

**Curriculum Development Overview**  
**Unit Planning for 4<sup>th</sup> Grade Social Studies**

<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>	
	Factual	Conceptual
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?

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<p>Societal development and corresponding advances in technology/transportation facilitate economic and physical growth within a state (SS09-GR.4-S.1-GLE.2-EO.d; RA.2)</p>	<p>What advancements in Colorado’s mining technology 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>How do advancements in transportation support a 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>
<ul style="list-style-type: none"> <li>• The impact of various technological developments on Colorado (mining, communication, and transportation technologies) (SS09-GR.4-S-GLE.2-EO.d; RA.2)</li> <li>• Ways people have adapted to and modified the local environment (SS09-GR.4-S.2-GLE.2-EO.c)</li> <li>• 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)</li> <li>• Specifics of Colorado’s evolution from territory to statehood (SS09-GR.4-S.4-GLE.2-EO.a, d)</li> <li>• Examples of how the government of Colorado has changed over time (SS09-GR.4-S.4-GLE.2-EO.a, d)</li> <li>• The changes that human activity have produced in Colorado’s physical and social environments (SS09-GR.4-S.2-GLE.1-EO.d)</li> <li>• The origins, structure and function of the three branches of Colorado’s government.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a timeline of historical events (SS09-GR.4-S.1-GLE.1-EO.a; RA.1)</li> <li>• <b>List significant events in Colorado history</b></li> <li>• <b>List significant events in United States History</b></li> <li>• <b>Compare/contrast historical events of Colorado history and United States history</b></li> <li>• Create a timeline that represents these significant events in CO history and US history</li> <li>• Analyze primary source documents to understand multiple perspectives (SS09-GR.4-S.1-GLE.1-EO.b)</li> <li>• <b>Identify primary source documents</b></li> <li>• Identify the cause of a historical event in Colorado</li> <li>• Analyze historical accounts to determine the effect of Colorado events</li> <li>• 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)</li> <li>• Describe how the mountains could have limited migration to the state of Colorado</li> <li>• Explain how limited bodies of water could have limited immigration</li> <li>• Identify various sources of transportation in the state of Colorado</li> </ul>

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- Discuss the importance of location in the import and export of goods
- Describe how technology is relevant to the movement of goods
- Use geographic tools to answer questions (SS09-GR.4-S.2-GLE.2-EO.a, b, c; N.1)
- Identify physical features in Colorado
- Describe how some physical features can constrain people
- Summarize the positive aspects of Colorado's physical environment
- Describe how the mountains could have limited migration to the state of Colorado
- Explain how limited bodies of water could have limited immigration
- Describe various areas in Colorado that have had large settlements
- Explain why various groups choose certain areas as settlements
- Discuss how these settlements have modified the physical environment
- Determine the function of each branch of government.

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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.”*

<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>Colorado developed as a territory and achieved statehood in the late 19th century.</i>
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<b>Academic Vocabulary:</b>	Evolve, develop, growth, boundaries, perspective, region, incentives
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<b>Technical Vocabulary:</b>	Settlement, transportation, technology, government, statehood, territory, Constitution
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