

4th Grade Social Studies
The TEKS Explained
2009-2010

First Nine Weeks August 24 - October 16 (38 days)

Week One: Map and Globe Skills (review)

TEKS 6AB

- Compare/contrast a map (a drawing showing features of an area) and a globe (a round model of the Earth): How are they alike? How are they different?
- Interpret maps and construct maps using geographic tools
 - Map title - tells what a map is about
 - Map key or map 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.
- Guide students in using the maps on pH12-H14, as well as maps on other textbook pages and worksheets, to practice interpreting maps and applying map skills.
 - See "Map Adventure" on p14 and p42 for further practice.
- IFA 1-4, 6-9, 10

Note: During the next few weeks as your students learn about Native Americans of Texas and explorers who came to Texas - 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: Regions of Texas

TEKS 6AB, 7ABC, 8C, 13AB

- 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.) **(There is a good application lesson on generalizations on p72-73.)**
 - Central Plains - p52-55
 - Great Plains - p56-59
 - Mountains and Basins - p60-63
 - Coastal Plains - p64-68
- Landforms: a feature of Earth's surface, such as mountains, plains, hills
- Plains: large areas of flat land with gently rolling hills and few trees
- Mountains: a high and often rocky areas of land with steep or sloping sides
- Basins: low, bowl-shaped landforms
 - See drawing of landforms on p15 in textbook.
- Understand how each region is different from the other regions according to climate, vegetation, and landforms.
- Climate: weather patterns of an area over a long period of time
- Vegetation: grasses, plants and trees
- Identify and locate major rivers of Texas, including interior rivers and border rivers.
- Identify and locate major cities in each region.
- 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; as a result, 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 - Rocky Mountains extend into Texas; where plains are located in Texas and US - Plains in middle of US extend down into Texas)
- IFA 11-14, 16-19, 15, 20

Weeks Four and Five: Native American Groups in Texas

TEKS 1AB, 9ABC,
10A, 15A, 20B

- Use a graphic organizer (such as a chart, Venn diagram, foldables, booklet, map) 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."

United Streaming

"The Caddo" - 2:18

"More about the Caddo" - 3:07

- 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
Had chiefs who led each village

United Streaming

"Extinct Tribes" - 2:03

"Causes of Extinction" - 2:12

- 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

United Streaming

"The Alabama-Coushatta" - 3:09

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

United Streaming

Covered in "Extinct Tribes" - 2:03

- 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

United Streaming

"The Tigua" - 2:42

- 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

United Streaming

"History of Texas Indians: From the Plains: Texas Buffalo Hunters and Warriors" -
11 segments - 1-3 minutes each

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

United Streaming
"The Apache" - 2:20

- **Vocabulary:** nomad, canoe, reservation, tepee, irrigation, agriculture, pottery, farmers, hunters, gatherers, buffalo, herds, hides (as in buffalo hides), adobe, confederacy
- IFA 21-25, 26-30

**Weeks Six and Seven: European Explorers to Texas and the
Western Hemisphere**

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
- Read about the explorers and record information on a graphic organizer, and/or conduct a "Gallery Walk" of the explorers and complete a note card 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

United Streaming

"Animated Hero Classics: Christopher Columbus" - 29:41

"The Story of Christopher Columbus" - 5:03

"Exploring the World: Christopher Columbus and the New World" - 13 segments

See the following segments:

- "The Early Life of Christopher Columbus" - 2:38
- "Christopher Columbus the Explorer" - 6:33
- "Columbus Organizes an Expedition" - 1:40
- "The Voyage Across the Atlantic" - 1:40
- "San Salvador: Columbus Looks for China" - 0:31
- "Cuba: Columbus Keeps Looking for China" - 0:32
- "Hispaniola: Columbus Builds a Fort, Looks for Gold, and Leaves for Spain" - 0:38
- "Columbus Organizes a Second Expedition" - 0:49
- "The Importance of Christopher Columbus" - 1:13

- Cabeza de Vaca (p118-119)

- Spanish explorer
- Shipwrecked on the Texas coast near Galveston in 1528 (*Locate Galveston on map.*)
- Traveled through Texas and the Southwest for eight years
- His stories made the Spanish want to settle the area.

United Streaming

"The Expedition of Panfilo de Narvaez" - 0:42

"The Journey of Alvar Nunez Cabeza de Vaca" - 1:08

- 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

United Streaming

"The Expedition of Francisco Vasquez de Coronado" - 4:22

- 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 in 1685. (Locate the Matagorda Bay area on a map of Texas. See map on page R26.)
 - 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 (*Review with students area of Texas in which Karankawas lived.*)
 - Headed toward the mouth of the Mississippi River with a few of his men; killed by one of his men during the journey

United Streaming

"The Expeditions of the Sieur de La Salle" - 3:17

"The Last Expedition of La Salle" - 2:14

- **Vocabulary:** explore/explorer, trader, mouth (of a river), fort, conquistador, route, voyage, motivation, impact (effect)
- IFA 31-35, 36-40

(See pictures of San Antonio missions on pR36-R37 in social studies textbook.)

- Explain when, where, and why the Spanish established Catholic missions in Texas.
 - **When:** late 1600s and early 1700s; mission era ended in 1821 when Mexico gained its independence from Spain
 - **Where:** usually built near places already settled by Native Americans
 - **Why:** to strengthen their hold on Texas lands; to teach Native Americans about their religion and their customs

- Interpret and analyze information in visuals
 - pictures of missions (p127)
 - maps (p128)
 - diagram (p130)

United Streaming
"Spanish Missions" - 2:21

- Identify missions and know in which Texas city they are located
 - Mission Ysleta - the first Spanish mission in Texas; near El Paso
 - Mission San Jose - in San Antonio; known as the "Queen of the Missions"
 - Alamo - in San Antonio; established in 1718 as a way station between missions in East Texas and missions in Mexico; over 100 years when it became the site the Battle of the Alamo during the Texas Revolution
 - Locate the cities of El Paso and San Antonio on Texas map; identify regions in which they are located.

- Identify different points of view such as the Spanish, the Native Americans, the padres, and the soldiers.

- **Vocabulary:** mission, presidio, villa, padre, culture

- IFA 41-42, 42A-42C, 45

Staff Development - October 12

CBA #1 - October 13-16