

**Education in Action’s “Proud to be Texan” – Discover Texas Field Trips**  
**4<sup>th</sup> Grade Social Studies Curriculum Guide by Strand**

Fourth grade students will travel to Austin on Education in Action’s “Proud to be Texan” program and explore the Bob Bullock Texas State History Museum 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 Historical content focuses on Texas history, including the Texas revolution, establishment of the Republic of Texas, and subsequent annexation to the United States.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 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> 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"> <li>• Bullock Museum</li> <li>• Bus Activities</li> </ul>	<p>(b) Knowledge and skills.</p> <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"> <li>(A) explain the possible origins of American Indian groups in Texas and North America;</li> <li>(B) identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;</li> <li>(D) compare the ways of life of American Indian groups in Texas and North America before European exploration.</li> </ul> <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"> <li>(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;</li> <li>(B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;</li> <li>(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;</li> <li>(D) identify Texas’ role in the Mexican War of Independence and the war’s impact on the development of Texas; and</li> <li>(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.</li> </ul> <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"> <li>(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;</li> <li>(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;</li> <li>(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;</li> <li>(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</li> <li>(E) explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War.</li> </ul> <p>(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19<sup>th</sup> century. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) describe the impact of the Civil War and Reconstruction on Texas;</li> <li>(B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson.</li> </ul>

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- (5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:
- (A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;
  - (B) explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Patillo Higgins; and
  - (C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodriguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.
- (7) Geography. The student understands the concept of regions. The student is expected to:
- (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;
  - (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.
- (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:
- (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.
- (10) Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:
- (A) explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting; and
  - (B) explain the economic activities early immigrants to Texas used to meet their needs and wants.
- (12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:
- (A) explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services;
  - (B) explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas.
- (14) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:
- (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.
- (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.
- (20) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:
- (A) identify famous inventors and scientist such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions;
  - (B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.

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	<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>
<ul style="list-style-type: none"> <li>• State Capitol</li> <li>• Bus Activities</li> </ul>	<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> <p>(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;</p> <p>(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> <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 Texans 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.</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>(17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</p> <p>(C) explain the duty of the individual in state and local elections such as being informed and voting;</p>

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	<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>(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>(A) identify leaders in state and local governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been President of the United States, and their political parties; and</p> <p>(B) identify leadership qualities of state and local leaders, past and present.</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>
<ul style="list-style-type: none"> <li>• General</li> </ul>	<p>(22) Social studies skills. 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 experiences;</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p> <p>(23) 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:</p> <p>(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</p> <p>(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>