

Education in Action's "Adventures of the Wild Frontier" – Discover Texas Field Trips
4th Grade Social Studies Curriculum Guide by Strand

Fourth grade students will travel to Abilene on Education in Action's "Adventures of the Wild Frontier" program and explore Frontier Texas Museum and Taylor County History Center. Students will learn about Texas history with a focus on early explorers, the Texas Revolution, and the settlers of Texas.

§1113.15. 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 Historical content focuses on Texas history, including the Texas revolution, establishment of the Republic of Texas, and subsequent annexation to the United States.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 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
• Frontier Texas • Bus Activities	(b) Knowledge and skills. (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: (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; (D) compare the ways of life of American Indian groups in Texas and North America before European exploration. (2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to: (A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion; (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; (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. (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: (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 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; (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; (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. (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: (B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson; (C) identify the impact of railroads on life in Texas, including changes to cities and major industries; and (D) examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building U.S. forts and railroads, and loss of buffalo. (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;

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	(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; (B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and (D) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present. (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. (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.
• Taylor County History Center • Bus Activities	(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, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson; (C) identify the impact of railroads on life in Texas, including changes to cities and major industries; and (D) examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building U.S. forts and railroads, and loss of buffalo. (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.

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	(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; (B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and (D) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present. (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.
• General	(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) incorporate main and supporting ideas in verbal and written communication; (C) express ideas orally based on research and experiences; (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and (E) use standard grammar, spelling, sentence structure, and punctuation. (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: (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 (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.