



# *Unit 1:* **Natural Texas and its People**

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*Extension Lesson*

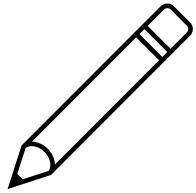
*Voices of Texas History*

# Warm-up

Follow the directions to complete your warm-up



Consider a significant person, place, thing, event, etc. from your life.



Draw an image that represents your significant thing.

Do **NOT** share with a partner.  
You'll see why in the exit ticket.



# Essential Question



What is one way early people of Texas told their stories, and how does it help us learn about their lives today?

# In today's lesson...

Day 1



- 1. We will examine an early American Indian artifact called pictographs.**
- 2. I will read a passage about a specific collection of pictographs in south Texas from thousands of years ago and answer comprehension questions.**

**Texas** \_\_\_\_\_  
**History** \_\_\_\_\_  
*for* \_\_\_\_\_  
**Teachers** \_\_\_\_\_

# Before you read



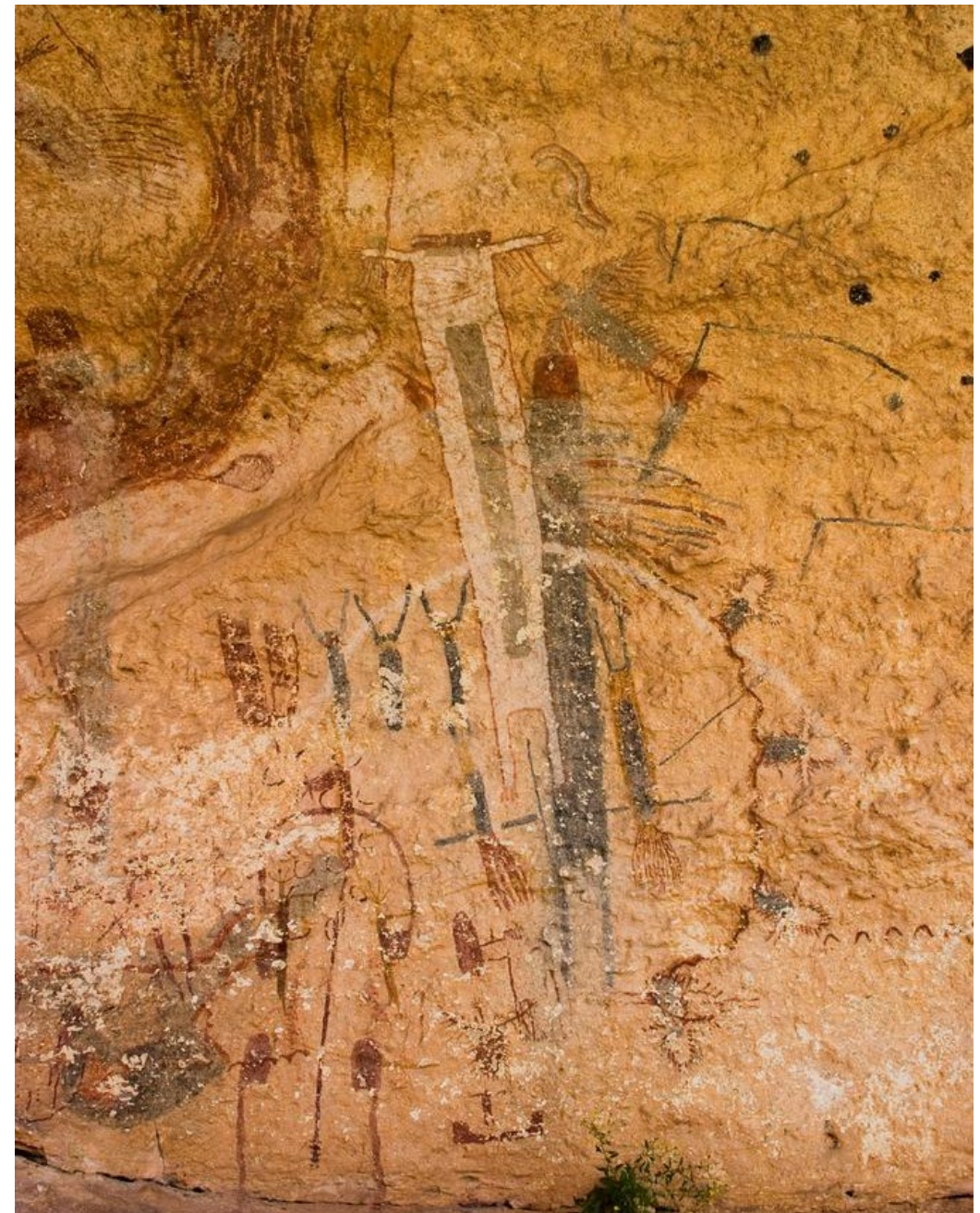
<https://education.texashistory.unt.edu>



# Consider



1. What do you see?
2. What do you notice?
3. What do you think this is?
4. How do you think it was made?
5. What can you infer about the people who created this?

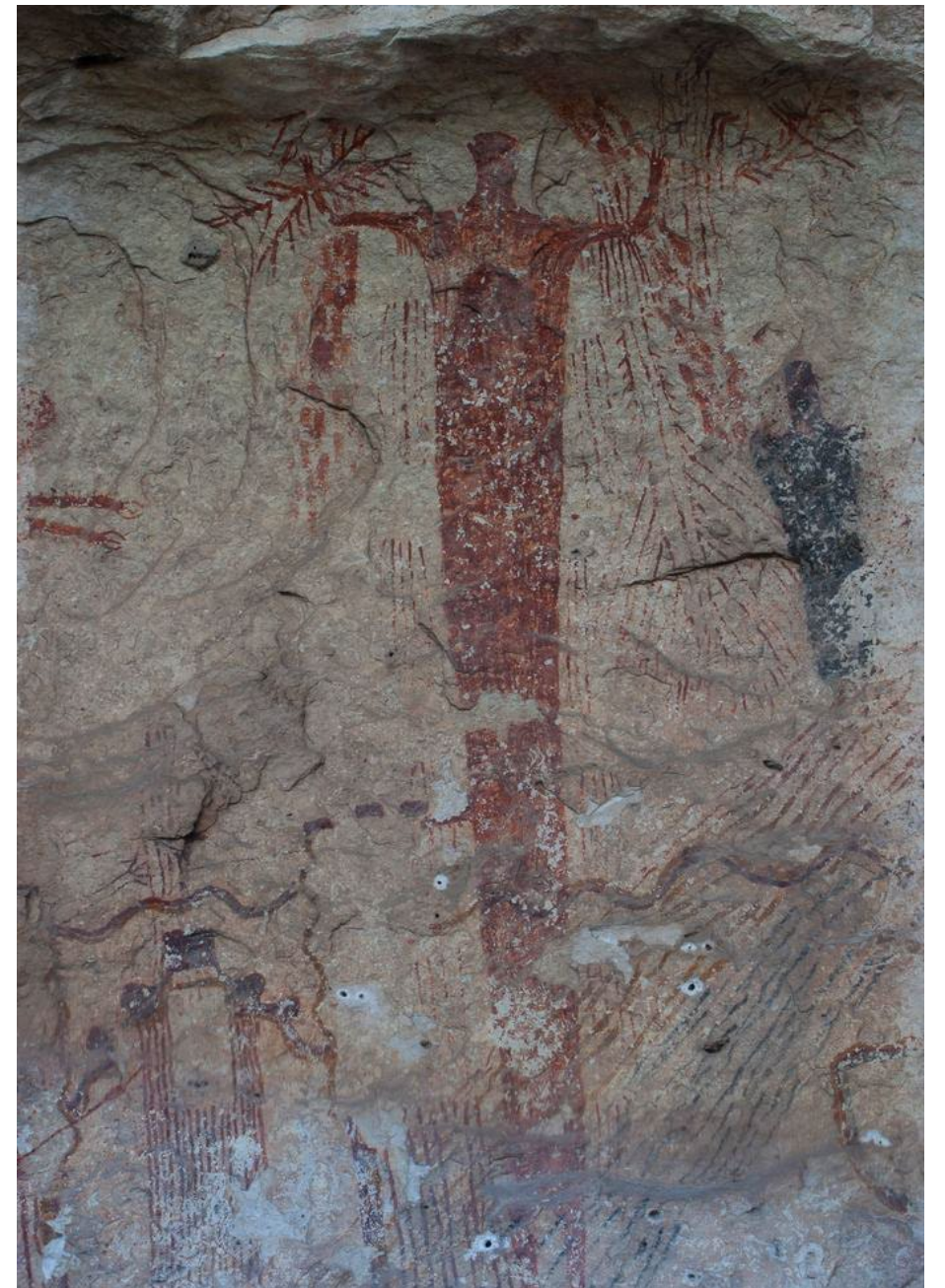




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**Texas** \_\_\_\_\_  
**History** \_\_\_\_\_  
*for* \_\_\_\_\_  
Teachers \_\_\_\_\_

# Reading Activity



<https://education.texashistory.unt.edu>

# Exit Ticket

Follow the directions to complete your exit ticket

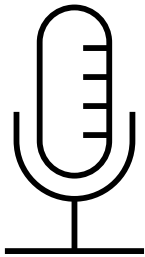
**Choose one of the following options:**

1. Look at your own warm-up drawing as though you are someone from the future who has never seen it before. Make inferences about the drawing.
2. Swap your exit ticket with a shoulder partner. Look at their warm-up respectfully. Make inferences about the image.



# Share with the class

**Note:** If you swapped images with a partner, be sure to get their consent before sharing your inferences about their image. Be respectful in what you share.



The image I analyzed might represent \_\_\_\_\_

One inference I made about the image is \_\_\_\_\_

