

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	1
Grade/Level	4th	Weeks:	1-2
Unit Name/Title			
Native Americans-Region, political, social, economic change			
Overview			
Geography affects how people live. Native American in Texas developed different ways of life based upon the geographic region in which they live.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>(1) History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration.</p>	<p>(A) identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived;</p>	Native-American Group	Region
		<p>a. The Fishermen</p> <ol style="list-style-type: none"> 1. Atakapans 2. Karankawas 	<p>a. The Fishermen</p> <ol style="list-style-type: none"> 1. Coastal Plains - largest region in Texas, receives the most rain in Texas 2. Coastal Plains - largest region in Texas, receives the most rain in Texas
		<p>b. The Hunters</p> <ol style="list-style-type: none"> 1. Lipan Apaches 2. Kiowa 3. Comanche 	<p>b. The Hunters</p> <ol style="list-style-type: none"> 1. Great Plains – high, flat grasslands 2. Great Plains – high, flat grasslands 3. N. Central Plains – rolling plains, prairies, with some woodland areas
		<p>c. The Plant Gatherers</p> <ol style="list-style-type: none"> 1. Tonkawas 2. Coahuiltecan 	<p>c. The Plant Gatherers</p> <ol style="list-style-type: none"> 1. Coastal Plains – largest region in Texas, receives the most rain in Texas 2. Coastal Plains - largest region in Texas, receives the most rain in Texas
		<p>d. The Farmers</p> <ol style="list-style-type: none"> 1. Caddoes 	<p>d. The Farmers</p> <ol style="list-style-type: none"> 1. Coastal Plains - largest region in Texas, receives the most rain in Texas

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		<ol style="list-style-type: none"> 2. Jumanos 	<ol style="list-style-type: none"> 2. Mountains & Basins – Natural region shared with Mexico, receives less than 10” rain per year, with dry, rocky soil 																		
		<p>e. Western Hemisphere Tribes</p> <ol style="list-style-type: none"> 1. Aztecs 2. Mayas 3. Incas 	<p>e. Western Hemisphere Tribes</p> <ol style="list-style-type: none"> 1. Central America 2. Southern Mexico & Central America 3. Andes Mountains of South America 																		
	(B) Compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: left;">Way of Life</th> <th style="text-align: left;">Karankawas</th> <th style="text-align: left;">Aztecs</th> </tr> </thead> <tbody> <tr> <td>Location</td> <td>Coastal Plains of Texas</td> <td>Modern-day Mexico</td> </tr> <tr> <td>Food</td> <td>Fishermen who ate plants, nuts, berries, and hunted small animals & birds (hunters/gatherers)</td> <td>Farmers</td> </tr> <tr> <td>Shelter</td> <td> <p>Winter villages were large, with enough wood frame shelters to house hundreds of people</p> <p>Summer houses consisted of walls made of woven grasses and animal skins that were easy assemble and disassemble to accommodate their nomadic lifestyle</p> </td> <td>Permanent shelters built in Tenochtitlan (modern-day Mexico City); home to as many as 300,000 people</td> </tr> <tr> <td style="background-color: yellow;">Government</td> <td>Tribal government led by the chief</td> <td>Empire of 5 million people, run by one strict ruler, the emperor</td> </tr> <tr> <td style="background-color: yellow;">Economics</td> <td>Traders</td> <td>Required tributes</td> </tr> </tbody> </table>	Way of Life	Karankawas	Aztecs	Location	Coastal Plains of Texas	Modern-day Mexico	Food	Fishermen who ate plants, nuts, berries, and hunted small animals & birds (hunters/gatherers)	Farmers	Shelter	<p>Winter villages were large, with enough wood frame shelters to house hundreds of people</p> <p>Summer houses consisted of walls made of woven grasses and animal skins that were easy assemble and disassemble to accommodate their nomadic lifestyle</p>	Permanent shelters built in Tenochtitlan (modern-day Mexico City); home to as many as 300,000 people	Government	Tribal government led by the chief	Empire of 5 million people, run by one strict ruler, the emperor	Economics	Traders	Required tributes	
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Government		Tribal government led by the chief	Empire of 5 million people, run by one strict ruler, the emperor																		
Economics	Traders	Required tributes																			
(4) History. The student understands the political,	(D) Describe the effects of political, economic, and social changes on Native Americans	1850-1900	Effects on Native Americans in Texas																		
		Political	Settlers were supported by U.S. troops																		

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<p>economic, and social changes in Texas during the last half of the 19th century. The student is expected to</p>	<p>in Texas.</p>	<p>changes</p>	
		<p>Economic changes</p>	<p>Buffalo were in short supply because they were being hunted for their hide and killed by soldiers in an attempt to remove the source of disagreement between the Anglo-Americans and the Native Americans</p>
		<p>Social changes</p>	<p>Native Americans were forced to live on reservations; many died as a result of war, disease, and starvation.</p> <p>A factor leading to expansion of the frontier is killing of buffalo herds.</p> <p>Effects of westward expansion on Native Americans: relocation to reservations, slaughter of buffalo, loss of culture/way of life: War, disease, and starvation took many Native American lives.</p>

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Subject Area	Social Studies	Bundle #:	2	
Grade/Level	4th	Weeks:	3-4	
Unit Name/Title				
Landforms, geography, population, development, economy				
Overview				
The size, history and geography of Texas shaped its growth and diversity. The unique geography of Texas has had a major impact on its development.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) apply geographic tools, including <u>grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps;</u> and	Term	Definition	
		Grid systems	A system of imaginary squares on a map	
		Legends	A box containing the symbols on the map	
		Symbols	A mark, a drawing, or color that stands for something else	
		Scales	Help determine how far it is in real miles or kilometers from one point on a map to another	
		Compass Rose	A pointer that shows the four major directions	
	(B) Translate geographic data into a variety of formats including raw data to graphs and maps	Geographic Data	Type of graph/map	
		Population	Bar graph	
		Land Use	Pie Chart	
		Precipitation	Line Graph	
		Temperature	Pictograph	
(7) Geography. The student understands the concept of regions. The student is expected to:	(A) describe a variety of regions in Texas and the Western Hemisphere including political, population, and economic regions that result from patterns of human activity;	Type of Region	Description	Examples
		Geographic	Region determined by things the area	Texas has 4 geographic regions:

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			has in common, such as natural resources.	Coastal Plains, North Central Plains, Great Plains, Mountains & Basins
		Industry	Regions formed based on the primary source of income.	West Texas-Oil Industry Coastal Areas-Tourism, Farming North Texas-Ranching
		Political	Regions formed on the basis of political significance.	Austin-state capitol
(10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. The student is expected to:	(A) explain the economic patterns of various early Native-American groups in Texas and the <u>Western Hemisphere</u> ; and	<ul style="list-style-type: none"> • Economic patterns of early Texans were based primarily on trade 		
(15) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:	(A) compare how selected Native-American groups governed themselves; and	<ul style="list-style-type: none"> • <i>Caddo</i>-confederacy • <i>Karankawa</i>-village chief • <i>Jumano</i>-village governments • <i>Comanche</i>-band leaders 		

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Subject Area	Social Studies	Bundle #:	3		
Grade/Level	4th	Weeks:	5-6		
Unit Name/Title					
Region, climate, vegetation, landforms					
Overview					
Texas is divided into regions based on similarities in landforms, vegetation and climate.					
TEKS - Texas Knowledge & Skills					
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification			
(7) Geography. The student understands the concept of regions. The student is expected to:	(B) describe a variety of regions in Texas and the Western Hemisphere <u>including landform, climate, and vegetation regions that result from physical characteristics; and</u>	Region	Landforms	Climate	Vegetation
		Coastal Plains	Gulf of Mexico Plains Lakes & Rivers	Between 10-50+” of rain per year High humidity	Cotton Corn Nuts
		North Central Plains	Plains Plateaus Hills Lakes & Rivers Piney Woods	Low humidity Between 20-50” of rain per year	Cotton Fruit
		Great Plains	Palo Duro Canyon (second largest canyon in the U.S.) Plains Plateaus Lakes & Rivers	Tornado Alley Between 10-30” of rain per year	Grain Wheat
		Mountains & Basins	Guadalupe Peak (highest peak in Texas) Mountains Basins Escarpments Lakes & Rivers	Desert – less than 10” of rain per year	Citrus fruits

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	<p>(C) Compare the regions of Texas with regions of the United States and other parts of the world.</p>	<p>Coastal Plains</p>	<p>North Central Plains</p>	<p>Great Plains</p>	<p>Mountains & Basins</p>
		<p>Part of the Gulf Coastal Plains region of North America</p> <p>Woodlands, dry & brushy land, flat plains, and rolling hills with a mild climate extending from Texas into Mexico</p>	<p>Part of Central Plains region of North America</p> <p>Flat and rolling region that extends from Texas through parts of Canada</p>	<p>Part of the Great Plains region of North America</p> <p>High, flat grassland that stretches from Canada to Mexico</p>	<p>Part of the Rocky Mountains region of North America</p> <p>Dry area of land that extends from Mexico, through Texas, and into Canada</p>
<p>(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p>	<p>(F) Use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>				

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Subject Area	Social Studies	Bundle #:	4	
Grade/Level	4th	Weeks:	7-8	
Unit Name/Title				
Settlement distribution; customs, celebrations, traditions				
Overview				
People live where there are resources. We have customs to honor and celebrate the people and events that are important to us.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(A) identify clusters of settlement in Texas and explain their distribution	Cluster of Settlement in Texas		Explanation of Distribution
		N. American Spanish Missions		Near natural resources Close to Native American tribes
(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to	(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;	Era	Significant Cultural Group	Importance
		Farming	Native American	The first Texans, created the first farming communities and trade system
	(B) identify customs , celebrations, and traditions of various culture groups in Texas; and	Culture	Customs, Celebrations, Traditions	
		Native American	<i>Holidays:</i> 6/20-Feast of the Great Spirit	

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Subject Area	Social Studies	Bundle #:	5	
Grade/Level	4th	Weeks:	9-10	
Unit Name/Title				
Exploration, conquest, colonization, mission				
Overview				
The Spanish and the French sought colonies in Texas to advance their political and economic interests.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
<p>(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to</p>	<p>B. identify the accomplishments of significant explorers including Cabeza de Vaca; Hernando Cortes; Christopher Columbus; Francisco Coronado; and René-Robert Cavelier, Sieur de La Salle and explain their impact on the settlement of Texas</p>	Explorer	Significant Contribution	Impact on Settlement of Texas
		Christopher Columbus	1 st European explorer who discovered North America while attempting to find a quicker and easier route to Asia for trade w/Spain	Word of the new land encouraged others to explore the Americas for riches.
		Hernando Cortes	Spanish conquistador who defeated the Aztecs in Mexico and claimed land and riches for Spain	Spanish explorers were now able to explore the Americas without having to sail to and from Spain
		Cabeza de Vaca	Spanish explorer who taught Native Americans about the Roman Catholic religion while traveling through present-day Texas, New Mexico, & Mexico	He told Spanish leaders about his journey and about cities of gold, which persuaded Spaniards to explore the area.
		Francisco Coronado	After a Spanish priest reported seeing golden cities in Texas, Coronado was sent to claim the cities for Spain	Although Coronado did not find gold, his extensive search through Texas led him to the spacious plain of Llano Estacado and the Palo Duro Canyon

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		Rene-Robert Cavelier, Sieur del La Salle	French explorer who landed in Texas after a storm blew him off course on his way to the Mississippi River in Louisiana	Because he threatened Spain's hold on the land, he unintentionally encouraged more Spanish to settle in Texas
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to	(B) incorporate main and supporting ideas in verbal and written communication			

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Subject Area	Social Studies	Bundle #:	6	
Grade/Level	4th	Weeks:	11-12	
Unit Name/Title				
Settlement, immigration, customs, culture				
Overview				
Anglo settlers came to Texas for economic, social and political reasons. People have customs to honor and celebrate the groups and event that are important to them.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(8) Geography. The student understands the location and <u>patterns of settlement</u> and the geographic factors that influence where people live. The student is expected to	(A) identify clusters of settlement in Texas and explain their distribution	Cluster of Settlement in Texas	Explanation of Distribution	
		Early Anglos (Brazos & Colorado Rivers)	Near water & timber resources	
(10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. The student is expected to:	(A) Explain the economic patterns of early European <u>immigrants</u> to Texas and the Western Hemisphere.	Early immigrants relied on a trade-based economic system. Items that were traded include: <ul style="list-style-type: none"> ✓ Cattle, horses, and other livestock ✓ Crops & plants ✓ Cultural implements such as guns, swords, and other weapons ✓ Clothing & blankets 		
(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected	(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;	Exploration	Spaniards	Mapping of Texas
		Missions	Spaniards/Mexicans	Spread of Roman Catholic religion
		Early Colonization (early-mid 1800s)	Tejanos, Anglo-Americans from U.S.	First permanent settlers in Texas, brought customs and traditions from the U.S.
		Immigration	Germans	Food, celebrations – a large

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		(late 1800s)		percentage of the immigrants in that era were German
	(B) identify customs , celebrations, and traditions of various culture groups in Texas	Culture	Customs, Celebrations, Traditions	
		Spanish/Mexican	<i>Holidays:</i> 5/5-Cinco de Mayo, 9/16-Mexican Independence Day, 12/25-Navidad	
		German	<i>Holidays:</i> End of September-Oktoberfest, 11/1-All Saints Day, 12/25-Christmas	

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Subject Area	Social Studies	Bundle #:	7
Grade/Level	4th	Weeks:	13-14
Unit Name/Title			
Economics, motivation			
Overview			
European nations felt that exploring and settling Texas would increase their wealth. Settlers from the US felt they could earn a better living in Texas.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:	A) identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere;	<ul style="list-style-type: none"> • <i>Gold</i> – seeking wealth • <i>Glory</i> – claims for European countries 	
	(B) Identify the economic motivations for Anglo-American colonization in Texas	<ul style="list-style-type: none"> • Hoped to make money growing cotton • Low cost of land • Escape debt 	
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:	(D) identify different <u>points of view</u> about an issue or topic		

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Subject Area	Social Studies	Bundle #:	8
Grade/Level	4th	Weeks:	15-16
Unit Name/Title			
Religion, protection, mission			
Overview			
People move to improve their lives and to improve the lives of others.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:	(A) summarize reasons for European exploration and settlement of Texas and the Western Hemisphere	<i>The 3 G's –</i> <ul style="list-style-type: none"> • <i>God</i> – spread Catholicism • <i>Gold</i> – seeking wealth • <i>Glory</i> – <i>claims for European countries</i> 	
	(C) explain when, where, and why the Spanish established Catholic missions in Texas	<ul style="list-style-type: none"> • When: Late 1600's to mid 1700's • Where: Located near Native American tribes in East Texas (Nacogdoches), South Central Texas, and West Texas (El Paso) • Why: Teach Native Americans about the Roman Catholic religion and strengthen and protect their claim on the land 	
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:	(D) identify different points of view about an issue or topic		

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Subject Area	Social Studies	Bundle #:	9	
Grade/Level	4th	Weeks:	17-18	
Unit Name/Title				
Leadership, influence, change				
Overview				
Individual citizens were important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar and Anson Jones. The decisions of early Texas leaders influenced the present and future of Texas.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
<p>(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:</p>	<p>(D) identify the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin, Martín de León; and Lorenzo de Zavala and explain their impact on the settlement of Texas; and</p>	Empresario	Accomplishments	Impact on Settlement of Texas
		Moses Austin	Obtained permission from the Spanish government to start a colony in Texas	Began the “Texas Fever” movement
		Stephen F. Austin	Founded an Anglo-American colony in Texas; selected an ideal site for the colony; served as liaison between the colonists and Mexico; known as the “Father of Texas”	Encouraged other empresarios to request land grants for new Anglo-American colonies
		Martin de Leon	Brought more than 100 families from Mexico to Texas; he and his wife (Patricia de la Garza de Leon) founded the town of Victoria	Brought the first Tejano ranchers to Texas; encouraged the development of the cattle industry in Texas
		Lorenzo de Zavala	Mexican empresario who received a land	Encouraged more settlers from

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			grant for 500 Mexicans to settle northeast of the Austin colony.	Mexico and Spain to move to Texas.
	(E) Identify the impact of Mexico's independence from Spain on the events in Texas	Events in Texas	Impact of Mexico's Independence from Spain	
		Old Three Hundred	Stephen F. Austin had to request additional permission from Mexico to establish an Anglo-American colony in Texas	
		Conflict with the Karankawas	Stephen F. Austin had the responsibility of governing and defending the colony, which spurred the creation of a militia to protect themselves from the Karankawa raids because Mexico would not agree to help protect them	
(3) History. <i>The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</i>	(E) Identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, Anson Jones and Susanna Dickinson, David Crockett, and James Bowie.	Leaders	Why They Were Important to the Founding of Texas	
		Sam Houston	General during the Texas Revolution, 1 st & 3 rd President of the Republic of Texas; favored annexation; tried to protect Native Americans	
		Mirabeau Lamar	2 nd President of the Republic of Texas; considered the “Father of Texas Education;” opposed annexation; wanted Texas to expand westward; reversed policy on treatment of Native Americans; relocated capital from Houston to Austin	
		Anson Jones	Last President of the Republic of Texas, raised the U.S. flag after annexation; handed over power to new governor of Texas when Texas became a state	

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		<p>Susanna Dickenson</p>	<p>Susanna Dickenson was married and had one baby, Angelina. They were hidden in the Alamo during the battle for almost 13 days. When Santa Anna found her, he spared her and her child. Susanna never talked about the Alamo until she was around 80. She was there because of her husband, Almaron. He was a soldier at the Alamo. Colonel William B. Travis gave his cat's eye ring to Angelina to keep safe and send back to his family, and that ring is on display at the Alamo today.</p>
		<p>David Crockett</p>	<p>set out in 1835 for <u>Texas</u>, which was then under Mexican rule. There, Crockett joined the Texan struggle for independence. He was killed on March 6, 1836, while helping to defend The Alamo at San Antonio</p>
		<p>James Bowie</p>	<p>James Bowie (1796?-1836), American pioneer, who was killed while defending The Alamo. Settling in the Mexican province of Texas in 1828, he became a naturalized Mexican citizen. From 1835 he took a prominent part in the revolt against Mexico and was commissioned a colonel in the Texas army. In 1836, although ill with typhoid and pneumonia, Bowie, with Colonel William Barrett Travis and Colonel David Crockett, took part in the heroic defense of The Alamo and was killed. Bowie County and the city of Bowie in Montague County, both in Texas, are named for James Bowie, as is (according</p>

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		<p>to legend) the bowie knife.</p> <p>Reference: msnencarta;website; March 08.</p>													
<p>(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p>	<p>C. identify the importance of historical figures including Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process; and</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: left; padding: 5px;">Sam Houston</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">President of the Republic</td> </tr> <tr> <td style="padding: 5px;">U.S. Senator</td> </tr> <tr> <td style="padding: 5px;">Texas Governor</td> </tr> <tr> <td style="padding: 5px;">Hero of the Battle of San Jacinto</td> </tr> <tr> <td style="padding: 5px;">Opposed secession from the union and left the governor's office after Texans voted overwhelmingly to secede in January of 1861</td> </tr> </tbody> </table>	Sam Houston	President of the Republic	U.S. Senator	Texas Governor	Hero of the Battle of San Jacinto	Opposed secession from the union and left the governor's office after Texans voted overwhelmingly to secede in January of 1861	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: left; padding: 5px;">Lorenzo de Zavala</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Empresario</td> </tr> <tr> <td style="padding: 5px;">Served on Mexican congress</td> </tr> <tr> <td style="padding: 5px;">Governor of the state of Mexico</td> </tr> <tr> <td style="padding: 5px;">Vice President of temporary government established during Texas Revolution</td> </tr> <tr> <td style="padding: 5px;">Designed the first flag of the Republic of Texas</td> </tr> </tbody> </table>	Lorenzo de Zavala	Empresario	Served on Mexican congress	Governor of the state of Mexico	Vice President of temporary government established during Texas Revolution	Designed the first flag of the Republic of Texas
Sam Houston															
President of the Republic															
U.S. Senator															
Texas Governor															
Hero of the Battle of San Jacinto															
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Empresario															
Served on Mexican congress															
Governor of the state of Mexico															
Vice President of temporary government established during Texas Revolution															
Designed the first flag of the Republic of Texas															

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Subject Area	Social Studies	Bundle #:	10
Grade/Level	4 th	Weeks:	19-20
Unit Title			
Texas Revolution			
Overview			
Political changes led to tension between the Texas colonists and Mexico.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>(3) History. The student understands the causes and effects of the <u>Texas Revolution</u>, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p>	<p>(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;</p>	Events	Causes
		Effects	Effects
		<p>Colonial Conflicts with the Mexican Government</p>	<p>Language Problems Religious differences Slavery differences</p>
<p>Law of April 6, 1830</p>	<p>Colonial conflicts with the Mexican government; Mexico feared that the colonists would attempt to create their own government</p>	<p>Limited immigration, created a tax on all goods coming into and leaving Texas; Stephen F. Austin was arrested while he waited to speak to Santa Anna</p>	
<p>Battle of Gonzales (“Come & Take It”)</p>	<p>Santa Anna sent troops to Texas; a commander in the Mexican army ordered his soldiers to take a cannon from the town of</p>	<p>Texans were victorious and hoped their actions would lead to a revolution against Mexico</p>	

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			Gonzales	
		Battle of Goliad	Texans attacked a Mexican fort to protect settlers from the Mexican soldiers there	Texans believed that their actions would lead to a revolution against Mexico
		Convention of 1836	Texans wanted to create their own government; Texans wanted Santa Anna to adhere to the Mexican Constitution; Santa Anna wanted more power than the Constitution gave him	Texans declared their independence with the Texas Declaration of Independence
		Battle of the Alamo	Mexican General Cos had previously surrendered to Texans, angering Spanish leader Santa Anna	Texans lost the battle; Santa Anna sent surviving widow Susanna Dickinson to tell others about the defeat and warn of Santa Anna's strength
		Goliad Massacre	James Fannin refused to flee with the colonists to Victoria	The soldiers were killed by Santa Anna
		Battle of San Jacinto	Texans lost the battle; Santa Anna	Santa Anna surrendered;

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			sent surviving widow Susanna Dickinson to tell others about the defeat and warn of Santa Anna's strength	Texas became a separate and independent country
		Treaty of Velasco	Santa Anna surrendered	Mexico was encouraged to recognize the Republic of Texas as a separate government; Texas was now an independent nation
		Republic of Texas	Victory in the Texas Revolution, enabling colonists to make their own decisions	Texas became a separate and independent country
		Annexation of Texas to the U.S.	Texas struggled to defend and support itself	Texas became the 28 th state of the United States on 12/29/1845
(15) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:	(B) Identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas	<ul style="list-style-type: none"> • Catholic • Anti-slavery • Trade allowed only with Spain/Mexico 		

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<p>(16) Government. The student understands important ideas in historic documents of Texas. The student is expected to</p>	<p>(A) identify the purposes and explain the importance of the <u>Texas Declaration of Independence</u>, the <u>Texas Constitution</u>, and the Treaty of Velasco;</p>	Document	Purpose	Importance
		Texas Declaration of Independence	To form a new government	Declared that Texas was now a free country
		Texas Constitution	To set up the new government	Sam Houston was elected President, a congress was elected, and it allowed for the collection of taxes
		Treaty of Velasco	End the Texas Revolution	Established Texas as an independent nation

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Subject Area	Social Studies	Bundle #:	11
Grade/Level	4 th	Weeks:	21-22
Unit Title			
Establishing the independent nation of Texas			
Overview			
Purposes and importance of the Texas Declaration of Independence, the Texas Constitution and the Treaty of Velasco.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
8) Geography. The student understands the location and <u>patterns of settlement</u> and the geographic factors that influence where people live. The student is expected to	(A) identify clusters of settlement in Texas and explain their distribution	Cluster of Settlement in Texas	Explanation of Distribution
		Texas Frontier	Near natural resources & good land for living on Near coastal areas and river sources
		Texas Boom (1870-1900)	Near railroads
(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to	(C) analyze the effects of <u>immigration</u> , <u>migration</u> , and <u>limited resources</u> on the economic development and growth of Texas	Causes of Economic Development & Growth	Effect on Economic Development & Growth
		Immigration (process of people moving to a new place to stay permanently) Migration (process of moving from one place to another, usually in search of food) Limited Resources (when there is a fixed supply of a resource; any non-renewable resource)	Growth of existing communities New communities were formed New businesses were established To support the expanding population, there were increased taxes and increased/improved community services to support the communities

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Subject Area	Social Studies	Bundle #:	12
Grade/Level	4 th	Weeks:	23-24
Unit Title			
Government and annexation by the US			
Overview			
The Republic of Texas decided to join the United States to help solve its many challenges.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(3) History. The student understands the causes and effects of the <u>Texas Revolution</u> , the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:	(B) describe the successes and problems of the Republic of Texas;	Successes: Schools: land grants for colleges, Father of Education was Mirabeau B. Lamar Problems: Heavy debt from running of government and paying soldiers from Texas Revolution. Native American attacks in the west(this debt caused lack of protection for frontier settlers)	
	(C) explain the events that led to the annexation of Texas to the United States;	<ul style="list-style-type: none"> • 2/28/1845: Congress passed a resolution allowing Texas to become a state. • 7/4/1845: Texas leaders met at Washington-on-the-Brazos to pass the resolution • Voters accepted the resolution in 1845 and Texas became the 28th state of the U.S. 	
	(D) explain the impact of the Mexican War on Texas;	<ul style="list-style-type: none"> • Clearly defined border, peace with Mexico, and U.S. gained more territory that became part of Texas 	
(16) Government. The student understands important ideas in historic documents of Texas. The student is expected to	(B) Identify and explain the basic functions of the <u>three branches of state government</u>	Branch of Government	Function
		Executive	Makes sure laws are obeyed
		Legislative	Makes laws
		Judicial	Makes sure laws are enforced fairly
(18) Citizenship. The student understands the importance of voluntary	(D) Explain how to contact elected and appointed leaders in state and local	<ul style="list-style-type: none"> • Letter • Email 	

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<p>individual participation in the democratic process. The student is expected to:</p>	<p>governments</p>	<ul style="list-style-type: none"> • Phone
<p>(24) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to</p>	<p>(A) 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</p>	

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Subject Area	Social Studies	Bundle #:	13
Grade/Level	4 th	Weeks:	25-26
Unit Title			
Economics and change			
Overview			
Economic systems develop to meet human needs.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to	(A) describe the impact of the Civil War and Reconstruction on Texas	Impact of the Civil War on Texas	Impact of Reconstruction on Texas
		Political changes: Texas secedes from the Union and becomes a separate country again, 11 southern states created the Confederacy	Political changes: Freedman’s Bureau was created, a new state constitution was adopted giving state officials less power
		Economic changes: Ports were blocked by Union forces, keeping goods from going in and out of Texas; freedom of slaves would hurt cotton production and trade	Economic changes: Plantation owners paid for labor, freed slaves entered the workforce as sharecroppers and needed a place to live
		Social changes: Slaves were freed (Amendment 13); Amendment 14 (the grant of citizenship); Amendment 15 (the right to vote for every male citizen)	Social changes: Farmers had to pay for labor, freed slaves had to adjust to new lives with new challenges; individuals had to assume a more active part in their community and government; approx. 150 new schools were opened for African Americans
8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people	(D) Explain the <u>geographic factors</u> that influence patterns of settlement and the distribution of population in	Rivers Coastal Areas Natural resources such as oil, fertile land, fresh water <u>Geographic Factors</u> Several factors influence the settlement and development of a place. Geographic factors include the physical characteristics of a place such as landforms, bodies and sources of	

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live. The student is expected to:	Texas, past and present.	water, vegetation, climate and weather patterns, and animal life. Farmers prefer fertile land, abundant rainfall, and a moderate climate. Those who earn their living from fishing settle near bodies of water. Settlers often avoid mountainous areas or swamp land for various reasons. Several geographic factors affected Texas settlement and population distribution.	
12) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to	(A) describe the development of the free enterprise system in Texas		
	(B) describe how the free enterprise system works in Texas	The free enterprise system in Texas works on a system of supply and demand.	
	(C) Give examples of the benefits of the free enterprise system in Texas	Benefit of the Free Enterprise System	Examples
		Business owners are free to choose	Business owners choose what they want to produce and/or sell
		Consumers are free to choose	Consumers are free to choose what they want to purchase
		Encourages businesses to make new products	Cellular phones were created to allow consumers to make phone calls from many different places
(17) Citizenship. The student understands important customs, <u>symbols</u> , and celebrations of Texas. The student is expected to:	(A) 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	Symbol/landmark	Meaning
		Six flags (Spanish, French, Mexican, Republic of Texas, United States, Confederate States of America)	The six flags of Texas are visible signs of the pride Texans have in their state history. Each flag represents the time in history when that country or government ruled over Texas.
		San Jose Mission	It was so important to the community of San Antonio in the early 1700s that it became known as the “Queen of the Missions” and

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				people still attend church services there today.
		San Jacinto Monument		The San Jacinto Monument is a reminder of the Texans' victory in the last battle of the Texas Revolution.
(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:	(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;	Civil War & Reconstruction (1861-1870)	African Americans	Slavery was a key issue to those fighting in the Civil War; 8-9-1865 Texas rejoined the U.S.
		Indian Wars (late 1800s)	Native Americans	Reservations established
		Railroad	Chinese	Chinese rail workers came to Texas to work on the railroad, first Asians to permanently settle in Texas

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Subject Area	Social Studies	Bundle #:	14
Grade/Level	4 th	Weeks:	27-28
Unit Title			
Reconstruction, celebrations and culture			
Overview			
Political, economic and social impacts of Reconstruction on Texas and the significance of Juneteenth and Quanah Parker.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to</p>	<p>(A) describe the impact of the Civil War and Reconstruction on Texas</p>	Impact of the Civil War on Texas	Impact of Reconstruction on Texas
		<p>Political changes: Texas secedes from the Union and becomes a separate country again, 11 southern states created the Confederacy</p>	<p>Political changes: Freedman’s Bureau was created, a new state constitution was adopted giving state officials less power</p>
		<p>Economic changes: Ports were blocked by Union forces, keeping goods from going in and out of Texas; freedom of slaves would hurt cotton production and trade</p>	<p>Economic changes: Plantation owners paid for labor, freed slaves entered the workforce as sharecroppers and needed a place to live</p>
		<p>Social changes: Slaves were freed (Amendment 13); Amendment 14 (the grant of citizenship); Amendment 15 (the right to vote for every male citizen)</p>	<p>Social changes: Farmers had to pay for labor, freed slaves had to adjust to new lives with new challenges; individuals had to assume a more active part in their community and government; approx. 150 new schools were opened for African</p>

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			Americans						
8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(D) Explain the <u>geographic factors</u> that influence patterns of settlement and the distribution of population in Texas, past and present.	Rivers Coastal Areas Natural resources such as oil, fertile land, fresh water <u>Geographic Factors</u> Several factors influence the settlement and development of a place. Geographic factors include the physical characteristics of a place such as landforms, bodies and sources of water, vegetation, climate and weather patterns, and animal life. Farmers prefer fertile land, abundant rainfall, and a moderate climate. Those who earn their living from fishing settle near bodies of water. Settlers often avoid mountainous areas or swamp land for various reasons. Several geographic factors affected Texas settlement and population distribution.							
13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:	(F) Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.	Plantation System & Slavery	During this time, it was commonplace for farmers and ranchers to have slaves who were required to work for free. Slaves were not free to make their own choices about most aspects of their lives and they were considered the property of their owner/master, which means they could be traded or sold at the owner's will.						
17) Citizenship. The student understands important customs, <u>symbols</u> , and celebrations of Texas. The student is	(D) Describe the origins and significance of state celebrations including Texas Independence Day and	<table border="1"> <thead> <tr> <th>Celebration</th> <th>Origin</th> <th>Significance</th> </tr> </thead> <tbody> <tr> <td>Texas</td> <td>March 2, 1836 –</td> <td>Texas gained</td> </tr> </tbody> </table>	Celebration	Origin	Significance	Texas	March 2, 1836 –	Texas gained	
Celebration	Origin	Significance							
Texas	March 2, 1836 –	Texas gained							

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expected to:	Juneteenth.	Independence Day	Texas signed the Texas Declaration of Independence	it's independence from Spain and became an independent nation
		Juneteenth	June 19, 1866 – African Americans celebrated their first year of freedom	Families celebrate by giving thanks, listening to speeches, singing, and learning about the state of affairs for African Americans
(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:	(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;	Civil War & Reconstruction (1861-1870)	African Americans	Slavery was a key issue to those fighting in the Civil War; 8-9-1865 Texas rejoined the U.S.
		Indian Wars (late 1800s)	Native Americans	Reservations established
		Railroad	Chinese	Chinese rail workers came to Texas to work on the railroad, first Asians to permanently settle in Texas

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Subject Area	Social Studies	Bundle #:	15	
Grade/Level	4 th	Weeks:	29-30	
Unit Title				
Change and growth				
Overview				
Railroads and the cattle industry impacted the economic development of Texas in the 1800s.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to	B) explain the growth and development of the cattle and oil industries	Cattle Industry	Oil Industry	
		Texans drove cows to other states to sell for higher prices during the time of the open range when land and water were freely used Barbed wire invention kept cattle safe and crops safe from free grazing Railroads built close to ranches; Texans were able to move more cattle north for quicker sales	1901-Oil discovered at Spindletop in Beaumont Oil & gas products were being manufactured Oil's uses and consumption increased Texas became the leading oil-producing state in the U.S. by 1928 Oil was being used in a variety of petroleum products	
	C) identify the impact of railroads on life in Texas, including changes to cities and major industries	Changes to Cities	Changes to Major Industries	
		Cities were built within 30 miles of each other along the railroad tracks, enabling businesses to grow there and creating a population boom	Industries were able to thrive because of increased access to long-distance customers	
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is	(C) describe the location of cities in Texas and explain their distribution, past and present	Town	Past	Present (noting any changes)
		Midland-Odessa	Once the biggest producer of oil in Texas	Currently experiencing a slump in their once unbeatable oil production; primarily an oil and gas industry driven region
		Galveston	Served as Texas' only	Shipping industry and tourism are

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expected to			shipping port	key economic factors		
		El Paso	Served as a line of defense from Mexico; provided irrigation for Native Americans	Tourism		
(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:	(A) explain how people in different regions of Texas earn their living, past and present	Time Period	Coastal Plains	North Central Plains	Great Plains	Mountains & Basins
		Past	Ranching Farming Fishing Hunting	Ranching Farming	Ranching Farming	Ranching Mining
	(B) explain how geographic factors have influenced the location of economic activities in Texas	Geographic Factor	Influence on Economic Activities			
		Landforms	Plains were good for ranching and farming			
		Bodies & Sources of Water	Shipping, fishing, and tourism			
		Vegetation	Texas produces the most cotton in the U.S. and other high-producing crops (corn, grain, etc.)			
		Climate & Weather Patterns	1900 Galveston hurricane, warm coastal weather provides tourism income, west and north Texas winter weather, which are often severe, can inhibit crop growth			
		Animal Life	Ranching, hunting			
(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to	C) Summarize the contributions of people of various racial, ethnic , and religious groups in the development of Texas.	Culture	Important Contributors to Texas			
		German	Elisabeth Ney – Sculptor who moved to Texas in the 1870s; created sculptures of Stephen F. Austin and Sam Houston			
		Native American	Quanah Parker – Chief of the Comanche; mediator between Native Americans and the U.S. government after the Civil War			

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Subject Area	Social Studies	Bundle #:	16	
Grade/Level	4 th	Weeks:	31-32	
Unit Title				
Significant individuals and Texas symbols				
Overview				
Important contributions to the development of Texas made by Elizabeth Ney and Patillo Higgins in particular. Recite “Texas, Our Texas” and recite and explain the meaning of the Pledge to the Texas Flag.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to	(B) explain the growth and development of the cattle and oil industries	Cattle Industry	Oil Industry	
		<p>Texans drove cows to other states to sell for higher prices during the time of the open range when land and water were freely used</p> <p>Barbed wire invention kept cattle safe and crops safe from free grazing</p> <p>Railroads built close to ranches; Texans were able to move more cattle north for quicker sales</p>	<p>1901-Oil discovered at Spindletop in Beaumont</p> <p>Oil & gas products were being manufactured</p> <p>Oil’s uses and consumption increased</p> <p>Texas became the leading oil-producing state in the U.S. by 1928</p> <p>Oil was being used in a variety of petroleum products</p>	
(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:	D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;	Mass Production (manufacture of goods in large quantities, often using standardized designs and assembly-line techniques)	Specialization (making something for a specific purpose)	Division of Labor (the breakdown of work into its tasks or parts and assigned to various people, groups, or machines for the purposes of efficiency)
		<p>Stimulates economy</p> <p>Leads to a decline in the</p>	<p>Often requires additional education</p>	<p>Contributes to efficiency in mass production</p>

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		number of handmade goods Can increase pollution Can reduce variation with society	Can increase variation within society Creates a highly-skilled workforce	Does not result in a highly-skilled work force
<p><u>Mass Production</u></p> <p>Making many of the same things is termed mass production. Usually mass production depends on technology, standardized parts, an assembly line process, a labor force, factories to house machinery and workers, a transportation network to get the supply from the factory to the consumers, a marketing campaign to convince people to buy the supply, and a price that meets the demand of customers. Henry Ford made mass production possible through the use of the assembly line to build the Model T. In 1909 his car cost \$950 but by 1916 it cost only \$360. Mass production of one product may encourage growth of other industries. In order to finish a car, the Ford Motor Company used steel, rubber, glass, and upholstery. Increasing numbers of cars on the road affected urban and suburban development, the need for gas stations and motels and the care and surfacing of roads. Mass production can cause an economy to grow. At the same time, mass production can lead to a decline in the number of things made by hand by artists and craftspeople. It can increase pollution and can reduce variation in society.</p> <p><u>Specialization</u></p> <p>Specialization concentrates research, design, and production on a particular good or service. Mass production depends on specialized parts made by machines created to produce just one size or type of good. In an industrial setting workers often learn specialized skills suited to one task or series of related tasks in the assembly process. Specialization also applies to non-industrial patterns of work. Students learn to be teachers, investment bankers, curators, journalists, or engineers. As people become more experienced, they often become more specialized. The oil industry in Texas requires the specialized services provided by geologists, petroleum</p>				

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		<p>engineers, and lawyers and specialized industries such as refining. It is often more practical to focus research, design, and production on one good or service, especially when natural resources, population distribution, or economic patterns encourage it. For instance, doctors specializing in heart or cancer treatments establish practices in urban area while those trained to work in oil fields labor where the oil resources exist.</p> <p><u>Division of Labor</u></p> <p>Dividing work so that each worker does only part of a larger job is called division of labor. Factory workers are trained in only one area of the assembly line process. They depend on workers in other areas to do other jobs. This contributes to efficiency in mass production situations but does not result in a highly skilled job force. To change production is challenging where a division of labor is in place.</p>
<p>17) Citizenship. The student understands important customs, <u>symbols</u>, and celebrations of Texas. The student is expected to:</p>	<p>(B) sing or recite Texas, Our Texas</p>	<p style="text-align: center;">Texas, Our Texas Written by William J. Marsh and Gladys Yoakum Wright Composed by William J. Marsh</p> <p style="text-align: center;">Texas, Our Texas! All hail the mighty State! Texas, Our Texas! So wonderful so great! Boldest and grandest, withstanding ev'ry test O Empire wide and glorious, you stand supremely blest.</p> <p style="text-align: center;">Texas, O Texas! Your freeborn single star Sends out its radiance to nations near and far, Emblem of Freedom! It set our hearts aglow, With thoughts of San Jacinto and glorious Alamo.</p> <p style="text-align: center;">Texas, dear Texas! From tyrant grip now free, Shines forth in splendor, your star of destiny! Mother of heroes, we come your children true, Proclaiming our allegiance, our faith, our love for you.</p> <p style="text-align: center;">God bless you Texas! And keep you brave and strong, That you may grow in power and worth, throughout the ages long. God bless you Texas! And keep you brave and strong, That you may grow in power and worth, throughout the ages long.</p> <p style="text-align: center;"><i>"Texas, Our Texas," the official state song of Texas, was adopted by the Texas</i></p>

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		<i>Legislature in 1929</i>	
	(C) recite and explain the meaning of the Pledge to the Texas Flag	"Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."	
(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:	(C) Summarize the contributions of people of various racial, ethnic , and religious groups in the development of Texas.	Culture	Important Contributors to Texas
		German	Elisabeth Ney – Sculptor who moved to Texas in the 1870s; created sculptures of Stephen F. Austin and Sam Houston
		Native American	Quanah Parker – Chief of the Comanche; mediator between Native Americans and the U.S. government after the Civil War
(21) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:	(A) identify famous inventors and scientists including Gail Borden, Joseph Glidden, and Patillo Higgins and their contributions	Inventor/scientist	Contribution
		Gail Borden	Publisher and inventor who invented condensed milk in 1853, allowing people to drink milk without the fear of it being spoiled and causing illness or death
		Joseph Glidden	Invented the first commercially-successful barbed wire
		Patillo Higgins	Texas businessman who discovered oil at Spindletop in 1901.

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Subject Area	Social Studies	Bundle #:	17
Grade/Level	4 th	Weeks:	33-34
Unit Title			
Technology, change and culture			
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:</p>	<p>(A) Identify the impact of various issues and events on life in Texas including urbanization, increased use of oil and gas, and the growth of aerospace and other technology industries; and causes of World War I and World War II.</p>	Issue/Event of 20th Century	Impact on Life in Texas
		Urbanization	Residents of cities had phones, electric lamps, trolleys, and cars
		Increased use of oil and gas	Created new jobs, created new products, brought people to booming areas
		Growth of aerospace industry	Created new jobs (NASA); "Houston, Tranquility Base here. The Eagle has landed." (1 st words from the moon, spoken by Neil Armstrong)
		Growth of other technology industries	Development of hi-tech products helped Texas become less dependent on the oil and gas industry
	<p>(B) Identify the accomplishments of notable individuals including Henry Cisneros, Miriam A. Ferguson, Audie Murphy, Cleto Rodríguez, John Tower, Dwight D. Eisenhower, and Edward House.</p>	Notable Individual	Accomplishments
		Henry Cisneros	Served as the U.S. Secretary of Housing and Development under Clinton; mayor of San Antonio
		Miriam A. Ferguson	1 st female governor of Texas
		Audie Murphy	American soldier awarded the most medals for his service during WWII
		Cleto Rodriguez	WWII hero who fought in the Philippines
		John Tower	Youngest person to serve in the U.S. Senate

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		Dwight D. Eisenhower	Texan that became 34th president from Republic Party; War Hero; European Commander of WWII			
		Edward House	Texan leader played key role in Wilson administration; patriotism rose			
(7) Geography. The student understands the concept of regions. The student is expected to	(A) describe a variety of regions in Texas and the Western Hemisphere including political, population, and economic regions that result from patterns of human activity	Type of Region	Description	Examples		
		Industry	Regions formed based on the primary source of income.	West Texas-Oil Industry Coastal Areas-Tourism, Farming North Texas-Ranching		
		Political	Regions formed on the basis of political significance.	Austin-state capitol		
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(B) explain patterns of settlement at different time periods in Texas	Time Period		Pattern of Settlement		
		8000 BC – 0 AD		Nomadic		
		0 AD – 1519		Farming		
		1520 – 1682		Exploration		
		1683 – 1824		Missions		
		1825 – Present		Community Building		
(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:	(A) explain how people in different regions of Texas earn their living, past and present	Time Period	Coastal Plains	North Central Plains	Great Plains	Mountains & Basins

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		Present	Ranching Farming Tourism Technology Medicine Aerospace Government	Petrochemical Technology Medicine Military Education	Petrochemical Military Education	Tourism Military Education Mining
	(D) describe the impact of <u>mass production, specialization, and division of labor</u> on the economic growth of Texas;	Mass Production (manufacture of goods in large quantities, often using standardized designs and assembly-line techniques)		Specialization (making something for a specific purpose)		Division of Labor (the breakdown of work into its tasks or parts and assigned to various people, groups, or machines for the purposes of efficiency)
		Stimulates economy Leads to a decline in the number of handmade goods Can increase pollution Can reduce variation with society	Often requires additional education Can increase variation within society Creates a highly-skilled workforce	Contributes to efficiency in mass production Does not result in a highly-skilled work force		
	(F) Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.	Civil Rights Act		Until the Civil Rights Act of 1964 was passed under President Lyndon B. Johnson, African Americans and Hispanics did not have the same rights as Anglo Americans, such as voting and segregation in public areas. Today, Civil Rights leaders continue to work to improve the equality for all American citizens.		
(20) Culture. The student understands the	(A) identify the similarities and	Mexican Revolution (1910)		Mexicans		Established equal rights for Tejanos

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contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to	differences within and among selected racial, ethnic, and religious groups in Texas;	WWI (1914) – WWII (1939)	Germans	WWI – German submarine warfare WWII – Jewish genocide, women in the workforce
		Roaring 20s	Anglo Americans African Americans	White Supremacy Jazz
		Civil Rights Act of 1964	African Americans	Ended segregation
	(B) identify customs , celebrations, and traditions of various culture groups in Texas; and	Culture		Customs, Celebrations, Traditions
		African American		<i>Holidays:</i> 12/26-1/1-Kwanzaa
	(C) Summarize the contributions of people of various racial, ethnic , and religious groups in the development of Texas.	Culture		Important Contributors to Texas
		Spanish/Mexican		Henry B. Gonzalez – 1 st Mexican American to represent Texas in the U.S. Congress (1961)
		African American		Barbara Jordan – 1 st African American to serve in the U.S. Congress (1971)

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Subject Area	Social Studies	Bundle #:	18
Grade/Level	4 th	Weeks:	35-36
Unit Title			
Government influence			
Overview			
Significant individuals and notable contributions to Texas in the 20 th century.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:</p>	<p>(A) Identify the impact of various issues and events on life in Texas including urbanization, increased use of oil and gas, and the growth of aerospace and other technology industries; and causes of World War I and World War II.</p>	Issue/Event of 20th Century	Impact on Life in Texas
		Urbanization	Residents of cities had phones, electric lamps, trolleys, and cars
		Increased use of oil and gas	Created new jobs, created new products, brought people to booming areas
		Growth of aerospace industry	Created new jobs (NASA); "Houston, Tranquility Base here. The Eagle has landed." (1 st words from the moon, spoken by Neil Armstrong)
		Growth of other technology industries	Development of hi-tech products helped Texas become less dependent on the oil and gas industry
	<p>(B) Identify the accomplishments of notable individuals including Henry Cisneros, Miriam A. Ferguson, Audie Murphy, Cleto Rodríguez, John Tower, Dwight D.Eisenhower, and Edward House.</p>	Notable Individual	Accomplishments
		Henry Cisneros	Served as the U.S. Secretary of Housing and Development under Clinton; mayor of San Antonio
		Miriam A. Ferguson	1 st female governor of Texas
		Audie Murphy	American soldier awarded the most medals for his service during WWII

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		Cleto Rodriguez	WWII hero who fought in the Philippines
		John Tower	Youngest person to serve in the U.S. Senate
		Dwight D. Eisenhower	Texan that became 34 th president from Republic Party; War Hero; European Commander of WWII
		Edward House	Texan leader played key role in Wilson administration; patriotism rose
		Barbara Jordan	She was the 1 st African American woman from the south to be elected to the U.S. Congress
8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(A) identify clusters of settlement in Texas and explain their distribution	Cluster of Settlement in Texas	Explanation of Distribution
		Present Day	Near major highways
	(B) explain patterns of settlement at different time periods in Texas	Time Period	Pattern of Settlement
		8000 BC – 0 AD	Nomadic
		0 AD – 1519	Farming
		1520 – 1682	Exploration
		1683 – 1824	Missions
		1825 – Present	Community Building
9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(A) describe ways people have adapted to and modified their environment in Texas, past and present	<i>Examples of Adaptations and Modifications:</i> <ul style="list-style-type: none"> • Texans dam rivers • Farmers establish irrigation and windmill systems • Barbed wire fencing closed open range and changed cattle ranching 	

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		<ul style="list-style-type: none"> • Mining/drilling for natural resources • Highway system • Railroad system
	<p>(B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs</p>	<p><i>Purpose of Adaptations and Modifications:</i></p> <ul style="list-style-type: none"> • Texans dam rivers to control flooding/generate electricity/promote tourism • Lumber was used to build homes, bridges, and other materials • Farmers establish irrigation and windmill systems to provide water for crops in areas that receive low precipitation • Barbed wire fencing closed open range and changed cattle ranching, thereby keep prized cattle safe and keeping cattle from grazing on farmers’ crops • Mining/drilling for natural resources used to produce other products • Highway system to create a quicker and more effective means of transportation • Railroad system to improve transportation of goods and livestock to other areas
	<p>(C) Analyze the consequences of human modification of the environment in Texas, past and present</p>	<ul style="list-style-type: none"> • Building of the dams on the Brazos and Colorado Rivers helped to form lakes and control flooding and provided a consistent water supply <ul style="list-style-type: none"> ○ Brazos River formed Possum Kingdom Lake and Lake Whitney ○ Colorado River formed Lake Buchanan, Inks Lake, LBJ Lake, Marble Falls Lake, Lake Travis, and Lake Austin. • Water sources were contaminated with pollutants

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		<ul style="list-style-type: none"> • Road system construction created jobs, and enabled others to move away from their nuclear families • Barbed wire fencing closed open range and changed cattle ranching, thereby keep cattle safe and keeping cattle from grazing on farmers’ crops. Cattle drives ended and had to be transported by railroad. 	
<p>(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p>	<p>(E) explain how developments in transportation and communication have influenced economic activities in Texas; and</p>	Transportation	Communication
		<p><i>Types of Transportation:</i> automobile, train, plane, boat, aerospace</p> <p><i>Creation of and improvements in transportation have resulted in:</i></p> <p>Increased job opportunities</p> <p>New careers</p> <p>New competitors keep prices competitive for consumers</p> <p>Increased international business</p>	<p><i>Types of Communication/Technology:</i> cell phones, satellites, internet, cable</p> <p><i>Technology improvements continue to provide new opportunities for consumers and producers alike, such as:</i></p> <p>Increased productivity</p> <p>Increased flexibility, ability to be more mobile</p> <p>Increased job opportunities within the communication industry</p> <p>New careers</p> <p>New competitors keep prices competitive for consumers</p> <p>Increased international communication; creation of a “smaller world”</p>
<p>(14) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:</p>	<p>(A) identify ways in which technological changes have resulted in increased interdependence among Texas, the United States, and the world</p>	<ul style="list-style-type: none"> • New technology has increased the interdependence among all citizens of the world by providing new tools to make products and services more successful and efficient <ul style="list-style-type: none"> ✓ Improved medical equipment and procedures 	

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		<ul style="list-style-type: none"> ✓ Improved efficiency in the production of various goods ✓ Improved agricultural success; ability to successfully grow and manage larger crops due to improved equipment ✓ Improvements in transportation technology has led to safer travel in all areas ✓ Improvements in technology continue to open new horizons in the aerospace industry 																							
	(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Oil & Gas Products</th> <th style="text-align: center;">Agricultural Products</th> <th style="text-align: center;">Technology Products</th> </tr> </thead> <tbody> <tr> <td>Gasoline</td> <td>Food (vegetables, fruits, nuts)</td> <td>Silicon chips</td> </tr> <tr> <td>Jet fuel</td> <td>Cotton</td> <td>Computers</td> </tr> <tr> <td>Heating oil</td> <td>Sugarcane</td> <td>Software</td> </tr> <tr> <td>Plastics</td> <td>Rice</td> <td>Medical products</td> </tr> <tr> <td></td> <td>Beef</td> <td>Satellites</td> </tr> <tr> <td></td> <td>Fish</td> <td></td> </tr> </tbody> </table>	Oil & Gas Products	Agricultural Products	Technology Products	Gasoline	Food (vegetables, fruits, nuts)	Silicon chips	Jet fuel	Cotton	Computers	Heating oil	Sugarcane	Software	Plastics	Rice	Medical products		Beef	Satellites		Fish			
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	(C) Explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Products Purchased by Texans</th> <th style="text-align: center;">Needs Met</th> </tr> </thead> <tbody> <tr> <td><i>Food:</i> tea, fruit</td> <td>Dietary</td> </tr> <tr> <td><i>Transportation:</i> cars, motorcycles, boats, planes, trains</td> <td>Transportation</td> </tr> <tr> <td><i>Clothing</i></td> <td>Clothing</td> </tr> <tr> <td><i>Electronics:</i> televisions, music equipment, computers</td> <td>Entertainment, Information</td> </tr> </tbody> </table>	Products Purchased by Texans	Needs Met	<i>Food:</i> tea, fruit	Dietary	<i>Transportation:</i> cars, motorcycles, boats, planes, trains	Transportation	<i>Clothing</i>	Clothing	<i>Electronics:</i> televisions, music equipment, computers	Entertainment, Information													
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(18) Citizenship. The student	(A) explain how individuals can	<ul style="list-style-type: none"> • Voting 																							

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<p>understands the importance of voluntary individual participation in the democratic process. The student is expected to</p>	<p>participate voluntarily in <u>civic affairs</u> at state and local levels</p>	<ul style="list-style-type: none"> • Serving on jury • Obeying the law • Knowledge of the law • Public service • Paying taxes 											
	<p>(B) explain the role of the individual in state and local elections</p>	<ul style="list-style-type: none"> • Educating themselves on candidates for state and local offices and voting 											
	<p>(C) identify the importance of historical figures including Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process</p>	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #e0e0e0;">Barbara Jordan</td> </tr> <tr> <td>First African-American congresswoman from the south</td> </tr> </table>	Barbara Jordan	First African-American congresswoman from the south									
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First African-American congresswoman from the south													
	<p>(D) Explain how to contact elected and appointed leaders in state and local governments</p>	<ul style="list-style-type: none"> • Letter • E-mail • Phone 											
<p>(19) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p>	<p>(A) 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;</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th colspan="3" style="text-align: left;"><i>STATE LEADERS</i></th> </tr> <tr> <th style="background-color: #e0e0e0;">Title</th> <th style="background-color: #e0e0e0;">Responsibilities</th> <th style="background-color: #e0e0e0;">Current Leader/Political Party</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e0e0e0;">Governor</td> <td>Chief executive of Texas</td> <td rowspan="2">See website for current leaders: http://kids.house.state.tx.us/</td> </tr> <tr> <td style="background-color: #e0e0e0;">Lieutenant Governor</td> <td>Second in command to the Governor of Texas; presides over the Texas Senate</td> </tr> </tbody> </table>	<i>STATE LEADERS</i>			Title	Responsibilities	Current Leader/Political Party	Governor	Chief executive of Texas	See website for current leaders: http://kids.house.state.tx.us/	Lieutenant Governor	Second in command to the Governor of Texas; presides over the Texas Senate
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		Attorney General	The chief law officer and legal counsel of the government of a state or nation.
		Chief Justice	The presiding judge of the Texas Supreme Court
		Speaker of the House of Representatives	Presiding officer of the House; administer proceedings on the House floor
		Selected Members of the Texas Legislature	Makes laws for Texas
<i>LOCAL LEADERS</i>			
		Title	Responsibilities
		Mayor	Head of a city government
		County Judge	Public official who hears and decides cases brought before a the county court
		Police Chief	A policeman in charge of a police department
			Current Leader/Political Party
			See your local government resources: Bastrop: Taylor: Giddings:

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		<p><u>TEXANS WHO HAVE BEEN PRESIDENT OF THE UNITED STATES</u></p> <ul style="list-style-type: none"> • Dwight Eisenhower • Lyndon Baines Johnson • George H.W. Bush • George W. Bush 	
	(B) Identify leadership qualities of state and local leaders, past and present	<p><i>Leadership Qualities:</i></p> <ul style="list-style-type: none"> • Honest • Caring • Brave <p>Knowledgeable</p>	
<p>21) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:</p>	<p>(B) describe how <u>scientific discoveries and technological innovations</u> have benefited individuals, businesses, and society in Texas; and</p>	Scientific Discovery or Technological Innovation	Benefits
		Cotton gin	Processing of cotton was more efficient
		Steamboat	Allowed mass transportation by sea
		Barbed wire	Ranchers were able to keep their cattle secure
		Telephone	Communication
		Railroads	Safely and quickly transport goods and materials with a small crew
		Oil & gas	Transportation, heating of homes
		Internet Technology	Increased access to information worldwide and increased international communication

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		Aerospace Technology	Improved opportunities for space exploration
	(C) Predict how future scientific discoveries and technological innovations might affect life in Texas	<i>Include:</i> <ul style="list-style-type: none"> • Medicine • Science • Technology • Energy 	