

Education in Action’s “Trails, Rails and Cowtown Tales” – Discover Texas Field Trips
4th 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 the Doss Heritage and Culture Center in Weatherford and learn about early settlers of Texas, cattle trails, and Native American tribes. This program is aligned with the 4th Grade Social Studies TEKS and covers the following:

§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 Historical content focuses on Texas history including the Texas Revolution, establishment of the Republic of Texas, and subsequent annexation to the United States.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 enhance 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).

**Education in Action’s “Trails, Rails and Cowtown Tales” – Discover Texas Field Trips
4th Grade Social Studies Curriculum Guide by Strand**

Name of Activity	TEKS (b) Knowledge and Skills
<ul style="list-style-type: none"> • Ft. Worth Stockyards • Cowboy Hall of Fame • Bus Activities 	<p>(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:</p> <ul style="list-style-type: none"> (B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson; and (C) identify the impact of railroads on life in Texas, including changes to cities and major industries. <p>(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:</p> <ul style="list-style-type: none"> (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. <p>(12) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:</p> <ul style="list-style-type: none"> (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; (C) analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; (D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas; (E) explain how developments in transportation and communication have influenced economic activities in Texas. <p>(21) 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:</p> <ul style="list-style-type: none"> (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.
<ul style="list-style-type: none"> • Doss Heritage and Culture Center • Bus Activities 	<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"> (A) explain the possible origins of American Indian groups in Texas and North America; (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>(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:</p> <ul style="list-style-type: none"> (B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson; and (C) identify the impact of railroads on life in Texas, including changes to cities and major industries.

Education in Action’s “Trails, Rails and Cowtown Tales” – Discover Texas Field Trips
4th Grade Social Studies Curriculum Guide by Strand

- | | |
|--|---|
| | <p>(7) Geography. The student understands the concept of regions. The student is expected to:</p> <ul style="list-style-type: none">(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>(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;(B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and(C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present. <p>(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p> <ul style="list-style-type: none">(A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;(B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities. <p>(10) Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:</p> <ul style="list-style-type: none">(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. <p>(12) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:</p> <ul style="list-style-type: none">(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;(C) analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas;(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;(E) explain how developments in transportation and communication have influenced economic activities in Texas. <p>(19) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups of Texas. The student is expected to:</p> <ul style="list-style-type: none">(A) identify the similarities and differences among various racial, ethnic, and religious groups of Texas. |
|--|---|