Unit Title	Baby Steps: From Territory to Statehood			Length of Unit	6-8 weeks

Focusing Lens(es)	(State) Origins/Evolution	**Standards and Grade Level Expectations Addressed in this Unit**	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

Inquiry Questions (Engaging-Debatable):	• Why do we have and why do we need states? (SS09-GR.4-S.1-GLE.1) • What would Colorado be like without a state government? (SS09-GR.4-S.4-GLE.2-IQ.3) • What role did geography play in the creation of Colorado? • Whose perspectives do you hear in history?
Unit Strands	History, Geography, Economics, Civics
Concepts	Development, growth, change, technology, settlement, boundaries, transportation, statehood, territory, regionalism, incentives

Generalizations My students will **Understand** that…	Guiding Questions	
	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?

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)	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)	How do advancements in transportation support a growing economy? What is the most important factor in the development of a city?
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)	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)	How do people adapt to and modify their physical environments?

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• The impact of various technological developments on Colorado (mining, communication, and transportation technologies) (SS09-GR.4-S-GLE.2-EO.d; RA.2) • Ways people have adapted to and modified the local environment (SS09-GR.4-S.2-GLE.2-EO.c) • 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) • Specifics of Colorado's evolution from territory to statehood (SS09-GR.4-S.4-GLE.2-EO.a, d) • Examples of how the government of Colorado has changed over time (SS09-GR.4-S.4-GLE.2-EO.a, d) • The changes that human activity have produced in Colorado's physical and social environments (SS09-GR.4-S.2-GLE.1-EO.d) • The origins, structure and function of the three branches of Colorado's government.	• Construct a timeline of historical events (SS09-GR.4-S.1-GLE.1-EO.a; RA.1) • Analyze primary source documents to understand multiple perspectives (SS09-GR.4-S.1-GLE.1-EO.b) • 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) • Use geographic tools to answer questions (SS09-GR.4-S.2-GLE.2-EO.a, b, c; N.1) • Determine the function of each branch of government.

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