



## Fourth Grade Social Studies Curriculum Bundle #9

<b>Title</b>	 	<b>Suggested Dates</b>
Texas and the Civil War, Reconstruction, and Government		Feb. 22 – March 11 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>The Civil War and Reconstruction brought enormous social, economic, and political changes to Texas.</li> </ul>	<ul style="list-style-type: none"> <li>Why did Texas join the Confederacy?</li> <li>What were the effects of that decision?</li> <li>How did the end of slavery affect the lives of individual Texans?</li> <li>How did Reconstruction change Texas?</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>4.4 History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:</b></p> <p>4.4A describe the impact of the Civil War and Reconstruction on Texas;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Impact of the Civil War on Texas</th> <th style="width: 50%; text-align: center;">Impact of Reconstruction on Texas</th> </tr> </thead> <tbody> <tr> <td style="color: red;">Political changes: Texas secedes from the Union and becomes a separate country again, 11 southern states created the Confederacy</td> <td style="color: red;">Political changes: Freedman’s Bureau was created, a new state constitution was adopted giving state officials less power</td> </tr> <tr> <td style="color: red;">Economic changes: Ports were blocked by Union forces, keeping goods from going in and out of Texas; freedom of slaves would hurt cotton production and trade</td> <td style="color: red;">Economic changes: Plantation owners paid for labor, freed slaves entered the workforce as sharecroppers and needed a place to live</td> </tr> <tr> <td style="color: red;">Social changes: Slaves were freed (Amendment 13); Amendment 14 (the grant of citizenship); Amendment 15 (the right to vote for every male citizen)</td> <td style="color: red;">Social changes: Farmers had to pay for labor, freed slaves had to adjust to new lives with new challenges; individuals had to assume a more active part in their community and government</td> </tr> </tbody> </table> <p style="color: red;">Teacher Note: Juneteenth had an impact on the Reconstruction of Texas. The TEK is addressed further down in the bundle.</p>	Impact of the Civil War on Texas	Impact of Reconstruction on Texas	Political changes: Texas secedes from the Union and becomes a separate country again, 11 southern states created the Confederacy	Political changes: Freedman’s Bureau was created, a new state constitution was adopted giving state officials less power	Economic changes: Ports were blocked by Union forces, keeping goods from going in and out of Texas; freedom of slaves would hurt cotton production and trade	Economic changes: Plantation owners paid for labor, freed slaves entered the workforce as sharecroppers and needed a place to live	Social changes: Slaves were freed (Amendment 13); Amendment 14 (the grant of citizenship); Amendment 15 (the right to vote for every male citizen)	Social changes: Farmers had to pay for labor, freed slaves had to adjust to new lives with new challenges; individuals had to assume a more active part in their community and government	<p>The Civil War-Harcourt Horizons Textbook pp. 264-269</p> <p>Reconstruction-Harcourt Horizons Textbook pp. 274-277</p> <p><a href="#">Black Gold!</a> lesson plan from the Texas State Historical Association (Helps teach 4.4A, 4.6A, 4.21A, 4.22B)</p> <p><a href="#">Reconstruction in Texas</a> lesson plan from the Texas State Historical Association (Helps teach TEKS 4.4A, 4.22DE)</p> <p>“<a href="#">Native American Place Names</a>” lesson plan from Maps 101 may help teach TEKS 4.4A. (Password is on Intranet &gt; Technology &gt; Passwords.)</p>
Impact of the Civil War on Texas	Impact of Reconstruction on Texas									
Political changes: Texas secedes from the Union and becomes a separate country again, 11 southern states created the Confederacy	Political changes: Freedman’s Bureau was created, a new state constitution was adopted giving state officials less power									
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Social changes: Slaves were freed (Amendment 13); Amendment 14 (the grant of citizenship); Amendment 15 (the right to vote for every male citizen)	Social changes: Farmers had to pay for labor, freed slaves had to adjust to new lives with new challenges; individuals had to assume a more active part in their community and government									

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<p><b>4.4 History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:</b></p> <p>4.4D describe the effects of political, economic, and social changes on Native Americans in Texas.</p>	<p style="color: red;">Teacher Note: Texas settlers and the Plains Indians had conflict that led to the United States relocating Native Americans to reservations.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%; color: red;">1850-1900</th> <th style="color: red;">Effects on Native Americans in Texas</th> </tr> </thead> <tbody> <tr> <td style="color: red;">Political changes</td> <td style="color: red;">Settlers were supported by U.S. troops</td> </tr> <tr> <td style="color: red;">Economic changes</td> <td style="color: red;">Buffalo were in short supply because they were being hunted for hide and killed by soldiers in an attempt to remove the source of disagreement between the Anglo-Americans and the Native Americans</td> </tr> <tr> <td style="color: red;">Social changes</td> <td style="color: red;">Native Americans were forced to live on reservations; many died as a result of war, disease, and starvation. Cynthia Ann Parker and her son Quanah Parker.</td> </tr> </tbody> </table> <p style="color: red; margin-top: 10px;">• Teacher Note: Special attention to time period listed.</p>	1850-1900	Effects on Native Americans in Texas	Political changes	Settlers were supported by U.S. troops	Economic changes	Buffalo were in short supply because they were being hunted for hide and killed by soldiers in an attempt to remove the source of disagreement between the Anglo-Americans and the Native Americans	Social changes	Native Americans were forced to live on reservations; many died as a result of war, disease, and starvation. Cynthia Ann Parker and her son Quanah Parker.	<p>War on the Plains-Harcourt Horizons Textbook pp.278-283</p>
1850-1900	Effects on Native Americans in Texas									
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Social changes	Native Americans were forced to live on reservations; many died as a result of war, disease, and starvation. Cynthia Ann Parker and her son Quanah Parker.									
<p><b>4.9 Geography. The student understands how people adapt to and modify their environment.</b></p> <p>4.9C analyze the consequences of human modification of the environment in Texas, past and present.</p>		<p>Refer also to Harcourt Horizons Textbook pp. 278-283</p>								
<p><b>4.7 Geography. The student understands the concept of regions. The student is expected to:</b></p> <p>4.7A describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity;</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%; color: red;">Type of Region</th> <th style="color: red;">Description</th> <th style="color: red;">Examples</th> </tr> </thead> <tbody> <tr> <td style="color: red;">Political</td> <td style="color: red;">Regions formed on the basis of political significance</td> <td style="color: red;">Austin – state capitol</td> </tr> </tbody> </table>	Type of Region	Description	Examples	Political	Regions formed on the basis of political significance	Austin – state capitol	<p style="color: blue;">“<a href="#">Your Home State</a>” lesson plan from Maps 101 may help teach TEKS 4.6AB, 7A, 8AC. (Password is on the Intranet &gt; Technology &gt; Passwords.)</p> <p style="color: blue;">“<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>		
Type of Region	Description	Examples								
Political	Regions formed on the basis of political significance	Austin – state capitol								
<p><b>4.7 Geography. The student understands the concept of regions. The student is expected to:</b></p> <p>4.7B describe a variety of regions in Texas and the Western Hemisphere including landform, climate, and vegetation regions that result from physical characteristics; and</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%; color: red;">Region</th> <th style="color: red;">Landforms</th> <th style="color: red;">Climate</th> <th style="color: red;">Vegetation</th> </tr> </thead> <tbody> <tr> <td style="color: red;">Coastal Plains</td> <td style="color: red;">Gulf of Mexico Plains Lakes &amp; Rivers</td> <td style="color: red;">Between 10-50+” of rain per year High humidity</td> <td style="color: red;">Cotton Corn Nuts Rice Citrus fruits</td> </tr> </tbody> </table> <p style="color: red; margin-top: 10px;">• Teacher Note: This relates specifically to plantations in Texas.</p>	Region	Landforms	Climate	Vegetation	Coastal Plains	Gulf of Mexico Plains Lakes & Rivers	Between 10-50+” of rain per year High humidity	Cotton Corn Nuts Rice Citrus fruits	<p style="color: blue;">“<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>
Region	Landforms	Climate	Vegetation							
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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>4.8A identify clusters of settlement in Texas and explain their distribution;</p>	<table border="1" style="width: 100%;"> <tr> <th style="text-align: center;">Cluster of Settlement in Texas</th> <th style="text-align: center;">Explanation of Distribution</th> </tr> <tr> <td style="text-align: center;">Texas Born (1870-1900)</td> <td style="text-align: center;">Near railroads</td> </tr> </table>	Cluster of Settlement in Texas	Explanation of Distribution	Texas Born (1870-1900)	Near railroads	<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 ELA TEKS 4.11D, 4.22A)</p> <p>“<a href="#">Your Home State</a>” lesson plan from Maps 101 may help teach TEKS 4.6AB, 7A, 8AC. (Password is on the Intranet &gt; Technology &gt; Passwords.)</p>
Cluster of Settlement in Texas	Explanation of Distribution					
Texas Born (1870-1900)	Near railroads					
<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>4.8B explain patterns of settlement at different time periods in Texas;</p>	<table border="1" style="width: 100%;"> <tr> <th style="text-align: center;">Time Period</th> <th style="text-align: center;">Pattern of Settlement</th> </tr> <tr> <td style="text-align: center;">1825-Present</td> <td style="text-align: center;">Community Building</td> </tr> </table> <ul style="list-style-type: none"> <li>• <b>Teacher Note:</b> Time period can include previous time period’s patterns of settlements as well</li> </ul>	Time Period	Pattern of Settlement	1825-Present	Community Building	
Time Period	Pattern of Settlement					
1825-Present	Community Building					
<p><b>4.13 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</b></p> <p>4.13F explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.</p>	<p><b>Teacher Note:</b> Understand the role slavery had on the economic development of Texas.</p> <table border="1" style="width: 100%;"> <tr> <th style="text-align: center;">Plantation System &amp; Slavery</th> <td style="text-align: center;">During this time, it was commonplace for farmers and ranchers to own other people who were not paid for their work or allowed to make their own choices about most aspects of their lives. The enslaved people were considered the property of their owner/master, which means they had no legal rights to protection and they could be traded or sold at the owner’s will.</td> </tr> </table>	Plantation System & Slavery	During this time, it was commonplace for farmers and ranchers to own other people who were not paid for their work or allowed to make their own choices about most aspects of their lives. The enslaved people were considered the property of their owner/master, which means they had no legal rights to protection and they could be traded or sold at the owner’s will.	<p>Texas Plantations-Harcourt Horizons Textbook pp. 258-263</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></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 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>		
Plantation System & Slavery	During this time, it was commonplace for farmers and ranchers to own other people who were not paid for their work or allowed to make their own choices about most aspects of their lives. The enslaved people were considered the property of their owner/master, which means they had no legal rights to protection and they could be traded or sold at the owner’s will.					
<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</p>	<table border="1" style="width: 100%;"> <tr> <th style="text-align: center;">Symbol/Landmark</th> <th style="text-align: center;">Meaning</th> </tr> <tr> <td style="text-align: center;">Confederate States of America flag</td> <td style="text-align: center;">Represents the time when Texas seceded from the United States and joined the Confederate States of America</td> </tr> </table>	Symbol/Landmark	Meaning	Confederate States of America flag	Represents the time when Texas seceded from the United States and joined the Confederate States of America	<p>“<a href="#">Create a Classroom Flag</a>” (Sept. 2004) from Texas Law-Related Education (Helps teach TEKS 4.17A, 4.23D and ELA TEKS 4.24A)</p>
Symbol/Landmark	Meaning					
Confederate States of America flag	Represents the time when Texas seceded from the United States and joined the Confederate States of America					

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<p>Jacinto Monument;</p>	<ul style="list-style-type: none"> <li>• <b>Teacher Note: Other flags, symbols, and landmarks will be taught in other bundles.</b></li> </ul>							
<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 Texas Independence Day and <b>Juneteenth</b>.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Cele-bration</th> <th style="text-align: center;">Origin</th> <th style="text-align: center;">Significance</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">June-teenth</td> <td style="text-align: center;">June 19, 1865 – African Americans first learned of their freedom</td> <td style="text-align: center;">Families celebrate by giving thanks, listening to speeches, singing, and learning about the state of affairs for African Americans</td> </tr> </tbody> </table>	Cele-bration	Origin	Significance	June-teenth	June 19, 1865 – African Americans first learned of their freedom	Families celebrate by giving thanks, listening to speeches, singing, and learning about the state of affairs for African Americans	<p>Reconstruction-Harcourt Horizons Textbook pg. 274</p>
Cele-bration	Origin	Significance						
June-teenth	June 19, 1865 – African Americans first learned of their freedom	Families celebrate by giving thanks, listening to speeches, singing, and learning about the state of affairs for African Americans						
<p><b>4.5 History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:</b></p> <p>4.5B identify the accomplishments of notable individuals such as Henry Cisneros, Cleto Rodríguez, and John Tower, including <u>Miriam A. Ferguson</u> and Audie Murphy</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Notable Individual</th> <th style="text-align: center;">Accomplishments</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Miriam A. Ferguson</td> <td style="text-align: center;">1<sup>st</sup> female governor of Texas</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>Teacher Note: This can be done in conjunction with the biographies in the Culture Strand.</b></li> </ul>	Notable Individual	Accomplishments	Miriam A. Ferguson	1 <sup>st</sup> female governor of Texas	<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="#">Concentrating on Reform</a> lesson plan from the Texas State Historical Association (Helps teach 4.5AB, 4.23D)</p> <p><a href="#">Person in a Bag</a> lesson plan from the Texas State Historical Association (Helps teach TEKS 4.5AB, 4.23B)</p> <p><a href="#">Texas History Trading Cards</a> from UNT’s Portal to Texas History</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) <b>END OF YEAR GAME</b></p>		
Notable Individual	Accomplishments							
Miriam A. Ferguson	1 <sup>st</sup> female governor of Texas							
<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</p>						

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	<p>Teacher Note: These are taught on an ongoing basis.</p>	<p>4.19AB, 4.22ABC, 4.23CDE)</p>						
<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>Teacher Note: This is not to be taught in-depth at this time; it should only be briefly mentioned.</p>	<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>“<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 4.11D, 4.22A</b>)</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><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>4.20C summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.</p>	<table border="1" data-bbox="667 870 1373 1089"> <thead> <tr> <th data-bbox="667 870 898 902">Culture</th> <th data-bbox="898 870 1373 902">Important Contributors in Texas</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 902 898 992">German</td> <td data-bbox="898 902 1373 992">Elisabeth Ney – Sculptor who moved to Texas in the 1870s; created sculptures of Stephen F. Austin and Sam Houston</td> </tr> <tr> <td data-bbox="667 992 898 1089">Native American</td> <td data-bbox="898 992 1373 1089">Quanah Parker – Chief of the Comanche; mediator between Native Americans and the U.S. government after the Civil War</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Teacher Note: Biographies should focus on individuals that influenced Texas or Native Texans.</li> <li>• Teacher Note: Juneteenth is covered under the Citizenship Strand (17d) as well as in 7<sup>th</sup> grade.</li> </ul>	Culture	Important Contributors in Texas	German	Elisabeth Ney – Sculptor who moved to Texas in the 1870s; created sculptures of Stephen F. Austin and Sam Houston	Native American	Quanah Parker – Chief of the Comanche; mediator between Native Americans and the U.S. government after the Civil War	<p>Connected Tech Activity: <a href="#">Native Americans of Texas</a></p>
Culture	Important Contributors in Texas							
German	Elisabeth Ney – Sculptor who moved to Texas in the 1870s; created sculptures of Stephen F. Austin and Sam Houston							
Native American	Quanah Parker – Chief of the Comanche; mediator between Native Americans and the U.S. government after the Civil War							
<p><b>4.21 Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:</b></p> <p>4.21A identify famous inventors and scientists such as Gail Borden, <a href="#">Joseph Glidden</a>, and Patillo</p>	<table border="1" data-bbox="667 1284 1373 1377"> <thead> <tr> <th data-bbox="667 1284 898 1317">Inventor/Scientist</th> <th data-bbox="898 1284 1373 1317">Contribution</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 1317 898 1377">Joseph Glidden</td> <td data-bbox="898 1317 1373 1377">Invented the first commercially-successful barbed wire in 1873.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Teacher Note: Other inventors/scientists will be taught in other bundles.</li> </ul>	Inventor/Scientist	Contribution	Joseph Glidden	Invented the first commercially-successful barbed wire in 1873.	<p><a href="#">Black Gold!</a> lesson plan from the Texas State Historical Association (Helps teach 4.4A, 4.6A, 4.21A, 4.22B)</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) <b>END OF YEAR</b></p>		
Inventor/Scientist	Contribution							
Joseph Glidden	Invented the first commercially-successful barbed wire in 1873.							

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<p>Higgins and their contributions;</p>		<p><b>GAME</b></p>																		
<p><b>4.21 Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:</b></p> <p>4.21B describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas; and</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><b>Scientific Discovery or Technological Innovation</b></th> <th style="text-align: left; padding: 5px;"><b>Benefits</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><b>Cotton gin</b></td> <td style="padding: 5px;">Processing of cotton was more efficient</td> </tr> <tr> <td style="padding: 5px;"><b>Steamboat</b></td> <td style="padding: 5px;">Allowed mass transportation by sea</td> </tr> <tr> <td style="padding: 5px;"><b>Barbed wire</b></td> <td style="padding: 5px;">Ranchers were able to keep their cattle secure</td> </tr> <tr> <td style="padding: 5px;"><b>Telephone</b></td> <td style="padding: 5px;">Communication</td> </tr> <tr> <td style="padding: 5px;"><b>Railroads</b></td> <td style="padding: 5px;">Safely and quickly transport goods and materials with a small crew</td> </tr> <tr> <td style="padding: 5px;"><b>Oil &amp; gas</b></td> <td style="padding: 5px;">Transportation, heating of homes</td> </tr> <tr> <td style="padding: 5px;"><b>Computer/Internet Technology</b></td> <td style="padding: 5px;">Increased access to information worldwide and increased international communication</td> </tr> <tr> <td style="padding: 5px;"><b>Aerospace Technology</b></td> <td style="padding: 5px;">Improved opportunities for space exploration</td> </tr> </tbody> </table> <p>• <b>Teacher Note:</b> This is to be used in the transition to next Bundle.</p>	<b>Scientific Discovery or Technological Innovation</b>	<b>Benefits</b>	<b>Cotton gin</b>	Processing of cotton was more efficient	<b>Steamboat</b>	Allowed mass transportation by sea	<b>Barbed wire</b>	Ranchers were able to keep their cattle secure	<b>Telephone</b>	Communication	<b>Railroads</b>	Safely and quickly transport goods and materials with a small crew	<b>Oil &amp; gas</b>	Transportation, heating of homes	<b>Computer/Internet Technology</b>	Increased access to information worldwide and increased international communication	<b>Aerospace Technology</b>	Improved opportunities for space exploration	<p>“<a href="#">Texas Towns Past and Present</a>” TEA Exemplary Curriculum Unit (Helps teach TEKS 4.4C, 4.5A, 4.6A, 4.8D, 4.9ABC, 4.13ABCE, 4.21BC, 4.22ABC, 4.23ACD)</p> <p>Connected Tech Activity: <a href="#">Change and the Alamo</a></p>
<b>Scientific Discovery or Technological Innovation</b>	<b>Benefits</b>																			
<b>Cotton gin</b>	Processing of cotton was more efficient																			
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<b>Computer/Internet Technology</b>	Increased access to information worldwide and increased international communication																			
<b>Aerospace Technology</b>	Improved opportunities for space exploration																			
<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>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>Use graphic organizers before, during, and after reading.</p> <p><a href="#">Graphic Organizers</a> <a href="#">Graphic Organizers II</a></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>• reconstruction</li> <li>• executive</li> <li>• legislative</li> <li>• judicial branch</li> <li>• political</li> </ul>																			

## Fourth Grade Social Studies Curriculum Bundle #9

	Teacher Note: Discuss vocabulary and add to Social Studies Word Wall.	
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