

Project SSTARC
Social Studies Unit Lesson

Grade level and Unit Topic: Fourth Grade “Culture”
TEKS 4.12AC Explain how people in different regions of Texas whether living past, and present, through a substance economy and providing goods and services. 4.14B identify and compare characteristics of the Spanish colonial government and the early Mexican government and their influence on inhabitants of Texas <div style="background-color: yellow; height: 20px; width: 100%;"></div>
ELPS
Objective The students will report their culture and create a corrido that depicts their history. <hr/>
Materials <ul style="list-style-type: none"> ▪ Maps ▪ Articles ▪ Art ▪ Corridos ▪ Historical documents ▪ Internet access ▪ Ipads/ ▪ Family members for oral history

Purpose/Focus Re-centering the Story of “Who we Are & Where we Come From”

Direct Teach: <https://binged.it/2NLR1Vu>

What is a corrido

Es una forma musical y literaria. Popular del aria cultural mestiza Mexicana.

Closure/Lesson Summary- BRC Students will have several weeks to conduct research and complete the project.

End product: Corrido

Generate family questions

Define family history

Dates (timeline) depending how many generations they can go back to.

What is your mother's Maiden name	Where was she born?	Who were her parents?	What city and state was she born in?
What's your father's name	Where was he born?	Who were his parents?	What city and state was he born in?

Conceptual Refinement- Students who are struggling to piece the information together can receive help from the teacher in order to create a final product. Teacher will be available to help facilitate the project.

Content Journal Reflection- Daily journal entry to record information that has been accomplished.