

**Education in Action’s “Leaders of the Lone Star State” – Discover Texas Field Trips  
4<sup>th</sup> Grade Social Studies Curriculum Guide by Strand**

Fourth grade students will travel to San Antonio and Austin on Education in Action’s “Leaders of the Lone Star State” program and explore 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 Historical content focuses on Texas history, including the Texas revolution, establishment of the Republic of Texas, and subsequent annexation to the United States.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 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>• Alamo Tour</li> </ul>	<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"> <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>(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"> <li>(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.</li> </ul> <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"> <li>(C) analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.</li> </ul> <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"> <li>(A) compare how various American Indian groups such as Caddo and the Comanche governed themselves; and</li> <li>(B) identify and compare characteristics of Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas.</li> </ul> <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"> <li>(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.</li> </ul> <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"> <li>(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;</li> <li>(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.</li> </ul>

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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"> <li>(A) use social studies terminology correctly;</li> <li>(B) incorporate main and supporting ideas in verbal and written communication;</li> <li>(C) express ideas orally based on research and experience.</li> </ul>
<ul style="list-style-type: none"> <li>• State Capitol Tour</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> </ul> <p>(15) Government. The student understands important ideas in historic documents of Texas and the United States. The student is expected to:</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution.</li> </ul> <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"> <li>(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.</li> </ul> <p>(17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify important individuals who participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;</li> <li>(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;</li> <li>(C) explain the duty of the individual in state and local elections such as being informed and voting;</li> <li>(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.</li> </ul> <p>(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p> <ul style="list-style-type: none"> <li>(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.</li> </ul> <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"> <li>(A) use social studies terminology correctly;</li> <li>(B) incorporate main and supporting ideas in verbal and written communication;</li> </ul>

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	(C) express ideas orally based on research and experience.
<ul style="list-style-type: none"> <li>• Bus Activities</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>(7) Geography. The student understands the concept of regions. The student is expected to:</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(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.</li> </ul> <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"> <li>(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.</li> </ul> <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"> <li>(C) analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.</li> </ul> <p>(13) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:</p> <ul style="list-style-type: none"> <li>(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world.</li> </ul> <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"> <li>(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.</li> </ul> <p>(17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify important individuals who participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;</li> <li>(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;</li> </ul>

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	<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>(20) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:</p> <p>(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions;</p> <p>(B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.</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> <p>(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:</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>
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## **Education in Action’s “Leaders of the Lone Star State” – Discover Texas Field Trips 7<sup>th</sup> Grade Social Studies Curriculum Guide by Strand**

Seventh grade students will travel to Austin and San Antonio on Education in Action’s “Leaders of the Lone Star State” program and explore 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.

### §113.19. Social Studies, Grade 7.

(1) In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, 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 Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

(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 biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and images is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(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).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.

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Name of Activity	TEKS Knowledge and Skills
<ul style="list-style-type: none"> <li>• Alamo Tour</li> <li>• Bus Activities</li> </ul>	<p>(c) Knowledge and skills.</p> <p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <ul style="list-style-type: none"> <li>(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</li> <li>(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, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.</li> </ul> <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> <ul style="list-style-type: none"> <li>(A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;</li> <li>(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álgvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain;</li> <li>(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;</li> <li>(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;</li> <li>(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</li> <li>(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.</li> </ul> <p>(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:</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala,</li> </ul>

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	<p>James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis; and</p> <p>(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.</p> <p>(8) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</p> <p>(A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions;</p> <p>(C) 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</p> <p>(D) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</p> <p>(9) Geography. The student understands the effects of the interaction between humans and the environment in Texas. The student is expected to:</p> <p>(A) identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications; and</p> <p>(B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.</p>
<ul style="list-style-type: none"> <li>• State Capitol</li> <li>• Bus Activities</li> </ul>	<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>(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>(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:</p> <p>(A) 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</p> <p>(B) 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.</p> <p>(13) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p> <p>(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances,</p>



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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; and

(15) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:

(A) explain rights of Texas citizens; and

(B) explain civic responsibilities of Texas citizens and the importance of civic participation.

(16) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(A) identify different points of view of political parties and interest groups on important Texas issues, past and present; and

(B) describe the importance of free speech and press in a democratic society.

(17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and

(B) identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.

(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.

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<ul style="list-style-type: none"><li>• General</li></ul>	<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:</p> <ul style="list-style-type: none"><li>(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;</li><li>(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;</li><li>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</li><li>(D) identify bias and points of view from the historical context surrounding an event that influenced the participants;</li></ul> <p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) use social studies terminology correctly;</li></ul> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and</li><li>(C) 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.</li></ul>
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