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## Core Practices Scope and Sequence

| Core Practice   | Unit 1                                  | Unit 2   | Unit 3   |
|---|---|--|--|
| <b>Background Knowledge</b>                                       | Purpose for reading and visual provided | Teacher generates purpose for reading  | Teacher generates purpose for reading  |
| <b>Vocabulary</b>   | Student-friendly definitions provided   | Student-friendly definitions provided  | Students generate definitions  |
| <b>Questions to Check for Understanding and Prompt Discussion</b> | All questions provided                  | Some questions provided  | Teachers create questions  |
| <b>Gist Statements</b>  | Gist statements introduced              | Gist statements practiced  | Gist statements practiced  |
| <b>Summaries</b>  |   | Summary writing introduced   | Summary writing practiced  |
| <b>Context Clue Strategy</b>                                      |   |  | Context clues introduced   |
| <b>Peer-Assisted Learning</b>                                     | Vocabulary maps                         | <ul style="list-style-type: none"> <li>• Vocabulary maps</li> <li>• Gist statements</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary maps</li> <li>• Gist statements</li> </ul> |





# STRIVE

## Scope and Sequence

### Unit 1: The Earliest Texans (Ice Age to 1682)

**Unit Big Idea:** The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

| Lesson | Social Studies Text  | Vocabulary Words    | Passage Main Idea   | Alignment to TEKS Year-at-a-Glance   | TEKS Verification                                      |
|--------|--|---------------------|---|--|--|
| 1      | Studies Weekly, Week 4: "Albert Redder, Archaeologist" (page 2 through An Unexpected Find) | culture, artifact   | Archaeologist Albert Redder's interest in ancient artifacts led him to discover a Paleoamerican burial site in Texas. | Unit 1: Texas Geography Regions and Skills<br><br>Unit 2: American Indians Before European Exploration | 4.21B, 4.22D, 4.1A, 4.22B, 4.22A, 4.22C, 4.22E         |
| 2      | Studies Weekly, Week 4: "Albert Redder, Archaeologist" (page 3 to the end)                 | evidence, discovery | Archaeologist Albert Redder's interest in ancient artifacts led him to discover a Paleoamerican burial site in Texas. | Unit 1: Texas Geography Regions and Skills<br><br>Unit 2: American Indians Before European Exploration | 4.21B, 4.22D, 4.1A, 4.22B, 4.22A, 4.22C, 4.22E         |
| 3      | Studies Weekly, Week 4: "Paleoamerican Life"   | nomad, decompose    | The first Texans, or Paleoamericans, lived in a harsh climate and struggled to survive.                               | Unit 1: Texas Geography Regions and Skills   | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.12A, 4.12B |

| Lesson   | Social Studies Text   | Vocabulary Words         | Passage Main Idea  | Alignment to TEKS Year-at-a-Glance                   | TEKS Verification  |
|----------|---|--------------------------|--|--|--|
| <b>4</b> | Studies Weekly, Week 6: "Late Prehistoric Indians: The Caddo Mound Builders of East Texas"  | confederacy, reservation | The Caddo, an American Indian tribe who lived in East Texas, had a unique way of life, including food, shelter, government, and appearance.    | Unit 2: American Indians Before European Exploration | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.1B, 4.1D, 4.10A, 4.14A |
| <b>5</b> | Studies Weekly, Week 6: "Late Prehistoric Indians: The Karankawa Natives of the Gulf Coast" | abundance, band          | The Karankawa Indians were resourceful nomads who lived hard lives along the Gulf Coast of Texas.  | Unit 2: American Indians Before European Exploration | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.1B, 4.1D, 4.10A, 4.14A |
| <b>6</b> | Studies Weekly, Week 7: "Comanche: Lords of the Plains"                                     | declare, spare           | The Comanche American Indians were skilled warriors who ruled most of Texas in the 1700s and 1800s.  | Unit 2: American Indians Before European Exploration | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.1B, 4.1D, 4.10A, 4.14A |
| <b>7</b> | Studies Weekly, Week 7: "American Indian Society"   | product, deflect         | The bison was a sacred animal to the Plains Indians because it provided for their basic needs.   | Unit 2: American Indians Before European Exploration | 4.21B, 4.22D, 4.22A, 4.22C, 4.22E, 4.22B, 4.10A                    |
| <b>8</b> | Studies Weekly, Week 9: "Christopher Columbus Was a Failure?"                               | disgrace, convince       | Christopher Columbus thought he failed because he didn't find an ocean route to China; however, he made a great discovery.                     | Unit 4: Exploration and Mission Life                 | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.2A, 4.2B, 4.12C, 4.21D |
| <b>9</b> | Studies Weekly, Week 10: "The New World"  | conquistador establish   | Spanish explorers went to America for many reasons—to gain knowledge, wealth, and land; spread Christianity; and compete with other explorers. | Unit 4: Exploration and Mission Life                 | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.2A, 4.2B, 4.12C, 4.21D |

| Lesson | Social Studies Text   | Vocabulary Words      | Passage Main Idea  | Alignment to TEKS Year-at-a-Glance   | TEKS Verification  |
|--------|---|-----------------------|--|--------------------------------------|--|
| 10     | Studies Weekly, Week 10: "Modern Europeans Explore Texas"             | exploration, mission  | Spanish explorers Pineda, Cabeza de Vaca, Coronado, and Oñate encountered many hardships while traveling through parts of Texas.                                 | Unit 4: Exploration and Mission Life | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.2A, 4.2B, 4.12C, 4.21D |
| 11     | Studies Weekly Week 10: "The Fate of Texas' First Explorers"          | colony, forbidden     | The expeditions and lives of Texas' first explorers ended because of their cruel treatment of the American Indians and settlers.                                 | Unit 4: Exploration and Mission Life | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.2A, 4.2B, 4.12C, 4.21D |
| 12     | Studies Weekly, Week 11: "La Salle: A Strange Man in a Strange World" | territory, expedition | French explorer La Salle tried to establish a French colony in the New World to compete with Spain, but the expedition failed due to bad luck and bad decisions. | Unit 4: Exploration and Mission Life | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.2A, 4.2B, 4.12C, 4.21D |

## Unit 2: The Road to Statehood (1683 to 1845)

**Unit Big Idea:** Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

| Lesson    | Social Studies Text   | Vocabulary Words         | Passage Main Idea  | Alignment to TEKS Year-at-a-Glance   | TEKS Verification  |
|-----------|---|--------------------------|--|--------------------------------------|--|
| <b>13</b> | Studies Weekly, Week 11: "The Trouble With La Salle"                | desperate, recruit       | La Salle's second voyage to the New World failed for many reasons, such as his inexperienced crew, pirates, and his cruel treatment of the colonists and American Indians. | Unit 4: Exploration and Mission Life | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.2A, 4.2B, 4.12C, 4.21D |
| <b>14</b> | Studies Weekly, Week 14: "The Mexican War of Independence"          | revolution, religion     | Mexico (New Spain) was upset about the injustices of the Spanish government, so it fought against Spain to win independence.   | Unit 5: Colonization                 | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.2D, 4.2E, 4.14B, 4.19A |
| <b>15</b> | Studies Weekly, Week 14: "Stephen Austin Refuses to Quit!"          | disguise, responsibility | Stephen Austin faced many challenges while trying to establish a colony in Texas, but he didn't give up and eventually succeeded.  | Unit 6: Revolution                   | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.14B, 4.19A, 4.3A, 4.3B |
| <b>16</b> | Studies Weekly, Week 14: "Stephen Austin Refuses to Quit!" (reread) | No new words             | Stephen Austin faced many challenges while trying to establish a colony in Texas, but he didn't give up and eventually succeeded.  | Unit 6: Revolution                   | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.14B, 4.19A, 4.3A, 4.3B |
| <b>17</b> | Studies Weekly, Week 15: "Rebellion in Texas"                       | immigrant, convention    | Stephen Austin supported the Mexican government at first, but unfair treatment and rules led Austin and the colonists to rebel.  | Unit 6: Revolution                   | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.14B, 4.19A, 4.3A, 4.3B |

| Lesson | Social Studies Text   | Vocabulary Words        | Passage Main Idea   | Alignment to TEKS Year-at-a-Glance              | TEKS Verification  |
|--------|---|-------------------------|---|---|--|
| 18     | Studies Weekly, Week 15: "Rebellion in Texas" (reread)                    | No new words            | Stephen Austin supported the Mexican government at first, but unfair treatment and rules led Austin and the colonists to rebel.                               | Unit 6: Revolution                              | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.14B, 4.19A, 4.3A, 4.3B       |
| 19     | Studies Weekly, Week 17: "Travis Holds at the Alamo"                      | surrender, independence | Colonel Travis and his soldiers lost the Battle of the Alamo, but their bravery inspired Texans to keep fighting for independence.                            | Unit 6: Revolution                              | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.3A, 4.3B                     |
| 20     | Studies Weekly, Week 18: "A Taste of Victory for the Texans"              | No new words            | The revolution ended when General Houston defeated Santa Anna at the Battle of San Jacinto, and Texas won its independence from Mexico.                       | Unit 3: Celebrate Freedom<br>Unit 6: Revolution | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.15A, 4.3A, 4.3C, 4.3B, 4.17D |
| 21     | Studies Weekly, Week 19: "New Republic: New Opportunities and Challenges" | republic, treaty        | After gaining independence from Mexico, Texans faced new opportunities and challenges while trying to start a new nation.                                     | Unit 7: Republic and Statehood                  | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.15A, 4.3D                    |
| 22     | Studies Weekly, Week 20: "Statehood or National Independence?"            | annexation, protection  | Matthew, a Texas citizen, and his cousin living in the United States, Charles, write letters expressing their opinions about Texas joining the United States. | Unit 7: Republic and Statehood                  | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.21D, 4.3D, 4.3E              |

| Lesson | Social Studies Text  | Vocabulary Words | Passage Main Idea   | Alignment to TEKS Year-at-a-Glance | TEKS Verification                                    |
|--------|--|------------------|---|------------------------------------|--|
| 23     | Studies Weekly, Week 20: "On the Road to Statehood" (through End to the Journey) | debt, resolution | Even though Texas had many problems as an independent republic, the United States agreed to annex Texas, which became the 28th state. | Unit 7: Republic and Statehood     | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.3D, 4.3E |
| 24     | Studies Weekly, Week 20: "On the Road to Statehood" (last two sections)          | No new words     | Even though Texas had many problems as an independent republic, the United States agreed to annex Texas, which became the 28th state. | Unit 7: Republic and Statehood     | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.3D, 4.3E |



## Unit 3: The State of Texas During War and Prosperity (1846 to 1900)

**Unit Big Idea:** Conflict continued after Texas became a state, but over time, life in Texas improved.

| Lesson    | Social Studies Text   | Vocabulary Words          | Passage Main Idea   | Alignment to TEKS Year-at-a-Glance   | TEKS Verification                                     |
|-----------|---|---------------------------|---|--------------------------------------|---|
| <b>25</b> | Studies Weekly, Week 21: "New State—New Set of Rules"                                     | constitution, legislature | After becoming a state, Texans wrote a state constitution that would provide the rules for Texas' new system of government.                       | Unit 7: Republic and Statehood       | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.15A       |
| <b>26</b> | Studies Weekly, Week 21: "A Texas Melting Pot"  | descendants, benefit      | Many Mexican and European immigrants settled in Texas, making it a melting pot of cultures and ideas.   | Unit 7: Republic and Statehood       | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.8A, 4.19A |
| <b>27</b> | Studies Weekly, Week 21: "The United States and Mexico at War" (through The War Wages On) | boundary, expand          | When Texas became a state, the United States and Mexico went to war over land before eventually reaching an agreement.                            | Unit 7: Republic and Statehood       | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.3E        |
| <b>28</b> | Studies Weekly, Week 21: "The United States and Mexico at War" (last section on page 3)   | defend                    | When Texas became a state, the United States and Mexico went to war over land before eventually reaching an agreement.                            | Unit 7: Republic and Statehood       | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.3E        |
| <b>29</b> | Studies Weekly, Week 22: "Texas in the Civil War" (through First Shot at Fort Sumter)     | right, nullify            | The northern and southern states were divided on several issues, such as slavery and states' rights, so they fought in the Civil War for 4 years. | Unit 8: Civil War and Reconstruction | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.4A        |

| Lesson    | Social Studies Text  | Vocabulary Words      | Passage Main Idea   | Alignment to TEKS Year-at-a-Glance   | TEKS Verification   |
|-----------|--|-----------------------|---|--------------------------------------|---|
| <b>30</b> | Studies Weekly, Week 22: "Texas in the Civil War" (last two sections)                            | secede                | The northern and southern states were divided on several issues, such as slavery and states' rights, so they fought in the Civil War for 4 years. | Unit 8: Civil War and Reconstruction | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.4A  |
| <b>31</b> | Studies Weekly, Week 23: "An End to War and Slavery"   | abolish, amend        | The Civil War ended, slaves were freed, and Texas began to rebuild.   | Unit 8: Civil War and Reconstruction | 4.21B, 4.22D, 4.22B, 4.9B, 4.22A, 4.22C, 4.22E, 4.4A                                  |
| <b>32</b> | Studies Weekly, Week 23: "Sharecropping—A Southern Way of Life"                                  | sharecropper, drought | Sharecropping was a difficult way of life for many African Americans after the war ended.   | Unit 8: Civil War and Reconstruction | 4.21B, 4.22D, 4.22B, 4.9B, 4.22A, 4.22C, 4.22E, 4.4A                                  |
| <b>33</b> | Studies Weekly, Week 25: "Ranching and a Changing Frontier" (through Barbed Wire)                | profit, endurance     | After the Civil War, ranching and cattle driving became a big business in Texas.  | Unit 9: Texas Frontier               | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.8A, 4.8B, 4.9B, 4.4B, 4.12C, 4.12E, 4.13A |
| <b>34</b> | Studies Weekly, Week 25: "Ranching and a Changing Frontier" (last section, The End of the Trail) | drive, roam           | After the Civil War, ranching and cattle driving became a big business in Texas.  | Unit 9: Texas Frontier               | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.8A, 4.8B, 4.9B, 4.4B, 4.12C, 4.12E, 4.13A |
| <b>35</b> | Studies Weekly, Week 26: "Railroads Bring 'Boom' to Texas" (through Communities Bloom)           | No new words          | Railroads were built to provide quick and safe transportation in Texas, creating a boom of community and business growth.                         | Unit 9: Texas Frontier               | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.8A, 4.8B, 4.9B, 4.4C, 4.12C, 4.12E, 4.13A |

| Lesson | Social Studies Text   | Vocabulary Words | Passage Main Idea   | Alignment to TEKS Year-at-a-Glance | TEKS Verification   |
|--------|---|------------------|---|------------------------------------|---|
| 36     | Studies Weekly, Week 26: "Railroads Bring 'Boom' to Texas" (last section, Businesses Bloom) | industry         | Railroads were built to provide quick and safe transportation in Texas, creating a boom of community and business growth. | Unit 9: Texas Frontier             | 4.21B, 4.22D, 4.22B, 4.22A, 4.22C, 4.22E, 4.8A, 4.8B, 4.9B, 4.4C, 4.12C, 4.12E, 4.13A |



# Definitions Master List

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## Unit 1 (24 words)

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|                     |   |
|---------------------|---|
| <b>culture</b>      | A way of life   |
| <b>artifact</b>     | An object made by people that is usually very old   |
| <b>evidence</b>     | An object or material that helps to prove something   |
| <b>discovery</b>    | Finding or learning something new for the first time  |
| <b>nomad</b>        | A person who does not have a permanent home but who moves from place to place within a certain area   |
| <b>decompose</b>    | To rot or decay   |
| <b>confederacy</b>  | A kind of government in which many tribes join together under one leader but keep their own chief as well   |
| <b>reservation</b>  | An area of land set aside as a place for Native Americans to live   |
| <b>abundance</b>    | A large amount of something   |
| <b>band</b>         | A group of people   |
| <b>declare</b>      | To announce firmly or officially  |
| <b>spare</b>        | To hold back from killing   |
| <b>product</b>      | An item made by a worker that is usually purchased and used by someone else   |
| <b>deflect</b>      | To cause something to move away   |
| <b>disgrace</b>     | The loss of respect or honor  |
| <b>convince</b>     | Persuade someone to do something  |
| <b>conquistador</b> | A Spanish conqueror of Mexico in the 16th century   |
| <b>establish</b>    | To set up permanently   |
| <b>exploration</b>  | Travel through an unfamiliar area to learn about it   |
| <b>mission</b>      | When a person or group travels to a foreign country on an assignment they think is important, usually with a religious purpose                                      |
| <b>colony</b>       | A group of people who leave their country to form a community in a new, distant place; the colony is still controlled by the parent country (in our reading, Spain) |
| <b>forbidden</b>    | Not allowed   |
| <b>territory</b>    | An area of land controlled by a country or ruler  |
| <b>expedition</b>   | A journey with a specific purpose, such as war or exploration   |

## Unit 2 (16 words)

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|                       |  |
|-----------------------|--|
| <b>desperate</b>      | Having an urgent need  |
| <b>recruit</b>        | To enlist someone to join a group or a cause   |
| <b>revolution</b>     | Occurs when a group of people try to overthrow the government                            |
| <b>religion</b>       | A set of beliefs agreed upon by a group of people  |
| <b>disguise</b>       | Change your appearance to hide your identity   |
| <b>responsibility</b> | Something you have to do   |
| <b>immigrant</b>      | A person who moves to another country to live  |
| <b>convention</b>     | A meeting to discuss a problem and make plans  |
| <b>surrender</b>      | Agree to stop fighting because you know that you will not win                            |
| <b>independence</b>   | Freedom from outside control   |
| <b>republic</b>       | A government in which the people elect representatives and a leader, such as a president |
| <b>treaty</b>         | An agreement between two or more groups  |
| <b>annexation</b>     | Joining another country  |
| <b>protection</b>     | Keeping someone or something safe from harm  |
| <b>debt</b>           | Money owed to others   |
| <b>resolution</b>     | A firm decision about something  |



## Unit 3 (19 words)

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|                     |  |
|---------------------|--|
| <b>constitution</b> | A set of rules   |
| <b>legislature</b>  | A group of people who make laws  |
| <b>descendants</b>  | Younger relatives  |
| <b>benefit</b>      | To be useful or helpful to someone   |
| <b>boundary</b>     | Dividing line between two places   |
| <b>expand</b>       | Spread out   |
| <b>defend</b>       | To guard against attack  |
| <b>right</b>        | A legal guarantee  |
| <b>nullify</b>      | To reject or cancel  |
| <b>secede</b>       | To separate  |
| <b>abolish</b>      | To put an end to   |
| <b>amend</b>        | To fix or improve  |
| <b>sharecropper</b> | A farmer who did not own his own land, so he farmed and lived on someone else's land |
| <b>drought</b>      | A shortage of supply   |
| <b>profit</b>       | Money that is made in a business   |
| <b>endurance</b>    | Strength to last through difficult conditions or fatigue                             |
| <b>drive</b>        | Guide  |
| <b>roam</b>         | Wander about   |
| <b>industry</b>     | Manufacturing products in factories for trade or sale                                |



## STRIVE Vocabulary Game Instructions

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### Game 1: Win It!

**Materials:** Set of vocabulary cards

**Players:** Two to three

**Directions:**

1. Place the vocabulary cards word-side-up in a stack on the table.
  2. Students read the first word.
  3. The first person who knows the definition taps the table and then states the definition.
  4. Teammates check the answer using the definition on the back of the card. If the player is correct, he or she keeps the card. If the player is incorrect, the card is placed at the bottom of the stack.
  5. Play continues with the next word.
  6. The game ends when there are no more cards in the stack. The player with the most cards wins.
- 

### Game 2: Guess My Word

**Materials:** Set of vocabulary cards

**Players:** Two

**Directions:**

1. Students choose 12 vocabulary cards and place them word-side-up on a flat surface.
2. Partner A chooses a word (without telling Partner B) and gives Partner B clues about the word's meaning.
3. Partner B guesses the word. If correct, Partner B keeps the card and the turn ends. If incorrect, the card stays on the table and the turn ends.
4. The partners switch roles. Partner B gives clues about a different word's meaning and Partner A guesses.
5. Play continues until all words have been collected from the table. The player with the most cards wins.

**Example:**

**Partner A:** I am thinking of a word that you use to describe someone who moves from place to place.

**Partner B:** A nomad!

**Partner A:** Correct!



## Unit 1:

# The Earliest Texans (Ice Age to 1682)



**Unit Big Idea:** The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

## Fourth Grade

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# Lesson 1: Albert Redder, Archaeologist (Part 1)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 1, Lesson 1. This is my [insert time block] class.”**

## Before Reading\*

(20 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

## During Reading\*

(20 minutes)

1. Pose the comprehension purpose question. (What events in Albert’s life led him to discover the Paleoamerican burial site in Texas?)
2. Begin reading “Albert Redder, Archaeologist” and ask questions to enhance comprehension and prompt discussion.

## After Reading\*

(20 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

## Materials

- Studies Weekly, Week 4: “Albert Redder, Archaeologist” (read page 2 through An Unexpected Find)
- Document camera and vocabulary maps
- Student practice book (page 3)

## Vocabulary

- culture
- artifact

## Unit Big Idea

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

## Passage Main Idea

Archaeologist Albert Redder’s interest in ancient artifacts led him to discover a Paleoamerican burial site in Texas.

*\*Indicates that model lesson is provided for this step*

## MODEL LESSON: Background Building and Vocabulary Routine

# Before Reading

## Background Knowledge Building

**5 minutes**

### State Big Idea of Unit

For the next 6 weeks, you will learn about the first civilizations in Texas, which included Paleoamericans, American Indians, and European settlers.

### Connect New Text to Prior Learning

Today you will find out about an archaeologist named Albert Redder, who learned about Paleoamericans by studying artifacts.

### Build Background Knowledge Using a Visual

Look at the picture on left side of the page. *(Point to the picture of the boy.)* The person digging in the dirt is Albert Redder. He became an archaeologist. An archaeologist is someone who learns about history by studying very old objects. What do archaeologists study, everyone? *(artifacts)*

You are correct; things that were used long ago are called artifacts. You will learn more about that word. They study artifacts to learn about what, everyone? *(history)*

Great—so what do you think this man is doing? *(digging, uncovering something, brushing dirt off the item, etc.)*

What can the man learn about this person from his or her bones? *(the person's size and age, maybe how the person died, whether the person had any teeth, whether the person was a man or a woman, etc.)*

What do you think he might find in the ground, other than the skeleton? *(tools, things used long ago, other items that may have been buried with the person, etc.)*

What can he learn about the person based on other objects he might find? *(how the person lived, hunted, ate, survived, etc.)*

## Vocabulary Maps

**15 minutes**

### Explain Purpose and Preview Vocabulary Maps

In social studies, some words are very important, so we will study these words closely. This is a vocabulary map. *(Show students a map.)* We will use vocabulary maps to help us learn important words and better understand what we read. The parts of the map are numbered. We will complete the parts of the map in numerical order. Let's learn the steps. I will show you how to complete the map. Listen and follow along as I share my thinking.

### Model ("I Do") Sections 1 to 4 for **culture**

#### 1. WORD

Find number 1. First, I will read the word. This word is **culture**. *(Point to the word.)* What's the word? *(culture)* Good job.

#### 2. DEFINITION

Next look at number 2. Definitions are one way to learn words. A definition tells me what the word means. I will read the definition of **culture**: "A way of life." So a person's culture describes how they live.

For instance, a farmer has a different culture than a businessperson who lives in the city. Their ways of life are probably different. The farmer probably spends a lot of time outdoors and eating home-cooked meals. The businessperson probably spends a lot of time at the office and eating meals at restaurants.

Now I need to underline the key words in the definition. If **culture** means "how a person lives," then I think the important words in the definition are **way** and **life**, so I'll underline those two words. What are the important words in this definition? *(way and life)* Great—underline those words on your map.

#### 3. ILLUSTRATION

Next I will look at number 3, which shows a picture that is an example of a culture. I notice two men riding horses. I think they are Native Americans. How does the picture help me to understand the meaning of the word **culture**?

This picture shows me how the men lived. First, the men traveled by horse. They are carrying a bow and arrow, so I think they hunted animals for food. They are wearing clothing similar to a big coat, so I think the climate was cold. Because the men are hunting, I think it was their job to find food for their families.

Looking at this picture helps me to understand their way of life. When I think about the word **culture**, I can picture this image in my mind. As you study the word, try to visualize this image in your mind.

#### 4. CONTEXT

Next, I will complete number 4. This part has two sentences. Both sentences include the word **culture**, but only one sentence uses the word correctly, according to our social studies definition. I need to use the context clues, or the words around **culture**, to figure out which sentence uses the word correctly.

Read the sentences with me. Let's read sentence A: "The scientist examined the bacteria culture." I think this has to do with science because it says "scientist." I also know it's talking about the culture of bacteria because it says "bacteria culture." Do you know what **bacteria** means? Bacteria are organisms smaller than our eyes can see. We know that **culture** refers to the way of life of people, but this sentence is not about people. So, do you think our definition of **culture**, "a way of life," is used correctly here? *(Pause for students to answer.)*

No. As you know, some words have multiple meanings, and this is actually a different meaning for the word **culture**.

Read sentence B with me: "People from different backgrounds have different cultures." I think that makes sense because the sentence is about people, but I will use the definition to help me. I'll reread each sentence and insert "way of life" in place of the word **culture**. That will help me to decide which sentence uses the word **culture** correctly.

Reread sentence A with me and instead of saying "culture," say "way of life." Ready? Go. "The scientist examined the bacteria way of life." That doesn't make sense!

OK, let's read sentence B: "People from different backgrounds have different ways of life." That makes sense! I have a different way of life from someone who lived in Texas long ago. For instance, I use technology every day, such as my car and cell phone. Let's circle sentence B.

We'll work on sections 5 and 6 and the Turn and Talk section after we read our story.

## Model (“I Do”) Sections 1 to 4 for *artifact*

### 1. WORD

Let’s check out our second vocabulary word. Find number 1. This word is ***artifact***.

### 2. DEFINITION

Let’s look at number 2. This is the definition. *(Have a student read the definition.)* What are some important words in this definition? Underline those words. *(Pause for students to work.)* What words did you underline? *(Confirm correct responses or provide corrective feedback.)*

### 3. ILLUSTRATION

Number 3 has a picture of some examples of artifacts. What do you see in these pictures? What do the pictures tell you about an artifact? *(Confirm correct responses or provide corrective feedback.)*

### 4. CONTEXT

Number 4 contains two sentences. Both sentences contain the word ***artifact***, but only one sentence uses the word correctly, according to our social studies definition. *(Have a student read sentence A.)* Does that sentence use the word correctly? Why or why not? *(Confirm correct responses or provide corrective feedback. Then, have a student read sentence B.)* Does that sentence use the word correctly? Why or why not? *(Confirm correct responses or provide corrective feedback.)*

Great—we’re done with vocabulary for now, but we’ll come back to sections 5 and 6 and the Turn and Talk section after reading the passage.

**MODEL LESSON: Text Reading Routine**

# During Reading

**Read and Monitor Comprehension****20 minutes****Ask Comprehension Purpose Question**

While you read today, think about this question: What events in Albert's life led him to discover the Paleoamerican burial site in Texas?

**Ask Questions During Reading**

*Read the first four sections (stop after "An Unexpected Find") using one of the following techniques:*

- *Silent reading (students read independently)*
- *Partner reading (students read with a partner)*
- *Reading aloud (read aloud to the class)*

*At the end of each section (listed below), ask the following questions.*

**WHAT IS AN ARCHAEOLOGIST?**

What is an archaeologist?

**A CHILDHOOD DISCOVERY**

What did Albert Redder find as a child?

**INTEREST GROWS**

How did Redder finally learn more about archaeology once he joined the Army?

**AN UNEXPECTED FIND**

What did Redder find later in life along the Brazos River?



## MODEL LESSON: After-Reading Steps of Vocabulary Maps

# After Reading

### Return to Comprehension Purpose Question

**4 minutes**

Think back to our comprehension purpose question for the day: What events in Albert's life led him to discover the Paleoamerican burial site in Texas? (*Confirm correct responses or provide corrective feedback.*)

### Vocabulary Maps

**15 minutes**

### Model ("I Do") Remaining Sections for *culture*

Let's learn the remaining steps to complete the vocabulary map.

#### 5. WORD ASSOCIATIONS

Look at number 5. This section is called word associations. Two words from the list are related to ***culture***, and two words are unrelated to ***culture***. I have to figure out which two words are connected to, or alike in some way, the word ***culture***. I will circle the related words and cross out the unrelated words. First, I will read all of the words: ***tiger***, ***community***, ***traditions***, ***vulture***.

A tiger is an animal. I don't think that has to do with a culture, or a way of life, because we know the word ***culture*** is used to talk about people. So I will cross out ***tiger***.

I think ***vulture*** also is unrelated to our word because a vulture is a type of bird. So I will cross out this word as well.

Let me think about ***community***. A community is a group of people living together. How can I connect the words? Well, people in a community probably have a similar culture. For instance, a group of farmers are similar to one another but different from a community of businesspeople. I will circle ***community*** because it is closely related to ***culture***.

Traditions have to do with a common practice or the way you do something. For example, a tradition in American society is to set off fireworks to celebrate the Fourth of July. Many people in America do that, so it's a tradition. I think this word also connects to ***culture***. I could say that each culture is made up of many traditions, so I will circle ***traditions***, too.

Which two words are related to **culture**? *(Pause for students to respond.)*

Good—circle those words on your map.

## 6. EXAMPLE

Look at number 6. I will write an example of the word **culture** to help me remember the meaning. I can write a sentence or a definition that uses the word. It's important that I use my own words; I should not copy the definition or sentence already listed on the vocabulary map because that won't help me learn the word.

If I want to write a sentence that uses the word **culture**, I might use the illustration from section 3 to help. I could write this sentence: "Early Native American cultures used horses for transportation."

Another option is to write a definition that uses the word. I might write: "A place's culture has particular traditions and manners." That tells about the meaning of **culture**, but I used my own words.

I don't need to write a sentence and a definition, so I should choose the one that best helps me to remember the meaning of the word **culture**. You should do the same. Write a sentence or a definition that best helps you remember **culture**. *(Pause for students to work.)*

## TURN AND TALK

Look at the bottom of the vocabulary map. You will turn and talk with your neighbor to discuss the question in the box. *(Read the question and answer stem.)*

I might start by using the sentence frame. In my culture, we live in houses made out of brick and wood. We eat vegetables, grains, and beef.

Now it's your turn. You have 30 seconds. Both you and your partner should have a chance to answer. Go! *(Give students 30 seconds to discuss the question in partners. Then, call on one or two students to share responses. Provide corrective feedback as necessary.)*

## Guide Students (“We Do”) Through Remaining Sections for artifact

### 5. WORD ASSOCIATIONS

*Discuss each word individually. Help students do the following:*

- *Decide whether the word is related to the vocabulary term*
- *Explain why or why not*
- *Circle the related words and cross out the unrelated words*

### 6. EXAMPLE

- *Help students think of an example of the term using a phrase, definition, or sentence.*
- *Share students’ examples with the class.*
- *Identify an appropriate answer and have all students write it.*

### TURN AND TALK

*(Read the question and answer stem.)* An archaeologist would find books, a computer, and a lamp in my room.

Now it’s your turn. You will have 30 seconds. Both you and your partner should have a chance to answer. Go! *(Give students 30 seconds to discuss the question in partners. Then, call on or two students to share responses. Provide corrective feedback as necessary.)*

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## Lesson Closure

**1 minute**



## Review the Day’s Learning

Today we learned about the archaeologist Albert Redder and how his interest in artifacts led him to discover a shelter where ancient people lived.

## Preview the Next Lesson’s Learning

Next we will learn more about Albert Redder’s important discovery, the artifacts he found, and what he learned about an ancient culture.

## Lesson 1: Albert Redder, Archaeologist (Part 1)

### 2. Definition

*Underline key words.*  
A way of life

### 3. Illustration



### 4. Context

*Circle the correct sentence.*  
A. The scientist examined the bacteria **culture**.  
B. People from different backgrounds have different **cultures**.

1. Word: **culture**

### 5. Word Associations

*Choose two related words.*

- A. tiger
- B. community
- C. traditions
- D. vulture

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

How would you describe the food and shelter of your culture?  
"In my culture, \_\_\_\_\_."

## Lesson 1: Albert Redder, Archaeologist (Part 1)

### 2. Definition

*Underline key words.*

An object made by people that is usually very old

### 3. Illustration



Source: Library of Congress

### 1. Word: artifact

### 4. Context

*Circle the correct sentence.*

- A. The archaeologist searched for **artifacts** from the ancient culture.
- B. I used the **artifact** to color my map.

### 5. Word Associations

*Choose two related words.*

- A. ancient object
- B. trampoline
- C. archaeologist
- D. paint brush

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

100 years from now, what artifact would an archaeologist find in your room?

"An archaeologist would find \_\_\_\_\_."



## Lesson 2: Albert Redder, Archaeologist (Part 2)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 1, Lesson 2. This is my [insert time block] class.”**

### Before Reading

(15 minutes)

1. Activate background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading\*

(30 minutes)

1. Describe the importance of questions and question types.
2. Pose the comprehension purpose question. (Why was Albert Redder’s discovery of the Paleoamerican burial site important?)
3. Finish reading “Albert Redder, Archaeologist” and ask questions to enhance comprehension and prompt discussion.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 4: “Albert Redder, Archaeologist” (read page 3 to the end)
- Document camera and vocabulary maps
- Student practice book (page 5)
- Question types cue cards

### Vocabulary

- evidence
- discovery

### Unit Big Idea

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

### Passage Main Idea

Archaeologist Albert Redder’s interest in ancient artifacts led him to discover a Paleoamerican burial site in Texas.

*\*Indicates that model lesson is provided for this step*

**MODEL LESSON: Asking and Answering Questions**

# During Reading

**Read and Monitor Comprehension****30 minutes****Explain Importance of Questions**

Teachers ask questions to see whether students understand what they have read. There are several types of questions. Understanding different types will help you find the answers. Some questions require you to name a person or a place, and others require you to think closely about what you are reading—for example, to draw conclusions or make inferences.

Asking and answering questions when you read helps you understand what you read, remember important information, connect what you read with what you know, and talk with others about what you read.

**Describe Question Types**

Questions usually start with **who**, **what**, **when**, **where**, **why**, or **how**. These words tell you what type of information you need to answer the question.

The question types are on your question cards. When teachers create questions, we try to use many different question types to make sure that students understand different kinds of information. *(Show students the following question type chart and provide cue cards to students. Discuss the different question types and what is included in their answers.)*



| Question Type | Answer                        | Examples  |
|---------------|-------------------------------|---|
| Who           | A person or group of people   | Who was the general of the Mexican Army?<br>Who were the Caddo Indians?   |
| What          | A description or an effect    | What is a colony?<br>What impact did European exploration have on Native Americans?                                     |
| When          | Related to time               | When was the Battle of the Alamo?<br>When did Christopher Columbus arrive in North America?                             |
| Where         | A place or location           | Where is the Alamo?<br>Where was the first capital of Texas?  |
| Why           | A reason or a cause           | Why did the cattle industry change Texans' way of life?<br>Why did people immigrate to Texas cities in the early 1900s? |
| How           | A process or a characteristic | How did the colonists gain independence from Mexico?<br>How many Texans fought at the Alamo?                            |

## Ask Comprehension Purpose Question

While you read today, think about this question: Why was Albert Redder's discovery of the Paleoamerican burial site important?

## Ask Questions During Reading

*Read the passage using one of the following techniques:*

- *Silent reading*
- *Partner reading*
- *Reading aloud*

*Stop after each section to ask and answer a variety of questions. The following are sample questions for each section.*

### EXCAVATING THE SHELTER

**How does an archaeologist excavate an area?** *(Refer to the cue card.) This is a process question. (Have a student describe the process of excavating an area. Confirm correct responses or provide corrective feedback.)*

**Who owned the property where the shelter was found?** *(Refer to the cue card.) This is a person question. (Have a student say who owned the property. Confirm correct responses or provide corrective feedback.)*

**THE DISCOVERY OF A LIFETIME**

**What did Albert Redder discover at the shelter?** *(Refer to the cue card.) This is a description question. (Have a student describe what Redder found at the shelter. Confirm correct responses or provide corrective feedback.)*

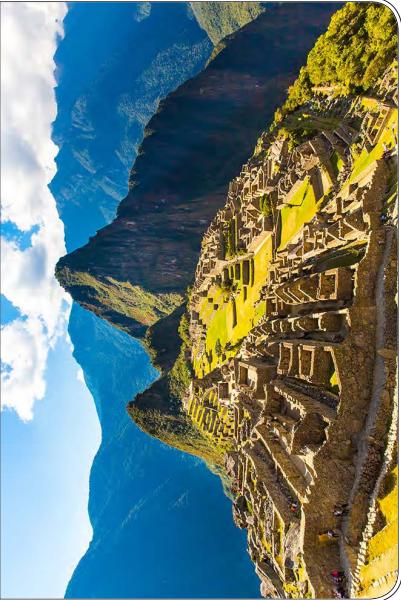
**Why was this discovery important?** *(Refer to the cue card.) This is a reason question. (Have a student explain why the discovery of the two skeletons was important. Confirm correct responses or provide corrective feedback.)*

## Lesson 2: Albert Redder, Archaeologist (Part 2)

**2. Definition**  
*Underline key words.*

An object or material that helps to prove something

**3. Illustration**



**4. Context**  
*Circle the correct sentence.*

A. The jury found the defendant not guilty because there was not enough **evidence** to convict her.

B. The artifacts are **evidence** that early Americans lived near the Brazos River.

**1. Word: evidence**

**5. Word Associations**  
*Choose two related words.*

A. proof

B. school bus

C. explain

D. backpack

**6. Example**  
*Write a sentence or definition that uses the word.*

**Turn and Talk**

If the principal walked in the classroom, what evidence could you show that proves you are learning?

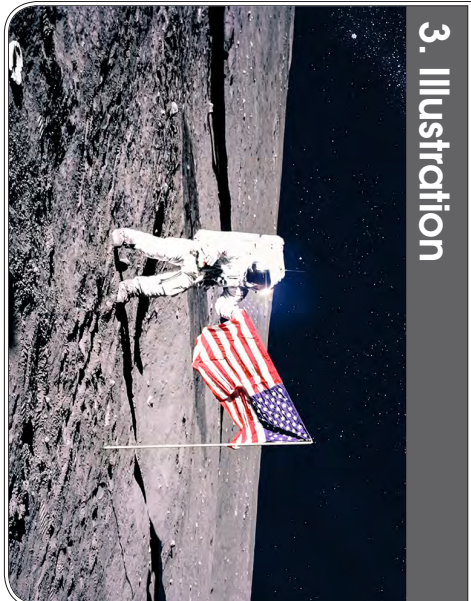
"One piece of evidence \_\_\_\_\_."

## Lesson 2: Albert Redder, Archaeologist (Part 2)

### 2. Definition

*Underline key words.*  
Finding or learning something new for the first time

### 3. Illustration



### 4. Context

*Circle the correct sentence.*  
A. The excavation resulted in the **discovery** of two skeletons.  
B. She used the **discovery** to study for her test.

1. Word: **discovery**

### 5. Word Associations

Choose two related words.

- A. pencil
- B. finding
- C. friend
- D. uncovering

### 6. Example

Write a sentence or definition that uses the word.

### Turn and Talk

Have you ever made a discovery?

"I discovered \_\_\_\_\_."

## Lesson 3: Paleoamerican Life

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 1, Lesson 3. This is my [insert time block] class.”**

### Before Reading

(15 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(30 minutes)

1. Pose the comprehension purpose question. (What was life like for Paleoamericans living in Texas long ago? Think about their culture, such as food, clothing, health, and shelter.)
2. Read “Paleoamerican Life” and ask questions to enhance comprehension and prompt discussion.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 4: “Paleoamerican Life” (pages 2–3)
- Document camera and vocabulary maps
- Student practice book (page 7)

### Vocabulary

- nomad
- decompose

### Unit Big Idea

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

### Passage Main Idea

The first Texans, or Paleoamericans, lived in a harsh climate and struggled to survive.

## Lesson 3: Paleoamerican Life

### 2. Definition

*Underline key words.*

A person who does not have a permanent home but who moves from place to place within a certain area

### 3. Illustration



Source: Library of Congress

### 4. Context

*Circle the correct sentence.*

- A. The **nomad** moved on to the next town, where he would stay for a short time.
- B. The **nomad** bought a house in the city and planned to raise his family there.

**1. Word: nomad**

### 5. Word Associations

*Choose two related words.*

- A. angry
- B. moves
- C. travel
- D. feelings

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk


Would you like to live as a nomad? Why or why not?

"I would/would not like to live as a nomad because \_\_\_\_\_."

## Lesson 3: Paleoamerican Life

**2. Definition**  
*Underline key words.*  
To rot or decay

**3. Illustration**



**4. Context**  
*Circle the correct sentence.*  
A. The crows ate the **decomposing** squirrel on the side of the road.  
B. **Decompose** the shirt before you wear it.

**1. Word: decompose**

**5. Word Associations**  
*Choose two related words.*  
A. spoil  
B. preserve  
C. write  
D. break down

**6. Example**  
*Write a sentence or definition that uses the word.*

**Turn and Talk**  
Have you ever found decomposing food? If so, what did you do?  
“When I found decomposing food, I \_\_\_\_\_.”





## Lesson 4: Late Prehistoric Indians: The Caddo Mound Builders of East Texas

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 1, Lesson 4. This is my [insert time block] class.”**

### Before Reading

(15 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(30 minutes)

1. Pose the comprehension purpose question. (What were the important elements of Caddo culture? Think about their government, food, shelter, and appearance.)
2. Read “Late Prehistoric Indians: The Caddo Mound Builders of East Texas” and ask questions to enhance comprehension and prompt discussion.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 6: “Late Prehistoric Indians: The Caddo Mound Builders of East Texas” (pages 2–3; stop at Karankawa section)
- Document camera and vocabulary maps
- Student practice book (page 9)

### Vocabulary

- confederacy
- reservation

### Unit Big Idea

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

### Passage Main Idea

The Caddo, an American Indian tribe who lived in East Texas, had a unique way of life, including food, shelter, government, and appearance.

## Lesson 4: Late Prehistoric Indians: The Caddo Mound Builders of East Texas

### 2. Definition

*Underline key words.*

A kind of government in which many tribes join together under one leader but keep their own chief as well

### 3. Illustration



Source: Library of Congress

### 4. Context

*Circle the correct sentence.*

- A. The **confederacy** gathered to decide how to keep their villages safe.
- B. The **confederacy** was made from flour, sugar, and eggs.

### 1. Word: **confederacy**

### 5. Word Associations

*Choose two related words.*

- A. teacher
- B. cooperation
- C. groups
- D. fight

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

Would you prefer to live as part of one tribe or join with other tribes as part of a confederacy?

"I would \_\_\_\_\_."


## Lesson 4: Late Prehistoric Indians: The Caddo Mound Builders of East Texas

### 2. Definition

*Underline key words.*

An area of land set aside as a place for Native Americans to live

### 3. Illustration



Source: Library of Congress

### 4. Context

*Circle the correct sentence.*

A. My friend made a **reservation** at the restaurant for 7 p.m.

B. Europeans forced Native Americans to live on the **reservation**.

### 1. Word: reservation

### 5. Word Associations

*Choose two related words.*

A. Native American

B. tribe

C. reward

D. game

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

How would you react if you were forced to do something that you didn't want to do?

If I was forced to do something I didn't want to do, I would \_\_\_\_\_."



## Lesson 5: Late Prehistoric Indians: The Karankawa Natives of the Gulf Coast

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 1, Lesson 5.” This is my [insert time block] class.**

### Before Reading

(15 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(20 minutes)

1. Pose the comprehension purpose question. (What was life like for the Karankawa Indians? As we read, think about how they raised their children, found food, and used natural resources.)
2. Read “Late Prehistoric Indians: The Karankawa Natives of the Gulf Coast” and ask questions to enhance comprehension and prompt discussion.

### After Reading\*

(25 minutes)

1. Discuss the comprehension purpose question. Introduce the collaborative learning routine for the after-reading steps of the vocabulary maps.
2. Provide lesson closure.

### Materials

- Studies Weekly, Week 6: “Late Prehistoric Indians: The Karankawa Natives of the Gulf Coast” (page 3 only)
- Document camera and vocabulary maps
- Student practice book (page 11)

### Vocabulary

- abundance
- band

### Unit Big Idea

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

### Passage Main Idea

The Karankawa Indians were resourceful nomads who lived difficult lives along the Gulf Coast of Texas.

*\*Indicates that model lesson is provided for this step*

**MODEL LESSON: Collaborative Learning Pairs Vocabulary Routine**

# After Reading

**Return to Comprehension Purpose Question****4 minutes**

Think back to our comprehension purpose question: What was life like for the Karankawa Indians? Think about how they raised their children, found food, and used natural resources. *(Confirm correct responses or provide corrective feedback.)*

**Vocabulary Maps****20 minutes****Introduce Collaborative Learning Pairs**

One way to improve our learning is to work with someone else. From now on, you will work on sections 5 and 6 and the Turn and Talk section of the vocabulary maps with a partner. We will call your partner groups collaborative learning pairs, or CLPs. *Collaborative* means “working together.”

**Explain the Rules for Working in Pairs**

First, we will discuss the rules and expectations for CLPs.

**Be respectful.** Treat your partner the way you would like to be treated. When your partner talks, you should listen. When you talk, your partner should listen. You can also be respectful to your partner and me by always staying on task and completing your work.

**Take turns.** For CLPs to work, you must take turns. We will talk more about this idea when we practice going through the vocabulary maps.

**Ask questions.** If you and your partner don’t understand the directions or just forgot the instructions, please ask me for help. Also, if you have trouble understanding your partner, say, “I’m confused. Can you please explain that again?” Asking questions is really important for learning, so I expect you to ask your partner or me questions when you are puzzled.

## Explain the CLP Routine

Now we will talk about the routine you will follow when working with your partner.

First, I will assign your partner. Remember to be positive; do not complain about your partner. *(Tell the class which students will work in pairs.)*

Next, I will give you 30 seconds to move to a new location and sit next to your partner. Go! *(Allow 30 seconds for students to move.)*

Starting tomorrow, you will sit next to your partner at the start of social studies.

When it's time to begin working with your partner, I will say, "Go!"

When it's time to stop talking, I will say, "3, 2, 1." By the time I get to 1, you should be silent. Let's practice. Talk with your partner about your favorite hobby or sport. Ready? Go! *(Allow students 30 seconds to discuss in CLPs.)*

3, 2, 1. *(Correct students who are not silent.)*

Nice job, but I think we can do better. Let's try it one more time. Now I want you to talk about your favorite food. Go! *(Allow students 15 seconds to discuss in CLPs.)*

3, 2, 1.

Good job! Everyone should be quiet and ready to listen by the time I get to 1. This is what I expect you to do every day during CLP work.

You will follow the partner work steps listed on your card. One person must be partner A, and the other person will be partner B. Decide now who will be A and B. Go! *(Give students 10 seconds to decide.)*

3, 2, 1.

Raise your hand if you are partner A.

Hands down.

Raise your hand if you are partner B.

Thank you.

## Model (“I Do”) Remaining Sections for **abundance**

Let’s practice completing the vocabulary maps in CLPs. Follow along with the steps on your card as I show you how to complete the map with your partner. Let’s imagine that my partner is [student name]. I will play partner A, and [student name] will be partner B. We will complete the remaining sections for the word **abundance** first. *(Display your vocabulary map on a document projector as you complete it.)*

### 5. WORD ASSOCIATIONS

For section 5, you’ll work with your partner to choose two words that are related, or connected in some way, to **abundance**. You will take turns reading the answer choices and telling your partner how you think about it.

Partner A, me in this case, will read the first word: **shortage**. I think **shortage** is unrelated to **abundance** because **shortage** means that you don’t have enough of something. **Shortage** is the opposite of **abundance**, so I will cross that word out.

Partner B, [student name], would then read the next word: **plenty**. I think **plenty** is related to **abundance** because **plenty** means that you have enough for everyone, and I think **abundance** means that you have enough for everyone. Let’s circle **plenty**.

Then, partner A—back to me—reads the next word: **vegetables**. I think **vegetables** is unrelated to **abundance** because it doesn’t mean an amount. We should cross it out.

Partner B goes last. [Student name] reads the last word: **quantity**. [Student name] might say that **quantity** is related to **abundance** because a quantity is similar to an amount, and we know that **abundance** means a large amount or quantity. Let’s circle **quantity**.

Please make sure your vocabulary map notes match mine.

### 6. EXAMPLE

For section 6, you’ll work with your partner to write an example of the word **abundance**.

First, each partner writes a sentence or definition in his or her own words that uses the vocabulary word. I’ll give you 30 seconds to write your example sentence or definition. Go! *(Allow 30 seconds for students to work.)*

Now each partner will share his or her answer. Please make sure that you provide feedback if something does not seem correct. You can also ask me for help. Go! *(Allow time for partners to share.)*

Please make sure your vocabulary map notes match mine.



**TURN AND TALK**

Let's look at the Turn and Talk section at the bottom of the vocabulary map. You have already practiced answering this type of question with your partner. Remember that I will read the question and provide an example for you. Then you'll discuss the question with your partner by using the sentence frame on the vocabulary map. Each person should have a chance to share. *(Read the question and answer stem and model an appropriate response. Then, give students 30 seconds to discuss the question in partners. Finally, call on or two students to share responses. Provide corrective feedback as necessary.)*

**Guide Students ("We Do") Through Remaining Sections for *band***

Now I want you to repeat sections 5 and 6 and the Turn and Talk section for the next vocabulary map: ***band***. Remember to use the script on the card.

**5. WORD ASSOCIATIONS**

Complete section 5: Word Associations. Go! *(Give students 1 minute to work. Monitor students as they work in partners.)*

3, 2, 1.

Nice job. *(Call on one pair to share their work. Provide corrective feedback as needed.)*

**6. EXAMPLE**

Now complete section 6: Example. Go! *(Give students 1 to 2 minutes to work. Monitor students as they work in partners.)*

3, 2, 1.

Excellent. *(Call on one pair to share their work. Provide corrective feedback as needed.)*

**TURN AND TALK**

Move on to Turn and Talk. Go! *(Give students 30 seconds to work. Monitor students as they work in partners.)*

3, 2, 1.

Nice work. *(Call on one pair to share their work. Provide corrective feedback as needed.)*

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**Lesson Closure**

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**1 minute****Review the Day's Learning**

Today we learned about the culture of the Karankawa Indians, a nomadic Indian tribe who lived in bands along the coast of Texas. They were resourceful people, even though they didn't have many things, including an abundance of food.

**Preview the Next Lesson's Learning**


Next we will learn about another American Indian tribe, the Comanche, skilled warriors who ruled most of Texas in the 1700s and 1800s.

## Lesson 5: Late Prehistoric Indians: The Karankawa Natives of the Gulf Coast

**2. Definition**  
*Underline key words.*  
A large amount of something

**1. Word: abundance**

**4. Context**  
*Circle the correct sentence.*  
A. There is an **abundance** of fish in the river.  
B. Use the **abundance** to repair your car engine.



**5. Word Associations**  
*Choose two related words.*  
A. shortage  
B. plenty  
C. vegetables  
D. quantity

**1. Word: abundance**

**6. Example**  
*Write a sentence or definition that uses the word.*

**Turn and Talk**  
Do you have an abundance of something at your house? Explain.  
"I have an abundance of \_\_\_\_\_."

## Lesson 5: Late Prehistoric Indians: The Karankawa Natives of the Gulf Coast

### 2. Definition

*Underline key words.*  
A group of people

### 3. Illustration



### 4. Context

*Circle the correct sentence.*  
A. The **bands** of Indians lived along the coast.  
B. The **band** played one more song for the crowd.

1. Word: **band**

### 5. Word Associations

*Choose two related words.*

- A. music group
- B. bunch
- C. gathering
- D. soccer ball

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

When have you have traveled with a band of people?

"I traveled with a band of people when \_\_\_\_\_."

## Lesson 6: Comanche: Lords of the Plains

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 1, Lesson 6. This is my [insert time block] class.”**

### Before Reading

**(15 minutes)**

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

**(25 minutes)**

1. Pose the comprehension purpose question. (Why were the Comanche skilled warriors, and why were they eventually defeated?)
2. Read “Comanche: Lords of the Plains” and ask questions to enhance comprehension and prompt discussion.

### After Reading

**(20 minutes)**

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 7: “Comanche: Lords of the Plains” (pages 1 & 4)
- Document camera and vocabulary maps
- Student practice book (page 13)

### Vocabulary

- declare
- spare

### Unit Big Idea

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

### Passage Main Idea

The Comanche American Indians were skilled warriors who ruled most of Texas in the 1700s and 1800s.

## Lesson 6: Comanche: Lords of the Plains

### 2. Definition

*Underline key words.*  
To announce firmly or officially

### 3. Illustration



### 4. Context

*Circle the correct sentence.*  
A. The 13 colonies **declared** independence from Great Britain.  
B. I **declared** my lunch for tomorrow.

### 1. Word: declare

### 5. Word Associations

*Choose two related words.*

- A. quiet
- B. hide
- C. reveal
- D. proclaim

### 6. Example


*Write a sentence or definition that uses the word.*

### Turn and Talk

Have you ever declared something to others?

"I declared \_\_\_\_\_."

## Lesson 6: Comanche: Lords of the Plains

|   |  |   |
|---|--|---|
| <p><b>2. Definition</b><br/> <i>Underline key words.</i><br/>         To hold back from killing</p>   | <p><b>3. Illustration</b></p>  | <p><b>4. Context</b><br/> <i>Circle the correct sentence.</i><br/>         A. The Indians <b>spared</b> the man's life.<br/>         B. I have a <b>spare</b> pencil you can borrow.<br/>         C. She bowled a <b>spare</b>.</p> |
| <p><b>1. Word: spare</b></p>  |  |   |
| <p><b>5. Word Associations</b><br/> <i>Choose two related words.</i><br/>         A. release<br/>         B. kill<br/>         C. death<br/>         D. freedom</p> | <p><b>6. Example</b><br/> <i>Write a sentence or definition that uses the word.</i></p>                          |   |
| <p><b>Turn and Talk</b><br/>         Have you ever spared an animal's life?<br/>         "I spared _____."</p>  |  |   |





## Lesson 7: American Indian Society

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 1, Lesson 7. This is my [insert time block] class.”**

### Before Reading

**(15 minutes)**

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading\*

**(30 minutes)**

1. Pose the comprehension purpose question. (How did the Indians use the bison to survive? Think about food, clothing, shelter, and protection.)
2. Introduce the get the gist routine.
3. Read “American Indian Society” and ask questions to enhance comprehension and prompt discussion.
4. Write gist statements.

### After Reading

**(15 minutes)**

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 7: “American Indian Society” (pages 2–3)
- Document camera and vocabulary maps
- Student practice book (page 15)

### Vocabulary

- product
- deflect

### Unit Big Idea

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

### Passage Main Idea

The bison was a sacred animal to the Plains Indians because it provided for their basic needs.

*\*Indicates that model lesson is provided for this step*

**MODEL LESSON: Get the Gist Routine**

# During Reading

**Read and Monitor Comprehension****30 minutes****Ask Comprehension Purpose Question**

Remember that good readers set a purpose for reading. While you read today, think about this question: How did the Indians use the bison to survive? Think about food, clothing, shelter, and protection.

**Introduce Get the Gist**

Good readers ask questions, but they also think about the main idea of each section while they read. As we read today, you will learn a new way to find the main idea of a paragraph or section. The main idea is what the section is mostly about. It will take some practice, but I will help you learn the process. Once you get the hang of it, I think you will find that it helps you to understand what you read.

**Model (“I Do”) Get the Gist**

First, let’s read the steps for get the gist. You can find these steps on your card. Follow along as I read them aloud. (1) Read the paragraph or section. (2) Ask myself, “Who or what is this about?” (3) Ask myself, “What is the most important idea about the ‘who’ or ‘what’?” (4) Put it all together and write the gist statement.

Let’s use these steps to figure out the main idea of each paragraph of today’s reading, “American Indian Society.”

**BISON GIVE FOOD, CLOTHING, AND SHELTER**

*(Read the section aloud for students.)* First, I need to ask myself who or what this is about. I think this section is mostly about bison, so I say that bison is the “what.”

Next, I ask myself what the most important idea about the bison is. It says here that the bison gave American Indians food, shelter, and more.

Now I put it all together and write my gist sentence: “The bison provided basic needs to the American Indians.” Or I could write this: “The bison provided food, shelter, and more to the American Indians.” Write the gist in your notebooks, too.

**BUTCHERING THE CARCASS**

Let's try it again with the next section.

*(Read the section aloud for students.)* Who or what is this about? This is a bit tricky, but it talks mostly about the butchering process, or cutting up the animal.

What is the most important idea about the butchering process? The Indians removed different parts of the bison's body for food.

Excellent—let's put it all together and write our gist sentence: "In the butchering process, the Indians removed body parts from the bison for food."

**TANNING THE HIDES**

*(Read the section aloud for students.)* Who or what is this about? Well, it's talking about a lot of things here. It's still talking about the butchering process, how they used the brains to clean the hide, and how the hide was used as a winter robe and other things.

Sometimes you may have trouble figuring out the "who" or "what." When you have trouble, you can use a fix-up strategy. There are two you can use: Reread the section to look for the missing information or use the heading for clues.

I will use a fix-up strategy for help. The heading for this section is "Tanning the Hides," so we know the gist will be about tanning the hides. I think the "what" is hides.

What is the most important idea about tanning the bison hides? The American Indians used the hides to make clothes, tipis, and pouches.

I'll put it together. I'll write: "American Indians used bison hides to make clothing and other things." Make sure you write this gist in your notebooks.

**Ask Questions to Check for Understanding**

*Confirm correct responses or provide corrective feedback for the following questions.*

Why were hides used to protect warriors?

How did the warriors use the hides?

What other parts of the bison did the Native Americans use?

What did they use those parts for?

## Lesson 7: American Indian Society

### 2. Definition

*Underline key words.*

An item made by a worker that is usually purchased and used by someone else

### 3. Illustration



### 4. Context

*Circle the correct sentence.*

- A. The factory makes **products** out of cotton, such as clothing.
- B. The **product** of 6 x 5 is 30.

### 1. Word: product

### 5. Word Associations

*Choose two related words.*

- A. good
- B. cleaning
- C. cooking
- D. merchandise

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

What is your favorite product that your family buys at a store?

"My favorite product is \_\_\_\_\_."

## Lesson 7: American Indian Society

### 2. Definition

*Underline key words.*

To cause something to  
move away

### 3. Illustration



### 4. Context

*Circle the correct sentence.*

- A. The police officer was safe because the bulletproof vest **deflected** the bullet.
- B. It is important to **deflect** others.

### 1. Word: deflect

### 5. Word Associations

*Choose two related words.*

- A. strong
- B. bend
- C. pivot
- D. straight

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

Have you ever deflected something?

"Once I deflected \_\_\_\_\_."

Date: \_\_\_\_\_

*Studies Weekly, Week 7***Lesson 7: American Indian Society****Unit Big Idea**

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

**Vocabulary**

product, deflect

**Gist 1****Gist Questions**

Who or what is this about? \_\_\_\_\_

What's the most important idea about the main "who" or "what"?

\_\_\_\_\_  
\_\_\_\_\_

**Gist Statement**

\_\_\_\_\_  
\_\_\_\_\_

**Gist 2****Gist Questions**

Who or what is this about? \_\_\_\_\_

What's the most important idea about the main "who" or "what"?

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**Gist Statement**

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**Gist 3****Gist Questions**

Who or what is this about? \_\_\_\_\_

What's the most important idea about the main "who" or "what"?

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**Gist Statement**

---

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## Lesson 8: Christopher Columbus Was a Failure?

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 1, Lesson 8. This is my [insert time block] class.”**

### Before Reading

(15 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(30 minutes)

1. Pose the comprehension purpose question. (Why did the Europeans and Christopher Columbus want to explore the New World? Think about what they were trying to find.)
2. Read “Christopher Columbus Was a Failure?” and ask questions to enhance comprehension and prompt discussion.
3. Write gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 9: “Christopher Columbus Was a Failure?” (page 1)
- Document camera and vocabulary maps
- Student practice book (page 19)

### Vocabulary

- disgrace
- convince

### Unit Big Idea

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

### Passage Main Idea

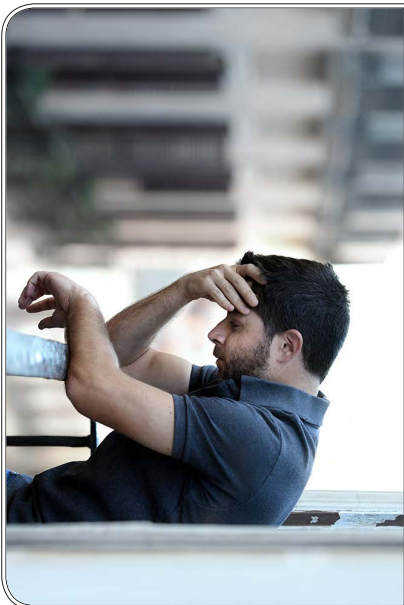
Christopher Columbus thought he failed because he didn’t find an ocean route to China; however, he made a great discovery.

**Lesson 8: Christopher Columbus Was a Failure?**

**2. Definition**

*Underline key words.*  
The loss of respect or honor

**3. Illustration**



**4. Context**

*Circle the correct sentence.*  
A. She accepted the award with poise and **disgrace**.  
B. The family was **disgraced** by the scandal.

**1. Word: disgrace**

**5. Word Associations**

*Choose two related words.*

- A. dress
- B. award
- C. reputation
- D. shame

**6. Example**

*Write a sentence or definition that uses the word.*

**Turn and Talk**


Can you think of a time when you observed disgraceful or shameful behavior?  
"I observed disgraceful behavior when \_\_\_\_\_."

## Lesson 8: Christopher Columbus Was a Failure?

**2. Definition**  
*Underline key words.*

Persuade someone to do something

**3. Illustration**



**4. Context**  
*Circle the correct sentence.*

A. I **convinced** him to loan me the money.

B. Don't forget to **convince** your car before the trip.

**1. Word: convince**

**5. Word Associations**  
*Choose two related words.*

A. fruit

B. change

C. car

D. influence

**6. Example**  
*Write a sentence or definition that uses the word.*

**Turn and Talk**

Think of a time when you tried to convince someone of something. Did you succeed?

"I did/didn't convince \_\_\_\_\_."

Date: \_\_\_\_\_

*Studies Weekly, Week 9***Lesson 8: Christopher Columbus Was a Failure?****Unit Big Idea**

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

**Vocabulary**

disgrace, convince

**Gist 1****Gist Questions**

Who or what is this about? \_\_\_\_\_

What's the most important idea about the main "who" or "what"?

\_\_\_\_\_  
\_\_\_\_\_

**Gist Statement**

\_\_\_\_\_  
\_\_\_\_\_

**Gist 2****Gist Questions**

Who or what is this about? \_\_\_\_\_

What's the most important idea about the main "who" or "what"?

---

---

**Gist Statement**

---

---



## Lesson 9: The New World

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 1, Lesson 9. This is my [insert time block] class.”**

### Before Reading

(15 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(30 minutes)

1. Pose the comprehension purpose question. (Why did the Spanish explorers want to go to the New World? Think about knowledge, wealth, religion, competition, and land.)
2. Read “The New World” and ask questions to enhance comprehension and prompt discussion.
3. Write gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 10: “The New World” (page 1)
- Document camera and vocabulary maps
- Student practice book (page 23)

### Vocabulary

- conquistador
- establish

### Unit Big Idea

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

### Passage Main Idea

Spanish explorers went to America for many reasons—to gain knowledge, wealth, and land; spread Christianity; and compete with other explorers.

## Lesson 9: The New World

### 2. Definition

*Underline key words.*

A Spanish conqueror of Mexico in the 16th century

### 3. Illustration



Source: Library of Congress

### 4. Context

*Circle the correct sentence.*

- A. The **conquistadors** left Spain to explore the Americas.
- B. The taco plate comes with a **conquistador** chip covered in melted cheese.

### 1. Word: conquistador

### 5. Word Associations

*Choose two related words.*

- A. defeat
- B. dinner
- C. victor
- D. failure

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

What was the Spanish conquistadors' purpose?

"The purpose of the Spanish conquistadors was \_\_\_\_\_."



## Lesson 9: The New World

### 2. Definition

*Underline key words.*

To set up permanently

### 3. Illustration



### 4. Context

*Circle the correct sentence.*

- A. Europeans **established** new communities in North America.
- B. She tried to **establish** the race due to the storm.

### 1. Word: establish

### 5. Word Associations

*Choose two related words.*

- A. build
- B. create
- C. prevent
- D. remove

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

Have you ever helped to establish something?

"Once I established \_\_\_\_\_."

Date: \_\_\_\_\_

*Studies Weekly, Week 10***Lesson 9: The New World****Unit Big Idea**

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

**Vocabulary**

conquistador, establish

**Gist 1****Gist Questions**

Who or what is this about? \_\_\_\_\_

What's the most important idea about the main "who" or "what"?

\_\_\_\_\_  
\_\_\_\_\_

**Gist Statement**

\_\_\_\_\_  
\_\_\_\_\_

**Gist 2****Gist Questions**

Who or what is this about? \_\_\_\_\_

What's the most important idea about the main "who" or "what"?

---

---

**Gist Statement**

---

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## Lesson 10: Modern Europeans Explore Texas

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 1, Lesson 10. This is my [insert time block] class.”**

### Before Reading

(15 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(30 minutes)

1. Pose the comprehension purpose question. (What difficulties, or hardships, did the Spanish explorers encounter during their explorations?)
2. Read “Modern Europeans Explore Texas” and ask questions to enhance comprehension and prompt discussion.
3. Write gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 10 :“Modern Europeans Explore Texas” (pages 2–3)
- Document camera and vocabulary maps
- Student practice book (page 27)

### Vocabulary

- exploration
- mission

### Unit Big Idea

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

### Passage Main Idea

Spanish explorers Pineda, Cabeza de Vaca, Coronado, and Oñate encountered many hardships while traveling through parts of Texas.

## Lesson 10: Modern Europeans Explore Texas

### 2. Definition

*Underline key words.*  
Travel through an unfamiliar area to learn about it

### 3. Illustration



Source: Library of Congress

### 4. Context

*Circle the correct sentence.*  
A. The **exploration** took them to the cave on the south side of the mountain.  
B. Do not drink the milk because it is past the **exploration** date.

### 1. Word: **exploration**

### 5. Word Associations

*Choose two related words.*

- A. homebody
- B. computer
- C. discover
- D. search

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

When have you gone on an exploration?

"Once I went on an exploration \_\_\_\_\_."

## Lesson 10: Modern Europeans Explore Texas

### 2. Definition

*Underline key words.*

When a person or group travels to a foreign country on an assignment they think is important, usually with a religious purpose

### 3. Illustration



Source: Library of Congress

### 4. Context

*Circle the correct sentence.*

- A. **Missions** always included a church for the people who lived there.
- B. The pilot flew many **missions** when she was in the Air Force.

## 1. Word: mission

### 5. Word Associations

*Choose two related words.*

- A. church
- B. goal
- C. football
- D. food

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

You may not have been on a religious mission, but you have probably traveled somewhere for an important reason. When was a time you were on a mission?

"Once I went on a mission to \_\_\_\_\_."

Date: \_\_\_\_\_

*Studies Weekly, Week 10***Lesson 10: Modern Europeans Explore Texas****Unit Big Idea**

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

**Vocabulary**

exploration, mission

**Gist 1****Gist Questions**

Who or what is this about? \_\_\_\_\_

What's the most important idea about the main "who" or "what"?

\_\_\_\_\_  
\_\_\_\_\_

**Gist Statement**

\_\_\_\_\_  
\_\_\_\_\_



**Gist 2****Gist Questions**

Who or what is this about? \_\_\_\_\_

What's the most important idea about the main "who" or "what"?

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**Gist Statement**

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**Gist 3****Gist Questions**

Who or what is this about? \_\_\_\_\_

What's the most important idea about the main "who" or "what"?

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**Gist Statement**

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# Lesson 11: The Fate of Texas' First Explorers

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, "This is [name] at [school]. Today is [date]. We are on Unit 1, Lesson 11. This is my [insert time block] class."**

## Before Reading

(15 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

## During Reading

(30 minutes)

1. Pose the comprehension purpose question. (What contributed to the demise, or end, of the explorers and their expeditions? Think about how they interacted with the American Indians and the Spanish settlers.)
2. Read "The Fate of Texas' First Explorers" and ask questions to enhance comprehension and prompt discussion.
3. Write gist statements.

## After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

## Materials

- Studies Weekly, Week 10: "The Fate of Texas' First Explorers" (page 2)
- Document camera and vocabulary maps
- Student practice book (page 31)

## Vocabulary

- colony
- forbidden

*Remember to play a vocabulary game with all words from Unit 1 before students take the Unit 1 Benchmark.*

## Unit Big Idea

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

## Passage Main Idea

The expeditions and lives of Texas' first explorers ended because of their cruel treatment of the American Indians and settlers.

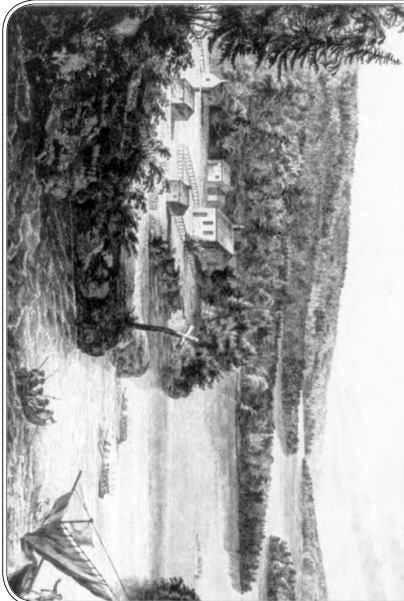
## Lesson 11: The Fate of Texas' First Explorers

### 2. Definition

*Underline key words.*

A group of people who leave their country to form a community in a new, distant place; the colony is still controlled by the parent country (in our reading, Spain)

### 3. Illustration



Source: Library of Congress

### 4. Context

*Circle the correct sentence.*

- A. Jim found a **colony** of ants living in his pantry.
- B. Spain established a **colony** in North America.

**1. Word: colony**

### 5. Word Associations

*Choose two related words.*

- A. insects
- B. perfume
- C. territory
- D. settlement

### 6. Example


*Write a sentence or definition that uses the word.*

### Turn and Talk

Would you set up a new colony in the mountains, a valley, or near the ocean? Why?

"I would set up my colony \_\_\_\_\_."

## Lesson 11: The Fate of Texas' First Explorers

|  |  |   |
|--|--|---|
| <b>2. Definition</b><br><i>Underline key words.</i><br>Not allowed   | <b>3. Illustration</b><br> | <b>4. Context</b><br><i>Circle the correct sentence.</i><br>A. Eating dinner is <b>forbidden</b> at a restaurant.<br>B. Smoking is <b>forbidden</b> on an airplane. |
| <b>1. Word: forbidden</b>  |  |   |
| <b>5. Word Associations</b><br><i>Choose two related words.</i><br>A. banned<br>B. unacceptable<br>C. allowed<br>D. approved               | <b>6. Example</b><br><i>Write a sentence or definition that uses the word.</i>                               |   |
| <b>Turn and Talk</b><br>What things or actions are forbidden in school?<br>"Things or actions that are forbidden at school include _____." |  |   |

Date: \_\_\_\_\_

*Studies Weekly, Week 10***Lesson 11: The Fate of Texas' First Explorers****Unit Big Idea**

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

**Vocabulary**

colony, forbidden

**Gist 1****Gist Questions**

Who or what is this about? \_\_\_\_\_

What's the most important idea about the main "who" or "what"?

\_\_\_\_\_  
\_\_\_\_\_

**Gist Statement**

\_\_\_\_\_  
\_\_\_\_\_

**Gist 2****Gist Questions**

Who or what is this about? \_\_\_\_\_

What's the most important idea about the main "who" or "what"?

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**Gist Statement**

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## Lesson 12: La Salle: A Strange Man in a Strange World

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 1, Lesson 12. This is my [insert time block] class.”**

### Before Reading

(15 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(30 minutes)

1. Pose the comprehension purpose question. (What was La Salle’s plan to establish a French colony in the New World?)
2. Read “La Salle: A Strange Man in a Strange World” and ask questions to enhance comprehension and prompt discussion.
3. Write gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 11: “La Salle: A Strange Man in a Strange World” (page 1)
- Document camera and vocabulary maps
- Student practice book (page 35)

### Vocabulary

- territory
- expedition

### Unit Big Idea

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

### Passage Main Idea

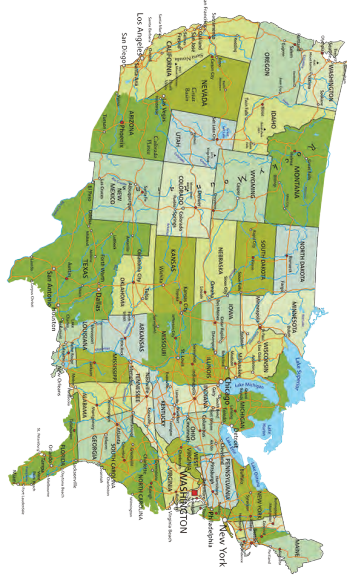
French explorer La Salle tried to establish a French colony in the New World to compete with Spain, but the expedition failed due to bad luck and bad decisions.

## Lesson 12: La Salle: A Strange Man in a Strange World

### 2. Definition

*Underline key words.*  
An area of land controlled by a country or ruler

### 3. Illustration



### 4. Context

*Circle the correct sentence.*  
A. France controlled **territory** along the Mississippi River.  
B. Don't forget your **territory** before you leave for school.

### 1. Word: territory

### 5. Word Associations

*Choose two related words.*

- A. region
- B. transportation
- C. food
- D. colony

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

Who controls the territory where we live?

"The territory we live in is controlled by \_\_\_\_."

## Lesson 12: La Salle: A Strange Man in a Strange World

### 2. Definition

*Underline key words.*

A journey with a specific purpose, such as war or exploration

### 3. Illustration



Source: Library of Congress

### 1. Word: **expedition**

### 4. Context

*Circle the correct sentence.*

- A. The group left on an **expedition** to explore the jungle.
- B. Make sure you clean your room with **expedition**!

### 5. Word Associations

*Choose two related words.*

- A. friendship
- B. traveler
- C. voyage
- D. inside

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

If you could go on an expedition, where would you go and why?

"If I could go on an expedition, I would go \_\_\_\_\_."

Date: \_\_\_\_\_

*Studies Weekly, Week 11***Lesson 12: La Salle: A Strange Man in a Strange World****Unit Big Idea**

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

**Vocabulary**

territory, expedition

**Gist 1****Gist Questions**

Who or what is this about? \_\_\_\_\_

What's the most important idea about the main "who" or "what"?

\_\_\_\_\_  
\_\_\_\_\_

**Gist Statement**

\_\_\_\_\_  
\_\_\_\_\_

**Gist 2****Gist Questions**

Who or what is this about? \_\_\_\_\_

What's the most important idea about the main "who" or "what"?

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**Gist Statement**

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# Unit 2: The Road to Statehood (1683 to 1845)



**Unit Big Idea:** Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

## Fourth Grade

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## Lesson 13: The Trouble With La Salle

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 2, Lesson 13. This is my [insert time block] class.”**

### Before Reading

(10 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading\*

(35 minutes)

1. Pose the comprehension purpose question. (What caused La Salle’s second voyage to fail? Think about his crew and his personality.)
2. Read “The Trouble With La Salle” and ask questions to enhance comprehension and prompt discussion.
3. Introduce the gist routine for collaborative learning pairs.

### After Reading\*

(15 minutes)

1. Discuss the comprehension purpose question.
2. Introduce the Word Building section of the vocabulary maps.
3. Complete the after-reading steps of the vocabulary maps.
4. Provide lesson closure.

### Materials

- Studies Weekly, Week 11: “The Trouble With La Salle” (pages 2–3)
- Document camera and vocabulary maps
- Student practice book (page 41)

### Vocabulary

- desperate
- recruit

### Unit Big Idea

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

### Passage Main Idea

La Salle’s second voyage to the New World failed for many reasons, such as his inexperienced crew, pirates, and his cruel treatment of the colonists and American Indians.

*\*Indicates that model lesson is provided for this step*

## **MODEL LESSON:**

### **Introduce Gist Routine for Collaborative Learning Pairs**

# **During Reading**

***Read and Monitor Comprehension***

***35 minutes***



### **Ask Comprehension Purpose Question**

Remember that good readers set a purpose for reading. While you read today, think about this question: What caused La Salle's second voyage to fail? Think about his crew and his personality.

### **Introduce Writing Gist Statements in Collaborative Learning Pairs**

Remember that one way to improve your learning is to work with someone else. You have been working on the vocabulary maps in collaborative learning pairs. Today I will show you how to write gist statements with your partner. After today, you will write all gist statements with your partner.

Do you recall our three rules for working in pairs? *(Call on students. The rules are (1) be respectful, (2) take turns, and (3) ask questions.)*

### **Ask Questions and Write Gist Statements During Reading**

Let's begin reading the passage. *(Read the Introduction of "The Trouble With La Salle," using one of the following techniques: reading aloud, partner reading, or independent reading. Stop to ask the following questions. Confirm correct responses or provide corrective feedback.)*

#### **INTRODUCTION: ASK AND ANSWER QUESTIONS**

Was La Salle's first voyage a success? Why?

Was La Salle's second voyage a success? Why not?

Who did he recruit for his crew on the second voyage?

**INTRODUCTION: MODEL (“I Do”) THE STEPS TO WRITE GIST STATEMENTS  
IN COLLABORATIVE LEARNING PAIRS**

Now we will practice writing gist statements in your collaborative learning pairs. Follow along with the steps on your card as I show you how to write a gist with your partner. As with the vocabulary map, you will have sentence frames that you can use while you’re working together. I will play partner A and [student] will be my partner. Ready?

For **step 1**, I start by asking the question, “Who or what is this about?”

[Student], what might you say? (*La Salle*)

Great—then I would say that I agree, and we would move to the next question.

[Student], for **step 2**, what would you ask me? (*What is the most important idea about La Salle?*)

I might say that La Salle couldn’t find men for his voyage, so he recruited young boys and beggars. Do you agree? (*Discuss the student’s answer.*)

For **step 3**, the last step, we put it all together to write a gist sentence. Both students write the gist in their notebooks. Here is my gist: “La Salle couldn’t find anyone to be in his crew, so he recruited young boys and beggars.”

*Write the gist in your notebook as well. (Read the rest of the passage. Ask the following questions and/or guide students (“We do”) to write gist statements after each section, as indicated below. Confirm correct responses or provide corrective feedback.)*

**PIRATES! AND ARE WE THERE YET?**

What happened during the voyage?

Where did La Salle land when he arrived in North America?

What are some possible reasons why he didn’t build a fort at the mouth of the Mississippi River?

**WHAT WAS LA SALLE LIKE?**

How would you describe La Salle’s personality?

How did La Salle treat his crew?

What happened to the crew as a result of La Salle’s harsh treatment?

**GETTING EVEN AND FORT SAINT LOUIS**

What happened to the l'Aimable supply ship?

Why did La Salle's captain run it aground?

What happened when La Salle picked the place where he wanted to settle?

**BUILDING THE FORT**

Where did La Salle choose to build the fort?

What resources did La Salle use to build the fort?

How did he treat the men who were building the fort, and what was the result?

OK, let's try another gist sentence. Follow along with the sentence frames as we go through it. This time, we will answer the gist questions together.

For **step 1**, partner A first asks who or what this is about.

What might partner B say? (*building the fort*)

Do you all agree—thumbs-up or thumbs-down?

For **step 2**, partner B asks, "What is the most important idea about La Salle?"

What might partner A say? (*the men were not given enough food and asked to do difficult work, so many died*)

Do you all agree? Thumbs-up or thumbs-down?

For **step 3**, the last step, we put it all together to write a gist sentence. So what is the **gist**? (*example: La Salle wanted to build a fort; however, the men were not fed well and had to do difficult work so many men died.*)

Please write the gist in your notebook.

**FROM FRIENDS TO FOES**

Did the Frenchmen and the Karankawa get along at first?

What caused the French and Karankawa to no longer get along?

What was the outcome of their dispute?

## MODEL LESSON:

### Introduce Word Building Routine for Vocabulary Maps

# After Reading

## Return to Comprehension Purpose Question

**4 minutes**

Think back to our comprehension purpose question: What contributed to the failure of La Salle's second voyage? Think about his crew and his personality. (*Confirm correct responses or provide corrective feedback.*)

## Vocabulary Maps

**10 minutes**

### Introduce the Word Building Section

Did you notice that there is a new section on your maps for this week? Sometimes you will have an extra section for word building. I will show you how to complete this step with your partner.

In the Word Building box, you will use the vocabulary word to write other real words with the same base word. You can add word parts, such as prefixes or suffixes, to the beginning or end of the word. If you're not sure what to write, look at your cue card with common prefixes and suffixes for some ideas. Here, the word is **desperate**, and I've provided some examples of other words you could build. Let me show you how this works.

First, you write the vocabulary word. Then you and your partner think of words with the base word **desperate**.

One partner might say **desperately**.

Then, the other partner might add **desperateness**.

Here, you can see the partners added **-ly** and **-ness** to **desperate** to create two new real words.

## Have Students Complete Independently (“You Do”) Sections 5 to 7

OK, you and your partner can now work sections 5 to 7 for *desperate* and *recruit*, and then we will work on the Turn and Talk section together. *(Monitor student work and provide corrective feedback when needed.)*

## Guide Students (“We Do”) Through the Turn and Talk Section

- *Read the question and answer stem.*
- *Model an appropriate response.*
- *Give students 30 seconds to discuss the question in partners.*
- *Call on one or two students to share responses. Provide corrective feedback as necessary.*

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### Lesson Closure

**1 minute**


## Review the Day’s Learning

*Restate the main idea of the lesson. Reinforce vocabulary terms when possible.*

## Preview the Next Lesson’s Learning

*State the main idea of the next lesson.*

## Lesson 13: The Trouble With La Salle

|   |  |  |
|---|--|--|
| <p><b>2. Definition</b><br/> <i>Underline key words.</i><br/>         Having an urgent need</p>   | <p><b>3. Illustration</b></p>  | <p><b>4. Context</b><br/> <i>Circle the correct sentence.</i><br/>         A. The woman was <b>desperate</b> to find a job so she could pay the bills.<br/>         B. You must <b>desperate</b> the shirt before you wear it.</p> |
| <p><b>5. Word Associations</b><br/> <i>Choose two related words.</i><br/>         A. shoes<br/>         B. frantic<br/>         C. determined<br/>         D. lunch</p> | <p><b>1. Word: desperate</b></p>   | <p><b>7. Word Building</b><br/> <i>Use the vocabulary word to write another real word.</i><br/>         desperate<br/>         desperately<br/>         desperateness</p>  |
| <p><b>6. Example</b><br/> <i>Write a sentence or definition that uses the word.</i></p>   |  |  |
| <p><b>Turn and Talk</b><br/>         When was a time when you felt desperate?<br/>         "I felt desperate when ____."</p>  |  |  |

## Lesson 13: The Trouble With La Salle

### 2. Definition

*Underline key words.*  
To enlist someone to join a group or a cause

### 3. Illustration



### 4. Context

*Circle the correct sentence.*  
A. We don't have any spots for new members on the football team, so we will **recruit** new members.  
B. The political party **recruited** volunteers to help on Election Day.

1. Word: **recruit**

### 5. Word Associations

*Choose two related words.*

- A. tomato
- B. student
- C. to find
- D. newcomer

### 6. Example

*Write a sentence or definition that uses the word.*

### 7. Word Building

*Use the vocabulary word to write another real word.*

### Turn and Talk

If you wanted to start a new group to clean up the school grounds, who would you recruit to be in the group?

"I would recruit \_\_\_\_\_."



Date: \_\_\_\_\_

*Studies Weekly, Week 11***Lesson 13: The Trouble With La Salle****Unit Big Idea**

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

**Vocabulary**

desperate, recruit

**Gist Statements****Gist 1**

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**Gist 2**

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## Lesson 14: The Mexican War of Independence

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, "This is [name] at [school]. Today is [date]. We are on Unit 2, Lesson 14. This is my [insert time block] class."**

### Before Reading

(15 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(30 minutes)

1. Pose the comprehension purpose question. (What led to the revolution against Spain, and how was Mexico finally able to win its independence? Think about the role of Father Hidalgo and General Iturbide.)
2. Read "The Mexican War of Independence" and ask questions to enhance comprehension and prompt discussion.
3. Write gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 14: "The Mexican War of Independence" (page 3)
- Document camera and vocabulary maps
- Student practice book (page 45)

### Vocabulary

- revolution
- religion

### Unit Big Idea

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

### Passage Main Idea

Mexico (New Spain) was upset about the injustices of the Spanish government, so it fought against Spain to win independence.

## Lesson 14: The Mexican War of Independence

### 2. Definition

*Underline key words.*

Occurs when a group of people try to overthrow the government

### 3. Illustration



Source: Library of Congress

### 4. Context

*Circle the correct sentence.*

- A. The colonists started a **revolution** because they didn't want to pay more taxes.
- B. After one **revolution** on the merry-go-round, I felt sick.

### 1. Word: **revolution**

### 5. Word Associations

*Choose two related words.*

- A. song
- B. war
- C. rebellion
- D. animal

### 6. Example

*Write a sentence or definition that uses the word.*

### 7. Word Building

*Use the vocabulary word to write another real word.*

### Turn and Talk

If you were a colonist living in Texas long ago, would you have supported the revolution? Why or why not?

"I would/would not have supported the revolution because \_\_\_\_\_."

## Lesson 14: The Mexican War of Independence

### 2. Definition

*Underline key words.*

A set of beliefs agreed upon by a group of people

### 3. Illustration



Source: Library of Congress

### 1. Word: religion

### 4. Context

*Circle the correct sentence.*

- A. In class, we learned about many different **religions** and saw pictures of churches.
- B. The farmers were able to plant corn in the **religion** next to the wheat crop.

### 5. Word Associations

*Choose two related words.*

- A. car
- B. church
- C. library
- D. worship

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

What evidence of different religions do you see today?

"I see \_\_\_\_\_."

Date: \_\_\_\_\_

*Studies Weekly, Week 14***Lesson 14: The Mexican War of Independence****Unit Big Idea**

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

**Vocabulary**

revolution, religion

**Gist Statements****Gist 1**

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**Gist 2**

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# Lesson 15: Stephen Austin Refuses to Quit! (Part 1)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, "This is [name] at [school]. Today is [date]. We are on Unit 2, Lesson 15. This is my [insert time block] class."**

## Before Reading

(10 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

## During Reading\*

(35 minutes)

1. Pose the comprehension purpose question. (What problems did Austin face while trying to establish the colony in Texas and how did he overcome these challenges?)
2. Introduce the Gist to Summary purpose and graphic organizer.
3. Read "Stephen Austin Refuses to Quit!" and ask questions to enhance comprehension and prompt discussion.
4. Write gist statements.

## After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

## Materials

- Studies Weekly, Week 14: "Stephen Austin Refuses to Quit!" (pages 2–3)
- Document camera and vocabulary maps
- Student practice book (page 48)

## Vocabulary

- disguise
- responsibility

## Unit Big Idea

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

## Passage Main Idea

Stephen Austin faced many challenges while trying to establish a colony in Texas, but he didn't give up and eventually succeeded.

*\*Indicates that model lesson is provided for this step*

**MODEL LESSON: Introduce Gist to Summary**

# During Reading

**Read and Monitor Comprehension****35 minutes****Ask Comprehension Purpose Question**

Remember that good readers set a purpose for reading. While you read today, think about this question: What problems did Austin face while trying to establish the colony in Texas and how did he overcome these challenges?

**Introduce Gist to Summary Purpose and Graphic Organizer**

For today and our next lesson, you will learn how to write a summary by using our gist statements. Remember that a gist statement tells what the paragraph or section is mostly about. A summary is like a gist statement, except that it tells the most important ideas about the whole passage. Gist statements are usually just one sentence, but a summary will probably be three or four sentences long. You will use your gist statements to write an overall summary of the entire passage. After you read a passage, you should be able to tell someone the most important ideas of the passage. In other words, you should be able to provide a summary!

Take a look at our new graphic organizer, Gist to Summary, in your notebooks. Today you will write the gist statements for each section on the first page. We will write only three gist statements for this passage, even though there are four spots in the organizer for gist statements, because this passage is a little shorter. During our next session, you will use those gist statements to write an overall summary of the passage on the next page.

**Ask Questions and Guide Students (“We Do”) to Write Gist Statements**

*Let’s read the passage. (Read “Stephen Austin Refuses to Quit!” using one of the following options: reading aloud, partner reading, or independent reading. Ask the following questions and guide students to write gist statements on the graphic organizer as a whole class after each section, as indicated below. It’s important that all students have the same gist statements in preparation for the next lesson—using the gist sentences to write a summary. Confirm correct responses or provide corrective feedback.)*



**INTRODUCTION**

At first, Austin didn't want to help his father start a colony in Texas. What changed his mind?

What happened in the summer of 1821?

Now you will write a gist sentence for this paragraph. You will write this first gist in the Gist 1 box. We will do this together. Don't forget about the two fix-up strategies.

**Step 1:** Who or what is this about? *(Stephen Austin)*

**Step 2:** What is the most important idea about Stephen Austin? *(got approval from Spain to establish a colony in Texas)*

**Step 3:** Put it all together to write a gist sentence. *(Stephen Austin got approval from Spain to start a colony in Texas.)*

**OLD 300 AND A STREAK OF BAD LUCK**

What bad luck did Stephen Austin and the settlers face?

How did Austin deal with these challenges?

Let's write a gist statement in the Gist 2 box.

**Step 1:** Who or what is this about? *(Austin)*

**Step 2:** What is the most important idea about Stephen Austin? *(I see that Austin faced a lot of problems. We don't need to list all of the changes because remember—this is a gist statement and it needs to be brief. We can, however, list one or two examples of the changes he made. I'm going to write "such as" and then list one or two. So, we will write, "had a lot of problems while trying to start his new settlement, such as a lack of supplies and attacks by the Native Americans.")*

*\*If it comes up, students can provide other examples in the 'such as' part of the sentence (e.g., He faced many challenges, such as a lack of supplies and difficulty getting permission to start the colony from Mexico.*

**Step 3:** Put it all together to write a gist sentence. *(Austin had a lot of problems while trying to start his new settlement, such as a lack of supplies and attacks by the Native Americans.)*

**AUSTIN'S HARD WORK PAYS OFF**

Eventually Austin gained permission to develop a new colony. What steps did he have to take to make sure the colony survived?

Let's write a gist statement in the Gist 3 box.

**Step 1:** Who or what is this about? (*Austin*)


**Step 2:** What is the most important idea about Austin? (*made changes to help the colony... I know that Stephen Austin made quite a few changes, but remember that we do not need to list all of those changes. We can list one or two examples of the changes he made just like we did with our last gist. I'm going to write "such as" again and then list one or two. So, we will write "made changes to help the colony, such as setting up new rules and trading with the United States."*)

*\*Again, students can provide a different example in the 'such as' part of the sentence (e.g., forced out the Native Americans).*

**Step 3:** Put it all together to write a gist sentence. (*Stephen Austin made changes to help the colony, such as setting up new rules and trading with the United States.*)

Great job! In the next lesson, we will use all three of these gist statements to write a summary of the passage.

## Lesson 15: Stephen Austin Refuses to Quit! (Part 1)

|  |  |  |
|--|--|--|
| <p><b>2. Definition</b><br/><i>Underline key words.</i></p> <p>Change your appearance to hide your identity</p>                            | <p><b>3. Illustration</b></p>  | <p><b>4. Context</b><br/><i>Circle the correct sentence.</i></p> <p>A. The movie star <b>disguised</b> his appearance so that no one would recognize him.</p> <p>B. Don't forget to buy tomatoes and a <b>disguise</b> at the grocery store.</p> |
| <p><b>1. Word: disguise</b></p>  |  |  |
| <p><b>5. Word Associations</b><br/><i>Choose two related words.</i></p> <p>A. camouflage<br/>B. sunscreen<br/>C. school<br/>D. costume</p> | <p><b>6. Example</b><br/><i>Write a sentence or definition that uses the word.</i></p>                           | <p><b>7. Word Building</b><br/><i>Use the vocabulary word to write another real word.</i></p>  |
| <p><b>Turn and Talk</b></p> <p>When was a time when you disguised your identity?<br/>"Once, I disguised my identity _____."</p>            |  |  |

## Lesson 15: Stephen Austin Refuses to Quit! (Part 1)

### 2. Definition

*Underline key words.*  
Something you have to do

### 3. Illustration



### 4. Context

*Circle the correct sentence.*  
A. It is Ben's **responsibility** to wash the dishes and do the laundry.  
B. One of my chores is to take out the **responsibility** each night.

### 1. Word: responsibility

### 5. Word Associations

*Choose two related words.*

- A. duty
- B. job
- C. notebook
- D. tree

### 6. Example

*Write a sentence or definition that uses the word.*

### 7. Word Building

*Use the vocabulary word to write another real word.*

### Turn and Talk

What responsibilities do you have? Brainstorm a list with your partner.

"My responsibilities include \_\_\_\_\_."



Date: \_\_\_\_\_

*Studies Weekly, Week 14***Lessons 15 and 16: Stephen Austin Refuses to Quit!****Gist 1**

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**Gist 2**

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**Gist 3**

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**Gist 4**

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Topic  
Sentence

Supporting  
Details

Concluding  
Sentence





# Lesson 16: Stephen Austin Refuses to Quit! (Part 2)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 2, Lesson 16. This is my [insert time block] class.”**

## Before Reading

(5 minutes)

1. Activate background knowledge.

## During Reading\*

(40 minutes)

1. Reread “Stephen Austin Refuses to Quit!” and finish writing gist statements.
2. Model writing a summary from gist statements.

## After Reading

(15 minutes)

1. Complete a vocabulary review activity (if time allows).
2. Provide lesson closure.

## Materials

- Studies Weekly, Week 14: “Stephen Austin Refuses to Quit!” (pages 2–3)
- Document camera
- Student practice book (pages 50–51)

## Vocabulary

No new words

## Unit Big Idea

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

## Passage Main Idea

Stephen Austin faced many challenges while trying to establish a colony in Texas, but he didn’t give up and eventually succeeded.

*\*Indicates that model lesson is provided for this step*

**MODEL LESSON: Introduce Gist to Summary (Continued)**

# During Reading

**Read and Monitor Comprehension****40 minutes****Reread the Passage and Gist Statements**

Let's reread the passage and review our gist statements. (*Reread the passage, using one of the following options: reading aloud, partner reading, or independent reading. Read the gist statements you wrote with students in the last lesson.*)

**Model ("I Do") Writing a Summary From Gist Statements**

Today you will learn how to write a summary of this whole passage, using our gist statements. Remember that a gist statement tells what the paragraph or section is mostly about. A summary is similar to a gist statement, except that it tells the most important ideas about the entire passage in a brief, or short, way.

**TOPIC SENTENCE**

First we will write a topic sentence. Remember that a summary is usually one paragraph, or four to five sentences in length. A topic sentence is the beginning of your summary. The topic sentence is really important because it tells the reader what the rest of the paragraph will be about.

Take a look at our graphic organizer. Do you notice that the gist arrows all point to the topic sentence? That means that we will use the gist sentences to come up with our topic sentence. The topic sentence is a gist sentence for the whole passage.

**Step 1:** Let's think about who or what this entire passage is about. All of our gist statements are about Stephen Austin, so I think the whole passage is about Stephen Austin.

**Step 2:** What is the most important idea about Stephen Austin? I think the passage is mostly about how Stephen Austin had a lot of difficulty trying to start his colony, but he didn't give up.

**Step 3:** Put it all together to write a topic sentence. We do this just like we did with our gist statements. Here is my topic sentence: "Stephen Austin faced many problems while trying to start a new colony in Texas, but he didn't give up." Write the topic sentence in your notebook, too.

**SUPPORTING DETAILS**

Next I will write supporting details. A supporting detail is an example that supports our topic sentence, which says that Stephen Austin faced a lot of problems but eventually started a new colony in Texas. You can find supporting details in your gist statements.

When I look at our gist statements, I notice that all of them start with 'Stephen Austin.' Because the entire paragraph is about him, I think we can start our supporting detail sentences with the pronoun 'he' instead of repeating his name so many times.

I see in gist 1 that Stephen Austin got approval from Spain to start a colony. Let's write this on our graphic organizer after the topic sentence. Remember to replace his name with 'he': "First, he got approval from Spain to start a colony."

I see in gist 2 that Austin had a lot of problems, such as a lack of supplies and attacks by the Native Americans. I notice that we have already used the word problems in our topic sentence, so I think we should use another word that means the same thing. I know that challenge is a synonym for problem, so I'm going to use that word instead. Let's write down the following gist: "He faced many challenges, such as a lack of supplies and attacks by the Native Americans."

*\*If it comes up, students can provide other examples in the 'such as' part of the sentence (e.g., He faced many challenges, such as a lack of supplies and difficulty getting permission to start the colony from Mexico.)*

Gist 3 says that Austin made many changes to help the colony, such as setting new rules and trading with the United States. Let's write this down next: "He made changes to help the colony, such as setting new rules and trading with the United States."

*\*Again, students can provide a different example in the 'such as' part of the sentence (e.g., forced out the Native Americans).*

**CONCLUDING SENTENCE**

The last thing we need to do to finish our summary is write a concluding, or ending, sentence. The concluding sentence is usually similar to the topic sentence but says it in a different way. What does our topic sentence say? (*Stephen Austin faced many problems while trying to start a new colony in Texas, but he didn't give up.*)

How can we say the topic sentence in a different way? I want to say that he fixed all of the problems. I think I might check the headings to help me. I think I'll write this: "Stephen Austin had a streak of bad luck, but he worked hard to build the first successful colony in Texas."

Make sure you write the concluding sentence in your notebook.



## Lesson 17: Rebellion in Texas (Part 1)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 2, Lesson 17. This is my [insert time block] class.”**

### Before Reading

(10 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading\*

(35 minutes)

1. Pose the comprehension purpose question. (What led Austin to rebel against Mexican rule?)
2. Review the Gist to Summary purpose and graphic organizer.
3. Read “Rebellion in Texas” and ask questions to enhance comprehension and prompt discussion.
4. Write gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 15: “Rebellion in Texas” (pages 2–3)
- Document camera and vocabulary maps
- Student practice book (page 52)

### Vocabulary

- immigrant
- convention

### Unit Big Idea

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

### Passage Main Idea

Stephen Austin supported the Mexican government at first, but unfair treatment and rules led Austin and the colonists to rebel.

*\*Indicates that model lesson is provided for this step*

**MODEL LESSON: Gist to Summary (Example 2)**

# During Reading

**Read and Monitor Comprehension****35 minutes****Ask Comprehension Purpose Question**

Remember that good readers set a purpose for reading. While you read today, think about this question: What led Austin to rebel against Mexican rule?

**Recall Gist to Summary Purpose and Graphic Organizer**

For the next two sessions, we will keep practicing how to write a summary from our gist statements. Remember that the gist tells what the paragraph or section is mostly about. A summary is like a gist, except it tells the most important ideas of the whole passage.

While we work together again today, be sure to write gist statements in the graphic organizer in your notebook. Today you will write four gist statements in your graphic organizer. This will help you to write the summary later.

**Ask Questions and Guide Students (“We Do”) to Write Gist Statements**

Let’s read the passage. (Read “Rebellion in Texas,” using one of the following options: reading aloud, partner reading, or independent reading. Ask the following questions and guide students through the gist portion of the graphic organizer as a whole class after each section, as indicated below. Confirm correct responses or provide corrective feedback.)

**WORRIES ABOUT THE UNITED STATES**

Where did the new settlers to Stephen Austin’s colony come from?

How did Mexico feel about immigrants initially? Why did Mexico change its mind about immigration?

What did Mexico force Texans to do? How did the settlers feel about this?

Let’s write a gist statement for this section.

**Step 1:** Who or what is this about? (*immigrants*)

**Step 2:** What is the most important idea about immigrants? *(wanted to live in Texas, but Mexico stopped immigration and made the Texans pay taxes on trade goods)*

**Step 3:** Put it all together to write a gist sentence. *(Mexico stopped American immigrants from coming to Texas and forced the settlers to pay taxes.)*

### **TURMOIL IN THE MEXICAN GOVERNMENT**

Who wanted to control the Mexican government?

Why did the Texans hold conventions? What did the colonists ask for?

How did Santa Anna react to the convention?

Our second gist will be for this section.

**Step 1:** Who or what is this about? *(Texans)*

**Step 2:** What is the most important idea about Texans? *(held conventions to ask the Mexican government to allow Texas to be a separate state and allow immigration)*

**Step 3:** Put it all together to write a gist sentence. *(Texans held conventions to ask the Mexican government to be a separate state and allow immigrants back into Texas.)*

### **MEXICO'S REPLY**

What happened to Austin after he met with Santa Anna?

How did Santa Anna become the dictator of Mexico?

How did Santa Anna treat the people of Mexico?

Where did Mexicans want to live to get away from Santa Anna?

Let's write our third gist.

**Step 1:** Who or what is this about? *(Austin and Santa Anna)*

**Step 2:** What is the most important idea about Austin and Santa Anna? *(Austin was put in jail for more than a year and Santa Anna became a dictator)*

**Step 3:** Put it all together to write a gist sentence. *(Stephen Austin was put in jail in Mexico, and Santa Anna became a dictator.)*

**STEPHEN AUSTIN'S REPLY**

How did Austin feel about Mexican rule after being in jail for a year and half?

OK, now we will write our fourth gist statement. Let's begin.

**Step 1:** Who or what is this about? (*Austin*)


**Step 2:** What is the most important idea about Austin? (*returned to Texas and he wanted to rebel against Mexican rule*)

**Step 3:** Put it all together to write a gist sentence. (*Austin returned to Texas after getting out of prison, ready to rebel against Mexican rule.*)

Great job! In the next lesson, we will use all of these gist statements to write a summary of the passage.



## Lesson 17: Rebellion in Texas (Part 1)

|  |   |  |
|--|---|--|
| <p><b>2. Definition</b><br/> <i>Underline key words.</i><br/>         A person who moves to another country to live</p>  | <p><b>3. Illustration</b></p>  <p>Source: Library of Congress</p> | <p><b>4. Context</b><br/> <i>Circle the correct sentence.</i><br/>         A. The bird was caught in an <b>immigrant</b> net.<br/>         B. The <b>immigrant</b> family came to America to find better jobs and schools.</p> |
| <p><b>1. Word: immigrant</b></p>   |   |  |
| <p><b>5. Word Associations</b><br/> <i>Choose two related words.</i><br/>         A. native<br/>         B. newcomer<br/>         C. local<br/>         D. foreigner</p> | <p><b>6. Example</b><br/> <i>Write a sentence or definition that uses the word.</i></p>   | <p><b>7. Word Building</b><br/> <i>Use the vocabulary word to write another real word.</i></p>   |
| <p><b>Turn and Talk</b><br/>         How would you feel if you were an immigrant living in a new place?<br/>         "If I were an immigrant, I would _____."</p>        |   |  |

## Lesson 17: Rebellion in Texas (Part 1)

### 2. Definition

*Underline key words.*

A meeting to discuss a problem and make plans

### 3. Illustration



Source: Library of Congress

### 4. Context

*Circle the correct sentence.*

- A. The **convention** was held so that the colonists could discuss future action.
- B. The **convention** oven was turned up too high, and the pizza burned.

### 1. Word: convention

### 5. Word Associations

*Choose two related words.*

- A. chandelier
- B. gathering
- C. hats
- D. assembly

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

If you could hold a convention to discuss something you want to change at school, what would it be and why?

"If I held a convention at school, we would discuss \_\_\_\_\_."



Date: \_\_\_\_\_

*Studies Weekly, Week 15***Lessons 17 and 18: Rebellion in Texas****Gist 1**

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**Gist 2**

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**Gist 3**

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**Gist 4**

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**Topic  
Sentence**

**Supporting  
Details**

**Concluding  
Sentence**



## Lesson 18: Rebellion in Texas (Part 2)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 2, Lesson 18. This is my [insert time block] class.”**

### Before Reading

(5 minutes)

1. Activate background knowledge.

### During Reading\*

(40 minutes)

1. Reread “Rebellion in Texas” and finish writing gist statements.
2. Model writing a summary from gist statements.

### After Reading

(15 minutes)

1. Complete a vocabulary review activity.
2. Provide lesson closure.

### Materials

- Studies Weekly, Week 15: “Rebellion in Texas” (pages 2–3)
- Document camera
- Student practice book (pages 54–55)

### Vocabulary

No new words

### Unit Big Idea

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

### Passage Main Idea

Stephen Austin supported the Mexican government at first, but unfair treatment and rules led Austin and the colonists to rebel.

*\*Indicates that model lesson is provided for this step*

**MODEL LESSON: Gist to Summary (Example 2, Continued)**

# During Reading

**Read and Monitor Comprehension****40 minutes****Reread the Passage and Gist Statements**

Let's reread the passage and review our gist statements. *(Reread the passage, using one of the following options: reading aloud, partner reading, or independent reading. Read the gist statements you wrote with students in the last lesson.)*

**Model ("I Do") Writing a Summary From Gist Statements**

Today you will practice writing a summary of this whole passage by using our gist statements. Remember that a gist statement tells what the paragraph or section is mostly about.

**TOPIC SENTENCE**

First, we will write a topic sentence. A topic sentence is the beginning of your summary. The topic sentence is really important because it tells the reader what the rest of the paragraph will be about. Remember that we will use the gist statements to come up with our topic sentence. The topic sentence is a gist statement for the whole passage.

**Step 1:** Let's think about who or what this passage is mostly about. One gist is about the Texans, but two are about Stephen Austin. So I think the whole passage might have two "whos": Texans and Stephen Austin.

**Step 2:** What is the most important idea about the Texans and Stephen Austin? I think the most important idea is that they were unhappy with the Mexican government, so they started to rebel against Mexican rule.

**Step 3:** Put it all together to write a topic sentence. We do this just like we did with our gist statements. Here is my topic sentence: "Texans were unhappy with Mexican rule, so they started to rebel." Write the topic sentence in your notebook, too.

**SUPPORTING DETAILS**

Next I will write supporting details. A good supporting detail supports our topic sentence. Our topic sentence is: "Texans were unhappy with Mexican rule, so they started to rebel." You can find supporting details in your gist statements.



Let's look for an example of their unhappiness with Mexican rule. I see in gist 1 that Mexico wouldn't allow immigrants into Texas. Let's write this on our graphic organizer: "First, Mexico decided not to allow immigrants into Texas and taxed the Texans."

I see in gist 2 that Texans held conventions to tell Mexico that they wanted to be a separate state and allow immigrants back into Texas. I will write that next: "Texans held a convention to ask the Mexican government for permission to be a separate state and to allow immigrants back into Texas."

In gists 3 and 4, I see that Stephen Austin was jailed and that Santa Anna became a dictator. Then Austin returned to Mexico, ready to rebel against Mexico. I think I'll write that as my last supporting detail: "Once Stephen Austin was released from jail, he returned to Texas to lead the rebellion against Mexico."

### CONCLUDING SENTENCE

The last thing we need to do to finish our summary is to write a concluding, or ending, sentence. The concluding sentence is usually similar to the topic sentence but says it in a different way. What does our topic sentence say? (*Texans were unhappy with Mexican rule, so they started to rebel.*)

That's right. So how can we say the topic sentence in a different way? I think I might check the title to help me. Just like the headings, I can use the title as a fix-up strategy to help me restate the topic sentence. The title says "Rebellion in Texas," so I think I'll use that in my concluding sentence. I will write this concluding sentence: "The Texans thought they were treated unfairly, so they started a rebellion in Texas." Write the concluding sentence in your notebook.



## Lesson 19: Travis Holds at the Alamo

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 2, Lesson 19. This is my [insert time block] class.”**

### Before Reading (10 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading\* (35 minutes)

1. Pose the comprehension purpose question. (Why was the Battle at the Alamo such an important event?)
2. Read “Travis Holds at the Alamo” and ask questions to check for understanding and prompt discussion.
3. Write gist statements.
4. Write a summary from the gist statements. (Students will have additional time to complete the Gist to Summary graphic organizer in Lesson 20.)

### After Reading (15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 17: “Travis Holds at the Alamo” (page 1)
- Document camera and vocabulary maps
- Student practice book (page 56)

### Vocabulary

- surrender
- independence

### Unit Big Idea

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

### Passage Main Idea

Colonel Travis and his soldiers lost the Battle of the Alamo, but their bravery inspired Texans to keep fighting for independence.

*\*Indicates that model lesson is provided for this step*

**MODEL LESSON: Gist to Summary (Example 3)**

# During Reading

**Read and Monitor Comprehension****35 minutes****Ask Comprehension Purpose Question**

Remember that good readers set a purpose for reading. While you read today, think about this question: Why was the Battle at the Alamo such an important event, even though Travis and his soldiers lost?

**Ask Questions and Guide Students (“We Do”) to Write Gist Statements**

Today you will work with your partner to write gist statements for each section. *(Show students the section divisions. Then read “Travis Holds at the Alamo.” Ask the following questions and guide students to write gist statements in collaborative learning pairs for each section, as indicated below. Highlight exemplary student work as a model for other students. Possible gist statements for each section are listed below.)*

**PARAGRAPH 1**

How many Mexican soldiers were at the Alamo? How many Texans?

Why was Santa Anna’s army at the Alamo?

Now you will write a gist sentence for this paragraph with your partner. I will give you 1 minute to discuss each question with your partner. Don’t forget about the two fix-up strategies. *(Give students 1 minute to discuss each of the following questions.)*

**Step 1:** Who or what is this about? *(Santa Anna and 1,800 troops)*

**Step 2:** What is the most important idea about Santa Anna and his troops? *(marched to the Alamo to fight the Texans)*

**Step 3:** Put it all together to write a gist sentence. *(Santa Anna and 1,800 of his troops marched to the Alamo to fight the Texans.)*

**Let’s discuss your answers.** *(Choose one or two groups to share their gist statements with the class. Provide specific positive reinforcement and corrective feedback.)*

**PARAGRAPHS 2 AND 3**

While Santa Anna was preparing for battle outside, what was Travis doing inside the mission?

What did Travis write in his letter to Sam Houston? Why did he sign the letter “Victory or Death”?

Now you will write a gist sentence for these paragraphs. *(Give students 1 minute to discuss each of the following questions.)*

**Step 1:** Who or what is this about? *(Travis and his soldiers)*

**Step 2:** What is the most important idea about Travis and his soldiers? *(prepared to fight the Mexican Army, even though they were outnumbered)*

**Step 3:** Put it all together to write a gist sentence. *(Travis and his men prepared to fight the Mexican Army, even though they were outnumbered.)*

**Let’s discuss your answers.** *(Choose one or two groups to share their gist statements with the class. Provide specific positive reinforcement and corrective feedback.)*

**PARAGRAPHS 4 AND 5**

How did Travis and his men “hold strong”?

How did the Battle at the Alamo end? Why were Travis and his men defeated?

Now you will write a gist sentence for these paragraphs. *(Give students 1 minute to discuss each of the following questions.)*

**Step 1:** Who or what is this about? *(Battle at the Alamo)*

**Step 2:** What is the most important idea about the Battle at the Alamo? *(Travis and his men held strong, but they were all killed in the battle)*

**Step 3:** Put it all together to write a gist sentence. *(Travis and his men held strong, but they lost the Battle at the Alamo.)*

**Let’s discuss your answers.** *(Choose one or two groups to share their gist statements with the class. Provide specific positive reinforcement and corrective feedback.)*

**PARAGRAPH 6**

Why was the battle at the Alamo important?

Let's write a gist for this paragraph. *(Give students 1 minute to discuss each of the following questions.)*

**Step 1:** Who or what is this about? *(Battle at the Alamo)*

**Step 2:** What is the most important idea about the Battle at the Alamo? *(a terrible loss, but it encouraged Texans to keep fighting for independence from Mexico)*

**Step 3:** Put it all together to write a gist sentence. *(Even though the Texans lost the Battle at the Alamo, it encouraged them to keep fighting for independence from Mexico.)*

Let's discuss your answers. *(Choose one or two groups to share their gist statements with the class. Provide specific positive reinforcement and corrective feedback.)*

## **Guide Students ("We Do") to Write a Summary From Gist Statements**

Today you will practice writing a summary of this passage from our gist statements. I want you to try it, but I will help you. Remember that a gist statement tells what the paragraph or section is mostly about. A summary is similar to a gist statement, except that it tells the most important ideas about the passage in a brief way. *(Write as much of the summary as time allows. Students will have additional time in the next lesson to finish.)*

**TOPIC SENTENCE**

Remember to use your gist statements to come up with a "who" or "what" and the most important idea about the "who" or "what" for the whole passage. Let's do this together.

**Step 1:** Who or what is this passage about? *(Travis and his troops)*

**Step 2:** What is the most important idea about Travis and his men? *(fought bravely in the Battle at the Alamo)*

**Step 3:** Put it all together to write a topic sentence, or a gist sentence for the passage. *(Travis and his troops fought bravely, but they lost the Battle at the Alamo.)*

Let's discuss your answers. *(Choose one or two groups to share their topic sentence with the class and provide specific positive reinforcement and corrective feedback.)*

**SUPPORTING DETAILS**

Remember that you can find supporting details in your gist statements. Look at your gist sentences and think about three details that we can add to our summary.

*(Call on students to share their detail sentences. The following are suggestions:*

- *Possible detail 1: Santa Anna marched 1,800 troops to the Alamo to squash the uprising (from gist 1).*
- *Possible detail 2: Travis and his men prepared to fight, even though they were greatly outnumbered (from gist 2).*
- *Possible detail 3: The Texans fought bravely, but they lost the battle and everyone was killed (from gist 3).)*

**CONCLUDING SENTENCE**

Remember that the concluding sentence is similar to the topic sentence, but it says the topic sentence in a different way. Reread your topic sentence and think about how you can say it differently. *(Call on students to share their concluding sentence. Possible concluding sentence: The loss of the Battle at the Alamo was important because it inspired Texans to keep fighting for independence.)*

## Lesson 19: Travis Holds at the Alamo

### 2. Definition

*Underline key words.*

Agree to stop fighting  
because you know that  
you will not win

### 3. Illustration



### 4. Context

*Circle the correct sentence.*

- A. Mark is the **surrender** who won the gold medal at the summer Olympics.
- B. The soldiers refused to **surrender** to the large army outside the fort.

### 1. Word: **surrender**

### 5. Word Associations

*Choose two related words.*

- A. winner
- B. give up
- C. quit
- D. swimming pool

### 6. Example

*Write a sentence or definition that uses the word.*

### 7. Word Building

*Use the vocabulary word to write another real word.*


### Turn and Talk

Have you ever surrendered during an argument with someone?

"One time I surrendered \_\_\_\_\_."



## Lesson 19: Travis Holds at the Alamo

|  |  |  |
|--|--|--|
| <p><b>2. Definition</b></p> <p><i>Underline key words.</i></p> <p>Freedom from outside control</p>   | <p><b>3. Illustration</b></p>  | <p><b>4. Context</b></p> <p><i>Circle the correct sentence.</i></p> <p>A. New Spain, or Mexico, won its <b>independence</b> from Spain.</p> <p>B. The baby needed his mother to feed him, change his diapers, and put him to bed. He was <b>independent</b>.</p> |
| <p><b>1. Word: independence</b></p>  |  |  |
| <p><b>5. Word Associations</b></p> <p><i>Choose two related words.</i></p> <p>A. freedom</p> <p>B. release</p> <p>C. homework</p> <p>D. ocean</p>                          | <p><b>6. Example</b></p> <p><i>Write a sentence or definition that uses the word.</i></p>                        | <p><b>7. Word Building</b></p> <p><i>Use the vocabulary word to write another real word.</i></p>   |
| <p><b>Turn and Talk</b></p> <p>Do you wish you had more independence at school or at home? If so, what would you do?</p> <p>"I wish I had more independence to _____."</p> |  |  |

Date: \_\_\_\_\_

*Texas Studies Weekly, Week 17***Lesson 19: Travis Holds at the Alamo****Gist 1**

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**Gist 2**

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**Gist 3**

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**Gist 4**

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Topic  
Sentence

Supporting  
Details

Concluding  
Sentence



## Lesson 20: A Taste of Victory for the Texans

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 2, Lesson 20. This is my [insert time block] class.”**

### Before Reading

(20 minutes)

1. Finish the Lesson 19 Gist to Summary graphic organizer.
2. Build background knowledge (for the “A Taste of Victory for the Texans” passage).

### During Reading

(35 minutes)

1. Pose the comprehension purpose question. (What was the outcome of General Houston’s war with Mexico at the Battle of San Jacinto?)
2. Read “A Taste of Victory for the Texans” and ask questions to check for understanding and prompt discussion.
3. Write gist statements.

### After Reading

(5 minutes)

1. Discuss the comprehension purpose question.
2. Provide lesson closure.

### Materials

- Studies Weekly, Week 18: “A Taste of Victory for the Texans” (pages 2–3)
- Document camera
- Student practice book (page 60)

### Vocabulary

No new words

### Unit Big Idea

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

### Passage Main Idea

The revolution ended when General Houston defeated Santa Anna at the Battle of San Jacinto, and Texas won its independence from Mexico.

Date: \_\_\_\_\_

*Studies Weekly, Week 18***Lesson 20: A Taste of Victory for the Texans****Unit Big Idea**

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

**Vocabulary**

No new vocabulary

**Gist Statements****Gist 1**

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**Gist 2**

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**Gist 3**

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**Gist 4**

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## Lesson 21: New Republic: New Opportunities and Challenges

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 2, Lesson 21. This is my [insert time block] class.”**

### Before Reading

(10 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(35 minutes)

1. Pose the comprehension purpose question. (What were the challenges of starting a new Republic?)
2. Read “New Republic: New Opportunities and Challenges” and ask questions to check for understanding and prompt discussion.
3. Write gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 19: “New Republic: New Opportunities and Challenges” (pages 2–3)
- Document camera and vocabulary maps
- Student practice book (page 61)

### Vocabulary

- republic
- treaty

### Unit Big Idea

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

### Passage Main Idea

After gaining independence from Mexico, Texans faced new opportunities and challenges while trying to start a new nation.

## Lesson 21: New Republic: New Opportunities and Challenges

### 2. Definition

*Underline key words.*

A government in which the people elect representatives and a leader, such as a president

### 3. Illustration



Source: Library of Congress

### 4. Context

*Circle the correct sentence.*

- A. The **republic** elected representatives to make new laws.
- B. I lived in a gated **republic**.

### 1. Word: republic

### 5. Word Associations

*Choose two related words.*

- A. democracy
- B. beach
- C. boat
- D. represent

### 6. Example

*Write a sentence or definition that uses the word.*

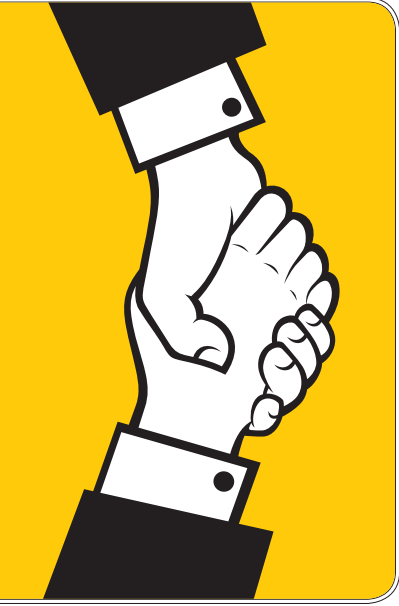
### Turn and Talk

If our school operated as a republic, who would you elect to share your ideas to the principal?

"If our school operated as a republic, I would elect \_\_\_\_\_."



## Lesson 21: New Republic: New Opportunities and Challenges

|  |  |   |
|--|--|---|
| <p><b>2. Definition</b><br/><i>Underline key words.</i></p> <p>An agreement between two or more groups</p>   | <p><b>3. Illustration</b></p>  | <p><b>4. Context</b><br/><i>Circle the correct sentence.</i></p> <p>A. If you <b>treaty</b> me badly, I won't be your friend anymore.</p> <p>B. The president signed a peace <b>treaty</b> with the neighboring nation.</p> |
| <p><b>1. Word: treaty</b></p>  |  |   |
| <p><b>5. Word Associations</b><br/><i>Choose two related words.</i></p> <p>A. understanding<br/>B. contract<br/>C. misunderstanding<br/>D. disagreement</p>          | <p><b>6. Example</b><br/><i>Write a sentence or definition that uses the word.</i></p>                           |   |
| <p><b>Turn and Talk</b></p> <p>Have you ever made an informal treaty, or an agreement, with a friend to settle an argument?</p> <p>"Once I made a treaty _____."</p> |  |   |

Date: \_\_\_\_\_

*Studies Weekly, Week 19***Lesson 21: New Republic: New Opportunities and Challenges****Unit Big Idea**

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

**Vocabulary**

republic, treaty

**Gist Statements****Gist 1**

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**Gist 2**

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## Lesson 22: Statehood or National Independence?

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 2, Lesson 22. This is my [insert time block] class.”**

### Before Reading

(10 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(35 minutes)

1. Pose the comprehension purpose question. (How did Texans and other Americans feel about Texas joining the United States?)
2. Read “Statehood or National Independence?” and ask questions to check for understanding and prompt discussion.
3. Write gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 20: “Statehood or National Independence?” (page 1)
- Document camera and vocabulary maps
- Student practice book (page 65)

### Vocabulary

- annexation
- protection

### Unit Big Idea

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

### Passage Main Idea

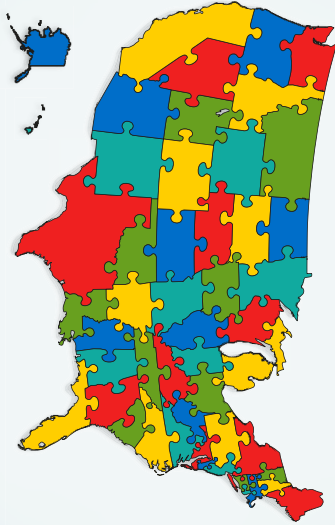
Matthew, a Texas citizen, and his cousin living in the United States, Charles, write letters expressing their opinions about Texas joining the United States.

## Lesson 22: Statehood or National Independence?

### 2. Definition

*Underline key words.*  
Joining another country

### 3. Illustration



### 4. Context

*Circle the correct sentence.*  
A. The people of Hawaii agreed to the terms and voted for **annexation** with the U.S. government.  
B. The train transported **annexation** to the city.

### 1. Word: annexation

### 5. Word Associations

*Choose two related words.*

- A. attach
- B. detach
- C. merge
- D. separate

### 6. Example

*Write a sentence or definition that uses the word.*

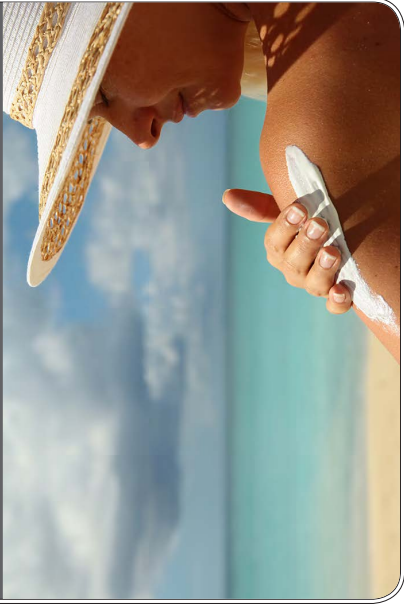
### 7. Word Building

*Use the vocabulary word to write another real word.*

### Turn and Talk

Do you think annexation was a good option for Texas? Why or why not?  
"I do/do not think annexation was a good option for Texas because \_\_\_\_\_."

## Lesson 22: Statehood or National Independence?

|  |  |  |
|--|--|--|
| <p><b>2. Definition</b><br/><i>Underline key words.</i></p> <p>Keeping someone or something safe from harm</p>                     | <p><b>3. Illustration</b></p>  | <p><b>4. Context</b><br/><i>Circle the correct sentence.</i></p> <p>A. Wearing a helmet is recommended to provide <b>protection</b> for your head.</p> <p>B. You should clean your car with <b>protection</b>.</p> |
| <p><b>1. Word: protection</b></p>  |  |  |
| <p><b>5. Word Associations</b><br/><i>Choose two related words.</i></p> <p>A. security<br/>B. pizza<br/>C. guard<br/>D. attack</p> | <p><b>6. Example</b><br/><i>Write a sentence or definition that uses the word.</i></p>                           | <p><b>7. Word Building</b><br/><i>Use the vocabulary word to write another real word.</i></p>  |
| <p><b>Turn and Talk</b></p> <p>Have you ever needed or provided protection?</p> <p>"Once I needed/provided protection _____."</p>  |  |  |

Date: \_\_\_\_\_

*Studies Weekly, Week 20***Lesson 22: Statehood or National Independence?****Unit Big Idea**

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

**Vocabulary**

annexation, protection

**Gist Statements****Gist 1**

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**Gist 2**

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## Lesson 23: On the Road to Statehood (Part 1)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 2, Lesson 23. This is my [insert time block] class.”**

### Before Reading

(10 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(35 minutes)

1. Pose the comprehension purpose question. (What were the pros and cons of joining the United States? Think about the problems Texas faced at the time.)
2. Begin reading “On the Road to Statehood” and ask questions to check for understanding and prompt discussion.
3. Write gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 20: “On the Road to Statehood” (read first three sections)
- Document camera and vocabulary maps
- Student practice book (page 68)

### Vocabulary

- debt
- resolution

*Remember to play a vocabulary game with all words from Unit 2 before students take the Unit 2 Benchmark.*

### Unit Big Idea

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

### Passage Main Idea

Even though Texas had many problems as an independent republic, the United States agreed to annex Texas, which became the 28th state.

## Lesson 23: On the Road to Statehood (Part 1)

### 2. Definition

*Underline key words.*

Money owed to others

### 3. Illustration



### 4. Context

*Circle the correct sentence.*

A. I need to pay off my **debt** before I go on a vacation.

B. I bought a new **debt** at the clothing store.

1. Word: **debt**

### 5. Word Associations

*Choose two related words.*

A. bill

B. profit

C. extra

D. due

### 6. Example

*Write a sentence or definition that uses the word.*


### Turn and Talk

What actions would you take to avoid having debt?

"To avoid debt, I would \_\_\_\_\_."



## Lesson 23: On the Road to Statehood (Part 1)

|  |  |   |
|--|--|---|
| <p><b>2. Definition</b></p> <p><i>Underline key words.</i></p> <p>A firm decision about something</p>  | <p><b>3. Illustration</b></p>  | <p><b>4. Context</b></p> <p><i>Circle the correct sentence.</i></p> <p>A. The U.S. Congress passed a <b>resolution</b> to allow Texas to become a state.</p> <p>B. I used <b>resolution</b> to get the stain out of my shirt.</p> |
| <p><b>1. Word: resolution</b></p>  |  |   |
| <p><b>5. Word Associations</b></p> <p><i>Choose two related words.</i></p> <p>A. intention</p> <p>B. party</p> <p>C. declaration</p> <p>D. soccer game</p>   | <p><b>6. Example</b></p> <p><i>Write a sentence or definition that uses the word.</i></p>                        | <p><b>7. Word Building</b></p> <p><i>Use the vocabulary word to write another real word.</i></p>  |
| <p><b>Turn and Talk</b></p> <p>Have you ever made a New Year's resolution? Did you stick to your resolution?</p> <p>"Once I made a resolution to _____."</p> |  |   |

Date: \_\_\_\_\_

*Studies Weekly, Week 20***Lessons 23 and 24: On the Road to Statehood****Gist 1**

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**Gist 2**

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**Gist 3**

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**Gist 4**

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Topic  
Sentence

Supporting  
Details

Concluding  
Sentence



## Lesson 24: On the Road to Statehood (Part 2)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 2, Lesson 24. This is my [insert time block] class.”**

### Before Reading

(5 minutes)

1. Activate background knowledge.

### During Reading

(40 minutes)

1. Pose the comprehension purpose question. (When Texas became a state in the United States, what were the terms of the agreement?)
2. Finish reading “On the Road to Statehood” and ask questions to check for understanding and prompt discussion.
3. Write gist statements.
4. Write a summary from the gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete a vocabulary review activity.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 20: “On the Road to Statehood” (finish reading the passage)
- Document camera
- Student practice book (pages 70–71)

### Vocabulary

No new words

### Unit Big Idea

Before Texas joined the United States, it acted as an independent republic. Spain and Mexico both claimed land in what is now Texas.

### Passage Main Idea

Even though Texas had many problems as an independent republic, the United States agreed to annex Texas, which became the 28th state.



# Unit 3: The State of Texas During War and Prosperity (1846 to 1900)



**Unit Big Idea:** Conflict continued after Texas became a state, but over time, life in Texas improved.

## Fourth Grade

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## Lesson 25: New State—New Set of Rules

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 3, Lesson 25. This is my [insert time block] class.”**

### Before Reading\*

(25 minutes)

1. Build background knowledge.
2. Introduce the context clue strategy.
3. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(20 minutes)

1. Pose the comprehension purpose question. (What rules were created in Texas’ new state constitution?)
2. Read “New State—New Set of Rules” and ask questions to check for understanding and prompt discussion.
3. Write gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 21: “New State—New Set of Rules” (page 1)
- Document camera and vocabulary maps
- Student practice book (page 75)

### Vocabulary

- constitution
- legislature

### Unit Big Idea

Conflict continued after Texas became a state, but over time, life in Texas improved.

### Passage Main Idea

After becoming a state, Texans wrote a state constitution that would provide the rules for Texas’ new system of government.

*\*Indicates that model lesson is provided for this step*

## MODEL LESSON:

### Introduce Context Clue Strategy for Vocabulary Maps

# Before Reading

## Background Knowledge Building

**3 minutes**

### State Big Idea of Unit

*State the big idea of the unit.*

### Connect New Text to Prior Learning

- *Remind students what they learned in the previous lesson.*
- *State the passage main idea.*

### Build Background Knowledge Using a Visual

- *Direct students to the picture on page 1 of the pamphlet.*
- *Ask two to three questions and provide information to build students' knowledge before reading.*

## Vocabulary Maps

**22 minutes**

### Introduce the CLUE Strategy

Until now, you have been given the definition of our social studies words. I will teach you what to do when you come across an unfamiliar word, so that you can find the definition on your own. The strategy we will learn is **CLUE**. The key to the CLUE strategy is to look at the words around an unknown word to figure out the word's meaning.

The letters in CLUE help us to remember the steps of the strategy:

- **C** stands for **check** for words that you don't know.
- **L** stands for **look** for clues about an unfamiliar word's meaning by reading the sentences around it.
- **U** stands for **use** the word in a sentence to see whether you understand its meaning.

- **E** stands for **expand** your resources. If you can't figure it out by using the context clues, you might need to look up the word in the glossary or ask a friend or teacher for help.

## Model ("I Do") the CLUE Strategy

You will learn three types of context clues: **definition**, **synonym**, and **general**. Examples of these context clue types are on your cue card. Please follow along on the cue card as we discuss these examples together.

### DEFINITION CLUE

Let's talk about a definition clue first. Sometimes, an author will provide the definition of a word in the sentence. This type of clue is really helpful because you know exactly what the word means. The definition may come before or after the word.

For example, read the first sentence from your cue card with me: "A tribe is a group of people living together." Here, the definition of **tribe** comes after the word.

Now read the next sentence: "A group of people living together is a tribe." Now, the definition of **tribe** comes before the word.

Sometimes, the definition might be in a sentence before or after the sentence with the unknown word, so be sure to read the sentences around the word, too.

Let's try one together. Read the next sentence with me: "Plateaus, high stretches of flat land, are common in Africa." Did you hear a definition clue in this sentence? (yes) So, what's the definition of **plateaus**? (*high stretches of flat land*)

### SYNONYM CLUE

Next, let's learn the synonym clue. What is a synonym? (*a word that means the same or nearly the same as another word*) With a synonym clue, the author provides a synonym of the unknown word. This means that the author includes a word that means the same thing as the new word. When providing a synonym, the author will often use commas and the word **or** to signal where the synonym is located.

Let's read the example on your card: "More than 1,200 years ago, mound builders migrated, or moved, south into the Piney Woods region to the site of the Caddoan Mounds." Did you hear the synonym for the word **migrated**? (yes) What does **migrated** mean? (*moved*) Good—**moved** is a synonym for **migrated**; they mean the same thing.

**GENERAL CLUE**

Let's learn the third type of clue, a general clue. This is the most difficult of the three types because the answer is not directly stated in the sentence. That means you have to be a good detective and hunt for clues. You may even have to put different clues together to figure out the word's meaning.

Let's read the first general clue example on your card to see whether we can figure out what **Bill of Rights** means: "The Constitution also contained a Bill of Rights. This bill stated that certain rights belonged to all Texans." There are two clues in this sentence. First, I learn that the Bill of Rights was part of the Constitution. The text also says the Bill of Rights contains certain rights that belonged to all Texans. When I put these clues together, I can say the Bill of Rights was a part of the Constitution that guaranteed certain rights to all Texans.

Let's try the next one. Read the sentence and see whether you can find the general clue about what **lethargic** means: "Sam was lethargic and didn't have energy to get out of bed." What do you think **lethargic** means? (*not having energy, tired, etc.*) What general clue did you find? (*sentence says he didn't have energy to get out of bed*) Good work!

**Guide Students ("We Do") Through Sections 1 to 4 for *constitution***

From now on, you will use the CLUE strategy to figure out the meaning of tricky words. Your vocabulary maps will list the page number where you can find the word, but you will need to read the sentences around the word to figure out a definition. I'll show you how to do the first one.

Look at your map for **constitution**. Let's go through the steps of the CLUE strategy.

**C: Check** for the word you don't know. I need to find **constitution**. The vocabulary map tells us that our word is in column 1 of our text. Look for the word in column 1. (*Verify that students find the word.*)

**L: Look** for clues about the word's meaning by reading the sentences around the word. I'll read the sentences around **constitution**: "Texas became the 28th state of the United States on Dec. 29, 1845. Before that happened, Texas had to write a new set of rules—a new state constitution. Several men accepted the job to write the new constitution." I see that Texas had to write a new set of rules. I think that **constitution** means "a new set of rules."

**U: Use** the word in a sentence to see whether you understand the meaning. I might say this: "A constitution is a written document that includes a set of rules."

Last, I write the definition, “a set of rules,” in section 2. I also circle **definition** because I think this is a definition clue. The author tells us the definition of **constitution** in the same sentence as the word. Write the definition and circle the clue type on your map.

**E: Expand** your resources. This is the last step in our strategy. We didn’t need to do that this time because we figured out the word’s meaning. You only need to do step E if you can’t figure out the word by using the context clues.

Let’s move on to sections 3 and 4 of our vocabulary map. *(For section 3, ask questions to help students understand how the illustration demonstrates the word’s meaning. For section 4, read each sentence and identify the sentence that uses the word correctly.)*

## Guide Students (“We Do”) Through Sections 1 to 4 for **legislature**

Look at your map for **legislature**. Let’s do this one together.

**C: Check** for the word you don’t know. Find **legislature**. Look for the word in column 3. Did you find it? *(Verify that all students found the word.)*

**L: Look** for clues about the word’s meaning by reading the sentences around the word. Let’s read the sentences together: “The new constitution explained how Texas would elect a state governor every two years. It also told how the Texas legislature would work. A legislature is a group of people who make laws. The Texas legislature would meet every two years to make and review laws for the state.”

What clues did you find? *(a legislature is a group of people who make laws)* That’s right—a legislature is a group of people who make laws.

**U: Use** the word in a sentence to see whether you understand the meaning. Who can use the word in a sentence? *(Call on students to share examples.)*

Do you think our definition, “a group of people who make laws,” makes sense? *(yes)* Good—let’s write that in section 2. What type of clue do you think this is? *(definition)* That’s right—the author tells us the definition of **legislature**. Was the definition in the same sentence as the word? *(no, the sentence after the word)* It’s important to read the sentences around the word so you don’t miss any clues.

Remember that we didn’t need to do step E because we figured out the meaning of the word.

Let’s move on to sections 3 and 4 of our vocabulary map. *(For section 3, ask questions to help students understand how the illustration demonstrates the word’s meaning. For section 4, read each sentence and identify the sentence that uses the word correctly.)*

## Lesson 25: New State—New Set of Rules

### 2. Definition

Using the context, write a simple definition of the word.

Word location:

Column 1

Circle clue type: definition synonym general

Your definition:

### 3. Illustration



### 4. Context

Circle the correct sentence.

- A. I cannot concentrate because of the **constitution** noise.
- B. The **constitution** outlines the state laws and includes a bill of rights.

## 1. Word: constitution

### 5. Word Associations

Choose two related words.

- A. law
- B. rights
- C. newspaper
- D. citizen

### 6. Example

Write a sentence or definition that uses the word.

### Turn and Talk

If you could write a constitution for our classroom, what is one rule you would include?

"In our class constitution, I would include \_\_\_\_\_."

## Lesson 25: New State—New Set of Rules

### 2. Definition

Using the context, write a simple definition of the word.

Word location:

Column 3

Circle clue type: definition synonym general

Your definition:

### 3. Illustration



### 4. Context

Circle the correct sentence.

A. The **legislature** met on Friday to discuss the civil rights law.

B. The store's **legislature** worked late on Monday cleaning the floor.

### 1. Word: legislature

### 5. Word Associations

Choose two related words.

- A. rules
- B. flag
- C. government
- D. memo

### 6. Example

Write a sentence or definition that uses the word.

### Turn and Talk

If you were in the legislature, what law would you pass for fourth-graders?  
"I would pass a law that \_\_\_\_\_."



Date: \_\_\_\_\_

*Studies Weekly, Week 21***Lesson 25: New State—New Set of Rules****Unit Big Idea**

Conflict continued after Texas became a state, but over time, life in Texas improved.

**Vocabulary**

constitution, legislature

**Gist Statements****Gist 1**

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**Gist 2**

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## Lesson 26: A Texas Melting Pot

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 3, Lesson 26. This is my [insert time block] class.”**

### Before Reading

(20 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(25 minutes)

1. Pose the comprehension purpose question. (How was the opportunity to settle in Texas beneficial to immigrants and Texans?)
2. Read “A Texas Melting Pot” and ask questions to check for understanding and prompt discussion.
3. Write gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 21: “A Texas Melting Pot” (page 3)
- Document camera and vocabulary maps
- Student practice book (page 79)

### Vocabulary

- descendants
- benefit

### Unit Big Idea

Conflict continued after Texas became a state, but over time, life in Texas improved.

### Passage Main Idea

Many Mexican and European immigrants settled in Texas, making it a melting pot of cultures and ideas.

## Lesson 26: A Texas Melting Pot

### 2. Definition

Using the context, write a simple definition of the word.

Word location:

Column 1

Circle clue type: definition synonym general

Your definition:

### 3. Illustration



Source: Library of Congress

### 4. Context

Circle the correct sentence.

- A. The vice president is a **descendant** of the president.
- B. I am the **descendant** of my great-grandfather.

## 1. Word: descendants

### 5. Word Associations

Choose two related words.

- A. family
- B. children
- C. winter
- D. fly

### 6. Example

Write a sentence or definition that uses the word.

### 7. Word Building

Use the vocabulary word to write another real word.

### Turn and Talk

You are the descendant of your relatives. Who are those relatives?

"I am the descendant of \_\_\_\_\_."

## Lesson 26: A Texas Melting Pot

### 2. Definition

Using the context, write a simple definition of the word.

Word location:

Column 2

Circle clue type: definition synonym general

Your definition:

### 3. Illustration



### 4. Context

Circle the correct sentence.

A. The soccer players **benefited** from the extra practice session.

B. Acorns and **benefits** are falling from the tree in the front yard.

### 1. Word: benefit

### 5. Word Associations

Choose two related words.

- A. helped
- B. homework
- C. improved
- D. television

### 6. Example

Write a sentence or definition that uses the word.

### 7. Word Building

Use the vocabulary word to write another real word.

### Turn and Talk

When is a time that you benefited from someone else's help?

"Once I benefited \_\_\_\_\_."

Date: \_\_\_\_\_

*Studies Weekly, Week 21***Lesson 26: A Texas Melting Pot****Unit Big Idea**

Conflict continued after Texas became a state, but over time, life in Texas improved.

**Vocabulary**

descendants, benefit

**Gist Statements****Gist 1**

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**Gist 2**

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## Lesson 27: The United States and Mexico at War (Part 1)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 3, Lesson 27. This is my [insert time block] class.”**

### Before Reading

(15 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading\*

(30 minutes)

1. Pose the comprehension purpose question. (Why did the United States and Mexico go to war?)
2. Begin reading “The United States and Mexico at War” and ask questions to check for understanding and prompt discussion.
3. Write gist statements in the Gist to Summary graphic organizer.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 21: “The United States and Mexico at War” (read sections on page 2)
- Document camera and vocabulary maps
- Student practice book (page 82)

### Vocabulary

- boundary
- expand

### Unit Big Idea

Conflict continued after Texas became a state, but over time, life in Texas improved.

### Passage Main Idea

When Texas became a state, the United States and Mexico went to war over land before eventually reaching an agreement.

*\*Indicates that model lesson is provided for this step*

**MODEL LESSON: Gist to Summary (Example 4)**

# During Reading

**Read and Monitor Comprehension****30 minutes****Ask Comprehension Purpose Question**

Remember that good readers set a purpose for reading. While you read today, think about this question: Why did the United States and Mexico go to war?

**Ask Questions and Have Students Write Gists Independently (“You Do”) in CLPs**

Today you will write three statements in your Gist to Summary graphic organizer independently with your partner. I will continue to ask questions while you read. Let me know if you need help. I'll walk around to check in with you. *(Read “The United States and Mexico at War” through the section The War Wages On. Ask the following questions and have students write gist statements in CLPs after each section, as indicated below.)*

**AN ACT OF WAR**

Why did Mexico think Texas becoming a state was an act of war?

What was the major reason for the dispute between Mexico and the United States?

Write a gist for this section with your partner. *(Possible gist: Mexico felt that Texas belonged to Mexico, and the United States and Texas did not agree on the boundary between the two countries.)*

**BATTLE AT PALO ALTO AND REACTIONS TO WAR**

What did the U.S. Congress declare on May 13, 1846?

How did Mexicans react to the war?

How did Americans feel about the war? Explain the different views.

Write a gist for this section with your partner. *(Possible gist: In the Battle at Palo Alto, the United States fought Mexico and declared war; however, not all Americans agreed with this decision.)*

**TEXAS RANGERS PLAY A PART AND THE WAR WAGES ON**

Who were the Texas Rangers and what was their job?

What turning point occurred in the fall of 1847?

What did everyone agree to do after the United States took over Mexico City?

**Write a gist for this section with your partner.** *(Possible gist: The U.S. Army and the Texas Rangers captured Mexico City, so Mexico finally agreed to talk about how to end the war.)*

# Lesson 27: The United States and Mexico at War (Part 1)

## 2. Definition

Using the context, write a simple definition of the word.

Word location:

An Act of War section

Circle clue type: definition synonym general

Your definition:

## 3. Illustration



Source: Library of Congress

## 4. Context

Circle the correct sentence.

- A. The rabbit likes to **boundary** across the field.
- B. A river can be a **boundary** between two countries.

## 1. Word: boundary

## 5. Word Associations

Choose two related words.

- A. jump
- B. border
- C. line
- D. hop

## 6. Example

Write a sentence or definition that uses the word.

## Turn and Talk

Texas uses rivers to mark boundaries. Why is this a good idea?

"Rivers make for good boundaries because \_\_\_\_\_."



## Lesson 27: The United States and Mexico at War (Part 1)

### 2. Definition

Using the context, write a simple definition of the word.

Word location:

An Act of War section

Circle clue type: definition synonym general  
Your definition:

### 3. Illustration



Source: Library of Congress

### 4. Context

Circle the correct sentence.

- A. The group was asked to **expand** so more people could join.  
B. We need to **expand** the dog because he's dirty.

### 1. Word: expand

### 5. Word Associations

Choose two related words.

- A. grow  
B. small  
C. big  
D. shrink

### 6. Example

Write a sentence or definition that uses the word.

### 7. Word Building

Use the vocabulary word to write another real word.

### Turn and Talk

Americans felt they had a right to expand. Do you agree?

"I agree/disagree that Americans had the right to expand because \_\_\_\_\_."

Date: \_\_\_\_\_

*Studies Weekly, Week 21***Lessons 27 and 28: The United States and Mexico at War****Gist 1**

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**Gist 2**

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**Gist 3**

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**Gist 4**

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**Topic  
Sentence**

**Supporting  
Details**

**Concluding  
Sentence**



## Lesson 28: The United States and Mexico at War (Part 2)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 3, Lesson 28. This is my [insert time block] class.”**

### Before Reading

(10 minutes)

1. Activate background knowledge.
2. Complete sections 1 to 4 of the vocabulary map.

### During Reading\*

(35 minutes)

1. Pose the comprehension purpose question. (What was the result of the Mexican-American War?)
2. Finish reading “The United States and Mexico at War” and ask questions to check for understanding and prompt discussion.
3. Write the final gist statement.
4. Write a summary from the gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary map.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 21: “The United States and Mexico at War” (finish reading the passage)
- Document camera and vocabulary map
- Student practice book (pages 84–85; 87)

### Vocabulary

defend

### Unit Big Idea

Conflict continued after Texas became a state, but over time, life in Texas improved.

### Passage Main Idea

When Texas became a state, the United States and Mexico went to war over land before eventually reaching an agreement.

*\*Indicates that model lesson is provided for this step*

**MODEL LESSON: Gist to Summary (Example 4, Continued)**

# During Reading

**Read and Monitor Comprehension****35 minutes****Ask Comprehension Purpose Question**

Remember that good readers set a purpose for reading. While you read today, think about this question: What was the result of the Mexican-American War?

**Ask Questions and Have Students Write a Gist Independently (“You Do”) in CLPs**

Today you will write the last gist statement in the Gist to Summary graphic organizer independently with your partner. I will ask questions while you read. *(Finish reading “The United States and Mexico at War.” Ask the following questions and have students write the gist statement in CLPs, as indicated below.)*

**THE TREATY OF GUADALUPE HIDALGO**

What was the outcome of the Treaty of Guadalupe Hidalgo?

Why was the treaty important?

Write a gist for this section with your partner. *(Possible gist: The Treaty of Guadalupe Hidalgo ended the war. The United States gained a lot of land and Mexico received \$15 million.)*

**Guide Students (“We Do”) Through Writing a Summary From Gist Statements**

Today you will practice writing a summary of this passage by using our gist statements. Remember that a gist statement tells what the paragraph or section is mostly about. A summary is similar to a gist statement, except that it tells the most important ideas of the entire passage.

**TOPIC SENTENCE**

Let’s start with the topic sentence. *(Guide students to write a topic sentence by asking who or what the passage is about and the most important idea about the “who” or “what.” Possible topic sentence: Mexico and the United States went to war to fight over Texas territory.)*

**SUPPORTING DETAILS**

**Now we will write our supporting details.** *(Guide students to write three supporting details. Ask students to refer to their current gist statements that support the topic sentence. The following are suggestions:*

- *Possible detail 1: Mexico felt that the United States accepting Texas as a state was an act of war.*
- *Possible detail 2: The United States fought Mexico in the Battle at Palo Alto and then declared war on Mexico.*
- *Possible detail 3: After the United States captured Mexico City, the Treaty of Guadalupe Hidalgo was signed, ending the Mexican–American War.)*

**CONCLUDING SENTENCE**

**The last step is to write our concluding sentence.** *(Prompt students to restate the topic sentence in a different way. Possible concluding sentence: The United States and Mexico fought over Texas land, but in the end, the United States won the land.)*

## Lesson 28: The United States and Mexico at War (Part 2)

### 2. Definition

*Using the context, write a simple definition of the word.*

*Word location:*

Texas Rangers Play a Part section

*Circle clue type: definition synonym general*

*Your definition:*

### 3. Illustration



### 4. Context

*Circle the correct sentence.*

- A. The soldier **defended** the fort against attack.
- B. A **defend** is someone you can always count on to help you.

## 1. Word: defend

### 5. Word Associations

*Choose two related words.*

- A. forget
- B. guard
- C. abandon
- D. protect

### 6. Example

*Write a sentence or definition that uses the word.*

### 7. Word Building

*Use the vocabulary word to write another real word.*

### Turn and Talk

When is a time when you defended someone or something?

"One time I defended \_\_\_\_\_."



## Lesson 29: Texas in the Civil War (Part 1)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 3, Lesson 29. This is my [insert time block] class.”**

### Before Reading

(15 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading\*

(30 minutes)

1. Pose the comprehension purpose question. (What disagreements led the northern and southern states to go to war?)
2. Begin reading “Texas in the Civil War” and ask questions to check for understanding and prompt discussion.
3. Write gist statements in the Gist to Summary graphic organizer.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 22: “Texas in the Civil War” (read page 2)
- Document camera and vocabulary maps
- Student practice book (page 88)

### Vocabulary

- right
- nullify

### Unit Big Idea

Conflict continued after Texas became a state, but over time, life in Texas improved.

### Passage Main Idea

The northern and southern states were divided on several issues, such as slavery and states’ rights, so they fought in the Civil War for 4 years.

*\*Indicates that model lesson is provided for this step*

**MODEL LESSON: Gist to Summary (Example 5)**

# During Reading

**Read and Monitor Comprehension****30 minutes****Ask Comprehension Purpose Question**

Remember that good readers set a purpose for reading. While you read today, think about this question: What disagreements led the northern and southern states to go to war?

**Ask Questions and Have Students Write Gists Independently (“You Do”) in CLPs**

Today you will write three gist statements in your Gist to Summary graphic organizer independently with your partner. I will continue to ask questions while you read. Let me know if you need help. I'll walk around to check in with you. *(Read “Texas in the Civil War” through the section First Shot at Fort Sumter. Ask the following questions and have students write gist statements in CLPs after each section, as indicated below.)*

**GROWTH OF A FRONTIER STATE AND SLAVERY IN TEXAS**

What was the main industry in Texas? Why did farmers support slavery?

Describe the life of a slave working on a plantation.

Write a gist for this section with your partner. *(Possible gist: Texas landowners used slavery to keep plantations going and make a lot of money.)*

**THE UNITED STATES DIVIDES**

Why was the United States divided on the issue of slavery?

What other issues caused division in the country?

Write a gist for this section with your partner. *(Possible gist: The northern and southern states were divided on several issues, including slavery and the right to nullify a law.)*

**TEXAS SECEDES AND FIRST SHOT AT FORT SUMTER**

What did the southern states decide to do?

What happened on April 12, 1861?

Write a gist for this section with your partner. *(Possible gist: Texas seceded from the United States, the first shot was fired at Fort Sumter, and the Civil War began.)*

## Lesson 29: Texas in the Civil War (Part 1)

### 2. Definition

Using the context, write a simple definition of the word.

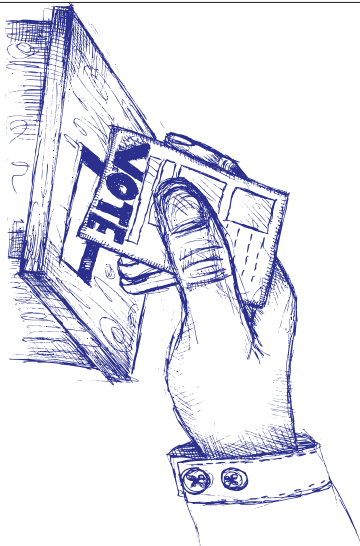
Word location:

Slavery in Texas section

Circle clue type: definition synonym general

Your definition:

### 3. Illustration



### 4. Context

Circle the correct sentence.

A. The bus took a **right** on Main Street.

B. The Constitution gives us the **right** to free speech.

### 1. Word: right

### 5. Word Associations

Choose two related words.

A. left

B. wrong

C. law

D. rule

### 6. Example

Write a sentence or definition that uses the word.

### Turn and Talk

What rights do you think all fourth-graders should have?

"I think fourth-graders should have the right to \_\_\_\_."

## Lesson 29: Texas in the Civil War (Part 1)

### 2. Definition


*Using the context, write a simple definition of the word.*

**Word location:**  
The United States Divides section

**Circle clue type:** definition synonym general

**Your definition:**

### 3. Illustration



### 4. Context

*Circle the correct sentence.*

A. Some states believed they had the right to **nullify** laws they didn't like.

B. **Nullify** will improve your health.

1. Word: nullify

### 5. Word Associations

*Choose two related words.*

- A. allow
- B. support
- C. cancel
- D. undo

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

Pretend that we have a rule that only boys can play soccer on the playground. Why should that rule be nullified? "I think the soccer rule should be nullified because \_\_\_\_."

Date: \_\_\_\_\_

*Studies Weekly, Week 22***Lessons 29 and 30: Texas in the Civil War****Gist 1**

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**Gist 2**

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**Gist 3**

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**Gist 4**

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**Topic  
Sentence**

**Supporting  
Details**

**Concluding  
Sentence**





## Lesson 30: Texas in the Civil War (Part 2)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 3, Lesson 30. This is my [insert time block] class.”**

### Before Reading

(15 minutes)

1. Activate background knowledge.
2. Complete sections 1 to 4 of the vocabulary map.

### During Reading\*

(30 minutes)

1. Pose the comprehension purpose question. (How did the Civil War end, and what role did Texans play in the Civil War?)
2. Finish reading “Texas in the Civil War” and ask questions to check for understanding and prompt discussion.
3. Write the final gist statement.
4. Write a summary from the gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary map.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 22: “Texas in the Civil War” (finish reading the passage)
- Document camera and vocabulary map
- Student practice book (pages 90–92)

### Vocabulary

secede

### Unit Big Idea

Conflict continued after Texas became a state, but over time, life in Texas improved.

### Passage Main Idea

The northern and southern states were divided on several issues, such as slavery and states’ rights, so they fought in the Civil War for 4 years.

*\*Indicates that model lesson is provided for this step*

**MODEL LESSON: Gist to Summary (Example 5, Continued)**

# During Reading

**Read and Monitor Comprehension****30 minutes****Ask Comprehension Purpose Question**

Remember that good readers set a purpose for reading. While you read today, think about this question: How did the Civil War end, and what role did Texans play in the Civil War?

**Ask Questions and Have Students Write a Gist Independently (“You Do”) in CLPs**

Today you will write the last gist statement in the Gist to Summary graphic organizer independently with your partner. I will ask questions while you read. (*Finish reading “Texas in Civil War.” Ask the following questions and have students write the gist statement in CLPs, as indicated below.*)

**TEXANS IN THE WAR AND TEXAS BATTLES**

How were Texans involved in the Civil War?

How did the war end?

Write a gist for this section with your partner. (*Possible gist: Many Texans fought in the Civil War, and many battles took place in Texas.*)

**Guide Students (“We Do”) Through Writing a Summary From Gist Statements**

Today you will practice writing a summary of this passage by using our gist statements. Remember that a gist statement tells what the paragraph or section is mostly about. A summary is similar to a gist statement, except that it tells the most important ideas of the entire passage.

**TOPIC SENTENCE**

**Let's start with the topic sentence.** *(Guide students to write a topic sentence by asking who or what the passage is about and the most important idea about the "who" or "what." Possible topic sentence: The United States divided and fought the Civil War.)*

**SUPPORTING DETAILS**

**Now we will write our supporting details.** *(Guide students to write three supporting details. Ask students to refer to their gist statements that support the topic sentence. The following are suggestions:*

- *Possible detail 1: Texas landowners supported slavery so they could make money.*
- *Possible detail 2: The north and the south were divided on slavery and a state's right to nullify the nation's laws.*
- *Possible detail 3: Texas seceded from the United States, the first shot was fired at Fort Sumter, and the Civil War began.)*

**CONCLUDING SENTENCE**

**The last step is to write our concluding sentence.** *(Prompt students to restate the topic sentence in a different way. Possible concluding sentence: The war officially ended on April 9, 1865, when the Confederacy surrendered.)*

## Lesson 30: Texas in the Civil War (Part 2)

### 2. Definition

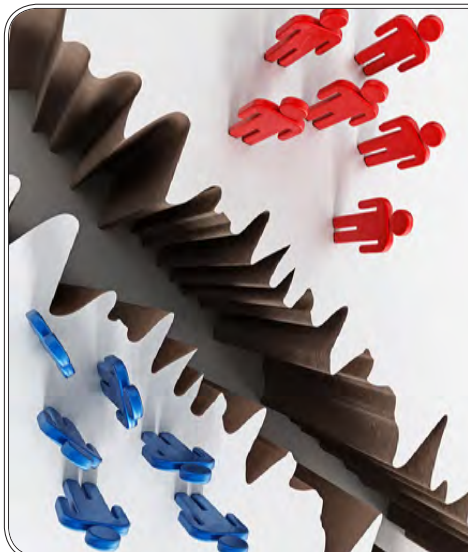
Using the context, write a simple definition of the word.

Word location:

Texas Secedes section

Circle clue type: definition synonym general  
Your definition:

### 3. Illustration



### 4. Context

Circle the correct sentence.

- A. Texas **seceded** from the United States to form a new country, the Confederate States of America.  
B. If you work hard, you will **secede**.

### 1. Word: secede

### 5. Word Associations

Choose two related words.

- A. leave  
B. remain  
C. join  
D. split

### 6. Example

Write a sentence or definition that uses the word.

### Turn and Talk

Have you ever seceded from a group? Why?

"One time I seceded \_\_\_\_\_."

## Lesson 31: An End to War and Slavery

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 3, Lesson 31. This is my [insert time block] class.”**

### Before Reading

(15 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(30 minutes)

1. Pose the comprehension purpose question. (What challenges did Texans face after the Civil War ended?)
2. Read “An End to War and Slavery” and ask questions to check for understanding and prompt discussion.
3. Write gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 23: “An End to War and Slavery” (pages 2–3)
- Document camera and vocabulary maps
- Student practice book (page 93)

### Vocabulary

- abolish
- amend

*Note:* Students will use the term “amendment” from the “Emancipation Proclamation” section.

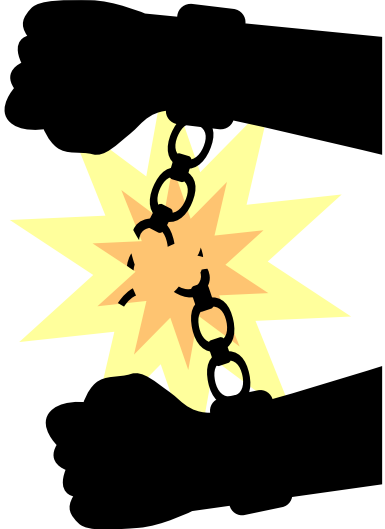
### Unit Big Idea

Conflict continued after Texas became a state, but over time, life in Texas improved.

### Passage Main Idea

The Civil War ended, slaves were freed, and Texas began to rebuild.

## Lesson 31: An End to War and Slavery

|  |  |   |
|--|--|---|
| <p><b>2. Definition</b></p> <p><i>Using the context, write a simple definition of the word.</i></p> <p><i>Word location:</i><br/>Emancipation Proclamation section</p> <p><i>Circle clue type: definition synonym general</i></p> <p><i>Your definition:</i></p> | <p><b>3. Illustration</b></p>  | <p><b>4. Context</b></p> <p><i>Circle the correct sentence.</i></p> <p>A. The 13th Amendment <b>abolished</b> slavery.</p> <p>B. Maria <b>abolished</b> her shoes before wearing them to the party.</p> |
| <p><b>1. Word: abolish</b></p>   |  |   |
| <p><b>5. Word Associations</b></p> <p><i>Choose two related words.</i></p> <p>A. prohibit<br/>B. allow<br/>C. stop<br/>D. approve</p>  | <p><b>6. Example</b></p> <p><i>Write a sentence or definition that uses the word.</i></p>                        | <p><b>7. Word Building</b></p> <p><i>Use the vocabulary word to write another real word.</i></p>  |
| <p><b>Turn and Talk</b></p> <p>Why was it important to abolish slavery?</p> <p>"It was important to abolish slavery because _____."</p>  |  |   |

## Lesson 31: An End to War and Slavery

### 2. Definition

Using the context, write a simple definition of the word.

Word location:

Emancipation Proclamation section

Circle clue type: definition synonym general

Your definition:

### 3. Illustration



### 4. Context

Circle the correct sentence.

- A. You need to **amend** the baby's diaper!
- B. The Civil War led to **amending** the Constitution to allow freedom for all.

### 1. Word: amend

### 5. Word Associations

Choose two related words.

- A. change
- B. alter
- C. worsen
- D. same

### 6. Example

Write a sentence or definition that uses the word.

### 7. Word Building

Use the vocabulary word to write another real word.

### Turn and Talk

What was the importance of the 13th Amendment to the Constitution?

"The 13th Amendment was important because \_\_\_\_\_."

Date: \_\_\_\_\_

*Studies Weekly, Week 23***Lesson 31: An End to War and Slavery****Unit Big Idea**

Conflict continued after Texas became a state, but over time, life in Texas improved.

**Vocabulary**

abolish, amend

**Gist Statements****Gist 1**

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**Gist 2**

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**Gist 3**

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## Lesson 32: Sharecropping—A Southern Way of Life

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 3, Lesson 32. This is my [insert time block] class.”**

### Before Reading

(15 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading

(30 minutes)

1. Pose the comprehension purpose question. (What was life like for sharecroppers?)
2. Read “Sharecropping—A Southern Way of Life” and ask questions to check for understanding and prompt discussion.
3. Write gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 23: “Sharecropping—A Southern Way of Life” (page 2)
- Document camera and vocabulary maps
- Student practice book (page 97)

### Vocabulary

- sharecropper
- drought

### Unit Big Idea

Conflict continued after Texas became a state, but over time, life in Texas improved.

### Passage Main Idea

Sharecropping was a difficult way of life for many African Americans after the war ended.

## Lesson 32: Sharecropping—A Southern Way of Life

### 2. Definition


*Using the context, write a simple definition of the word.*

*Word location:*  
Column 1

*Circle clue type: definition synonym general*

*Your definition:*

### 3. Illustration



### 4. Context

*Circle the correct sentence.*

A. The **sharecropper** paid the landowner in crops.

B. The **sharecropper** taught students to be a good friend by sharing.

1. Word: sharecropper

### 5. Word Associations

*Choose two related words.*

A. worker  
B. owner  
C. independent  
D. laborer

### 6. Example

*Write a sentence or definition that uses the word.*

### Turn and Talk

If you couldn't afford to buy your own land, would you want to be a sharecropper? Why or why not?

"I would/would not want to be a sharecropper because \_\_\_\_\_."

## Lesson 32: Sharecropping—A Southern Way of Life

### 2. Definition

Using the context, write a simple definition of the word.

Word location:  
Column 2

Circle clue type: definition synonym general  
Your definition:

### 3. Illustration



### 4. Context

Circle the correct sentence.

- A. I **drought** Alicia is guilty of the crime.  
B. This year's **drought** ruined the corn and wheat crops.

1. Word: **drought**

### 5. Word Associations

Choose two related words.

- A. flood  
B. dry  
C. scarcity  
D. extra

### 6. Example

Write a sentence or definition that uses the word.

### Turn and Talk

How would all of the corn in Texas dying because of drought affect what you could buy at the store?

"All of the corn dying because of a drought would cause us to buy \_\_\_\_\_."

Date: \_\_\_\_\_

*Studies Weekly, Week 23***Lesson 32: Sharecropping—A Southern Way of Life****Unit Big Idea**

Conflict continued after Texas became a state, but over time, life in Texas improved.

**Vocabulary**

sharecropper, drought

**Gist Statements****Gist 1**

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**Gist 2**

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**Gist 3**

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# Lesson 33: Ranching and a Changing Frontier (Part 1)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 3, Lesson 33. This is my [insert time block] class.”**

## Before Reading

(15 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

## During Reading\*

(30 minutes)

1. Pose the comprehension purpose question. (How did Texans make a living ranching and cattle driving?)
2. Begin reading “Ranching and a Changing Frontier” and ask questions to check for understanding and prompt discussion.
3. Write gist statements in the Gist to Summary graphic organizer.

## After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

## Materials

- Studies Weekly, Week 25: “Ranching and a Changing Frontier” (read first three sections)
- Document camera and vocabulary maps
- Student practice book (page 100)

## Vocabulary

- profit
- endurance

## Unit Big Idea

Conflict continued after Texas became a state, but over time, life in Texas improved.

## Passage Main Idea

After the Civil War, ranching and cattle driving became a big business in Texas.

*\*Indicates that model lesson is provided for this step*

**MODEL LESSON: Gist to Summary (Example 6)**

# During Reading

**Read and Monitor Comprehension****30 minutes****Ask Comprehension Purpose Question**

Remember that good readers set a purpose for reading. While you read today, think about this question: How did Texans make a living ranching and cattle driving?

**Ask Questions and Have Students Write Gists Independently (“You Do”) in CLPs**

Today you will write three gist statements on your Gist to Summary graphic organizer independently with your partner. You will write the last gist in the next lesson. I will continue to ask questions while you read. Let me know if you need help. I'll walk around to check in with you. *(Read “Ranching and a Changing Frontier” through the section Barbed Wire. Ask the following questions and have students write gist statements in CLPs after each section, as indicated below.)*

**CATTLE BARONS**

Who were cattle barons, and what did they do?

Write a gist for this section with your partner. *(Possible gist: Cattle barons made profits by raising and selling cattle on ranches.)*

**LIFE ON A RANCH AND COWBOYS**

What was life on a ranch like?

What were the responsibilities of a cowboy?

What was a cattle drive?

Write a gist for this section with your partner. *(Possible gist: Cowboys were responsible for caring for and driving the cattle to market to sell.)*

**TEXAS TRAILS, TRAIL DRIVES, AND BARBED WIRE**


What were the conditions like on the Texas trails?

What dangers did cowboys and cattle face on the trails?

How did farmers' use of barbed wire change the cattle drives?

Write a gist for this section with your partner. *(Possible gist: Cattle drives along Texas trails were difficult and sometimes dangerous.)*

## Lesson 33: Ranching and a Changing Frontier (Part 1)

|  |  |   |
|--|--|---|
| <p><b>2. Definition</b></p> <p><i>Using the context, write a simple definition of the word.</i></p> <p><i>Word location:</i><br/>Cattle Barons section</p> <p><i>Circle clue type: definition synonym general</i></p> <p><i>Your definition:</i></p> | <p><b>3. Illustration</b></p>  | <p><b>4. Context</b></p> <p><i>Circle the correct sentence.</i></p> <p>A. It would <b>profit</b> you to take a computer class.</p> <p>B. The company made a <b>profit</b> by selling products online.</p> |
| <p><b>1. Word: profit</b></p>  |  |   |
| <p><b>5. Word Associations</b></p> <p><i>Choose two related words.</i></p> <p>A. debt</p> <p>B. gain</p> <p>C. loss</p> <p>D. earnings</p>   | <p><b>6. Example</b></p> <p><i>Write a sentence or definition that uses the word.</i></p>                        | <p><b>7. Word Building</b></p> <p><i>Use the vocabulary word to write another real word.</i></p>  |
| <p><b>Turn and Talk</b></p> <p>When is a time that you heard of someone making a profit by selling something?</p> <p>"_____ made a profit when _____."</p>   |  |   |



Lesson 33: Ranching and a Changing Frontier (Part 1)

2. Definition

Using the context, write a simple definition of the word.

Word location:

Cowboys section

Circle clue type: definition synonym general  
Your definition:

3. Illustration



4. Context

Circle the correct sentence.

A. There is an **endurance** sale at the clothing store down the street.

B. Marathon runners have great **endurance**; they are able to run 26.2 miles.

1. Word: endurance

5. Word Associations

Choose two related words.

- A. stamina
- B. weakness
- C. laziness
- D. perseverance

6. Example

Write a sentence or definition that uses the word.

7. Word Building

Use the vocabulary word to write another real word.

Turn and Talk

When is a time that you showed endurance to finish a difficult task?  
"I showed endurance when \_\_\_\_\_."

Date: \_\_\_\_\_

*Studies Weekly, Week 25***Lessons 33 and 34: Ranching and a Changing Frontier****Gist 1**

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**Gist 2**

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**Gist 3**

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**Gist 4**

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Topic  
Sentence

Supporting  
Details

Concluding  
Sentence



## Lesson 34: Ranching and a Changing Frontier (Part 2)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 3, Lesson 34. This is my [insert time block] class.”**

### Before Reading

(15 minutes)

1. Activate background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

### During Reading\*

(30 minutes)

1. Pose the comprehension purpose question. (Why did the cattle-driving business come to an end?)
2. Finish reading “Ranching and a Changing Frontier” and ask questions to check for understanding and prompt discussion.
3. Write the final gist statement.
4. Write a summary from the gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 25: “Ranching and a Changing Frontier” (finish reading the passage)
- Document camera and vocabulary maps
- Student practice book (pages 102–105)

### Vocabulary

- drive
- roam

### Unit Big Idea

Conflict continued after Texas became a state, but over time, life in Texas improved.

### Passage Main Idea

After the Civil War, ranching and cattle driving became a big business in Texas.

*\*Indicates that model lesson is provided for this step*

**MODEL LESSON: Gist to Summary (Example 6, Continued)**

# During Reading

**Read and Monitor Comprehension****30 minutes****Ask Comprehension Purpose Question**

Remember that good readers set a purpose for reading. While you read today, think about this question: Why did the cattle-driving business come to an end?

**Ask Questions and Have Students Write a Gist Independently (“You Do”) in CLPs**

Today you will write the last gist statement in the Gist to Summary graphic organizer independently with your partner. I will ask questions while you read. *(Finish reading “Ranching and a Changing Frontier.” Ask the following questions and have students write the gist statement in CLPs, as indicated below.)*

**THE END OF THE TRAIL**

Over time, how did the farmers and American Indians react to the cattle drives?

What else caused cattle driving to end?

How did the end of the cattle-driving business affect Texas and America?

Write a gist for this section with your partner. *(Possible gist: The cattle-driving business ended, but new ranches and communities were created along the trails.)*

**Have Students Write a Summary From Gist Statements Independently (“You Do”)**

Today you will write a summary of the passage independently. You need to write a topic sentence, three supporting details, and a concluding sentence. I’ll walk around and check in to be sure you’re on the right track. Ask a neighbor or me for help if you need it. **Go!** *(Monitor student work, providing corrective feedback when needed. The following are suggestions:*

- *Possible topic sentence: Many Texans made a living ranching and cattle driving.*
- *Possible detail 1: Cowboys were responsible for caring for and driving cattle to market to sell.*

- *Possible detail 2: Cattle drives along Texas trails were difficult and sometimes dangerous.*
- *Possible detail 3: Even though the trails ended, new communities had developed along the cattle trails.*
- *Possible concluding sentence: After the Civil War, ranching and cattle driving became a big business that changed Texas.*

## Lesson 34: Ranching and a Changing Frontier (Part 2)

### 2. Definition

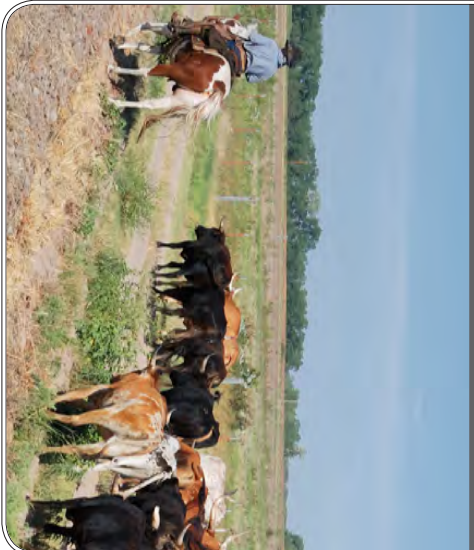
Using the context, write a simple definition of the word.

Word location:

Trail Drives section

Circle clue type: definition synonym general  
Your definition:

### 3. Illustration



### 4. Context

Circle the correct sentence.

A. Will you **drive** me to the store so that I can buy groceries?

B. The rancher **drove** the cattle to market.

### 1. Word: drive

### 5. Word Associations

Choose two related words.

- A. jump
- B. direct
- C. hat
- D. lead

### 6. Example

Write a sentence or definition that uses the word.

### 7. Word Building

Use the vocabulary word to write another real word.

### Turn and Talk

Pretend that you're on a cattle drive and a cow wandered off. What would you do and why?

"If a cow wandered off during a cattle drive, I would \_\_\_\_\_."



## Lesson 34: Ranching and a Changing Frontier (Part 2)

### 2. Definition

*Using the context, write a simple definition of the word.*

*Word location:*

Barbed wire section

*Circle clue type: definition synonym general*

*Your definition:*

### 3. Illustration



### 4. Context

*Circle the correct sentence.*

- A. The cat **roamed** the neighborhood.
- B. **Roam** the fruit before you eat it.

### 1. Word: roam

### 5. Word Associations

*Choose two related words.*

- A. wander
- B. cowboy hat
- C. railroad
- D. meander

### 6. Example

*Write a sentence or definition that uses the word.*

### 7. Word Building

*Use the vocabulary word to write another real word.*

### Turn and Talk

When is a time that you roamed an area?

"One time I roamed \_\_\_\_\_."



# Lesson 35: Railroads Bring ‘Boom’ to Texas (Part 1)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 3, Lesson 35. This is my [insert time block] class.”**

## Before Reading

(10 minutes)

1. Build background knowledge.

## During Reading

(30 minutes)

1. Pose the comprehension purpose question. (Why were railroads needed in Texas and how did they affect communities?)
2. Begin reading “Railroads Bring ‘Boom’ to Texas” and ask questions to check for understanding and prompt discussion.
3. Write gist statements in the Gist to Summary graphic organizer.

## After Reading

(20 minutes)

1. Discuss the comprehension purpose question.
2. Review vocabulary maps from previous lessons or complete a vocabulary practice activity.
3. Provide lesson closure.

## Materials

- Studies Weekly, Week 26: “Railroads Bring ‘Boom’ to Texas” (page 2)
- Document camera
- Student practice book (page 106)

## Vocabulary

No new words

*Remember to play a vocabulary game with all words from Unit 3 before students take the Unit 3 Benchmark.*

## Unit Big Idea

Conflict continued after Texas became a state, but over time, life in Texas improved.

## Passage Main Idea

Railroads were built to provide quick and safe transportation in Texas, creating a boom of community and business growth.

Date: \_\_\_\_\_

*Studies Weekly, Week 26***Lessons 35 and 36: Railroads Bring ‘Boom’ to Texas****Gist 1**

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**Gist 2**

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**Gist 3**

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**Gist 4**

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**Topic  
Sentence**

**Supporting  
Details**

**Concluding  
Sentence**



## Lesson 36: Railroads Bring ‘Boom’ to Texas (Part 2)

| Vocabulary TEKS   | Comprehension TEKS  | Writing TEKS  |
|---|---|---|
| <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E | <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D | <input type="checkbox"/> 15A <input type="checkbox"/> 15B |



**Turn on a digital recorder.**

**Say, “This is [name] at [school]. Today is [date]. We are on Unit 3, Lesson 36. This is my [insert time block] class.”**

### Before Reading

(10 minutes)

1. Activate background knowledge.
2. Complete sections 1 to 4 of the vocabulary map.

### During Reading

(35 minutes)

1. Pose the comprehension purpose question. (How did Texas railroads cause a boom in new businesses?)
2. Finish reading “Railroads Bring ‘Boom’ to Texas” and ask questions to check for understanding and prompt discussion.
3. Write the final gist statement.
4. Write a summary from the gist statements.

### After Reading

(15 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading sections of the vocabulary map.
3. Provide lesson closure.

### Materials

- Studies Weekly, Week 26: “Railroads Bring ‘Boom’ to Texas” (finish reading the passage)
- Document camera and vocabulary map
- Student practice book (pages 106–108)

### Vocabulary

industry

*Note:* Students will locate “industries” in the “Businesses Boom” section.

### Unit Big Idea

Conflict continued after Texas became a state, but over time, life in Texas improved.

### Passage Main Idea

Railroads were built to provide quick and safe transportation in Texas, creating a boom of community and business growth.

## Lesson 36: Railroads Bring ‘Boom’ to Texas (Part 2)

### 2. Definition


*Using the context, write a simple definition of the word.*

*Word location:*  
Businesses Boom section

*Circle clue type: definition synonym general*

*Your definition:*

### 3. Illustration



### 4. Context

*Circle the correct sentence.*

A. The automobile **industry** produces many cars each year.

B. The shelves are too **industry**, so they need to be cleaned.

1. Word: industry

### 5. Word Associations

*Choose two related words.*

A. make

B. lazy

C. manufacture

D. snacks

### 6. Example

*Write a sentence or definition that uses the word.*

### 7. Word Building

*Use the vocabulary word to write another real word.*

### Turn and Talk

What industries exist in Texas today? Why are they important?

“One Texas industry is \_\_\_\_\_.”