


Fourth Grade Social Studies Curriculum Bundle #3

Title		Suggested Dates
Native Americans		October 5 – 23, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Different groups and communities make different decisions about their way of life based • Our culture helps us to know how to behave in a certain situation, including what and how to eat, what to wear, how to show respect, how to meet our basic needs, etc. 	<ul style="list-style-type: none"> • How does the region in which a person lives influence the way they meet their needs? • How do people change themselves to adapt to their region? • How do people change their environment so that it will better meet their needs? • How have the cultures from different groups in Texas in the past influenced cultures today?

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>4.1 History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration. The student is expected to:</p> <p>4.1A identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived; and</p>	<p style="color: red;">Tribes A –D for identification and description of their regions.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 40%; color: red;">Native-American Groups</th> <th style="width: 60%; color: red;">Region</th> </tr> </thead> <tbody> <tr> <td style="color: red;">a. The Fisherman 1. Karankawas</td> <td style="color: red;">1. Coastal Plains – largest region in Texas, receives the most rain in Texas</td> </tr> <tr> <td style="color: red;">b. The Hunters 1. Lipan Apaches 2. Comanche</td> <td style="color: red;">1. Great Plains – high, flat grasslands 2. N. Central Plains – rolling plains, prairies, with some woodlands areas</td> </tr> <tr> <td style="color: red;">c. The Plant Gathers 1. Coahuiltecons</td> <td style="color: red;">1. Coastal Plains – largest region in Texas, receives the most rain in Texas</td> </tr> <tr> <td style="color: red;">d. The Farmers 1. Jumanos 2. Caddoes</td> <td style="color: red;">1. Mountains & Basin – Natural region shared with Mexico, receives less Than 10” rain per year, with</td> </tr> </tbody> </table>	Native-American Groups	Region	a. The Fisherman 1. Karankawas	1. Coastal Plains – largest region in Texas, receives the most rain in Texas	b. The Hunters 1. Lipan Apaches 2. Comanche	1. Great Plains – high, flat grasslands 2. N. Central Plains – rolling plains, prairies, with some woodlands areas	c. The Plant Gathers 1. Coahuiltecons	1. Coastal Plains – largest region in Texas, receives the most rain in Texas	d. The Farmers 1. Jumanos 2. Caddoes	1. Mountains & Basin – Natural region shared with Mexico, receives less Than 10” rain per year, with	<p>Harcourt Horizons Textbook pp. 92-111 Harcourt Horizons activity book pp. 30, 31 Graphic Organizers Graphic Organizers II Native Texans power Point</p> <p>WEBSITE RESOURCES:</p> <p>The Kawakawa Indians The Lipan Apache Tribe Coahuiltecons Cabeza De Vaca Meets the Coahuiltecons: Jumanos Caddoes The Coastal Indians of Texas</p>
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		dry, rocky soil 2. Coastal Plains - largest region in Texas, receives the most rain in Texas							
<p>4.1 History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration. The student is expected to:</p> <p>4.1B compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration.</p>	<p style="color: red;">TEACHER NOTE: You could use Venn diagrams to compare and contrast different Native groups.</p> <ol style="list-style-type: none"> <li style="color: red;">1. Karankawa <li style="color: red;">2. Lipan Apache <li style="color: red;">3. Comanche <li style="color: red;">4. Coahuiltecas <li style="color: red;">5. Caddoes <li style="color: red;">6. Jumanos <p style="color: red;">TEACHER NOTE: This is a good place to explain the origin of the state name (Tejas)</p>	<p>Horizons Text pp. 92-111 Horizons activity book pp. 28, 29, 33</p> <p>Use a Blank Map of Texas to indicate where native tribes settled in Texas.</p> <p>Use graphic organizers to Compare/contrast location, food, shelter, tools, government and economics of:</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> <p>Texas Indians web quest</p> <p>Texas Indians</p> <p>Native American Tribes of Texas - MAP</p> <p>TEXAS INDIANS – University Of Texas Press</p> <p>Native Americans – all tribes</p>							
<p>4.10 Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. The student is expected to:</p> <p>4.10A explain the economic patterns of various early Native-American groups in Texas and the Western Hemisphere; and</p>	<p style="color: red;">Economic patterns of early Native Americans stemmed from meeting their needs for survival and, over time, developed into trade within and among Native American Societies. Emphasize trade networks to see how far goods traveled. Groups depended on each other.</p>	<p>Harcourt Horizons Textbook pp. 93-97, 102-109</p> <p>Harcourt Horizons Activity Book pp. 26, 28, 29, 30, 32, 33</p>							
<p>4.13 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <p>4.13C analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0; text-align: center;">Causes of Economic Development & Growth</td> <td style="background-color: #e0e0e0; text-align: center;">Effect on Economic Development & Growth</td> </tr> <tr> <td style="color: red;">Immigration (process of people moving to a new place)</td> <td style="color: red;">Growth of existing communities and increasing cultural diversity</td> </tr> <tr> <td style="color: red;">Migration (process of moving from one place to</td> <td style="color: red;">New communities were</td> </tr> </table>	Causes of Economic Development & Growth	Effect on Economic Development & Growth	Immigration (process of people moving to a new place)	Growth of existing communities and increasing cultural diversity	Migration (process of moving from one place to	New communities were	<p>Harcourt Horizons Textbook pp. 92-111</p> <p>A reproduction of a map that shows Indian tribes and population totals in Indian Territory.</p> <p>Native American Information from Texas Beyond History</p>	
Causes of Economic Development & Growth	Effect on Economic Development & Growth								
Immigration (process of people moving to a new place)	Growth of existing communities and increasing cultural diversity								
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	<p style="color: red;">another, usually in search of food)</p> <p style="color: red;">Limited Resources (when there is a fixed supply of a resource; any non-renewable resource)</p>	<p style="color: red;">formed</p> <p style="color: red;">New business opportunities were created</p> <p style="color: red;">To support the expanding population, there were increased taxes and increased/improved community services to support the communities</p>						
		<p>TEACHER NOTE: “Business opportunities were created” refers to both those business ideas already in existence and adding more of them as well as new ideas that are just being introduced.</p>						
<p>4.15 Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:</p> <p>4.15A compare how selected Native-American groups governed themselves; including</p>	<ul style="list-style-type: none"> • Caddo-confederacy • Karankawa-village chief • Jumano-village governments • Comanche-band leaders • Teacher Note: The selected groups offer representation of major forms of government throughout Native American Communities 	<p>Harcourt Horizons Textbook pp. 92-111 Graphic Organizers Graphic Organizers II</p> <p>An 1846-1850 map of Texas Forts and Indians</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>	<ul style="list-style-type: none"> • Various Native American Tribes in Texas 	<p>Harcourt Horizons Textbook pp. 92-111 Graphic Organizers Graphic Organizers II</p> <p>Native American Self-Description From SAISD</p> <p>Connected Tech Activity: (English and Spanish) Celebrations and Customs</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>4.20B identify customs, celebrations, and traditions of various culture groups in Texas;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; color: red;">Culture</td> <td style="width: 50%; color: red;">Customs, Celebrations, Traditions</td> </tr> <tr> <td style="color: red;">Native American</td> <td>Holidays: 6/20 – Feast of the Great Spirit</td> </tr> </table>		Culture	Customs, Celebrations, Traditions	Native American	Holidays: 6/20 – Feast of the Great Spirit	<p>Harcourt Horizons Textbook pp. 92-111</p> <p>Native American/Indian Traditions, history and distribution in Texas (Chat Archive) Native American Heritage Video Clips</p>	
Culture	Customs, Celebrations, Traditions							
Native American	Holidays: 6/20 – Feast of the Great Spirit							

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<p>4.22 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>4.22B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>4.22D identify different points of view about an issue or topic;</p>	<p>Analyzing skills include:</p> <ul style="list-style-type: none"> • Sequencing • Categorizing • identifying cause-and-effect • Comparing and contrasting • Finding the main idea • Summarizing • Making generalizations and prediction • Drawing inferences and conclusions 	<p>Use graphic organizers before, during, and after reading. Graphic Organizers Graphic Organizers II</p> <p>Combine with ELA (author’s purpose, etc), directly teach 1 time a semester (highly supported in other content areas) Ex: (using information found electronically) compare Native American Life and European Explorers point of views related to the exploration of Texas.</p>
<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>Assurance Words to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> • nomadic • artifacts • culture <p>TEACHER NOTE: You could discuss each vocabulary word and add to Social Studies Word Wall</p>	