

Education in Action's "Adventures of the Wild Frontier" – Discover Texas Field Trips

4th Grade Social Studies and ELAR Curriculum Guide by Strand

On Education in Action's "Adventures of the Wild Frontier In a Box" program, young historians travel virtually to the Fort Worth Stockyards to discover first-hand how Fort Worth developed its "Cowtown" identity. Students will learn about Texas history with a focus on early explorers, the Texas Revolution, and the settlers of Texas.

Name of Activity	TEKS – 4 th Grade §113.15 Social Studies Knowledge and Skills
<ul style="list-style-type: none"> • Virtual Tour Research Journal • Texas State Symbols Matching Game • Fort Worth Stockyards Virtual Tour • Texas Capitol Virtual Tour <p><u>SUMMARY</u></p> <p>1 – A, B, C, D</p> <p>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; and (D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo. <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 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.

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SUMMARY

4 – A, B, C, D

6 – A, B

7 – A, B

9 – A, B

10 – A, B, C

(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:

(A) describe the impact of the Civil War and Reconstruction on Texas;

(B) explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;

(C) explain the effects of the railroad industry on life in Texas, including changes to cities and major industries; and

(D) explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.

(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

(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.

(9) Economics. The student understands the basic economic activities of early societies in Texas. The student is expected to:

(A) explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting; and

(B) explain the economic activities early settlers to Texas used to meet their needs and wants.

(10) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

(A) describe how the free enterprise system works, including supply and demand;

(B) identify examples of the benefits of the free enterprise system such as choice and opportunity; and

(C) describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.

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<p><u>SUMMARY</u></p> <p>11 – A, B, D</p> <p>12 – A, B</p> <p>13 – B</p> <p>14 – A</p> <p>15 – D</p> <p>16 – A, B</p>	<p>(11) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <p style="padding-left: 40px;">(A) identify how people in different regions of Texas earn their living, past and present;</p> <p style="padding-left: 40px;">(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas;</p> <p style="padding-left: 40px;">(D) explain how developments in transportation and communication have influenced economic activities in Texas.</p> <p>(12) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:</p> <p style="padding-left: 40px;">(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and</p> <p style="padding-left: 40px;">(B) compare characteristics of the Spanish colonial government and the early Mexican governments in Texas.</p> <p>(13) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:</p> <p style="padding-left: 40px;">(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and</p> <p>(14) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</p> <p style="padding-left: 40px;">(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;</p> <p>(15) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</p> <p style="padding-left: 40px;">(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</p> <p>(16) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p> <p style="padding-left: 40px;">(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</p> <p style="padding-left: 40px;">(B) identify leadership qualities of state and local leaders, past and present.</p>
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<p><u>SUMMARY</u> 19 – A, B, C, D 20 – A, B 21 – A, B, C, D 22</p>	<p>(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:</p> <ul style="list-style-type: none"> (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. <p>(20) Social studies skills. 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 mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and (B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps. <p>(21) Social studies skills. 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 experiences; and (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. <p>(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.</p>
	<p>TEKS – 4th Grade §110.6 ELAR Knowledge and Skills</p>
<p><u>SUMMARY</u> 1 – D</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"> (D) work collaboratively with others to develop a plan of shared responsibilities.

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SUMMARY

4

5

6 – A, B, C, D, E, F, G, H, I

7 – A, B, C, D, E, F, G

9 – D i, ii, iii

(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.

(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.

(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:

(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.

(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:

(A) describe personal connections to a variety of sources, including self-selected texts;

(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:

(i) the central idea with supporting evidence;

(ii) features such as pronunciation guides and diagrams to support understanding; and

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<p><u>SUMMARY</u> 11 – A, B 12 – A, B 13 – A, B, C, D, E, F, G, H</p>	<p align="center">(iii) organizational patterns such as compare and contrast;</p> <p>(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:</p> <p align="center">(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;</p> <p align="center">(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p align="center">(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p> <p align="center">(ii) developing an engaging idea with relevant details;</p> <p>(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:</p> <p align="center">(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;</p> <p align="center">(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</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 align="center">(A) generate and clarify questions on a topic for formal and informal inquiry;</p> <p align="center">(B) develop and follow a research plan with adult assistance;</p> <p align="center">(C) identify and gather relevant information from a variety of sources;</p> <p align="center">(D) identify primary and secondary sources;</p> <p align="center">(E) demonstrate understanding of information gathered;</p> <p align="center">(F) recognize the difference between paraphrasing and plagiarism when using source materials;</p> <p align="center">(G) develop a bibliography; and</p> <p align="center">(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
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