

## Instructional Recipe

# Why Are We So Proud to Be Texans?

4<sup>th</sup> Grade  
Social Studies

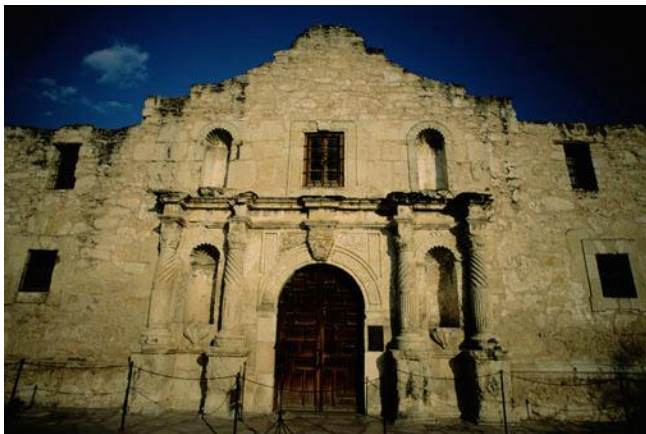
### Step 1 – Ask

**Objectives:** Students will explain the significance of state symbols and landmarks. Students will describe some of the unique geographical features of Texas. Students will identify cultures that are represented in Texas.

**Introduction:** Sing “Texas Our Texas” as a whole class. The lyrics and music to this song can be found at <http://www.senate.state.tx.us/kids/Trivia.htm>.

#### Ask:

- ★ What makes Texas so “wonderful and great”?
- ★ What are some of the unique landforms and landmarks found in this state?
- ★ What are the symbols of Texas?
- ★ Which cultures are represented in Texas?
- ★ Why would someone want to visit Texas?



“The Alamo in San Antonio, Texas” Online Photograph. EBSCO Image Collection. 25 November 2008 <<http://search.ebscohost.com/login.aspx?direct=true&db=imh&AN=imh213702&site=srck5-live.>>

#### Vocabulary:

- ★ **Culture** - The customs, beliefs, laws, ways of living, and all other results of human work and thought that belong to a people:
- ★ **Landform** - A natural feature of a land surface
- ★ **Landmark** - A familiar or easily seen object or building that marks or identifies a place

#### Social Studies TEKS:

(4.7) **Geography.** (B) describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics.

(4.17) **Citizenship.** (A) explain the meaning of selected patriotic symbols and landmarks of Texas, including the six flags over Texas, San Jose Mission, and the San Jacinto Monument. (B) sing or recite *Texas, Our Texas*

(4.20) **Culture.** (A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas (B) identify customs, celebrations, and traditions of various culture groups in Texas

#### Technology Applications TEKS:

**4A** Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies

**5A** Acquire information including text, audio, video, and graphics

**7A** Use software programs with audio, video, and graphics to enhance learning experiences

**7B** Use appropriate software to express ideas and solve problems including the use of word processing, graphics, databases, spreadsheets, simulations, and multimedia

**7C** Use a variety of data types including text, graphics, digital audio, and video

**10B** Use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays, Internet documents, and printed materials

**11A** Publish information in a variety of media including, but not limited to, printed copy, monitor display, Internet documents, and video

## Step 2 – Investigate

Search the K-12 Databases for articles on Texas. You may modify your search to include *Texas AND landform* or *Texas AND region*.

### EBSCO Kids Search:

- ★ [Did You Know This About Texas?](#) Monkeyshines on America, Oct 2003 Texas Issue, p31-34, 4p; Reading Level (Lexile): 1090; **(AN 12723816)**
- ★ [Land Regions of Texas.](#) *Monkeyshines on America*, Oct2003 **Texas** Issue, p29-30, 2p; Reading Level (Lexile): 1020; **(AN 12723812)**
- ★ [ABOUT TEXAS.](#) By: Sherman, Melissa. Let's Take a Look at Texas, 2006, p1-3, 3p, 1c; Reading Level (Lexile): 540; **(AN 14151541)**

### Encyclopedia Britannica:

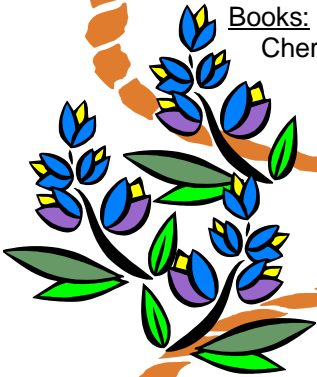
"Texas." *Britannica Elementary Encyclopedia*. 2008. Encyclopædia Britannica Online School Edition. 25 Nov.2008 <<http://school.eb.com/elementary/article?articleId=345528>>.

### Additional Websites:

Texas Parks and Wildlife for Kids - <http://www.tpwd.state.tx.us/kids/>

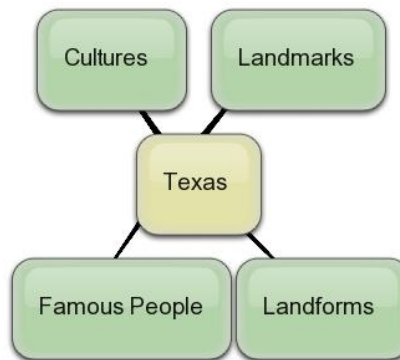
### Books:

Cherry, Lynne. *The Armadillo from Amarillo*. London: Voyager Books, 1999.



## Step 3 – Create

Students can work individually or with partners to create a concept map that organizes the information they learned about Texas. Here are some suggested topics that could be included:



Allow students to share and discuss their concept maps as an entire class.

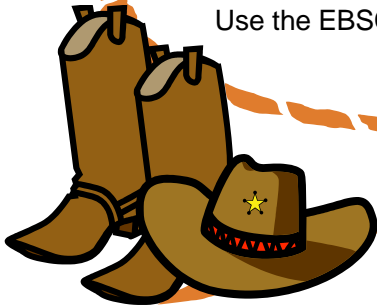
🔗 **Technology Link:** Use a graphic organizer software program, such as Inspiration, to create the graphic organizer. Use an online tool, such as <http://bubbl.us>.

#### Step 4 – Discuss

Students may choose to complete one of the following projects:

- ★ Create your own song about Texas. You may use the tune of a popular children’s song, such as *Old MacDonald’s Farm* or *Mary Had a Little Lamb*. Or, create your own tune. In the song, tell why you are proud to be a Texan. Include information about some of the symbols, landforms, cultures or landmarks that make Texas unique.
- ★ Design a brochure for the Texas Visitor Bureau. You can create a brochure for the entire state or a region of Texas. Include information about the cultures, landforms or landmarks found in the area. Providing convincing reasons why someone should spend their vacation in Texas.
- ★ Create a trivia game about Texas. Include as many facts about Texas that make it unique from other states. Design your game board or game pieces using Texas symbols, landmarks, cultures or landforms. Be sure to include clear directions on how to play your game.

🔗 **Technology Link:** Use a word processing or desktop publishing program, such as Microsoft Publisher, to produce the written song lyrics, brochure, or game cards. Use the EBSCO image collection to locate graphics about Texas.



#### Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students’ work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 **Technology Link:** You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

*Intel Education: Assessing Projects* tool also has a library of rubrics and checklists. <http://educate.intel.com/en/assessingprojects/>

## New Texas State Song

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Knowledge Gained</b>	All students in group could easily and correctly state at least 9-10 facts about Texas without looking at their song lyrics.	All students in the group could easily and correctly state at least 7-8 facts about Texas without looking at their song lyrics.	Most students in the group could easily and correctly state 5-6 facts about Texas without looking at their song lyrics.	Several students in the group could NOT correctly state at least 5 facts about Texas without looking at their song lyrics.
<b>Accuracy</b>	100-90% of the facts in the song are accurate.	89-80% of the facts in the song are accurate.	79-70% of the facts in the song are accurate.	Fewer than 70% of the facts in the song are accurate.
<b>Written Presentation</b>	Final copy has 0-1 errors in spelling and grammar. It is written neatly and easy to read.	Final copy has 2-3 spelling and grammar errors.	Final copy has 4-5 spelling and grammar errors.	Final copy has more than 5 spelling and grammar errors.
<b>Originality</b>	Student's song is written to an original melody.	Student's song is part original melody, part another melody.	Student's song is using the melody from another song.	Student's song is spoken with no melody.
<b>Class Performance</b>	Student speaks/sings clearly, loudly, and with confidence.	Student stumbles over some words but remains confident. Volume is somewhat loud and clear.	Student has some confidence but uses a voice that is not loud or clear.	Student seems to lack confidence and cannot be understood

## Texas Travel Brochure

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Knowledge Gained</b>	All students in group could easily and correctly state at least 9-10 facts about Texas included in the brochure without looking at the brochure.	All students in the group could easily and correctly state at least 7-8 facts about Texas included in the brochure without looking at the brochure.	Most students in the group could easily and correctly state 5-6 facts about Texas included in the brochure without looking at the brochure.	Several students in the group could NOT correctly state at least 5 facts about Texas included in the brochure without looking at the brochure.
<b>Content - Accuracy</b>	100-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	79-70% of the facts in the brochure are accurate.	Fewer than 70% of the facts in the brochure are accurate.
<b>Attractiveness &amp; Organization</b>	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
<b>Writing - Organization</b>	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
<b>Graphics/Pictures</b>	Contrasting colors and at least 8 graphics about Texas were used to enhance the brochure. The graphics correspond with the information in the brochure.	Contrasting colors and at 6-7 graphics about Texas were used to enhance the brochure. The graphics correspond with the information in the brochure.	Contrasting colors and 4-5 graphics about Texas were used to enhance the brochure. Most of the graphics correspond with the information in the brochure.	Little or no color or fewer than 3 graphics about Texas were included. The graphics do not clearly correspond with the information in the brochure.

## Texas Trivia Game

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Knowledge Gained</b>	All students in group could easily and correctly state at least 9-10 facts about Texas included in the game without looking at the game.	All students in the group could easily and correctly state at least 7-8 facts about Texas included in the game without looking at the game.	Most students in the group could easily and correctly state 5-6 facts about Texas included in the game without looking at the game.	Several students in the group could NOT correctly state at least 5 facts about Texas included in the game without looking at the game.
<b>Accuracy of Content</b>	All information cards made for the game are correct.	All but one of the information cards made for the game are correct.	All but two of the information cards made for the game are correct.	Several information cards made for the game are not accurate.
<b>Attractiveness</b>	Contrasting colors and at least 8 graphics about Texas were used to give the cards and game board visual appeal.	Contrasting colors and at 6-7 graphics about Texas were used to give the cards and game board visual appeal.	Contrasting colors and 4-5 graphics about Texas were used to give the cards and game board visual appeal.	Little or no color or 3 or less graphics were included.
<b>Creativity</b>	The group put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board, textures, fancy writing, etc.	The group put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board, textures, fancy writing, etc.	The group tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game.	Little thought was put into making the game interesting or fun.
<b>Rules</b>	Rules were written clearly enough that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	Rules were written, but people had some difficulty figuring out much of the game.	The rules were not written.