

**Education in Action’s “Texas in the Making” – Discover Texas Field Trips
4th Grade Social Studies Curriculum Guide by Strand**

Fourth grade students will travel to San Antonio and Austin on Education in Action’s “Texas in the Making” program and explore the Battle for Texas Museum, the Alamo, and the Texas State Capitol. Students will learn about Texas history and government with a focus on early explorers, the Texas Revolution, and the legislative process.

§113.15. Social Studies, Grade 4.

(a) Introduction.

(1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of North America. Historical content focuses on Texas history, including the Texas revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19th, 20th and 21st centuries. Students conduct a thorough study of regions in Texas and North America resulting from human activity and from physical features. The location, distribution, and patterns of economic activities and settlement in Texas further enhances the concept of regions. Students describe how early American Indians in Texas and North America met their basic economic needs. Students identify motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions. Students explain how American Indians governed themselves and identify characteristics of Spanish colonial and Mexican governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Where appropriate, local topics should be included. 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 Knowledge and Skills
<ul style="list-style-type: none"> • Alamo Tour • Journal 	<p>(b) Knowledge and skills.</p> <p>(3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p> <ul style="list-style-type: none"> (A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto; (B) summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguin, Placido Benavides, and Jose Francisco Ruiz; Mexicans Antonio Lopez de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza; (C) identify leaders important to the founding of Texas as a republic and state, including Jose Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones; (D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and (E) explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.- Mexican War. <p>(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II. <p>(12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <ul style="list-style-type: none"> (C) analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas. <p>(14) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:</p> <ul style="list-style-type: none"> (A) compare how various American Indian groups such as Caddo and the Comanche governed themselves; and (B) identify and compare characteristics of Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas. <p>(16) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</p> <ul style="list-style-type: none"> (A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags over Texas, the San Jacinto Monument, the Alamo, and various missions. <p>(21) Social studies skill. 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:</p> <ul style="list-style-type: none"> (A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas; (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.

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	<p>(22) Social studies skill. The student communicates in written, oral, and visual forms. The student is expected to:</p> <ul style="list-style-type: none"> (A) use social studies terminology correctly; (B) incorporate main and supporting ideas in verbal and written communication; (C) express ideas orally based on research and experience.
<ul style="list-style-type: none"> • Battle for Texas Museum • Journal 	<p>(1) History. The student understands the origins, similarities and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:</p> <ul style="list-style-type: none"> (B) identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano; (C) describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo. <p>(2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:</p> <ul style="list-style-type: none"> (A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion; (B) identify the accomplishments and explain the impact of significant explorers. including Cabeza de Vaca; Francisco Coronado; and René Robert Cavalier, Sieur de la Salle, on the settlement of Texas; (C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as Jose de Escandon; (D) identify Texas’ role in the Mexican War of Independence and the war’s impact on the development of Texas; and (E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin, and Martín de León, on the settlement of Texas. <p>(3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p> <ul style="list-style-type: none"> (A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto; (B) summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguin, Placido Benavides, and Jose Francisco Ruiz; Mexicans Antonio Lopez de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza; (C) identify leaders important to the founding of Texas as a republic and state, including Jose Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones; (D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and (E) explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.- Mexican War. <p>(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <ul style="list-style-type: none"> (A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps. <p>(7) Geography. The student understands the concept of regions. The student is expected to:</p> <ul style="list-style-type: none"> (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;

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	<p>(B) identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation.</p> <p>(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>(A) identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II.</p> <p>(12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <p>(C) analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.</p> <p>(14) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:</p> <p>(A) compare how various American Indian groups such as Caddo and the Comanche governed themselves; and</p> <p>(B) identify and compare characteristics of Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas.</p> <p>(15) Government. The student understands important ideas in historic documents of Texas and the United States. The student is expected to:</p> <p>(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty;</p> <p>(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution.</p> <p>(16) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</p> <p>(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags over Texas, the San Jacinto Monument, the Alamo, and various missions.</p> <p>(21) Social studies skill. 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:</p> <p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;</p> <p>(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.</p> <p>(22) Social studies skill. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(C) express ideas orally based on research and experience.</p>
<ul style="list-style-type: none"> • State Capitol Tour • Journal 	<p>(15) Government. The student understands important ideas in historic documents of Texas and the United States. The student is expected to:</p> <p>(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty;</p> <p>(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution.</p> <p>(16) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is</p>

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	<p>expected to:</p> <p>(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags over Texas, the San Jacinto Monument, the Alamo, and various missions.</p> <p>(17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</p> <p>(A) identify important individuals who participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;</p> <p>(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects;</p> <p>(C) explain the duty of the individual in state and local elections such as being informed and voting;</p> <p>(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. Gonzalez, James A. Baker III, Wallace Jefferson, and other local individuals.</p> <p>(22) Social studies skill. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(C) express ideas orally based on research and experience.</p>
<ul style="list-style-type: none"> • Bus Activities • Journal 	<p>(3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p> <p>(A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;</p> <p>(B) summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguin, Placido Benavides, and Jose Francisco Ruiz; Mexicans Antonio Lopez de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza;</p> <p>(C) identify leaders important to the founding of Texas as a republic and state, including Jose Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;</p> <p>(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and</p> <p>(E) explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War.</p> <p>(7) Geography. The student understands the concept of regions. The student is expected to:</p> <p>(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;</p> <p>(B) identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Costal Plains), including their landforms, climate, and vegetation.</p> <p>(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>(A) identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II.</p> <p>(12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p>

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(C) analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.

(16) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags over Texas, the San Jacinto Monument, the Alamo, and various missions.

(17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:

(A) identify important individuals who participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;

(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects;

(C) explain the duty of the individual in state and local elections such as being informed and voting;

(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. Gonzalez, James A. Baker III, Wallace Jefferson, and other local individuals.

(21) Social studies skill. 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:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;

(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.

(22) Social studies skill. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experience.

(23) Social studies skill. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(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.