

**Education in Action’s “Trails, Rails and Cowtown Tales” – Discover Texas Field Trips
3rd Grade Social Studies Curriculum Guide by Strand**

On Education in Action’s “Trails, Rails and Cowtown Tales” program, young historians travel to the Fort Worth Stockyards to discover first-hand how Fort Worth developed its “Cowtown” identity. Students visit Frisco to learn how the railroad was important to the expansion of major cities at the Museum of the American Railroad. This program is aligned with the 3rd Grade Social Studies TEKS and covers the following:

§113.14. Social Studies, Grade 3.

(a) Introduction.

(1) In Grade 3, students learn how diverse individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, new technologies, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies, founding documents, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

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| Name of Activity | TEKS (b) Knowledge and Skills |
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| <ul style="list-style-type: none"> • Stockyards • Fort Worth Herd Tour • Journal | <p>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p> <p style="padding-left: 40px;">(A) describe how individuals, events, and ideas have changed communities, past and present.</p> <p>(2) History. The student understands common characteristics of communities, past and present. The student is expected to:</p> <p style="padding-left: 40px;">(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.</p> <p>(3) History. The student understands the concepts of time and chronology. The student is expected to:</p> <p style="padding-left: 40px;">(A) use vocabulary related to chronology, including past, present, and future times.</p> <p>(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p> <p style="padding-left: 40px;">(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.</p> <p>(6) Economics. The student understands the purpose of earning, spending, saving, and donating money. The student is expected to:</p> <p style="padding-left: 40px;">(A) identify ways of earning, spending, saving, and donating money.</p> <p>(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:</p> <p style="padding-left: 40px;">(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services.</p> <p>(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p style="padding-left: 40px;">(A) express ideas orally based on knowledge and experiences.</p> |
| <ul style="list-style-type: none"> • Museum of the American Railroad • Journal | <p>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p> <p style="padding-left: 40px;">(A) describe how individuals, events, and ideas have changed communities, past and present.</p> <p>(2) History. The student understands common characteristics of communities, past and present. The student is expected to:</p> <p style="padding-left: 40px;">(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.</p> <p>(3) History. The student understands the concepts of time and chronology. The student is expected to:</p> <p style="padding-left: 40px;">(A) use vocabulary related to chronology, including past, present, and future times; and</p> <p style="padding-left: 40px;">(B) create and interpret timelines.</p> |

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| | <p>(7) Economics. The student understands the concept of the free enterprise system. The student is expected to: (B) explain the impact of scarcity on the production, distribution, and consumption of goods and services.</p> <p>(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.</p> <p>(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) express ideas orally based on knowledge and experiences.</p> |
| <ul style="list-style-type: none"> • Bus Activities • Journal | <p>(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.</p> <p>(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) express ideas orally based on knowledge and experiences.</p> <p>(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (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.</p> |