


Fourth Grade Social Studies Curriculum Bundle #8

Title		Suggested Dates
From Republic to Statehood		February 1 – 19, 2010 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> Before becoming a state, the Republic of Texas faced numerous issues which its leaders tried to solve in different ways. 	<ul style="list-style-type: none"> How were Lamar and Houston similar and different? What were the biggest problems facing the Republic of Texas? How did the government try to solve those problems? Why did Texas decide to become a state? How did the Mexican War affect Texas? Mexico? The United States?

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	District Specificity/Examples	Suggested Resources (See note above)				
<p>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:</p> <p>4.3B describe the successes and problems of the Republic of Texas;</p>	<p>Teacher Note: Connect the previous bundles TEKS with this current bundle.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 50%; text-align: center;">Problems of the Republic of Texas</th> <th style="width: 50%; text-align: center;">Successes of the Republic of Texas</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Texas had incurred debt to acquire weapons to fight in the Texas Revolution Texas needed protection from Mexico and Native Americans Differing opinions among Texans regarding annexation Mier expedition and Black Bean episode </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Successfully established a government with the Constitution of 1836 Able to collect taxes Elected a congress, judges, and president and vice president Immigrants continued to arrive Educational institutions grew in Texas Archive War and Angelina Eberly </td> </tr> </tbody> </table> <p>Teacher Note: This list is not all inclusive and some successes and problems are president specific and can be</p>	Problems of the Republic of Texas	Successes of the Republic of Texas	<ul style="list-style-type: none"> Texas had incurred debt to acquire weapons to fight in the Texas Revolution Texas needed protection from Mexico and Native Americans Differing opinions among Texans regarding annexation Mier expedition and Black Bean episode 	<ul style="list-style-type: none"> Successfully established a government with the Constitution of 1836 Able to collect taxes Elected a congress, judges, and president and vice president Immigrants continued to arrive Educational institutions grew in Texas Archive War and Angelina Eberly 	<p>The Republic of Texas-Harcourt Horizons pp. 228-233 Texas Statehood-Harcourt Horizons pp. 234-239</p>
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<p>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:</p> <p>4.3C explain the events that led to the annexation of Texas to the United States;</p>	<p>addressed through 3e.</p> <ul style="list-style-type: none"> • Texas unsuccessfully attempted to gain annexation approval several time. • 2/28/1845: Congress passed a resolution allowing Texas to become a state • 7/4/1845: Texas leaders met at Washington-on-the-Brazos to pass the resolution • 12/29/1845: Voters accepted the resolution in 1845 and Texas became the 28th state of the U.S. <p>Big picture: Annexation took time – was not a guarantee.</p>	<p>The Lone Star State-Harcourt Horizons Textbook pp. 237-239</p> <p>Annexation Process Summary Timeline</p> <p>Who Am I? lesson plan from the Texas State Historical Association (Helps teach TEKS 4.3CE, 4.22B)</p>										
<p>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:</p> <p>4.3D explain the impact of the Mexican War on Texas</p>	<ul style="list-style-type: none"> • Explain the impact of the war with Mexico on the United States and on Texas. • Analyze information by using a graphic organizer to identify cause-and-effect relationships. • The war with Mexico helped the United States gain the territory west of the Pacific Ocean and settled the boundary dispute with Mexico. 	<p>Graphic Organizers Graphic Organizers II</p> <p>The War with Mexico-Horizons Textbook pp. 242-245, 246-247</p> <p>Expansion of the United States (1783-1867) from maps101.com</p>										
<p>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:</p> <p>4.3E identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones.</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 20%;"></th> <th style="text-align: center;">Why They Were Important to the Founding of Texas</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Leaders</td> <td></td> </tr> <tr> <td style="text-align: center;">Sam Houston</td> <td>General during the Texas Revolution, 1st & 3rd President of Republic of Texas; favored annexation; tried to protect Native American</td> </tr> <tr> <td style="text-align: center;">Mirabeau Lamar</td> <td>2nd President of the Republic of Texas; considered the “Father of Texas Education;” opposed annexation; wanted Texas to expand westward; reversed policy on treatment of Native Americans; relocated capital from Houston to Austin</td> </tr> <tr> <td style="text-align: center;">Anson Jones</td> <td>Last President of the Republic of Texas, raise the U.S. flag after annexation; handed over power to new governor of Texas when Texas became a state</td> </tr> </tbody> </table> <p>Teacher Note: Use resources to expand knowledge and understanding of the presidents (such as Lamar’s responsibility related to debt by printing excess money)</p>		Why They Were Important to the Founding of Texas	Leaders		Sam Houston	General during the Texas Revolution, 1 st & 3 rd President of Republic of Texas; favored annexation; tried to protect Native American	Mirabeau Lamar	2 nd President of the Republic of Texas; considered the “Father of Texas Education;” opposed annexation; wanted Texas to expand westward; reversed policy on treatment of Native Americans; relocated capital from Houston to Austin	Anson Jones	Last President of the Republic of Texas, raise the U.S. flag after annexation; handed over power to new governor of Texas when Texas became a state	<p>Horizons Textbook-page 235</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 4.18C, 4.19B, 4.22B, 4.23)</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>“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>Texas History Trading Cards from UNT’s Portal to Texas History</p> <p>“Texas Heroes Bingo” (March 2004) from Texas Law-Related Education (Helps teach TEKS 4.2B, 4.2D, 4.3E,</p>
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		<p>4.5B, 4.18C, 4.21A) END OF YEAR GAME</p> <p>“Reporting Live from the Texas Revolution” (March 2005) from Texas Law-Related Education (Helps teach TEKS 4.3AE, 4.6A, 4.22AC, 4.23D and ELA TEKS 4.22A)</p>
<p>4.6 Geography. The students uses geographic tools to collect, analyze, and interpret data.</p> <p>4.6A apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p> <p>4.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.</p> <p>4.8A identify clusters of settlement in Texas and explain their distribution.</p> <p>4.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.</p> <p>4.8B explain patterns of settlement at different time periods in Texas;</p> <p>4.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.</p> <p>4.8C describe the location of cities in Texas and explain their distribution, past and present, and</p> <p>4.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.</p> <p>4.8D explain the geographic factors that influence patterns of settlement and the distribution of population in</p>	<p>Teacher Note: This is a short section in the book that addresses numerous SS TEKS. Look over the TEKS that need to be addressed and use the book lesson as a guide for meeting those TEKS.</p> <p>Texas began growing from a small frontier state in 1846 to more than half a million residents by 1860. Focus on the settlers who came to Texas after its statehood and how they made their living. Explain patterns of settlement after Texas became a state and settler distribution among cities.</p>	<p>Texas Grows-Horizon Textbook pp. 248-253</p>

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<p>Texas, past and present.</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> <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>4.20C summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.</p>	<ul style="list-style-type: none"> • Native Americans • Spaniards/Mexicans/Tejanos • Anglo-American from US • African Americans • Germans • Asian/European/Middle Eastern • Christianity, Islamic and Jewish sects continue to celebrate their similarities, differences and histories <p>Teacher Note: How did these different groups interact during this time?</p>	<p>Refer to above lesson-Harcourt Horizon Textbook page 248-253</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>4.16 Government. The student understands important ideas in historic documents of Texas. The student is expected to:</p> <p>4.16B identify and explain the basic functions of the three branches of state government.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Branch of Government</th> <th style="text-align: left;">Function</th> </tr> </thead> <tbody> <tr> <td>Executive</td> <td>Makes sure laws are obeyed</td> </tr> <tr> <td>Legislative</td> <td>Makes laws</td> </tr> <tr> <td>Judicial</td> <td>Makes sure laws are enforced fairly</td> </tr> </tbody> </table> <p>Teacher Notes: As it applies to the Republic government... Texas branches of government mirror US branches of Gov't in form and function (US documents were models); Let students know (refer to citizenship 19a) Executive = governor, Legislative = representatives and senators; Judicial = judges / supreme court.</p>	Branch of Government	Function	Executive	Makes sure laws are obeyed	Legislative	Makes laws	Judicial	Makes sure laws are enforced fairly	<p>Harcourt Horizons Textbook pp. 370-388 Claim Your Power lesson plan from the Texas State Historical Association (Helps teach TEKS 4.16B, 4.24B)</p> <p>Kid's House – Texas House of Representatives</p> <p>3 branches of government interactive game</p>
Branch of Government	Function									
Executive	Makes sure laws are obeyed									
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<p>4.18 Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p> <p>4.18A explain how individuals can participate voluntarily in civic affairs at state and local levels;</p>	<p>Teacher Note: Compare & contrast participation during the Republic to more modernized examples</p> <p>Voting, knowledge of the law, recycling, and public/community service</p>	<p>Harcourt Horizons Textbook pp. 389-397</p> <p>Kid's House – Texas House of Representatives</p> <p>Project Ideas/Classroom Activities: Are you eligible to be a Representative? PDF State Representative Sleuthing PDF Governors Scavenger Hunt PDF</p>								

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		<p>Chart of Judicial Structure PDF Pros and Cons PDF Create your own monument for the State Capitol PDF</p> <p>Simulations: Choose your Speaker PDF Outline the bills to be debated in your classroom simulation. PDF Fill out your debate schedule PDF Run through your classroom voting procedures PDF Classroom Debate PDF</p> <p>Highlighting Texas Capital Cities PDF Chart: Texas Flag Symbols PDF</p>						
<p>4.18 Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p> <p>4.18B explain the role of the individual in state and local elections; including</p>	<p><i>Teacher Note: Compare & contrast participation during the Republic to more modern examples. Help students educate themselves on the election process by registering to vote, reading and analyzing candidates' political platforms and character, and then voting.</i></p>							
<p>4.18 Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p> <p>4.18D explain how to contact elected and appointed leaders in state and local governments.</p>	<ul style="list-style-type: none"> • Letter • Website/E-mail • Phone • Personal contact <p><i>Teacher Note: Compare & contrast participation during the Republic to more modernized examples</i></p>							
<p>4.19 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>4.19A identify leaders in state and local governments, including the governor, selected members of the Texas Legislature, and Texans who have been President of the United States, and their political parties</p>	<p>STATE LEADERS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Title</th> <th style="width: 33%;">Responsibilities</th> <th style="width: 33%;">Current Leaders/ Political Party</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Governor</td> <td>Chief executive of Texas</td> <td>See website for current</td> </tr> </tbody> </table>	Title	Responsibilities	Current Leaders/ Political Party	Governor	Chief executive of Texas	See website for current	<p>Texas House of Representatives for kids flyer</p> <p>Texas "Paper" Leaders lesson plan from the Texas State Historical Association (Helps teach TEKS 4.19AB, 4.22ABC, 4.23CDE)</p> <p>Connected Tech Activity: State Leaders Book</p>
Title	Responsibilities	Current Leaders/ Political Party						
Governor	Chief executive of Texas	See website for current						

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	<table border="1"> <tr> <td data-bbox="739 142 911 266">Attorney General</td> <td data-bbox="911 142 1178 266">The chief law officer and legal counsel of the government of a state or nation</td> </tr> <tr> <td data-bbox="739 266 911 370">Chief Justice</td> <td data-bbox="911 266 1178 370">The presiding judge of the Texas Supreme Court</td> </tr> <tr> <td data-bbox="739 370 911 505">Speaker of the House</td> <td data-bbox="911 370 1178 505">Presiding officer of the House; administer proceedings on the House floor</td> </tr> <tr> <td data-bbox="739 505 911 657">Selected Members of the Texas Legislature</td> <td data-bbox="911 505 1178 657">Makes laws for Texas</td> </tr> </table>	Attorney General	The chief law officer and legal counsel of the government of a state or nation	Chief Justice	The presiding judge of the Texas Supreme Court	Speaker of the House	Presiding officer of the House; administer proceedings on the House floor	Selected Members of the Texas Legislature	Makes laws for Texas	
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<p>4.19 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>4.19B identify leadership qualities of state and local leaders, past and present.</p>	<p>Teacher Note: Compare & contrast participation during the Republic to more modernized examples</p> <p><i>Leadership Qualities such as:</i></p> <ul style="list-style-type: none"> • Honest • Caring • Brave • Knowledgeable • Visionary • Communicator <p>Teacher Note: Compare & contrast leadership qualities during the Republic to more modern examples. Do they remain constant?</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 4.3B, 4.18C, 4.22B, 4.23)</p> <p>Texas “Paper” Leaders lesson plan from the Texas State Historical Association (Helps teach TEKS 4.19AB, 4.22ABC, 4.23CDE)</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>								

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<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">• republic• annexation <p>Teacher Note: Discuss vocabulary and add words to SS word wall.</p>	
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