



**Texas History Alive**  
**4<sup>th</sup> Grade TEKS Objectives**

Activities, lessons, tours, and experiences offered in ECHO Education’s *Texas History Alive* program have been curated to be aligned with the §113.15. *Social Studies, Grade 4, section (b) Knowledge and Skills* of the updated Texas Essential Knowledge and Skills for Grade 4 provided by the Texas Education Agency.

Objectives listed below are explored at multiple locations including while on the charter bus (**BUS**) as well as while touring the Texas State Capitol (**CAP**), Capitol Visitor’s Center (**CVC**), Capitol Grounds (**CG**), and the Bullock Texas State History Museum (**BUL**).

Location	TEKS Objectives
BUS, BUL	<p><b>(1) History.</b> 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"> <li>(A) explain the possible origins of American Indian groups in Texas;</li> <li>(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;</li> <li>(C) describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern; and</li> <li>(D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.</li> </ul>
BUS, BUL	<p><b>(2) History.</b> 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"> <li>(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;</li> <li>(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;</li> <li>(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals;</li> <li>(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and</li> <li>(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.</li> </ul>

<p>BUS, BUL, CAP, CG, CVC</p>	<p><b>(3) History.</b> 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> <p>(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;</p> <p>(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;</p> <p>(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;</p> <p>(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</p> <p>(E) explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War.</p>
<p>BUS, BUL</p>	<p><b>(6) Geography.</b> The student understands the concept of regions. The student is expected to:</p> <p>(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</p> <p>(B) compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains).</p>
<p>BUS, BUL, CVC</p>	<p><b>(9) Economics.</b> The student understands the basic economic activities of early societies in Texas. The student is expected to:</p> <p>(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</p> <p>(B) explain the economic activities early settlers to Texas used to meet their needs and wants.</p>
<p>BUL, CAP</p>	<p><b>(13) Government.</b> The student understands important ideas in historical documents of Texas and the United States. The student is expected to:</p> <p>(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution;</p> <p>(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and</p> <p>(C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).</p>

BUS, CAP, BUL, CG	<p><b>(14) Citizenship.</b> 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 that flew over Texas, the Alamo, and the San Jacinto Monument;</li> <li>(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.</li> </ul>
CAP	<p><b>(15) Citizenship.</b> 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>(C) explain the duty of the individual in state and local elections such as being informed and voting;</li> <li>(E) explain how to contact elected and appointed leaders in state and local governments.</li> </ul>
CAP, BUL	<p><b>(16) Citizenship.</b> 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; and</li> <li>(B) identify leadership qualities of state and local leaders, past and present.</li> </ul>