

Fourth Grade Social Studies Curriculum Bundle # 10

Title	 	Suggested Dates
Economic and Social Changes from Reconstruction to Today		March 21 – April 15 (20 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> The cattle and oil industries, along with the railroad and barbed wire, developed economic opportunities and a unique culture in Texas. 	<ul style="list-style-type: none"> What are the similarities between the growth of cattle and the oil industries? Who benefited from the growth of cattle and oil industries? How did railroads and barbed wire affect people and industries in Texas?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)				
<p>4.4 History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:</p> <p>4.4B explain the growth and development of the cattle and oil industries;</p>	<p><i>Teacher Note: When you begin teaching the Oil Industry TEKS, take a look at the chapter in the book. Several TEKS can be taught from that section.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; text-align: left;">Cattle Industry</th> <th style="width: 50%; text-align: left;">Oil Industry</th> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Texans drove cows to other states to sell for higher prices during the time of the open range when land and water were freely used Barbed wire invention kept cattle safe and crops safe from free grazing Railroads build close to ranches; Texans were able to move more cattle north for quicker sales </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> 1901 – Oil discovered at Spindletop in Beaumont Oil & gas products were manufactured Oil’s uses and consumption increased Texas became the leading oil-producing state in the U.S. by 1928 Oil was being used in a variety of petroleum products </td> </tr> </table>	Cattle Industry	Oil Industry	<ul style="list-style-type: none"> Texans drove cows to other states to sell for higher prices during the time of the open range when land and water were freely used Barbed wire invention kept cattle safe and crops safe from free grazing Railroads build close to ranches; Texans were able to move more cattle north for quicker sales 	<ul style="list-style-type: none"> 1901 – Oil discovered at Spindletop in Beaumont Oil & gas products were manufactured Oil’s uses and consumption increased Texas became the leading oil-producing state in the U.S. by 1928 Oil was being used in a variety of petroleum products 	<p>The Cattle Kingdom Harcourt Horizons pp. 300-304</p> <p>Oil Harcourt Horizons pp. 312-317</p> <p>The Texas Cattle Kingdom lesson plan from the Texas State Historical Association (Helps teach TEKS 4.4B, 4.22BC, 4.24B)</p>
Cattle Industry	Oil Industry					
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<p>4.4 History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:</p> <p>4.4C identify the impact of railroads on life in Texas, including changes to cities and major</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; text-align: left;">Changes in Cities</th> <th style="width: 50%; text-align: left;">Changes to Major Industries</th> </tr> <tr> <td style="vertical-align: top;"> <p>Cities were built within 30 miles of each other along the railroad tracks, enabling businesses to grow there and creating a population boom</p> </td> <td style="vertical-align: top;"> <p>Industries were able to thrive because of increased access to long-distance customers</p> </td> </tr> </table>	Changes in Cities	Changes to Major Industries	<p>Cities were built within 30 miles of each other along the railroad tracks, enabling businesses to grow there and creating a population boom</p>	<p>Industries were able to thrive because of increased access to long-distance customers</p>	<p>Railroad and Industry Harcourt Horizons Textbook pp. 305-309</p> <p>Teachers may wish to read the following articles for background information. Railroads from Handbook of Texas Online Town building from Handbook of Texas Online</p>
Changes in Cities	Changes to Major Industries					
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<p>industries; and</p>		<p>“Texas Towns Past and Present” TEA Exemplary Curriculum Unit (Helps teach TEKS 4.4C, 4.5A, 4.6A, 4.8D, 4.9ABC, 4.13ABCE, 4.21BC, 4.22ABC, 4.23ACD)</p>										
<p>4.5 History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:</p> <p>4.5A identify the impact of various issues and events on life in Texas such as urbanization, the growth of aerospace, and other technology industries, including increased use of oil and gas</p>	<p>Teacher Note: Summarize social and economic changes in Texas in the decades after the Civil War.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Issue/Event of 20th Century</th> <th style="text-align: left; padding: 5px;">Impact on Life in Texas</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Urbanization</td> <td style="padding: 5px;">Residents of cities had phones, electric lamps, trolleys, and cars</td> </tr> <tr> <td style="padding: 5px;">Increased use of oil and gas</td> <td style="padding: 5px;">Created new jobs, created new products, brought people to booming areas</td> </tr> <tr> <td style="padding: 5px;">Growth of aerospace industry</td> <td style="padding: 5px;">Created new jobs (NASA); “Houston, Tranquility Base her. The Eagle has landed.” (1st words from the moon, spoken by Neil Armstrong)</td> </tr> <tr> <td style="padding: 5px;">Growth of other technology industries</td> <td style="padding: 5px;">Development of hi-tech products helped Texas become less dependent on the oil and gas industry</td> </tr> </tbody> </table>	Issue/Event of 20 th Century	Impact on Life in Texas	Urbanization	Residents of cities had phones, electric lamps, trolleys, and cars	Increased use of oil and gas	Created new jobs, created new products, brought people to booming areas	Growth of aerospace industry	Created new jobs (NASA); “Houston, Tranquility Base her. The Eagle has landed.” (1 st words from the moon, spoken by Neil Armstrong)	Growth of other technology industries	Development of hi-tech products helped Texas become less dependent on the oil and gas industry	<p>Texas Changes Harcourt Horizons pp. 334-337</p> <p>Changes in Transportation Harcourt Horizons pp. 338-343</p> <p>From Oil to Astronauts Harcourt Horizons pp. 350-354</p> <p>Teachers may wish to read the following articles for background information.</p> <p>Urbanization – Electronics Industry from Handbook of Texas Online</p> <p>Oil and Gas Industry from Handbook of Texas Online</p> <p>Aerospace Industry from Handbook of Texas Online</p> <p>Texas Instruments from Handbook of Texas Online</p> <p>Dell Computer Corporation from Handbook of Texas Online</p> <p>Zimmerman Telegram Lesson Plan and Primary Sources</p> <p>“Texas Towns Past and Present” TEA Exemplary Curriculum Unit (Helps teach TEKS 4.4C, 4.5A, 4.6A, 4.8D, 4.9ABC, 4.13ABCE, 4.21BC, 4.22ABC, 4.23ACD)</p> <p>Concentrating on Reform lesson plan from the Texas State Historical Association (Helps teach 4.5AB, 4.23D)</p> <p>Person in a Bag lesson plan from the Texas State Historical Association (Helps teach TEKS 4.5AB, 4.23B)</p>
Issue/Event of 20 th Century	Impact on Life in Texas											
Urbanization	Residents of cities had phones, electric lamps, trolleys, and cars											
Increased use of oil and gas	Created new jobs, created new products, brought people to booming areas											
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Growth of other technology industries	Development of hi-tech products helped Texas become less dependent on the oil and gas industry											
<p>4.5 History. The student understands important issues, events, and individuals of the</p>	<p>Teacher Note: Identify the accomplishments of Miriam A. Ferguson.</p>	<p>Texas in a Changing World Harcourt Horizons Textbook pp. 320-323</p>										

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<p>20th century in Texas. The student is expected to:</p> <p>4.5B identify the accomplishments of notable individuals such as Henry Cisneros, Miriam A. Ferguson, Audie Murphy, Cleto Rodriguez, and John Tower.</p>								
<p>4.7 Geography. The student understands the concept of regions. The student is expected to:</p> <p>4.7A describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Type of Region</th> <th style="text-align: left; padding: 2px;">Description</th> <th style="text-align: left; padding: 2px;">Examples</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Economic/Industrial</td> <td style="padding: 2px;">Region formed based on the primary source of income</td> <td style="padding: 2px;">West Texas – Oil Industry Coastal Areas – Tourism, Farming North Texas – Ranching</td> </tr> </tbody> </table>	Type of Region	Description	Examples	Economic/Industrial	Region formed based on the primary source of income	West Texas – Oil Industry Coastal Areas – Tourism, Farming North Texas – Ranching	<p>Refer again to Oil Harcourt Horizons pp. 312-317</p> <p>“Your Home State” lesson plan from Maps 101 may help teach TEKS 4.6AB, 7A, 8AC. (Password is on the Intranet > Technology > Passwords.)</p> <p>“Promoting Your State” lesson plan from Maps 101 may help teach TEKS 4.6A, 7AB. (Password is on Intranet > Technology > Passwords.)</p>
Type of Region	Description	Examples						
Economic/Industrial	Region formed based on the primary source of income	West Texas – Oil Industry Coastal Areas – Tourism, Farming North Texas – Ranching						
<p>4.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>4.8A identify clusters of settlement in Texas and explain their distribution;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Cluster of Settlement in Texas</th> <th style="text-align: left; padding: 2px;">Explanation of Distribution</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Texas Born (1870-1900)</td> <td style="padding: 2px;">Near railroads</td> </tr> <tr> <td style="padding: 2px;">Present Day</td> <td style="padding: 2px;">Near major highways</td> </tr> </tbody> </table>	Cluster of Settlement in Texas	Explanation of Distribution	Texas Born (1870-1900)	Near railroads	Present Day	Near major highways	<p>“Native Texans” (Oct. 2006) from Texas Law-Related Education (Helps teach TEKS 4.1A, 4.8A, 4.9A, 4.20A and ELA TEKS 4.11D, 4.22A)</p> <p>“Your Home State” lesson plan from Maps 101 may help teach TEKS 4.6AB, 7A, 8AC. (Password is on the Intranet > Technology > Passwords.)</p>
Cluster of Settlement in Texas	Explanation of Distribution							
Texas Born (1870-1900)	Near railroads							
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<p>4.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>4.8B explain patterns of settlement at different time periods in Texas;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Time Period</th> <th style="text-align: left; padding: 2px;">Pattern of Settlement</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">1825-Present</td> <td style="padding: 2px;">Community Building</td> </tr> </tbody> </table> <p>Teacher note: This could be integrated with the social aspects of community building</p>	Time Period	Pattern of Settlement	1825-Present	Community Building	<p>Texas Changes Harcourt Horizons Textbook pp. 334-337</p>		
Time Period	Pattern of Settlement							
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<p>explain their distribution, past and present; and</p>	<table border="1"> <tr> <td></td> <td>factors</td> </tr> <tr> <td>El Paso</td> <td>Tourism</td> </tr> <tr> <td>Houston</td> <td>Aerospace, sports, shipping, medicine, largest city in Texas, 4th largest city in the U.S.</td> </tr> <tr> <td>Austin</td> <td>Government, education, technology and arts</td> </tr> <tr> <td>San Antonio</td> <td>Tourism & military institutions</td> </tr> <tr> <td>Dallas</td> <td>Business</td> </tr> <tr> <td>Fort Worth</td> <td>Ranching, oil, education, meatpacking industry, aircraft building industry</td> </tr> </table>		factors	El Paso	Tourism	Houston	Aerospace, sports, shipping, medicine, largest city in Texas, 4 th largest city in the U.S.	Austin	Government, education, technology and arts	San Antonio	Tourism & military institutions	Dallas	Business	Fort Worth	Ranching, oil, education, meatpacking industry, aircraft building industry	
	factors															
El Paso	Tourism															
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<p>4.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>4.8D explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present.</p>	<ul style="list-style-type: none"> • Rivers • Coastal Areas • Natural resources such as oil, fertile land, fresh water, timber <p>Teacher note: Correlates with 7a and 8a; this should be taught simultaneously.</p>	<p>Teachers may wish to read the following articles for background information.</p> <p>Metropolitan Statistical Areas from the Handbook of Texas Online</p> <p>“Texas Towns Past and Present” TEA Exemplary Curriculum Unit (Helps teach TEKS 4.4C, 4.5A, 4.6A, 4.8D, 4.9ABC, 4.13ABCE, 4.21BC, 4.22ABC, 4.23ACD)</p>														
<p>4.9 Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p> <p>4.9A describe ways people have adapted to and modified their environment in Texas, past and present;</p>	<ul style="list-style-type: none"> • Texans dam rivers and create lakes and reservoirs • Farmers establish irrigation and windmill systems • Barbed wire fencing closed open range and changed cattle ranching • Mining/drilling for natural resources • Highway system • Railroad system, Light rail • Landfills <p>Teacher Note: Can be done in conjunction with the biographies, Can be done in conjunction with Science TEKS 4.5a. Including items need to be covered and can be covered through SS, ELA, and Science. Each item does not need to be covered in depth –keep big picture in mind. Do in conjunction with 9b</p>	<p>Teachers may wish to read the following articles for background information.</p> <p>Handbook of Texas Online Articles for 4.9A</p> <p>The U.S. Army Corps of Engineers Lesson Plan and Primary Sources from UNT</p> <p>“Texas Towns Past and Present” TEA Exemplary Curriculum Unit (Helps teach TEKS 4.4C, 4.5A, 4.6A, 4.8D, 4.9ABC, 4.13ABCE, 4.21BC, 4.22ABC, 4.23ACD)</p>														
<p>4.9 Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p> <p>4.9B identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to</p>	<p><i>Purpose of Adaptations and Modifications:</i></p> <ul style="list-style-type: none"> • Texans dam rivers to control flooding/generate electricity/promote tourism • Lumber was used to build homes, bridges, and other materials • Farmers establish irrigation and windmill systems to provide water for crops in areas that receive low precipitation • Barbed wire fencing closed open range and change cattle ranching, 	<p>“Texas Towns Past and Present” TEA Exemplary Curriculum Unit (Helps teach TEKS 4.4C, 4.5A, 4.6A, 4.8D, 4.9ABC, 4.13ABCE, 4.21BC, 4.22ABC, 4.23ACD)</p>														

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<p>meet basic needs; and</p>	<p>thereby keep prized cattle safe and keeping cattle from grazing on farmers' crops</p> <ul style="list-style-type: none"> • Mining/drilling for natural resources used to produce other products • Highway system to create a quicker and more effective means of transportation • Railroad system to improve transportation of goods and livestock to other areas • Landfills were established to take care of waste unable to be recycled <p>Teacher Note: Can be done in conjunction with the biographies, Can be done in conjunction with Science TEKS 4.5a. Including items need to be covered and can be covered through SS, ELA, and Science. Each item does not need to be covered in depth –keep big picture in mind. Do in conjunction with 9a</p>	
<p>4.9 Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p> <p>4.9C analyze the consequences of human modification of the environment in Texas, past and present.</p>	<ul style="list-style-type: none"> • Building of the dams on the Brazos and Trinity Rivers helped to form lakes and control flooding and provided a consistent water supply <ul style="list-style-type: none"> ○ Brazos River formed Possum Kingdom Lake and Lake Whitney ○ Trinity River formed Eagle Mountain Lake, Lake Worth, Lake Grapevine, Joe Pool Lake, and Lake Ray Hubbard • Water sources were contaminated with pollutants • Road system construction created jobs, and enabled others to move away from their nuclear families • Barbed wire fencing closed open range and changed cattle ranching, thereby keep cattle safe and keeping cattle from grazing on farmers' crops. Cattle drives ended and had to be transported by railroad. • Highway Beautification Act • Landfills changes the landscape, emits toxic gases, affects construction, bad for the environment, affects wildlife <p>Teacher Note: Can be done in conjunction with the biographies, Can be done in conjunction with Science TEKS 4.5a. Including items need to be covered and can be covered through SS, ELA, and Science. Each item does not need to be covered in depth –keep big picture in mind. Do in conjunction with 9b</p> <p>*Discuss positive and negative consequences. This list is not all inclusive.</p>	<p>“Texas Towns Past and Present” TEA Exemplary Curriculum Unit (Helps teach TEKS 4.4C, 4.5A, 4.6A, 4.8D, 4.9ABC, 4.13ABCE, 4.21BC, 4.22ABC, 4.23ACD)</p>
<p>4.13 Economics. The student understands patterns of work and economic activities in</p>	<p>Teacher Note: Oil in Texas Lesson in Book</p>	<p>Refer to Oil Harcourt Horizons Textbook pp. 312-317</p>

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<p>Texas.</p> <p>4.13B explain how geographic factors have influenced the location of economic activities in Texas;</p>																		
<p>4.13 Economics. The student understands patterns of work and economic activities in Texas.</p> <p>4.13E explain how developments in transportation and communication have influenced economic activities in Texas; and</p>	<p>Teacher Note: Railroads in Texas Lesson in Textbook and Changes in Transportation Lesson in Textbook.</p> <p>Important technologies are produced in Texas.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Transportation</th> <th style="text-align: left; padding: 5px;">Communication</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><i>Types of Transportation:</i> automobile, train, plane, boat, aerospace, primitive (such as walking, horses, wagons)</td> <td style="padding: 5px;"><i>Type of Communication/Technology:</i> cell phones, satellites, internet, cable, postal service</td> </tr> <tr> <td style="padding: 5px;"><i>Creation of and improvement in transportation have resulted in:</i> Increased job opportunities</td> <td style="padding: 5px;"><i>Technology improvements continue to provide new opportunities for consumers and producers alike, such as:</i> Increased productivity</td> </tr> <tr> <td style="padding: 5px;">New careers and training based on technological advances of the day</td> <td style="padding: 5px;">Increased flexibility, ability to be more mobile</td> </tr> <tr> <td style="padding: 5px;">New competitors keep prices competitive for consumers</td> <td style="padding: 5px;">Increased job opportunities within the communication industry</td> </tr> <tr> <td style="padding: 5px;">Increased international business</td> <td style="padding: 5px;">New careers</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">New competitors to keep prices competitive for consumers</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">Increased international communication; creation of a “smaller world”</td> </tr> </tbody> </table>	Transportation	Communication	<i>Types of Transportation:</i> automobile, train, plane, boat, aerospace, primitive (such as walking, horses, wagons)	<i>Type of Communication/Technology:</i> cell phones, satellites, internet, cable, postal service	<i>Creation of and improvement in transportation have resulted in:</i> Increased job opportunities	<i>Technology improvements continue to provide new opportunities for consumers and producers alike, such as:</i> Increased productivity	New careers and training based on technological advances of the day	Increased flexibility, ability to be more mobile	New competitors keep prices competitive for consumers	Increased job opportunities within the communication industry	Increased international business	New careers		New competitors to keep prices competitive for consumers		Increased international communication; creation of a “smaller world”	<p>Refer again to Railroads and Industry Harcourt Horizons Textbook pp. 305-309</p> <p>Refer again to Changes in Transportation Harcourt Horizons Textbook pp. 338-343</p> <p>Texas Tomorrow-Technology and Communication Harcourt Horizons Textbook pp. 416-419</p>
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	Increased international communication; creation of a “smaller world”																	
<p>4.13 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p>		<p>The Struggle for Civil Rights Harcourt Horizons Textbook pp. 346-349</p>																

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<p>4.13F explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.</p>	<p>Civil Rights Act</p> <p>Until the Civil Rights Act of 1964 was passed under President Lyndon B. Johnson, African Americans and Hispanics did not have the same rights as Anglo Americans, such as voting and segregation in public areas. Today, Civil Rights leaders continue to work to improve the equality for all American citizens.</p>	<p>Teachers may wish to read the following articles for background information from the Handbook of Texas Online: Texas Equal Rights Amendment</p> <p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online http://www.econedlink.org/standards/</p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Standard” then “Texas.” Lessons will be displayed by individual TEKS.</p> <p>Some lessons could be taught at multiple grade levels. If you find and use a lesson that you want protected at your grade level in future years, please email Sara Lucas to make that request.</p>
<p>4.14 Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:</p> <p>4.14A identify ways in which technological changes have resulted in increased interdependence among Texas, the United States, and the world;</p>	<p>New technology has increased the interdependence among all citizens of the world by providing new tools to make products and services more successful, efficient, and available, such as</p> <ul style="list-style-type: none"> • Improved medical equipment and procedures • Improved efficiency in the production of various goods • Improved agricultural success; ability to successfully grow and manage larger crops due to improved equipment • Improvements in transportation technology has led to safer travel in all areas • Improvements in technology continue to open new horizons in the aerospace industry <p>TEACHER NOTE: focus on the bulleted statement as the big idea. The check mark list which follows provides solid examples.</p>	<p>Hardcourt Horizons Text pp. 259, 305-309, 316-317</p> <p>Hardcourt Horizons Activity Book pp. 93</p> <p>Teachers may wish to read the following articles for background information.</p> <p>(See note about lessons on 12A)</p>
<p>4.14 Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:</p> <p>4.14B identify oil and gas, agricultural, and</p>		<p>Hardcourt Horizons Text pp. 315, 317, 328, 338-343, 351, 400-403, 419</p> <p>Hardcourt Horizons Activity Book pp. 93</p>

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<p>technological products of Texas that are purchased to meet needs in the United States and around the world.</p>																
<p>4.14 Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:</p> <p>4.14C explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Products Purchased by Texans</th> <th style="text-align: left; padding: 2px;">Needs Met</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"><i>Food: tea, fruit</i></td> <td style="padding: 2px;"><i>Dietary</i></td> </tr> <tr> <td style="padding: 2px;"><i>Transportation: cars, motorcycles, boats, planes, trains</i></td> <td style="padding: 2px;"><i>Transportation</i></td> </tr> <tr> <td style="padding: 2px;"><i>Clothing</i></td> <td style="padding: 2px;"><i>Clothing</i></td> </tr> <tr> <td style="padding: 2px;"><i>Electronics: televisions, music, equipment, computers</i></td> <td style="padding: 2px;"><i>Entertainment, Information</i></td> </tr> <tr> <td style="padding: 2px;"><i>Building Materials: Lumber, brick</i></td> <td style="padding: 2px;"><i>Shelter</i></td> </tr> <tr> <td style="padding: 2px;"><i>Energy Resources: fuel, oil, coal, wind harvesting</i></td> <td style="padding: 2px;"></td> </tr> </tbody> </table>	Products Purchased by Texans	Needs Met	<i>Food: tea, fruit</i>	<i>Dietary</i>	<i>Transportation: cars, motorcycles, boats, planes, trains</i>	<i>Transportation</i>	<i>Clothing</i>	<i>Clothing</i>	<i>Electronics: televisions, music, equipment, computers</i>	<i>Entertainment, Information</i>	<i>Building Materials: Lumber, brick</i>	<i>Shelter</i>	<i>Energy Resources: fuel, oil, coal, wind harvesting</i>		<p>Hardcourt Horizons Text pp. 317, 338, 402, 403 Teachers may wish to read the following articles for background information.</p> <p>(See note about lessons under 12A)</p>
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<p>4.18 Citizenship. The student understands the importance of voluntary individual participation in the democratic process.</p> <p>4.18C identify the importance of historical figures such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process; and</p>	<p>Teacher Note: Focus on Barbara Jordan</p>	<p>The Struggle for Civil Rights Harcourt Horizons Textbook pp. 348</p>														
<p>4.20 Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:</p> <p>4.20A identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;</p>	<p>Teacher note: discussion on an on-going basis.</p> <ul style="list-style-type: none"> • Anglo-American from US • African Americans • Germans • Asian/European/Middle Eastern • Christianity, Islamic and Jewish sects continue to celebrate their similarities, differences and histories • Other 	<p>The simulation “Explorers” by InterAct is available for your use in your campus library. Some of the explorers (Columbus, Cortes, Coronado) are detailed in the simulation as are some of the Native American groups (Aztec, Pueblo). You may, of course, teach more than is listed in the specificities, if you want to teach more of the simulation. You might want to use some of the resources (maps, profiles) in the simulation and/or do the simulation on a larger scale as it lends itself well to understanding the encounter between the Native Americans and Europeans.</p> <p>“Native Texans” (Oct. 2006) from Texas Law-Related Education (Helps teach TEKS 4.1A, 4.8A, 4.9A, 4.20A and ELA TEKS 4.11D, 4.22A)</p>														

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		<p>“The Spanish-Speaking United States” lesson plan from Maps 101 may help teach TEKS 4.7C, 20A. (Password is on Intranet > Technology > Passwords.)</p>																		
<p>4.21 Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:</p> <p>4.21B describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas; and</p> <p>4.21C predict how future scientific discoveries and technological innovations might affect life in Texas</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Scientific Discovery or Technological Innovation</th> <th style="text-align: left; padding: 5px;">Benefits</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Cotton gin</td> <td style="padding: 5px;">Processing of cotton was more efficient</td> </tr> <tr> <td style="padding: 5px;">Steamboat</td> <td style="padding: 5px;">Allowed mass transportation by sea</td> </tr> <tr> <td style="padding: 5px;">Barbed wire</td> <td style="padding: 5px;">Ranchers were able to keep their cattle secure</td> </tr> <tr> <td style="padding: 5px;">Telephone</td> <td style="padding: 5px;">Communication</td> </tr> <tr> <td style="padding: 5px;">Railroads</td> <td style="padding: 5px;">Safely and quickly transport goods and materials with a small crew</td> </tr> <tr> <td style="padding: 5px;">Oil & gas</td> <td style="padding: 5px;">Transportation, heating of homes</td> </tr> <tr> <td style="padding: 5px;">Computer/Internet Technology</td> <td style="padding: 5px;">Increased access to information worldwide and increased international communication</td> </tr> <tr> <td style="padding: 5px;">Aerospace Technology</td> <td style="padding: 5px;">Improved opportunities for space exploration</td> </tr> </tbody> </table> <p style="color: red; margin-top: 10px;">Teacher Note: Focus on the big picture of how these inventions impacted life in Texas rather than teaching this list to memory. Cover items as you come to them within the history timeline.</p> <p style="color: red; margin-top: 10px;">Science / Technology – as it pertains to new discoveries (both on Earth and beyond), Texas based firms, nanotechnologies. Etc</p>	Scientific Discovery or Technological Innovation	Benefits	Cotton gin	Processing of cotton was more efficient	Steamboat	Allowed mass transportation by sea	Barbed wire	Ranchers were able to keep their cattle secure	Telephone	Communication	Railroads	Safely and quickly transport goods and materials with a small crew	Oil & gas	Transportation, heating of homes	Computer/Internet Technology	Increased access to information worldwide and increased international communication	Aerospace Technology	Improved opportunities for space exploration	<p>Teachers may wish to read the following articles for background information.</p> <p>“Texas Towns Past and Present” TEA Exemplary Curriculum Unit (Helps teach TEKS 4.4C, 4.5A, 4.6A, 4.8D, 4.9ABC, 4.13ABCE, 4.21BC, 4.22ABC, 4.23ACD)</p>
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<p>4.23 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>4.23A use social studies terminology correctly;</p>	<p style="color: red;">Assurance Words to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> • economic • social • urbanization • industries <p style="color: red; margin-top: 10px;">Teacher Note: Discuss each vocabulary word and add to Social Studies Word Wall</p>																			