

**4th Grade Texas History  
Scope and Sequence 2011-2012**

***Second Quarter (European Exploration, Colonization, Texas Revolution, The Republic of Texas)***

Concept	Foundational Topic	TEKS Statement	Specificity	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
History	The student understands the causes and effects of European exploration and colonization of Texas and North America.	4.2 (A) Summarize reasons for European exploration and settlement of Texas including economic opportunity, competition, and the desire for expansion.	Timeline the various European Explorers of Texas and identify their 3 main goals for exploration: To collect riches (Gold); To teach Native Americans about the Roman Catholic religion (God); and to conquer the land for Spain (Glory).	TB: SF Social Studies Texas, Ch. 4, pg. 114-125  TA: <a href="http://www.texashistory.unt.edu/young/educators/cabeza">www.texashistory.unt.edu/young/educators/cabeza</a> TA: <a href="http://www.texashistory.unt.edu/young/educators/cabeza">http://www.texashistory.unt.edu/young/educators/cabeza</a> TA: <a href="http://www.thc.state.tx.us/belle">www.thc.state.tx.us/belle</a> TA: <a href="http://www.thestoryoftexas.com/education/Labelle/labelle.html">http://www.thestoryoftexas.com/education/Labelle/labelle.html</a> TA: <a href="http://www.texasbeyonhistory.net/belle/index.html">http://www.texasbeyonhistory.net/belle/index.html</a> TA: <a href="http://ritter.tea.state.tx.us/ssc/primary_resources/primary_sources.html#tx_doc">http://ritter.tea.state.tx.us/ssc/primary_resources/primary_sources.html#tx_doc</a> OT: God-Gold-Glory Foldable.	4 days
		4.2 (B) Identify the accomplishments of and explain the impact of significant explorers including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier Sieur de la Salle and explain their impact on the settlement of Texas.	Define conquistador as a Spanish conqueror or adventurer and explain how the explorations of Cabeza de Vaca & Coronado helped the Spanish learn more about Texas.  Define colony as a settlement of people who left one country to live in another.  Explain that René Robert Cavelier Sieur de la Salle gave the French a claim to Texas and that the Spanish worried about French claims on Texas.		
Geography	The student uses geographic tools to collect, analyze, and interpret data.	4.6 (A) Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.	Analyze the routes of Spanish and French explorers on a map.	TB: SF Social Studies Texas, Ch. 4, pg. 117-125	1 day

**4<sup>th</sup> Grade Texas History – 2nd 9 Weeks  
Scope and Sequence 2011-2012**

**Second Quarter**

Concept	Foundational Topic	TEKS Statement	Specificity	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Citizenship	The student understands important customs, symbols, and celebrations of Texas.	4.16 (A) Explain the meaning of various patriotic symbols and landmarks of Texas, <b>including the six flags over Texas</b> , the San Jacinto Monument, the Alamo and other various missions.	Identify the Spanish and French as the 1 <sup>st</sup> two flags over Texas.  Define a mission as a religious settlement and presidio as a military fort.	TB: SF Social Studies Texas, Ch. 4, pg. 117-135 TA: <a href="http://www.texancultures.utsa.edu">http://www.texancultures.utsa.edu</a> TA: <a href="http://www.nps.gov/SAAN/index.htm">http://www.nps.gov/SAAN/index.htm</a> TA: <a href="http://www.nps.gov/history/nr/travel/tx/tx3.htm">http://www.nps.gov/history/nr/travel/tx/tx3.htm</a> TA: <a href="http://ritter.tea.state.tx.us/ssc/primary_resources/primary_sources.html#tx_doc">http://ritter.tea.state.tx.us/ssc/primary_resources/primary_sources.html#tx_doc</a> TA: <a href="http://www.thealamo.org/main.html">www.thealamo.org/main.html</a>	4 days
History	The student understands the causes and effects of European exploration and colonization of Texas and North America.	4.2 (C) Explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as Jose de Escandon.	Identify Corpus Christi de la Isleta as the 1 <sup>st</sup> Spanish Mission in Texas and that it is located near El Paso.  Explain that Mission San Jose in San Antonio is the “Queen of the Missions” and that Mission San Antonio de Valero would eventually become the Alamo.	TA: <a href="http://www.lib.utexas.edu/maps/atlas_texas/texas_spanish_missions.jpg">http://www.lib.utexas.edu/maps/atlas_texas/texas_spanish_missions.jpg</a> OT: <i>A Paradise Called Texas</i> by Janice Jordan Shefelman.	
Economics	The student understands the basic economic patterns of early societies in Texas and North America.	4.10 (B) Explain the economic activities early immigrants to Texas used to meet their needs and wants.			
Culture	The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.	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	Identify Spanish influences on language, names, food, music, and culture in Texas		
History	The student understands the causes and effects of European exploration and colonization of Texas and North America.	4.2 (D) Identify Texas’ role in the Mexican War of Independence and the war’s impact on the development of Texas	Define revolution as an organized fight against a government.	TB: SF Social Studies Texas, Ch. 4, pg. 136-139. TA: <a href="http://www.tamu.edu/ccbn/dewitt/mexicanrev.htm">http://www.tamu.edu/ccbn/dewitt/mexicanrev.htm</a> OT: Double Bubble Map on Mexican & U.S. Independence Movements.	1 day

**4<sup>th</sup> Grade Texas History – 2nd 9 Weeks  
Scope and Sequence 2011-2012**

**Second Quarter**

Concept	Foundational Topic	TEKS Statement	Specificity	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Citizenship	The student understands important customs, symbols, and celebrations of Texas.	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	Identify Father Miguel Hidalgo y Castillo as a leader of the Mexican Independence fight against Spain and Diez y Seis de Septiembre as Mexican Independence celebration.  Identify the Mexican flag as the third flag over Texas.		
Economics	The student understands the characteristics and benefits of the free enterprise system in Texas.	4.11 (B) Describe how the free enterprise system works, including supply and demand..	Identify Stephen F. Austin as the “Father of Texas”.  Identify San Felipe de Austin as the capital of Austin’s Colony.	TB: SF Social Studies Texas, Ch. 4, pg. 140-145, & 151. OT: “Letters to Austin” group activity. OT: “Welcome to Austin’s Colony” activity. TA: <a href="http://www.lib.utexas.edu/maps/atlas_texas/texas_land_grants.jpg">http://www.lib.utexas.edu/maps/atlas_texas/texas_land_grants.jpg</a>	4 days
History	The student understands the causes and effects of European exploration and colonization of Texas and the United States.	4.2 (e) Identify the accomplishments of significant empresarios including Stephen F. Austin, and Martín de León and explain their impact on the settlement of Texas.	Define immigrant as a person who comes to live in a new country or region.  Define Empresario as a person who brings settlers into a colony.  Analyze the impact of cheap land and a desire to make money from growing cotton as reasons for settlement  Identify Martin de Leon as a rancher & empresario who founded Victoria and brought over 100 families from Mexico to settle in Texas.	TA: <a href="http://www.lib.utexas.edu/taro/utcah/00359/cah-00359.html">http://www.lib.utexas.edu/taro/utcah/00359/cah-00359.html</a> TA: <a href="http://www.cah.utexas.edu/news/press_release.php?press=press_sat_grant">http://www.cah.utexas.edu/news/press_release.php?press=press_sat_grant</a> TA: <a href="http://www.texasbeyondhistory.net/jackson/history.html">http://www.texasbeyondhistory.net/jackson/history.html</a>	

**4<sup>th</sup> Grade Texas History – 2nd 9 Weeks  
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**Second Quarter**

Concept	Foundational Topic	TEKS Statement	Specificity	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Citizenship	The student understands the importance of active individual participation in the democratic process.	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>Define democracy as the free and equal right of every person to participate in a system of government.</p> <p>Evaluate Lorenzo de Zavala’s support for democracy in Mexico and later Texas.</p>	<p>TB: SF Social Studies Texas, Ch. 4, pg. 146-147. TA: <a href="http://www.tamu.edu/ccbn/dewitt/mexicanrev.htm">http://www.tamu.edu/ccbn/dewitt/mexicanrev.htm</a> TA:<a href="http://texashistory.unt.edu/young/educators/Path/Revolution/index.shtml">http://texashistory.unt.edu/young/educators/Path/Revolution/index.shtml</a></p>	2 days
History	The student understands the causes and effects of European exploration and colonization of Texas and North America.	4.2 (D) Identify Texas’ role in the Mexican War of Independence and the war’s impact on the development of Texas.	<p>Identify which Mexican State Texas was a part of in 1824 (Coahuila y Texas) and compare and contrast the culture of the Anglo settlers with those of Mexico.</p> <p>Identify the three main troubles in the Texas colonies: 1.) Most Anglos speak only English and Spanish is the language of Mexico; 2.) Anglos were Protestants and Mexico required its citizens to be Roman Catholic; 3.) slavery was illegal in Mexico and most Anglo settlers had or wanted slaves.</p> <p>List the terms of the Law of April 6, 1830 and explain how Anglo settlers felt about this law.</p>		

**4<sup>th</sup> Grade Texas History – 2nd 9 Weeks  
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**Second Quarter**

Concept	Foundational Topic	TEKS Statement	Specificity	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
History	The student understands the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.	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>Identify Santa Anna as the President of Mexico and that he had become a dictator.</p> <p>Define dictator as a leader who rules a country with absolute power, usually by force.</p> <p>Explain that many people in Texas are upset with Antonio Lopez de Santa Anna for abusing his power and that they feared their rights and their slaves might be taken away.</p> <p>Compare and contrast the similarities and differences that Mexican colonist had with Spain. and the problems Anglo settlers had with Mexico</p>	TB: SF Social Studies Texas, Ch. 4, pg. 148-155. OT: Double Bubble Map on Mexican Settlers & Anglo settlers.	1 day
Culture	The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.	4.19 (C) Summarize the contributions of people of various racial, ethnic, and religious groups such as Lyndia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.	Analyze the Diary of Mary Austin Holley about her travels to Texas.	TB: SF Social Studies Texas, Ch. 4, pg. 156-167.	1 day
Social studies skills	The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	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.	<p>Evaluate Cause &amp; Effect and explain their meaning.</p> <p>Define cause as why something happened &amp; effect as what happened.</p>		

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History	The student understands the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.	4.3 (A) Analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo, the Declaration of Independence, the Runaway Scrape and San Jacinto.	<p>Identify the Battle of Gonzales as the 1<sup>st</sup> battle of the Texas Revolution and evaluate the meaning of the phrase “Come and Take It”.</p> <p>Identify the battles of Gonzales and Goliad as early battles that gave the Texas colonist confidence they could defeat Santa Anna and his Army.</p> <p>Explain the siege of San Antonio, including the roles of Stephen F. Austin, Juan Seguin, Jim Bowie, and James Fannin, and Ben Milam.</p> <p>Identify that the Consultation of 1835 set up a temporary government with Henry Smith as governor and Sam Houston as commander-in-chief of the army.</p> <p>Explain that Santa Anna is at the head of a Mexican Army marching to San Antonio in early 1836.</p>	<p>TB: SF Social Studies Texas, Ch. 5, Lesson 1, pg. 161-179.</p> <p>TA:  <a href="http://www.lib.utexas.edu/maps/atlas_texas/tex_mex_forces_1836.jpg">http://www.lib.utexas.edu/maps/atlas_texas/tex_mex_forces_1836.jpg</a>            TA: <a href="http://www.latinamericanstudies.org/texas-maps.htm">http://www.latinamericanstudies.org/texas-maps.htm</a>            TA: <a href="http://texashistory.unt.edu/young/educators/TP%20PSA/index.shtml">http://texashistory.unt.edu/young/educators/TP%20PSA/index.shtml</a>            TB: SF Social Studies Texas, Ch. 4, pg. 177.</p>	3 days

**4<sup>th</sup> Grade Texas History – 2nd 9 Weeks  
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**Second Quarter**

Concept	Foundational Topic	TEKS Statement	Specificity	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Citizenship	The student understands important customs, symbols, and celebrations of Texas.	4.16(D) Describe the origins and significance of state celebrations such as <b>Texas Independence Day</b> and Juneteenth.	Identify the importance of March 2 <sup>nd</sup> , 1836 as the day Texas declared Independence from Mexico.	TB: SF Social Studies Texas, Ch. 5, Lesson 1, pg. 174-179. OT: Double Bubble of the Declarations. TA: <a href="http://www.texashistory.unt.edu/young/educators/lorenzo/index.shtml">www.texashistory.unt.edu/young/educators/lorenzo/index.shtml</a>	4 days
Government	The student understands important ideas in historic documents of Texas.	4.15(A) Identify the purposes and explain the importance of the <b>Texas Declaration of Independence, the Texas Constitution</b> , and the Treaty of Velasco.	Identify Washington-on-the-Brazos as the place where the Convention of 1836 declared independence.  Identify George C. Childress as the main author of the Texas Declaration.	TA: <a href="http://avalon.law.yale.edu/19th_century/texdec.asp">http://avalon.law.yale.edu/19th_century/texdec.asp</a> TA: <a href="http://avalon.law.yale.edu/18th_century/declare.asp">http://avalon.law.yale.edu/18th_century/declare.asp</a> TA: University of Texas at Austin, Tarlton Law Library: <a href="http://tarlton.law.utexas.edu/constitutions/text/IARTO1.html">http://tarlton.law.utexas.edu/constitutions/text/IARTO1.html</a>	
		4.15 (B) identify and explain the basic functions of the three branches of government according to the Texas constitution.	Define petition as a right to make requests of the government.  Explain the main function of the Executive (enforce laws), Judicial (decide the meaning of laws), and Legislative (makes laws) branches of government according to the Texas Constitution of 1836.	OT: LRE 3 branches (ETR)	
Citizenship	The student understands the importance of voluntary individual participation in the democratic process.	4.17 (D) identify the importance of historical figures who modeled active participation in the democratic process such as <b>Sam Houston, Barbara Jordan, and Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. Gonzalez, James A. Baker III, Wallace Jefferson and other local individuals.</b>	Explain that the Texas Constitution contained a Bill of Rights which stated certain rights belonging to all Texans.  Identify David G. Burnet as President & Lorenzo de Zavala as Vice-President of Texas.		

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**Second Quarter**

Concept	Foundational Topic	TEKS Statement	Specificity	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Culture	The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.	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>Define slave as a person owned by another person.</p> <p>Explain how the Texas Constitution addressed the issue of slavery.</p> <p>Evaluate the role of Greenbury Logan and other free African Americans against the Texas' Constitution's limits on their rights.</p>	<p>TB: SF Social Studies Texas, Ch. 6, Lesson 1, pg. 174-179.</p> <p>OT: Colonel William F. Gray's diary</p>	1 day
Social studies skills	The student applies critical-thinking skills to organize and use information acquired from valid sources including electronic technology.	4.21 (A) differentiate between, locate, and use 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	<p>Define primary source as a firsthand or eyewitness account of an event.</p> <p>Define secondary source as any material created by someone who was not part of the event.</p>		
History	The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.	4.3 (A) Analyze the causes, major events, and effects of the Texas Revolution, including the battles of the <b>Alamo, the Texas Declaration of Independence, the Runaway Scrape</b> and San Jacinto.	<p>Identify General Santa Anna as the head of the Mexican army.</p> <p>Identify David Crockett, James "Jim" Bowie, and William B. Travis, as defenders of the Alamo.</p> <p>Analyze Travis's Letter from the Alamo.</p> <p>Evaluate the results of the Fall of the Alamo and explain that it occurred on March 6<sup>th</sup>, 1836.</p> <p>Identify Susanna Dickinson as an Alamo survivor.</p>	<p>TB: SF Social Studies Texas, Ch. 6, Lesson 2, pg. 180-187.</p> <p>TA: <a href="http://www.thealamo.org">www.thealamo.org</a></p> <p>TA: <a href="http://www.youtube.com/watch?v=KBKHXg27RVQ">www.youtube.com/watch?v=KBKHXg27RVQ</a></p> <p>TA: <a href="http://www.youtube.com/watch?v=YTVgSqDNU68">www.youtube.com/watch?v=YTVgSqDNU68</a></p> <p>TA: <a href="http://texashistory.unt.edu/young/educators/alamo/index.shtml">http://texashistory.unt.edu/young/educators/alamo/index.shtml</a></p> <p>TA: <a href="http://avalon.law.yale.edu/subject_menus/texmenu.asp">http://avalon.law.yale.edu/subject_menus/texmenu.asp</a></p> <p>TA: <a href="http://www.lsjunction.com/docs/appeal.htm">http://www.lsjunction.com/docs/appeal.htm</a></p> <p>TA: <a href="http://www.drill.org/">http://www.drill.org/</a></p> <p>TA: <a href="http://www.lib.utexas.edu/maps/atlas_texas/alamo_defense_1836.jpg">http://www.lib.utexas.edu/maps/atlas_texas/alamo_defense_1836.jpg</a></p> <p>TB: SF Social Studies Texas, pg. 185.</p>	4 days

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**Second Quarter**

Concept	Foundational Topic	TEKS Statement	Specificity	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Social studies skills	The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	4.21 (C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps	Create and analyze maps of the Texas Revolution.	TB: SF Social Studies Texas, Ch. 6, Lesson 3, pg. 186-192. OT: Texas Battle Map project. OT: Timeline of the Texas Revolution.	1 day
History	The student understands the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.	4.3 (A) Analyze the causes, major events, and effects of the Texas Revolution, including the battles of the <b>Alamo, the Texas Declaration of Independence, the Runaway Scrape</b> and San Jacinto.	Explain that the Runaway Scrape was the movement of people eastward across Texas out of fear of the Mexican Army and analyze the role of Susanna Dickinson.  Identify James Fannin as the leader of Texas troops that were massacred at Goliad.	TB: SF Social Studies Texas, Ch. 6, Lesson 3, pg. 188-191. OT: Texas Battle Map project. TA: <a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a> TA: <a href="http://www.texashistory.unt.edu/young/educators/SanJacinto/index.shtml">www.texashistory.unt.edu/young/educators/SanJacinto/index.shtml</a> TA: <a href="http://avalon.law.yale.edu/19th_century/velasco.asp">http://avalon.law.yale.edu/19th_century/velasco.asp</a> TA: <a href="http://www.lib.utexas.edu/maps/atlas_texas/san_jacinto_battle_1836.jpg">http://www.lib.utexas.edu/maps/atlas_texas/san_jacinto_battle_1836.jpg</a> TA: <a href="http://www.tsl.state.tx.us/mcardle/sanjac/sanjac017.html">http://www.tsl.state.tx.us/mcardle/sanjac/sanjac017.html</a>	4 days
Citizenship	The student understands important customs, symbols, and celebrations of Texas.	4.16(A) Explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags over Texas, and <b>the San Jacinto Monument, the Alamo, and various missions.</b>	Evaluate the Battle of San Jacinto and the roles of Sam Houston and Antonio Lopez de Santa Anna.  Identify April 21 <sup>st</sup> , 1836 as The Battle of San Jacinto and that a tall obelisk was built at the site of the battle as a monument to the last battle of the Texas Revolution.		
Government	The student understands important ideas in historic documents of Texas and the United States.	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.	Define treaty as a formal agreement between two countries.  Identify that the Treaty of Velasco ended the Texas Revolution.	TB: SF Social Studies Texas, pg. 191	

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**Second Quarter**

<b>Concept</b>	<b>Foundational Topic</b>	<b>TEKS Statement</b>	<b>Specificity</b>	<b>Resources Textbook (TB), Technology (TA), Other (OT)</b>	<b>Time Allotment</b>
History	The student understands the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.	4.3 (D) Describe the successes, problems, and organizations of the Republic of Texas such as the establishments of a constitution, economic struggles, relations wit the American Indians, and the Texas Rangers;	<p>Define a republic as a type of government in which citizens choose people who represent them.</p> <p>Define congress as a group of elected people that make a nation’s laws.</p> <p>Identify Sam Houston as the first President and Mirabeau B. Lamar as Vice-President of the Republic of Texas.</p> <p>Define tax as money paid to the government and debt as money owed by the government.</p> <p>Summarize the problems of the Republic of Texas including: 1) the states growing debt; 2) attacks from Mexico or Native Americans; &amp; 3) the issue of statehood.</p> <p>Identify Columbia, Houston, and Austin as capitals of Texas during the Republic Period.</p> <p>Identify Anson Jones as the last President of the Republic of Texas.</p>	TB: SF Social Studies Texas, pg. 193-201	3 days

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**Second Quarter**

Concept	Foundational Topic	TEKS Statement	Specificity	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Citizenship	The student understands the importance of active individual participation in the democratic process.	4.17 (D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as <b>Sam Houston</b> , Barbara Jordan, and Lorenzo de Zavala , Ann Richards, Sam Rayburn, Henry B. Gonzalez, James Baker III, Wallace Jefferson and other local individuals.	Evaluate Jose Antonio Navarro’s various roles in government including being only 1 of 3 Tejanos to sign the Texas Declaration of Independence and as the only Texas-born leader at the convention of 1845.  Analyze Navarro’s insistence for basic rights for Tejanos and justice for all Texans.	TB: SF Social Studies Texas, pg. 196-197.	1 day
Citizenship	The student understands important customs, symbols, and celebrations of Texas.	4.16(A) Explain the meaning of various patriotic symbols and landmarks of Texas, <b>including the six flags over Texas</b> , and the San Jacinto Monument., the Alamo and various missions.	Identify the Lone Star Flag as the 4 <sup>th</sup> flag over Texas.  Explain the Pledge to the Texas Flag, including the recent addition of “one state under God”.	TB: SF Social Studies Texas, pg. 193-201 TB: SF Social Studies Texas, Reference Guide pg. R38 – R 39 TB: SF Social Studies Texas, pp. 418 – 419 TA: Textbook CD Set, <i>Songs and Music</i> , “Texas, Our Texas” TA: Kit Transparency #64 OT: Texas – the basic facts (ETR Folder)	1 day
Citizenship	The student understands important customs, symbols, and celebrations of Texas.	4.16 (C) Recite and explain the meaning of the Pledge to the Texas Flag.  4.16 (B) Sing or recite Texas, Our Texas.	Sing or recite <i>Texas, Our Texas</i> .  **Also from 1 <sup>st</sup> 9 weeks- Skip if already covered		<b>END OF SECOND NINE WEEKS</b>