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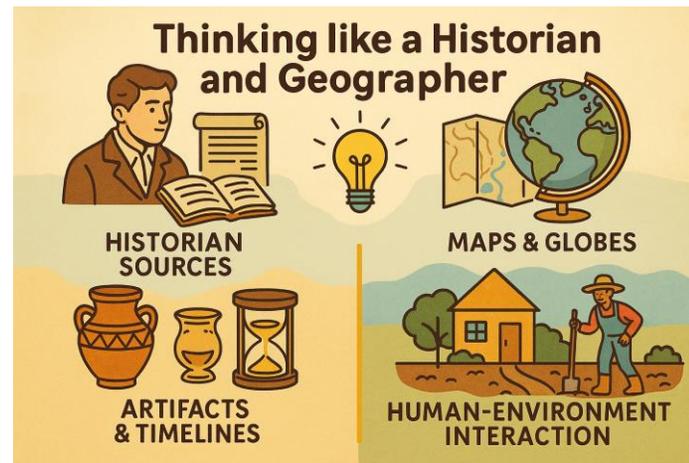
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### UNIT NARRATIVE

#### Driving Questions:

**History:** How do we know what really happened in the past, and why does it matter today?

**Geography:** How does geography help us understand the world and the way people live in it?



**Unit Focus:** In this integrated social studies unit, students are introduced to the essential tools, skills, and ways of thinking used by both historians and geographers to understand the world and the people who live in it. Students will build a strong foundation in historical and geographical thinking by exploring maps, timelines, artifacts, documents, and geographic tools.

Students learn what it means to think like a historian—analyzing primary and secondary sources, evaluating evidence, considering different perspectives, and asking thoughtful questions about the past. They also learn to think like a geographer—examining how landforms, climate, and natural resources shape communities, how people adapt to their environment, and how tools like maps help us interpret and explain those relationships.

Literacy skills are supported as students make claims, use evidence, and communicate their understanding through speaking, writing, and visuals.

By the end of the unit, students demonstrate their learning in creative and reflective ways—through writing assignments, mapping activities, and source-based analysis—showing what it means to think critically, read closely, and communicate effectively as both a historian and a geographer. In unit will end with a culminating historian-geographer resume project, students will synthesize the skills they have learned throughout the unit and showcase their understanding by creating a resume that highlights the tools, thinking strategies, and evidence-based practices of both historians and geographers!

## CONTENT STANDARDS

### Geography:

**4.6(A):** Use geographic tools, including grid systems, legends, symbols, scales, and compass roses, to collect, analyze, and interpret data.

**4.6(B):** Translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.

**4.7(A):** Describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity.

### Social Studies Skills:

**4.19(A):** Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas.

**4.19(B):** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

**4.19(C):** Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

**4.19(D):** Identify different types of primary and secondary sources.

**4.19(E):** Identify different points of view about an issue, topic, historical event, or current event.

**4.19(F):** Identify the central claim in a primary or secondary source.

**4.19(G):** Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.

**4.20(A):** Apply critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

**4.20(B):** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

**4.21(A):** Use social studies terminology correctly.

**4.21(B):** Incorporate main and supporting ideas in verbal and written communication.

**4.21(D):** Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

**4.22(B):** Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

## ROADMAP

Suggested daily guide for instruction in this unit.

### Unit 1: Thinking like a Historian & Geographer

**Focus:** Understanding historical thinking, primary and secondary sources, timelines, and historical influences. Understanding maps, geography's role in human activity, and interactions between people and the environment.

Lesson #	Content Focus	TEKS
1	What is History?	4.19(A), 4.19(F)
2	Historians and Their Tools	4.19(A), 4.21(A)
3	Using Primary and Secondary Sources	4.19(A), 4.19(B)
4	Understanding Timelines	4.19(C), 4.21(D)
5	Analyzing Artifacts	4.19(A), 4.21(D)
6	Evaluating Different Perspectives	4.19(B),(E),(F)
7	Historical Context	4.19(E), 4.21(B)
8	Writing Day: Making Claims with Evidence	4.21(B), 4.19(G)
9	What is Geography?	4.20(A), 4.6(A)
10	Understanding Maps	4.20(A), 4.20(B)
11	Maps of Texas	4.6(A), 4.6(B), 4.7(A)
12	Human – Environment Interaction	4.6(A), 4.6(B), 4.7(A)
13	The United States	4.20(B), 4.19(D)
14 & 15	Becoming a Historian & Geographer: Final Project	4.21(D), 4.22(B)

## VERTICAL STANDARDS

3 <sup>rd</sup> Grade Social Studies	4 <sup>th</sup> Grade Social Studies	5 <sup>th</sup> Grade Social Studies
Students will engage in a course about the change makers in US history and their impact on communities past and present.	Students will engage in a course about Texas history and how the communities have changed over the history of Texas.	Students will engage in a course about United States history and how our country was created and changed over time.

## VOCABULARY GLOSSARY

### Key Content Vocabulary

- **Adaptation** – A change people make to live better in their environment.

- **Archeologist** – A person who studies old things people left behind.
- **Artifact** – An object made or used by people in the past.
- **Border** – A line that shows where one place ends and another begins.
- **Capital** – A city where the government of a state or country is located.
- **Century** – A group of 100 years.
- **Claim** – An idea or statement someone believes is true.
- **Climate** – The usual weather in a place over a long time.
- **Community** – A group of people who live and work in the same place.
- **Compass Rose** – A symbol on a map that shows directions (north, south, east, west).
- **Culture** – The way a group of people live, including their food, music, and traditions.
- **Decade** – A group of 10 years.
- **Environment** – Everything around us—like land, water, air, and animals.
- **Evidence** – Information that helps prove or explain something.
- **Experience** – Something a person has done or lived through.
- **Geographer** – A person who studies places and how people live in them.
- **Geography** – The study of Earth’s land, water, and people.
- **Globe** – A round model of Earth.
- **Grid System** – Lines on a map that help locate places.
- **Historian** – A person who studies and tells about the past.
- **History** – The study of things that happened in the past.
- **Human-environment interaction** – How people change and are affected by the land around them.
- **Key (Legend)** – A part of a map that explains what the symbols mean.
- **Landform** – A natural shape on Earth, like mountains or rivers.
- **Legend (Key)** – A map part that tells what symbols and colors mean.
- **Location** – The place where something is.
- **Map** – A picture that shows where places are.
- **Modification** – A change people make to the land.
- **Perspective** – The way someone sees or understands something.
- **Physical feature** – A natural part of Earth’s surface, like lakes or hills.
- **Point of View** – A person’s opinion or side of a story.
- **Primary source** – A real piece of history, like a letter, photo, or tool.
- **Physical Map** – A map that shows natural land features like mountains, rivers, valleys, and oceans.
- **Political Map** – A map that shows places made by people, like countries states, and cities with borders.
- **Population Map** – A map that shows how many people live in different places.

- **Record** – Information that tells about something that happened.
- **Region** – A large area with things in common, like weather or land.
- **Resources** – Things we use from the Earth, like water or trees.
- **Resume** – A paper that lists a person’s skills and experience.
- **Scale** – A tool on a map that shows distance.
- **Secondary source** – Information about the past written or told by someone who was not there.
- **Settlement** – A place where people live.
- **Skills** – Things a person can do well.
- **Source** – Where information comes from.
- **State** – A part of a country with its own government.
- **Support** – To give help or reasons for an idea.
- **Symbol** – A small picture that stands for something on a map.
- **Timeline** – A line that shows when things happened in order.
- **Tool** – Something used to help do a job.
- **Year** – 12 months or 365 days.