ASSURANCES:
By the end of the Fourth Grade the Student will:
1. Identify regions in Texas and the Western Hemisphere that result from physical features and from human activity, including location, distribution, patterns of economic activities, and settlement.
2. Understand methods that early Native Americans in Texas and the Western Hemisphere used to meet their basic economic needs and for government.
3. Identify basic economic motivations for European exploration and colonization and reasons for establishment of Spanish missions.
4. Identify important issues, events and individuals, especially people of various racial, ethnic and religious groups of the Nineteenth and Twentieth Centuries.
5. Describe the impact of science and technology on life in the state of Texas.
6. Identify geographic regions of the United States and Texas.

Fourth Grade Social Studies Skills

**VOCABULARY**

<table>
<thead>
<tr>
<th>artifact</th>
<th>generalize</th>
<th>predict</th>
</tr>
</thead>
<tbody>
<tr>
<td>biography</td>
<td>group</td>
<td>primary source</td>
</tr>
<tr>
<td>categorize</td>
<td>infer</td>
<td>secondary source</td>
</tr>
<tr>
<td>conclude</td>
<td>interpret</td>
<td>sequence</td>
</tr>
<tr>
<td>database</td>
<td>outline</td>
<td>timeline</td>
</tr>
</tbody>
</table>

Throughout the year students will master certain skills. Many of these skills can and should be integrated into reading/language arts and/or mathematics instruction. These skills are reinforced and mastered through the teaching of social studies content. Some skills may need to be taught explicitly but in the context of mastering social studies objectives.

The Student will:
1. Differentiate between, locate, and use **primary and secondary sources** such as computer software, interviews, biographies, oral, print and visual material, and **artifacts** to acquire information about the United States and Texas. (TEKS 4.22A, 8.30A; TAKS 8.5)
2. 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**. (TEKS 4.22B, 8.30B; TAKS 8.5)
3. Organize and interpret information in **outlines, reports, databases, and visuals** including **graphs, charts, timelines and maps**. (TEKS 4.22C, 8.30C; TAKS 8.5)
4. Identify different **points of view** about an issue or topic. (TEKS 4.22D, 8.30D; TAKS 8.5)
5. Identify the elements of frame of reference that influenced the participants in an event. (TEKS 4.22E, 8.30D; TAKS 8.5)
6. Use appropriate mathematical skills to interpret social studies information such as maps and graphs. (TEKS 4.22F)
7. Use social studies terminology correctly. (TEKS 4.23A)
8. Incorporate main and supporting ideas in verbal and written communication. (TEKS 4.23B)
9. Express ideas orally based on research and experiences. (TEKS 4.23C)
10. Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. (TEKS 4.23D)
11. Use standard grammar, spelling, sentence structure and punctuation. (TEKS 4.23E)
12. 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. (TEKS 4.24A)
13. 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. (TEKS 4.24B)
The Student will:

(Map Skills/Geography)
14. Apply geographic tools, including grid systems, legends, symbols, scales and compass roses, to construct and interpret maps. (TEKS 4.6A)
15. Translate raw geographic data into graphs and maps. (TEKS 4.6B)
16. Describe and locate the location of major cities in Texas, past and present. Analyze the location of cities in light of geographic features. (TEKS 4.8C)
17. Describe and identify the regions of Texas and the Western Hemisphere in terms of landform, climate, and vegetation. (TEKS 4.7B)
18. Explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present, such as availability of water and other natural resources. (TEKS 4.8D)
19. Compare and contrast the regions of Texas with regions of the United States and other parts of the world. (TEKS 4.7C)

(Symbols and Celebrations)
20. Recite the Pledge to the Texas Flag and explain its meaning. (TEKS 4.17C)
21. Sing or recite Texas Our Texas. (TEKS 4.17B)
22. Identify and describe customs, celebrations and traditions of at least three cultural groups in Texas (ex. Spanish, German, Native American, African American, etc.) (TEKS 4.9B, 4.13A, 4.20B)

(People)
23. Identify clusters of settlement in Texas and explain their distribution. (TEKS 4.8A)
(Economics and Natural Resources)
24. Describe variety of regions in Texas and the Western Hemisphere such as political, population and economic regions that result from patterns of human activity. (TEKS 4.7A)

25. Explain how geographic factors have influenced the location of economic activities in Texas. (shrimping along the Gulf Coast, oil, lumber in East Texas, chemicals and petroleum on the Houston Ship Channel). (TEKS 4.13B)

26. Describe and identify ways and reasons why Texans have adapted to and modified their environment, such as using windmills for water and fencing in large pieces of land past and present. (TEKS 4.9A, 4.9B)

27. Analyze the consequences of human modification of the environment in Texas, past and present. (TEKS 4.9C)

(Regional Studies)
28. Identify and locate the four regions of Texas such as Central Plains, Great Plains, Mountains and Basins, and Coastal Plains. (TEKS 4.6A, 4.6B, 4.7B)

29. Compare and contrast the region of Texas with regions of the United States and other parts of the world. (TEKS 4.6A, 4.6B, 4.7B)

30. Describe a variety of regions of Texas. (TEKS 4.6A, 4.6B, 4.7B)
Adobe | Crop rotation | Native American
crop rotation
Apache | empire | plain
archaeology | farming | prehistory
artifact | glacier | pueblo
band | harvest | Pueblo people
buffalo | hide (buffalo) | religion
Caddo | Jumano | teepee
Cibola | Karankawa | Tonkawa
Comanche | marsh | travois

NATIVE AMERICAN LIFE IN TEXAS

The Student will:

(Map Skills/Geography)
31. Identify Native American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived. Analyze how regions affected the way particular Native American groups lived. (TEKS 4.1A)

(People)
32. Explain the economic patterns of various early Native American groups in Texas and the Western Hemisphere. (TEKS 4.1A, 4.10A)
33. Compare and explain how at least two Native American groups governed themselves. (Caddo – confederacy; Karankawa – village chiefs; Jumano – village governments; Comanche – band leaders) (TEKS 4.15A)
34. Compare the ways of life of Native American groups in Texas and the Western Hemisphere before European exploration. Explain how these ways of life changed after Europeans began exploring Texas and the Western Hemisphere. (TEKS 4.1B)

(Economics and Natural Resources)
35. Identify and describe reasons Native Americans adapted to and modified their environment in Texas, such as the use of natural resources. (TEKS 4.9B)
36. Describe the effects of political, economic, and social changes on Native Americans in Texas. Identify ways in which Native Americans adapted to or failed to adapt to political, economic, and social changes in Texas. (TEKS 4.4D)

(Regional Studies)
37. Compare the regions of Texas with the Western Region of the United States. (TEKS 4.7C)
Social Studies

Social Studies – Third Six Weeks

VOCABULARY

<table>
<thead>
<tr>
<th>Austin, Moses</th>
<th>de Leon, Martin</th>
<th>Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin, Stephen F.</td>
<td>de Piñeda, Alonso Alvarez</td>
<td>immigrants</td>
</tr>
<tr>
<td>Cavalier, René Robert colony</td>
<td>de Vaca, Cabeza empresario</td>
<td>Louisiana Purchase</td>
</tr>
<tr>
<td>Columbus, Christopher conquistador</td>
<td>England exploration</td>
<td>Mexico</td>
</tr>
<tr>
<td>Coronado, Francisco</td>
<td>European factor distribution</td>
<td>mission</td>
</tr>
<tr>
<td>de La Salle, Sieur</td>
<td></td>
<td>Portugal</td>
</tr>
</tbody>
</table>

EXPLORATION AND SETTLEMENT IN TEXAS

The Student will:

(Map Skills/Geography)

38. Explain the geographic factors that influence patterns of settlement and the distribution of settlement in Texas. (TEKS 4.8B)

(Historic Events)

39. Explain when (from 1682), where, and why the Spanish established Catholic missions in Texas. Analyze the impact of missions on the areas where they were established. (TEKS 4.2C)

40. Summarize reasons for European exploration and settlement of Texas and the Western Hemisphere. Analyze the impact of European exploration and settlement of Texas and the Western Hemisphere. (TEKS 4.2A)

41. Identify the accomplishments of significant explorers such as Cabeza de Vaca (1528), Christopher Columbus (1492), Francisco Coronado (1541), Alonso Alvarez de Piñeda (1519), and René Robert Cavelier, Sieur de La Salle (1685) and explain their impact on the settlement of Texas. (TEKS 4.2B)

42. Identify and describe the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin and Martin de Leon and explain their impact on the settlement of Texas. (TEKS 4.2D)

43. Identify and evaluate the impact of Mexico’s independence from Spain on the events in Texas (1821). (TEKS 4.2E)

44. Identify and evaluate the impact of the Louisiana Purchase in 1803 and the effects it had on Texas. (TEKS 4.11A, 4.11B)

(People)

45. Identify the similarities and differences within and among racial, ethnic, and religious groups in Texas. (TEKS 4.20A)
Social Studies

(Economics and Natural Resources)
46. Identify and describe the economic motivations for Anglo-American colonization in Texas. (TEKS 4.11B)
47. Identify and describe the economic motivations for European exploration and settlement in Texas and the Western Hemisphere. (TEKS 4.11A)
48. Explain the economic patterns of early European immigrants to Texas and the Western Hemisphere. (TEKS 4.10B)

(Regional Studies)
49. Compare the regions of Texas with the Southwestern Region of the United States. (TEKS 4.7C)
Social Studies

Social Studies – Fourth Six Weeks

VOCABULARY

<table>
<thead>
<tr>
<th>Alamo</th>
<th>Juneteenth</th>
<th>Seguín, Juan</th>
</tr>
</thead>
<tbody>
<tr>
<td>annexation</td>
<td>Lamar, Mirabeau</td>
<td>Texas Constitution</td>
</tr>
<tr>
<td>Battle of San Jacinto</td>
<td>leadership</td>
<td>Texas Declaration of</td>
</tr>
<tr>
<td>Civil War</td>
<td>Mexican War</td>
<td>Independence</td>
</tr>
<tr>
<td>De Zavala, Lorenzo</td>
<td>Reconstruction</td>
<td>Texas Revolution</td>
</tr>
<tr>
<td>Father Hidalgo</td>
<td>republic</td>
<td>Treaty Of Velasco</td>
</tr>
<tr>
<td>Houston, Sam</td>
<td>Republic of Texas</td>
<td>United States Declaration of</td>
</tr>
<tr>
<td>Jones, Anson</td>
<td>revolution</td>
<td>Independence</td>
</tr>
</tbody>
</table>

THE BATTLE FOR TEXAS INDEPENDENCE

The Student will:

(Historic Events)

50. Analyze the causes (ex. the Law of April 6, 1830), major events (ex. the Texas Declaration of Independence and the Convention of 1836), and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto. (TEKS 4.3A)

51. Identify characteristics of Spanish and Mexican colonial governments and describe their influence on inhabitants of Texas. (TEKS 4.15B)

52. Identify the purposes and explain the importance of the Texas Declaration of Independence (1836), the Texas Constitution (1836) and the Treaties of Velasco (1836). (TEKS 4.16A)

53. Compare the main points and ideas of the Texas Declaration of Independence to the United States Declaration of Independence in 1776. (TEKS 4.16A)

54. Identify the importance of historical figures, such as Lorenzo de Zavala, Sam Houston, Father Hidalgo, and Juan Seguín who modeled active participation in the democratic process and explain their contributions to the development of Texas. (TEKS 4.18C)

55. Describe the origin and significance of Texas Independence Day. (TEKS 4.17D)

56. Describe and compare the successes and problems of the Republic of Texas in 1845 (ex. setting up a new government). (TEKS 4.3B)

57. Explain and identify the events that led to annexation of Texas to the United States (ex. Mexico still a threat and Texas in debt). (TEKS 4.3C, 8.6E; TAKS 8.2)

58. Identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones and explain their contributions to the development of Texas. (TEKS 4.3E)

59. Explain and identify the impact of the Mexican War on Texas in 1846-1848 (ex. border disputes and the growth of Texas). (TEKS 4.3D, 8.6D; TAKS 8.1)
Social Studies

60. Describe and analyze the impact of the Civil War and Reconstruction on Texas during 1861-1865 (slavery in Texas, Texas joins the Confederacy, and 13\textsuperscript{th}, 14\textsuperscript{th} and 15\textsuperscript{th} Amendment). (TEKS 4.4A)

61. Describe the origins and significance of state celebrations such as Juneteenth (June 19, 1865). (TEKS 4.17D)

(Economics and Natural Resources)

62. Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas. (TEKS 4.13F)

(Regional Studies)

63. Compare the regions of Texas with the Southeastern Region of the United States. (TEKS 4.7C)
Social Studies

Social Studies – Fifth Six Weeks

VOCABULARY

<table>
<thead>
<tr>
<th>agriculture</th>
<th>Glidden, Joseph</th>
<th>purchase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borden, Gail</td>
<td>Higgins, Patillo</td>
<td>railroads</td>
</tr>
<tr>
<td>cattle industry</td>
<td>Immigration</td>
<td>Rodriguez, Cleto</td>
</tr>
<tr>
<td>Cisneros, Henry</td>
<td>limited resource</td>
<td>specialization</td>
</tr>
<tr>
<td>communication</td>
<td>mass production</td>
<td>technology</td>
</tr>
<tr>
<td>division of labor</td>
<td>migration</td>
<td>Tower, John</td>
</tr>
<tr>
<td>Ferguson, Miriam A.</td>
<td>Murphy, Audie</td>
<td>transportation</td>
</tr>
<tr>
<td>free enterprise</td>
<td>oil and gas industry</td>
<td>urbanization</td>
</tr>
</tbody>
</table>

INNOVATION AND PROGRESS IN TEXAS

The Student will:

(People)
64. Identify famous inventors and scientists and describe their contributions, such as Gail Borden (condensed milk), Joseph Glidden (barbed wire), and Patillo Higgins (Spindletop). (TEKS 4.21A)
65. Describe how scientific discoveries and technological innovation have benefited individuals, businesses, and society in Texas. (TEKS 4.21B)
66. Identify and explain the accomplishments of notable individuals such as Henry Cisneros, Miriam A. Ferguson, Audie Murphy, Cleto Rodriguez, and John Tower. (TEKS 4.5B)

(Economics and Natural Resources)
67. Describe the development of the free enterprise system in Texas. (TEKS 4.12A)
68. Describe and analyze how the free enterprise system works in Texas. (TEKS 4.12B)
69. Identify and give examples of the benefits of the free enterprise system in Texas. (TEKS 4.12C)
70. Explain how people in different regions of Texas earn their living, past and present. (TEKS 4.13A)
71. Explain the growth and development of the cattle and oil industries. (TEKS 4.4B)
72. Identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world. (TEKS 4.14B)
73. Identify and analyze the impact of railroads on life in Texas, including changes to cities and major industries. (TEKS 4.4C)
74. Analyze the effects of immigration, migration and limited resources on the economic development and growth of Texas such as the Great Depression of 1929. (TEKS 4.13C)
75. Identify and analyze the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, and the growth of aerospace and other technological industries. (TEKS 4.5A)
Social Studies

76. Describe the impact of mass production, specialization, and division of labor on the economic growth of Texas. (TEKS 4.13D)

77. Explain how developments in transportation (rail, stagecoach, streetcar, trolley, automobile, and plane) and communication have influenced economic activities in Texas. (TEKS 4.13E)

78. Identify and compare ways in which technological changes have resulted in increased interdependence among Texas, the rest of the United States, and the world; and explain how Texans meet some of their needs through the purchase of products from the rest if the United States and the world. (TEKS 4.14A, 4.14C)

79. Predict how future scientific discoveries and technological innovations might affect life in Texas. (TEKS 4.21C)

(Regional Studies)

80. Compare the regions of Texas with the Midwestern Region of the United States. (TEKS 4.7C)
GOVERNMENT AND CITIZENSHIP

The Student will:

(Symbols and Celebrations)
81. Explain the meaning of selected patriotic symbols and landmarks of Texas including the six flags over Texas, San José Mission and the San Jacinto Monument. (TEKS 4.17A)

(Government)
82. Identify and explain the basic functions of the three branches of state government. (TEKS 4.16B)
83. Compare the responsibilities and functions of the three branches of government at the state level to those at the national level. (TEKS 4.16B)
84. Identify leaders in state and local governments, including the governor, selected members of the Texas Legislature, and Texans who have been President of the United States, and their political parties. (State: governor, lieutenant governor, attorney general, state comptroller, chief justice of the Supreme Court, speaker of the House of Representatives; Local: mayor, county judge, city comptroller, police chief; Presidents from Texas: Dwight D. Eisenhower (R), Lyndon B. Johnson (D), George H. W. Bush (R), George W. Bush (R)) (TEKS 4.19A)
85. Identify leadership qualities of state and local leaders, past and present. (TEKS 4.19B)
86. Explain the role of the individual in state and local elections, and explain how individuals can participate voluntarily in civic affairs at state and local levels. (TEKS 4.18A, 4.18B)
87. Explain how to contact elected and appointed leaders in state and local governments. (For example, contacted by phone, mail, or email. Use the Internet to find appropriate contact information.) (TEKS 4.18D)
88. Identify Barbara Jordan as an individual who modeled active participation in the democratic process. (TEKS 4.18C)
Social Studies

(People)
89. Summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas. (TEKS 4.20C)

(Regional Studies)
90. Compare the regions of Texas with the Northeastern Region of the United States. (TEKS 4.7C)