

**4th Grade Texas History – 3<sup>rd</sup> 9 Weeks  
Scope and Sequence 2011-2012**

***Third Quarter***

***(The Lone Star State, A Changing State & Civil War)***

Concept	Foundational Topic	TEKS Statement	Specificity	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
History	The student understands the importance of 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 establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers..	Define annexation as a territory or state becoming part of a larger country.  Identify December 29, 1845 as the day Texas became the 28 <sup>th</sup> state of the United States.	TB: SF Social Studies Texas, Ch. 7, pg. 202-215 TA: <a href="http://ritter.tea.state.tx.us/ssc/primary_resources/pdf/texas/Joint_Resolution_of_1845.pdf">http://ritter.tea.state.tx.us/ssc/primary_resources/pdf/texas/Joint_Resolution_of_1845.pdf</a>	2 days
		4.3 (E) Explain the events that led to the annexation of Texas to the United States including the impact of the US Mexican War.	Explain that Sam Houston wanted Texas to join the U.S. and most Texan's agreed.  Explain that the United States passed a resolution that allowed Texas to become a state.		
		4.3 (C) Identify leaders important to the founding of Texas as a republic and state, including Jose Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones.	Identify slavery as a reason why some people in the United States did not want Texas to join the Union.  Identify Anson Jones as the last President of the Republic of Texas.		

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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, <b>the Texas Constitution</b> , and other treaties such as the Meusebach-Comanche Treaty.	<p>Explain that as a state, Texas needed a state constitution.</p> <p>Identify a constitution as a set of rules for how the state should be run.</p> <p>Define legislature as a group of people who makes laws.</p> <p>Identify James Pinckney Henderson as the first governor of Texas.</p>	<p>TB: SF Social Studies Texas, Ch. 7, pg. 207</p> <p>TA:  <a href="http://ritter.tea.state.tx.us/ssc/primary_resources/pdf/texas/Joint_Resolution_of_1845.pdf">http://ritter.tea.state.tx.us/ssc/primary_resources/pdf/texas/Joint_Resolution_of_1845.pdf</a>  <a href="http://ritter.tea.state.tx.us/ssc/primary_resources/pdf/texas/1844_Treaty_of_Annexation.pdf">http://ritter.tea.state.tx.us/ssc/primary_resources/pdf/texas/1844_Treaty_of_Annexation.pdf</a></p>	1 day
Citizenship	The student understands the importance of active individual participation in the democratic process.	4.17(C) Explain the duty of the individual in state and local elections such as being informed and voting.			
Culture	The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.	<p>4.19 (A) Identify the similarities and differences among various racial, ethnic, and religious groups in Texas.</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>Define immigrant as a person from one country who moves to live in another country.</p> <p>Explain that the offer of cheap land brought many immigrants to Texas after 1845.</p> <p>Identify Prince Carl of Solms-Braunfels as a leader that brought German settlers to Texas</p>	<p>TB: SF Social Studies Texas, Ch. 7, Sec. 1 p 208-210</p> <p>TA: <a href="http://www.sophienburg.com">www.sophienburg.com</a></p> <p>OT: <i>A Paradise Called Texas</i> by Janice Jordan Shefelman.</p>	8 days

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		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>and helped establish New Braunfels.</p> <p>Identify New Braunfels and Fredericksburg as German settlements in Texas.</p> <p>Identify Panna Maria as the oldest permanent Polish settlement in the United States.</p>		
History	The student understands the the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.	4.3 (E)explain the events that led to the annexation of Texas to the United States, including the impact of the US Mexican War..	<p>Identify a boundary dispute between Texas and Mexico after the annexation of Texas into the U.S. as a cause of the Mexican War.</p> <p>Explain that the Treaty of Guadalupe Hidalgo of 1848 ended the Mexican War and established the Rio Grande as the border of Texas.</p> <p>Explain that the United States acquired more than half a million square miles in the Mexican Cession, including California, Nevada, and Utah, as well as parts of Arizona, New Mexico, Colorado, and Wyoming.</p>	<p>TB: SF Social Studies Texas, Ch. 7, Sec. 2 p. 216-223.</p> <p>TA: <a href="http://ritter.tea.state.tx.us/ssc/primary_resources/pdf/texas/Treaty_of_Guadalupe_Hidalgo.pdf">http://ritter.tea.state.tx.us/ssc/primary_resources/pdf/texas/Treaty_of_Guadalupe_Hidalgo.pdf</a></p>	5 days

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Geography	The student uses geographic tools to collect, analyze, and interpret data.	<p>4.6 (A) Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.</p> <p>4.6 (B) Translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</p>	Locate the states of the Mexican Cession on a map.	<p>TB: SF Social Studies Texas, Ch. 7, Sec. 2 p. 217-223.</p> <p>TA: <a href="http://ritter.tea.state.tx.us/ssc/primary_resources/pdf/texas/Treaty_of_Guadalupe_Hidalgo.pdf">http://ritter.tea.state.tx.us/ssc/primary_resources/pdf/texas/Treaty_of_Guadalupe_Hidalgo.pdf</a></p>	
Geography	The student understands the location and patterns of settlement and the geographic factors that influence where people live.	<p>4.8 (A) Identify and explain clusters and patterns of settlement and in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following WWII.</p> <p>(B) Describe and Explain the location and distribution of various towns a cities in Texas, past and present.</p>	<p>Define frontier as the farthest part of a settled country that is next to lands that are not yet settled.</p> <p>Identify that settlers to Texas came from the United States, Mexico, and Europe.</p> <p>Explain that the current boundary of Texas was shaped by an agreement to sell parts of Texas to the U.S. in 1850 for \$10 million dollars.</p> <p>Evaluate the conflict between settlers and Native Americans on the frontier including the conflict between agriculture and the Native Americans way of life.</p>	TB: SF Social Studies Texas, Ch. 8, Sec. 1 p 229-241.	3 days
Economics	The student understands the basic economic patterns of early societies in Texas and the North America.	<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>Evaluate the conflict between settlers and Native Americans on the frontier including the conflict between agriculture and the Native Americans way of life.</p>		

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Economics	The student understands the characteristics and benefits of the free enterprise system in Texas.	4.11 (A) Describe the development of the free enterprise system in Texas.	Define free enterprise as an economic system in which producers and consumers have the right to make choices.	TB: SF Social Studies Texas, Ch. 8, Sec. 1 p 240-241.	3 days
		4.11 (B) Describe how the free enterprise system works, including supply and demand.	Identify the free enterprise system as the basis of the Texas and U.S. economy.		
		4.12(C) Give examples of the benefits of the free enterprise system in Texas such as choice and opportunity.	Define consumers as the people or businesses that buy goods or services.  Define profit as the money left over after all costs are paid.		
History	The student understands the political, economic, and social changes in Texas during the last half of the 19th century.	4.4 (A) Describe the impact of the Civil War and Reconstruction on Texas.	Define plantation as a large farm that produces cash crops for sale and often required slave labor.  Explain that cotton was a major cash crop in Texas and the Southern United States.  Evaluate how and why the question of slavery divided the Southern and Northern parts of the U.S.  Define nullify as to reject or cancel.  Analyze the issue of states rights and the southern belief that they can nullify U.S. laws it did not agree with.  Identify Abraham Lincoln	TB: SF Social Studies Texas, Ch. 8, Sec. 2 p. 242-255.	6 days

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			<p>as the man elected President of the U.S. in 1860 and as against the spread of slavery.</p> <p>Define secede as the act of separating.</p> <p>Explain that Texas seceded from the U.S. and joined the Confederate States of America.</p> <p>Identify Jefferson Davis as president of the Confederacy.</p>		
History	The student understands the political, economic, and social changes in Texas during the last half of the 19th century.	4.4 (A) Describe the impact of the Civil War and Reconstruction on Texas.	<p>Explain the importance of the dates 1861-1865 as the dates of the Civil War.</p> <p>Identify the important roles of Ulysses S. Grant as a commanding general of the Union Army and Robert E. Lee as a commanding general of the Confederacy.</p> <p>Identify Fort Sumter as the first battle of the Civil War.</p> <p>Explain and identify the importance of Appomattox Courthouse and Palmito Ranch.</p>	TB: SF Social Studies Texas, Ch. 8, Sec. 2 p. 242-255.	5 days

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Citizenship	The student understands important customs, symbols, and celebrations of Texas.	4.17 (D) Describe the origins and significance of state celebrations such as Texas Independence Day and <b>Juneteenth</b> .	<p>Explain the importance of the Emancipation Proclamation as an order issued by Lincoln in 1863 that freed the slaves in the Confederate States.</p> <p>Explain Juneteenth as a unique holiday in Texas that celebrates General Gordon Granger's announcement in Galveston on June 19<sup>th</sup>, 1865 that Lincoln had freed the slave two years earlier with the Emancipation Proclamation.</p>	TB: SF Social Studies Texas, Ch. 8, Sec. 3 p. 250-251	3 days
History	The student understands the political, economic, and social changes in Texas during the last half of the 19th century.	4.4 (A) Describe the impact of the Civil War and Reconstruction on Texas.	<p>Define Reconstruction as the period of rebuilding the country and reuniting the North and South following the Civil War.</p> <p>Explain the Freedman's Bureau as group that helped African Americans after the Civil War.</p> <p>Identify March 30, 1870 as the day Texas rejoined the United States.</p>	TB: SF Social Studies Texas, Ch. 4, pg. 252-255	3 days

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Economics	The student understands patterns of work and economic activities in Texas.	4.4 (A) Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.	<p>Define sharecroppers as a farmer who rents land and housing and pays the land owner back with a share of the crops.</p> <p>Identify that many African Americans became sharecroppers after the Civil War and that this often left them indebted to the landowners.</p>		
Citizenship	The student understands important customs, symbols, and celebrations of Texas.	4.16 (A) Explain the meaning of selected patriotic symbols and landmarks of Texas, <b>including the six flags over Texas</b> , the San Jacinto Monument., the Alamo and various missions.	Identify the Lone Star Flag as the 4 <sup>th</sup> flag over Texas, The Confederate flag as the 5 <sup>th</sup> flag, and the United States Flag as the 6 <sup>th</sup> .		
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>Identify African American Troops fighting Indians in the Southwest as Buffalo Soldiers.</p> <p>Describe and explain the Red River War, the Battle of Palo Duro Canyon, and the movement towards reservations</p> <p>Identify Quanah Parker as the son of Cynthia Parker and the leader of the Comanche Indian who attacked buffalo hunters at the Battle of Adobe Walls.</p>	TB: SF Social Studies Texas, Ch. 9, Sec. 1 p. 256-25	3 days