

**Education in Action’s “Texas in the Making In a Box” – Discover Texas Field Trips
4th and 7th Grade Social Studies and ELAR Curriculum Guide by Strand**

Students will participate in Education in Action’s “Texas in the Making In a Box” program and virtually explore various items on the Bullock Texas State History Museum website, 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.

Name of Activity	TEKS – 4th Grade §113.15 Social Studies Knowledge and Skills
<ul style="list-style-type: none"> • Virtual Tour Research Journal • Texas State Symbols Matching Game • Alamo Virtual Tour • Texas Capitol Virtual Tour <p><u>SUMMARY</u> 1 – A, B, C 2 – A, B, C, D, E 3 – A, B, C, D, E</p>	<p>(b) Knowledge and skills.</p> <p>(1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas 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; (B) identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano; (C) describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern; <p>(2) History. The student understands the causes and effects of European exploration and colonization of Texas. 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 Cavelier, 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; (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;

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SUMMARY

6 – A, B

7 – A

11 – A, B

13 – A

14 – A

(B) summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza;

(C) identify leaders important to the founding of Texas as a republic and state, including José 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 and the impact of the U.S.-Mexican War.

(6) Geography. The student understands the concept of regions. The student is expected to:

(A) identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities; and

(B) compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains).

(7) 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) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and

(11) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(A) identify how people in different regions of Texas earn their living, past and present;

(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas;

(13) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:

(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution;

(14) 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 that flew over Texas, the Alamo, and the San Jacinto Monument;

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SUMMARY

15 – D

16 – A

19 – A, B, C, D

20 – A

21 – A, B, C, D

22

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

(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, Henry B. González, Wallace Jefferson, and other local individuals; and

(16) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) identify leaders in state, local, and national 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

(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

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

(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and

(D) identify different points of view about an issue, topic, historical event, or current event.

(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and

(21) Social studies skills. 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 experiences; and

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes 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.

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	<p align="center">TEKS – 4th Grade §110.6 English Language Arts Knowledge and Skills</p>
<p><u>SUMMARY</u> 1 – A, B, C, D 3 – A, B 4 5 6 – A, B, C, D, E, F, G, H, I</p>	<p>(b) Knowledge and skills.</p> <p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <ul style="list-style-type: none"> (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; (B) follow, restate, and give oral instructions that involve a series of related sequences of action; (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and (D) work collaboratively with others to develop a plan of shared responsibilities. <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <ul style="list-style-type: none"> (A) use print or digital resources to determine meaning, syllabication, and pronunciation; (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purpose for reading assigned and self-selected texts; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding; (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas; (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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SUMMARY

7 – B, C, D, E, F, G

9 – D iii, E i, ii, iii

11 – A, B

12 – A, B, C

13 – D, E, F, G

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
- (C) use text evidence to support an appropriate response;
- (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (F) respond using newly acquired vocabulary as appropriate; and
- (G) discuss specific ideas in the text that are important to the meaning.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (D) recognize characteristics and structures of informational text, including:
 - (iii) organizational patterns such as compare and contrast;
- (E) recognize characteristics and structures of argumentative text by:
 - (i) identifying the claim;
 - (ii) explaining how the author has used facts for an argument; and
 - (iii) identifying the intended audience or reader;

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
 - (ii) developing an engaging idea with relevant details;

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) compose literary texts such as personal narratives and poetry using genre characteristics and craft ;
- (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
- (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and

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<p><u>SUMMARY</u> 13 – D, E, F, G</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(D) identify primary and secondary sources; (E) demonstrate understanding of information gathered; (F) recognize the difference between paraphrasing and plagiarism when using source materials; (G) develop a bibliography;</p>
<p>Name of Activity</p>	<p align="center">TEKS – 7th Grade §113.19 Social Studies Knowledge and Skills</p>
<p>• Virtual Tour Research Journal</p> <p>• Texas State Symbols Matching Game</p> <p>• Alamo Virtual Tour</p> <p>• Texas Capitol Virtual Tour</p> <p><u>SUMMARY</u> 1 – A, B 2 – A, B, C, E, F</p>	<p>(b) Knowledge and skills.</p> <p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas; and</p> <p>(B) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861</p> <p>(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p> <p>(A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;</p> <p>(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain;</p> <p>(C) identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo;</p> <p>(E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and</p> <p>(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.</p>

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SUMMARY

3 – A, B, C

4 – A, B

8 – A, B, C

13 – A

14 – A

(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:

(A) describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;

(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis; and

(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto.

(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:

(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups;

(B) analyze the causes of and events leading to Texas annexation such as security and public debt; and

(8) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

(A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions;

(B) locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest; and

(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

(13) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:

(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and

(14) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:

(A) describe the structure and functions of government at municipal, county, and state levels;

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<p><u>SUMMARY</u> 18 – D 20 – A, B, C, D 22 – A, B 23</p>	<p>(18) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to: (D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.</p> <p>(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: (A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas; (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; (D) identify bias and points of view from the historical context surrounding an event that influenced the participants;</p> <p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly; (B) use effective written communication skills, including proper citations and avoiding plagiarism; and</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes 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.</p>
<p>Name of Activity</p>	<p align="center">TEKS – 7th Grade §110.23 English Language Arts Knowledge and Skills</p>
<p><u>SUMMARY</u> 1 – A, B 3</p>	<p>(b) Knowledge and skills.</p> <p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively to interpret a message and ask clarifying questions that build on others' ideas; (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.</p>

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SUMMARY

4

5 – A, B, C, D, E, F,
G, H, I

6 – B, C, D, E, F, G,
H, I

10 – A, B

11 – A, B, C, D

- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine key ideas;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources, including self-selected texts;
 - (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;
 - (C) use text evidence to support an appropriate response;
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
 - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - (F) respond using newly acquired vocabulary as appropriate;
 - (G) discuss and write about the explicit or implicit meanings of text;
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
 - (I) reflect on and adjust responses as new evidence is presented.

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SUMMARY

10 – A, B
11 – A, B, C, D

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

(B) develop drafts into a focused, structured, and coherent piece of writing by:

(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;

(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and

(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure..