


Fourth Grade Social Studies Curriculum Bundle #6

Title		Suggested Dates
Conflict and Colonization / Texan Cultures		December 7 – 18, 2009 (10 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> People from Mexico, the United States, and Europe colonized Texas and brought with them rich and varied cultures. 	<ul style="list-style-type: none"> Geographically, where did colonists choose to settle? Why? Why did big cities develop where they did? Economically, what possibilities did Texas hold for settlers? What was it like to live as a settler in Texas? Would you have wanted to be an empresario?

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>4.2D 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="width: 33%;">Empresario</th> <th style="width: 33%;">Accomplishments</th> <th style="width: 33%;">Impact on Settlement of Texas</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Martín de León</td> <td>Brought more than 100 families from Mexico to Texas; he and his wife (Patricia de la Garza de León) founded the town of Victoria</td> <td>Brought the first Tejano ranchers to Texas; encourage the development of the cattle industry in Texas</td> </tr> </tbody> </table> <p>Teacher Note: Include facts related to Moses Austin's death and Stephen F Austin's continuing the quest.</p>	Empresario	Accomplishments	Impact on Settlement of Texas	Martín de León	Brought more than 100 families from Mexico to Texas; he and his wife (Patricia de la Garza de León) founded the town of Victoria	Brought the first Tejano ranchers to Texas; encourage the development of the cattle industry in Texas	<p>Harcourt Horizons Text pp. 178-181,</p> <p>Empresario Grants from Maps 101</p> <p>“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>“Texas Tunes” lesson plan on p. 80 in <i>Ordinary People, Extraordinary Citizens</i> by Aldridge and Wray. This resource is located in your campus library. (Also helps teach TEKS SS 4.3E)</p> <p>Two-Stepping into Colonization lesson plan from the Texas State Historical Association (Helps teach TEKS 4.2D, 4.23C)</p> <p>Texas History Trading Cards from UNT's Portal to Texas History</p>
Empresario	Accomplishments	Impact on Settlement of Texas						
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		<p>“Texas Heroes Bingo” (March 2004) from Texas Law-Related Education (Helps teach TEKS 4.2B, 4.2D, 4.3E, 4.5B, 4.18C, 4.21A) END OF YEAR GAME</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>4.2E identify the impact of Mexico's independence from Spain on the events in Texas.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; color: red;">Events in Texas</th> <th style="text-align: center; color: red;">Impact of Mexico’s Independence from Spain</th> </tr> </thead> <tbody> <tr> <td style="color: red;">Old Three Hundred</td> <td style="color: red;">Stephen F. Austin had to request additional permission from Mexico to establish an Anglo-American colony in Texas; required commitments to Mexico and conversion to Catholicism</td> </tr> <tr> <td style="color: red;">Conflict with the Native Americans</td> <td style="color: red;">Stephen F. Austin had the responsibility of governing and defending the colony, which spurred the creation of a militia (Texas Rangers) to protect themselves from the Native American raids because Mexico would not agree to help protect them</td> </tr> </tbody> </table>	Events in Texas	Impact of Mexico’s Independence from Spain	Old Three Hundred	Stephen F. Austin had to request additional permission from Mexico to establish an Anglo-American colony in Texas; required commitments to Mexico and conversion to Catholicism	Conflict with the Native Americans	Stephen F. Austin had the responsibility of governing and defending the colony, which spurred the creation of a militia (Texas Rangers) to protect themselves from the Native American raids because Mexico would not agree to help protect them	<p>Graphic Organizers Graphic Organizers II</p> <p>Harcourt Horizons Text pp. 172 - 175</p> <p>Texas as Part of Mexico, 1824 from Maps 101 Texas Under Mexico, 1835 from Maps 101</p>
Events in Texas	Impact of Mexico’s Independence from Spain							
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Conflict with the Native Americans	Stephen F. Austin had the responsibility of governing and defending the colony, which spurred the creation of a militia (Texas Rangers) to protect themselves from the Native American raids because Mexico would not agree to help protect them							
<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: center; color: red;">Time Period</th> <th style="text-align: center; color: red;">Pattern of Settlement</th> </tr> </thead> <tbody> <tr> <td style="color: red;">1683-1824</td> <td style="color: red;">Missions/Colonization</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Indians that attacked settlements • Settlements flourished near the coastal regions, rivers and lakes. 	Time Period	Pattern of Settlement	1683-1824	Missions/Colonization	<p>Harcourt Horizons Text pp. 174 – 181</p> <p>Texas Atlas maps in Maps 101 Texas Thematic maps in Maps 101 Texas Outline maps in Maps 101 Texas Outline with Shaded Relief maps in Maps 101 Blank Texas Map from EduPlace</p>		
Time Period	Pattern of Settlement							
1683-1824	Missions/Colonization							
<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 meet basic needs; and</p>	<p style="color: red;">Lumber was used to build homes, bridges and other materials</p>	<p>Texas Thematic maps in Maps 101</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>4.10B explain the economic patterns of early</p>		<p>Harcourt Horizons pp. 134</p>						

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<p>European immigrants to Texas and the Western Hemisphere.</p>		
<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>	<ul style="list-style-type: none"> • Land / territory – expansion of their society / empire, dominance, belief system 	<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>4.11 Economics. The student understands the reasons for exploration and colonization. The student is expected to:</p> <p>4.11B identify the economic motivations for Anglo-American colonization in Texas including</p>	<ul style="list-style-type: none"> • Low cost of land • Seek freedom from obligations such as debt • Hoped to improve quality of life and financial independence 	<p>Hardcourt Horizons Text pp. 174-175</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>4.15B identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas, including</p>	<ul style="list-style-type: none"> • Anti-slavery • Trade allowed only with Spain/Mexico • Limited Anglo-American immigration • Limited colonist representation in governmental decision making 	
<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 Mexican Flag that 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>	<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>

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	Mexico	Texas Under Mexico. 1821-1836	
<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>“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>4.20 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"> • Spaniards/Mexicans/Tejanos • Anglo-American from US 		<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> <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>4.22 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>4.22C organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps</p>	<p>Students can Research/ Read / View / compare / or react to the documents relating to one of the “OLD 300” 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 attached to 2-4 bundles.</p>		<p>Harcourt Horizons Text pp.163, 165, 169, 175, 181 Harcourt activity book pp. 46, 47, 48, & 49</p> <p>Texas Tides for Teachers</p>
<p>4.23 Social studies skills. The student</p>	<p>(Note: This, obviously, integrates easily with ELA/SLA TEKS. By</p>		

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<p>communicates in written, oral, and visual forms. The student is expected to:</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>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>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.</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"> • empresarios • cause • effect • immigrants • migration • colony • colonization 	