

<b>Unit Title</b>	Baby Steps: From Territory to Statehood		<b>Length of Unit</b>	6-8 weeks
<b>Focusing Lens(es)</b>	(State) Origins/Evolution	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.4-S.1-GLE.1 SS09-GR.4-S.1-GLE.2 SS09-GR.4-S.2-GLE.1 SS09-GR.4-S.2-GLE.2 SS09-GR.4-S.3-GLE.1 SS09-GR.4-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Why do we have and why do we need states? (SS09-GR.4-S.1-GLE.1)</li> <li>• What would Colorado be like without a state government? (SS09-GR.4-S.4-GLE.2-IQ.3)</li> <li>• What role did geography play in the creation of Colorado?</li> <li>• Whose perspectives do you hear in history?</li> </ul>			
<b>Unit Strands</b>	History, Geography, Economics, Civics			
<b>Concepts</b>	Development, growth, change, technology, settlement, boundaries, transportation, statehood, territory, regionalism, incentives			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Interactions between groups of people (indigenous people, settlers, immigrants) lay the foundation for territorial (and eventual state) construction/ governance (SS09-GR.4-S.1-GLE.1-EO.c, d) and (SS09-GR.4-S.4-GLE.2-EO.b)	What are examples of some of the diverse populations that have called Colorado (territory and statehood) home? When and how did Colorado become part of the United States? (SS09-GR.4-S.4-GLE.2-EO.a, d) How have various individuals, ideas and groups affected the development of Colorado? (SS09-GR.4-S.1-GLE.2-IQ.4)	Why is important to consider multiple perspectives when studying history? (SS09-GR.4-S.1-GLE.2-N.2) Who has a right to live in a specific area? Who decides?
The formation of a state provides structure and infrastructure for people inhabiting a common territory (SS09-GR.4-S.4-GLE.2-EO.a, d)	How were the boundaries of Colorado determined and when? How and why did Colorado become a state? What economic incentives brought people to Colorado? (SS09-GR.4-S.3-GLE.1-EO.a)	Why do states form? What do states offer their citizens? (SS09-GR.4-S.4-GLE.2-EO.c)
A state's government develops and evolves over time in response to the demands and needs of its citizens (SS09-GR.4-S.1-GLE.2-EO.c)	How has Colorado's government changed over time?	How are governments formed?
Societal development and corresponding advances in	What advancements in Colorado's mining technology	How do advancements in transportation support a

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<p>technology/transportation facilitate economic and physical growth within a state (SS09-GR.4-S.1-GLE.2-EO.d; RA.2)</p>	<p>have affected the economy? Why did settlements and large cities develop where they did in Colorado? (SS09-GR.4-S.2-GLE.1-IQ.2) How has transportation in Colorado changed over time? (SS09-GR.4-S.2-GLE.2-IQ.2)</p>	<p>growing economy? What is the most important factor in the development of a city?</p>
<p>People consider geographic factors in making settlement decisions and adapt to and modify their physical environment (SS09-GR.4-S.2-GLE.1-EO.d) and (SS09-GR.4-S.2-GLE.2-EO.b, c; RA.1,2)</p>	<p>What physical characteristics led various cultural groups to choose settlement in Colorado? (SS09-GR.4-S.2-GLE.2-IQ.1) How did Colorado settlers alter their environment to facilitate communication and transportation? (SS09-GR.4-S.2-GLE.2-IQ.2)</p>	<p>How do people adapt to and modify their physical environments?</p>

<p><b>Critical Content:</b> My students will <b>Know</b>...</p>	<p><b>Key Skills:</b> My students will be able to <b>(Do)</b>...</p>
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- The impact of various technological developments on Colorado (mining, communication, and transportation technologies) (SS09-GR.4-S.1-GLE.2-EO.d; RA.2)
  - Describe the impact of various technological developments. Topics to include but not limited to the state of Colorado, including changes in mining technology; changes in transportation; early 20th century industrial changes; and mid- to late 20th century nuclear and computer technological changes (DOK 1-2)
- Ways people have adapted to and modified the local environment (SS09-GR.4-S.2-GLE.2-EO.c)
  - Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment (DOK 1-3)
- Examples of groups of people have settled in Colorado and how they got here and how they have interacted with each other (Anasazi, Hispanos, Europeans, Native Americans) (SS09-GR.4-S.1-GLE.1-EO.d) and (SS09-GR.4-S.1-GLE.2-EO.b)
  - Describe interactions among people and cultures that have lived in Colorado (DOK 1-2) CMAS
- Specifics of Colorado's evolution from territory to statehood (SS09-GR.4-S.4-GLE.2-EO.a, d)
  - Explain the origins, structure, and functions of the three branches of the state government and the relationships among them (DOK 1-2) CMAS
  - Explain the historical foundation and the events that led to the formation of the Colorado government (DOK 1-2) CMAS
- Examples of how the government of Colorado has changed over time (SS09-GR.4-S.4-GLE.2-EO.a, d)
  - Explain the origins, structure, and functions of the three branches of the state government and the relationships among them (DOK 1-2) CMAS
  - Explain the historical foundation and the events that led to the formation of the Colorado government (DOK 1-2) CMAS
- The changes that human activity have produced in Colorado's physical and social environments (SS09-GR.4-S.2-GLE.1-EO.d)
  - Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity (DOK 1-3) CMAS
- The origins, structure and function of the three branches of Colorado's government. (SS09-GR.4-S.4-GLE.2)
  - Explain the origins, structure, and functions of the three branches of the state government and the relationships among them (DOK 1-2) CMAS
- Construct a timeline of historical events (SS09-GR.4-S.1-GLE.1-EO.a; RA.1)
  - Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history (DOK 1-2)
- Analyze primary source documents to understand multiple perspectives (SS09-GR.4-S.1-GLE.1-EO.b)
  - Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships (DOC 2-3)
- Use geographic tools to illustrate the ways in which places have changed and developed over time (SS09-GR.4-S.2-GLE.2-EO.b, d)
  - Explain how physical environments influenced and limited immigration into the state (DOK 1-2) CMAS
  - Describe how places in Colorado are connected by movement of goods and services and technology (DOK 1-2) CMAS
- Use geographic tools to answer questions (SS09-GR.4-S.2-GLE.2-EO.a, b, c; N.1)
  - Describe how the physical environment provides opportunities for and places constraints on human activities (DOK 1-2) CMAS
  - Explain how physical environments influenced and limited immigration into the state (DOK 1-2) CMAS
  - Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment (DOK 1-3) CMAS
- Determine the function of each branch of government.
  - Explain the origins, structure, and functions of the three branches of the state government and the relationships among them (DOK 1-2) CMAS
  - Identify and explain a variety of roles leaders, citizens, and others play in state government (DOK 1-2) CMAS
  - Identify and explain the services state government provides and how those services are funded (DOK 1-2) CMAS

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**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

**A student in \_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**

*Colorado developed as a territory and achieved statehood in the late 19th century.*

**Academic Vocabulary:**

Evolve, develop, growth, boundaries, perspective, region, incentives

**Technical Vocabulary:**

Settlement, transportation, technology, government, statehood, territory, Constitution