

4th Grade Social Studies
The TEKS Explained
2008-2009

First Nine Weeks August 25 – October 17

Week One: Map and Globe Skills

TEKS 6AB

- Interpret maps and construct maps using geographic tools
 - Map title – tells what a map is about
 - Map key or legend – tells what the symbols on a map stand for
 - Symbol – small drawing or a color that stands for something on the map
 - Compass rose – a pointer that shows the cardinal directions; may also show intermediate directions
 - Cardinal directions – north, south, east, and west
 - Intermediate directions – northeast, northwest, southeast, and southwest
 - Scale – helps measure distances on a map
 - Grid system – a system of horizontal and vertical lines that can help find locations on a map

(Refer to p. H12-H14 for examples and descriptions of the map features listed above.)

- IFA 1-10

Note: During the next few weeks, and anytime the students are using maps, be sure to review and reinforce the features of a map and the purpose of each.

Weeks Two and Three: Native American Groups in Texas TEKS 1AB, 9ABC, 10A, 15A, 20ABC

- Use a graphic organizer (such as a chart, Venn diagram, foldables) to compare and contrast the Native American groups in Texas before European exploration.
- Compare and contrast where they lived (in which region), how they lived (food and shelter), how they adapted to and modified their environment (how they used the natural resources in their environment), how they governed themselves, their economic patterns, their customs and celebrations, and significant contributions.
- Given a map of Texas, write the names of Native American groups in the correct area/region.

- Native American groups:
 - Caddo p96-97
 - Piney Woods region of the Coastal Plains
 - Farmers – villages worked together to plant the fields
 - Made fine pottery; traded pottery for things they needed
 - Lived in beehive-shaped houses made of wood frames covered with mats of long, dried grasses; several families might live in one house
 - Confederacy – Caddo groups organized into a confederacy to work together.
 - The name *Texas* comes from a Caddo word that means “friend.”

 - Karankawa p98
 - Along the coast of the Gulf of Mexico, south of the Caddo
 - Nomads – moved from place to place within a certain area
 - Winter – lived along the shore, caught fish and shellfish, made dugout canoes by scooping out a long log
 - Summer – moved inland to hunt small animals and gather wild plants
 - Wood-frame houses with walls made of woven grasses and animal skins
 - Had chiefs who led each village

 - Alabama-Coushatta p100
 - Reservation in eastern Texas
 - Located near the city of Livingston
 - Were farmers and hunters
 - Came to Texas from Alabama and Louisiana in the 1780s

 - Coahuiltecan p99
 - All across southern Texas in Coastal Plains region
 - Nomads
 - Hunters and gatherers

- Jumano p102-103
 - Lived near the Rio Grande in the Mountains and Basins region
 - Called Pueblo Jumano because they lived in villages – some made of adobe
(Pueblo is a Spanish word that means “village.”)
 - Each village had its own leader and government.
 - Farmers – irrigated their crops by bringing water from nearby streams.
 - Traded food with other groups for things they could not grow or make

- Comanche p104
 - Plains Indians
 - Powerful hunters and fighters
 - Experts at horseback riding
 - Nomads – followed buffalo herds and hunted them; got nearly everything they
needed from the buffalo (food, clothing, blankets, hides for tepees)
 - Lived in tepees
 - Traveled in bands; each band had a leader

- Lipan Apache p105
 - South Texas plains (between present-day San Antonio and Rio Grande City)
 - Buffalo hunters and gatherers
 - Nomads

- **Vocabulary:** nomad, reservation, tepee, irrigation, pottery, farmers, hunters,
gatherers

- IFA 21-24, 26-29, 15, 20

(Refer to Celebrate Freedom! Unit for this week's lessons.)

- Identify (by sight) and explain the significance of selected patriotic symbols and landmarks of Texas
 - six flags over Texas – know that six different flags have flown over Texas

- ✓ Spanish flag – Early Spanish explorers claimed Texas for Spain in the 1500s.



- ✓ French flag – The French claimed part of Texas in 1685 (LaSalle); their colony failed; Spain claimed the area again.



- ✓ Mexican flag – Mexico became independent from Spain in 1821; new country was the Republic of Mexico; Texas was part of the Republic of Mexico.



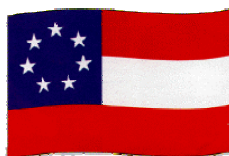
- ✓ Republic of Texas flag – Texas won its independence from Mexico in 1836 and became a separate nation.



- ✓ United States flag – In 1845, Texas became part of the United States.



- ✓ Confederate flag – Texas withdrew from the United States to join the Confederate States of America in 1861, and the Confederate flag flew over Texas until the end of the war in 1865. The U.S. flag has flown over Texas ever since.



- state motto – Friendship
- state flower – the Bluebonnet
- state tree – the Pecan Tree
- state bird – the Mockingbird
- San Jose Mission – a mission in San Antonio built in the 1700s; became known as the “Queen of the Missions” (People still attend church there today.)
- the Alamo – a mission in San Antonio where Santa Anna and his soldiers defeated the Texas forces during the Texas Revolution
- the San Jacinto Monument – a monument built on the site where the Battle of San Jacinto was fought in which Sam Houston and the Texas forces defeated Santa Anna and his soldiers and ended the revolution
- Sing or recite the state song – *Texas, Our Texas* (See words to song and history of song on pages 418-419 in textbook.)
- Recite and explain the meaning of the Pledge to the Texas Flag
 - honor: respect
 - pledge: promise
 - allegiance: loyalty
 - indivisible: whole; cannot be divided



Honor the Texas flag;
I pledge allegiance to thee,
Texas,
One state under God,
One and indivisible.

- IFA 61-64, 25

- Understand the term region: large area that has common features (such as natural resources or landforms) that set it apart from other areas. (p53)
- Locate and name the four natural regions of Texas.
- Identify and describe the regions of Texas (See chart on p72.)
 - Central Plains – p52-55
 - Great Plains – p56-59
 - Mountains and Basins – p60-63
 - Coastal Plains – p64-68
- Identify and locate major cities in each region.
- Understand how each region is different from the other regions according to climate, vegetation, and landforms.
- Identify and locate major rivers of Texas, including interior rivers and border rivers.

- For each region of Texas, identify ways people in that region earn their living.
- For each region of Texas, identify major resources, industries, and landmarks. (*Example: Great Plains region – produces half of the world’s mohair from angora goats; petroleum, natural gas, and rich soils are resources; cattle ranching important industry; Palo Duro Canyon a natural landmark*)
- Explain how geographic factors influence the location of economic activities in the regions. (*Example: Piney Woods of Texas have thick forests; lumber industry is important to this area.*)
- Understand and explain how geographic factors influence the distribution of population in the state (*Example: Fewer people live in mountainous and desert areas; therefore, the Mountains and Basins region has only one major city.*)
- Understand that the United States also has regions; compare regions of Texas with regions of the United States (*Examples: where mountains are located in Texas and US; where plains are located in Texas and US; in which regions of Texas and the US the population is the most dense; kinds of jobs in regions of Texas and the US; how geography and natural resources affect kinds of jobs and population*)

- IFA 11-14, 16-19, 30, 35

Weeks Seven and Eight: European Explorers to Texas TEKS 2AB, 6AB, 11A

- Use charts and maps to identify, compare and contrast European explorers to Texas and the Western Hemisphere
 - their motivations for exploring
 - the areas explored
 - significant events
 - their impact on settlement.
- Interpret and analyze print and visual information about the explorers to Texas and the Western Hemisphere.
- Record information on a graphic organizer, or by conducting a “Gallery Walk” of the explorers and completing a notecard on each.
 - Native country
 - Reasons for exploring
 - When and where they explored
 - Significant results
- Identify and trace explorers’ routes on world and Texas maps.
- Create an illustrated timeline of explorers studied.

- Christopher Columbus (p116-117)
 - Italian sea captain and trader (Locate Italy on map and globe.)
 - Europeans traded with Asia; routes were long and difficult. (Locate Asia on map and globe.)
 - Columbus believed there was a shorter route to Asia.
 - Thought he could reach Asia by sailing west across the Atlantic Ocean
 - Convinced king and queen of Spain to fund the trip (Locate Spain on map and globe.)
 - Set out in 1492; sailed west for more than two months; saw land October 12
 - Columbus believed he had reached Asia, but he had reached an island southeast of present-day Florida.
 - Planted a flag and claimed the land for Spain; named the island San Salvador (Locate the islands on map and globe.)
 - Made three more voyages to the Americas, exchanging people, animals, food and other goods, and diseases

- Cabeza de Vaca (p118-119)
 - Spanish explorer
 - shipwrecked on the Texas coast near Galveston
 - 1528
 - traveled through Texas and the Southwest for eight years
 - His stories made the Spanish want to settle the area.

- Francisco Coronado (p120-121; 124)
 - Spanish conquistador
 - searched for the seven golden cities called Cibola
 - Set out in 1540 with hundreds of soldiers
 - Traveled throughout the Texas Panhandle and the Southwest
 - Saw the Caprock Escarpment, Palo Duro Canyon, and the Grand Canyon
 - Claimed lands for Spain but found no gold

- Robert La Salle (p122-123)
 - French explorer and trader
 - led a group of colonists to settle near the mouth of the Mississippi River
 - Instead they landed near Matagorda Bay on coast of Texas.
 - 1685
 - built Fort Saint Louis and claimed the area for France
 - spent two years searching for Spanish settlements
 - returned to the fort and found that most of the colonists had died from disease, starvation, or attacks by the Karankawas
 - Headed toward the mouth of the Mississippi River with a few of his men; killed by one of his men during the journey

- IFA 31-34, 36-39, 40, 45