


## Fourth Grade Social Studies Curriculum Bundle #5

Title	Suggested Dates
From Spanish Settlements to Austin's Colony 	November 16 – December 4, 2009 (12 days)
Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>People settled in Texas for different reason, but their work and their cultures continue to influence Texas today.</li> </ul>	<ul style="list-style-type: none"> <li>Why did the Spanish build missions in Texas?</li> <li>How did the Spanish missions affect the American Indians?</li> <li>What was it like to live in a mission?</li> <li>Why did the Spanish government want people from the U.S. to settle in Texas?</li> <li>How did Mexican independence affect Texas?</li> <li>What were the causes and effects of Austin's colony?</li> </ul>

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><b>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:</b></p> <p>4.2C explain when, where, and why the Spanish established Catholic missions in Texas;</p>	<p style="color: red;">Identify when and where the Spanish established Roman Catholic missions in Texas</p> <p style="color: red;">Explain why the Spanish established missions in Texas</p> <ul style="list-style-type: none"> <li>• When: Late 1600's to mid 1700's</li> <li>• Where: Located near Native American tribes in East Texas (Nacogdoches), South Central Texas (San Antonio), and West Texas (El Paso)</li> <li>• Why: Teach Native Americans then convert about / to the Roman Catholic religion, education and training them to be "civilized" and conforming to European way of life (i.e., farming, trades), and to strengthen and protect their claim on the land</li> </ul>	<p><a href="#">Graphic Organizers</a> <a href="#">Graphic Organizers II</a></p> <p>Harcourt Horizons Text pp. 130 – 146</p> <p>Connected Tech Activity: <a href="#">Writing Directions</a></p> <p><a href="#">Spanish Missions PowerPoint</a> <a href="#">Alphabetical List of Missions</a></p>
<p><b>4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</b></p> <p>4.6A apply geographic tools, including grid systems, legends, symbols, scales, and compass</p>	<p style="color: red;">Apply geographic tools, including grid systems, to interpret maps.</p> <ul style="list-style-type: none"> <li>• Use tables to group information</li> <li>• Reading a timeline</li> <li>• Compare Maps of Different Scales</li> <li>• Show geographic data such as: population, land use, precipitation and temperature in a variety of graphs and maps.</li> </ul>	<p>Harcourt Horizons Text pp. 130-131, 135, 144-145, Harcourt Horizons Activity Book pp. 46-47,48-49, 50-51,</p> <p>"<a href="#">Your Home State</a>" lesson plan from Maps 101 may help teach TEKS 4.6AB, 7A, 8AC.</p>

## Fourth Grade Social Studies Curriculum Bundle #5

<p>roses, to construct and interpret maps; and</p> <p>4.6B translate geographic data into a variety of formats <b>including</b> raw data to graphs <b>including bar and pictographs</b> and maps</p>	<ul style="list-style-type: none"> <li>• <b>Focus on land use</b></li> </ul>	<p>(Password is on the Intranet &gt; Technology &gt; Passwords.)</p> <p>“<a href="#">Promoting Your State</a>” lesson plan from Maps 101 may help teach TEKS 4.6A, 7AB. (Password is on Intranet &gt; Technology &gt; Passwords.)</p>														
<p><b>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:</b></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 information about the United States and Texas;</p>	<p style="text-align: center;"><b>Differentiate the difference between a primary and secondary resource</b></p>	<p>Harcourt Horizons Activity Book pp. 52</p> <p><a href="#">TEA Primary Resources Portal to TX History Primary Resources Texas History Primary Source Documents</a></p>														
<p><b>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:</b></p> <p>4.8A identify clusters of settlement in Texas and explain their distribution;</p> <p>4.8B explain patterns of settlement at different time periods in Texas;</p>	<p><b>Explain the interdependence among missions, presidios, and early towns. Why were mission establishments in geographical locations near rivers?</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Cluster of Settlement in Texas</th> <th style="text-align: center;">Explanation of Distribution</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">N. American Spanish Missions</td> <td style="text-align: center;">Near natural resources</td> </tr> </tbody> </table> <p>Teacher Note: Refer to 7a for population; complete these together.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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;">1683-1824</td> <td style="text-align: center;">Missions/Colonization</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Cluster of Settlement in Texas</th> <th style="text-align: center;">Explanation of Distribution</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">N. American Spanish Missions</td> <td style="text-align: center;">Near natural resources</td> </tr> <tr> <td style="text-align: center;">Early Anglos (Brazos &amp; Colorado Rivers)</td> <td style="text-align: center;">Near water &amp; timber resources</td> </tr> </tbody> </table>	Cluster of Settlement in Texas	Explanation of Distribution	N. American Spanish Missions	Near natural resources	Time Period	Pattern of Settlement	1683-1824	Missions/Colonization	Cluster of Settlement in Texas	Explanation of Distribution	N. American Spanish Missions	Near natural resources	Early Anglos (Brazos & Colorado Rivers)	Near water & timber resources	<p>Harcourt Horizons Text pp. 130 – 146 <a href="#">Spanish Missions</a> map from Maps 101 (Password is on Intranet &gt; Technology &gt; Passwords.)</p> <p>“<a href="#">Native Texans</a>” (Oct. 2006) from Texas Law-Related Education (Helps teach TEKS 4.1A, 4.8A, 4.9A, 4.20A and <b>ELA TEKS</b> 4.11D, 4.22A)</p>
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<p><b>4.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where</b></p>	<ul style="list-style-type: none"> <li>• <b>Rivers</b></li> <li>• <b>Coastal Areas</b></li> <li>• <b>Natural resources such as oil, fertile land, fresh water, timber</b></li> </ul>	<p>Harcourt Horizons Textbook pp. 134 Harcourt Horizons Activity Book pp. 41</p> <p><a href="#">Native Vegetation Regions</a> from Maps 101</p>														

## Fourth Grade Social Studies Curriculum Bundle #5

<p><b>people live. The student is expected to:</b></p> <p>4.8D explain the geographic factors that influence patterns of settlement and the distribution of population</p>	<p>Note: Correlates with 7a and 8a; this should be taught simultaneously.</p>	<p><a href="#">Physical Geography</a> from Maps 101  <a href="#">Precipitation</a> from Maps 101</p>
<p><b>4.9 Geography. The student understands how people adapt to and modify their environment. The student is expected to:</b></p> <p>4.9A describe ways people have adapted to and modified their environment in Texas, past and present</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 meet basic needs; and</p>	<p>Compare and contrast similarities and differences in life in and out of the missions. Graphic organizers will be helpful to use as you guide them throughout the text that follows.</p> <p>Describe ways people have adapted to and modified the environment in Texas. Identify reasons people have modified and adapted to the environment in Texas. Analyze the consequences of those modifications.</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> <li>• The Spanish built missions in Texas to teach their religion and give the Native Americans a better way of life.</li> <li>• Some Native Americans enjoyed having a more comfortable way of life while others resented the Spanish taking over their land.</li> <li>• Traditions and celebrations seen with Spanish influence include Fiesta, Las Posadas, Cinco de Mayo, Tex-Mex foods, etc.</li> </ul>	<p><a href="#">Graphic Organizers</a>  <a href="#">Graphic Organizers II</a></p> <p>Harcourt Horizons Text pp. 136-139  Harcourt Horizons Activity Book pp. 42  <a href="#">Life In A Spanish Mission</a>  <a href="#">Mission Life</a></p>
<p><b>4.9 Geography. The student understands how people adapt to and modify their environment. The student is expected to:</b></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"> <li>• Discuss positive and negative consequences of moving from one environment to another.</li> </ul>	<p>Harcourt Horizons Text pp. 136-139  <a href="#">Padre Point of View from San Antonio</a></p>
<p><b>4.11 Economics. The student understands the reasons for exploration and colonization. The student is expected to:</b></p> <p>4.11A identify the economic motivations for</p>	<ul style="list-style-type: none"> <li>• Land / territory – expansion of their society / empire, dominance, belief system</li> <li>• Spanish government offered free land , money , and supplies to people who would live in new towns</li> </ul>	<p>Hardcourt Horizons Text pp. 117, 120, 121, 126, 127, 129, 132, 135, 139</p> <p>Hardcourt Horizons Activity Book pp. 41, 42</p>

## Fourth Grade Social Studies Curriculum Bundle #5

<p>European exploration and settlement in Texas and the Western Hemisphere; and <b>including</b></p>	<p><b>Teacher Note :</b> This is how San Antonio came to be a town (Harcourt Horizons Text pp. 134-135)</p>	<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online  <a href="http://www.econedlink.org/standards/">http://www.econedlink.org/standards/</a>                  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.                  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><b>4.13 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</b></p> <p>4.13A explain how people in different regions of Texas earn their living, past and present</p> <p>4.13B explain how geographic factors have influenced the location of economic activities in Texas;</p>	<ul style="list-style-type: none"> <li>• Life was difficult for early Texas Settlers.</li> <li>• Early Texas Settlers lived in crude homes, had trouble growing crops, and faced troubles with the Native Americans.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Geographic Factor</th> <th style="text-align: left;">Influence on Economic Activities</th> </tr> </thead> <tbody> <tr> <td>Landforms</td> <td>Plains were good for ranching and farming</td> </tr> <tr> <td>Bodies &amp; Sources of Water</td> <td>fishing</td> </tr> <tr> <td>Vegetation</td> <td>Texas produces the most cotton in the U.S. and other high-producing crops (corn, grain, etc.)</td> </tr> </tbody> </table>	Geographic Factor	Influence on Economic Activities	Landforms	Plains were good for ranching and farming	Bodies & Sources of Water	fishing	Vegetation	Texas produces the most cotton in the U.S. and other high-producing crops (corn, grain, etc.)	<p>Harcourt Horizons Text pp. 132 - 145                  Harcourt Horizons Text pp. 130 – 146</p>
Geographic Factor	Influence on Economic Activities									
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<p><b>4.15 Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:</b></p> <p>4.15B identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas, including</p>	<ul style="list-style-type: none"> <li>• The Spanish built missions in Texas to teach their religion and give the Native Americans a better way of life.</li> <li>• Catholic Religion</li> <li>• The missionaries taught Native Americans the Catholic Religion, the Spanish language, and the Spanish ways of life.</li> </ul>	<p>Harcourt Horizons Text pp. 132-135</p>								

## Fourth Grade Social Studies Curriculum Bundle #5

<p><b>4.17 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</b></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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><b>Symbol/Landmark</b></th> <th style="text-align: left; padding: 5px;"><b>Meaning</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">San Jose Mission</td> <td style="padding: 5px;">It was so important to the community of San Antonio in the early 1700s that it became known as the “Queen of the Missions” and people still attend church services there today</td> </tr> </tbody> </table>	<b>Symbol/Landmark</b>	<b>Meaning</b>	San Jose Mission	It was so important to the community of San Antonio in the early 1700s that it became known as the “Queen of the Missions” and people still attend church services there today	
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San Jose Mission	It was so important to the community of San Antonio in the early 1700s that it became known as the “Queen of the Missions” and people still attend church services there today					
<p><b>4.20 Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:</b></p> <p>4.20A identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;</p>	<p style="color: red;">Compare and contrast the similarities and differences within the various ethnic, racial, and religious groups. These groups consist of...</p> <ul style="list-style-type: none"> <li>• Native Americans</li> <li>• Spaniards/Mexicans/ Tejanos</li> <li>• Christianity; celebrate their similarities, differences and histories</li> </ul>	<p><a href="#">Graphic Organizers</a> <a href="#">Graphic Organizers II</a></p> <p>Harcourt Horizons Text pp. 130 – 146</p> <p><a href="#">Native Americans in Texas</a></p> <p><a href="#">The Spanish, Mexicans, and Tejanos in Texas</a></p> <p>“<a href="#">The Spanish-Speaking United States</a>” lesson plan from Maps 101 may help teach TEKS 4.7C, 20A. (Password is on Intranet &gt; Technology &gt; Passwords.)</p> <p>“<a href="#">Mapping Your State’s Culture</a>” lesson plan from National Geographic could help teach TEKS 4.17A and 4.20A.</p>				
<p><b>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:</b></p> <p>4.22B analyze information by sequencing, categorizing, identifying cause-and-effect</p>	<p style="color: red;">Analyzing skills include:</p> <ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Categorizing</li> <li>• identifying cause-and-effect</li> <li>• Comparing and contrasting</li> <li>• Finding the main idea</li> </ul>	<p>Harcourt Horizons Text pp. 130 – 146</p> <p><a href="#">Graphic Organizers</a> <a href="#">Graphic Organizers II</a></p>				

## Fourth Grade Social Studies Curriculum Bundle #5

<p>relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Making generalizations and predictions</li> <li>• Drawing inferences and conclusions</li> </ul>										
<p><b>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:</b></p> <p>4.2E identify the impact of Mexico's independence from Spain on the events in Texas.</p>	<ul style="list-style-type: none"> <li>• The Mexican war of Independence changed the lives of people in Texas.</li> <li>• Mexico invites settlers to move to Texas from Mexico and the United States.</li> </ul>	<p><a href="#">Graphic Organizers</a> <a href="#">Graphic Organizers II</a></p> <p>Harcourt Horizons Text pp. 166-169 Harcourt Horizons activity book pp. 49</p> <p><a href="#">Texas as Part of Mexico, 1824</a> from Maps 101 <a href="#">Texas Under Mexico, 1835</a> from Maps 101</p>									
<p><b>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:</b></p> <p>4.2D identify the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin, and Martín de León and explain their impact on the settlement of Texas; and</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;"><b>Empresario</b></th> <th style="text-align: center; padding: 5px;"><b>Accomplishments</b></th> <th style="text-align: center; padding: 5px;"><b>Impact on Settlement of Texas</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;">Moses Austin</td> <td style="padding: 5px; vertical-align: top;">Obtained permission from the Spanish government to start a colony in Texas</td> <td style="padding: 5px; vertical-align: top;">Began the “Gone to Texas” movement</td> </tr> <tr> <td style="padding: 5px; vertical-align: top;">Stephen F. Austin</td> <td style="padding: 5px; vertical-align: top;">Founded an Anglo-American colony in Texas; selected an ideal site for the colony; served as liaison between the colonists and Mexico; known as the “Father of Texas”</td> <td style="padding: 5px; vertical-align: top;">Encouraged other empresarios to request land grants for new Anglo-American colonies</td> </tr> </tbody> </table> <p>Teacher Note: Include facts related to Moses Austin’s death and Stephen F Austin’s continuing the quest.</p>	<b>Empresario</b>	<b>Accomplishments</b>	<b>Impact on Settlement of Texas</b>	Moses Austin	Obtained permission from the Spanish government to start a colony in Texas	Began the “Gone to Texas” movement	Stephen F. Austin	Founded an Anglo-American colony in Texas; selected an ideal site for the colony; served as liaison between the colonists and Mexico; known as the “Father of Texas”	Encouraged other empresarios to request land grants for new Anglo-American colonies	<p>Harcourt Horizons Text pp. 172-175</p> <p><a href="#">Empresario Grants</a> from Maps 101 “Stephen F. Austin: The Father of Texas” lesson plan on p. 30 in <i>Ordinary People, Extraordinary Citizens</i> by Aldridge and Wray. This resource is located in your campus library. (Also helps teach TEKS SS 4.22B, C, E, 4.23 and ELA TEKS 4.1, 4.8C, 4.10H, K, 4.11A, B, 4.12H, 4.15A, C)</p> <p><a href="#">Two-Stepping into Colonization</a> lesson plan from the Texas State Historical Association (Helps teach TEKS 4.2D, 4.23C)</p> <p><a href="#">Texas History Trading Cards</a> from UNT’s Portal to Texas History</p>
<b>Empresario</b>	<b>Accomplishments</b>	<b>Impact on Settlement of Texas</b>									
Moses Austin	Obtained permission from the Spanish government to start a colony in Texas	Began the “Gone to Texas” movement									
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<p><b>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:</b></p> <p>4.22C organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps</p>	<p>Students can <a href="#">Research</a> / Read / View / compare / or react to the documents relating to one of the <a href="#">“OLD 300”</a> colonists that Stephen F. Austin brought to Texas.</p> <p>TEACHER NOTE: TEKS 4.22A, C and 4.23B, D, E are the steps in the writing process. The writing process is taught during virtually every ELA/SLA bundle. The writing process is a set of ongoing TEKS which should be taught throughout the year, although this set of Social Studies TEKS is only physically</p>	<p><a href="#">Texas Tides for Teachers</a></p>									

**Fourth Grade Social Studies Curriculum Bundle #5**

<p>;</p> <p><b>4.23 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>4.23B incorporate main and supporting ideas in verbal and written communication;</p> <p>4.23D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>4.23E use standard grammar, spelling, sentence structure, and punctuation.</p>	<p>attached to 2-4 bundles.</p> <p>(Note: This, obviously, integrates easily with ELA/SLA TEKS. By using a TEKS-based social studies topic, such as the Texas Revolution, during the writing process, you are effectively meeting both ELA/SLA and Social Studies TEKS. One essay can meet two sets of TEKS simultaneously.)</p>	
<p><b>4.23 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>4.23A use social studies terminology correctly;</p>	<p><b>Assurance Words</b> to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> <li>• exploration</li> <li>• cause</li> <li>• effect</li> </ul>	