability</li> <li>2. Visuals representations of directions</li> <li>3. Chunking text information</li> <li>4. Sentence Stems</li> <li>5. Reduction in answer choices and writing</li> </ol>
<p><b>TEKS</b></p>	<ul style="list-style-type: none"> <li>• <b>7.20(A)</b> 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.</li> <li>• <b>7.20(B)</b>: Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> <li>• <b>7.22(C)</b> Create written, oral, and visual presentations of social studies information.</li> </ul>

## Teacher Guide: Voices of Texas History

<p><b>Warm-up</b></p>	<p>Students think of a significant event, person, place, thing, idea, etc. in their lives. They draw a visual representation of their significant thing.</p> <p>In this case, encourage students NOT to share their warm-up with a shoulder partner. The exit ticket gives them the option of trading their warm-up image with a shoulder partner to let them make inferences about the image without knowing its meaning or what it represents.</p> <p>This allows students the opportunity to understand both the significance and validity of images as parts of the historical record and gives them the chance to make inferences on an unknown image of value to someone else.</p> <p>Slides 2 – 4 restate the warm-up directions and provide the Essential Question, <b><i>We will</i></b> and <b><i>I will</i></b> statements for the lesson.</p>
<p><b>Lesson</b></p>	<p><u>Before you Read</u></p> <p>In the presentation, slides 6 – 8 provide a preview and opportunity to observe and discuss 3 images from the White Shaman Rock Shelter that the students will read about in their student work.</p> <p>The image on the title slide of the presentation provides a better look at the image the students will see on their student work.</p> <p>Student work:</p> <p><b>Part I: Early American Indian Voices in Texas History</b></p> <p>Students read a passage about the White Shaman Rock Shelter and the significance of pictographs in the study of American Indians in Texas.</p> <p>Suggested Reading Supports for differentiation:</p> <ul style="list-style-type: none"> <li>• <b>First read-through:</b> teacher reads through the document as students listen. Ask them to listen about a new artifact we will be learning about to study the lives of early people of Texas. After the read through, ask for their responses.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Second read-through:</b> Teacher reads again. Pause after each paragraph and have the class come up with a 2-3 word summary of each paragraph. Write their summary in the margin.</li> <li>• <b>Third read-through:</b> Class reads all together keeping the same pacing.</li> <li>• <b>Fourth read-through:</b> Teacher calls on students to read sentence by sentence.</li> <li>• <b>Fourth read-through:</b> Students read individually or with a partner. Students read each question then return to the passage and scan for the information necessary to answer the question.</li> </ul> <p>It is not necessary to complete every step above. The teacher can choose the number and type of read-throughs that work best with the needs of their classroom.</p> <p><b>Part II: Evaluate and Analyze / Comprehension Questions</b></p> <p>Students complete the questions either individually, with partners, or as a group, at the teacher’s discretion.</p> <p>Suggested: End-of-class sharing and discussion of responses.</p>
<p><b>Exit Ticket</b></p>	<p>Students look at their own warm-up image, or swap papers with a shoulder partner to view their warm-up image.</p> <p>They will make inferences about what the image might represent (if they are examining their own image, they imagine they are someone from the future finding this image and knowing nothing about it.)</p> <p>If they are examining their shoulder partner’s image, they shouldn’t ask any questions for clarification.</p> <p>If students are examining their shoulder partner’s image, they should get permission from their partner before they share any inferences of the image with the class.</p>

## Primary Source Images from the Lesson

- Mallory, Randy. [Prehistoric paintings on cavern walls], photograph, January 2005; (<https://texashistory.unt.edu/ark:/67531/metadc1979766/>: accessed July 30, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Special Collections.
- Mallory, Randy. [Prehistoric paintings on cavern walls], photograph, January 2005; (<https://texashistory.unt.edu/ark:/67531/metadc1979766/>: accessed July 30, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Special Collections.
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