

## Fourth Grade Social Studies Curriculum Bundle #7

Title	Suggested Dates
Texas Revolution	January 5 – 20, 2010 (16 days)



Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>Texas colonists decided that declaring independence was their only choice to be able to live as they wanted, but then they had to fight a revolution to get Mexico to recognize their independence.</li> </ul>	<ul style="list-style-type: none"> <li>What were the conflicts that led to the Texas Revolution?</li> <li>What were the effects of some of the early battles of the Texas Revolution?</li> <li>Did Texans have to declare independence?</li> <li>What were the purposes and effects of the Texas Declaration of Independence and the Texas Constitution?</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>4.3 History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</b></p> <p>4.3A analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;</p>	<p style="color: red;">Describe early battles of the Texas Revolution</p> <p style="color: red;">Describe the importance of the conflicts with the Mexican government, and The Law of April 6.</p> <p style="color: red;">Identify the purpose of the Texas Convention of 1836</p> <p style="color: red;">Use Graphic organizers as you guide students through this bundle to:</p> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Describe events</li> <li>• Determine cause and effect</li> <li>• Sequence major events</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%; color: red;">Events</th> <th style="width: 33%; color: red;">Causes</th> <th style="width: 33%; color: red;">Effects</th> </tr> </thead> <tbody> <tr> <td style="color: red;">Colonial Conflicts with the Mexican Government</td> <td style="color: red;">Language Problems, Religious Differences, Slavery differences</td> <td style="color: red;">Law of April 6, 1830</td> </tr> <tr> <td style="color: red;">Law of April 6, 1830</td> <td style="color: red;">Colonial conflicts with the Mexican government; Mexico feared that the colonists would attempt to create their own government</td> <td style="color: red;">Limited immigration, created a tax on all goods coming into and leaving Texas; Stephen F. Austin was arrested while he</td> </tr> </tbody> </table>	Events	Causes	Effects	Colonial Conflicts with the Mexican Government	Language Problems, Religious Differences, Slavery differences	Law of April 6, 1830	Law of April 6, 1830	Colonial conflicts with the Mexican government; Mexico feared that the colonists would attempt to create their own government	Limited immigration, created a tax on all goods coming into and leaving Texas; Stephen F. Austin was arrested while he	<p>Harcourt Horizons Text pp. 184-215</p> <p><a href="#">Graphic Organizers</a></p> <p><a href="#">Graphic Organizers II</a></p> <p><a href="#">Appeal for Aid at the Alamo, from Teacher Tube</a></p> <p><a href="#">Handbook of Texas</a> articles related to TEKS 4.3</p> <p>“<a href="#">Reporting Live from the Texas Revolution</a>” (March 2005) from Texas Law-Related Education (Helps teach TEKS 4.3AE, 4.6A, 4.22AC, 4.23D and <b>ELA TEKS</b> 4.22A)</p> <p>“<a href="#">Stepping Toward Independence</a>” from Texas Law-Related Education (Helps teach TEKS 4.2A, 4.3A, 4.16A) (NEEDS <a href="#">SCORE CARD</a> AND <a href="#">BOOT CARDS</a>)</p> <p>“<a href="#">Grievances of the Texas Declaration of Independence</a>” (March 2006) from Texas Law-Related Education (4.3A, 4.16A, 4.22B)</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 people live. The student is expected to:</b></p> <p>4.8C describe the location of cities in Texas and explain their distribution, past and</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Town</th> <th style="text-align: center;">Past</th> <th style="text-align: center;">Present (noting any changes)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">San Antonio</td> <td style="text-align: center;">Built around the Spanish mission; site of numerous battles in the Texas Revolution</td> <td style="text-align: center;">Tourism &amp; military institutions</td> </tr> </tbody> </table>	Town	Past	Present (noting any changes)	San Antonio	Built around the Spanish mission; site of numerous battles in the Texas Revolution	Tourism & military institutions	<p>Harcourt Horizons Textbook pp. 200-205 Harcourt Horizons Activity book pp. 64-65</p> <p><a href="#">Map of Texas Revolution from Maps101.com</a></p> <p><a href="#">Handbook of Texas</a> articles related to TEKS 4.8</p> <p>“<a href="#">Your Home State</a>” lesson plan from Maps 101 may help teach TEKS 4.6AB, 7A, 8AC.</p>												
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<p>present; and</p>	<p style="color: red;">TEACHER NOTE: refer to population patterns and explanations in 7a and 8a</p>	<p>(Password is on the Intranet &gt; Technology &gt; Passwords.)</p>												
<p><b>4.16 Government. The student understands important ideas in historic documents of Texas. The student is expected to:</b></p> <p>4.16A identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco; and</p>	<p style="color: red;">Explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: left; padding: 5px;">Document</th> <th style="text-align: left; padding: 5px;">Purpose</th> <th style="text-align: left; padding: 5px;">Importance</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; color: red;">Texas Declaration of Independence</td> <td style="padding: 5px; color: red;">To form a new government</td> <td style="padding: 5px; color: red;">Declared that Texas was now a free country</td> </tr> <tr> <td style="padding: 5px; color: red;">Texas Constitution</td> <td style="padding: 5px; color: red;">To set up the new government</td> <td style="padding: 5px; color: red;">Sam Houston was elected President, a congress was elected, and it allowed for the collection of taxes</td> </tr> <tr> <td style="padding: 5px; color: red;">Treaty of Velasco</td> <td style="padding: 5px; color: red;">End the Texas Revolution</td> <td style="padding: 5px; color: red;">Established Texas as an independent nation</td> </tr> </tbody> </table>	Document	Purpose	Importance	Texas Declaration of Independence	To form a new government	Declared that Texas was now a free country	Texas Constitution	To set up the new government	Sam Houston was elected President, a congress was elected, and it allowed for the collection of taxes	Treaty of Velasco	End the Texas Revolution	Established Texas as an independent nation	<p>Harcourt Horizons Textbook pp. 194-199</p> <p><a href="#">Handbook of Texas</a> articles related to TEKS 4.16</p> <p>“<a href="#">Stepping Toward Independence</a>” from Texas Law-Related Education (Helps teach TEKS 4.2A, 4.3A, 4.16A) (NEEDS <a href="#">SCORE CARD</a> AND <a href="#">BOOT CARDS</a>)</p> <p>“<a href="#">Grievances of the Texas Declaration of Independence</a>” (March 2006) from Texas Law-Related Education (4.3A, 4.16A, 4.22B)</p> <p>“<a href="#">U.S. and Texas Declarations of Independence</a>” (Nov. 2006) from Texas Law-Related Education (Helps teach TEKS 4.16A, 4.22B)</p>
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<p><b>4.17 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</b></p> <p>4.17D describe the origins and significance of state celebrations such as <b>Texas Independence Day</b> and Juneteenth.</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: left; padding: 5px;">Celebration</th> <th style="text-align: left; padding: 5px;">Origin</th> <th style="text-align: left; padding: 5px;">Significance</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; color: red;">Texas Independence Day</td> <td style="padding: 5px; color: red;">March 2, 1836 – Texas signed the Texas Declaration of Independence</td> <td style="padding: 5px; color: red;">Texas gained its independence from Spain and became an independent nation</td> </tr> </tbody> </table>	Celebration	Origin	Significance	Texas Independence Day	March 2, 1836 – Texas signed the Texas Declaration of Independence	Texas gained its independence from Spain and became an independent nation							
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Texas Independence Day	March 2, 1836 – Texas signed the Texas Declaration of Independence	Texas gained its independence from Spain and became an independent nation												
<p><b>4.18 Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</b></p> <p>4.18C identify the importance of historical figures such as <b>Sam Houston</b>, Barbara Jordan, and <b>Lorenzo de Zavala</b> who modeled active participation in the democratic process; and</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr style="background-color: #e0e0e0;"> <td style="width: 50%; padding: 5px; color: red;">Sam Houston</td> <td style="width: 50%; padding: 5px; color: red;">Lorenzo de Zavala</td> </tr> </table>	Sam Houston	Lorenzo de Zavala	<p>Harcourt Horizons Textbook pp. 194-199</p> <p><a href="#">Handbook of Texas</a> articles related to 4.18</p> <p>“The Leadership of Sam Houston” lesson plan on p. 25 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, 4.19B, 4.22B, 4.23)</p> <p>“Barbara Jordan: An African-American Woman Who Knew No Limits” lesson plan on p. 49 in</p>										
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	<ul style="list-style-type: none"> <li>• President of the Republic</li> <li>• U.S. Senator</li> <li>• Texas Governor</li> <li>• Hero of the Battle of San Jacinto</li> <li>• Opposed secession from the union and left the governor's office after Texans voted overwhelmingly to secede in January of 1861</li> </ul> <ul style="list-style-type: none"> <li>• Empresario</li> <li>• Served on Mexican congress</li> <li>• Governor of the state of Mexico</li> <li>• Vice President of temporary government established during Texas Revolution</li> <li>• Designed the first flag of the Republic of Texas</li> </ul>	<p><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 and <b>ELA</b> TEKS 4.1, 4.10A-C, E, F, 4.11, 4.15 A)</p> <p>“Texas Heroes Bingo” game on p. 106 in <i>Ordinary People, Extraordinary Citizens</i> by Aldridge and Wray. This resource is located in your campus library. (Reviews TEKS 4.2B, 4.2D, 4.3E, 4.5B, 4.18C, 4.21A)</p> <p>“<a href="#">Texas Heroes Bingo</a>” (March 2004) from Texas Law-Related Education (Helps teach TEKS 4.2B, 4.2D, 4.3E, 4.5B, 4.18C, 4.21A)</p> <p><b>END OF YEAR GAME</b></p>									
<p><b>4.19 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</b></p> <p>4.19B identify leadership qualities of state and local leaders, past and present.</p>	<p><i>Leadership Qualities such as:</i></p> <ul style="list-style-type: none"> <li>• Honest</li> <li>• Caring</li> <li>• Brave</li> <li>• Knowledgeable</li> <li>• Visionary</li> <li>• Communicator</li> </ul>	<p>“The Leadership of Sam Houston” lesson plan on p. 25 in <i>Ordinary People, Extraordinary Citizens</i> by Aldridge and Wray. This resource is located in your campus library. (Also helps teach TEKS SS 4.3B, 4.18C, 4.22B, 4.23)</p> <p><a href="#">Texas “Paper” Leaders</a> lesson plan from the Texas State Historical Association (Helps teach TEKS 4.19AB, 4.22ABC, 4.23CDE)</p>									
<p><b>4.3 History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</b></p> <p>4.3A analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;</p>	<p>Use Graphic organizers as you guide students through this bundle to:</p> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Analyze</li> <li>• Determine cause and effect</li> <li>• Sequence major events</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Events</th> <th style="text-align: left;">Causes</th> <th style="text-align: left;">Effects</th> </tr> </thead> <tbody> <tr> <td>Runaway Scrape</td> <td>The Mexicans were coming to attack the colonists</td> <td>Colonists fled eastward toward the United states</td> </tr> <tr> <td>Goliad Massacre</td> <td>James Fannin refused to flee with the colonists to Victoria</td> <td>The soldiers were killed by Santa Anna</td> </tr> </tbody> </table>	Events	Causes	Effects	Runaway Scrape	The Mexicans were coming to attack the colonists	Colonists fled eastward toward the United states	Goliad Massacre	James Fannin refused to flee with the colonists to Victoria	The soldiers were killed by Santa Anna	<p>Harcourt Horizons Text pp. 184-215</p> <p><a href="#">United Streaming: Lone Star Legacy: The Texas Republic and the Mexican War</a></p> <p>“<a href="#">Reporting Live from the Texas Revolution</a>” (March 2005) from Texas Law-Related Education (Helps teach TEKS 4.3AE, 4.6A, 4.22AC, 4.23D and <b>ELA</b> TEKS 4.22A)</p> <p>“<a href="#">Stepping Toward Independence</a>” from Texas Law-Related Education (Helps teach TEKS 4.2A, 4.3A, 4.16A)</p> <p>(NEEDS <a href="#">SCORE CARD</a> AND <a href="#">BOOT CARDS</a>)</p>
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<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 style="background-color: #f2f2f2;"> <th style="width: 30%; padding: 5px;">Symbol/Landmark</th> <th style="width: 70%; padding: 5px;">Meaning</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Six flags (Republic of Texas)</td> <td style="padding: 5px;">The six flags of Texas are visible signs of the pride Texans have in their state history. Each flag represents the time in history when that country or government ruled over Texas</td> </tr> <tr> <td style="padding: 5px;">Alamo</td> <td style="padding: 5px;">A mission in San Antonio remembered for the lives sacrificed on the road to Texas independence. Ignited the battle cry “Remember the Alamo”</td> </tr> <tr> <td style="padding: 5px;">San Jacinto Monument</td> <td style="padding: 5px;">The San Jacinto Monument is a reminder of the Texans’ victory in the last battle of the Texas Revolution</td> </tr> </tbody> </table>	Symbol/Landmark	Meaning	Six flags (Republic of Texas)	The six flags of Texas are visible signs of the pride Texans have in their state history. Each flag represents the time in history when that country or government ruled over Texas	Alamo	A mission in San Antonio remembered for the lives sacrificed on the road to Texas independence. Ignited the battle cry “Remember the Alamo”	San Jacinto Monument	The San Jacinto Monument is a reminder of the Texans’ victory in the last battle of the Texas Revolution	<p><a href="#">Handbook of Texas</a> articles related to TEKS 4.17</p> <p>“<a href="#">Create a Classroom Flag</a>” (Sept. 2004) from Texas Law-Related Education (Helps teach TEKS 4.17A, 4.23D and <b>ELA TEKS 4.24A</b>)</p>
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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>4.22B 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 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> <li>• Summarizing</li> <li>• Making generalizations and predictions</li> <li>• Drawing inferences and conclusions</li> </ul> <p style="color: red; margin-top: 10px;">Combine with ELA (author’s purpose, etc), directly teach 1 time a semester</p>	<p>Use graphic organizers before, during, and after reading.</p> <p><a href="#">Graphic Organizers</a> <a href="#">Graphic Organizers II</a></p>								

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<p>4.22D identify different points of view about an issue or topic;</p> <p>4.22E identify the elements of frame of reference that influenced the participants in an event; and</p>	<p>(highly supported in other content areas)</p> <p>Ex: (using information found electronically) compare Anglo American colonist and the Mexican Gov't points of view related to the colonization of Texas.</p> <p>Frame of reference refers to the context of the circumstances surrounding each person that leads to their involvement and point of view. It is “what each person brings to the table”.</p> <p>Ex: Travis had an entirely different background as a lawyer and military training than Bowie, whose background as a frontiersman led to very different leadership styles and qualities.</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>4.22C organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</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>(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>Remember that it is important that social studies students, like science students, write from a thesis. They make an assertion about their topic and then provide support for that topic in the essay. In other words, before students begin their research, they should develop a research question.</p> <p>For example, students should research “Why did Texas win the Texas Revolution?” not just the topic “The Texas Revolution.” Similarly, “Was Sam Houston a good leaders?” not just the topic “Sam Houston.</p>	<p>Possible prompts to use during this bundle include:</p> <p>Document-Based Questions (DBQs) work especially well with this set of TEKS as they incorporate primary sources. <a href="#">Portal to Texas History</a> from the University of North Texas has some excellent mini-DBQs.</p> <p><a href="#">Interactive Text Organizers</a> to help students with the writing process from “Writing Fun” by Jenny Eather</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</p>	<p><b>Assurance Words</b> to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> <li>• cause</li> <li>• effect</li> <li>• volunteer</li> <li>• independence</li> <li>• republic</li> <li>• annexation</li> </ul>	