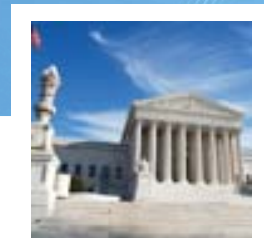
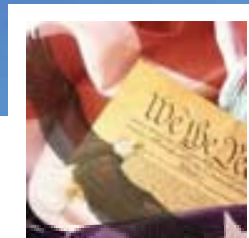


4th Grade Texas History

STAAR Field Guide



STAAR

The State of Texas of Assessment of Academic Readiness (STAAR) is based on the Texas Essential Knowledge and Skills (TEKS). Most of the state standards, if they are eligible for assessment in a multiple choice/short answer format, will be assessed on STAAR.

STAAR is designed as a vertical system. Just as the TEKS are structured in a vertically aligned manner, so is STAAR. Learning from one grade level is aligned with learning at the next grade level. Some skills are developed over the course of a student’s educational career from kindergarten through high school, while other skills and learning may begin at a particular grade level and serve as the foundation for later learning. STAAR is an assessment of academic readiness. In other words, we can sum up the variation between the current assessment program (TAKS) and STAAR by reframing the questions we are asking.

TAKS: TAKS was designed to help teachers answer this question:

- Did students learn what they were supposed to learn in the current year’s grade?

STAAR: STAAR is designed to ensure that teachers answer these questions:

- Did students learn what they were supposed to learn in the current year’s grade?
- Are students ready for the next grade?
- And are they also ready for the grade after that?

So what’s the big deal about that shift? Fundamentally, it requires that teachers relook at curriculum and instruction in a very different way than they have under previous assessment systems (TABS, TEAMS, TAAS, TAKS). Not only are teachers required to have a deep understanding of the content of the grade level they are teaching, but they must also be firmly grounded in how the content of that current grade level prepares students for subsequent grade levels. Overemphasis on grade level attainment ONLY may create a context where teachers in subsequent grade levels have to reteach foundational skills to accommodate for the gap created by the lack of appropriate emphasis earlier. It may require students “unlearn” previous ways of conceptualizing content and essentially start all over.

STAAR: focus, clarity, depth

[The TEKS] are designed to prepare students to succeed in college, in careers and to compete globally. However, consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on fewer skills and addresses those skills in a deeper manner (TEA).

STAAR is designed around three concepts: focus, clarity, and depth:

Focus: STAAR will focus on grade level standards that are critical for that grade level and the ones to follow.

Clarity: STAAR will assess the eligible TEKS at a level of specificity that allow students to demonstrate mastery.

Depth: STAAR will assess the eligible TEKS at a higher cognitive level and in novel contexts.

STAAR: the assessed curriculum – readiness, supporting, and process standards

A key concept that underpins the design of STAAR is that all standards (TEKS) do not play the same role in student learning. Simply stated, some standards (TEKS) have greater priority than others – they are so vital to the current grade level or content area that they must be learned to a level of mastery to ensure readiness (success) in the next grade levels. Other standards are important in helping to support learning, to maintain a previously learned standard, or to prepare students for a more complex standard taught at a later grade.

By assessing the TEKS that are most critical to the content area in a more rigorous ways, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, for each grade level or course, TEA has identified a set of readiness standards - the TEKS which help students develop deep and enduring understanding of the concepts in each content area. The remaining knowledge and skills are considered supporting standards and will be assessed less frequently, but still play a very important role in learning.

Readiness standards have the following characteristics:

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

Supporting standards have the following characteristics:

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

STAAR assesses the eligible TEKS at the level at which the TEKS were written.

STAAR is a more rigorous assessment than TAKS (and TAAS, TEAMS, TABS before that). The level of rigor is connected with the cognitive level identified in the TEKS themselves. Simply stated, STAAR will measure the eligible TEKS at the level at which they are written.

The rigor of items will be increased by

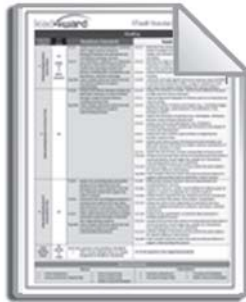
- assessing content and skills at a greater depth and higher level of cognitive complexity
- assessing more than one student expectation in a test item

The rigor of the tests will be increased by

- assessing fewer, yet more focused student expectations and assessing them multiple times and in more complex ways
- including a greater number of rigorous items on the test, thereby increasing the overall test difficulty

About the STAAR Field Guide

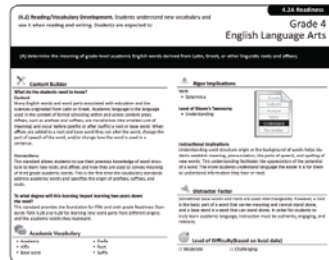
The STAAR Field Guide for Teachers is designed as a tool to help teachers prepare for instruction. The tools and resources in this guide are designed to supplement local curriculum documents by helping teachers understand how the design and components of STAAR are connected to the scope and sequence of instruction. In order to help students attain even higher levels of learning as assessed on STAAR, teachers need to plan for increasing levels of rigor. This guide contains the following components:



STAAR Grade Level Snapshot – one page overview of the standards assessed on STAAR, how those standards are classified (readiness, supporting, or process), the reporting categories around which those standards are clustered, and the number of items that will be on the test from each reporting category and from each type of standard.



STAAR Readiness Standards: A Vertical Look – a vertical look at the readiness standards in grade bands to show the progression of the assessment between grade levels



STAAR Readiness and Supporting Standards Analysis Sheets– overviews of the nature of each readiness and supporting standard assessed on STAAR, designed to be used in planning to build teacher content knowledge and ensure that current grade level instruction reinforces previous learning and prepares students for future grade levels.



STAAR-Curriculum Planning Worksheet – a tool to organize the pages in this guide to be used in planning and professional development

Steps to Success

1. Download the TEA Documents to add to your STAAR Teacher Field Guide
 - STAAR Blueprint
 - Assessed Curriculum Documents
 - STAAR Test Design
 - STAAR Reference Materials
2. Review the STAAR Snapshot for your course/grade level and content area
 - Note the readiness standards
 - With your team, explore why those TEKS are classified as readiness standards – which criteria do they meet
 - Review the supporting standards and note any that may have played a larger role on TAKS
3. Review the STAAR Readiness Standards: A Vertical Look
 - Discuss how the readiness standards connect between grade levels
 - Explore the specific differences between the aligned readiness standards at each grade level
4. Review the components of the STAAR Readiness and Supporting Standards Analysis Sheets
 - Use the samples on pages 6 and 7 to explore the analysis sheets
 - Add additional information based on the discussion on the team
5. Create STAAR-Curriculum Planning Packets for each unit or grading period
 - Collect either the Scope and Sequence document (if it includes the TEKS standards for each unit of instruction) OR Unit Plan documents (where the TEKS standards are bundled together into units of instruction)
 - The STAAR Field Guide is arranged by standard type (readiness or supporting) in numeric order of the standards. You may need to photocopy certain pages/standards if they are repeated throughout multiple units.
 - Use the scope and sequence or unit plan documents to identify the TEKS taught in each unit/grading period
 - Compile the STAAR Readiness and Supporting Standards Analysis Sheets that correspond to the TEKS each unit/grading period
 - After the pages/standards are sorted into their appropriate unit, create a method of organizing the documents (binder, folder, file, etc).
6. Plan for instruction
 - Collect the curriculum documents used for planning
 - Use the STAAR- Curriculum Planning Worksheet as you plan each unit. The worksheet provides guiding questions and reflection opportunities to aide you in maximizing the material in the STAAR Field Guide.
 - Determine where the team needs additional learning
 - Evaluate instructional materials
 - Review the plan for appropriate levels of rigor

How to read STAAR Readiness Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of
"Readiness" or "Supporting"

Grade and Subject

5.3A Readiness
Grade 5 Math

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to

(A) use addition and subtraction to solve problems involving whole numbers and decimals;

Content Builder
What do the students need to know?
Content:
• Addition
• Whole numbers
• Decimals
• Subtraction
• Whole numbers
• Decimals

Rigor Implications
Verb
• Add
• Subtract
• Solve
Level of Bloom's Taxonomy
• Applying

Academic Vocabulary
• Add
• Subtract
• Decimal

Level of Difficulty

Content Builder- The basics of the content within the standard are extracted in a bulleted list. Connections to prior learning/other standards are explained. Future implications of mastery of this standard are described to assist in understanding the impact of this learning in the future.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Distractor Factor - Alerts teachers to areas where students traditionally struggle, have misconceptions, or may need reinforcement.

Academic Vocabulary- Vocabulary words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Level of Difficulty- Standards are labeled either Challenging or Moderate. This determination is made by the campus using previous year data.

How to read STAAR Supporting Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of
"Readiness" or "Supporting"

Grade and Subject

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to

5.1B Supporting
Grade 5 Math

(B) use place value to read, write, compare, and order decimals through the thousandths place.

Supporting the Readiness Standards
What Readiness Standard(s) or concepts from the Readiness Standards does it support?
5.3A use addition and subtraction to solve problems involving whole numbers and decimals.
How does it support the Readiness Standard(s)?
This standard supports 5.3A by providing students continued practice reading, writing, comparing, and ordering decimals. This will support students as they solve addition and subtraction problems involving decimals.
May be adjusted according to local curriculum.

Academic Vocabulary

- Compare
- Order
- Decimal
- Tenths
- Hundredths
- Thousandths

Rigor Implications
Verb
• Write
• Compare
• Order
Level of Bloom's Taxonomy
• Analyzing

Instructional Implications
To appropriately adhere to the standard, students should be provided the opportunity to practice reading numbers aloud using place value, writing numbers that have been dictated using place value, and comparing and ordering decimals based on their the value.

Supporting the Readiness Standards - Most supporting standards support a readiness standard in the current grade level. This section discusses the relationships of the standards that are often taught together.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Academic Vocabulary- Words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Curriculum - STAAR Planning Worksheet



Course/Grade Level _____

Readiness Standards	
---------------------	--

Content Area _____

Grading Period/Unit _____

Supporting Standards	
----------------------	--

Action Steps	Guiding Questions & Notes
Read each analysis page.	<p>What stands out?</p> <p>How many of the standards are a “Challenging” level of difficulty?</p> <p>How many of the standards are a high level of rigor (above apply on Bloom’s Taxonomy)?</p>
<i>Content Builder</i> (Readiness Standards only)	<p>What other connections could you add to this section? Write them on your analysis pages!</p> <p>This content important for students’ future learning. How will you assess retention?</p>
<i>Supporting the Readiness Standards</i> (Supporting Standards only)	<p>How can you use this information as you plan lessons?</p> <p>Do the supporting standards match with the readiness standards in your unit bundle? If not, arrange them according to your curriculum. Address the questions again “Which Readiness Standards does it support? How does it support the Readiness Standard(s)?”</p>



Action Steps	Guiding Questions & Notes
Vocabulary	<p>What strategies will you use to ensure mastery of the vocabulary for each standard in this unit?</p> <p>What is your plan if students do not master the vocabulary?</p>
Use the <i>Distractor Factor</i>	<p>How can you address the information in the Distractor Factor section?</p> <p>From your teaching experience, is there anything you would add to this? Write it on your analysis pages!</p>
Reflection	<p>How have you taught this content in the past?</p> <p>How will you teach it differently this year?</p> <p>How will you utilize the readiness and supporting standards for formative and summative assessment?</p>

Reporting Category*	Readiness Standards	Supporting Standards
1 History	<p>4.1.D compare the ways of life of American Indian groups in Texas and North America before European exploration</p> <p>4.2.B identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado, and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas</p> <p>4.2.E identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas</p> <p>4.3.A analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto</p> <p>4.3.E explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War*</p> <p>4.4.A describe the impact of the Civil War and Reconstruction on Texas*</p> <p>4.4.B explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Uzzie Johnson</p> <p>4.5.A identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II*</p> <p>4.5.B explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Patillo Higgins*</p>	<p>4.1.A explain the possible origins of American Indian groups in Texas and North America</p> <p>4.1.B identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano</p> <p>4.1.C describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo</p> <p>4.2.A summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion*</p> <p>4.2.C explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón</p> <p>4.2.D identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas*</p> <p>4.3.B summarize the significant contributions of individuals such as Texans William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguin, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza</p> <p>4.3.C identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones</p> <p>4.3.D describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers</p> <p>4.4.C identify the impact of railroads on life in Texas, including changes to cities and major industries*</p> <p>4.4.D examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo</p> <p>4.5.C identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodriguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals</p>
2 Geography and Culture	<p>4.8.A identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II*</p> <p>4.9.B 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, facilitate transportation, and enhance recreational activities*</p> <p>4.19.C summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe</p>	<p>4.7.B identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation</p> <p>4.7.C compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world</p> <p>4.8.B describe and explain the location and distribution of various towns and cities in Texas, past and present*</p> <p>4.8.C explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present*</p> <p>4.9.A describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams</p> <p>4.9.C compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality</p> <p>4.19.A identify the similarities and differences among various racial, ethnic, and religious groups in Texas</p> <p>4.19.B identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio</p>
3 Government and Citizenship	<p>4.15.A identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty*</p> <p>4.17.C explain the duty of the individual in state and local elections such as being informed and voting*</p> <p>4.18.A identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States</p>	<p>4.14.A compare how various American Indian groups such as the Caddo and the Comanche governed themselves</p> <p>4.14.B identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas</p> <p>4.15.B identify and explain the basic functions of the three branches of government according to the Texas Constitution</p> <p>4.15.C identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week!)*</p> <p>4.16.A explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions</p> <p>4.16.B sing or recite "Texas, Our Texas"</p> <p>4.16.C recite and explain the meaning of the Pledge to the Texas Flag</p> <p>4.16.D describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth</p> <p>4.17.A identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll</p> <p>4.17.B explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects</p> <p>4.17.D identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. Gonzalez, James A. Baker III, Wallace Jefferson, and other local individuals</p> <p>4.17.E explain how to contact elected and appointed leaders in state and local governments</p> <p>4.18.B identify leadership qualities of state and local leaders, past and present*</p>

Reporting Category*	Readiness Standards	Supporting Standards
4 Economics, Science, Technology and Society	<p>4.11.B describe how the free enterprise system works, including supply and demand*</p> <p>4.12.A explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services</p> <p>4.13.A identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world*</p> <p>4.20.B describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas*</p>	<p>4.10.A explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting</p> <p>4.10.B explain the economic activities early immigrants to Texas used to meet their needs and wants*</p> <p>4.11.A describe the development of the free enterprise system in Texas</p> <p>4.11.C give examples of the benefits of the free enterprise system such as choice and opportunity</p> <p>4.12.B explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas*</p> <p>4.12.C analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas*</p> <p>4.12.D describe the impact of mass production, specialization, and division of labor on the economic growth of Texas*</p> <p>4.12.E explain how developments in transportation and communication have influenced economic activities in Texas*</p> <p>4.12.F explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas</p> <p>4.13.B identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world</p> <p>4.13.C explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world</p> <p>4.20.A identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions</p> <p>4.20.C predict how future scientific discoveries and technological innovations might affect life in Texas</p>

Process Standards (Social Studies Skills)

4.6.A	apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps
4.6.B	translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
4.7.A	describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity
4.7.B	identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation
4.21.A	differentiate between, locate, and use valid primary and secondary sources such as computer software, interviews, biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas
4.21.B	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
4.21.C	organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
4.21.D	identify different points of view about an issue, topic, historical event, or current event
4.21.E	use appropriate mathematical skills to interpret social studies information such as maps and graphs
4.22.A	use social studies terminology correctly
4.22.B	incorporate main and supporting ideas in verbal and written communication
4.22.C	express ideas orally based on research and experiences
4.22.D	create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
4.22.E	use standard grammar, spelling, sentence structure, and punctuation
4.23.A	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
4.23.B	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

* = Aligned with STAAR Assessed Curriculum

NOTE: *The classification of standards on this TEKS Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This TEKS Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.*

4th Grade Texas History

(4.1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:

(D) compare the ways of life of American Indian groups in Texas and North America before European exploration.



Content Builder

What do the students need to know?

Students need to understand the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. Students need to know:

- the American Indian culture groups in Texas prior to European exploration, including the Karankawa, the Caddo, the Jumano, and Plains Indian groups such as the Lipan Apache and the Comanche
- examples of North American Indian culture groups such as the Eastern Woodland, the Iroquois Confederacy, or Indians of the Pacific Northwest
- traditional characteristics of a culture such as food, clothing, shelter, tools/technology, and customs/traditions

To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standards 4.1A, B, and C in which students explain the origins of Native American groups in Texas and North America, identify specific Indian culture groups, and describe the regions in which American Indians lived. This standard aligns to Supporting Standard 4.10A in which the students identify economic activities of early American Indian groups in Texas.

As students explore the lifestyle of American Indian groups in Texas, they are learning more about the generalization that environment affects culture. This conceptual generalization applies in all future social studies courses. In terms of direct alignment to future learning, in Grade 5 students learn more about North American Indian groups. In Grade 7 Texas History, students will learn more about Texas Indians.



Academic Vocabulary

- Similarities
- Differences
- Way of life [culture]
- Exploration



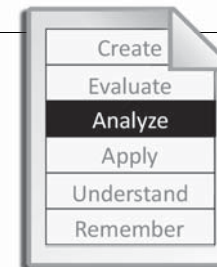
Rigor Implications

Verb

- Compare

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Provide opportunities for students to compare key elements of each of the four major Texas culture groups [Gulf – Karankawa; Plains –Lipan Apache, Comanche; Puebloan – Jumano; and Southeastern - Caddo] in terms of characteristics of culture such as food, clothing, shelter, technology [tools], customs, traditions, and other categories. Helping students understand the generalization that environment affects culture will allow students to examine how the resources available to a culture group influenced the development of that group. The use of a graphic organizer such as a chart will help students organize information in order to make comparisons. Providing sentence stems such as ___ and ___ were similar because ___ or ___ and ___ were different because ___ will help students form comparative statements from the information in the graphic organizer. Extending these comparisons beyond Texas will allow students to examine how the Caddo in Texas were similar to other Eastern Woodland cultures such as the Cherokee.



Distractor Factor

This standard extends beyond locating [on a map] and identifying American Indian groups [cultures] or individual tribes in Texas and North America prior to Spanish, French, and English exploration and colonization. Students must have opportunities to make comparisons between and among Native American culture groups.



Level of Difficulty (based on local data)

- Moderate Challenging

4th Grade Texas History

(4.2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:

(B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavalier, Sieur de la Salle, on the settlement of Texas;



Content Builder

What do the students need to know?

The students need to understand the causes and effects of European [Spanish/French] exploration and colonization in Texas and North America. Students should know:

- the accomplishments of Spaniard Cabeza de Vaca – the first Spaniard to explore in Texas, live among the Texas Indians [probably the Karankawa and Coahuiltecan], and write about his experience
- the accomplishments of Francisco Coronado – one of the first Spaniards to extensively explore much of what became the Southwest United States, including much of West Texas [including the Panhandle] and as far west as the Grand Canyon in search of gold
- the accomplishments of René Robert Cavalier, Sieur de la Salle – the first French explorer to sail down the Mississippi River to its mouth [naming the territory Louisiana in honor of King Louis XIV of France] and later establishing Fort St. Louis in East Texas, claiming parts of Texas for France [note: the wreckage of his ship La Belle was recently discovered and excavated in Matagorda Bay]

To what degree will this learning impact learning 2 years down the road?

This standard aligns with Supporting Standard 4.2A in which students summarize the motivations for European explorations and settlement of Texas, including economic opportunity [gold/trade], competition, and desire for expansion [glory].

The concepts of exploration and settlement, along with noting the accomplishments of significant individuals/groups important in that process, provide a conceptual basis for learning about English exploration and settlement of the 13 Colonies in Grade 5. It also connects to learning about a wide variety of individuals/groups using exploration and settlement to change world regions. It aligns to very similar standards in Grade 7 Texas History or Grade 8 Early American history.



Academic Vocabulary

- Accomplishments
- Explorers
- Exploration
- Settlement



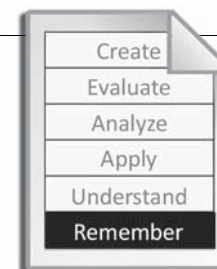
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Consider reading excerpts from The Journal of Cabeza de Vaca [available online] to students to provide access to a 16th century primary source. Help students understand that his primary accomplishment was to write about the life, culture, and customs of Texas Indians at the time of European exploration. Upon his return to Mexico [New Spain], the report about his years in Texas and the possibility of gold led to other exploration, including the Coronado expedition in 1540 to search for the Seven Cities of Cibola [gold]. Have students trace the route of the Coronado expedition through what is now Arizona, New Mexico, the Texas Panhandle, and as far north as Kansas. Discuss with students why these early explorations were important to later settlement in Texas. Trace LaSalle's route down the Mississippi and, later [on a return expedition], into Matagorda Bay and Fort St. Louis [near present day Navasota]. Discuss with students why it might create conflict if both Spain and France claimed the same territory. Have students brainstorm a list of the challenges faced by each of these European explorers and have the students draw conclusions about why these men were willing to face such challenges.



Distractor Factor

Help students realize that the reasons for exploration of new frontiers [space, for instance] are usually the same – adventure, personal fame, recognition of the strength of a country, and/or desire for new territory, and have not changed for centuries.



Level of Difficulty (based on local data)

- Moderate Challenging

4th Grade Texas History

(4.2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:

(E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.



Content Builder

What do the students need to know?

The students need to understand the causes and effects of European [Anglo and others] colonization and settlement in Texas and North America. Students should know:

- the role of the empresario as a businessman bringing colonists to Texas during the 1820s, including the receipt of generous land grants from the Spanish/Mexican government and the economic motivation to sell land at a profit
- the accomplishments of significant empresarios and how these empresarios affected settlement and settlement patterns in early 19th century Texas
- Stephen F. Austin and his role with the original Austin land grant, the Old 300, establishment of San Felipe de Austin on the Brazos River, and other leadership roles
- As a successful rancher and businessman, Martín De León was the only empresario to encourage Mexican settlers in Texas.

To what degree will this learning impact learning 2 years down the road?

This standard aligns with Supporting Standard 4.2D in which students identify the impact of the Mexican War for Independence [1810 – 1821] and the need for settlers in Texas.

The concept of settlement, along with noting the accomplishments of significant individuals important in that process, provides a conceptual basis for learning about English colonization and settlement of the 13 Colonies in Grade 5. It also connects to learning about a wide variety of individuals/groups using exploration and settlement to change world regions. It aligns to very similar standards in Grade 7 Texas History and Grade 8 Early American history.



Academic Vocabulary

- Colonization (colony, colonist)
- Settlement (settlement, settler)
- Empresario



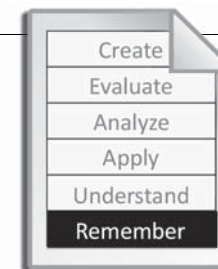
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Help students understand the terms colonization [colonist, colony] and settlement [settlement, settler] as forms of the same general term – the process, the place, and the people. Describe the Colonization Law of 1825 and how it attracted empresarios [businessmen] who received huge land grants to bring settlers and establish colonies in Mexican Texas. This standard allows opportunities for students to use math skills to determine how much land “their family” could receive had they colonized in Texas during this period and at what liberal terms. In the Austin Colony on the Brazos, land was 12.5 cents an acre [approximately the size of the inbounds portion of a football field] with no money down and 10 years without a payment. A man could receive 640 acres for himself, 320 acres for having a wife, 180 acres for each child, and 80 acres per slave. It is interesting to compare those prices to current local land prices in your home area. By pointing out the contributions of Seguín and DeLeón, students can also understand the role Mexican citizens played in increased Anglo settlement in Texas.



Distractor Factor

Students often do not understand what a difficult process it was to migrate to Texas in 1820 by wagon, foot, or water transport and then to create a livable settlement. Help students think about what dangers and obstacles stood in the way of rapid settlement growth.



Level of Difficulty (based on local data)

Moderate

Challenging

4th Grade Texas History

(4.3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;



Content Builder

What do the students need to know?

The students should understand the importance of turning point events in Texas History such as the Texas Revolution, the Republic of Texas, and Texas annexation to the United States. In this standard students need to know:

- the causes, effects, and descriptions of major events in the Texas Revolution, including the Battle of the Alamo, the adoption of the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto
- significant individuals associated with these events that led to Texas winning independence from Mexico

To what degree will this learning impact learning 2 years down the road?

This standard provides a conceptual understanding of turning point events in history and the individuals who participated in those events. It also provides an opportunity to study the concept of political revolutions. These concepts will help students understand the events/individuals of the American Revolution [in Grades 5 and 8] and other current and historic world revolutions in Grade 6. It provides an introduction to the Texas Revolution which directly aligns with similar standards in Grade 7.



Academic Vocabulary

- Cause
- Effect
- Turning point events
- Revolution



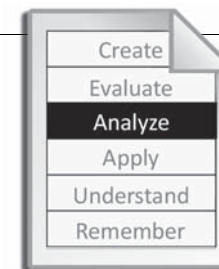
Rigor Implications

Verb

- Analyze

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

The use of timelines, maps, and graphic organizers such as a cause and effect chart will allow students an opportunity to see connections between events of the Texas Revolution. By using a three-column chart in which students begin by listing and describing each of the turning point events of the Texas Revolution in a center column [the Alamo, Declaration of Independence, Runaway Scrape, and San Jacinto]. This description might include the date of the event, where the event took place, and important individuals associated with that event. This will establish an anchor for examining the causes and effects of each event. After discussing and describing each event, have students analyze the causes of that event in a column to the left of the event and draw conclusions about the effects of that event in a column to the right of the event description. Provide maps on which students can locate and connect each of the events in visual form. As an extension, consider having students create an illustrated timeline of these major events by placing the events on a timeline and drawing an illustration to depict each event. The website of the Texas State Historical Association [www.tshaonline.org] provides primary source accounts of events of the Revolution which can be read to students.



Distractor Factor

This standard goes beyond just identifying the events and individuals of the Texas Revolution to analyzing the causes and effects of each event.



Level of Difficulty (based on local data)

Moderate

Challenging

4th Grade Texas History

(4.3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(E) explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War.



Content Builder

What do the students need to know?

The students should understand the importance of turning point events in Texas History such as the Texas Revolution, the Republic of Texas, and Texas annexation to the United States. In this standard students need to know:

- events during the days of the Texas Republic that led to annexation of Texas as the 28th state in the United States [in December, 1845]
- how the annexation of Texas led to the outbreak of the U.S.-Mexican War [in 1846]

To what degree will this learning impact learning 2 years down the road?

This standard aligns with Supporting Standards 4.3C and 4.3D in which students identify leaders, issues, and accomplishments during the period of the Republic of Texas [1836 – 1845].

The concepts of change over time and conflict over territory are critical to an understanding of this standard and to similar standards in Grades 5, 7, and 8 in which students examine conditions and solutions after a political revolution. Although the United States was not annexed by another nation after the American Revolution, there were challenges to its independence during the War of 1812. This standard sets a framework for understanding the concept of Manifest Destiny and the importance of westward expansion of the United States during the 19th century.



Academic Vocabulary

- Annexation



Rigor Implications

Verb

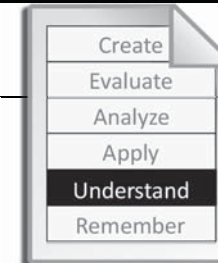
- Explain

Level of Bloom's Taxonomy

- Understanding

Instructional Implications

The use of maps of U.S. territorial acquisition allows students to visualize the importance of both Texas annexation and acquisition of the Mexican Cession as a result of the U.S.-Mexican War. Help students understand the importance of establishing boundaries and how those boundaries can lead to conflict. For instance, the United States claimed the Rio Grande as the southern border of Texas after annexation while the Mexican government claimed the Nueces River [near Corpus Christi] as the border. Both nations sent troops into this disputed territory and each claimed that the other nation attacked first, thus beginning the war. In order to understand annexation, provide students with a scenario of a young person who moves away from home [Texas after the Revolution] but realizes he/she cannot make it on their own and so decides to move back home [the United States, where most Texans had immigrated from]. To understand the beginnings of the U.S.-Mexican War ask students to imagine a time when they witnessed [or participated in] a fight over something. When asked who started the fight, both parties usually blame the other person. Provide opportunities for students to use a graphic organizer to explore issues facing the Republic of Texas and solutions to those issues [from Supporting Standard 4.3D]. Help students understand that although Texas could solve many problems, annexation was the best solution to problems Texas faced as an independent republic.



Distractor Factor

Help students understand that other states in the United States began as territories. When there were enough people in the territory, they could apply for statehood. Texas and the United States had to sign an annexation treaty because Texas was an independent republic, not a U.S. territory. In December 1845, Texas became the 28th state in the Union based on an official treaty between two independent republics.



Level of Difficulty (based on local data)

Moderate

Challenging

(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:

4th Grade Texas History

(A) describe the impact of the Civil War and Reconstruction on Texas;



Content Builder

What do the students need to know?

The students should understand the concept of economic, social, and political causes, effects, and/or changes that relate to specific events in history. An understanding of the acronym ESPN referring to economic, social/cultural, political, and environmental categories will increase student categorization skills. In this standard students should know:

- the dates of the American Civil War – 1861 – 1865 and Reconstruction in Texas [1865 – 1876] in order to place this event in absolute and relative chronology to other events in the last half of 19th century Texas/U.S.
- how [through secession] and why [slavery, states' rights] Texas joined the Confederacy
- the two sides fighting in the Civil War – Union/USA [North] and Confederate States of America [South]
- Reconstruction refers to the period after the North won the Civil War when Texas was part of the 5th Military district
- how to distinguish between the economic, social/cultural, and political effects of the Civil War [1861 – 1865] and Reconstruction [1865 – 1876] including the 13th, 14th, and 15th Amendments to the U.S. Constitution [which illustrate ESP effects]

To what degree will this learning impact learning 2 years down the road?

This is the only standard in Grade 4 that addresses anything about the Civil War and/or Reconstruction. It would be helpful to students to give some background about major events of the war [Ft. Sumter, Gettysburg/Vicksburg, surrender at Appomattox or battles in Texas] to provide some context for the impact of the war on Texas and Texans.

This standard directly aligns with similar standards in Grades 5, 7, and 8. The concepts of ESPN categorization/cause and effect are central to an understanding of learning in all future social studies courses as well as other Grade 4 standards.



Academic Vocabulary

- Economic
- Social/cultural
- Political
- Impact
- Civil War
- Reconstruction



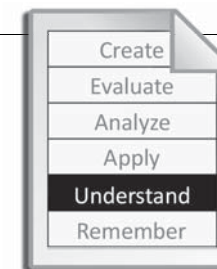
Rigor Implications

Verb

- Describe (the ESP impact)

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Use a vocabulary strategy for students to learn the parameters of these concepts: Economic—money, taxes, and production of goods and services; Social – culture, work, lifestyle, families, and personal freedoms; Political – government, law-making, conflict resolution, distribution of power and/or decision-making (voting) for a group of people. Provide statements about the Civil War and Reconstruction and have students describe the ESP impact of each situation. Statements might include: Confederate General Lee surrendered to Union General Grant at Appomattox Courthouse, Virginia ending the Civil War; On June 19, 1865, in Galveston, Gen. Gordon Grainger announced that all former slaves were free under US law (the Emancipation Proclamation). This is the origin of the Juneteenth Celebration; Reconstruction was the government plan to reunite and rebuild the nation which resulted in actions designed to punish the South; The Freedmen's Bureau was set up to help former slaves get education, jobs, and housing; Some former slaves were elected to state government; the 13th, 14th, and 15th Amendments were adopted. Consider giving student groups one statement each to describe the possible economic, social, and/or political impact of that action on Texas and Texans.



Distractor Factor

Students may not understand that many events might have multiple economic, social, and political effects.



Level of Difficulty (based on local data)

Moderate

Challenging

(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:

4th Grade Texas History

(B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;



Content Builder

What do the students need to know?

Students should understand the significant economic changes due to the rise [and decline] of the cattle industry in Texas in the years after the Civil War. Students should know:

- why and how the Texas cattle industry grew after the end of the Civil War: 5 million wild longhorn cattle; open-range grazing; lots of land for fenced ranches; freedmen and others in need of jobs; importance of cattle trails to get the beef to railheads and markets in the east [in the eastern U.S., cattle often sold for 10 times more a head than in Texas];
- the significance of the cattle industry to Texas [historically or currently]: cattle cowboys and Texas are often synonymous; there are over 5 million calves born in Texas each year; the cattle industry contributed approx. 7.5 billion to the Texas economy
- contributions of Charles Goodnight – a former Texas Ranger and famous Texas cattleman [the JA Ranch], he established the Goodnight-Loving Cattle Trail and began trailing cattle north after the Civil War; Richard King – founder of one of the largest ranches in Texas and the world [850,000 acres in South Texas]; and Lizzie Johnson, often called the “cattle queen,” is thought to be the first woman to ride herd on the Chisholm trail

To what degree will this learning impact learning 2 years down the road?

This Readiness Standard aligns to Supporting Standards 4.C and 4.D as students identify the impact of railroads coming to Texas [end of the long cattle trails] and examine the effects of westward expansion [ranching] on American Indians in Texas.

The concept of economic change over time [in this case after the Civil War into the 20th century] is an ongoing theme. Although the growth of the cattle industry is somewhat unique to Texas, the growth of industry and the impact of that growth is critical to understanding 20th century events.



Academic Vocabulary

- Economic change
- Cattle industry



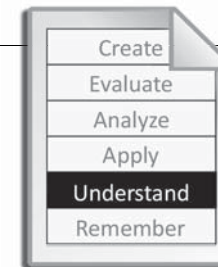
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Comparing primary source photos depicting cowboys on the trail [accessed from the American West collections at the Library of Congress] with images of cowboys from western movies and TV provides opportunities for students to interpret visuals to make inferences and draw conclusions about the myths and realities of cowboy life in the late 19th century. Students need to understand that the majority of cowboys were African-American or Hispanic, not typical in John Wayne movies. The use of maps showing the cattle trails allows students to draw conclusions about the concept of supply and demand related to pricing [cattle were worth much less in Texas than in the east where they were scarce]. Using primary source pictures of Charles Goodnight, Richard King, and/or Lizzie Johnson will aid in this comparison. Use brief biographies of these individuals for students to compare and contrast the three people. Students need opportunities to explore how barbed wire and the increase of railroad lines in Texas changed the cattle industry. One interesting approach is to view historic Texas cattle brands and then have students design their own personal brands as if they are cattle ranchers. There are numerous websites that support this activity located by searching How to Read or Design a Brand.



Distractor Factor

Many students have a romanticized view of cowboys and cowboy life and do not realize how dirty, dangerous, or difficult it was.



Level of Difficulty (based on local data)

Moderate

Challenging

4th Grade Texas History

(4.5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:

(A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;



Content Builder

What do the students need to know?

The students should understand important issues, events, and the significant individuals associated with those events as they affected 20th century Texas. This standard provides another opportunity for students to examine the concept of economic, social, and political [ESP] impact. The students should know:

- the definition of urbanization and how increased urbanization in Texas during the 20th century affected Texas and Texans
- the importance of the discovery of oil at Spindletop [1901] and the increasing importance of the oil and gas industry in Texas as well as the increased importance of Texas in the United States and the world due to oil and gas resources and businesses
- what the Great Depression was and how it affected Texans
- what the Dust Bowl refers to and how that environmental event affected Texans
- what World War II was [countries involved, issues, significant individuals] and how Texas and Texans contributed to the war effort

To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standards 4.5B and 4.5C in which students explain the importance of Spindletop and the development and impact of the oil and gas industries on urbanization and industrialization in Texas. Students also identify the accomplishments of significant 20th century individuals in Texas.

This standard provides the basic overview and foundational knowledge about major events in the first half of the 20th century. Students will learn more details and study each of these events and trends in more depth in subsequent grades.



Academic Vocabulary

- Issues
- Events
- Urbanization
- Oil/gas industry
- Great Depression
- Dust Bowl
- World War II



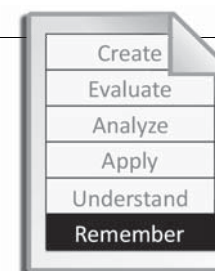
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Provide statistics [from the U.S. Census Bureau] that demonstrate the shift from rural to urban populations in Texas beginning in 1900. Use a timeline, including these listed 20th century events, to help the students sequence and examine the cause and effect relationship between events. The emphasis should be on the economic, social, and political impact of the events on Texas and the use of primary source photos from the Spindletop oil fields, the Great Depression, Dust Bowl and WWII posters [available from the National Archives] will help students analyze the impact of these events in Texas and the United States. Emphasize that the migration of over 450,000 people to Texas for jobs during WWII, the location of numerous military bases, and the return of over 600,000 veterans had significant ESP impact in Texas and moved the state into a position of economic and political power following WWII. Discuss why people moved from rural to urban areas during this first half of the 20th century.



Distractor Factor

Ensure that students identify the impact of each of these events rather than just identifying or describing the event itself.



Level of Difficulty (based on local data)

- Moderate Challenging

4th Grade Texas History

(4.5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:

(B) explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins



Content Builder

What do the students need to know?

Students should understand the importance of the initial discovery of oil to issues, events, and trends in the 20th century. After Spindletop, oil became one of the defining elements of Texas. Its importance surpassed cattle and cotton and moved Texas into a position of leadership in the United States and the world. Students should know:

- In January 1901, Spindletop [near Beaumont] became the site of the first major oil discovery in Texas. This well began an incredible oil boom of the early 20th century.
- the role Pattillo Higgins played in drilling that initial Spindletop well
- Spindletop led to boomtowns, refineries, pipelines, new discoveries, wildcatters, economic boom for Texas, and the image of Texas as an oil state.
- Oil was discovered in East Texas, the Permian Basin, the Panhandle, and later in offshore drilling. This discovery helped shift population in Texas from rural to urban as industries grew and large urban centers, such as Houston and Dallas, developed.

To what degree will this learning impact learning 2 years down the road?

This Readiness Standard supports Readiness Standard 4.5A in which students identify the impact of increased use of oil and gas, urbanization, and other 20th century events on life in Texas.

The connections to the importance of oil as an economic, social, and political factor paved the way for the increased importance of the Texas and the United States as a world power. This important discovery aligns to Grades 5 and 7 as students examine the role of the United States in World War I and II as well as the increasing power of the United States throughout the 20th century.



Academic Vocabulary

- Oil/gas industry
- Industrialization
- Urbanization
- Spindletop



Rigor Implications

Verb

- Explain (development and impact)

Level of Bloom's Taxonomy

- Understanding

Instructional Implications

Provide a list of the various products made from petroleum and have each student text-code the list with a star for things he/she uses often, a check for things they use sometimes, and a question mark if they are not sure what that product is. This strategy provides a real-world connection to introduce this student expectation. [One source for such a list is from ranken-energy.com] Use primary source photos of Spindletop and the ensuing oil boom in East Texas to allow students an opportunity to interpret primary sources and draw conclusions regarding the importance of the oil boom in Texas history. The use of a concept web detailing the ESP [Economic, Social, and Political] effects of the discovery of oil on the rise of businesses, industries, and people affected by the discovery and beginning of oil production in Texas allows students to expand their thinking beyond the initial discovery of oil to the impact of oil on industrialization in both Texas and the United States. The web should include effects such as refineries, pipelines, new oil fields, oil field technology such as drilling rigs, rise of cities such as Houston or Midland in West Texas, oil and gas companies such as Texaco, rise of new oil millionaires, etc.



Distractor Factor

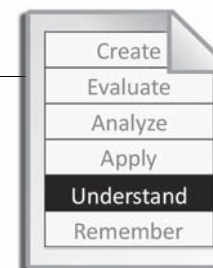
Ensure that students understand the importance of the shift in economic power from cattle to oil and the effects of that transition on life in Texas. Students may not understand that in 1901 the technology of drilling for oil was ahead of USES of fossil fuels. At first, when Spindletop gushed in there was no real demand for petroleum products like gasoline. Only later with the invention of the airplanes and automobiles did demand increased.



Level of Difficulty (based on local data)

Moderate

Challenging



4th Grade Texas History

(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:

(A) identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II;



Content Builder

What do the students need to know?

The students should understand that human and physical geographic factors influence the location and patterns of settlement [where people choose to live] and that those settlement patterns change over time. Students need to know:

- the location and settlement patterns in Texas prior to and at the time of the Texas Revolution when most of the settlement was in the eastern third of Texas
- how the building of the railroads changed the location and settlement patterns as people moved westward and into urban areas
- the location and patterns of settlement after World War II as people moved into suburban areas and into more remote parts of Texas, due to increased air and road networks

To what degree will this learning impact learning 2 years down the road?

This standard aligns to several Supporting Standards such as 4.2C in which students explain the locations of early Spanish settlements; 4.2E in which students identify the accomplishments of the empresarios in creating Anglo and Mexican settlements based on land grants; 4.4B, C, and D as students explain the growth of the cattle industry, railroads, and the relocation of Indian groups, and 4.8 B and C in which students explain the impact of geographic factors that influence settlement patterns past and present in Texas.

The relationship between the concepts of physical and human geographic factors and settlement patterns is a continuing theme in all social studies courses. This standard provides an opportunity for students to also learn more about the concept of change over time which is also fundamental to all other courses.



Academic Vocabulary

- Physical geographic factors
- Human geographic factors
- Location
- Settlement pattern



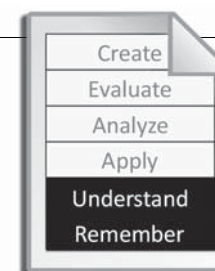
Rigor Implications

Verb

- Identify, Explain

Level of Bloom's Taxonomy

- Remembering
- Understanding



Instructional Implications

Begin by clarifying the vocabulary terms physical and human geographic factors. Ask students to look out the window or remember their trip to school every day and have students brainstorm a list of things [factors] that were there before humans arrived in that place [physical factors] and those things [factors] humans created in the environment [human factors]. Discuss which of those factors might influence where and why people historically and currently choose to live in this place. That discussion might include physical factors such as good land to farm, trees to provide building materials, rain to provide water sources, rivers for transportation, or a mild climate. Discussion of human factors might include building roads for people to use as transportation, building houses or other structures to support one's lifestyle and work, airports to improve transportation, and so on. Provide population distribution maps of Texas in various time periods – prior to the Revolution, during the late 19th century, and current maps for students to interpret and explain where people live/lived and why those patterns may have changed over time. Emphasize the westward movement and trends toward urbanization.



Distractor Factor

Help students understand the changing demographic patterns and the influence of increased human factors such as transportation networks or industrialization on changing settlement patterns in Texas.



Level of Difficulty (based on local data)

- Moderate Challenging

4th Grade Texas History

(4.9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(B) 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, facilitate transportation, and enhance recreational activities;



Content Builder

What do the students need to know?

Students should understand how people depend on, adapt to, and/or modify their physical environment. Students need to know:

- the definitions and differences between adapting to and modifying one's environment
- why and how people adapt to their environment by using available natural resources to meet basic needs [food, clothing, and shelter]
- why and how people first adapted to and then modified their environment to facilitate transportation networks
- why and how people adapt to and/or modify the environment to enhance recreational activities such as promoting the use of Texas beaches or building dams to create lakes such as Lake Travis or Canyon Lake for recreational purposes

To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standards 4.9A and 4.9C as the students describe ways people have adapted to and modified the environment and then compare the positive and negative consequences of human modification of the physical environment.

The concepts of adaptation to and/or modification of one's environment are universal concepts that appear in all future social studies courses. This standard provides an opportunity for students to begin to apply that concept to Texas, and then the concept will be expanded to other groups.



Academic Vocabulary

- Adapt
- Environment
- Modify
- Natural resources



Rigor Implications

Verb

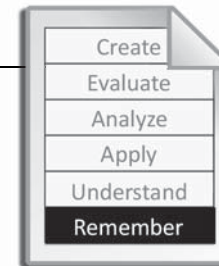
- Identify (reasons)

Level of Bloom's Taxonomy

- Remembering

Instructional Implications

Provide the following statements to students in order for them to understand the differences between depending on, adapting to, and modifying one's environment. People adapt to or modify their physical environment to change settlement and economic activity based on available resources and levels of technology. Humans first are dependent on their environment for food, clothing, shelter, and other necessities and they adapt or change their lifestyle and culture to fit their environment and to increase survival rates. As technology becomes available, humans begin to modify the environment to improve lifestyle and to enhance safety and/or accessibility. To help students differentiate between adaptation to one's environment and modification of one's environment, select pictures from the text [or local examples] and ask students to categorize the adaptations or modifications illustrated in the visual. To help students analyze the impact of modifications of one's environment consider teaching students a model for analysis which includes posing questions such as: Why did the people make that modification?; What positive consequences did that modification have?; What negative consequences did that modification have?; What might be the long-term effects of the modification?; Is there a need for some form of rule or regulation to control the changes?



Distractor Factor

Students may not understand that the level of available technology directly impacts human-environment interactions. Students may not understand that technology is not just computers, but includes any tool that makes work/lifestyle easier or more efficient.



Level of Difficulty (based on local data)

Moderate

Challenging

4th Grade Texas History

(4.19) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:

(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.



Content Builder

What do the students need to know?

Students should understand that a wide variety of people from various racial, ethnic, and religious groups have made significant contributions to life in Texas. Students need to know:

- that Lydia Mendoza was a singer and recording artist of Tejano, conjunto, and Mexican-American music beginning in the 1930s
- that Chelo Silva was also a recording artist who made Mexican-American norteño music and romantic ballads called bolero popular; she was called the Queen of the Bolero
- that Julius Lorenzo Cobb Bledsoe was an African-American singer best known for making the song Ol' Man River from the musical Showboat popular in the 1920s. He performed with orchestras, in operas, and in concerts all over the United States and in Europe.

To what degree will this learning impact learning 2 years down the road?

This standard aligns with and extends learning in Supporting Standard 4.19A in which the students identify similarities and differences among various racial, ethnic, and religious groups in Texas by identifying specific people from racial and ethnic groups and their contributions.

Although these individuals are unique to Grade 4, the concept of people from various ethnic, racial, and minority groups making contributions to history and culture is a continuing theme in all social studies courses.



Academic Vocabulary

- Contributions
- Ethnic groups
- Racial groups
- Religious groups



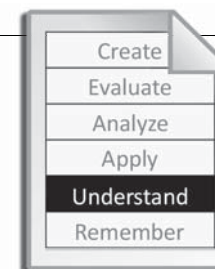
Rigor Implications

Verb

- Summarize

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Provide brief biographies of these three artists who represent racial [Bledsoe] and ethnic [Mendoza and Silva] groups in Texas [available from the Handbook of Texas Online]. Have students read the biographies and summarize why the music made by these performers from the 1920s and 1930s had such an impact on Texan culture. Pose the question to students: What difficulties might these performers have encountered? Why do you think they are important in Texas cultural history? Point out that singers like Lydia Mendoza and Chelo Silva in many ways paved the way for Selena and other popular contemporary Mexican-American singers and performers.



Distractor Factor

Students may not understand the prejudice that racial and ethnic performers faced during the first half of the 20th century.



Level of Difficulty (based on local data)

- Moderate Challenging

4th Grade Texas History

(4.15) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:

(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty;



Content Builder

What do the students need to know?

Students should understand important ideas in historical documents of Texas and the United States. Students need to know:

- the Texas Declaration of Independence was written by George Childress and signed at Washington-on-the-Brazos on March 2, 1836 [Texas Independence Day]. It was very similar to the U.S. Declaration of Independence and detailed reasons why Texans felt they had a right to be independent from Mexico. The declaration charged that the government of Mexico had ceased to protect the lives, liberty, and property of the people; that it had been changed from a restricted federal republic to a military dictatorship; and that the government had failed to provide a system of public education, trial by jury, freedom of religion, and other essentials of good government.
- the Texas Constitution of 1876 was the last of several Constitutions written to detail a plan of government for Texas and it is the same Constitution we still have in Texas today; it is very similar to the U.S. Constitution detailing a Bill of Rights [Article I] and three branches of government [legislative, executive, and judicial]
- the Meusebach-Comanche Treaty signed on May 9, 1847 between several Comanche chiefs and John Meusebach, representing German settlers who were given a land grant in the middle of the Comancheria [Comanche land]; the document promoted peace and is unique as the only treaty signed between settlers and Indians in U.S. history

To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standards 4.15B and 4.15C in which students identify the basic functions of the three branches of government and explain the intent, purpose, and meaning of the United States Declaration of Independence, Constitution, and Bill of Rights.

Students will study these particular documents again using similar standards in Grade 7 Texas History, however, the concept of historic documents that convey important organizing principles of government is a recurring concept in all social studies courses.



Academic Vocabulary

- Historic Documents
- Important ideas



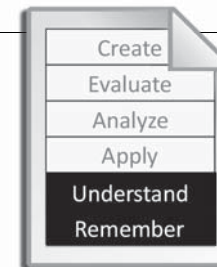
Rigor Implications

Verb

- Identify (purposes)
- Explain (the importance)

Level of Bloom's Taxonomy

- Remembering
- Understanding



Instructional Implications

Discuss reasons why Texans at Washington-on-the-Brazos issued the Texas Declaration of Independence [see above] and why this document is important in Texas History. Help students draw parallels between the Texas and U.S. Declarations of Independence. Have a similar discussion about the importance of a state having a state Constitution to establish its form of government within the U.S. Provide the following text from Article IV of the Meusebach-Comanche Treaty and discuss its implications with students posing questions such as Why was this treaty needed? What was its importance? The Treaty stated, "IV. And finally both parties agree mutually to use every exertion [effort] to keep up and even enforce peace and friendship between both the German and the Comanche people and all other colonists and to walk in the white path always and forever."



Distractor Factor

The students may not understand that the ideas in many historical documents are based on previous historic documents.



Level of Difficulty (based on local data)

- Moderate Challenging

4th Grade Texas History

(4.17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:

(C) explain the duty of the individual in state and local elections such as being informed and voting;



Content Builder

What do the students need to know?

Students need to understand the duties and responsibilities of citizens in a democratic republic to be active, informed, and participatory in the democratic process of electing officials, paying attention to issues, and voting. Students need to know:

- the rights and responsibilities of citizenship and the concept of civic responsibility and informed participation as a cornerstone of democratic government.
- examples of duties and examples of voluntary participatory citizenship which might include:
 - Voting
 - Being informed on important issues
 - Writing letters to office holders
 - Being a law-abiding citizen
 - Serving on juries
 - Volunteering for political campaigns
 - Participating in community service projects

To what degree will this learning impact learning 2 years down the road?

Students should be able to make connections between rights afforded to citizens through the Bill of Rights and the responsibilities associated with those rights. This standard aligns to Supporting Standards 4.17A and B in which the students identify the importance of and ways to accomplish voluntary participation in civic affairs.

The concept of responsible citizenship and civic participation is critical to all courses and grade levels in social studies. This objective is the cornerstone of the goal of social studies education to create and support the development of informed, participatory citizens in a global 21st century society.



Academic Vocabulary

- Duty
- Responsibility
- Citizen
- Democratic society



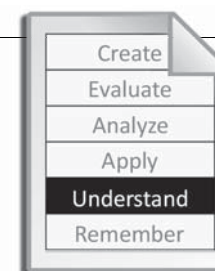
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Given a list of possible ways citizens can participate in a democratic society [see the Content Builder], ask students to explain why each of these examples would be considered a duty for a citizen in a democracy. Have students discuss how they can be active citizens in our democracy even before they are old enough to register to vote. Use examples of current elections [national, state, and or local] held annually to examine issues and candidates related to those elections. Discuss why it is critical for voters to be informed about the issues that are addressed in each of these elections.



Distractor Factor

Ensure that students understand that although they are not old enough to vote, they are still able to be active, involved citizens.



Level of Difficulty (based on local data)

- Moderate Challenging

4th Grade Texas History

(4.18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and



Content Builder

What do the students need to know?

Students should understand that a constitutional republic is dependent on the quality and effectiveness of its political leaders. Students need to know:

- the names and positions of political leadership at the national level including the current President of the United States and the two U.S. Senators from Texas; they should also know the name of the U.S. Representative who represents their home district
- the names and positions of state leaders including the Governor of Texas and the name of the State Senator and Representative from their state district
- the name of the local Mayor and other local government officials
- Texans who have been President of the United States: Dwight D. Eisenhower [1952], Lyndon Baines Johnson [1963], George H.W. Bush [1988], and George W. Bush [2000]

To what degree will this learning impact learning 2 years down the road?

This standard aligns with Supporting Standards 4.17D, 4.17E in which the students identify important Texas political leaders, past and present, and explain how to contact elected and appointed leaders in state and local governments. It also aligns with Supporting Standard 4.18B in which the students identify leadership qualities.

This standard introduces students to the names and offices held by key national, state, and local political officials. It supports similar standards in Grades 5 and 7.



Academic Vocabulary

- National/federal government
- State government
- Local government
- Officials
- Senator (state/US)
- Representative (state/US)
- President
- Governor
- Mayor



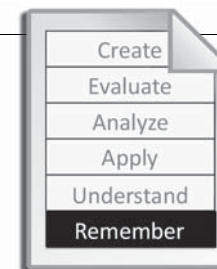
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

This standard reinforces the concept of branches and levels of government. Use it as a review of those concepts. Have students create a chart with the labels Legislative and Executive on one axis and National, State, and Local on another axis. Help students identify the labels for the offices for each branch and level including: National Legislative – U.S. Senator, U.S. Representative; National Executive – President, Vice-President; State Legislative – State Senator; State Representative; State Executive – Governor, Lt. Governor; Local Legislative – City Council; Local Executive – Mayor. [Note: If students are in a rural area the County Commissioner and the County Judge might be more appropriate as local government representatives – or the Mayor of a nearby town]. Then have students complete the chart by identifying the names of the current individuals who hold the labeled offices. In the case of U.S. Representative, State Senator, State Representative, and City Council [County Commissioner], students will need to determine the voting districts in which they live. The website www.house.gov will allow students to enter their zip code [upper right hand corner] to find the name of their unique representative. The website www.senate.state.tx.us has a similar feature for State Senators and the Texas House of Representatives has a similar feature under the How Do I...tab at their website www.house.state.tx.us



Distractor Factor

Students often confuse the political offices at the various levels of government.



Level of Difficulty (based on local data)

Moderate

Challenging

4th Grade Texas History

(4.11) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

(B) describe how the free enterprise system works, including supply and demand;



Content Builder

What do the students need to know?

The students should understand the characteristics and benefits of the free enterprise system in Texas and the United States. The students should know:

- characteristics of the free enterprise system: right to choose jobs/professions, private ownership of most productive resources/products, limited government involvement [free markets], competition; profit motive, freedom of choice for consumers
- how supply and demand affects the exchange of goods and services in a free enterprise system
- the difference between producers and consumers

To what degree will this learning impact learning 2 years down the road?

This standard aligns with Supporting Standards 4.11A and C in which the students describe the development of the free enterprise system in Texas and give examples of the benefits of the free enterprise system.

At every subsequent grade level there are standards that address the characteristics and benefits of the free enterprise system in America [and other free enterprise/market economies]. In future grades, students are asked to compare free enterprise economic systems with other systems.



Academic Vocabulary

- Free-enterprise economic system
- Demand
- Supply



Rigor Implications

Verb

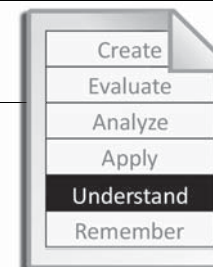
- Describe

Level of Bloom's Taxonomy

- Understanding

Instructional Implications

Define supply as the amount of something [product/service] that is available [Supply refers to a relationship between price and the quantity of a good or service that firms are willing to produce]. Define demand as the amount of something people want relative to the price [Demand refers to a relationship between price and the quantity of a good or service that consumers demand]. In the marketplace, the two concepts work together to determine price. Generally, the higher the demand relative to the supply, the higher the price and the lower the demand relative to the supply, the lower the price. In a competitive market, at times the supply exceeds the demand so discount stores/dollar stores/big sale days try to sell excess supply at discounted prices just to make some money for the producer. Provide students with a list of the characteristics of the U.S. free enterprise system including: right to choose jobs/professions, private ownership of most productive resources/products, limited government involvement [free markets], competition; profit motive, freedom of choice for consumers. Have students create a chart with the list of characteristics in one column and in a second column, describe how that characteristic of free enterprise might work in the economy of Texas. Discuss student ideas with the entire class.



Distractor Factor

Students may not be able to connect the characteristics of the free enterprise system with exactly how that characteristic works in the real world. They may also need additional support for other economic terms such as products, goods, services, markets, productive resources, consumers, producers, or profit. The EconEdLink.org website has interactive videos in the student section that help students understand basic economic concepts.



Level of Difficulty (based on local data)

- Moderate Challenging

4th Grade Texas History

(4.12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(A) explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services;



Content Builder

What do the students need to know?

Students should understand how patterns of work and economic activity vary from region to region and change over time. Students need to know:

- how people in the different regions of Texas [Coastal Plains, North Central Plains, Great/High Plains, and Mountains and Basins] earned their living in the past
- how people in the different regions of Texas currently earn a living
- the definition of a subsistence economy
- the difference between and the types of goods and services people use to earn a living in the past and present

To what degree will this learning impact learning 2 years down the road?

This standard aligns with several of the history Readiness and Supporting Standards. It also aligns with standards from the Economic strand, Supporting Standards 4.12B, C, D, E, and F as well as 4.13B in which students examine how geographic factors influence economic activities, various factors affecting economic growth in Texas, how improved transportation and communication systems affect economic growth, how ideas of economic opportunity and progress have affected economic development in Texas, and how various Texas industries provided desirable products for local, national, and international trade.

There are standards in each subsequent grade/course that address the concepts of change over time and patterns of economic activity [past and present].



Academic Vocabulary

- Regions (of Texas)
- Economic activity
- Subsistence economy
- Goods
- Services



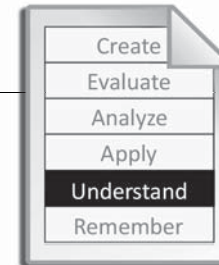
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Begin with a review of the location and resources/climate of each of the four major regions of Texas. Have students create a chart listing each region with those descriptive characteristics. Point out that historically, people had to first learn to depend on their environment to meet their basic needs and ways of earning a living. This is referred to as a subsistence economy, in which each family individually grows enough food or hunts/raises enough animals to provide for just their own basic needs. Trade is usually through barter – trading something someone has for something someone else has with no exchange of money. As societies grow and become more complex [build towns, get more people] they shift from subsistence economies to economies with division of labor – where some people farm and grow enough to have extra to sell to others while others engage in other occupations to have products to sell to the farmers and others. Have students predict, based on the environment, the types of jobs early settlers in each Texas region had to earn a living. Discuss this as a class. Then have students describe current environments in each region in terms of cities, transportation networks, businesses and industries, and so on. Have the students predict how Texans in those regions earn a living today. Consider accessing the Census Bureau website to see statistics on the types of occupations in Texas today. Discuss these in relation to student predictions.



Distractor Factor

Students may have difficulty understanding subsistence economies since they are far from their real world understanding of how people earn a living. They may confuse subsistence economies with “poor” people/groups which is a misunderstanding of the concept.



Level of Difficulty (based on local data)

Moderate

Challenging

(4.13) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:

4th Grade Texas History

(A) identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world;



Content Builder

What do the students need to know?

Students should understand the concepts of globalization and interdependence that make Texas, the United States, and other parts of the world economically interconnected in the 21st century. Students need to know:

- examples of technological changes in transportation and communication
- how these changes have increased ways Texas and Texans are interdependent with other parts of the state, the United States, and the world

To what degree will this learning impact learning 2 years down the road?

This standard aligns with Supporting Standards 4.13B and C in which the students identify how the oil and gas industries, agriculture, and technological products are purchased in national and international markets, and how Texans meet some of their needs through the purchase of products from other parts of the United States and the world.

The concepts of globalization and interdependence are present in standards in Grades 5, 6, and 7.



Academic Vocabulary

- Technological change
- Communication
- Transportation
- Interdependence



Rigor Implications

Verb - none

Level of Bloom's Taxonomy - none

Instructional Implications

List the categories improved communication and improved transportation, and ask students to brainstorm improvements in those areas in the 20th and 21st century. Consider using a think/pair/share strategy in which students work with a partner to brainstorm and then call on pairs to share their ideas. Have students list these categories and changes in chart form and then add a column to describe how these changes have led to increased interdependence among Texas, the United States, and other countries in the world. Some examples one might use to examine these changes might include: improved communication – cell phones, the internet, social media, radio and TV, movies and other media have led to diffusion of American pop culture, instant connections between Texas and other areas, instant access to information and products from all over the world via the internet, and increased globalization; improved transportation – airplanes, cars, roads, large ships have all led to increased trade; Texas companies ship Texas products all over the globe, Texas manufacturers buy raw materials and finished goods from all over the world and have it delivered within hours or days; improved transportation and communication has led to economic development – increased manufacturing, imports/exports, out-sourcing of jobs, overseas factories have all led to more countries moving into the developed nation categories.



Distractor Factor

Students may not understand that technological innovation does not always mean computers but refers to any tool developed to make work easier. They may also be able to identify innovations/discoveries to increased interdependence among Texas, the United States, and the world.



Level of Difficulty (based on local data)

Moderate

Challenging

4th Grade Texas History

(4.20) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:

(B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas;



Content Builder

What do the students need to know?

Students should understand that scientific discoveries and technological innovation have had a huge impact on life in Texas [and the world]. Students need to know:

- specific agricultural, energy, technology, and aerospace scientific and technological advancements [consider adding the field of medical advances]
- how these advancements benefited the economic [businesses], social [people], and political development of Texas
- some examples of advancements might include: agricultural – irrigation, improved fertilizers, computerized models for crop production and distribution increased agricultural production; energy – advancements in oil/gas field exploration, drilling, refining, and distribution technology increased oil production and profit; medical – open-heart surgery, cancer treatments, diagnostic advancements led to development of world class treatment facilities such as the Texas Medical Center in Houston; computer – home computing advancements led to development of Texas companies such as Dell and Texas Instruments; other historic technology advances – condensed milk [Gail Borden] which did not need refrigeration, barbed wire [Joseph Glidden], windmills which led to increased ranching and farming in west Texas; aerospace – jet planes, NASA, space exploration led to new products and profit for Texas companies

To what degree will this learning impact learning 2 years down the road?

This standard aligns to Supporting Standards 4.20A and C as students identify famous inventors and scientists from Texas, past and present, and predict how future discoveries might affect life in Texas.

The concepts of scientific discoveries and technological innovations and the effects of these innovations are repeated in similar standards in Grades 5, 6, and 7.



Academic Vocabulary

- Scientific discovery
- Technological innovation
- Impact
- Aerospace
- Energy
- Agriculture
- Technology



Rigor Implications

Verb

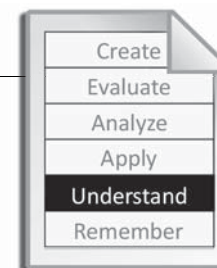
- Describe

Level of Bloom's Taxonomy

- Understanding

Instructional Implications

Use of a graphic organizer [chart, concept web, T-chart] allows students to identify examples of scientific advancements in the various fields specified in the standard and then to analyze the economic, social, and/or political impact [effects] of those advancements on the development of Texas [and areas beyond Texas]. Ensure that all aspects of the ESP effects of each area of innovation are examined.



Distractor Factor

Students may not understand that technological innovation does not always mean computers but refers to any tool developed to make work easier. They may also be able to identify innovations/discoveries but not extend their thinking to the economic, social, and/or political impact of those innovations.



Level of Difficulty (based on local data)

- Moderate Challenging

(4.1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:

4th Grade Texas History

(A) explain the possible origins of American Indian groups in Texas and North America;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.1D in which students compare the lifestyles and cultures of Texas and North American Indian groups before European exploration.

How does it support the Readiness Standard(s)?

Explaining possible origins of American Indian groups in Texas and North America provides background information for students to examine theories such as the land bridge migration across the Bering Strait during the Ice Age ending approximately 10,000 years ago. It also provides an opportunity for students to examine the concepts of migration, adapting to one's environment, and change over time.

May be adjusted according to local curriculum.



Academic Vocabulary

- Origins
- Migration



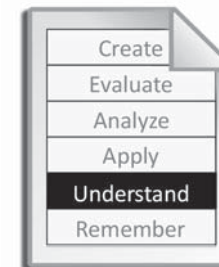
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Using maps, help students trace the migration routes of early hunter-gatherer bands as they moved from Asia across the ice/land bridge at the Bering Strait. Help students understand that this migration was a very slow process, as small migratory bands moved further and further south in search of wild game, nuts/berries, and shelter to survive. The Texas Parks and Wildlife website has an excellent pdf document entitled Learn About Texas Indians that provides background on the Bering Strait migrations and other understandable information for students about Texas Indians. Another excellent resource is the Texas Beyond History website which includes archaeology games and activities that engage students with ways archaeologists discover information about the cultures of past groups. Students can design their own pictographs and solve "history mysteries".

4th Grade Texas History

(4.1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:

(B) identify American Indian groups in Texas and North America before European exploration such as the Lipan, Apache, Karankawa, Caddo, and Jumano;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard strongly supports Readiness Standard 4.1D in which students compare the ways of life of American Indian groups in Texas and North America.

How does it support the Readiness Standard(s)?

This standard identifies specific Texas and North American Indian groups students should know more about as they study Indian groups in depth. By distinguishing between Plains Indian groups such as the Lipan Apache or the Comanche, Gulf Coast Indians such as the Karankawa, Woodland farmer groups such as the Caddo, and Puebloan groups such as the Jumano, students can begin to examine similarities and differences among the groups. Although not specified in the standard, this study may also provide an opportunity to examine civilized farmer groups that developed in central Mexico and Central America such as the Olmecs, Maya, or Aztec as other North American Indians encountered by the Spanish.

May be adjusted according to local curriculum.



Academic Vocabulary

- American Indian groups



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Use maps to locate the various Indian groups in Texas. Help students understand a continuum of development and lifestyle from nomadic groups such as the Plains Indians [Lipan Apache, Comanche, Kiowa] and Coahuiltecan [of south Texas] to the semi-nomadic Karankawa, who depended largely on fishing, to the more settled farmer groups of Caddo and Jumano. This instruction should be paired with the instructional implications for Readiness Standard 4.1D in which students compare specific groups. The resource mentioned in Supporting Standard 4.1A, Learn About Texas Indians, provides short summaries and visuals for each tribe in Texas.

(4.1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:

4th Grade Texas History

(C) describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.1D and Supporting Standard 4.1B as students identify and compare Texas and North American Indian groups.

How does it support the Readiness Standard(s)?

This standard has two parts. Part one provides the framework for the important generalization that environment affects culture. By describing the physical environment of the regions in which each of the Texas Indian cultures [Gulf, Plains, Puebloan, and Southeastern Woodlands] lived, students can begin to understand, for example, that the Gulf Culture tribes [Karankawa] ate mostly fish, seafood, and other salt and fresh water foods because that was what was available in their environment. Or, the Plains Indian tribes used the buffalo for almost everything because the buffalo dominated the grassland prairie where they lived. In the second part of the standard, students identify American Indian groups remaining in Texas into the 21st century: the Ysleta Del Sur Pueblo of the Tigua Indians in El Paso, the Alabama-Coushatta in East Texas [Livingston], and the Texas Kickapoo Reservation near Eagle Pass in South Texas.

May be adjusted according to local curriculum.



Academic Vocabulary

- Region
- Physical characteristics



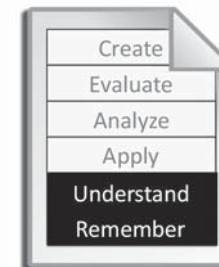
Rigor Implications

Verb

- Describe (regions)
- Identify (groups)

Level of Bloom's Taxonomy

- Understanding
- Remembering



Instructional Implications

Use pictures and maps to provide visual representations so that students can describe the environment of each of the regions in which the various Texas Indian groups [historically] lived. Reinforce the generalization that environment affects culture and helps determine what food each group ate, what type of shelter they built, what clothing they wore, and what tools/technology they made and used. [See the Instructional Implications section for Readiness Standard 4.1D]. Help students reach the conclusion that although many Indian groups originally called Texas home, in the 21st century there are only three remaining tribal groups in Texas: the Tigua of Ysleta del Sur Pueblo associated with the original Puebloan culture groups; the Alabama-Coushatta group associated with the original Southeastern culture groups [Caddo], and the Kickapoo associated with the Algonquin culture.

(4.2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:

(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.2B in which students identify the accomplishments and impact of significant Spanish and French explorers.

How does it support the Readiness Standard(s)?

The conceptual framework for this standard addresses WHY people are willing to explore new frontiers, in this case North America and Texas. These motivations have not changed over time. People desire economic opportunity [things of value], personal gain [fame and money], power [expansion, land], and the desire to spread their own beliefs and ideas to others. Traditionally, the Spanish and French [countries of origin for the explorers cited in Readiness Standard 4.2B] both wanted financial gain for individuals and for their country, increased power for their governments, and each had the desire to spread their religious beliefs. Both countries were in competition with one another. Spanish motivations are usually summed up with the phrase God, Gold, and Glory, referring to their desire to spread the Catholic Church, a desire for valuable resources [gold, silver], and a desire for power by controlling and settling large land holdings. The French had similar goals but achieved those goals differently. They also wanted to spread Catholicism, sought economic opportunity largely through trade [furs and other valuable resources], and claimed land by establishing trading posts. In Texas, by the 15th century, these claims and motivations led to competition between the two groups.

May be adjusted according to local curriculum.



Academic Vocabulary

- Motivations
- Exploration
- Settlement
- Economic opportunity
- Competition
- Expansion



Rigor Implications

Verb

- Summarize

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Discuss what the phrase God, Gold, and Glory meant to the Spanish in the 14th and 15th centuries. Compare how the French had similar motivations but realized them differently. Provide opportunities for students to discuss why people today might want to explore new frontiers, such as space, or unclaimed territory and compare those motivations to those of the Spanish and French.

(4.2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:

4th Grade Texas History

(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not directly support any Readiness Standard. However, it conceptually supports Reporting Category 2 Readiness Standard 4.8A in which the students identify and explain patterns of settlement in Texas in various time periods. It also aligns with Supporting Standard 4.8B in which the students describe and explain the location and distribution of towns and cities in Texas, past and present.

How does it support the Readiness Standard(s)?

Settlement patterns and population distributions are concepts that provide a framework for understanding where and why people from different time periods choose to live. In this standard, students should understand that the Spanish method of settlement was very predictable. The first settlers for Spain were always men – Catholic missionary priests [friars] and soldiers. The pattern was to build one or more missions in an area to convert the Indians and to build a fort to house soldiers close enough so that they could protect the missions. Over time, the fort encouraged others to settle for trade and eventually families came to settle in the towns that grew around the forts. The first missions in Texas were in East Texas but these were eventually abandoned. San Antonio de Bexar is an example of these settlement patterns with missions in the area [several still exist including Mission San Antonio de Bexar better known as the Alamo and Mission San José] with a presidio around which a town grew. José de Escandón was a colonizer and first governor of a Spanish colony in the lower Rio Grande valley and what is now Northern Mexico. He founded several towns, including Laredo in Texas, and is sometime called the “father” of the Lower Rio Grande for his colonizing efforts [from the Handbook of Texas Online].

May be adjusted according to local curriculum.



Academic Vocabulary

- Settlements
- Missions
- Presidios/forts



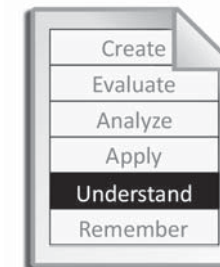
Rigor Implications

Verb

- Explain

Level of Bloom’s Taxonomy

- Understanding



Instructional Implications

Use pictures and maps to provide visual representations so that students can describe the environment of each of the regions in which the various Texas Indian groups [historically] lived. Reinforce the generalization that environment affects culture and helps determine what food each group ate, what type of shelter they built, what clothing they wore, and what tools/technology they made and used. [See the Instructional Implications section for Readiness Standard 4.1D]. Help students reach the conclusion that although many Indian groups originally called Texas home, in the 21st century there are only three remaining tribal groups in Texas: the Tigua of Ysleta del Sur Pueblo associated with the original Puebloan culture groups; the Alabama-Coushatta group associated with the original Southeastern culture groups [Caddo], and the Kickapoo associated with the Algonquin culture.

(4.2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:

(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.2E as the students identify the accomplishments and motivations for the empresarios in Texas.

How does it support the Readiness Standard(s)?

The Mexican War of Independence [1810 – 1821] in many ways provided the impetus for issuing multiple empresario land grant contracts to Stephen Austin, Martín de León, Green deWitt and others. After the War, the new Mexican government needed settlers on the frontier of Texas and the land grants were one way of accomplishing that settlement. Moses Austin received his first contract with the old Spanish government, but soon his son Stephen had to renegotiate the contract with the Mexican government after they won independence from Spain. This change eventually led to the liberal Colonization Law of 1825. At the time of the War of Independence, Spanish presence in Mexico was limited to mostly soldiers and priests and settlement was sparse. As soldiers were reassigned to fight the revolutionaries, the threat from Indian attacks in Texas increased. Fighting in Texas during the War was limited. Illegal immigration from the Louisiana territory and attempts to establish independent republics with the filibusters in East Texas created further confusion. Finally, in 1821, Tejanos swore allegiance to the newly formed Mexican government.

May be adjusted according to local curriculum.



Academic Vocabulary

- Independence
- Impact
- Role



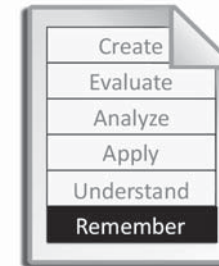
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

This standard can be used to explore Mexico's eleven year fight for independence from Spain and to highlight the celebration of Mexican Independence Day on September 16th [marking the date of the Grito de Dolores on 16 September 1810]. Using a timeline, help students examine the 300 years of Spanish rule in Texas [as part of New Spain] and discuss how much of a frontier area Texas was even after those 300 years. As Mexicans [including Tejanos] fought for independence from Spain, have students predict how that might affect people on the frontier of Texas. Discuss how all wars of independence [political revolutions] are fought by a relatively small group of revolutionaries against a stronger, established army because the revolutionaries want to change the government. This will provide background for learning about the reasons for and the eventual fighting in the Texas Revolution in the 1830s. Refer to the timeline to trace the years of the war [1810 – 1821] and connect that to the original empresario contracts beginning in 1820 with Moses Austin. Pose questions such as: Why might the Spanish government want more settlers in Texas? After Mexican Independence in 1821, why might the new Mexican government want more settlers?

4th Grade Texas History

(4.3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(B) summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.3A in which the students analyze the causes, events, and effects of the Texas Revolution.

How does it support the Readiness Standard(s)?

- This standard details specific individuals and groups that were prominent in the events of the Texas Revolution. Students should be able to categorize the individuals and groups related to the events in which they had a significant role and categorization dependent on their association with specific groups – Texians, Tejanos, Mexicans, and non-combatants.
- Texians – residents of Texas prior to and during the Revolution – the Texian Army; changed to Texan later; Tejanos – refers to settlers in Texas of Spanish descent; Mexican –people representing Mexico fighting in the revolution; and non-combatants.
- Texians William B. Travis, James Bowie, and David [Davy] Crockett are famous for their fighting at the Battle of the Alamo; George Childress drafted the Texas Declaration of Independence signed at Washington-on-the-Brazos on March 2, 1836; and Sidney Sherman was a volunteer from Kentucky who commanded a regiment and fought with General Houston at the Battle of San Jacinto
- Tejanos Carlos Espalier died defending the Alamo; Juan N. Seguín left the Alamo as a courier to take messages to Sam Houston and later commanded the only Tejano regiment fighting at San Jacinto; Juan Antonio Padilla and Plácido Benavides supported the Texas cause near Victoria and Goliad; and José Francisco Ruiz, with his nephew José Antonio Navarro, were the only two native Texans to sign the Texas Declaration of Independence in March, 1836
- Mexican Generals José Antonio López de Santa Anna and Vicente Filisola [2nd in command to Santa Anna] led the Mexican army against the Texans. Santa Anna fought at the Alamo and San Jacinto; Filisola fought and then led the retreat of the Mexican army after the defeat at San Jacinto
- Non-combatants Susanna Dickinson [wife of an Alamo defender] and Enrique Esparza [a child of about 8 and son of an Alamo defender] were freed by Santa Anna after the fall of the Alamo and Dickinson was sent with letters from the General to Sam Houston and the Texian Army camped at Gonzales.



Academic Vocabulary

- Origins
- Migration



Rigor Implications

Verb

- Summarize

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Provide brief biographies of the individuals to groups of students and ask each group to summarize how that person contributed to events in the Texas Revolution. As review, provide cards with the names of these individuals and have students categorize the names based on battles or Texian/Tejano/Mexican/non-combatants.

4th Grade Texas History

(4.3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.3E in which the students explain events leading to annexation. It also aligns to Supporting Standard 4.3D in which the students describe the successes, problems, and organizations of the Republic of Texas.

How does it support the Readiness Standard(s)?

As students learn more about the period when Texas was an independent republic and later as Texas was annexed to the United States as the 28th state, the individuals listed in this standard provided important leadership during this nine-year period. Houston, Lamar, and Jones were all Presidents of the Republic of Texas and José Antonio Navarro supported the policies of President Lamar and worked for Texas annexation. He was the only Hispanic delegate to the convention that approved Texas annexation and he helped write the state's first Constitution. Houston went on to serve as Governor of Texas after statehood and Navarro served in the State Senate.

May be adjusted according to local curriculum.



Academic Vocabulary

- Republic
- State



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

This standard should be taught in conjunction with Supporting Standard 4.3D as the students examine the issues and successes of the Republic of Texas and identify those events leading to Texas annexation. The use of a graphic organizer in which students detail issues, identify how Houston, Lamar, or Jones attempted to address the issues, and a summary of the outcome will help students identify the role that each of these individuals played in the founding of Texas as a republic and state.

4th Grade Texas History

(4.3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.3E in which the students explain events leading to annexation. It also aligns to Supporting Standard 4.3C in which the students identify leaders of the Republic of Texas and early statehood.

How does it support the Readiness Standard(s)?

As a new republic, Texas struggled with establishing a new government [constitution], debt, potential threat from Indians, threat from Mexico, and other issues including protecting the frontier. Each of the Presidents of the Republic addressed these issues differently. Although Texas could address many problems on her own, annexation was the ultimate solution to many of the problems Texas faced as an independent republic. The U.S. forgave all Texas debt and Texas was now a part of the U.S. currency and banking systems. Texas was now protected by the United States Army and Navy. The United States had an established policy regarding Native Americans managed by the Bureau of Indian Affairs. The establishment of the Texas Rangers, during the Republic period, helped provide protection, particularly on the western frontier, but the U.S. Army provided more protection.

May be adjusted according to local curriculum.



Academic Vocabulary

- Republic of Texas
- Debt
- Frontier
- Texas Rangers



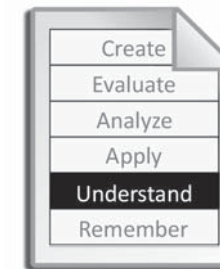
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Using a graphic organizer, have students identify the major issues facing the new government and describe why that was an issue. Help students realize that annexation was the ultimate solution to most of the issues facing Texas in the late 1830s and early 1840s. One possible analogy might be to ask students to brainstorm a list of problems someone might face if they moved out of their house. Accept student responses which might include they would have to find a place to live, a job or some way to get money, some form of transportation, a way to pay their bills, and so on. Point out to students that in many ways the problems Texas experienced when they "moved out of Mexico" were the same as those a person might experience. One solution to those problems for an individual would be to move back home...or find a roommate to share expenses. Annexation was in many ways the Republic of Texas' way of "finding a roommate" rich enough to help out.

(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:

4th Grade Texas History

(C) identify the impact of railroads on life in Texas, including changes to cities and major industries;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.8A in which the students identify and explain settlement patterns prior to the development of the railroads. It also partially supports Readiness Standard 4.4B in which the students explain the growth of the cattle industry.

How does it support the Readiness Standard(s)?

Understanding the relationship between the railroads as improved systems of transportation, particularly those that do not rely on rivers or water transport, and settlement patterns is an important conceptual base for students. Improved railroad networks meant that cities did not have to be built on navigable waterways and movement of people and goods was faster. For the cattle industry, it meant the end of the long cattle drives to Kansas and points north. The railroads perhaps had major impact in moving people and settlements into central and west Texas.

May be adjusted according to local curriculum.



Academic Vocabulary

- Impact
- Industries
- Railroads



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Access a map of Texas Rail lines from the textbook or online source. The Perry-Castañeda Library Map Collection has a map dated 1873 online. Discuss with students how building rail lines could change where cities were built, how people arrived at destinations in Texas, and how industries, including agriculture and cattle, would distribute products. Remind students of the pre-rail transportation systems including boat, wagon, horseback, walking, and so on. A trip that previously might have taken weeks could now be made in much less time, days or hours. Use a picture of a steam locomotive and discuss the positive and negative aspects of train travel. Pictures of the Texas State Railroad [between Rusk and Palestine in East Texas] are available at their website.

4th Grade Texas History

(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:

(D) examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not directly support any of the Readiness Standards. It does partially align to Readiness Standard 4.9B related to the modification of one's environment. It also partially aligns to Supporting Standard 4.4C related to the impact of the growth of the railroads.

How does it support the Readiness Standard(s)?

This standard supports the concepts of change over time and cause and effect as students examine the shrinking of the west Texas frontier and the clash of cultures that occurred between the buffalo hunting Plains Indians and encroaching settlements. All of these changes to the frontier came together in a "perfect storm" during the 1870s. As the cattle industry, ranching, and farming grew, lands previously left for grazing buffalo began to shrink. Completion of more railroad lines brought more and more settlers to former Indian lands. The reservation system attempted to confine the Plains Indians [Kiowa, Comanche, Cheyenne, and Arapaho]. Faced with the loss of government rations and the slaughter of the buffalo by buffalo hunters, Comanche Chief Quanah Parker led these tribes in the Red River War against the U.S. from Spring 1874 to June, 1875, when the bands of Indians surrendered. The almost complete slaughter of the Texas buffalo herds, the defeat of the Indians by the U.S. Cavalry, the establishment of frontier forts, and the continuing growth of the railroads in Texas changed the lifestyle of the Plains Indians forever.

May be adjusted according to local curriculum.



Academic Vocabulary

- Red River War
- Buffalo
- Forts



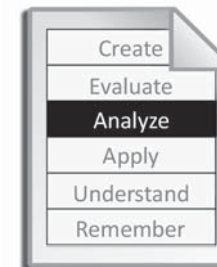
Rigor Implications

Verb

- Examine

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

The use of a cause and effect graphic organizer will help students examine the effects of multiple factors that led to the final defeat of the Plains Indians in Texas. Satanta, a Kiowa chief, made the following speech at the signing of the Treaty of Medicine Lodge in 1867. "I don't want to settle. I love to roam over the prairies. There I feel free and happy, but when we settle down we grow pale and die...A long time ago this land belonged to our fathers; but when I go up to the river I see camps of soldiers on its banks. These soldiers cut down my timber, they kill my buffalo; and when I see that, my heart feels like bursting; I feel sorry." Discuss this speech in relation to the changes in the Indian lifestyle. This standard allows for the study of point of view. Have students determine the Native American versus the U.S. Government/Texas settlers [U.S. Cavalry, Buffalo Soldiers, ranchers, farmers, etc] points of view related to the Red River War, the building of forts on the western frontier, the buffalo slaughter, and the completion of multiple railroad lines into central and west Texas.

4th Grade Texas History

(4.5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:

(C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standards 4.5A in which students identify the impact of various 20th century events on life in Texas.

How does it support the Readiness Standard(s)?

The individuals specified in this standard span a wide variety of accomplishment including politics, the arts, business, combat, and law.

- John Tower was the first Republican Senator from Texas since Reconstruction who served in the U.S. Senate from 1961 – 1985
- Scott Joplin was called the “King of Ragtime” piano and was a famous musician
- Audie Murphy became one of the most decorated combat soldiers in WWII and after the war, a movie star in Hollywood
- Cleto Rodríguez won the Congressional Medal of Honor during WWII
- Stanley Marcus made his name in business with the Neiman Marcus luxury department stores
- Bessie Coleman was the first female African-American pilot performing in airshows in the 1920s until her death in 1926 in a plane crash
- Raúl A González, in 1984, became the first Mexican-American to be elected to the Texas Supreme Court

May be adjusted according to local curriculum.



Academic Vocabulary

- Accomplishments
- Notable individuals



Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Introduce students to these notable individuals and have the students discuss what each individual did to be “first” in their field. Have students brainstorm lists of characteristics that make people notable individuals. Have students add names to this list of notable individuals from current news or local sources.

4th Grade Texas History

(4.7) Geography. The student understands the concept of regions. The student is expected to:

(B) identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.8A in which the students identify and explain settlement patterns in Texas past and present.

How does it support the Readiness Standard(s)?

The concept of region is a critical geographic concept. In this standard, students are asked to identify and locate the four major geographic regions of Texas: Mountains and Basins, Great [High] Plains, North Central Plains, and Coastal Plains. In addition, they are asked to compare the landforms, climate, and vegetation of these regions. This provides an opportunity to study land and water forms such as mountains, plains, plateaus, escarpments, and islands, and water forms such as gulfs, rivers, lakes, and so on. It allows an examination of climate rules related to elevation, nearness to large bodies of water, and latitude. It also introduces types of vegetation such as grasslands, desert vegetation, and the differences between types of growing conditions such as fertile soil with plentiful rainfall compared to dry land farming and the need for irrigation. It can be used to also compare the location of major cities within regions to further examine settlement patterns.

May be adjusted according to local curriculum.



Academic Vocabulary

- Region
- Landform
- Climate
- Vegetation



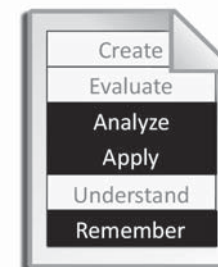
Rigor Implications

Verb

- Identify
- Locate
- Compare

Level of Bloom's Taxonomy

- Remembering
- Applying
- Analyzing



Instructional Implications

Introduce this standard by having students label a regional map of Texas with the four major regions. Discuss what clues there are in the names of the regions to the major landforms of that region [i.e., mountains, basins, plains]. Using physical, political and special purpose maps [resources, population density, land use, temperature, or rainfall] will help students interpret and describe the physical characteristics of each of the designated Texas regions. The use of note-taking guides or graphic organizers will help students gather information in order to compare the physical characteristics of Texas regions. If possible, show pictures of these regions and have students classify the pictures based on what they have learned about each region. Consider having the students use a Venn Diagram to compare two designated regions and to write a paragraph detailing this comparison using supporting details from the physical characteristics of each region. The Texas Parks and Wildlife website has excellent resources organized by region that can be used for student research. It includes pictures from each region as well as details about cities, landforms, rainfall, and vegetation.

(4.7) Geography. The student understands the concept of regions. The student is expected to:

(C) compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard aligns with Supporting Standard 4.7B as students locate and compare regions of Texas.

How does it support the Readiness Standard(s)?

As students study the four major geographic regions of Texas, they can also see connections to how regions of Texas “fit in” to similar regions within the United States and the world. The Mountains and Basins region of Texas connects to the western mountains and basins region of the United States; the Great [High] Plains region is part of the vast U.S. Great Plains [which was at one time a huge interior sea]; the North Central Plains is the southern portion of a similar region that extends into part of Missouri, Iowa, and Illinois; and the Coastal Plains connects Texas with other Gulf Coast states. Similar regions of mountains/basins, grassland prairies and plains, and coastal plains exist in other world regions.

May be adjusted according to local curriculum.



Academic Vocabulary

- Region
- Mountain
- Basin
- Plains
- Coastal



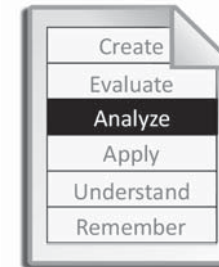
Rigor Implications

Verb

- Compare

Level of Bloom’s Taxonomy

- Analyzing



Instructional Implications

Access maps of the physical regions of the United States and the world from classroom atlases or from online sources. Have students compare how the regions of Texas correspond to regions in other parts of the United States and the world. Help students draw conclusions about similarities and differences between and among these regions in terms of location, climate, landforms, and vegetation.

(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) describe and explain the location and distribution of various towns and cities in Texas, past and present;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.8A in which the students identify and explain patterns of settlement in Texas past and present.

How does it support the Readiness Standard(s)?

Students should understand the concept of patterns of settlement: people first settle along navigable rivers and coastlines with access to fertile soil, long growing seasons with plentiful rainfall, and good climate; as those areas become more densely populated or as other forms of transportation become available, people move to less desirable physical locations; and people settle difficult terrain [mountains, deserts, land with poor soil or cold climates] last. People also migrate further and further away from original points of origin – in Texas those points of origin were in East Texas/Gulf Coast and along the Rio Grande.

May be adjusted according to local curriculum.



Academic Vocabulary

- Population distribution
- Settlement patterns
- Towns
- Cities



Rigor Implications

Verb

- Describe
- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Show students how to conduct an internet search for population distribution maps. Use these maps, both historic and contemporary, to illustrate and for students to describe and explain how population distributions and the location of cities have changed over time. Point out that even in 2010 there are parts of Texas with less than 2 people per square mile. Use this standard as a way to teach the vocabulary terms dense and sparse population. Have students form generalization statements based on their analysis of the population distribution maps such as: The majority of people in Texas live in _____. The largest cities in Texas are _____. Historically, most people lived in the _____ part of Texas; and so on.

(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:

(C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.8A in which the students identify and explain patterns of settlement. It also aligns to Supporting Standard 4.7B in which students compare geographic regions of Texas in terms of climate, landforms, and vegetation.

How does it support the Readiness Standard(s)?

This standard reinforces the concept that physical factors influence settlement patterns and population distributions. Students need to further understand that as technology improves the influence of landforms and/or climate has less influence [present] than those physical factors did in past times. For instance, air conditioning has significantly changed how comfortably people can live in hot climate regions. Improved transportation systems have drastically changed where people can live and be productive. Today, internet access means someone could live at the top of a mountain and still do business with many places in the world. In the past, the physical environment had much more influence over settlement patterns than it does in the 21st century.

May be adjusted according to local curriculum.



Academic Vocabulary

- Geographic factors
- Landforms
- Climate
- Settlement patterns
- Population distribution patterns



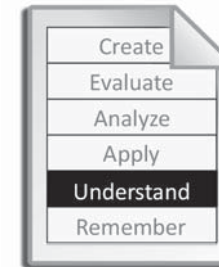
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Using population distribution maps [from Supporting Standard 4.8B] and physical maps of Texas, have students compare both maps to make inferences and draw conclusions regarding the relationship between the physical geographic factors and population distributions. For instance, most of the people in Texas live in the eastern half of the state. Pose the question: Why is that the case based on the physical geography? There are very few cities in the Panhandle or far west Texas. Why is that the case based on the physical geography? Then pose questions such as: How have settlement patterns changed in Texas over time? Why were people able to move into and settle more in the Great Plains or the Mountains and Basins regions?

4th Grade Texas History

(4.9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.9B in which the students identify ways in which people in Texas have adapted to and modified their environment.

How does it support the Readiness Standard(s)?

The three standards [4.9A, 4.9B, and 4.9C] all address two critical concepts in social studies: adaptation to and modification of one's environment. This standard lists specific examples of ways Texans have modified the environment. It does not list ways people have adapted to the environment. Students need to understand the differences between the two concepts. Adapting to one's environment means to change what you do depending on where you are. For instance, during the summer or at the beach, people wear lighter weight or fewer clothes than at other times. Modifying the environment means to somehow change the environment to make life easier or more productive. One significant question regarding modification is Why was the modification needed?

May be adjusted according to local curriculum.



Academic Vocabulary

- Adapt
- Modify
- Timber
- Agricultural production
- Wetlands
- Dams



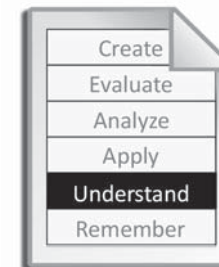
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Teach the vocabulary terms adapt and modify, using real-world examples. One easy way to help students understand modify is to have them look out the school window and identify all of the things they see that were not there before humans were around...those are modifications to the environment. Give students the list of examples specified in the standard: timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams, and clarify any unfamiliar terms. Then pose the following questions for each example: Why might it be necessary for people to make that modification? What benefit would the people get? Then have students describe ways they believe people have adapted to the environment. Some examples might include eating local produce in season rather than paying high prices for out of season fruits and vegetables, growing a garden, carrying an umbrella when it rains, planting trees that can survive in a given climate, or historically building log cabins since that was the available environmental product [especially after they cleared the timber for farming!].

(4.9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.9B in which the students identify ways in which people in Texas have adapted to and modified their environment.

How does it support the Readiness Standard(s)?

The three standards [4.9A, 4.9B, and 4.9C] all address two critical concepts in social studies: adaptation to and modification of one's environment. However, in 4.9A, students are asked to describe adaptations and modifications; in 4.9B, they are asked to identify reasons why people make adaptations and/or modifications; and in this standard, they are asked to compare the positive and negative consequences of those modifications. These three standards should be taught together using a problem-solving model: 1) Why did the people make that modification? 2) What positive consequences did that modification have? 3) What negative consequences did that modification have? 4) What might be the long-term effects of the modification? 5) Is there a need for some form of rule or regulation to control the changes?

May be adjusted according to local curriculum.



Academic Vocabulary

- Positive consequences
- Negative consequences
- Modification
- Governmental
- Private
- Economic development



Rigor Implications

Verb

- Compare

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Use examples of significant modifications to the environment related to the economic development in your local area. For instance, building a new mall or shopping complex, or developing new roads, or increasing irrigation systems for local farmers. Give groups of students different modifications to think about and ask them to use the problem-solving model [see above] to describe the need for the modification and compare the positive and negative consequences for that modification.

4th Grade Texas History

(4.19) Culture. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.19C in which the students summarize the contributions of various people from racial, ethnic, and/or religious groups in Texas.

How does it support the Readiness Standard(s)?

In order to understand the contributions of individuals within these groups, students should first understand the similarities and differences among various groups. There are distinctions between the categories of racial, ethnic, and religious groups – ethnic groups refer to people who share common characteristics such as language, cultural traditions, and/or religion; religious groups share common belief systems. People can join each of these groups by choice or circumstance. Racial groups reflect characteristics that are inherited rather than being affected by one’s cultural, linguistic, or religious background. People are often associated with many groups and at times there are mixtures of groups. This may provide a good opportunity to discuss concepts like cultural borrowing, tolerance, or prejudice based on race, ethnicity, or religion.

May be adjusted according to local curriculum.



Academic Vocabulary

- Similarities
- Differences
- Racial groups
- Ethnic groups
- Religious groups



Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Help students understand the distinctions between the categories of racial, ethnic, and religious groups. Have each student create their own racial, ethnic, and religious profile by asking them individually to first reflect on which racial group [or groups] they have inherited. Then ask them to list cultural/ethnic/religious characteristics about themselves such as the language/languages they speak, the celebrations they have with their families and friends, or the religion they participate in, and so on. Put large pieces of chart [or bulletin board] paper on the walls and label one chart racial groups represented in the class, another ethnic characteristic of the class, and the third religious groups represented in the class. Have students write their personal information on the chart paper in sort of a graffiti wall and then when all students have added their information to the charts, discuss the similarities and differences represented within the classroom.

(4.19) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:

(B) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not support any Readiness Standard but does partially align to Supporting Standard 4.19A in which students identify similarities and differences among racial, ethnic, or religious groups.

How does it support the Readiness Standard(s)?

Cultural celebrations are one form of racial, ethnic, and/or religious expression. These customs, celebrations, and traditions often have roots in the culture of a particular place or group(s) within a place. The examples in the standard are a sampling of possible celebrations to help students understand this standard. It is important to also have students identify any customs, celebrations, or traditions that apply to the locality of their school, town, or city. In general, folk festivals of various kinds are times to celebrate rich cultural traditions. Some are:

- Cinco de Mayo is a celebration of Mexican heritage and pride observed in many parts of the United States, Texas, and some parts of Mexico. It commemorates the Battle of Puebla on 5 May 1862 when Mexican forces won a victory against a stronger and better equipped French army invading Mexico. In the United States it has become a celebration of Hispanic heritage.
- Oktoberfest is observed in various locations around the state in which there are large German populations. Oktoberfest originated [and still continues] in Munich, Germany and is a celebration of harvest as well as food, beer, and traditional dances.
- One Strawberry Festival is held each year in Poteet, Texas which calls itself “The Strawberry Capital of Texas”. This is a time for parades, music, exhibits, and food. It is representative of other similar festivals in towns and counties across Texas.
- Fiesta San Antonio is a ten-day celebration in San Antonio that includes parades, art shows, music, food, and city-wide celebrations.

May be adjusted according to local curriculum.



Academic Vocabulary

- Cultural Celebration
- Customs
- Traditions



Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Have students brainstorm a list of local festivals and celebrations. Ask students to examine the origin of those local festivals, including any racial, ethnic, or religious groups associated with the events. Conduct an internet search for Texas folk festivals and have students compare the types of festivals around the state and their locations. Do they see any trends among these festivals? Which ones seem most unique or different? [i.e., The Watermelon Thump in Luling or the Chigger Festival in Cooper]

(4.14) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:

4th Grade Texas History

(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.1D in which students compare the lifestyles of American Indians in Texas and North America prior to European exploration.

How does it support the Readiness Standard(s)?

This standard addresses the important concept of political/governmental organization. Students need to understand that when groups live and work together they have to establish rules/laws to keep peace and set standards of behavior among the people. Often this also includes establishing ways power is acquired, divided, and who enforces the rules/laws that are established for the good of the group. Usually, the larger the group, the more there is a need for governmental structures. The Caddo had a well-developed governing organization based on clans and confederacies [alliances among villages]. There were both spiritual and political leaders, with some overseeing village decisions [like mayors] and another who made decisions for groups of villages [sort of like a governor]. Generally, these positions were inherited. The Comanche had a different governing structure. In effect, the Comanche structure was basically democratic with the band or tribe choosing the leader based on his accomplishments or decision-making powers. They usually had two chiefs, one for everyday life [a civil chief] and one for war [the war chief]. The chiefs of several bands might come together for a tribal council to make decisions for the group, but no one band had to abide by the group decisions. If the chief lost the confidence of his people, he was replaced. The Comanche allowed for a great deal of individual freedom.

May be adjusted according to local curriculum.



Academic Vocabulary

- Government



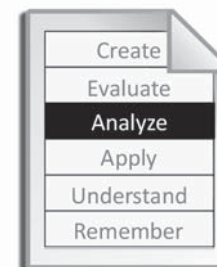
Rigor Implications

Verb

- Compare

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Using the two examples stated in the standard, have students use a Venn diagram to compare the Caddo system of government with the Comanche system. Have students compare aspects of each of these systems to our own government decision-making and leadership. If possible, have students also explore the governing structures of other Indian groups in Texas including the Karankawa and the Jumano [or other Puebloan tribes]. Pose the question: Why do you think the differences between the governing systems of the Caddo and the Comanche are so different?

(4.14) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(B) identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not support a standard directly but does align to Readiness Standard 6.4A related to the causes of the Texas Revolution. It also aligns with Supporting Standard 4.2D in which the students identify issues related to the Mexican War for Independence and the impact of that event on Texas.

How does it support the Readiness Standard(s)?

The Spanish colonial government was organized as a monarchy [in Spain] appointing local governors and other government officials in New Spain/Mexico. Texas was under Spanish control for over 300 years. On September 16, 1810 Mexico declared independence from Spain and began an eleven year war that resulted in an independent government in 1821, which was organized briefly with an Emperor but soon [1823] as a constitutional republic. By this time, there were many Anglo settlers moving into Mexican Texas from the United States. They came with a belief in a democratically elected government, individual freedom including freedom of speech and religion, and an idea of the importance of representative government. Texas was part of a state [Tejas y Coahuila] in Mexico, with the state capital in Saltillo, Mexico. However, no Texas citizens served as representatives in this state government. Later [1834-35], General José Antonio López de Santa Anna, changed the Mexican government from a republic to a dictatorship under his control. Texans rebelled against this dictatorship in the Texas Revolution and became an independent government, the Republic of Texas *May be adjusted according to local curriculum.*



Academic Vocabulary

- Monarchy
- Constitutional republic
- Emperor
- Dictatorship



Rigor Implications

Verb

- Identify
- Compare

Level of Bloom's Taxonomy

- Remembering
- Analyzing



Instructional Implications

Create a timeline detailing the types of government in Texas: Spanish colonial rule, early 1500s – 1821; Mexican War for Independence, 1810 – 1821; Emperor 1821-1823; Mexican Constitutional Republic, 1823 – 1833; and military dictatorship under Santa Anna beginning about 1834. Help students define key terms related to each type of government, such as monarchy [Spanish colonial period], emperor, constitutional republic, and dictatorship. Discuss how all of these changes in the structure of government after 1821 and the confusion it may have caused might lead Texans to think they would be successful in forming their own government [the Texas Revolution/Republic]. Also discuss how these governments were very different from the government of the United States, where most new immigrants to Texas [Anglo] were from.

4th Grade Texas History

(4.15) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:

(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.15A in which the students explain the purposes and importance of the Texas Constitution. This standard also supports Readiness Standard 4.18A in which the students identify state, local, and national government leaders.

How does it support the Readiness Standard(s)?

This standard includes the critical concept of separation of powers. This standard expects students to be able to identify the three branches of state government, the function of the three branches, and perhaps key elected positions in each branch. These might include:

- The Legislative Branch makes laws and includes the State Senate and the State House of Representatives who are elected representatives of the people of Texas
- The Executive Branch enforces the laws and includes elected officials such as the Governor, Lieutenant Governor, and Attorney General
- The Judicial Branch interprets laws and includes several levels of criminal and civil courts with elected judges
- This standard can also reinforce levels of government including the Federal [United States], State [Texas], and Local [County and City].

May be adjusted according to local curriculum.



Academic Vocabulary

- Legislative Branch
- Executive Branch
- Judicial Branch



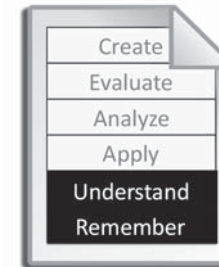
Rigor Implications

Verb

- Identify
- Explain

Level of Bloom's Taxonomy

- Remembering
- Understanding



Instructional Implications

Teach students the three branches of government, the function of each, and the key positions for each branch of government. Learning the names of the Governor, Lt. Governor, and the State Senator and Representative for whichever district the student lives in helps personalize the branches of government. Use current newspapers and have students find articles that illustrate the function of each branch of government. Ask them to summarize the article and tell how the article shows the Legislative branch making laws; the Executive Branch enforcing laws; or the Judicial Branch interpreting laws. The website www.senate.state.tx.us has a feature to find "your" State Senators and the Texas House of Representatives has a similar feature under the How Do I...tab at their website www.house.state.tx.us.

(4.15) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:

(C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.15A in which the students identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution, including Article I, The Bill of Rights.

How does it support the Readiness Standard(s)?

Celebrate Freedom Week is a legislated celebration in the state of Texas [the law-making function of the Texas Legislature] during which students identify the intent, meaning, and importance of the United States Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The legislation also includes that students in grades 3 – 12 study and recite the following text from the U.S. Declaration of Independence: “We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed.”

May be adjusted according to local curriculum.



Academic Vocabulary

- Intent
- Meaning
- Importance
- U.S. Declaration of Independence
- U.S. Constitution
- Bill of Rights



Rigor Implications

Verb

- Identify (intent, meaning, importance)

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Provide a graphic organizer for students listing the three key documents specified in the standard with additional columns for the following: date, intent [Why was it created?], meaning [What did it say?], and importance [Why did it matter?]. Work together as a class to complete all sections of the chart. Discuss how these documents influenced similar documents in Texas. For instance, the Texas Declaration of Independence is very similar to the U.S. Declaration; the Texas Constitution has as Article I a Bill of Rights; and the structure of Texas government as outlined in the Texas Constitution is almost the same as that of the U.S. government outline in the U.S. Constitution. Recite the words from the Declaration of Independence and discuss the intent, meaning, and importance of these words written by Thomas Jefferson over 225 years ago. Have students articulate why these documents matter in their own lives.

4th Grade Texas History

(4.16) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not directly support any Readiness Standard but does align to Supporting Standards 4.16B, 4.16C, and 4.16D in which the students learn more about patriotic symbols, songs, and celebrations in Texas.

How does it support the Readiness Standard(s)?

The concepts of patriotic landmarks, symbols, songs, and celebrations supports one of the main goals of social studies education which is to create active, participatory, and informed citizens in a democracy. These state symbols are part of who we are as Texans. A flag represents the government of a country and the colors and symbols on the flag have meaning. The six flags that have at times flown over Texas represent the political organization of the state: Spain, France, Mexico, Republic of Texas, Confederacy, and United States. The San Jacinto Monument and the Alamo are both landmark symbols of the Texas Revolution, and the various missions are landmark symbols of the 300 years when Spain ruled Texas and colonized using the mission system.

May be adjusted according to local curriculum.



Academic Vocabulary

- Patriotic symbol
- Landmark



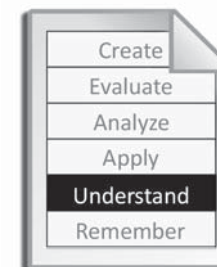
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Use the textbook or the internet to access pictures of the six flags of Texas. Sam Houston State University website has an interactive section showing each of the flags, a map of Texas at the time that flag flew, and a story of the flag. Discuss why a flag is considered a patriotic symbol. Remind students of the Texas Revolution, show pictures of the Alamo and the San Jacinto Monument and discuss why these landmarks are so important to Texans. Show pictures of Mission San José [or other missions] and pose the question: How do these and similar landmarks remind us of the rich history of Texas. Let students explore the internet or other sources for other symbols of Texas and discuss what these symbols represent about the state.

(4.16) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(B) sing or recite “Texas, Our Texas”;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not directly support any Readiness Standard but does align to Supporting Standards 4.16A, 4.16C, and 4.16D in which the students learn more about patriotic symbols, songs, and celebrations in Texas.

How does it support the Readiness Standard(s)?

“Texas, Our Texas,” the official state song of Texas, was adopted by the Legislature in 1929 after being selected in a state-wide competition. It was composed by William J. Marsh of Fort Worth. The lyrics were written by Marsh and Gladys Yoakum Wright. The words of the song give insight into the history of the state.

May be adjusted according to local curriculum.



Academic Vocabulary

- Recite



Rigor Implications

Verb

- Sing
- Recite

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Provide lyrics to Texas, Our Texas and as a class discuss the meaning of each of the verses and of the chorus. Help students categorize the words related to various periods in Texas history. For instance, verse one refers to Texas as a state, verse two refers to Texas Revolution landmarks, and verse three refers to breaking away from the dictatorship of Mexico after the Texas Revolution. The chorus is more about the future...keep you brave and strong... Point out to students that in the song, Texas is referred to almost like a person.

(4.16) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(C) recite and explain the meaning of the Pledge to the Texas Flag;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not directly support any Readiness Standard but does align to Supporting Standards 4.16A, 4.16B, and 4.16D in which the students learn more about patriotic symbols, songs, and celebrations in Texas.

How does it support the Readiness Standard(s)?

“Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible.” Reciting the Texas pledge daily was another piece of legislation passed by the Texas House and Senate. The words one state under God was added based on the 2007 legislation. Pledging allegiance to a flag is symbolic of supporting the country/state represented by the flag.

May be adjusted according to local curriculum.



Academic Vocabulary

- Honor
- Pledge
- Allegiance
- Indivisible



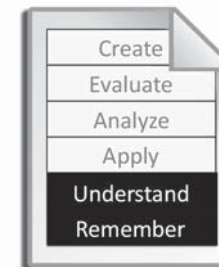
Rigor Implications

Verb

- Recite
- Explain

Level of Bloom’s Taxonomy

- Remembering
- Understanding



Instructional Implications

Each day, students say the pledge to the United States and then to the Texas flags. This standard requires that students explain the meaning of that pledge to the Texas flag. Begin by breaking down the vocabulary terms for the students: honor – held in high respect; pledge – a promise or agreement; allegiance – loyalty of a citizen to his/her government; and indivisible – not separated into parts. Using these definitions, have students reword the pledge in their own words. Discuss ideas with the entire class.

(4.16) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard does not directly support any Readiness Standard but does align to Supporting Standards 4.16B, 4.16C, and 4.16D in which the students learn more about patriotic symbols, songs, and celebrations in Texas.

How does it support the Readiness Standard(s)?

Statewide celebrations are representative of events that affect large parts of the population.

- Texas Independence Day is March 2nd and represents the day on which the Texas Declaration of Independence was adopted by delegates to a convention at Washington-on-the-Brazos who met to declare Texas independent from Mexico during the Texas Revolution; they should connect this celebration to a similar celebration of United States Independence from Great Britain on July 4, 1776.
- Juneteenth celebrates the date, June 19, 1865, when General Gordon Granger announced the enforcement of the Emancipation Proclamation freeing enslaved persons at the end of the U.S. Civil War; this celebration is unique to Texas and commemorates an historic date in Texas history for all Texans; it was not until 1980 that Juneteenth became an official state holiday in Texas

May be adjusted according to local curriculum.



Academic Vocabulary

- Independence
- Emancipation
- Origins
- Significance
- (State) celebrations



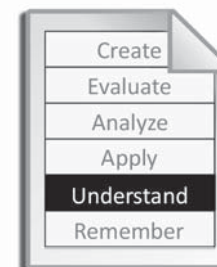
Rigor Implications

Verb

- Describe (origins and significance)

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Washington-on-the-Brazos website [www.birthplaceoftexas.com] has information about the signing of the Texas Declaration of Independence including a photo gallery, illustrated timeline of the period, and interactive features [games, comic strips, etc.] about Texas Independence and the Texas Revolution. Use these web-based resources to explore the origins and significance of the Texas Declaration of Independence with students. Read the text of the Juneteenth proclamation [read in Galveston on June 19, 1865] to students and discuss the economic, social, and political [ESP] significance of this proclamation on all Texans—enslaved, slave owners, and non-slave owners. “The people of Texas are informed that in accordance with a Proclamation from the Executive of the United States, all slaves are free. This involves an absolute equality of rights and rights of property between former masters and slaves, and the connection heretofore existing between them becomes that between employer and free laborer.”

4th Grade Texas History

(4.17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:

(A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.17C in which the students explain duties of citizenship.

How does it support the Readiness Standard(s)?

The concept of responsible citizenship includes volunteerism in civic affairs. Adina de Zavala was a founding member of a group of patriotic women who later became affiliated as the Daughters of the Republic of Texas. Her work was instrumental in the preservation of San Antonio de Valero Mission [the Alamo]. She later became a charter member of the Texas State Historical Association. She worked for decades placing historic markers around the state and in other historical preservation efforts. Clara Driscoll actually purchased the property of the Alamo and later sold it to the state. She and Adina de Zavala differed over their interpretations of how the Alamo should be preserved and the Daughters of the Republic of Texas split into two factions run by these two influential women. At one point, Adina de Zavala felt so strongly about her position on preservation of part of the Alamo wall that she barricaded herself in the old barracks for three days! Both women were significant in influencing historical research and landmark preservation. [source: Handbook of Texas Online]

May be adjusted according to local curriculum.



Academic Vocabulary

- Volunteerism
- Civic affairs



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

The concept of responsible citizenship includes volunteerism in civic affairs. Adina de Zavala was a founding member of a group of patriotic women who later became affiliated as the Daughters of the Republic of Texas. Her work was instrumental in the preservation of San Antonio de Valero Mission [the Alamo]. She later became a charter member of the Texas State Historical Association. She worked for decades placing historic markers around the state and in other historical preservation efforts. Clara Driscoll actually purchased the property of the Alamo and later sold it to the state. She and Adina de Zavala differed over their interpretations of how the Alamo should be preserved and the Daughters of the Republic of Texas split into two factions run by these two influential women. At one point, Adina de Zavala felt so strongly about her position on preservation of part of the Alamo wall that she barricaded herself in the old barracks for three days! Both women were significant in influencing historical research and landmark preservation. [source: Handbook of Texas Online]

(4.17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:

(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.17C in which the students explain duties of citizenship. It also aligns to Supporting Standard 4.17A related to the concept of voluntary participation in civic affairs.

How does it support the Readiness Standard(s)?

The concept of taking civic action voluntarily is important in this standard. Fourth graders are not old enough to vote or hold political office but they can show characteristics of good citizenship in other ways. Volunteering in the community for cleanup projects, working on school or church service projects, or working with their family to help in the community are just some of the ways to demonstrate active, involved, and participatory citizenship. Another way is to write letters to public officials expressing their view on issues or events important to them or their community. Listening to what public officials say they are going to do and then checking to see if that official follows through with their promises is another aspect of active citizenship. Helping with efforts like recycling, cleaning up after oneself after a visit to a public park, or visiting or helping to preserve historic sites in the community are other ways to volunteer.

May be adjusted according to local curriculum.



Academic Vocabulary

- Volunteer activities
- Service projects



Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Consider having the class plan and carry out a service project at the school or in the local community as one concrete way to illustrate the importance of voluntary participation in civic activities. Discuss other ways students, who are not yet old enough to vote or serve on juries, can be good citizens.

4th Grade Texas History

(4.17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:

(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standards 4.17C and 4.18A in which students examine duties of citizenship and identify local, state, and national political leaders.

How does it support the Readiness Standard(s)?

The individuals specified modeled qualities of leadership and active participation in the democratic process by serving in a variety of capacities at state and national levels at various times in Texas history. Sam Houston and Lorenzo de Zavala were early leaders in Texas who fought for independence and provided leadership in the Republic and the new state. At the state level, Ann Richards was governor of Texas from 1991 – 1995 and Wallace Jefferson was the first African-American to be appointed and then elected to the Texas Supreme Court. At the national level, many Texans have served with distinction including: Sam Rayburn – Speaker of the U.S. House of Representatives for 17 years and mentor to LBJ; Henry B. González – the first Mexican-American elected to the U.S. House of Representatives in which he served for 37 years; Barbara Jordan – when elected in 1967, she was the first African-American state senator since 1883 and in 1973 became the first black woman from the South to serve in the U.S. House of Representatives; James A. Baker, III – served President Ronald Reagan as Chief of Staff and Secretary of the Treasury, and later Secretary of State under President George H. W. Bush. Understanding the importance of leadership qualities and lasting contributions is an on-going theme in all social studies courses.

May be adjusted according to local curriculum.



Academic Vocabulary

- Leadership



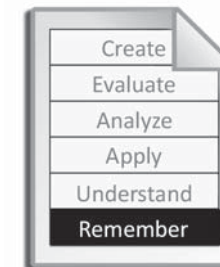
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Using biographies of the specified individuals will allow students opportunities to identify the contributions of each of these political leaders and to classify their contributions to either the historical development of the state or the 20th and 21st century state or national arena. It also provides opportunities to examine and identify characteristics and qualities that made these Texans effective leaders.

(4.17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:

(E) explain how to contact elected and appointed leaders in state and local governments.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.18A in which students identify state, local, and national government leaders. It also aligns to Supporting Standard 4.17B as students identify letter writing as one way of voluntarily participating in civic affairs.

How does it support the Readiness Standard(s)?

This standard allows cross-content connections with English Language Arts related to writing formal letters. Understanding the conventions of formal letter writing is important as students learn more about contacting public officials. As students make decisions about issues important to them, they can also learn to express their ideas and opinions in formal writing. Contacting public officials can also take the form of phone calls to the offices of public officials or contacting the official through their website or via e-mail.

May be adjusted according to local curriculum.



Academic Vocabulary

- Public officials



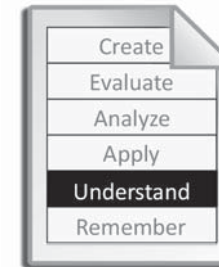
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

There are really four steps in contacting public officials. First, identifying the issue that needs attention. For instance, if the street lights are out on the street where the student lives. Secondly, identifying which level of government is most appropriate to handle that issue. For instance, the national [federal] government in Washington would not be able to address the street light issue. Thirdly, identifying the public official appropriate to actually address the issue. For instance, students need to understand you would not write a letter to the President of the United States to address an issue like changing the school dress code. Fourthly, how best to contact that official.

(4.18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(B) identify leadership qualities of state and local leaders, past and present.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.18A in which students identify government leaders. It also aligns to Supporting Standard 4.17D in which student identify the importance of Texans in historic and contemporary positions of leadership.

How does it support the Readiness Standard(s)?

As students identify leaders and determine their significance, it is important to also discuss qualities of effective leaders. Understanding the importance of leadership qualities and lasting contributions is an on-going theme in all social studies courses. Effective leadership qualities might include: knowledge, experience, vision, honesty, trustworthiness, consistency, and other qualities.

May be adjusted according to local curriculum.



Academic Vocabulary

- Leadership qualities



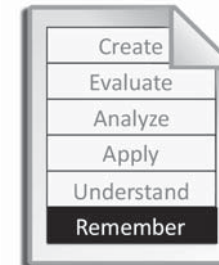
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Have students brainstorm qualities they believe characterize effective leaders. By using examples of past and current elected and appointed leaders in Texas and the United States, provide students opportunities to evaluate the degree to which these leaders exhibit [or fail to exhibit] the qualities of effective leadership.

(4.10) Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:

(A) explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.1D in which students compare the lifestyles of American Indians in Texas and North America prior to European exploration. It also partially supports Readiness Standard 4.12A in which the students determine how Texans, past and present, earn a living.

How does it support the Readiness Standard(s)?

The concept of economic activities is important to understanding any group. It is one of the four major categories or factors that continue as a theme in all social studies courses. The concepts of economic, social/cultural, political, and environmental change help determine causation and categorization throughout social studies. This standard also includes the economic concepts of needs and wants. Students should understand the differences between basic needs [food, clothing, and shelter] and wants [more food choices, fancier/more expensive clothing, or a bigger house, and so on]. Early American Indian groups in Texas and North America used a variety of ways to meet their needs and wants [similar to groups today] through farming, trading, and hunting. These are all forms of work and trade.

May be adjusted according to local curriculum.



Academic Vocabulary

- Needs
- Occupation
- Wants
- Trade



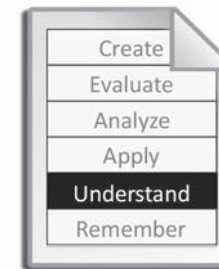
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

When teaching about the Texas and North American Indians, it is important to include how they survived economically to meet basic needs [for food, clothing, and shelter] and how they satisfied their wants [things they desired but did not have naturally in their environment], usually through trade. Categorizing the basic economic activity of each Indian group is important to understanding their primary economic activities. For the Karankawa it was primarily fishing; for the Plains Indians it was buffalo hunting; for the Caddo it was farming and hunting small game; and for the Puebloan it was largely through irrigated farming and/or hunting. All Indian groups traded for things they did not have: better arrow points, buffalo robes for those that did not hunt buffalo, and so on. Each group had things they made that could be traded. Have students identify the primary activities of each group and then determine what they had that they could trade and with whom.

4th Grade Texas History

(4.10) Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:

(B) explain the economic activities early immigrants to Texas used to meet their needs and wants.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.12A in which the students determine how Texans, past and present, earn a living.

How does it support the Readiness Standard(s)?

The concept of a relationship between available resources [environment] and the satisfaction of basic needs is central to an understanding of how societies establish themselves and develop economic activity. As groups gain access to more technology or become more economically established their basic needs expand to wants that are satisfied by increased prosperity and choices in the marketplace through improved trade and transportation networks. These ideas are critical in all future social studies courses and align to specific standards in Grades 5, 6, 7, and 8. Examples of the economic activities of early immigrants to Texas, including the inhabitants of the early Spanish missions, Anglo settlers or other immigrant groups during the empresario period and early statehood included farming, ranching, hunting, trading, merchants, blacksmiths, and later teachers, itinerant preachers, or doctors.

May be adjusted according to local curriculum.



Academic Vocabulary

- Needs
- Immigrant
- Wants



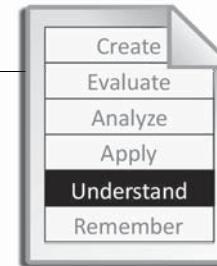
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

In class discussion, help students determine the differences between basic needs and wants. Provide a picture of a wooded area and pose the questions: If you came to this place with limited money, what would you eat? ...what would you wear? ...how would you create shelter for yourself and your family? Point out to students that when the earliest European settlers [Spanish priests and soldiers] came to Texas they had to depend on the environment for food and shelter. They usually brought some clothing with them but since there were no stores, they couldn't buy much more clothing. When Anglo settlers from the United States arrived in East Texas in the 1820s they could only bring what would fit in a wagon with them. Discuss how these settlers provided food, clothing, and shelter for themselves. Help students arrive at the conclusion that both of these groups hunted for meat and farmed to grow food [after clearing land]. Their houses were built of wood – log cabins. Near San Antonio, wood was more limited so people built shelter from adobe bricks [dried mud with straw]. As more people arrived, economic activity extended to establishing general stores where people could purchase things they could not get from nature [wants]. Towns often grew up around these stores as people came to trade. Since most people used horses and wagons for transportation, blacksmiths and wheelwrights [wainwrights – people who made wheels for wagons] were occupations some people turned to. Use pictures of the early Spanish missions and frontier houses and settlements for students to explore possible economic activity that would have been present in the region.

(4.11) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

(A) describe the development of the free enterprise system in Texas;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.11B in which the students describe how the free enterprise system works.

How does it support the Readiness Standard(s)?

The basis of the free enterprise system is found in the marketplace – where people buy and sell goods and services. In Texas, most settlers who moved here came from areas where free market economies were used. In many ways, the frontier of Texas was a perfect place for the free enterprise system to develop based on the laws of supply and demand. People could sell items that were in high demand for profit. In the early days, an example of these marketplace exchanges was related to horses. Everyone needed good horses for transportation. Texas had lots of wild mustangs so people here could capture the mustangs and sell/trade them for other goods that were not so plentiful in Texas. If they took the mustangs to Louisiana the price rose because there was more of a demand. The same was true of the rise of the cattle industry and many other examples of using supply and demand to increase profit. In the 20th century, Texans had oil as a valuable free market commodity.

May be adjusted according to local curriculum.



Academic Vocabulary

- Free enterprise system



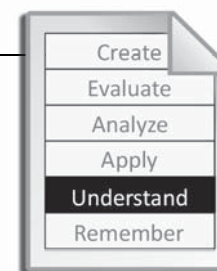
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

This lesson provides an opportunity to teach economic vocabulary [although not specified in the standard]. These basic terms include: means of production, goods, services, consumers, sellers/providers, supply, demand, profit, and marketplace. Remind students of two important characteristics of the free enterprise system that easily related to the mindset of rugged individualism present with early [and often current] residents of Texas. One important point to make is that private individuals, not government, own the businesses, farms, or other means of production. Secondly, there is very little government regulation or involvement in business – something that appealed to ambitious Texan entrepreneurs. The free enterprise system is in many ways a democratic economy. Consumers [buyers] “vote” with money, spending income to buy some goods/services instead of others [choice]. Goods/services that get lots of “votes” (money spent purchasing them) continue to be produced [made]. Goods/services that no one wants to buy stop being made. In addition, prices go up or down depending on the supply of goods and how many people want them. Discuss how these characteristics align with the development of Texas and the free enterprise system in Texas. Remind students that economic opportunity is one of the most important “pull” factors promoting migration. People migrated [and still move] to Texas to make a better living for themselves and their families [economic opportunity].

(4.11) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

(C) give examples of the benefits of the free enterprise system such as choice and opportunity.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.11B in which the students describe how the free enterprise system works.

How does it support the Readiness Standard(s)?

The benefits of choice both in jobs/professions and for products/services consumers buy and sell in the marketplace are important aspects of free enterprise. Opportunity for sellers [of goods/services] and buyers is also important in the free enterprise system. Both of these aspects of the system are beneficial to all parties.

May be adjusted according to local curriculum.



Academic Vocabulary

- Benefits
- Choice
- Opportunity



Rigor Implications

Verb

- Give examples

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Provide a list of benefits of free enterprise including: economic freedom for producers and consumers, opportunity to take advantage of changing market conditions, wide variety and quality of products, and efficiency. Discuss how these factors are beneficial to both producers and consumers.

(4.12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(B) explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.12A in which the students explain how people in different regions of Texas earn their living. It also aligns with Supporting Standards 4.7B and 4.8C as students identify and explain the impact of physical geographic factors on patterns of settlement and population distributions.

How does it support the Readiness Standard(s)?

Climate, transportation systems, and available natural resources form part of the framework for how patterns of economic activity are established. For instance, a farmer would choose to settle in an area with a moderate climate, plenty of rainfall, fertile soil and perhaps access to modes of transportation that could bring goods to him and allow him access to other markets [trade]. However, a cabinet maker would not care so much about the weather, rainfall, or fertile soil but would want to settle in or near a city and near an easy source of wood so that he would have the resources to build cabinets and a market for the cabinets. This standard about economic activities goes back to the major generalization: Environment affects the way people live [culture].

May be adjusted according to local curriculum.



Academic Vocabulary

- Geographic factors
- Transportation
- Climate
- Natural resources



Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Have students look at resource maps of Texas [from the textbook, class atlas, or the internet] to predict the types of economic activity present in regions of Texas. Then let students check their predictions by providing a map of economic activity or land use. Using a concept web or other graphic organizer have students put the term climate, transportation, or natural resources in the center of the web and then generate ways that geographic factor influences the economy in various parts of Texas. Consider dividing the class into groups and assign each group one of the regions of Texas to focus on as they explain how geographic factors influence economic activity in the assigned region.

4th Grade Texas History

(4.12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(C) analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports the concepts of economic growth and development addressed in Readiness Standard 4.12A.

How does it support the Readiness Standard(s)?

The concept of limited resources and increased numbers of people [through exploration, immigration, and migration] leads to scarcity and higher demand for basic goods and services. For instance, during most of the 1800s, Texas was “land rich and people poor” in that Texas had much more land than people. Stephen Austin could offer land for 12.5 cents an acre because he did not pay for his land, so anything he made was profit. Exploration in the early days of Texas and immigration/migration both historic and contemporary, all affected the allocation and use of available resources. Texas, historically, was a real land of economic opportunity for many early settlers. In the 21st century, Texas continues to be a place that attracts new businesses and people. According to the 2010 census, Texas experienced population growth of 20.6% from 2000 to 2010. Current debates and discussions about immigration and migration are widespread and often express differing viewpoints.

May be adjusted according to local curriculum.



Academic Vocabulary

- Exploration
- Immigration
- Migration
- Limited resources
- Economic development/growth



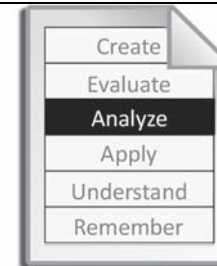
Rigor Implications

Verb

- Analyze

Level of Bloom’s Taxonomy

- Analyzing



Instructional Implications

Help students understand that the terms exploration, immigration, and migration all refer to adding people to Texas, whether historically or currently. Discuss the concept of limited resources, pointing out that resources can be natural resources or infrastructure resources such as schools, roads, housing, hospitals, and so on. Have students reach an understanding that at some point if you have a finite amount of resources [limited resources] and the number of people continues to increase in an area, issues related to economic growth may arise. For instance, there may not be enough schools to adequately educate the number of students in a given city or rural area. If schools are overcrowded or lacking in materials, then businesses will not move to that area because of the bad schools. If businesses do not come into an area then...and so on. Have students predict the effects on economic growth related to other possibly limited resources. Remind students that in the case of the early exploration of Texas the Spanish did not find any gold [a limited – even non-existent resource] in Texas and lost interest in the territory because of their ultimate interest in gold as a productive resource. Later, Spain and then Mexico identified other productive resources in which they were interested, leading to more immigration/migration.

(4.12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.12A in which the students describe how people in Texas earn their living.

How does it support the Readiness Standard(s)?

The economic concepts of mass production, specialization, and division of labor are all critical to an overall understanding of how people work more efficiently to produce a product. In addition to knowing the terms, students should be able to tell how these factors led to economic growth in Texas. Economic activity in Texas shifted from family subsistence farming [families growing just enough to sustain themselves], to larger scale farming [plantations], to small scale businesses like cabinetmaking, blacksmithing, or a merchant in a general store, and finally to larger scale industries. Mass production with specialization and division of labor is the cornerstone of the Industrial Revolution: making more goods/products faster and cheaper. Mass production refers to the manufacture of large quantities of goods using machinery; specialization refers to people becoming adept at one part of the production process or to one type of work; and division of labor refers to a production process in which one worker or group of workers are assigned a specific task in that process. Division of labor and specialization can also refer to a society in which people divide the work so that, for instance, some farm, some produce goods, others provide services and all work together to create economic gain for the whole group through buying and selling goods/services in the marketplace for income and profit.

May be adjusted according to local curriculum.



Academic Vocabulary

- Mass production
- Specialization
- Division of labor
- Economic growth



Rigor Implications

Verb

- Describe (the impact)

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

This is a perfect standard to use to illustrate the efficiency of mass production versus individual craftsmen. Before class, the teacher will need to reproduce several copies of the outline of a shirt with buttons drawn on. Choose six students to be the workers. Announce to the class that today's task is to make shirts to sell. Make one student the individual craftsman and give that one student a stack "paper" shirts. His/Her job will be to cut out the shirt, color in the buttons, add the school name on the back of the shirt, stack the shirts, and "sell" the shirts to classmates. The other five students form an assembly line with two students cutting out shirts, one student coloring buttons, one student writing the school name on the back and the fifth student "selling" shirts. Use two colors of paper for the shirt outlines so that you can distinguish which shirts come from the individual craftsman and which shirts come from the assembly line. After a period of time [10 minutes or so], compare the number of shirts produced using each method and discuss how mass production, specialization, and division of labor impact potential economic growth.

(4.12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(E) explain how developments in transportation and communication have influenced economic activities in Texas;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.13A in which the students identify ways in which technological changes in transportation and communication have resulted in increased interdependence among Texas, the United States, and the world.

How does it support the Readiness Standard(s)?

This standard allows students to examine the concept of change over time in relationship to transportation and communication. They can then use those ideas to explain how these developments [changes] affect economic activity in Texas. For instance, as transportation systems changed from depending on water or horse/wagon to railroads and then to airplanes [and even space transportation], significant economic development was one result. Railroads allowed Texas products to be shipped for sale all over Texas and the United States. Air transportation systems increased Texas markets to foreign countries, and so on. Changes in communication from depending on mail delivered by horseback to the telegraph to telephones and more recently cell phones, computers and the internet give Texas businesses [and individuals] instant global communication and positively affect economic growth.

May be adjusted according to local curriculum.



Academic Vocabulary

- Transportation
- Economic activities
- Communication



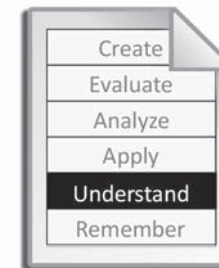
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Have students create flow chart of changes that have occurred in Texas [and the world] in the fields of transportation and communication. Offer the prompt: How did the first explorers [Cabeza de Vaca, Coronado] get to Texas? Begin with ships and horseback and then have students identify the changes in modes of transportation from those early days into the 21st century. Have the students brainstorm a similar flow chart for the changes in communication. You may want to do this activity in small groups with each group exploring either transportation or communication and then sharing their ideas with the whole class. After students have explored changes in transportation and communication systems over time, ask the student to explain how these changes have affected economic activity and economic growth in Texas. Some possible ideas may include: Texas uses pipelines, transport trucks and ships to send petroleum from Texas to all parts of the United States; Texas is the number one producer of beef cattle and cotton in the United States and ships those products using trucks/highways, railroads, and other transportation systems; Texas businesses and individuals buy and sell products over the internet; or more than 80% of people in the world now have cell phones which increase communication globally.

(4.12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standards 4.12A and 4.11B in which the students explore how Texans earn a living and describe the characteristics of free enterprise.

How does it support the Readiness Standard(s)?

Progress and equality of opportunity are concepts embedded in the American ideals of democracy. The original settlers coming to Texas during the Spanish era and with the empresarios [Stephen Austin and the Old 300] were looking for a better life for themselves and their families. They believed that the frontier of Texas offered economic, social, and political opportunities. That same belief in progress and opportunity for all who were willing to work hard and achieve continued through early statehood as immigrants from Europe and other areas moved into Texas. After the Civil War, as west Texas opened to settlement, the idea that anyone [including newly freed slaves – freedmen] could succeed as a cattleman or a farmer continued. In the 20th century, these opportunities for progress were tied to the discovery of oil at Spindletop and other places when wildcatter oilmen made fortunes almost overnight. The growth of the Texas economy has always been dependent on individual initiative and the concepts of progress and equality of opportunity.

May be adjusted according to local curriculum.



Academic Vocabulary

- Progress
- Equality
- Opportunity



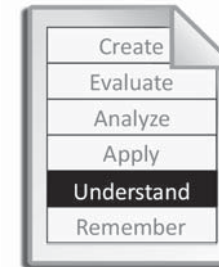
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

As a class, discuss the terms progress and equality of opportunity and reach a working definition of these terms. This standard allows some opportunity to review key events in Texas history and use those events to discuss how the concepts of progress and equality of opportunity were either advanced or challenged by the events. It is important for students to also discuss times when equality of opportunity has not been given to all segments of society in Texas. When reviewing the events of Texas history, have students create a three-column chart in which they describe the event in the first column, explain how that event led to progress and/or increased economic opportunities in the second column, and in the third column, explain which groups were perhaps left out or restricted from benefiting from that progress or opportunity. For instance, the Empresario Era created significant progress and equality of opportunity for families moving into Texas; however, Texas Indians did not benefit from this progress or opportunity and were in fact moved off their lands as more settlers arrived.

4th Grade Texas History

(4.13) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:

(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.13A as the students identify how technological changes have increased interdependence among Texas, the United States, and the world. This standard also supports Readiness Standard 4.20B in which the students describe how innovations such as aerospace, agriculture, energy, and technology have benefited Texans.

How does it support the Readiness Standard(s)?

As students identify products produced in Texas that are sold around Texas, the United States, and the world they are learning more about the concept of national/international trade. Texas is a leader among the states of the United States in the production and distribution of oil and gas products, many agricultural products, and technological innovations. In the oil and gas industry, Texas refineries sell to most parts of the United States and other world nations. The Dallas Morning News recently reported that the oil and gas boom in the United States could produce over 3.5 million jobs by 2035 and result in reducing U.S. oil imports by half [Dallas Morning News accessed October 23, 2012]. Texas ranks 2nd in the U.S. in agricultural production and is the home to Dell Computers, Texas Instruments, and NASA, near Houston. Texas Ruby Red Grapefruit are unique Texas agricultural products.

May be adjusted according to local curriculum.



Academic Vocabulary

- Oil and gas products
- Agricultural products
- Technological products
- Trade
- Export



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Conduct an internet search for Texas exports and use the data to classify which of the exports fall into the oil and gas, agricultural, or technological products. Then discuss where Texas sends most of his exports. Use a map of the world and have students trace lines on the map from Texas to each of the top trade partners.

(4.13) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to: **4th Grade Texas History**

(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 4.13A as the students identify how technological changes have increased interdependence among Texas, the United States, and the world.

How does it support the Readiness Standard(s)?

The concept of economic interdependence related to imports and exports is necessary to understanding this standard. Texas is dependent on trade interactions with many parts of the United States and countries of the world. Daily trucks from Mexico head north on Interstate 35 and other routes bringing products to Texas markets and on into other parts of the United States. Although Texas produces significant amounts of oil and gas products, the largest import into Texas is also fuel and oil.

May be adjusted according to local curriculum.



Academic Vocabulary

- Needs
- Products
- Imports



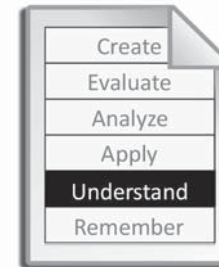
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Have students conduct an internet search for Texas imports. As students examine these imports, have them identify what needs each of these imports satisfy in the lives of Texans.

(4.20) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:

(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.20B in which students describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas.

How does it support the Readiness Standard(s)?

The individuals specified in this standard represent scientists and inventors. Gail Borden was originally a surveyor who plotted the towns of Houston and Galveston but is best known for a process to condense milk. Joseph Glidden invented and marketed barbed wire, which changed the face of West Texas ranching. Michael DeBakey, a famous heart surgeon, performed early open-heart surgery and was the first to implant an artificial heart along with his colleague at the time, Denton Cooley. Millie Hughes-Fulford is a biologist and scientist who flew aboard the Space Shuttle to conduct scientific experiments in space.

May be adjusted according to local curriculum.



Academic Vocabulary

- Inventor
- Scientist
- Contribution



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Have students identify these and other scientists and inventors that have made scientific and technological breakthroughs. Have the students research the accomplishments and create posters highlighting the contributions the scientists made. Discuss qualities that scientists and inventors share that help them create new inventions and experiments.

(4.20) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:

(C) predict how future scientific discoveries and technological innovations might affect life in Texas.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard partially supports Readiness Standard 4.20B in which students describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas.

How does it support the Readiness Standard(s)?

This standard focuses on the concepts of scientific and technological innovations. It extends student thinking from the concrete to the abstract by asking the students to predict future scientific discoveries and technological innovations that might affect the economic, social/cultural, political, and environmental [ESPN] life in Texas. Therefore, this standard is more or less wide-open to student imagination based on the categories given. It provides a good formative assessment of whether or not students understand the concepts of innovation and ESPN effects on a society or group.

May be adjusted according to local curriculum.



Academic Vocabulary

- Future
- Technological innovations
- Scientific discoveries



Rigor Implications

Verb

- Predict

Level of Bloom's Taxonomy

- Creating



Instructional Implications

Have students brainstorm a list of possible electronic, communication, transportation, energy, industrial, agricultural, medical, and/or oceanographic discoveries or innovations. Consider pairing students and assigning each pair one area of potential discovery/innovation to think about and suggest possible future advances. Have each pair share their thinking and create a class list of these possible discoveries and innovations. Model the process of predicting the ESPN impact of one of the innovations from the list as a whole class. Then ask individual students to pick four other possible innovations from the brainstormed list and create a chart to predict the possible ESPN impact of each of those new discoveries on people in the world. Remind students that impact can have both positive and negative effects. Have students find a partner and share their predictions with the other person. Then have pairs find another pair [pairs to squares] and share their predictions again. Call on volunteers to share one of their ideas with the whole class as time permits.