



Fourth Grade Social Studies Curriculum Bundle #4

Title		Suggested Dates
European Exploration	 	Oct. 25 – Nov 12 (14.5 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> European explorers came to Texas to convert American Indians to Christianity and to gain fame and riches for themselves and their countries. 	<ul style="list-style-type: none"> Why did different European explorers come to Texas? How were their experiences in Texas similar and different? What were the accomplishments and effects of the different explorations? What kind of personalities and characteristics do explorers share and need?

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>4.2 History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:</p> <p>4.2A summarize reasons for European exploration and settlement of Texas and the Western Hemisphere;</p>	<p style="color: red;">Summarize the reasons for European exploration of Texas and the Western hemisphere</p> <p style="color: red;">The 3 G's –</p> <ul style="list-style-type: none"> • <i>God</i> – spread Catholicism • <i>Gold</i> – seeking wealth • <i>Glory</i> – claims for European countries <p style="color: red;">Identify Christopher Columbus' importance to Texas history.</p>	<p>Graphic Organizers Graphic Organizers II Harcourt Horizons Text pp. 116-146</p> <p>“Stepping Toward Independence” from Texas Law-Related Education (Helps teach TEKS 4.2A, 4.3A, 4.16A) (NEEDS SCORE CARD AND BOOT CARDS)</p> <p>“La Salle's Fateful Shipwreck” (Oct. 2005) from Texas Law-Related Education (Helps teach TEKS 4.2AB)</p>
<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>4.22A differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire</p>	<p style="color: red;">Explorers planned for their trips by studying maps and journals of previous explorers. Use primary and secondary resources.</p> <p style="color: red;">Trade / Exploration routes</p> <p style="color: red;">Identify different points of View:</p> <p style="color: red;">Combine with ELA (author's purpose, etc), directly teach 1 time a semester (highly supported in other content areas)</p>	<p>TEA Primary Resources Portal to Tx History Primary Resources Texas History Primary Source Documents</p> <p>Harcourt Horizons pp. 122-123 Harcourt Horizons activity book pp. 35-38</p> <p>Maps101 – French exploration of Texas</p> <p>Read Aloud-Encounter by Jane Yolen</p> <p>Harcourt Horizons Textbook pp. 132-139</p>

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<p>information about the United States and Texas;</p> <p>4.22D identify different points of view about an issue or topic;</p>	<p>For Example: Compare and Contrast the view points of Native Americans and European Explorers on the exploration of Texas by the Spaniards.</p>	<p>Harcourt Activity book pp. 41-42</p>															
<p>4.2 History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:</p> <p>4.2B identify the accomplishments of significant explorers including Cabeza de Vaca Alvar Nunez; Christopher Columbus; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle and explain their impact on the settlement of Texas;</p>	<p>Describe the causes and effects of European exploration and the colonization of Texas. Use graphic organizers as you read and gather information from the text.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%; padding: 5px;">Explorer</th> <th style="width: 30%; padding: 5px;">Significant Contribution</th> <th style="width: 45%; padding: 5px;">Impact on Settlement of Texas</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; text-align: center;">Christopher Columbus</td> <td style="padding: 5px;">1st European explorer who discovered North America while attempting to find a quicker and easier route to Asia for trade with Spain</td> <td style="padding: 5px;">Word of the new land encouraged others to explore the Americas for riches</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Hernando Cortes</td> <td style="padding: 5px;">Spanish conquistador who defeated the Aztecs in Mexico and claimed land and riches for Spain</td> <td style="padding: 5px;">Spanish explorers were now able to explore the Americas without having to sail to and from Spain</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Cabeza de Vaca</td> <td style="padding: 5px;">Spanish explorer who taught Native Americans about the Roman Catholic religion while traveling through present-day Texas, New Mexico, and Mexico</td> <td style="padding: 5px;">He told Spanish leaders about his journey and about cities of gold, which persuaded Spaniards to explore the area</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Francisco Coronado</td> <td style="padding: 5px;">After a Spanish priest reported seeing golden cities in Texas, Coronado was sent to claim the cities for Spain</td> <td style="padding: 5px;">Although Coronado did not find gold, his extensive search through Texas led him to the spacious plain of Llano Estacado and the Palo Duro Canyon</td> </tr> </tbody> </table>	Explorer	Significant Contribution	Impact on Settlement of Texas	Christopher Columbus	1 st European explorer who discovered North America while attempting to find a quicker and easier route to Asia for trade with Spain	Word of the new land encouraged others to explore the Americas for riches	Hernando Cortes	Spanish conquistador who defeated the Aztecs in Mexico and claimed land and riches for Spain	Spanish explorers were now able to explore the Americas without having to sail to and from Spain	Cabeza de Vaca	Spanish explorer who taught Native Americans about the Roman Catholic religion while traveling through present-day Texas, New Mexico, and Mexico	He told Spanish leaders about his journey and about cities of gold, which persuaded Spaniards to explore the area	Francisco Coronado	After a Spanish priest reported seeing golden cities in Texas, Coronado was sent to claim the cities for Spain	Although Coronado did not find gold, his extensive search through Texas led him to the spacious plain of Llano Estacado and the Palo Duro Canyon	<p>Graphic Organizers Graphic Organizers II</p> <p>Harcourt Horizons Textbook pp. 116 - 129</p> <p>Cabeza de Vaca Primary Source Adventure from UNT’s Portal to Texas History Coronado Primary Source Adventure from UNT’s Portal to Texas History “La Salle’s Fateful Shipwreck” (Oct. 2005) from Texas Law-Related Education (Helps teach TEKS 4.2AB) “Sign Me Up!” (October 2003) from Texas Law-Related Education (Helps teach TEKS 4.2B)</p> <p>In each campus library there is a unit by InterAct titled “Explorers.” It would especially help teach TEKS 2B and 20A. (It also integrates well with ELA.) The unit itself might be too long to teach in its entirety, but it has many maps, biographies, skits, etc. which would be engaging and helpful.</p>
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	<p>Rene-Robert Cavelier, Sieur de La Salle</p>	<p>French explorer who landed in Texas after a storm blew him off course on his way to the Mississippi River in Louisiana</p>						
<p>4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>4.6A apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p>	<ul style="list-style-type: none"> • Interpreting information on a map • Using map scales • Follow routes on a map • Longitude and latitude lines are imaginary lines drawn on a map to help locate places. Find locations on maps. • Use map symbols to locate places on a map • Use Map scales to determine approximate distances on a map. 		<p>Harcourt Horizons Text pp. 119, 123, 125, 130 Harcourt Horizons Activity book pp. 35, 36, 38 Pull down map Horizons activity book pp. 1 Horizons activity book pp. 6-8 Maps101 Student atlas Globes One-inch grid template</p>					
<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>	<ul style="list-style-type: none"> • Brainstorm events, names of explorers, types of explorations and other related topics • The Spanish and French explored the Gulf coast. Some Spanish explorers went farther inland looking for gold <table border="1" data-bbox="556 898 1041 976" style="margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Time Period</th> <th style="text-align: center;">Pattern of Settlement</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1520-1682</td> <td style="text-align: center;">Exploration</td> </tr> </tbody> </table>		Time Period	Pattern of Settlement	1520-1682	Exploration	<p>Graphic Organizers Graphic Organizers II</p> <p>Harcourt Horizons Text pp. 116-146 Harcourt Horizons activity book pp. 37, 39</p> <p>“Migration: Reasons to Move” from National Geographic introduces the concept of migration and helps teach TEKS 4.6A, 8B, 11A, although the teacher will need to make connections to Texas history for TEKS 8B and 11A.</p>	
Time Period	Pattern of Settlement							
1520-1682	Exploration							
<p>4.11 Economics. The student understands the reasons for exploration and colonization. The student is expected to:</p> <p>4.11A identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere; and including</p> <p>4.24 Social studies skills. The student uses problem-solving and decision-</p>	<ul style="list-style-type: none"> • Trade Route – seeking a safer route • Gold – seeking wealth • Glory – claims for European countries • Land / territory – expansion of their society / empire, dominance, belief system <p>Decision-Making:</p> <ul style="list-style-type: none"> • Identify a situation that requires a decision • Gather information • Identify options 		<p>Hardcourt Horizons Text pp. 117, 120, 121, 126, 127, 129, 132, 135, 139</p> <p>Hardcourt Horizons Activity Book pp. 41, 42</p> <p>Web Quest – “Why Explorers Explored the World”</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</p>					

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<p>making skills, working independently and with others, in a variety of settings. The student is expected to: 4.24A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p> <p>4.24 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: 4.24B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to</p>	<ul style="list-style-type: none"> • Predict consequences • Take action to implement a decision <p>Problem-Solving:</p> <ul style="list-style-type: none"> • Identify a problem • Gather information • List and consider options • Consider advantages and disadvantages • Choose and implement a solution • Evaluate the effectiveness of the solution <p>TEACHER NOTE: We recommend that you teach 4.24A and 4.24B together by using a Web Quest. You may do a Web Quest with the entire class or break the students into smaller groups. Web Quests thoroughly teach 4.24A and B.</p>	<p>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>“Migration: Reasons to Move” from National Geographic introduces the concept of migration and helps teach TEKS 4.6A, 8B, 11A, although the teacher will need to make connections to Texas history for TEKS 8B and 11A.</p>						
<p>4.17 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</p> <p>4.17A explain the meaning of selected patriotic symbols and landmarks of Texas, including the six flags over Texas, San José Mission, and the San Jacinto Monument;</p>	<p>Teacher note: The significance of the National 6 flags of Texas is revealed and uncovered as units are taught in bundles 4 through 9.</p> <p>Describe the significance of the first two flags that have reigned over our country</p> <p>Six national flags have flown over Texas since the first European exploration of the region by Cortez in 1519. Each flag represents the time in history when that country or government ruled over Texas</p> <table border="1" data-bbox="556 1063 1291 1218"> <thead> <tr> <th style="text-align: center;">Country</th> <th style="text-align: center;">Timeline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Spain</td> <td style="text-align: center;">Texas Under Spain. 1519-1685; 1690-1821</td> </tr> <tr> <td style="text-align: center;">France</td> <td style="text-align: center;">Texas Under France. 1685-1690</td> </tr> </tbody> </table>	Country	Timeline	Spain	Texas Under Spain. 1519-1685; 1690-1821	France	Texas Under France. 1685-1690	<p>“Create a Classroom Flag” (Sept. 2004) from Texas Law-Related Education (Helps teach TEKS 4.17A, 4.23D and ELA TEKS 4.24A)</p> <p>Connected Tech Activity: Texas Patriotism Collage</p> <p>Six National Flags of Texas Texas Politics – 6 National Flags of Texas Texas Capitol pre-visit Lesson on 6 flags symbols Texas Bob’s Activity Corner</p>
Country	Timeline							
Spain	Texas Under Spain. 1519-1685; 1690-1821							
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<p>4.17 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</p> <p>4.17C recite and explain the meaning of the Pledge to the Texas Flag; and</p>	<p>Ongoing, daily...</p> <p>“Honor the Texas flag; I pledge allegiance to thee, Texas, one and indivisible.”</p>	<p>“In Honor of My Country” (Sept. 2005) from Texas Law-Related Education (Helps teach TEKS 4.17C and ELA TEKS 4.9E, 4.11D)</p> <p>“The New Texas Pledge of Allegiance” (Aug. 2007) from Texas Law-Related Education (Helps teach TEKS 4.17C)</p>
<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>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 predictions • Drawing inferences and conclusions 	<p>Use graphic organizers before, during, and after reading. Harcourt Horizons Text pp. 116-146</p> <p>Graphic Organizers Graphic Organizers II</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"> • exploration • empresarios • cause • effect <p>Teacher Note</p> <ul style="list-style-type: none"> • Discuss each vocabulary word • Add to Social Studies Word Wall 	

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4.24 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
4.24A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

4.24 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
4.24B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Decision-Making:

- Identify a situation that requires a decision
- Gather information
- Identify options
- Predict consequences
- Take action to implement a decision

Problem-Solving:

- Identify a problem
- Gather information
- List and consider options
- Consider advantages and disadvantages
- Choose and implement a solution
- Evaluate the effectiveness of the solution

TEACHER NOTE: We recommend that you teach 4.24A and 4.24B together by using a WebQuest. You may do a Webquest with the entire class or break the students into smaller groups. WebQuests thoroughly teach 4.24A and B.

[Think Quest: Exploration](#)