

Introduction

Initial Assumptions

In reviewing this second edition of the 2009 TEKS, I have made the assumption that those on the various writings committees will not necessarily read the entirety of the reviewers documents but probably will instead focus more specifically on those suggestions more directly related to the course or grade level to which they have been assigned (that is, I am assuming that those writing the Kindergarten TEKS will not necessarily review the comments related to High School World Geography, or vice versa).

However, I do think it more likely that the writing committees will read the comments in the grades closely adjoining their own in order to be better prepared for vertical alignment (that is, I think that those in lower grades may read all the comments related to elementary grades, and the same with those in the middle school grades and the high school levels). Anticipating that this may be the case, I have occasionally repeated a brief summary of an explanation that appeared several grade levels previously. Therefore, for those who will read the entirety of this document, they may sometimes find a few comments occasionally repeated over the course of the document, but they certainly will find numerous comments related uniquely to that specific grade.

Having examined all of the courses, I have also undertaken to highlight some elements related to vertical alignment (that is, pointing out items where several writings committees utilized terms or made changes that were not necessarily incorporated by another writing committee). Finally, I have attempted to be as specific as possible in making suggestions as to direct wording that might be utilized in the specific TEKS being discussed rather than offering just vague suggestions or general comments; I have also attempted to provide the historical documentation supporting the suggestions I made.

I appreciate all the time and effort that the members of the writing teams have placed into the creation of this TEKS document – a document that not only will guide social studies education in Texas for the next decade but which also will indisputably be used across the across as the textbooks initially written to conform to Texas' TEKS are approved and adopted by other districts in every part of the nation.

General Observations

Comment A: The Fundamental Principle of the Constitution.

George Washington succinctly declared: “The fundamental principle of our Constitution...enjoins that the will of the majority shall prevail.” Thomas Jefferson echoed: “The will of the majority [is] the natural law of every society [and] is the only sure guardian of the rights of man. Perhaps even this may sometimes err. But its errors are honest, solitary and short-lived.” Numerous presidents, Justices, and court decisions have made similar pronouncements, but that principle has found absolutely no embodiment anywhere in the TEKS; it should. (Regrettably, the only mention of the importance of the majority in a constitutional system was in the 1998 High School Government TEKS but that mention was eliminated from the 2009 TEKS.)

Multiple locations in the TEKS even suggest that it is people from “racial, ethnic, and religious groups” who “expand political rights in American society.” This is an absolutely false premise. Only majorities can expand political rights in America’s constitutional society. In fact, in every case where a constitutional protection has been established for a minority, whether of race, gender, social status, or age, each protection was extended by the consent of the majority of eligible voters at that time.

For example, it was predominantly white males and a small portion of Free-Blacks who established the constitutional protections for black Americans given in the Thirteenth, Fourteenth, and Fifteenth Amendments (it took two-thirds of the whites in Congress, and the majority of whites in three-fourths the states to pass and ratify the Thirteenth Amendment abolishing slavery). Similarly, the constitutional rights accorded to women in the Nineteenth Amendment were accorded them by the majority approval of only men, both white and black. In like manner, the constitutional rights accorded explicitly to the poor by the abolition of the poll tax in the Twenty-Fourth Amendment came at the approval of the majority of non-poor. Additionally, the constitutional right granted in the Twenty-Sixth Amendment allowing eighteen-year olds to vote was given by the approval of voters over the age of twenty-one.

Similarly, all of the constitutional protections for individuals and minorities provided in the original Bill of Rights were also established by the consent of the majority. That is, the majority, by its own consent, agrees to tie its own hands on certain issues (e.g., speech, religion, petition, assembly, the bearing of arms, etc.). Once such explicit constitutional protections are accorded to individuals or minorities, they can at no time be abridged by majority vote, or by any other group, short of the passage of a new constitutional amendment to explicitly alter or repeal those rights (as in the case of the Twenty-First Amendment repealing the Eighteenth Amendment). In short, all minority rights in the Constitution, and all explicit protections for minorities, have been, in all cases, established by direct majority actions.

In fact, the Judiciary has proven itself to be a very poor protector of minority rights, for when Congress banned all segregation in the 1875 Civil Rights Act, the Court struck down that act in 1882 and then endorsed segregation in its 1896 *Plessy v. Ferguson* decision. The 1954 *Brown v. Board of Education* decision ending segregation was merely the Supreme Court catching up with a law that had been passed by Congress (and struck down by the Court) 70 years earlier. It was also the Courts that kept alive poll taxes, white-only primaries, blacks-as-property (*Dred Scott*), etc.; in each case, it was legislative and not judicial action that finally ended those abominable policies.

Yet, the “fundamental principle of the Constitution” finds no mention anywhere in thirteen years of social studies.

Comment B: The Strands of History

Telling the story of history is much like making a cable or a rope: there are many separate strands that are intertwined together to make the final product. So, too, with American history: there is a strand of educational history, governmental history, black history, military history, religious history, business history, political history, civil rights history, science history, industrial history, presidential history, etc. All of those strands go together to make one great cable, or rope of American history. However, throughout the TEKS far too many of those strands were largely unidentified. There was an occasional

mention of an incident here or there from one of those strands, but it was rarely placed in its overall context as one of the individual strands within the overall cable. For many of these important strands, the TEKS treated them as just pulling one or two links out of a great length of chain and acting as if the entire strand had been covered. The TEKS reflect a hit and miss type of approach to several of these important strands – like displaying a single snapshot out of a rich family album full of pictures but not identifying the content or context of that snapshot in the overall scope of that family’s history. Consider a few examples.

Comment B1: Black History.& Civil Rights History

While slavery was first introduced into America in 1619, the abolition movement had begun in full within only a decade afterwards. In fact, in 1640 & 1645, when ships carrying slaves landed in Massachusetts, the captains of those ships were arrested for the crime of “man-stealing” and the slaves carried back to Africa at the colony’s expense to be returned to their homes. Yet the TEKS mention nothing of the birth of the civil rights movement in the early 1600s.

In fact, a number of remarkable “firsts” and achievements are completely unacknowledged:

- Wentworth Cheswill – the first black elected to public office in America; elected in New Hampshire in 1768, he was reelected to office for the next 50 years and held eight different elected positions.
- The fact that blacks in Massachusetts were always allowed to vote (incidentally, women in New Jersey regularly voted during colonial times)
- John Chavis – the leading black educator of the 1830s, who broke through racial segregation in North Carolina and trained numbers of leading politicians of his day in his remarkably academically advanced school
- William Nell – the first black appointed to federal office and a famous black historian of the 1850s
- Robert Smalls – a black officer during the Civil War and the first black American to become a military general
- Sgt. William Carney – the first black Medal of Honor winner
- John Rock – the first black admitted to the U. S. Supreme Court Bar (1865), mastering his fourth career (having first been an accomplished school teacher, then a dentist, then a medical doctor, and then an attorney)
- Henry Highland Garnet – the first black to address the U. S. House of Representatives
- Joseph Haine Rainey – the first black to preside over the U. S. House of Representatives
- John Roy Lynch – an early member of Congress, military officer, and the first black to preside over a political convention (20,000 delegates in Chicago)

And there are many other firsts. All of these (and many others) are missing, yet could and should be included in lieu of the many modern names that have been added instead. There was no real continuity in strand of black history.

Comment B2: Military History.

Another strand that is largely underrepresented is military history. In fact, so much important military history is missing from the TEKS that it is virtually impossible for students to connect the dots on the use of the military.

For example, possibly no conflict better defines the clash between Native American culture and American culture than King Phillip's war of 1675; yet it is not mentioned anywhere in the TEKS.

Similarly, the longest war in American history – a 32-year war, and the first declared war following American Independence – is mentioned nowhere in the TEKS: the original war against Islamic terrorism (the Barbary Powers war). By 1801 when Jefferson became president, that war consumed 20% of the annual federal budget; four military expeditions were sent overseas to deal with Muslim terrorist pirates; it was the war described in the Marine Corp hymn; yet it is not mentioned in the TEKS.

Similarly, numerous heroes and presidents emerged from other wars, including President John Tyler and Tecumseh's War (1811) (which resulted in "Tippecanoe and Tyler too"); President Andrew Jackson and the First Seminole War (1817-1818); and President Abraham Lincoln and the Black Hawk War (1832); yet none of these are mentioned. And nothing is said about Tecumseh's War as a cause of the War of 1812, and nothing is said of the seven year Seminole War of 1835-1842.

Furthermore, the TEKS dropped the only mention of the origins of the military branches: the Army in 1775, the Marine Corp in 1775, the Navy in 1775, and the Coast Guard in 1790, and the Air Force in 1947 (formed from the Army Air Corp). (Dropped from Gr3,2C).

And where are mentions of significant military heroes such as Andrew Callioux (a black officer who led black regiments in Civil War and died a celebrated hero during the War); or of Gen. Billy Mitchell (the father of the Air Force); or Sgt. Alvin York (the most decorated American of WWI); or Dorie Miller (a black World War II Medal of Honor winner at Pearl Harbor); or the Four Chaplains (for whom Congress created a special award to recognize their valor and ultimate sacrifice); etc. All of them are too important to be ignored.

Finally, there was virtually no president who did not have military conflicts and decisions as a significant part of his administration, whether it was a full-fledged war or a quasi-war (such as President Carter's attempted rescue across the desert with the Iranian hostage situation, or President Kennedy with the Bay of Pigs). Because the military and its distinguished lengthy service is only infrequently mentioned, students may wrongly believe that the military is only used during times of dire crisis. Such a perception would be historically inaccurate. The military is an integral component of every era of American history but receives very little systematic coverage in the TEKS.

Comment B3: Governmental History.

One TEKS asks student to "explain the significance of the following dates: 1607, 1620, 1776, and 1787..." This TEKS is intended to show something of the important dates in

the development of American government. However, by using only the dates 1607, 1620, 1776, and 1787, it is absolutely impossible to show how American government arrived at maturity. For students to understand American government and the philosophy that produced it, they must understand each – all – of the following dates:

- 1607 – the first permanent colony in America
- 1619 – the first elected governing body in America
- 1620 – the first written governmental document in America
- 1638 – the first written constitution in America
- 1631 – the first written bill of rights in America
- 1643 – the first joint cooperative government established in America (four colonies joined together and elected a president and a legislative body representing all four colonies)
- 1650 – the first bicameral assembly in America
- 1754 – the first proposal for a national government in America (the Albany Plan of Union)
- 1776 – the first state constitutions written in America as states such as Virginia and New Jersey separated from Great Britain even before America declared independence
- 1776 – the first nationwide joint action in America
- 1778 – the first national government written in America (the Articles of Confederation, under which the Continental Congress operated, even before their ratification in 1781)
- 1780 – the first long-lasting written constitution in America (the Massachusetts constitution of 1780, which has been in continuous operation 9 years longer than the U. S. Constitution)
- 1787 – the writing of the first (and only) American federal Constitution
- 1789 – the first national bill of rights

Each of these dates/practices contributed something indispensable to the creation of the world's most successful and longest on-going government in 1789; yet most of these crucial dates and contributions receive no attention or mention in the TEKS.

Comment C: Heroes & Holidays

One of the difficulties faced by the writing committees is knowing exactly which heroes and holidays have been selected and emphasized by other writing committees. Consequently, many notable Americans were left completely out (perhaps on the assumption that they would be included in other grade levels), and conversely many more relatively obscure individuals were cited multiple time (perhaps on the expectation that they were so unique and obscure that no other writing committees would think of that example). Nevertheless, the result is that many significant figures disappeared and many

new names received multiple emphases. (For example, Oveta Culp Hobby, who received one mention in the 1998 TEKS, now appears three times in the 2009 TEKS.)

It is a useful exercise to consult the TEA's "Historical Figures in TEKS 8-25-09" document to see how many historical figures lost their only mention (such as George Patton, Omar Bradley, Nathan Hale, Daniel Boone, Albert Einstein, etc.), and how many other significant figures had less than three mentions (such as Christopher Columbus, Theodore Roosevelt, Robert Fulton, Amelia Earhart, etc.), while Oveta Culp Hobby appeared three times. Furthermore, Hobby was cited as a significant leader in World War II over individuals such as Admirals Chester Nimitz or William Halsey, Col. James H. Doolittle, Col. Virgil R. Miller – regimental commander of the WWII Japanese-American soldiers of the 100th/442nd Regimental Combat Team (the most decorated unit of its size in American military history, with 21 Medal of Honor winners and over 9,000 Purple Hearts awarded), or the remarkable Navajo Code Talkers (whose messages were never broken by Axis powers). It is hard to imagine her as a World War II leader more significant than these other selections (although she does fit well within the Texas history section).

Similarly, when examining the TEA document on all the names deleted from the 1998 TEKS and added to the 2009 TEKS, the additions are largely of modern individuals (many of whom are still alive but yet are included in individuals TEKS specifically specifying that students are to identify "historic" individuals) while the deletions are of more historically notable individuals. For example, the additions include many who are still alive or who have only recently died, such as Erma Rangel, Wallace Amos, Mary Kay Ash, Sandra Cisneros, Carmen Lomas Garza, Delores Huerta, Steve Jobs, Kadir Nelson, Alvin Ailey, Henry B. Gonzalez, Kay Bailey Hutchinson, Millie Hughes-Fulford, Ann Richards, Bill Gates, Oprah Winfrey, etc. Among the deletions are Nathan Hale, Christopher Columbus, Louis Daguerre, Jonas Salk, Robert Fulton, Louis Pasteur, etc.

Additionally, it is unfortunate that attention was focused on "conservatives" by the addition of an inappropriate TEKS singling out that group in High School history. Yet when the list of names in the TEA's "Historical Figures in TEKS" document is examined, those who are publicly known as liberals overwhelming outnumber those who are publicly known as conservatives – the balance is not even close, despite the attention focused on that one particular "conservative" TEKS.

Consider, for example, the pull-out names in the High School TEKS. Those individuals fit generally into three philosophical categories: (1) liberals; (2) conservatives; and (3) those who did not display either a particularly conservative or liberal orientation (such as Douglas MacArthur, Martin Luther King, Charles Lindbergh, Dwight Eisenhower, Harry Truman, Ida Wells, etc.). However, 16 of the High School names fit in the liberally-oriented category (Bill Clinton, Dolores Huerta, Oprah Winfrey, Franklin Roosevelt, Betty Friedan, Thurgood Marshall, Clarence Darrow, Andrew Carnegie, Eleanor Roosevelt, W.E.B. Dubois, Woodrow Wilson, Ralph Nader, Oveta Culp Hobby, Henry B. Gonzalez, Bill Gates, and Cesar Chavez) while only 7 names fit into the conservatively-oriented category (Ronald Reagan, Teddy Roosevelt, Newt Gingrich, Phyllis Schlafly, Sam Walton, Dwight D. Eisenhower, and Sandra Day O'Connor – and two of those conservative individuals are in a TEKS that I believe should be discarded.)

In fact, the offensive "conservative" TEKS (HSAmHist – 10B) stated: "(B) identify significant conservative advocacy organizations and individuals, such as Newt Gingrich,

Phyllis Schlafly, and the Moral Majority.” However, only two TEKS above that, in 8C, all of the names and organizations listed (except Dr. Martin Luther King) were overtly and stridently liberal: Cesar Chavez, Betty Friedan, SNCC, AIM, and MALDEF. But because no one used the label as “liberal,” they were not especially noticed as such. This is the difficulty with using labels and creating groups – people react to labels much more than they do to accomplishments.

I believe that the TEKS specifically singling out “conservative” advocacy organizations and individuals should be eliminated. If the individuals in that TEKS are worthy of study, it is because of what they have done, not because they are conservatives. If they have made worthy contributions, study them; if they have not, then keep them out of the TEKS. And I believe that the same should be true with any other person from any other so-called “group.”

And concerning holidays, prominent holidays such as Martin Luther King Day and Columbus Day were completely eliminated from the TEKS. Surely, this was not by deliberate intent but rather occurred as an unintended consequence of replacing some holidays that writings committees assumed would be retained in other grades with newer and different holidays (e.g., the addition of San Jacinto Day and Diwali). Nonetheless, the effect is that several nationally famous holidays are now no longer acknowledged anywhere in the TEKS.

As a general observation, it seemed as if some writing committees felt as if they could not include more than two or perhaps three suggestions under the “such as” or “including” clauses. However, if there are individuals or holidays that are historically significant, they should be included – even if it means four or five names in that TEKS. (By the way, if we question whether the inclusion of additional names will create too many for students to be able to absorb, we need just simply check their “friends list” on their phone or Ipod to reassure ourselves that, yes, they really can handle remembering a plethora of individual and distinctly different names and personalities – they do it everyday!)

Comment D: Free-Enterprise & Capitalism

Throughout the TEKS, the term “free enterprise” has been followed by the parenthetical “(free market, capitalism)”. By including the terms capitalism and free-market as synonyms for free-enterprise, perhaps it is now time to consider the merits of an observation concerning capitalism raised by a Jewish economist in the Pacific Northwest.

In previous generations, capitalism and the free-market system was universally operated on the unstated but unanimously assumed foundation of general societal virtue – there was a general set of assumed values and ethics that remained at the basis of transactions.

For example, to this day we assume that when a waiter brings us a glass of water that he did not spit in it before he delivered it to us. We assume that when we get the oil in our car changed that the mechanic actually changed the oil rather than just put a new sticker on the windshield. We make many Golden Rule type assumptions in the operation of the free-market system of capitalism.

When these general societal principles of ethics and morality are observed, the Free Enterprise System works as it should; but when these principles are ignored, the Free

Enterprise System breaks down and produces Bernie Madoff, Kenneth Lay, Jeffrey Skilling, Dennis Kozlowski, John Rigas, Joe Nacchio, Gregory Reyes, James McDermott, Sam Waskal, Sam Israel, Bernie Ebbers, and many others recently convicted of fraud, theft, corruption, and other white collar crimes that bilked clients of billions of dollars. The traditional Free Market System will not operate properly if the guiding premise is the egocentric Machiavellian principle that the end justifies the means.

We are now at a point in our history where we can no longer assume that the previously universally understood ethical basis of the Free Enterprise System will still be observed, understood, or embraced. Therefore, the Jewish economist in the Pacific Northwest has proffered that rather than using “Capitalism,” we instead begin using the term “Ethical Capitalism,” for it captures the historical import of the system and identifies an underlying principle without which the free-enterprise system will not work.

Therefore, I recommend that when we have the phrase “free enterprise (free market, capitalism)” that we instead consider using “free enterprise (free market, ethical capitalism).” It is an accurate recognition of what is one of the unspoken but indispensable elements of the free enterprise system. This change also reinforces the long-standing premise of political philosophers across the centuries that the continuation of a republic is predicated upon an educated and a virtuous citizenry.

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Kindergarten

K – a1.

(1) In Kindergarten, ~~the focus is on~~ the study of the self, home, family, and classroom establishes the foundation for responsible citizenship in a global society.

A global society? In Kindergarten? Formerly, we were concerned with making students into good, contributing citizens of their communities, states, and nations (and “community, state, and nation” is the phrase used frequently throughout the TEKS); now we leave those concerns to make them global citizens? Comment A2 in the TEKS (A1 in this document) states that this global language is used because it “Emphasizes the goal of social studies education.” If the goal of “social studies education” is to prepare students to be part of a “global” society this then provides another reason why we need to return to the teaching of history and geography (as mandated by Texas law) rather than “social” studies.

I therefore recommend:

(1) In Kindergarten, ~~the focus is on~~ the study of the self, home, family, and classroom establishes the foundation for responsible citizenship.

K – a2.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material ~~such as biographies, folktales, myths, and legends;~~

It is an excellent change that “folktales, myths, and legends” were removed from the Kindergarten level.

K – a5.

~~(5) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Kindergarten is not required to participate in Celebrate Freedom Week, according to TAC Title 19, ch. 75 rule §74.33, primary grades lay the foundation for subsequent learning. As a result, Kindergarten TEKS include standards related to this patriotic observance.~~

The emphasis throughout the TEKS on Celebrate Freedom Week is excellent!!! Bravo! for doing this in Kindergarten, First, and Second Grades, even though it is not required to be observed by state law until the Third Grade!

K – 1A.

(A) explain the reasons for national patriotic holidays such as Presidents' Day, ~~and Veterans Day, and Independence Day;~~ and

Comment [A2]: BSG&ER-“Veterans Day” emphasizes patriotism by adding another holiday.

Comment A15 in the TEKS (A2 in this document) explains: “Veterans Day emphasizes patriotism by adding another holiday.”

It is excellent to add Veterans Day to emphasize patriotism, but why remove Independence Day? Is there any specific holiday that better exemplifies patriotism than Independence Day? There is no requirement to only have two holidays in a TEKS; reinstate “Independence Day,” which also emphasizes patriotism.

Therefore, I recommend:

(A) explain the reasons for national patriotic holidays such as Presidents' Day, ~~and Veterans Day, and Independence Day;~~ and

K – 14.

~~(14) Science, technology, and society. The student understands ways in which technology has changed how people live. The student is expected to:~~

~~(A) describe how his or her life might be different without modern technology;~~

~~(B) list ways in which technology meets people's needs;~~

Comment [A3]: Incorporated into TEKS K.13 to align with formatting of other knowledge and skills statements

The deletion of this entire TEKS by including a single line to the TEKS above is an excellent simplification and shortening of the document; more of this should be done throughout.

First Grade

Gr1.

The TEA document “Historical Figures in TEKS” affirms that there are no required historical figures taught in the Second Grade or the Third Grade. George Washington is taught in Kindergarten (K-2A); however, Kindergarten is not a required grade for students. The next time that George Washington appears in the TEKS is in Fifth Grade; George Washington should be required much earlier than. Add Washington into the First Grade to appear along with Abraham Lincoln.

Gr1 – a1.

(1) In Grade 1, students ~~learn about~~ study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in a global society.

The difficulty here is the same as discussed in K – a1 above. The same change is also recommended here:

(1) In Kindergarten, ~~the focus is on~~ the study of the self, home, family, and classroom establishes the foundation for responsible citizenship.

Gr1 – a2.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material ~~such as biographies, folktales, myths, and legends;~~

It is an excellent removal, just as it was in Kindergarten. Students at both levels are too young to distinguish truth from fiction when the information is coming from a respected classroom authority – i.e., the teacher. (Incidentally, this TEKS was left in the Third Grade, but should be removed.)

Gr1 – (new)1A.

(A) describe the origins of ~~selected~~ customs, holidays, and celebrations of the community, state, and nation such as ~~San Jacinto Day, Martin Luther King, Jr. Day, Independence Day,~~ and Veterans' Day; and

With the removal of Martin Luther King Jr. Day, that holiday now appears in no other grade.

Comment [A4]: Emphasizes the goal of social studies education

Comment [A5]: San Jacinto Day-adds a state holiday

Martin Luther King, Jr. Day-removed as holiday; added as individual in TEKS 1.2A

Independence Day-removed due to redundancy of TEKS K.1A

Additionally, Comment A26 in the TEKS (A5 in this document) says that “Independence Day removed due to redundancy” with the Kindergarten TEKS. Yet Veterans Day also appeared in the Kindergarten TEKS but was not removed here, so why treat Independence Day differently from Veterans Day? Furthermore, since Kindergarten is not required, there is really no overlap between K and Gr1 – and even if there is, the repetition of laudable events is a sound practice.

Therefore, I recommend:

(A) describe the origins of ~~selected~~ customs, holidays, and celebrations of the community, state, and nation such as [San Jacinto Day](#), [Martin Luther King, Jr. Day](#), [Independence Day](#), and Veterans' Day; [and](#)

Gr1 – (new)13.A.

(A) identify characteristics of good citizenship such as ~~a belief in justice~~ [fairness](#), truth, ~~equality~~ [respect](#), and responsibility for the common good;

Replacing “justice” with “fairness” is a bad exchange. “Justice” is objective and is the result of legal process; “fairness” is subjective and is the result of opinion (as proven by the statement we heard from our parents and repeated to our own children that “life is not fair”). “Justice” is a product of the rule of law and a constitutional system; “fairness” is a result of our own opinion and beliefs. This should be reversed back to the way it was.

Therefore, I recommend:

(A) identify characteristics of good citizenship such as ~~a belief in justice~~ [fairness](#), truth, ~~equality~~ [respect](#), and responsibility for the common good;

Gr1 – (new)13.B.

(B) identify [historical](#) figures such as ~~Clara Barton, Nathan Hale, Benjamin Franklin~~ and Eleanor Roosevelt who have exemplified good citizenship; and

Comment A66 in the TEKS (A6 in this document) explains: “Nathan Hale removed due to few age appropriate materials.”

This really is an unsound statement, for if the TEKS requires Nathan Hale to be taught, then plenty of age appropriate materials will be created by publishers to accommodate this TEKS. Furthermore, I checked a number of early elementary texts from previous generations, and Nathan Hale was a common figure in those works for very young students.

What is the difficulty of telling a story of courage, sacrifice, and patriotism – especially when the hero was a school teacher (a good role model!) who wanted to do something to help his country. Furthermore, the reason the British discovered him to be a spy was because he was too honest. (Interestingly, Hale’s friends tried to dissuade him from volunteering for the assignment, explaining to him that he was too honest and that a good spy had to be a good liar.) Hale is not only a good role model but he demonstrates good

Comment [A6]: BSG&ER-Clara Barton-moved to 3rd Grade to align with other SE

Nathan Hale- removed due to few age appropriate materials

Benjamin Franklin- age and grade-level appropriate, founding father

character traits. And his declaration, “I only regret that I have but one life to lose for my country” is certainly praiseworthy for teaching. And why limit this story only to the first grade? But with this removal, Hale now appears nowhere in the TEKS at any level. He should be reinstated.

Therefore, I recommend:

(B) identify historical figures such as ~~Clara Barton, Nathan Hale, Benjamin Franklin~~ and Eleanor Roosevelt who have exemplified good citizenship; and

Gr1 – (new)14A.

(A) explain ~~selected state and~~ national ~~and state~~ patriotic symbols ~~such as including the U.S. United States~~ and Texas flags, ~~the Liberty Bell, and the Alamo, and the Statue of Liberty;~~

Comment A75 in the TEKS (A7 in this document) explains: “Replaced the Liberty Bell with the Statue of Liberty to provide a more concrete, age-appropriate example.” Any patriotic symbol is recognizable and age-appropriate if it is taught and presented; and it is just as easy to teach a student to recognize the Liberty Bell as it is Statue of Liberty or the Alamo. I checked with a teacher supply house, and they had both the Liberty Bell and the Statue of Liberty as large cardboard displays for First Grade, so suppliers obviously believe that it is age-appropriate. Leave the Liberty Bell in, and include the Statue of Liberty as well.

Comment [A7]: BSG-Replaced “the Liberty Bell” with “the Statue of Liberty” to provide a more concrete, age-appropriate example

(A) explain ~~selected state and~~ national ~~and state~~ patriotic symbols ~~such as including the U.S. United States~~ and Texas flags, ~~the Liberty Bell, the Alamo, and the Statue of Liberty;~~

Gr1 – (new)14D.

~~(C)~~ (D) ~~use~~ explain and practice voting as a way of making choices and decisions; ~~and~~

It is an excellent addition to place “practice” in front of “voting” (i.e., that is, to “practice voting as a means of decision making”). This helps reinforce that voting is a duty – something that is “practiced” time after time.

Gr1 – 15.B.

(B) ~~retell stories from selected folktales and legends such as Aesop's fables.~~ explain the way folktales and legends reflect beliefs, customs, language, and traditions of communities.

In a2 of this grade level, “folktales, myths, and legends” was properly removed; why reinsert it here? In fact, the “SBOE Broad Strokes Guidance” at the beginning of the

TEKS specifically directs: “Consider expecting students in early grades to know historical facts and stories, and incorporate legends, myths and folklore at later grades.” Folktales and legends should be removed here.

Significantly, in Third Grade, the writing committee openly acknowledged in Comment A12 that: “Mythology and ancient times is not practical for 3rd graders.” Similarly, Comment A57 in Third Grade similarly (and correctly) notes: “Third graders confuse mythical with reality. It is NOT grade appropriate for them to distinguish between the two.” Likewise, Comment A60 in Third Grade also states: “Folktales, legends, and myths are taught in language arts and not necessary in social studies courses.” Therefore, the TEKS above that includes “folktales and legends” should be deleted in order to create consistency in the vertical alignment.

Second Grade

Gr2.

The TEA document “Historical Figures in TEKS” affirms that there are no required historical figures taught in the Second Grade or the Third Grade. George Washington appeared in Kindergarten (K-2A), but Kindergarten is not a required course. Abraham Lincoln is taught in the First Grade. Consider adding George Washington as a person of study in Second Grade.

Gr2.

Constitution Day is required, by federal law, to be commemorated in public schools every year. Just as Celebrate Freedom Week has been inserted in each course and grade level, so, too, should Constitution Day be inserted in Second Grade (as it has been in other grades). Therefore, I recommend:

(0) identify Constitution Day as a celebration of American freedom;

Gr2.

TEKS in other grade levels stipulate:

(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and

The comment attached by the writing committee notes that reciting the pledges is required by state law. Therefore, this same TEKS should also be added to Second Grade.

Gr2 – a1.

Students begin to develop the concepts of time and chronology by measuring calendar time by days, weeks, months, and years.

Comment [A8]: BSG-Adherence to State law requiring pledges each day

Comment [A9]: Very specific information that is covered under math standards

Comment A1 in the TEKS (A9 in this document) explains that this clause was removed because this “information is covered under math standards.” Similarly, in Gr2 – 2D:

(D) describe and measure calendar time by days, weeks, months, and years.

Comment [A10]: ER-Objective met through math and not need in social studies; expert panel recommendation

Amen to the deletion and the excellent explanation (A10 in this document)! This is a history course, not a math course. Keep the focus the focus!

However, the math TEKS mentioned above were not removed throughout all of the document but only in the early TEKS. When the vertical alignment occurs, the remainder of the TEKS that focus on math skills needs to be removed to align with Grades 1 & 2.

Gr2 – 9B.

(B) explain the choices people in the U.S. free enterprise (~~capitalistic, free market~~) system can make about earning, spending, ~~and~~ saving money, and where to live and work.

By including the terms capitalism and free-market as synonyms for free-enterprise, perhaps it is time to consider the merits of a point concerning capitalism raised by a Jewish economist. See the explanation “Comment D: Free Enterprise and Capitalism” on p. 7 above. Therefore, I recommend:

(B) explain the choices people in the U.S. free enterprise (~~free market, ethical capitalism~~) system can make about earning, spending, ~~and~~ saving money, and where to live and work.

Gr2 – 13B.

(B) identify historic figures such as ~~Florence Nightingale~~, Paul Revere, ~~WASP pilots of WWII~~, and Sojourner Truth who have exemplified good citizenship; ~~and~~

The addition of the WASP pilots is an excellent choice, but somewhere in the TEKS should be added the equally inspirational stories of the WWII Navajo Code Talkers (whose code was never broken by the Axis powers) as well as the WWII Japanese-American soldiers of the 100th/442nd Regimental Combat Team (the most decorated unit of its size in American military history). Additionally, Sgt. Alvin York (WWI) and Dorie Miller (WWII) also definitely need inclusion in the TEKS.

Gr2 – 13.D.

(D) apply good citizenship to promote public service.

Comment [A11]: Expectation is that students learn that civic engagement is vital in for good citizenship

Comment A51 in the TEKS (A11 in this document) explains that the “Expectation is that students learn that civic engagement is vital for good citizenship.”

Yet, how is promoting “public service” the same as “civic engagement”? And how is “public service” defined? Is it running for office or voting; or is it volunteering for

President Obama’s “Volunteer Corps” or President H. W. Bush’s “Thousand Points of Light Foundation” or AmeriCorp; or is it volunteering at a local community or senior center? There is a big difference between the three, but all are considered “civic engagement.” Without some definition or direction, this is too broad and ambiguous. Assuming that the goal is to be that which was given by the Texas Legislature for participatory citizen involvement in the civic process (e.g., voting, etc.), a much better rendition would be:

(D) Apply good citizenship to promote citizen involvement in the civic process.

Gr2 – 14C.

(C) ~~explain identify~~ how selected customs, symbols, and celebrations reflect ~~an American love of~~ individualism, inventiveness, and freedom.

Comment A54 in the TEKS (A12 in this document) explains that the elimination of the phrase “an American love of” is because it is “removal of value language.”

To state that something is “an American love of” is considered inappropriate “value language”? This is illogical that we cannot talk about an American love of something because it is an inappropriate value. Reinsert the language:

(C) ~~explain identify~~ how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

Comment [A12]: Removal of value language

Gr2 – (new)16.

(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:

(A) identify the significance of various ethnic and/or cultural celebrations; and

(B) compare ethnic and/or cultural celebrations in the local community.

This TEKS not only represents a multi-cultural divisiveness but is patently ridiculous. The only students in America who do not know that we have various ethnic groups with differences among them would be kids with no access to TV, computers, movies, cell phones or electronics, and who live inside a cardboard box inside a sterile hospital unit inside a time capsule. Students – much better than adults – know that there are various ethnic groups in their community, state, nation, and world.

Incidentally, at the college/university level, courses on American Culture have been separated from courses on American History. Those academic institutions recognize that these are two separate areas of study. State law requires the study of history, geography, and economics. Why try to insert a field of study that now constitutes a separate field of study at the post-secondary level?

Comment [A13]: BSG-As part of a growing global society, students must be recognize that the world and community is comprised of various ethnic groups and appreciate and understand the differences between them all.

This TEKS should be completely eliminated as taking valuable time from the statutorily-mandated study of history and geography.

Gr2 – (new)18A&B.

(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;

Comment [A14]: In the technology age, students struggle to distinguish the validity of resources.

(B) obtain information about a topic using a variety of valid visual sources such as pictures, ~~graphics, television, maps, computer software,~~ electronic sources, literature, reference sources, and artifacts;

Comment [A15]: In the technology age, students struggle to distinguish the validity of resources.

These TEKS illustrate that an issue raised by expert reviewers in the first round has not yet been addressed: creating a hierarchy for determining the strength of historical evidence. Consequently, based on the TEKS above, what constitutes a “valid” oral or “valid” visual source, and what is an “invalid” one? The answer to this question has yet to be addressed in the TEKS.

There is still nothing in the TEKS to help establish criterion for what constitutes a primary or secondary source, or even a ranking of primary, secondary, and tertiary importance. Perhaps “valid” is an attempt to try to make that distinction, but the choice of words is poor – particularly considering that there is no additional guidance or clarification anywhere else in the entire TEKS.

Gr2 – (new)20B.

(B) use a decision-making process to identify a situation that requires a decision, gather information, ~~identify~~ generate options, predict ~~consequences~~ outcomes, and take action to implement a decision, and reflect on the effectiveness of the decision.

Since the TEKS are to be measurable, how does one measure “reflect on”? Possibly a word like “evaluate the effectiveness of the decision” is measurable, but “reflect on the effectiveness of the decision” is not measurable.

Third Grade

Gr3.

Constitution Day is required, by federal law, to be commemorated in public schools every year. Just as Celebrate Freedom Week has been inserted in each course and grade level, so, too, should Constitution Day be inserted in Third Grade (as it has been in other grades). Therefore, I recommend:

(0) identify Constitution Day as a celebration of American freedom;

Gr3.

TEKS in other grade levels stipulate:

(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag: ~~and~~

The comment attached by the writing committee notes that reciting the pledges is required by state law. Therefore, this same TEKS should also be added to Third Grade.

Gr3 – a1.

(1) In Grade 3, students learn how diverse individuals have changed their communities and world.

What is gained by having students learn not about the individuals who have changed their communities and world but rather only about the “diverse” individuals who have done so? Isn’t the contribution made by a particular individual more important than whether or not that individual was “diverse”? This is a clause that mitigates the overall importance of actions and instead divides citizens into groups rather than seeing them all as Americans, regardless of their ethnicity or gender.

Long ago, *Federalist Paper #2* correctly noted:

Providence has been please to give this one connected country to one united people – a people descended from the same ancestors, speaking the same language, professing the same religion, attached to the same principles of government, very similar in their manners and customs, and who...have nobly established their general liberty and independence. This country and this people seem to have been made for each other, and it appears as if it was the design of Providence that an inheritance so proper and convenient for a band of brethren united to each other by the strongest ties should never be split into a number of unsocial, jealous, and alien sovereignties.

We must not allow *e pluribus unum* (out of many, one) to become *e unum pluribus* (out of one, many); therefore, the emphasis on dividing ourselves into groups should be resisted throughout the TEKS, with an emphasis instead being placed on what unites us and makes us a common people (although definitely not a people of uniform conformity). As Abraham Lincoln wisely noted in his famous Springfield, Illinois, June 16, 1858 speech (quoting from what Jesus had long before said): “A house divided against itself cannot stand.” This is as true today as it was 2,000 years ago, and 150 years ago. Don’t let the social studies TEKS become a mechanism for building a divided house.

Gr3 – 2C.

(C) summarize the results of the American Revolution, including the establishment of the United States, ~~and the origins of U.S. military institutions.~~

Comment [A17]: BSG&ER

The K-12 TEKS lack any cohesive presentation of the important elements of American military history that are inseparable from American history in general. See the full explanation in comment “Comment B2: Military History” on p. 4 above. The meager military portion of this TEKS should be restored.

I therefore recommend:

(C) summarize the results of the American Revolution, including the establishment of the United States [and the origins of U.S. military institutions](#).

Gr3 – 7C.

~~(D)~~ (C) explain the concept of a free market [as it relates to the U. S free enterprise \(capitalistic, free market\) system](#).

By including the terms capitalism and free-market as synonyms for free-enterprise, perhaps it is time to consider the merits of a point concerning capitalism raised by a Jewish economist. See the full explanation in “Comment D: Free Enterprise and Capitalism” on p. 7 above. Therefore, I recommend:

~~(D)~~ (C) explain the concept of a free market [as it relates to the U. S free enterprise \(free market, ethical capitalism\) system](#).

Gr3 – (new)10B.

~~(B) explain the importance of the consent of the governed to the functions of local government. Describe and explain the importance of “consent of the governed” as it relates to the functions of local government.~~

Adding “describe and explain” based on the explanation in the first part of the accompanying Comment A43 in the TEKS (A18 in this document) is an excellent addition; but why limit studying “consent of the governed” only to its relation with local government? “Consent of the governed” is an appropriate study for all government in general, but this important concept receives absolutely **NO** coverage in subsequent TEKS beyond this appearance in Third Grade; and here it is limited only to local government.

(As part of the Celebrate Freedom Week recitation, students will recite the “consent of the governed” clause each year from the Declaration, but it will certainly help their recitation if they understand and can “describe and explain the importance of ‘consent of the governed’.”)

Therefore, I recommend:

~~(B) explain the importance of the consent of the governed to the functions of local government. Describe and explain the importance of “consent of the governed” and how this principle relates to the functions of local government.~~

Comment [A18]: BSG-Students must describe this before they can explain it. We added the clarification of “local government”.

Comment [A19]: BSG-Students must describe this before they can explain it. We added the clarification of “local government”.

Gr3 – (new)11B.

(B) identify historic figures and individuals such as ~~Jane Addams~~, Helen Keller, Dolores Huerta, and Clara Barton ~~Harriet Tubman~~ who have exemplified good citizenship;

This TEKS specifically stipulated that students are to “identify historic figures and individuals.” Dolores Huerta is still alive, therefore making it a stretch to consider her an “historic” figure. This TEKS reflects the dual trend presented in the full explanation given in “Comment C: History & Heroes” on p. 5 above.

As proven by the documentation of the expert reviewers in Round 1, national testing unequivocally demonstrates that students score abysmally in identifying traditional and important historic figures. Now, we are exacerbating that problem by removing even more of the historic figures and replacing them with individuals who are still living – and under the instruction that students are to study “historic” figures. Dolores Huerta is certainly a notable individual, but in the history standards she should be replaced with an historic individual – perhaps Francisco Saavedra, Martin de Mayorga, Wentworth Cheswill, Peter Salem, Sybil Luddington, Benjamin Rush, Maria Mitchell, or some other significant “historic” individual. The same is true not only with Huerta but with other figures still living, such as Kay Bailey Hutchinson (who will be discussed later).

Gr3 – 11E.

(E) apply good citizenship skills to promote public service.

This same TEKS appeared in Gr2 – 13D, and Comment A51 in that TEKS (A20 in this document) explains that: “Expectation is that students learn that civic engagement is vital for good citizenship.”

Yet, how is promoting “public service” the same as “civic engagement”? And how is “public service” defined? Is it running for office or voting; or is it volunteering for President Obama’s “Volunteer Corps” or President H. W. Bush’s “Thousand Points of Light Foundation” or AmeriCorp; or is it volunteering at a local community or senior center? There is a big difference between the three, but all are considered “civic engagement.” Without some definition or direction, this is too broad and ambiguous. Assuming that the goal is to be that which was given by the Texas Legislature for participatory citizen involvement in the civic process (e.g., voting, etc.), a much better rendition would be:

Apply good citizenship to promote direct citizen involvement in the civic process.

Gr3 – (new)15A & B.

(A) identify ~~selected~~ various individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world such as Kadir Nelson, Sandra Cisneros, and Phillis Wheatley; and

Comment [A21]: BSG&ER-This is an example of award winning authors and illustrators that children would be familiar with who focus on culture.

(B) explain the significance of ~~selected~~ various individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world such as Carmen Lomas Garza, and Bill Martin.

Comment [A22]: BSG-These are award winning children's authors who focus on culture.

Five individuals are listed in these two TEKS; of those five “writers and artists,” four are modern and three are still alive (the fourth just recently died). With four centuries of literary and art contributions, why are 80 percent of the examples taken from the modern era? Why not include names such as:

- Amos Doolittle (famous artist and engraver of the Founding Era)
- John Trumbull (who painted four of the massive paintings hanging in the Rotunda of the U. S. Capitol)
- Ralph Earl and Samuel F. B. Morse (famous American portrait painters)
- Nathaniel Hawthorne, Louisa May Alcott, Edgar Allen Poe, Henry Wadsworth Longfellow, Washington Irving (all literary figures)
- William Nell (famous black historian from the 1850s) and Carter Woodson (famous black historian from the 1920s)
- Gutzon Borglum (who sculpted Mount Rushmore, SD, and Stone Mountain, GA)
- Korczak Ziolkowski (sculptor of Crazy Horse Mountain, Black Hills, SD)
- Or what about Herman Melville or Norman Rockwell?
- Or Mark Twain or Laura Ingalls Wilder?

Significantly, none of these other important historic “writers and artists” are listed anywhere else in the TEKS. Surely, the four modern selections have not yet created a similar track record as “writers and artists” as have these significant historic figures. This is another example of the movement in the TEKS to make history modern rather than historic.

Incidentally, Comments A63 & A65 in the TEKS (A21, A22 in this document) state that the four modern individuals were chosen because they “focus on culture.” This again demonstrates the attempt to shift the TEKS from history to culture. By the way, would prominent “writers and artists” such as Alcott, Morse, Hawthorne, Twain, Wilder, etc., qualify as being representative of the “American” culture – would that be considered one of the “communities across the world” as stipulated in this TEKS, or is America not considered a community of the world because it does not fit into a specified sub-group?

Gr3 – 16A.

(A) identify scientists and inventors such as ~~Louis Daguerre, Cyrus McCormick, Steve Jobs, Margaret Knight, and~~ Louis Pasteur, ~~and Jonas Salk~~ who have created or invented new technology; and

This TEKS affirms the trend mentioned above: the deletion of three traditional historic names, the addition of one modern name, and the addition of one obscure historic name.

Consider, for example, the addition of Margaret Knight: she invented the machine that folded paper grocery bags. Is that really a more significant contribution than those made by Jonas Salk, Cyrus McCormick, Louis Daguerre, or a host of other inventors and scientists that could have been added?

If a woman has to be added in order to create “diversity,” then choose Margaret Mitchell – a significant female astronomer in the mid-1800s. She was the first woman in America to find a comet in the sky, and she started an observatory and taught women to be astronomers. At the age of 12, she calculated the time of a forth-coming solar eclipse and at the age of 17, she was running her own school in math and science.

Or choose Mary Dixon Kies – the first woman to receive a patent for her invention (1809).

Also included could have been Dr. Benjamin Rush (a signer of the Declaration who today is still called “The Father of American Medicine”), who made medical discoveries still used today – 200 years later. Or consider Philo Farnsworth (the inventor of the video camera tube – i.e., television), or Crawford Long (who discovered ether, the first medical use of anesthesia), or many others. Surely any of them is more historically significant than the invention of a paper bag folding machine.

Gr3 – 16B.

(B) identify the impact of new technology in **photography, farm equipment computers**, pasteurization, and medical vaccines on communities around the world.

This TEKS stipulates identifying the impact of medical vaccines, yet the previous TEKS just removed Jonas Salk – the father of one of the most famous of world-changing vaccines. Ironic!

Gr3 – (new)17.C.

(C) interpret oral, visual, and print material by identifying the main idea, **distinguishing between fact and opinion**, identifying cause and effect, and comparing and contrasting;

This is an excellent addition to include in the TEKS. This is a rare TEKS that actually attempts to address the categorization of evidence and the creation of a hierarchy of authority value within evidence. More of this should be included.

Comment [A23]: BSG-Grade 2 introduces fact and opinion, so we want students to distinguish between the two.

Gr3 – (new)18.C.

(C) use standard grammar, spelling, sentence structure, and punctuation.

In Gr2 – a1, and Gr2 – 2D, the TEKS requiring students to “measure calendar time by days, weeks, months, and years” was removed because, as Comment A1 in Elementary TEKS notes, “this “information is covered under math standards.” They rightly recognized that this was a history, not a math course.

Likewise, the Third Grade TEKS above is clearly an English/Language Arts TEKS, not a history/geography TEKS. It should be removed for the same reasons that the math language was removed.

Fourth Grade

Gr4.

Constitution Day is required, by federal law, to be commemorated in public schools every year. Just as Celebrate Freedom Week has been inserted in each course and grade level, so, too, should Constitution Day be inserted in Fourth Grade (as it has been in other grades). Therefore, I recommend:

(0) identify Constitution Day as a celebration of American freedom;

Gr4.

In the Third Grade, new TEKS (10 & 10A) stipulated:

(10) Government. The student understands important ideas in historic documents at various levels of government. The student is expected to:

(A) Identify the purposes of the Declaration of Independence and the United States Constitution including the Bill of Rights.

Comment A42 in those TEKS (A24 in this document) noted that this TEKS was added as “part of the [Texas state law] Celebrate Freedom mandate.” It should therefore be included in the Fourth Grade as well. As indicated by that state law, the purpose of the Declaration, Constitution, and Bill of Rights is worthy of repeated study.

Gr4 – a1.

(1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences ~~of the Western Hemisphere~~ North America.

This TEKS’ confines the study of Texas history to North America; but since the early Spanish influence in Texas must be examined, to do so would violate the confines of “North America” as stipulated in the TEKS. This could be changed to say:

In Grade 4, students examine the history of Texas from the early beginnings to the present within the primary context of influences of North America but also including early European contacts and influences on Texas.

Gr4 – (new)2B.

(B) identify the accomplishments and explain the impact of significant explorers ~~such as including~~ Cabeza de Vaca; ~~Christopher Columbus~~; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle; ~~and explain their impact~~ on the settlement of Texas;

This is one of many locations in the TEKS where Christopher Columbus has been deleted (and Columbus Day as a holiday has also been eliminated in other TEKS). In recent years, Columbus has become a villain to some (as have many previous heroes and beliefs). However, if Columbus is to be excluded because he is now politically incorrect, then we must also exclude all other persons or groups similarly “offensive” to today’s standards – including Texas Indian tribes such as the cannibalistic Karankawas; southern racist Democrats who helped in forming the Confederacy, including President Jefferson Davis and Vice-President Alexander Stephens (who delivered his famous speech that slavery was the cornerstone of the Southern Confederacy); President Woodrow Wilson, who used the White House to help promote Ku Klux Klan activities and even made the pro-Klan film “Birth of a Nation” the first film to ever be shown in the White House; and a plethora of other “offensive” individuals/events must also be omitted. The solution is not to ignore or delete such individuals but to show them within the context of their own times rather than modern ones.

This deconstruction effort should be resisted and traditional heroes such as Christopher Columbus should be protected.

Gr4 – 5B.

(B) identify the accomplishments of notable individuals such as ~~Henry Cisneros, Miriam A. Ferguson, Scott Joplin, Oveta Culp Hobby, Audie Murphy, Cleto Rodríguez, Alvin Ailey, Ross Perot and other local notable individuals. and John Tower.~~

Significantly, Oveta Culp Hobby appears three separate times in the TEKS (also in Gr7 – 7C and HSAmHist – 6D) while many historical figures lost their only mention (see the full explanation given in “Comment C: History & Heroes” on p. 5 above). Allow Hobby to remain in Grade 7 Texas history as a leader in reform movements in Texas, but replace her here with another Texan of very notable accomplishments: Bessie Coleman – the first licensed black pilot and the first American to hold an international pilot license.

I therefore recommend:

(B) identify the accomplishments of notable individuals such as ~~Henry Cisneros, Miriam A. Ferguson, Scott Joplin, Bessie Coleman, Audie Murphy, Cleto Rodríguez, Alvin Ailey, Ross Perot and other local notable individuals. and John Tower.~~

Gr4 – (new)11A&B.

(A) identify the economic motivations for European exploration and settlement in Texas ~~and the Western Hemisphere~~; and

(B) identify the economic motivations for Anglo-American ~~colonization~~ colonizers in Texas ~~such as the Old 300~~.

This entire TEKS was identified as problematic in the first round of reviews and was pulled from other grade levels. This approach directs attention only to economic motivations, ignoring the many other motivations that also caused exploration and settlement (e.g., a search for freedom, desire for expansion, seeking new opportunities, securing religious liberty, and many other motivations). This TEKS represents the now discredited “Economic View of American History” whereby everything occurs because of economic motivations. This certainly is not true in any of our own lives – it is a motivation, but it is not always the motivation. Why make it the only motivation in history? This entire TEKS – and others like it – should be completely scrapped.

For example, in Fifth Grade (old11A) this same TEKS was removed:

~~(11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:~~

~~(A) identify the economic motivations for European exploration and settlement in the United States; and~~

Notice in Comment A37 in the TEKS Grade 5 (A25 in this document) that this TEKS was deleted so that “the economic motivations...would not be seen in isolation.” For this reason, this TEKS should be eliminated, which would also create consistency in the vertical alignment.

Comment [A25]: BSG-5.10A This got moved into 5.1.A so that the economic motivations for European exploration and settlement would not be seen in isolation.

Gr4 – 12A,B,C.

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

(A) describe the development of the free enterprise (capitalistic, free market) system in Texas;

(B) describe how the free enterprise (capitalistic, free market) system works including supply and demand ~~in Texas~~; and

(C) give examples of the benefits of the free enterprise (capitalistic, free market) system in Texas such as choice and opportunity.

By including the terms capitalism and free-market as synonyms for free-enterprise, perhaps it is time to consider the merits of a point concerning capitalism raised by a Jewish economist. See the full explanation in “Comment D: Free Enterprise and Capitalism” on p. 7 above. Therefore, I recommend:

(12) Economics. The student understands the characteristics and benefits of the free enterprise (free market, ethical capitalism) system in Texas. The student is expected to:

(A) describe the development of the free enterprise (free market, ethical capitalism) system in Texas;

(B) describe how the free enterprise (free market, ethical capitalism) system works including supply and demand in Texas; and

(C) give examples of the benefits of the free enterprise (free market, ethical capitalism) system in Texas such as choice and opportunity.

Gr4 – 18

(18) Citizenship. The student understands the importance of voluntary active individual participation in the democratic process. The student is expected to:

Comment [A26]: Encourages participation more than the word voluntary.

In order to encourage a stronger sense of the citizen participation necessary for a free society to endure, students need to understand something of civic duties (a stronger word than “responsibilities”). In fact, as the Founding Fathers clearly explained, there is a reciprocal relationship between our freedoms and our duties.

For example, James Wilson (a signer of the Declaration and the Constitution, and an original Justice on the U. S. Supreme Court who started the first organized legal training in America), taught students:

To each class of rights, a class of duties is correspondent.

John Quincy Adams similarly affirmed:

The connection between a people and their government is a connection of duties as well as of rights.

Therefore, to impart a stronger sense of responsibility, I recommend:

(18) Citizenship. The student understands the duty of voluntary active individual participation in the democratic process. The student is expected to:

Comment [A27]: Encourages participation more than the word voluntary.

Gr4 – 18B.

(B) explain the role of the individual in state and local elections such as being informed and voting;

Throughout the TEKS, there is not a particularly strong emphasis on citizenship. It is mentioned, but it is presented more like a one-among-a-million-other-things that an

individual can do. In order to create a stronger emphasis on citizenship, I therefore recommend:

(B) explain the duty of the individual in state and local elections such as being informed and voting;

Gr4 – 18C.

(C) identify the importance of ~~historical figures~~ individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, ~~and~~ Lorenzo de Zavala, Ann Richards, Kay Bailey Hutchison, Sam Rayburn, Henry B. González, and other local individuals;

For two reasons, it is best to leave current office-holders such as Kay Bailey Hutchinson out of this type of TEKS.

The first reason is the same one used as the basis for constructing statues and memorials. Teddy Roosevelt explained: “There is an occasional great public servant to whom it is well to raise a monument – really not for the man himself, but for what he typified. A monument to Lincoln of Farragut is really a great symbolic statue to commemorate such qualities as valor and patriotism and love of mankind, and a willingness to sacrifice everything for the right. There are very few men in a generation who have the character or the widespread reputation which makes a monument to them symbolize all these things.” It is too early to raise an historical monument to Senator Kay Bailey Hutchinson; wait and see if she finishes her career with “valor and patriotism and love of mankind.”

The second reason for not including Senator Hutchinson is that things change very rapidly for current office holders. Consider the fact that the TEKS we are revising now were done 11 years ago, and most of the office-holders from then are now forgotten or are irrelevant today. For example, what if Governor Mark Sanford (SC) had been specifically included in the TEKS and then the news broke of his Argentinean adulterous affair? Or what if Governor Rod Blagojevich had specifically been included and then was impeached? On both occasions, these individuals started their political careers well and with promise, but unexpected and unanticipated events happened while they were still in office that completely changed public opinion concerning them. Is Senator Hutchinson someone that we want to enshrine for the next 11 years since we do not know what her future course of political action may be?

The others individuals in this TEKS have already finished their careers, and a much more accurate determination of their worthiness can thus be made. Choose someone retired – choose a Dick Armey or someone whose career is already finished and not subject to political change. The place for Kay Bailey Hutchinson is in the next TEKS to be discussed.

Gr4 – 19A.

(A) identify leaders in state and local governments, including the governor, ~~selected-local~~ members of the Texas Legislature, the local mayor, and Texans who have been President of the United States, ~~and their political parties~~;

This is the proper place to study Sen. Hutchinson – along with Sen. Cornyn and the students’ local federal Congressmen. Therefore, I recommend:

(A) identify leaders in state and local governments, including the governor, statewide and local members of the federal legislature, ~~selected-local~~ members of the Texas Legislature, the local mayor, and Texans who have been President of the United States, ~~and their political parties~~;

Similarly, Gr5 – (new)19B is also a good location to study Sen. Hutchinson:

~~(A)~~ (B) identify past and present leaders in the national government, including the president and ~~selected~~ various members of Congress, and their political parties; and

Gr4 – 19.

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

This is an example of where vertical alignment needs to become consistent. For example, in Gr3 – (new)12, the TEKS states:

~~(14)~~ (12) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic republic ~~society~~. The student is expected to:

Similarly, in Gr5 – (new)19, the TEKS states:

~~(20)~~ (19) Citizenship. The student understands the importance of effective leadership in a democratic ~~society~~ republic. The student is expected to:

And in Gr5 – a1, the TEKS states:

Students examine the importance of effective leadership in a democratic ~~society~~ republic and identify important leaders in the national government.

This same practice was followed in upper level courses as well (e.g., High School World History, etc.) On each of these occasions, the writing committee followed both the advice of expert reviewers as well as the explicit instructions from SBOE Members and the TEA given in the Broad Strokes Guidance instructing writing committee members to insert “republic” throughout the TEKS in order to preserve an accurate description of America. To secure consistency in vertical alignment and to comport with SBOE and TEA instructions, I recommend:

Comment [A28]: BSG-Added to reflect the terminology used in other grade levels.

Comment [A29]: ER-5.19 Expert reviewers suggested this term.

Comment [A30]: ER- Introduction

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

Gr4 – 23E.

(E) use standard grammar, spelling, sentence structure, and punctuation.

In Gr2 – a1, and Gr2 – 2D, the TEKS requiring students to “measure calendar time by days, weeks, months, and years” was removed because, as Comment A1 in those TEKS noted, this “information is covered under math standards.” They rightly recognized that this was a history, not a math course.

Similarly, the TEKS above is clearly an English/Language Arts TEKS, not a history/geography TEKS. It should be removed for the same reasons that the math language was removed.

Fifth Grade

Gr5.

In the Third Grade, new TEKS (10 & 10A) stipulated:

(10) Government. The student understands important ideas in historic documents at various levels of government. The student is expected to:

(A) Identify the purposes of the Declaration of Independence and the United States Constitution including the Bill of Rights.

Comment A42 in those TEKS (A31 in this document) noted that this TEKS was added as “part of the [Texas state law] Celebrate Freedom mandate.” It should therefore be included in the Fifth Grade as well. As indicated by that state law, the purpose of the Declaration, Constitution, and Bill of Rights is worthy of repeated study.

Comment [A31]: BSG&ER-This is also part of the Celebrate Freedom Mandate.

Gr5 – a1.

(1) In Grade 5, students ~~learn about~~ survey the history of the United States from ~~its early beginnings to the present with a focus on colonial times through the 20th century. 1565 to the present.~~ Historical content includes the colonial period, the American Revolution, revolutionary periods, the establishment of the United States U.S. Constitution and American identity, westward expansion, and issues that led to the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries.

By limiting the survey of American history from 1565 to the present instead of from “its early beginnings” as was previously used, nearly a complete century of American history will be eliminated. Students will completely miss much of the history that

occurred in Minnesota, Florida, Texas, the Southwest, etc. For example, students will never learn about Leif Ericson coming to North America or the Vikings entering into Minnesota about 1000AD; they will miss Columbus “discovering” the New World when he landed on an island off the shore of Florida in 1492 and named it San Salvador (“Holy Savior”); they will miss the Spanish in El Paso and Palo Duro in 1540 (and also the French entry into Texas), as well as the development of French and Spanish settlements along the Mississippi River. These (and many other significant events related to Texas and American history) predate 1565.

Therefore, I recommend:

(1) In Grade 5, students ~~learn about~~ survey the history of the United States from its early beginnings to the present ~~its early beginnings to the present with a focus on colonial times through the 20th century.~~ Historical content includes the colonial period, the American Revolution, revolutionary periods, the establishment of the United States U.S. Constitution and American identity, westward expansion, and issues that led to the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries.

Incidentally, the period described in this TEKS as that of “immigration and industrialization” is actually misleading. Immigration was a major influence in America for almost two centuries before the period described as “immigration and industrialization.” In fact, one of the grievances raised by the Founding Fathers in the Declaration of Independence in 1776 was that “He [King George III] has endeavored to prevent the population of these States; for that purpose obstructing the laws for naturalization of foreigners; refusing to pass others to encourage their migrations hither” – in short, King George III was trying limit the massive immigration to America that was then occurring. Furthermore, America’s growth during colonial times (and thereafter) was overwhelmingly due to immigration. Therefore, to title the period from 1877-1900 as that of “immigration and industrialization” is actually misleading, even though it has become a popular description in the past decade.

Gr5 – a1:a4:11A,B,C:12

(1) Students ~~learn about~~ study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise (capitalistic, free market) system and describe economic activities in the United States.

(4) The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise (capitalistic, free market) system

~~(12)~~ (11) Economics. The student understands the development, characteristics and benefits of the free enterprise (capitalistic, free market) system in the United States. The student is expected to:

(A) describe the development of the free enterprise (~~capitalistic~~, free market) system in colonial America and the United States;

(B) describe how the free enterprise (~~capitalistic~~, free market) system works in the United States; and

(C) give examples of the benefits of the free enterprise (~~capitalistic~~, free market) system in the United States.

~~(13)~~ (12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise (~~capitalistic~~, free market) system. The student is expected to:

By including the terms capitalism and free-market as synonyms for free-enterprise, perhaps it is time to consider the merits of a point concerning capitalism raised by a Jewish economist. See the full explanation in “Comment D: Free Enterprise and Capitalism” on p. 7 above. Therefore, I recommend:

(1) Students ~~learn about~~ study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise (free market, ethical capitalism) system and describe economic activities in the United States.

(4) The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise (free market, ethical capitalism) system

~~(12)~~ (11) Economics. The student understands the development, characteristics and benefits of the free enterprise (free market, ethical capitalism) system in the United States. The student is expected to:

(A) describe the development of the free enterprise (free market, ethical capitalism) system in colonial America and the United States;

(B) describe how the free enterprise (free market, ethical capitalism) system works in the United States; and

(C) give examples of the benefits of the free enterprise (free market, ethical capitalism) system in the United States.

~~(13)~~ (12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise (free market, ethical capitalism) system. The student is expected to:

Gr5 – 1B.

(B) describe the accomplishments of significant ~~colonial leaders~~ individuals during the colonial period ~~such as~~ including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.

With the exception of Anne Hutchinson, each of these other individuals started governments that had unique characteristics later incorporated into the U. S. Constitution; however, these leaders usually are examined only for their role in their own colony and students thus are usually not exposed to the growth of governmental ideas and experiences they introduced which helped shape the ideology undergirding the Constitution.

This TEKS is intended to show something of the important dates in the development of American government. However, as noted in the full explanation in “Comment B3: Governmental History” on p. 4 above, there are many indispensable elements currently missing.

Therefore, several significant figures should be included in this TEKS that appear nowhere else, including Thomas Hooker (a founder of Connecticut who penned America’s first written constitution in 1638 – considered a direct predecessor of the U. S. Constitution), and Nathaniel Ward (a leader in early Massachusetts who penned the first written Bill of Rights in America to protect individual liberties from government intrusion).

Additionally, famous historian Clinton Rossiter, in his award-winning book *Seedtime of the Revolution*, identified six individuals who most directly “contributed to the rise of political liberty” in America. One of those individuals was the Rev. John Wise.

Concerning the remarkable contributions of John Wise, early historian Benjamin Morris noted in 1864 that:

Some of the most glittering sentences in the immortal Declaration of Independence are almost literal quotations from this essay of John Wise [in 1710 and 1717, reprinted in 1772]. . . . It was used as a political text-book in the great struggle for freedom.

Similarly, when President Calvin Coolidge delivered a 1926 speech in Philadelphia on the 150th anniversary of the Declaration of Independence, he also acknowledged.

The thoughts [in the Declaration] can very largely be traced back to what John Wise was writing in 1710. . . . Here was the doctrine of equality, popular sovereignty, and the substance of the theory of inalienable rights clearly asserted by Wise.

Names such as Hooker, Ward, and Wise should be included as a minimum in student education but appear nowhere in the 13 years of education these students currently receive. And there is no logical reason to limit student knowledge of individuals to only the handful currently given in TEKS 1B when there are several others of equally important merit.

Therefore, I recommend:

(B) describe the accomplishments of significant ~~colonial leaders~~ individuals during the colonial period ~~such as~~ including William Bradford, Anne Hutchinson,

William Penn, John Smith, [Thomas Hooker](#), [Nathaniel Ward](#), [John Wise](#), and Roger Williams.

Gr5 – 2(new)A

~~(B)~~ (A) [identify and](#) analyze the causes and effects of events prior to and during the American Revolution ~~such as~~ [including the French and Indian War](#) and the Boston Tea Party; and

This is an excellent opportunity to insert the previously prominent account of The Bulletproof George Washington and his miraculous protection during the French & Indian War about which he openly spoke on multiple occasions. (Other significant participants in that event included Benjamin Franklin and Daniel Boone.) It was this period and this event that first brought him to national (and international) attention. Student textbooks regularly carried this account for a century-and-a-half after his death. Therefore, I recommend:

~~(B)~~ (A) [identify and](#) analyze the causes and effects of events prior to and during the American Revolution ~~such as~~ [including the French and Indian War, George Washington's emergence as a nationally recognized figure following the providential preservation of his life during the Battle of the Monongahela](#), and the Boston Tea Party; and

Gr5 – 4D.

~~(C)~~ (D) identify ~~examples~~ significant events and concepts associated with ~~of~~ U.S. territorial expansion, [including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny](#);

Another major issue associated with territorial expansion related to the United States was the Monroe Doctrine. While it was directed at limiting European activities in America, it was a significant factor helping define how American territories would grow. Therefore, the Monroe Doctrine should be included.

~~(C)~~ (D) identify ~~examples~~ significant events and concepts associated with ~~of~~ U.S. territorial expansion, [including the Louisiana Purchase, the expedition of Lewis and Clark, the Monroe Doctrine, and Manifest Destiny](#);

Gr5 – (new)17D.

(D) describe the origins and significance of national celebrations such as Memorial Day, [Independence Day](#), Labor Day, [Constitution Day](#), and [Veterans Day](#). ~~Columbus Day~~.

This is another of many locations in the TEKS where Christopher Columbus is being eliminated (or, in this case, Columbus Day is being eliminated). As explained in Gr4 – (new)2B above (and the full explanation given in “Comment C: History & Heroes” on p. 5 above), traditional heroes such as Christopher Columbus should not be removed.

Gr5 – (new)18A.

(A) explain how individuals can participate in civic affairs ~~and political parties~~ at the local, state, and national levels;

In our desire to emphasize citizenship, we definitely should not remove instructing students about the party (but not the partisan) process. Political parties are established and regulated under state law, and all are treated the same. Students should learn about political parties in general (not necessarily specific political parties) and about party process, for it is the same for any party, whether a major or a minor party. That is, students should learn about party nominations, party primaries, party precinct meetings, etc. – in short, students should be equipped to contribute to the party process for any party (or no party) in which they decide to become involved. Recall that only about 35-40% of citizens vote in non-presidential years, and about 60-65% vote in presidential years. However, the percentage of citizens that participate in primaries is abysmal (often in single digits), even though it is the primary process that selects the candidates who will be voted on in the general election. The only way to ensure that qualified candidates from a party will appear in the general elections is to ensure that qualified candidates from a party proceed through that party’s primary – which requires active and informed citizen participation at the lowest levels of party structure: the precinct and the primary. Students should also be taught about party platforms and party rules and how they are constructed through a process that begins at the precinct level – which, by state law, requires participation in the primary process of political parties. In short, instructing about political parties – and especially the party process as established by state law – is an important part of preparing students for participatory citizenship.

Therefore I recommend:

(A) describe how political parties operate from the precinct to the national level and explain how individuals can participate in civic affairs and political parties at the local, state, and national levels;

Gr5 – (new)20 A&B.

~~(21)~~ (20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:

~~(A) summarize the reasons for the creation of the Bill of Rights;~~

~~(B)~~ (A) describe important individual rights including freedom of religion, speech, and press and the right to assemble and petition the government;

~~(C)~~ (B) describe important due process rights including trial by jury and the right to an attorney; and

This is the only location in the TEKS that places any emphasis on the individual components of the Bill of Rights. While TEKS 20A admirably covers the five freedoms of the First Amendment, and 20B covers important Due Process rights from the Fourth through Eighth Amendments, there is absolutely no coverage anywhere in the TEKS of the Second Amendment or of the private property protection secured through the Fifth Amendment; these freedoms are too important to just assume that they will be covered by textbook publishers without being stipulated by the TEKS.

Additionally, nowhere in the TEKS are either the Ninth or Tenth Amendments mentioned. Currently, both are of prominence in the news; in fact, 35 states (both Red and Blue states) have introduced Tenth Amendment resolutions in attempts to restrain the federal government, but students would have no idea what those movements are about for nowhere do they study those amendments.

Therefore, I recommend:

~~(B)~~ (A) describe important individual rights including freedom of religion, speech, and press and the right to assemble and petition the government; the individual right to keep and bear arms; and an individual's protection of private property from government takings;

~~(C)~~ (B) describe important due process rights including trial by jury and the right to an attorney; and

(C) explain the importance of the Ninth and Tenth Amendments, the doctrine of enumerated powers, and the vertical separation of powers inherent in a federal system as reflected in the Ninth and Tenth Amendments;

(These are important rights to be covered; it is regrettable that the only place they are covered is in the Fifth Grade; they receive absolutely no coverage in Middle School or High School. This TEKS (20A&B) is excellent and should be inserted at other grade levels.)

Gr5 – 23E.

(E) use standard grammar, spelling, sentence structure, and punctuation.

In Gr2 – a1, and Gr2 – 2D, the TEKS requiring students to “measure calendar time by days, weeks, months, and years” was removed because, as Comment A1 in those TEKS noted, “this “information is covered under math standards.” They rightly recognized that this was a history, not a math course.

Similarly, the TEKS above is clearly an English/Language Arts TEKS, not a history/geography TEKS. It should be removed for the same reasons that the math language was removed.

Sixth Grade

Gr6.

Constitution Day is required, by federal law, to be commemorated in public schools every year. Just as Celebrate Freedom Week has been inserted in each course and grade level, so, too, should Constitution Day be inserted in Sixth Grade (as it has been in other grades). Therefore, I recommend:

(0) identify Constitution Day as a celebration of American freedom;

Gr6.

TEKS in other grade levels stipulate:

(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; ~~and~~

The comment attached by the writing committee notes that reciting the pledges is required by state law. Therefore, this same TEKS should also be added to Sixth Grade.

Comment [A32]: BSG-Adherence to State law requiring pledges each day

Gr6.

In the Third Grade, new TEKS (10 & 10A) stipulated:

(10) Government. The student understands important ideas in historic documents at various levels of government. The student is expected to:

(A) Identify the purposes of the Declaration of Independence and the United States Constitution including the Bill of Rights.

Comment A42 in those TEKS (A33 in this document) noted that this TEKS was added as “part of the [Texas state law] Celebrate Freedom mandate.” It should therefore be included in the Sixth Grade as well. As indicated by that state law, the purpose of the Declaration, Constitution, and Bill of Rights is worthy of repeated study.

Comment [A33]: BSG&ER-This is also part of the Celebrate Freedom Mandate.

Gr6 – (new)8C

(C) explain the impact of relative scarcity on international trade and economic interdependence among and within societies.

Comment [A34]: MV-One dissenting view desired the inclusion of the concept of “abundance” as a balance the concept of scarcity. The other members considered all resources scarce, despite the amount. The teaching of scarcity is a well-established concept within the economics field.

Significantly, other grades incorporated the recommendations of expert reviewers to include “abundance” along with “scarcity” (e.g., Grade 7, etc.). Surprisingly, the sixth grade writing committee rejected these changes, explaining in Comment 51 in the TEKS (A34 in this document): “The other members considered all resources scarce, despite the amount.” Notice the illogic here: all resources are *scarce*, despite the amount.

Current estimates document that America reserve of natural gas is estimated to last for 1,000-2,500 years; nevertheless, this is not abundance; it is just a lesser degree of scarcity. Therefore, we must still consider all natural gas as scarce, despite the massive amount in reserves (and we are continuing to discover new, unknown gas fields each year).

Following this logic, there is no such thing as “love”; there are only lesser degrees of “hate.” And there is no color “black”; there are only lesser colors of “white.” To say that scarcity and abundance are not both influences on economic systems is to deny the reciprocal principles of supply and demand – that when supply is high (i.e., that when there is abundance), prices fall; and when demand is high (i.e., when there is scarcity), then prices rise.

The committee justifies their position by noting that “the teaching of scarcity is a well-established concept within the economics field,” but I respectfully recommend that they re-consult their economic textbooks and they will see that the teaching of abundance – of over-supply – is also a “well established concept within the economics field.”

For consistency in vertical alignment, Grade 6 should include “abundance” as a counterbalance to scarcity.

(For those who might be interested in the abysmal track record concerning claims of scarcity, consult http://www.townhall.com/columnists/WalterEWilliams/2008/05/07/environmentalists_wild_predictions.)

Gr6 – 9B.

(B) identify and differentiate among ~~traditional, market, and command~~ free enterprise (capitalist, free market), socialist, and communist economies in ~~selected~~ various contemporary societies, including the benefits of the U.S. free enterprise system; and

By including the terms capitalism and free-market as synonyms for free-enterprise, perhaps it is time to consider the merits of a point concerning capitalism raised by a Jewish economist. See the full explanation in “Comment D: Free Enterprise and Capitalism” on p. 7 above. Therefore, I recommend:

(B) identify and differentiate among ~~traditional, market, and command~~ free enterprise (free market, ethical capitalism), socialist, and communist economies in ~~selected~~ various contemporary societies, including the benefits of the U.S. free enterprise system; and

This change also reinforces the long-standing premise that the continuation of a republic is predicated on an educated and virtuous citizenry.

Gr6 – 14A&B

(14) Citizenship. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is expected to:

(A) identify and explain the importance of ~~voluntary~~ civic participation in democratic societies; and

(B) explain relationships among rights and responsibilities in democratic societies.

In order to encourage a stronger sense of the citizen participation necessary for a free society to endure, students need to understand something of civic duties (a stronger word than “responsibilities”). In fact, as the Founding Fathers clearly explained, there is a reciprocal relationship between our rights and our duties.

For example, James Wilson (a signer of the Declaration and the Constitution, and an original Justice on the U. S. Supreme Court who started the first organized legal training in America), taught students:

To each class of rights, a class of duties is correspondent.

John Quincy Adams similarly affirmed:

The connection between a people and their government is a connection of duties as well as of rights.

Therefore, to impart a stronger sense of responsibility, I recommend:

(14) Citizenship. The student understands the relationship among individual rights, duties, and freedoms in democratic societies. The student is expected to:

(A) identify and explain the duty of ~~voluntary~~ civic participation in democratic societies; and

(B) explain relationships among rights and duties in democratic societies.

Gr6 – 14A.

(A) identify and explain the importance of ~~voluntary~~ civic participation in democratic societies; and

It is a good change to drop voluntary as associated with civic participation, but even this can be strengthened and still remain voluntary. Of course, there are some forms of

Comment [A35]: Voluntary is dropped to incorporate compulsory participation such as jury duty, participation in the census, and selective service

compulsory civic participation (e.g., selective service registration, jury duty, etc.), but it is still good to emphasize civic duties of citizens.

Also, as noted in sections above, to achieve consistency in vertical alignment of the changes made throughout K-5 and to comport with specific recommendations of SBOE Members about describing the unique form of government exemplified in our constitutional republic, I recommend:

(A) identify and explain the duty of ~~voluntary~~ civic participation in constitutional republics; and

Gr6 – 14D.

(C) identify reasons for limiting the power of government in a democratic society.

For the reasons just given, this TEKS should read:

(C) identify reasons for limiting the power of government in a democratic republic.

Gr6 – 15C&D.

(C) define a multicultural society and consider both the positive and negative qualities of multiculturalism.

(D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies.

This represents both some of the best and some of the worst appearances of multiculturalism in the TEKS. On the one hand, in C, an opportunity is given to show the weakness of multiculturalism. On the other hand, D directly forces students to participate in multiculturalism, regardless of the negative aspects that might have been demonstrated in C.

What is gained by having students learn not about the individuals who have changed their communities and world but only about the “diverse groups” that have allegedly done so? Isn’t the contribution made by a particular individual more important than whether or not that individual was part of a “diverse group”? This is a clause that mitigates the overall importance of actions and divides citizens into groups rather than seeing them all as Americans, regardless of their ethnicity or gender.

Long ago, *Federalist Paper #2* correctly noted:

Providence has been please to give this one connected country to one united people – a people descended from the same ancestors, speaking the same language, professing the same religion, attached to the same principles of government, very similar in their manners and customs, and who...have nobly established their general liberty and independence. This country and this people seem to have been made for each other, and it appears as if it was the design of

Providence that an inheritance so proper and convenient for a band of brethren united to each other by the strongest ties should never be split into a number of unsocial, jealous, and alien sovereignties.

We must not allow *e pluribus unum* (out of many, one) to become *e unum pluribus* (out of one, many); therefore, the emphasis on dividing ourselves into groups should be resisted throughout the TEKS, with an emphasis instead being placed on what unites us and makes us a common people (although definitely not a people of uniform conformity). As Abraham Lincoln wisely noted in his famous Springfield, Illinois, June 16, 1858 speech (quoting from what Jesus had long before said): “A house divided against itself cannot stand.” This is as true today as it was 2,000 years ago, and 150 years ago. Don’t let the social studies TEKS become a mechanism for building a divided house.

TEKS C might be allowed to remain, but TEKS D should definitely be removed.

Gr6 -16C.

(C) analyze the efforts and activities institutions use to sustain themselves over time such as compulsory education developing an informed citizenry or religions using monumental architecture to transcend time

American institutions have not sustained themselves through compulsory education; in fact, in the four centuries of American education, compulsory education is relatively recent. American civic institutions sustained themselves through a virtuous and educated citizenry (refer to the many quotes from the Framers about this subject that were provided in the first review). A solid education – not compulsory education – is what was implemented to sustain American institutions; that education included public schools, common schools, home schools, Old Field schools, private schools, tutorial schools, parochial schools, Dame Schools, and even self-education. (Incidentally, from a statistical standpoint, during the time that America has implemented compulsory education, we have gone from having the highest national literacy rate in the world to now being 62nd in the world – not a particularly shining record.) Additionally, using “compulsory education” suggests that only government-run public schools can sustain American institutions – a fact that American history disproves.

Therefore, I recommend:

(C) analyze the efforts and activities institutions use to sustain themselves over time such as [having a virtuous and educated citizenry](#) or religions using [monumental architecture to transcend time](#)

Gr6 – 19B.

(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:

(B) explain the significance of religious holidays and observances such as ~~Christmas and~~ Easter, Ramadan, ~~and~~ Yom Kippur and ~~Rosh Hashanah~~ Diwali in ~~selected~~ various contemporary societies.

Comment [A37]: The examples include the key holiday from each of the five major religions (Diwali is celebrated in by some Buddhist sects as well, though there is no single, unifying Buddhist celebration).

Comment A96 in the TEKS (A37 in this document) explains that these are the primary holidays of the five major religions. However, to mention five religions and then mention five holidays ignores the Free-Market nature of America, even among religions. America is not equally divided among these five religions, with 20% of Americans adhering to each of these five religions. In America, under the Free-Market system, which we apply even to religions, some 73-88% of Americans have selected Christianity; 8-16% selected no religion; 1.6% selected Judaism; 1% selected Islam; 0.6% selected Hindu; and 0.6% selected Buddhism. The culture of America is not accurately reflected by pretending that all five religions have equal adherents. Therefore, to delete a prominent and popular holidays such as Christmas (and polls indicate that over 90% of Americans currently celebrate Christmas) or Rosh Hashanah simply because this TEKS has placed all religions into a quota system rather than the free market system is an inaccurate portrayal of America. Christmas and Rosh Hashanah both should be reinstated. To do so does not promote either Christianity or Judaism; rather, it simply acknowledges with accuracy the religious culture of America as it actually exists – that these holidays have been awarded their place in the culture by the people themselves (not to mention by the greeting card industry as well).

Therefore, I recommend:

(B) explain the significance of religious holidays and observances such as [Christmas and](#) Easter, Ramadan, ~~and~~ Yom Kippur and [Rosh Hashanah, and](#) [Diwali](#) in ~~selected~~ [various](#) contemporary societies.

Gr6 – 22E.

(E) use standard grammar, spelling, sentence structure, and punctuation.

In TEKS such as Gr2 – a1, and Gr2 – 2D, the requirement for students to “measure calendar time by days, weeks, months, and years” was removed because, as Comment A1 in those TEKS noted, this “information is covered under math standards.” They rightly recognized that this was a history, not a math course.

Similarly, the TEKS above is clearly an English/Language Arts TEKS, not a history/geography TEKS. It should be removed for the same reasons that the math language was removed.

Seventh Grade

Gr7.

Constitution Day is required, by federal law, to be commemorated in public schools every year. Just as Celebrate Freedom Week has been inserted in each course and grade level, so, too, should Constitution Day be inserted in Seventh Grade (as it has been in other grades). Therefore, I recommend:

[\(0\) identify Constitution Day as a celebration of American freedom;](#)

Gr7.

TEKS in other grade levels stipulate:

(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; ~~and~~

The comment attached by the writing committee notes that reciting the pledges is required by state law. Therefore, this same TEKS should also be added to Seventh Grade.

Comment [A38]: BSG-Adherence to State law requiring pledges each day

Gr7.

In the Third Grade, new TEKS (10 & 10A) stipulated:

(10) Government. The student understands important ideas in historic documents at various levels of government. The student is expected to:

(A) Identify the purposes of the Declaration of Independence and the United States Constitution including the Bill of Rights.

Comment A42 in those TEKS (A39 in this document) noted that this TEKS was added as “part of the [Texas state law] Celebrate Freedom mandate.” It should therefore be included in the Seventh Grade as well. As indicated by that state law, the purpose of the Declaration, Constitution, and Bill of Rights is worthy of repeated study.

Comment [A39]: BSG&ER-This is also part of the Celebrate Freedom Mandate.

Gr7 – a1. Comment A1 in the TEKS (A40 in this document) states that changes have been made “which allows for more emphasis on contemporary Texas” is another verification of the trend that appears throughout the TEKS to replace traditional history with modern history – to move away from the study of the past and emphasize the study of the present.

Gr7 – 7C. Comment A28 in the TEKS (A41 in this document) similarly notes that the change is being made “in order to allow time for more current material.”

Gr7 – 7E. Comment A31 in the TEKS (A42 in this document) also notes that “the change bolsters the modern content.”

Gr7 – 8B. Comment A32 in the TEKS (A43 in this document) states that the change “modernizes the timeframe of the content.”

Similarly, changes made and explained by Comments A35, 37, 38, 39 in the TEKS also declare that the change “modernizes the content to be covered” (and there are other similar references and explanations, such as in Comment A54 in Gr7 – 20C, etc.).

As was demonstrated through the statistics presented by expert reviewers in the first round, national testings affirm that students clearly have not shown a mastery of even the most basic historical information, yet the trend in the TEKS is to spend even less time on the very items which need more time.

The reports of the Intercollegiate Studies Institute (ISI), as well as those from the National Endowment for the Humanities, the Colonial Williamsburg Charter Society, the

Comment [A40]: BSG&CRS-The previous list of eras is inconsistent with the proposed list which allows for more emphasis on contemporary Texas.

Comment [A41]: BSG-In order to allow time for more current material, the verb was lowered while still maintaining a moderate level of understanding. The such as statement is intended to provide a diverse group of examples.

Comment [A42]: BSG, CRS, & ER-CRS I B (3) - The change bolsters the modern content with a broad spectrum of examples for use.

Comment [A43]: BSG&CRS- CRS (I B (1) and III A (1)) - The change further aligns the document with the CRS and modernizes the timeframe of content.

U. S. Capitol Historical Society, the American Council of Trustees and Alumni, the U. S. Department of Education, the *American School Board Journal*, and others, all affirm the appalling and alarming deficiency in what should be elemental knowledge.

Representative of their findings on history:

- More students thought Ulysses S. Grant rather than George Washington led the troops at Valley Forge
- One-third thought the Magna Carta was what the Pilgrims signed on the Mayflower
- One-half failed to recognize Patrick Henry as the man who said, “Give me liberty or give me death!”
- 40 percent thought the Constitutional Convention of 1787 produced the Emancipation Proclamation

Representative of their findings on government:

- 49 percent could not identify the three branches of government
- Only 54 percent could identify a description of the free-enterprise system
- Less than 15 percent could name the fundamental freedoms protected by the First Amendment
- Nearly 60 percent could not name even one of the 19 presidential cabinet level departments and only 4 percent of Americans could name as many as 5

Yet despite these shocking numbers, the TEKS apparently will spend even less time on these apparent areas of deficiency.

It may be expected that the trend to move away from the past and replace it with the present will further diminish student history knowledge and scores; this trend should be rejected in the TEKS.

Gr7 – a1.

- (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.

This TEKS states that students will study Texas history “from early times” and examine “the full scope of Texas history.” However, numerous TEKS throughout the seventh grade remove examination of the 16th, 17th, and 18th centuries, focusing instead on the 19th, 20th, and 21st centuries. Consider how much of Texas history is removed by eliminating study of the 16th-18th centuries in efforts to “modernize” history – it essentially change eliminates considering the effects in the time period covering two of the six flags over Texas.

- (8) (A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, ~~and~~ 20th and 21st centuries; and

(8) (B) ~~pose and answer questions about~~ analyze and interpret geographic distributions and patterns in Texas during the 19th, and 20th and 21st centuries.

(9) (A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains ~~places and~~ regions and places of importance in Texas during the 19th, and 20th and 21st centuries; such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest

(10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, and 20th and 21st centuries. The student is expected to:

(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, and 20th and 21st centuries. The student is expected to:

(B) analyze how immigration and migration to Texas in the 19th, and 20th and 21st centuries have influenced Texas;

Clearly, these TEKS do not study Texas history “from early times” and examine “the full scope of Texas history”; they should be changed.

Gr7 – a4,13B

(a)(4) The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise (capitalistic, free market) society

(13)(B) analyze the impact of economic ~~phenomena-concepts~~ within the free enterprise (capitalistic, free market) system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and

By including the terms capitalism and free-market as synonyms for free-enterprise, perhaps it is time to consider the merits of a point concerning capitalism raised by a Jewish economist. See the full explanation in “Comment D: Free Enterprise and Capitalism” on p. 7 above. Therefore, I recommend:

(a)(4) The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise (free market, ethical capitalism) society

(13)(B) analyze the impact of economic ~~phenomena-concepts~~ within the free enterprise (free market, ethical capitalism) system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and

Gr7 – 1A.

(A) identify the major eras in Texas history, ~~and~~ describe their defining characteristics, and explain why historians divide 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 Boxcars; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;

The part of this TEKS stating: “explain why historians divide the past into eras, including . . .” is misfocused. It irrelevant why historians divide the past into these specific eras (and it will also be noted by referring to the 1998 TEKS that the titles of these Eras are quite different from the TEKS of 11 years). It seems to have become a common practice for an historian to write a paper and then propose, based on his own reasoning, that a new title be given to an Era. Are we asking students to explain why these periods have different names than they did 11 years ago? – why “historians” made the changes they did over the past decade?

It is indeed useful to ask students to explain why the past is divided into particular Eras, but not why historians make these specific divisions (and re-divisions). In short, the current TEKS makes the ever-vacillating reasoning of historians the object of study rather than history itself.

Therefore, I recommend:

(A) identify the major eras in Texas history, ~~and~~ describe their defining characteristics, and explain eras from the past, 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 Boxcars; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;

Gr7 – 6C.

(C) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and contributions of James Hogg; and

This TEKS places some emphasis on Reconstruction, but nowhere in the TEKS is there any mention made of the numerous black leaders elected during Reconstruction. In fact, 42 black leaders were elected to the Texas Legislature during Reconstruction – a significant accomplishment in Texas politics but completely unacknowledged.

(For a very interesting short piece on this, go to the Texas Handbook Online article at <http://www.tshaonline.org/handbook/online/articles/AA/wmafr.html>. There are many other interesting such articles in the Texas Handbook, but this is an excellent summary.)

Therefore, I recommend:

(C) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including black legislative leaders such as George T. Ruby, Matthew Gaines, Norris Wright Cuney, and Robert L. Smith, and the effects of the growth of railroads and contributions of James Hogg; and

Gr7 – 13B.

(B) analyze the impact of economic ~~phenomena~~-concepts within the free enterprise (capitalistic, free market) system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and

By limiting competition to “world competition,” it ignores competition that the Texas economy faces from other states (e.g., Wyoming and Ohio in coal production, Oklahoma and Louisiana in natural gas production, California and Washington in computer technology, Nebraska and Kansas in cattle production, etc.) and even from the new fad of American government-owned (i.e., taken over) corporations and businesses in the insurance, investing, real estate, and auto production industries. By deleting the word “world,” students can study all sources of competition that affect the economy of Texas. Therefore, I recommend:

(B) analyze the impact of economic ~~phenomena~~-concepts within the free enterprise (capitalistic, free market) system such as supply and demand, profit, government regulation, and ~~world~~ competition on the economy of Texas; and

Gr7 – 16,17,17B.

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

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

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

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

While Comment A47 in the TEKS (A44 in this document) states that “‘democratic society’ more closely aligns vertically with language used at other grade levels,” such is not the case. Throughout the levels preceding and succeeding this grade, the committee writers frequently changed “democratic society” to “democratic republic”; that same change should be made here.

Therefore, I recommend:

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

(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic [republic](#). The student is expected to:

(B) describe the importance of free speech and press in a democratic [republic](#); and

(18) Citizenship. The student understands the importance of effective leadership in a democratic [republic](#). The student is expected to:

This change will create consistency in the vertical alignment and will also comport with the recommendation of expert reviewers as well as the explicit instructions from the TEA and SBOE given in the Broad Strokes Guidance, instructing writing committee members to insert “republic” throughout the TEKS to preserve an accurate description of America

Gr7 – 16A&B

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

(A) ~~summarize the rights guaranteed in the Texas Bill of Rights~~ [explain and analyze civic responsibilities of Texas citizens and the importance of civic participation](#); and

(B) identify civic responsibilities of Texas citizens.

As explained above in Gr6 – 14A&B, and on the basis of those historical quotes on the reciprocal relationship between rights and duties, I therefore recommend:

(16) Citizenship. The student understands the rights and [duties](#) of Texas citizens [in a democratic society](#). The student is expected to:

(A) ~~summarize the rights guaranteed in the Texas Bill of Rights~~ [explain and analyze civic responsibilities of Texas citizens and the duty of civic participation](#); and

(B) identify civic [duties](#) of Texas citizens.

Gr7 – 16A.

(A) ~~summarize the rights guaranteed in the Texas Bill of Rights~~ [explain and analyze civic responsibilities of Texas citizens and the importance of civic participation](#); and

Two points:

Comment [A45]: BSG&ER-The level of the expectation is raised with an emphasis on active citizenship.

Comment [A46]: BSG&ER-The level of the expectation is raised with an emphasis on active citizenship.

1. Why remove a study of the Texas Bill of Rights? It was the only reference to that important document in the entire TEKS and should remain.

2. Change “importance” to “duty” in order to maintain a stress on the necessity of participatory citizenship.

(A) summarize the rights guaranteed in the Texas Bill of Rights and explain and analyze civic responsibilities of Texas citizens and the duty of civic participation; and

Gr7 – 18B.

(B) analyze-identify the contributions of Texas leaders such as James A. Baker III, Henry B. González, ~~Phil Gramm~~, Kay Bailey Hutchison, Barbara Jordan, and Sam Rayburn.

Kay Bailey Hutchinson should be removed from this section for the same reason given in Gr4 – 18C (i.e., she is in the middle of an active career; all the other specifically named leaders have finished their careers and the full record has thus been written; it may be another 11 years until the next TEKS are written and as noted by Teddy Roosevelt permanently enshrining a political leader with an unfinished career is not appropriate; etc.). Sen. Hutchinson will be covered in the much broader and non-specific TEKS A immediately above where she now appears; that TEKS states:

(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;

Because Senator Hutchinson is a present elected leader from Texas and will be covered in TEKS A; she should be deleted from TEKS B. Phil Gramm or Dick Armey is a better replacement; both have finished their political careers and the historical record on them is therefore written.

Therefore, I recommend:

(B) analyze-identify the contributions of Texas leaders such as James A. Baker III, Henry B. González, Dick Armey [or Phil Gramm], ~~Kay Bailey Hutchison~~, Barbara Jordan, and Sam Rayburn.

Gr7 – 22B.

(B) use standard grammar, spelling, sentence structure, and punctuation.

In Gr2 – a1, and Gr2 – 2D, the TEKS requiring students to “measure calendar time by days, weeks, months, and years” was removed because, as Comment A1 in those TEKS noted, “this “information is covered under math standards.” They rightly recognized that this was a history, not a math course.

Similarly, the TEKS above is clearly an English/Language Arts TEKS, not a history/geography TEKS. It should be removed for the same reasons that the math language was removed.

Eighth Grade

Gr8.

Constitution Day is required, by federal law, to be commemorated in public schools every year. Just as Celebrate Freedom Week has been inserted in each course and grade level, so, too, should Constitution Day be inserted in Eighth Grade (as it has been in other grades). Therefore, I recommend:

(0) identify Constitution Day as a celebration of American freedom;

Gr8 – a.

The section on Celebrate Freedom Week was missing from the Eighth Grade but appears in all previous grades. Since it is required by state law to be celebrated every year from Grades 3-12, it should be inserted here.

Instruction During Celebrate Freedom Week

Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Recitation during Celebrate Freedom Week

(1) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness – That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

Gr8.

TEKS in other grade levels stipulate:

(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag: ~~and~~

Comment [A47]: BSG-Adherence to State law requiring pledges each day

The comment attached by the writing committee notes that reciting the pledges is required by state law. Therefore, this same TEKS should also be added to the Eighth Grade.

Gr8.

In the Third Grade, new TEKS (10 & 10A) stipulated:

(10) Government. The student understands important ideas in historic documents at various levels of government. The student is expected to:

(A) Identify the purposes of the Declaration of Independence and the United States Constitution including the Bill of Rights.

Comment [A48]: BSG&ER-This is also part of the Celebrate Freedom Mandate.

Comment A42 in those TEKS (A48 in this document) noted that this TEKS was added as “part of the [Texas state law] Celebrate Freedom mandate.” It should therefore be included in the Eighth Grade as well. As indicated by that state law, the purpose of the Declaration, Constitution, and Bill of Rights is worthy of repeated study.

Gr8 – a1,22,22B,23

(1) Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a democratic society.

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

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

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

In order to produce a consistency in the vertical alignment with other grades above and below the Eighth Grade (which changed “democratic society” to “democratic republic”), the same change should be made here. That change will also comport with the recommendation of expert reviewers as well as the explicit instructions from the TEA and SBOE Members given in the Broad Strokes Guidance, instructing writing committee members to insert “republic” throughout the TEKS in order to preserve an accurate description of America.

Therefore, I recommend:

(1) Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a democratic [republic](#).

(22) Citizenship. The student understands the importance of the expression of different points of view in a democratic [republic](#). The student is expected to:

(B) describe the importance of free speech and press in a democratic [republic](#); and

(23) Citizenship. The student understands the importance of effective leadership in a democratic [republic](#). The student is expected to:

Gr8 – 1A.

(A) identify the major eras in U.S. history through 1877 [including colonization, revolution, creation and ratification of the Constitution, early Republic, Age of Jackson, westward expansion, reform movements, sectionalism, Civil War and Reconstruction](#) and describe their defining characteristics;

While it is important to understand eras of American history, the insertion of the Age of Jackson is surprising. While there are some books by that title (e.g., Harry Frankel: *The Jackson Period in American History*, 1946), the traditional lists of periods of American history do not include any such period with that title. Lists of the periods of American history are provided by numerous credible history groups, including the Library of Congress (<http://www.americaslibrary.gov/cgi-bin/page.cgi/jb>), universities such as CUNY and GMU (<http://historymatters.gmu.edu/browse/wwwhistory/>), and other notable history sites (<http://www.u-s-history.com/pages/eras.html>; http://www.besthistorysites.net/USHistory_Periods.shtml). None of them lists a period of the Age of Jackson – or any period even close to such a title. The traditional periods listed include:

- Pre-Columbian
- Exploration & Discovery
- Colonial
- Independence & Constitution
- New Nation/Young Republic/Era of Good Feelings
- Westward Expansion, Sectionalism, and Slavery
- Civil War
- Reconstruction
- Industrial Revolution, Gilded Age, and Reform
- Great War & Jazz Age

- Depression & World War II
- The Cold War, Vietnam Era, and the Countercultural Revolution
- Reagan Revolution and the end of the Cold War
- Modern Era

The closest periods that encompass the “Age of Jackson” would be the close of the Era of Good Feelings and the middle of the Rise of Sectionalism. Let’s stay with the traditional periods and not introduce period names that are not customary in traditional student history and social studies endeavors; I recommend to delete “Age of Jackson.”

Gr8 – 1C.

(C) explain the significance of the following dates: 1607, [1620](#), 1776, 1787, 1803, and 1861-1865.

The addition of the year 1620 is laudable, but to note only four dates from 1607-1787 should have absolutely no meaning for students. It certainly explains nothing of how American government came to be, for American government and identity came as the result of a series of notable events. By using only the dates 1607, 1620, 1776, and 1787, it is absolutely impossible to show how American government arrived at maturity or what what produced American Exceptionalism or where its unique ideas were obtained.

Therefore, on the basis of the explanation in “Comment B3: Governmental History” on p. 4 , I recommend:

(C) explain the significance of the following dates: 1607, [1619](#), [1620](#), [1638](#), [1641](#), [1643](#), [1650](#), [1754](#), 1776, [1778 \(1781\)](#), [1780](#), 1787, [1789](#), 1803, and 1861-1865.

Gr8 – 3C.

(C) describe how religion contributed to the growth of representative government in the American colonies.

There are very specific and very significant items that should be delineated here. For example, religion in America produced the first written civil documents of governance – something distinctly different from the European experience. Not only did the Pilgrims draft the first written government document in the New World but religious leaders created the model of using written documents of governance, including the first written constitution (by the Rev. Thomas Hooker in 1638, the Fundamental Orders of Connecticut) and the first written bill of rights (by the Rev. Nathaniel Ward in 1641 with the Massachusetts Body of Liberties).

It was also religion – and more specifically, religious leaders – who instituted representative government in America. For example, the Pilgrims’ pastor, John Robinson, specifically charged them to elect civil leaders who would not only seek the “common good” but who would also eliminate special privileges and status between governors and the governed – a radical departure from what was customary in Europe and England at

Comment [A49]: Added to emphasize the establishment of the Plymouth colony and signing of the Mayflower Compact.

that time; the Pilgrims therefore instituted annual civil elections. Similarly, the Rev. Hooker established annual elections in Connecticut, the Rev. Roger Williams instituted annual elections in Rhode Island, the Rev. William Penn established annual elections in Jersey and Pennsylvania, etc. Annual elections by the people were unknown in Europe and were first fully established in America by religious leaders and ministers.

Furthermore, when European hierarchy attempted to limit elections or invoke their position as crown-appointees to accrue to themselves greater power, it was the ministers who led the people in resistance against them, demanding a return to the terms of their written documents of governance. For example, when crown-appointed Governor Edmund Andros tried to seize the charters of Rhode Island, Connecticut, and Massachusetts and revoke their representative governments, opposition to Andros' plan was led by the Revs. Samuel Willard, Increase Mather, and especially the Rev. John Wise. Wise was even imprisoned by Andros for his resistance but he remained an unflinching voice for freedom, penning in 1710 and 1717 two works forcefully asserting that democracy was God's ordained government in both Church and State, thus causing historians to title him "The Founder of American Democracy."

When Governor Berkley refused to recognize Virginia's self-government, Quaker minister William Edmundson and the Rev. Thomas Harrison led the opposition; and when Governor Thomas Hutchinson ignored the elected Massachusetts legislature, the Rev. Dr. Samuel Cooper led the opposition. A similar pattern was followed when Governor William Burnet dissolved the New Hampshire legislature, Governor Botetourt disbanded the Virginia House of Burgesses, Governor James Wright disbanded the Georgia Assembly, etc. Tyrannical civil leaders were regularly opposed by the clergy for attempting to reduce either civil or religious liberties.

The historical records were so clear that distinguished nineteenth-century historian Benson Lossing concluded that the . . .

preachers promulgated the doctrine of civil liberty – that the sovereign was amenable to the tribunal of public opinion and ought to conform in practice to the expressed will of the people. By degrees their pulpits became the tribunes of the common people; and on all occasions, the ministers were the bold asserters of that freedom which the American Revolution established.

(Annual elections continued for well over a century, and it was not until the 1780s that the notion of bi-annual elections was adopted according to the recommendations and writings of Fisher Ames – a ratifier of the Constitution and a framer of the Bill of Rights. Because bi-annual elections were regular and frequent – two traits to which the people had long grown accustomed and upon which they insisted – they were thus willing to make the change. Europe had, and still has, periodic elections, but not at set, fixed times as in America. In England, elections occur every four to six years, depending on the time fixed by the Prime Minister; in America, elections were not subject to individual leaders' decisions.)

Religion shaped the form of government in America and also its operations through initiating the use of written documents of government, written bills of rights, and frequent and regular elections of leaders by the people.

Additionally, while this specific TEKS stipulates an inquiry into how "representative government" was influenced by religion, the parliamentary "representative government"

system that dominated (and still dominates) Europe is certainly is not the same form of “representative government” as that instituted in America. Religion directly affected the specific form of “representative government” implemented in America.

Therefore, I recommend:

(C) describe how religion contributed to the growth and form of representative government in the American colonies, including the use of written documents of governance and frequent elections at regular and fixed intervals.

Gr8 – 4A.

(A) analyze causes of the American Revolution, including the Proclamation of 1763, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;

As an addendum to the TEKS just discussed above, the writings of the Founding Fathers certainly list “threats to religious liberty” as one of the leading causes of the American Revolution.

For example, John Adams explained that resistance to the King’s plan to officially place an Anglican Bishop over all of America and thus make America a part of the state-established British Anglican Church “contributed, as much as any other cause, to arouse the attention of the common people and urge them to close thinking on the constitutional authority of Parliament over the Colonies.” In fact, when the king heard of America’s resistance to an appointed Anglican Bishop over all of America, he exclaimed in grave concern, “No bishop? Why, then, no King!” Patriot and statesman Arthur Lee of Virginia (a member of the Continental Congress, and brother of two signers of the Declaration) similar expressed that an Anglican bishop over America “threatened the subversion of both our civil and religious liberties.” And Catholic signer of the Declaration Charles Carroll and Protestant signer of the Declaration Samuel Adams both explained that one of the primary reasons they entered into the American Revolution was to secure religious liberties and thus allow each American to chose their own faith (or lack thereof) rather than have a state-imposed religion. In fact, according to Carroll, this was a major motivation in the thinking of most of the Founding Fathers. As he succinctly declared:

To obtain religious as well as civil liberty I entered jealously into the Revolution, and observing the Christian religion divided into many sects, I founded the hope that no one would be so predominant as to become the religion of the State. That hope was thus early entertained, because all of them joined in the same cause, with few exceptions of individuals.

In short, because the desire to preserve religious liberties from the British attempt to create a nation religion was mentioned so frequently in the original writings of the Founding Fathers, I therefore recommend including this issue:

(A) analyze causes of the American Revolution, including the Proclamation of 1763, mercantilism, lack of representation in Parliament, British threats against

[religious liberty](#), and British economic policies following the French and Indian War;

As one final note, the Declaration of Independence lists the 27 grievances – or causes – of the American Revolution; 11 of those clauses list British attempts to limit America’s representative government, but none of them allude even in the remotest manner to America having a “lack of representation in Parliament.” They did object (on 11 occasions, or in 40% of the written grievances) to British interference with our elected governments here in America. Therefore, I recommend:

(A) analyze causes of the American Revolution, [including the Proclamation of 1763](#), mercantilism, [British interference with America’s representative governments](#), [British threats against religious liberty](#), and British economic policies following the French and Indian War;

Gr8 – 4B.

(B) explain the roles played by significant individuals during the American Revolution, including [Abigail Adams](#), [John Adams](#), Samuel Adams, Benjamin Franklin, [Bernardo de Galvez](#), King George III, [Patrick Henry](#), Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;

These are excellent additions, but a few others should be added.

For example, Bernado de Galvez represents an Hispanic who made notable contributions and so, too, did Francisco Saavedra, (While living inside British dominions, he worked closely with the French and Count de Grasse to help secure the ultimate military defeat of the British through the French Navy.)

Similarly, while the addition of Abigail Adams is excellent, either Mercy Otis Warren or Elizabeth Lewis should also be added to better represent the significant contributions made by women during the Revolution. For example, Elizabeth Lewis (wife of signer Francis Lewis) personally withstood the British attempt to wreck their house and plunder their property. The British therefore opened fire on her (a cannonball even passed between her firmly planted legs as she defiantly challenged the British troops) but she refused to budge. They eventually physically removed her, looted her belongings, and made her a prisoner of war. Refusing to feed her, other prisoners smuggled bread crumbs to her, but she eventually died as a result of her harsh treatment. She represents the courage and conviction that characterized so many of the women of the Revolution. And Mercy Otis Warren (called the “Conscience of the Revolution”) was America’s first female historian; the sister of a patriot and wife of another patriot, her experiences and leadership are quite different but nevertheless stellar. One of those two women should also be included with Abigail

Unfortunately, no black American has been included – but definitely should be. For example, no American was more decorated at the Battle of Bunker Hill than Peter Salem (who is pictured in John Trumbull’s famous painting of the Battle of Bunker Hill). Similarly, the first black American elected to office in America was Wentworth Cheswill (elected in New Hampshire in 1768 and re-elected for the next 50 years, including as

town constable, town selectman, town auditor, town assessor, town coroner, town moderator, and justice of the peace); he made a Paul Revere type ride to warn the patriots and he also became a leading historian recording the annals of New Hampshire. And there is also James Armistead (pictured alongside General LaFayette in his famous portrait at the Battle of Yorktown); the first double spy in American history, Armistead kept the Americans informed of Lord Cornwallis' plans and who helped guide Cornwallis into the hands of the Americans at Yorktown. There are many others (e.g., Peter Salem, Richard Allen, Lemuel Haynes, Jordan Freeman, Prince Whipple, Oliver Cromwell, etc.), but at least two of the first three individuals should be included.

Similarly, no prominent Jewish American revolutionary leaders have not been included and should be. For example, Haym Salomon (or Solomon) was a Jewish businessman in New York who worked to secure the needed financing for George Washington during the Revolution. His role and contributions were similar to those of Robert Morris, the Financier of the Revolution (Salomon is called the "Banker of the Revolution"). In fact, in the Chicago business district is a large and prominent statue showing George Washington standing between Robert Morris and Haym Salomon – the Commander-in-Chief and the two financial leaders that were able to help keep the army in the field. Other famous Jewish patriots during the Revolution included Colonels David and Isaac Franks (military leaders), Isaac Moses (a blockade runner carrying supplies for America troops), Major Benjamin Nones (a leader in the Battles of Savannah and Camden), Mordecai Sheftall (a patriot leader in Georgia), and Francis Salvador, the first Jew to die in the American Revolution.

Also, there is the international element of the Revolution. That is, not only the Americas but also many Irish fought along the Americans, including General Richard Montgomery and Commodore John Barry (in fact, 20 of Washington's generals were of Irish descent). There were also Frenchmen such as Lafayette and DeGrasse; Poles such as Count Pulaski and General Thaddeus Kosciuszko; Germans such as Generals De Kalb and Von Steuben; and others. In short, the American Revolution was fought by men and women; black, white, red, and brown Americans; Christian, Jew, and non-religious; English, Polish, Irish, French, German, etc.

(As a personal commentary, this remains the proper means to show diversity – simply tell history the way it occurred and show the roles of significant contributors without having to search out individuals who made much more meager contributions in a concocted attempt to show balance and "diversity." There are numerous such individuals, forgotten by today's historians but which formerly appeared on the pages of early history books. It is time to rediscover and resurrect some of these earlier heroes.)

By the way, if we question whether the addition of these additional names will create too many names in a TEKS for students to be able to absorb, simply check their "friends list" on their phone or Ipad to reassure yourselves that, yes, they really can handle remembering a plethora of individual and distinctly different names and personalities!

Therefore, to include more significant individuals and introduce students much earlier to a genuine diversity within a common unity, I recommend:

(B) explain the roles played by significant individuals during the American Revolution, including [Abigail Adams](#), [John Adams](#), [Wentworth Cheswill](#), Samuel Adams, [Francisco Saavedra](#), [Elizabeth Lewis \(or Mercy Otis Warren\)](#), [James Armistead \(or Peter Salem\)](#), Benjamin Franklin, [Bernardo de Galvez](#), King

George III, [Haym Salomon](#), [Patrick Henry](#), Thomas Jefferson, [Baron Von Steuben](#), [Casimir Pulaski](#), the Marquis de Lafayette, [Edmund Burke](#), Thomas Paine, [Benjamin Rush](#), [John Witherspoon](#), [John Jay](#), and George Washington;

Gr8 – 5A.

(A) describe major domestic problems faced by the leaders of the new Republic such as maintaining national security, creating a stable economic system, setting up the court system, and defining the authority of the central government;

One of the many major problems facing the new republic was the Barbary Powers War, which lasted from 1784 (when Congress first dispatched John Adams, Benjamin Franklin, and Thomas Jefferson to negotiate with the Muslim pirate/terrorists) until 1816, when the final treaty was signed under President James Madison. Preceding 1784, American citizens traveling overseas were being attacked, kidnapped, and held for ransom, creating confusion both at home and abroad. The terrorist activities became a major focus first during the Continental Congress and then during federal Congress once the Constitution was ratified. By 1795 (the last year of President George Washington’s administration), 16% of the federal budget was being expended in efforts to deal with the terrorists; by 1801, it had increased to 20% of the federal budget.

This exceptionally high and disproportionate expense, coupled with George Washington’s repulsion at being unable to retaliate against those who attacked Americans, caused him in 1795 to request that Congress build a Navy to transport the Marines to deal with the terrorists (in five different Muslim nations) and protect American citizens. (As Washington publicly lamented, “Would to Heaven we had a navy able to reform those enemies to mankind – or crush them into non-existence.”) This was the first change in the Founders’ general opposition to a standing military. Congress complied with the request, thus launching the origins of a full-time military. Congress then undertook a complete review of military operations and began building permanent military bases rather than just relying on the fort system and volunteer military that had dominated the American Revolution. President John Adams oversaw the construction of the nation (for which he has been titled “The Father of the American Navy”) and by 1801 the Navy was available for use.

President Jefferson dispatched the Navy and two military Marine expeditions under General William Eaton and Commodore Edward Preble, who remained overseas for five years (1801-1805) subduing the Muslim pirates and their supporting countries. During the War of 1812, the terrorists resumed their former activities against U. S. citizens and interests, so in 1815-1816, President Madison dispatched two more military expeditions (under Commodore Stephen Decatur and Commodore William Bainbridge), who again brought an end to the pirate/terrorist activities.

A military conflict that spanned 32 years (1784-1816), involved thousands of citizens domestically, included diplomatic actions by four presidents and military actions by two, remained a consistent focus of Congress and the media for over three decades, and that occupied as much as one-fifth of the entire federal budget should qualify as a “major domestic problem.”

Therefore, I recommend:

(A) describe major domestic problems faced by the leaders of the new Republic such as maintaining national security, [building a military, securing the safety of American citizens in international waters and foreign nations, dealing with terror threats and the Barbary Powers](#), creating a stable economic system, setting up the court system, and defining the authority of the central government;

Gr8 – 5F.

(F) explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party; and

This TEKS has a similar problem to that in HS History – 10B: (“identify significant conservative advocacy organizations and individuals, such as Newt Gingrich, Phyllis Schlafly, and the Moral Majority.”) Both TEKS are unbalanced, showing only one side of a coin that has two sides; both TEKS needs to present the other side of the coin. Therefore, I recommend that at some place in the Eight Grade TEKS be placed the exact corollary to 5F:

(F) explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party; and

[\(0\) explain the impact of the election of Abraham Lincoln, including the beginning of the modern Republican Party; and](#)

(TEKS 10B requiring students to “identify significant conservative advocacy organizations and individuals” should be eliminated from HS History. If the individuals in that TEKS are worthy of study, it is because of what they have done, not because they are conservatives. If they have made worthy contributions, study them; if they have not, then keep them out of the TEKS. Don’t study individuals just because they fit within a superficial label of some group.)

Gr8 – 8B.

(B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, ~~assassination of Lincoln~~, Lee's surrender at Appomattox Court House and [the assassination of Lincoln](#); and

There is no question but that the Civil War was the result of political disagreements, especially the Fugitive Slave Law of 1850 and the Kansas-Nebraska Act of 1854. In fact, those two laws resulted in the splitting of the majority Democrat party into two groups, the Unionists and the Secessionists. Additionally, in May 1854 following the vote on the Kansas-Nebraska Act, a number of anti-slavery Democrat senators and representatives led by Sen. Charles Sumner and Rep. Nathaniel Banks assembled only days after that vote to form the Republican Party. As a result of those two acts and the increasing hostility between the three groups over the next three years, the Democrats ran two

presidential candidates in the 1860 election (Douglas and Breckenridge, each one representing one side of the split Democrat party); and although the two garnered 60% of the popular vote, the split between the two Democrats allowed Abraham Lincoln to win with only 40% of the popular vote. Therefore, it is inconceivable that the Kansas-Nebraska Act of 1854 should not be listed as one of the significant causes of the Civil War.

Additionally, the complete and irreconcilable schism between the two segments of the Democrat party resulted in a national spectacle that crystallized the national sentiment: that is, the public resignation *en masse* of southern Democrats from the House and Senate in protest of the election of Abraham Lincoln (a fact those leaders they made clear in their various public congressional farewell addresses). Those former federal leaders from the south then became state leaders in finalizing the secession of the eleven states forming the confederacy, and they served in various political and military positions throughout the Confederacy. It is therefore also unimaginable that secession followed by the national public spectacle of mass resignations from the House and Senate would not be listed as significant causes of the Civil War.

Therefore, I recommend:

(B) explain the issues surrounding significant events of the Civil War, including [the Fugitive Slave Law and Kansas-Nebraska Act](#), the firing on Fort Sumter, [secession and the public resignation of southern Democrats from Congress](#), the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, ~~assassination of Lincoln~~, Lee's surrender at Appomattox Court House and [the assassination of Lincoln](#); and

Gr8 – 9D.

There are three significant items that should be mentioned with Reconstruction.

The first is how Reconstruction ended. The virtual electoral tie between Rutherford B. Hayes and Samuel Tilden in the presidential election of 1876 threw the election into a 15-member committee composed of Senators, Representatives, and Supreme Court Justices. An agreement was reached that Democrats would cede 20 contested electoral votes to Hayes in exchange for an agreement for him to withdraw all federal troops from the South, thus officially ending Reconstruction. The election of 1876 must be covered; it is not.

Second, nothing is mentioned of the significant and rapid advancement of blacks during Reconstruction (an advancement promptly reversed after Reconstruction). For example, nothing is mentioned that during Reconstruction, the first 42 blacks were elected to the Texas Legislature – as were the first 127 in Louisiana, 41 in Georgia, 99 in Alabama, 112 in Mississippi, 190 in South Carolina, etc.

Third, immediately following the withdrawal of federal troops and the end of Reconstruction, at least eleven different categories of state laws were passed to exclude participation of blacks, including poll taxes, literacy tests, grandfather clauses, multiple ballots, Black Codes (Jim Crow laws), forced segregation, bizarre gerrymandering, white-only primaries, the prompt revision of state constitutions enacted only a few years before during Reconstruction, property-ownership requirements for voting, voter

registration fees, etc. Yet nothing is mentioned of the various methods used by states to deprive blacks of the guarantees secured through the Thirteenth, Fourteenth, and Fifteenth Amendments passed during Reconstruction.

These three important areas should be mentioned in the TEKS: (1) How Reconstruction ended; (2) The rapid advancement of blacks in the south during Reconstruction; and (3) The methods used to target and suppress blacks in the south following Reconstruction.

Gr8 – 12&12A&C.

(12) Geography. The student understands the physical characteristics of the United States during the 17th, 18th and 19th centuries and how humans adapted to and modified the environment. The student is expected to:

(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th and 19th centuries;

(C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th and 19th centuries.

The addition of the 17th century in order to (as the comment explains) “include the colonial period” is indeed laudable. However, the 15th & 16th centuries should also be included or else students will completely miss much of the history that occurred in Minnesota, Florida, Texas, the Southwest, etc. For example, students will never learn about Leif Ericson coming to North America or the Vikings entering into Minnesota about 1000AD; they will miss Columbus “discovering” the New World when he landed on an island off the shore of Florida in 1492 and named it San Salvador (“Holy Savior”); they will miss the Spanish in El Paso and Palo Duro in 1540 (and also the French entry into Texas), as well as the development of French and Spanish settlements along the Mississippi River; the founding of St. Augustine, Florida (the nation’s oldest city) in 1565; the Roanoke Colony in Virginia in 1585; and there are many other significant events related to Texas and America geography and history that predate the 17th century.

Therefore, I recommend:

(12) Geography. The student understands the physical characteristics of the United States since the 15th century and how humans adapted to and modified the environment. The student is expected to:

Gr8 – 15A&B

(15) Economics. The student understands the origins and development of the free enterprise (capitalist, free market) system in the United States. The student is expected to:

Comment [A51]: See above.

Comment [A52]: See above.

(A) explain why a free enterprise ([capitalist, free market](#)) system of economics developed in the new nation; and

(B) describe the characteristics and the benefits of the U.S. free enterprise ([capitalist, free market](#)) system during the 18th and 19th centuries.

By including the terms capitalism and free-market as synonyms for free-enterprise, perhaps it is time to consider the merits of a point concerning capitalism raised by a Jewish economist. See the full explanation in “Comment D: Free Enterprise and Capitalism” on p. 7 above. Therefore, I recommend:

(15) Economics. The student understands the origins and development of the free enterprise ([free market, ethical capitalism](#)) system in the United States. The student is expected to:

(A) explain why a free enterprise ([free market, ethical capitalism](#)) system of economics developed in the new nation; and

(B) describe the characteristics and the benefits of the U.S. free enterprise ([free market, ethical capitalism](#)) system during the 18th and 19th centuries.

Gr8 – 19A.

(A) [identify the origin of judicial review and analyze examples of congressional and presidential responses](#).

Since this TEKS is in the context of “landmark Supreme Court cases,” I would imagine that *Marbury v. Madison* was probably in the minds of the authors of this TEKS; if this is the case, then the wording of the TEKS is somewhat misleading. Judicial review was in full use by the state judiciaries well before it was attempted by the U. S. Supreme Court. In fact, it was a matter of substantial discussion at the Constitutional Convention, with numerous delegates (e.g., Elbridge Gerry, Gouverneur Morris, Luther Martin, and Alexander Hamilton.) noting that judicial review was regularly used in the state courts. In fact, it was their attempt to “improve” the existing practice of state judicial review that led to the federal proposal of a “Council of Revision” to incorporate judicial review into legislative action – a proposal that was soundly rejected by the delegates.

Therefore, since the origin of judicial review precedes by decades the establishment of the federal government, I think that the intent of the TEKS is captured through the following wording:

(A) [identify early federal uses of judicial review and analyze examples of congressional and presidential responses](#).

Gr8 – 19C.

(C) evaluate the impact of selected landmark Supreme Court decisions including *Dred Scott v. Sandford* on life in the United States.

This is an important Supreme Court case and should be studied, but the current wording is inaccurate. The *Dred Scott* decision had absolutely no “impact...on life in the United States.” However, the political use of that decision did have impact. Democrats promptly praised the decision in their 1856 and 1860 platforms and even reprinted the decision and distributed it with a copy of their platforms to validate what they considered to be the legitimacy of their platforms; Republicans placed a condemnation of the decision in their platforms of 1856 and 1860. All presidential candidates cited the decision in the campaigns of 1856 and 1860, but the decision had absolutely no impact – nothing was changed; the status quo was maintained. The Supreme Court had even used the *Dred Scott* decision to declare the Missouri Compromise of 1820 to be unconstitutional (the first use of federal judicial review to strike down a *federal legislative act*), but that decision was ignored by Congress. In short, nothing changed. However, it did set off a firestorm of political debate.

Therefore, I believe that the intent of this TEKS will be maintained and its accuracy improved with the following change:

(C) evaluate the reaction to and aftermath of selected landmark Supreme Court decisions including *Dred Scott v. Sandford* on life in the United States.

Gr8 – 20&21

(20) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:

As explained above in Gr6 – 14A&B, and on the basis of those historical quotes on the reciprocal relationship between rights and duties, I therefore recommend:

(20) Citizenship. The student understands the rights and duties of citizens of the United States. The student is expected to:

(21) Citizenship. The student understands the duty of ~~voluntary individual~~ participation in the democratic process. The student is expected to:

Gr8 – 21A.

(A) explain the role of significant individuals such as William Penn in the development of self-government in colonial America;

Other individuals who made early and indispensable contributions to civil government that have endured across the centuries in America include Thomas Hooker (written constitutions), Nathaniel Ward (written bill of rights), and Roger Williams (rights of conscience). In fact, the uniqueness of the contributions of these three predate and probably surpass the excellent contributions of William Penn, these individuals should be

included as well. Furthermore, all of these individuals, including William Penn, were ministers and for historical accuracy's sake should be acknowledged as such.

Therefore, I recommend

(A) explain the role of significant individuals such as [the Revs.](#), William Penn, [Thomas Hooker, Roger Williams, and Nathaniel Ward](#) in the development of self-government in colonial America;

Gr8 – 21C.

(C) [analyze](#) [identify](#) reasons for and the impact of selected examples of civil disobedience in U.S. history such as Henry David Thoreau's refusal to pay a tax.

Civil disobedience is much more diverse (and complicated) than just the single example of Thoreau. Numerous examples show that civil disobedience has played a prominent role in initiating numerous changes throughout American history, including through the Boston Tea Party, Shay's Rebellion, the Underground Railroad, the Montgomery Bus Boycott, Rosa Parks at the lunch counter, etc. Therefore, include more of the breadth of the use of civil disobedience.

(C) [analyze](#) [identify](#) reasons for and the impact of selected examples of civil disobedience in U.S. history such as [the Boston Tea Party, Shay's Rebellion, Henry David Thoreau's refusal to pay a tax, the Underground Railroad, the Montgomery Bus Boycott, and Rosa Parks at the lunch counter.](#)

Gr8 – 31B.

(B) use standard grammar, spelling, sentence structure, and punctuation.

In Gr2 – a1, and Gr2 – 2D, the TEKS requiring students to “measure calendar time by days, weeks, months, and years” was removed because, as Comment A1 in those TEKS noted, “this “information is covered under math standards.” They rightly recognized that this was a history, not a math course.

Similarly, the TEKS above is clearly an English/Language Arts TEKS, not a history/geography TEKS. It should be removed for the same reasons that the math language was removed.

U.S. History Since Reconstruction

HSAmHist.

Because this course may be taught in the semester in which state law requires Celebrate Freedom Week to be observed, that TEKS should also be added – as it has been in previous grades and courses.

(b) Instruction During Celebrate Freedom Week

Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Recitation during Celebrate Freedom Week

(1) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

In the Third Grade, new TEKS (10 & 10A) stipulated:

(10) Government. The student understands important ideas in historic documents at various levels of government. The student is expected to:

(A) Identify the purposes of the Declaration of Independence and the United States Constitution including the Bill of Rights.

Comment [A53]: BSG&ER-This is also part of the Celebrate Freedom Mandate.

Comment A42 in those TEKS (A53 in this document) noted that this TEKS was added as "part of the [Texas state law] Celebrate Freedom mandate." It should therefore be included in the High School as well. As indicated by that state law, the purpose of the Declaration, Constitution, and Bill of Rights is worthy of repeated study.

Similarly, Constitution Day is required, by federal law, to be commemorated in public schools every year. As it, too, may fall in the semester in which this course is taught, it should be inserted in High School History (as it has been in other grades). Therefore, I recommend:

(0) identify Constitution Day as a celebration of American freedom;

HSAmHist.

TEKS in other grade levels stipulate:

(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; ~~and~~

Comment [A54]: BSG-Adherence to State law requiring pledges each day

The comment attached by the writing committee notes that reciting the pledges is required by state law. Therefore, this same TEKS should also be added to High School.

HSAmHist – 3A&B.

(A) explain why significant events, policies, and individuals, including the Spanish-American War, U.S. ~~expansionism~~ imperialism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt, moved the United States into the position of a world power;

Comment [A55]: This is an accepted term by historians.

(B) evaluate the responses to American imperialism including Guam, Hawaii, Cuba, Philippines, and Puerto Rico;

There is a potential unintended danger and negative consequence by the manner in which this TEKS addresses “American imperialism.” Comment A19 in the TEKS (A55 in this document) notes that “this is an accepted term by historians,” but the meaning of American Imperialism is not even similar to that practiced by Russia, China, Great Britain, or the rest of the world. Therefore, the fact that the term may be accepted by historians does not mean that it conveys an accurate image or impression with regard to the American experience.

“Imperialism” is (and should be) a term that conjures negative images. After all, the very definition involves acquisition of territory by force for the purposes of building a domineering, imperious empire. Yet, this is not an accurate portrayal of American foreign policy. There was indeed a short-lived period at the close of the 19th and beginning of the 20th centuries in which some attempted to pursue that policy, but that pursuit was soon rejected and repudiated both by the people and their leaders.

For example, when America entered the Spanish-American War to aid the Cubans (following Spanish reversal of policy over Cuban independence and the simultaneous attacks by the Spanish against American citizens living in Cuba), “Congress ruled out the acquisition of Cuba in its war resolution that April, and most Americans did not think of the war as one of conquest” (*Encyclopedia of American Foreign Policy*).

And as noted earlier, what constitutes “American imperialism” is not reflective of the manner in which the term “imperialism” is used to describe the behavior of other nations. Quoting again from the respected *Encyclopedia of American Foreign Policy*:

Imperialism in late 19th-century America involved international phenomenon, but the Americans, who had a whole continent to provide raw materials and domestic markets, had little compulsion to acquire more territory; in contrast, the Europeans and Japanese had an entirely different attitude toward imperialism. The United States, during the years 1870 to 1900, added 125,000 square miles, while Germany and Great Britain gained 1 million and 4.7 million square miles, respectively.

Furthermore, many of the territories who became American acquisitions chose to remain in that position and have continued to this day in approbation of that relationship; some have even voluntarily sought closer relationships and have pursued statehood.

Therefore, to limit the potentially over-negative import of the term “imperialism” (which in this case would not be reflective of what constitutes true imperialism), I suggest:

(A) explain why significant events, policies, and individuals, including the Spanish-American War, the short-lived U.S. expansionism-quasi-imperialism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt, moved the United States into the position of a world power;

(B) evaluate the responses to American expansionism including Guam, Hawaii, Cuba, Philippines, and Puerto Rico;

HSAmHist – 3A.

(C) (B)-identify the causes of World War I and reasons for U.S. entry involvement in World War I, including propaganda and unrestricted submarine warfare;

Like the previous TEKS, this, too, has the potential for misunderstanding; or at least for the imputation of an overly-broad unwarranted negative tone. While “propaganda” technically can be positive or truthful information, the overwhelming popular perception of “propaganda” is negative and untruthful and its most common definition is “information that is designed to deliberately mislead or persuade” and can even include blatant lying. Its synonyms include “brainwashing,” “disinformation,” and “half-truths.” As used in World War I, it was the dispersion of information made to shape public opinion to support American intervention in the European war. Therefore, limit the use of a potentially unnecessary negative tone by being more specific. I recommend:

(C) (B)-identify the causes of World War I and reasons for U.S. entry involvement in World War I, including Wilson’s Committee on Public Information and unrestricted submarine warfare;

HSAmHist – 4B.

(B) evaluate the impact of muckrakers and reform leaders such as including Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W.E.B. DuBois, and Robert LaFollette on American society; and

W.E.B. Dubois was a reform leader but he represented only one side of the two very different approach to reform simultaneously underway in the black community. The other approach was led by black leaders Booker T. Washington and Major Robert Russa Moton. While Dubois regularly receives modern textbook coverage, the work of Washington and Rossa was less controversial but was probably politically more effective and long lasting. Therefore, I recommend:

(B) evaluate the impact of muckrakers and reform leaders ~~such as~~ including Upton Sinclair, Susan B. Anthony, Ida B. Wells, W.E.B. DuBois, and Robert Russa Moton, ~~and Robert LaFollette~~ on American society; and

HSAmHist – 5B.

(5) History. The student understands significant ~~individuals~~, events, and social issues, and individuals of the 1920s. The student is expected to:

(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Marcus Garvey, and Charles A. Lindbergh.

Another leader associated with “significant events and social issues” of that period was professional-baseball-player-turned-minister Billy Sunday. He is credited with being a significant force behind the passage of the 18th Amendment and an active figure in presidential political life. His religious activities directly affected literally tens of millions of Americans at the time. He was definitely a significant influence upon social, cultural, and political events of the day. I therefore recommend:

(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Marcus Garvey, Billy Sunday, and Charles A. Lindbergh.

HS History – 6(new)D.

(D) ~~(C)~~ explain the roles played by significant military leaders during World War II, including ~~Omar Bradley~~, Dwight Eisenhower, Douglas MacArthur, Oveta Culp Hobby, Benjamin O. Davis, and George Marshall ~~and George Patton~~; and

Significantly, this is the third time in the TEKS that Oveta Culp Hobby has appeared (also in Gr4 – 5B and Gr7 – 7C), while many historical figures lost their only mention (see the full explanation given in “Comment C: History & Heroes” on p. 5 above). Allow Hobby to remain in Grade 7 Texas history as a leader in reform movements in Texas, but remove her from the other two locations in preference of other worthy individuals deserving of recognition. These could include individuals such as Admirals Chester Nimitz or William Halsey, Col. James H. Doolittle, or especially Col. Virgil R. Miller – regimental commander of the WWII Japanese-American soldiers of the 100th/442nd Regimental Combat Team (the most decorated unit of its size in American military history, with 21 Medal of Honor winners and over 9,000 Purple Hearts awarded) as well as the remarkable Navajo Code Talkers (whose messages were never broken by Axis powers).

Therefore, I particularly recommend the inclusion of the latter two:

(D) ~~(C)~~ explain the roles played by significant military leaders and special units during World War II, including ~~Omar Bradley~~, Dwight Eisenhower, Douglas

MacArthur, ~~Oveta Culp Hobby~~, Benjamin O. Davis, The 442nd Regimental Combat Unit, the Navajo Code Talkers, and George Marshall and ~~George Patton~~; and

HSAHHist – 7B.

(B) describe how ~~McCarthyism~~, the arms race, and the space race increased Cold War tensions;

Comment A54 in the TEKS (A56 in this document) is quite proper and reflects a commitment to accuracy and truth in history. Therefore I recommend:

(B) describe how ~~McCarthyism~~, the arms race, and the space race increased Cold War tensions, and how the later release of the Verona Papers affirmed many American suspicions related to the Cold War;

Comment [A56]: MV-One member thinks that if McCarthyism is noted, then the Venona papers need to be explained that exonerates him.

Comment [A57]: MV-One member thinks that if McCarthyism is noted, then the Venona papers need to be explained that exonerates him.

HSAHHist – (new)8C.

(C) identify significant leaders and political activist organizations of the civil rights movement, including Martin Luther King, Jr., Cesar Chavez, Betty Friedan, Student Nonviolent Coordinating Committee (SNCC), American Indian Movement (AIM), and Mexican-American Legal Defense and Education Fund (MALDEF); and

These truly are significant leaders and organizations, but most tend to display angry traits and also tend to be considered politically liberal. While there is a lack of balance, two of the more significant risk-taking civil rights leaders are not mentioned here: Harry S. Truman and Dwight D. Eisenhower.

Truman issued an order desegregating the American military and in 1946 became the first modern president to institute a comprehensive view of race relations. He also introduced an aggressive 10-point civil rights legislative package that included an anti-lynching law, a ban on the poll tax, and desegregation of the military but congressional leaders in his own party killed all of his proposals, including his proposed Civil Rights Commission. In 1948, Truman attempted to place strong pro-civil rights language in his party's national platform, resulting in a walkout of southern delegates, who then formed the Dixiecrat Party to run against him in the presidential election. Truman was a courageous civil rights leader, confronting political power within his own party both in Congress and in its political structure.

Dwight D. Eisenhower was similarly determined to eliminate racial discrimination in all areas under his authority and therefore issued executive orders halting segregation in the District of Columbia and all federal agencies. He became the first President to appoint a black American (Frederic Morrow) to an executive position on the White House staff and he also proposed a vigorous civil rights legislative protection plan for blacks in the southern states, but opposition in Congress killed all of his proposals. In 1957, he proposed a bold civil rights bill to increase black voting rights and protections, but those

proposals were killed by opposition in Congress. (In fact, the longest individual filibuster in U. S. Senate history was utilized to kill his civil rights bill.) Eisenhower did succeed in creating a Civil Rights Division within the U. S. Justice Department – a division that subsequently played a prominent role in helping secure civil rights in the South during the 1960s and 1970s. He also started a Civil Rights Commission that became instrumental in publicizing the effects of southern segregation and racial oppression. In 1959, Eisenhower presented another civil rights bill to Congress that was gutted by his political opposition. (Significantly, the two bills introduced by Eisenhower subsequently became the bills that were later successfully passed by President Lyndon Baines Johnson as the Civil Rights Act of 1964, followed by the Voting Rights Act of 1965.) Additionally, when Arkansas Governor Orval Faubus called out to the National Guard to keep black students from entering Central High School in Little Rock following *Brown v. Board of Education*, Eisenhower then federalized the National Guard in Arkansas and replaced them with 1,200 troops from the elite 101st Airborne Division, ordering them to protect the nine black students who had chosen to go to Central High.

It is indisputable that both Harry S. Truman and Dwight D. Eisenhower were courageous – and very influential – civil rights leaders well ahead of their times.

Furthermore, Martin Luther King, Jr. never shied from his religious faith; instead, he regularly invoked it as the basis of his efforts (as he did in his famous Letter from a Birmingham Jail). Therefore, recognize him in the capacity he himself chose to invoke.

I therefore recommend:

(C) identify significant leaders and political activist organizations of the civil rights movement, including Harry S. Truman, Dwight D. Eisenhower, the Rev. Martin Luther King, Jr., Cesar Chavez, Betty Friedan, Student Nonviolent Coordinating Committee (SNCC), American Indian Movement (AIM), and Mexican-American Legal Defense and Education Fund (MALDEF); and

HSA mHist – (new)9D.

(D) describe U.S. involvement in the Middle East, including the Camp David Accords, the Iran Contra Affair, and the Iran Hostage Crisis.

A major part of U. S. involvement in the Middle East preceding 1990 definitely set the stage for the War on Terror initiated following 9/11. Significantly, 9/11 was the culmination of nearly three decades of deadly terrorist attacks on Americans in the Middle East (and in other locations); including the 1983 bombing of the U. S. Embassy in Beirut (117 American casualties); the 1983 bombing of the Marine Barracks in Beirut (323 American casualties); the 1984 terrorist attack on American servicemen at the night club in Europe (81 American casualties); the 1984 kidnapping and murder of LTC William Buckley in Lebanon; the 1984 bombing of the annex to the U. S. Embassy in Lebanon (23 casualties); the 1984 terrorist bombing of the Air Force base in Spain (101 American casualties); the 1984 hijacking of TWA flight 847, which was taken to the Middle East where Navy diver Robert Stetham was murdered; the 1988 terrorist bombing of Pan Am flight 103 (189 American casualties); etc. The result of that decade was

almost 1,000 American casualties in the Middle East (or result from Middle East terrorists attacking Americans in Europe).

Therefore, to reflect this extensive American involvement in the Middle East, I recommend:

(D) describe U.S. involvement in the Middle East, including the Camp David Accords, the Iran Contra Affair, the Iran Hostage Crisis, and the numerous terrorist attacks against Americans and American facilities.

HSAmHist – 10B.

(B) identify significant conservative advocacy organizations and individuals, such as Newt Gingrich, Phyllis Schlafly, and the Moral Majority.

This is an inappropriate TEKS. It is also an unfortunate TEKS, for it singles out conservatives for special focus. By inserting the label “conservative,” this particular TEKS became the subject of national attention, with pundits claiming that conservatives were trying to take over the TEKS writing process.

Yet, ironically, in TEKS 8C above, all of the names and organizations listed (except Dr. Martin Luther King) were overtly and stridently liberal: Cesar Chavez, Betty Friedan, SNCC, AIM, and MALDEF. However, because no one used the label “liberal,” they were not especially noticed as such, but as demonstrated in “Comment C: History & Heroes” on p. 5 above, those who are publicly known as liberals overwhelming outnumber those who are publicly known as conservatives throughout the High School courses.

Nevertheless, TEKS 10B requiring students to “identify significant conservative advocacy organizations and individuals” should be eliminated from HS History. If the individuals in that TEKS are worthy of study, it is because of what they have done, not because they are conservatives. If they have made worthy contributions, study them; if they have not, then keep them out of the TEKS. And if philosophical balance is an issue, then replace some of the “liberal” names in the list with some “conservative” names – but only if they have made laudable contributions worthy of study and emulation by students.

HSAmHist – 16E

(E) describe the dynamic relationship between US. international trade policies and the U.S. free enterprise (capitalism/free market) system, such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo and General Agreement of Tariffs and Trade (GATT).

By including the terms capitalism and free-market as synonyms for free-enterprise, perhaps it is time to consider the merits of a point concerning capitalism raised by a Jewish economist. See the full explanation in “Comment D: Free Enterprise and Capitalism” on p. 7 above. Therefore, I recommend:

(E) describe the dynamic relationship between US. international trade policies and the U.S. free enterprise (free market, ethical capitalism) system, such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo and General Agreement of Tariffs and Trade (GATT).

This change also reinforces the long-standing premise that the continuation of a republic is predicated on an educated and virtuous citizenry.

HSAmHist – (new)17.

(17) Economics. The student understands the economic effects of increased worldwide competition interdependence as the U.S. enters the 21st century. ~~on contemporary society.~~ The student is expected to:

Competition is one of the most fundamental, core elements of the Free-Market, Free-Enterprise system. The removal of competition weakens the statutory directive to teach students about the Free-Enterprise system and should therefore be restored. (Incidentally, if students do not understand worldwide competition, they will never understand the domestic issue of outsourcing of jobs.) Because both competition and interdependence are viable economic influences, I recommend:

(17) Economics. The student understands the economic effects of increased worldwide competition as well as interdependence as the U.S. enters the 21st century. ~~on contemporary society.~~ The student is expected to:

HSAmHist – (new)17A.

(A) discuss the role of American entrepreneurs in affecting the global economy, such as Bill Gates, Sam Walton, and Oprah Winfrey; and

Comment A95 in these TEKS (A58 in this document) explains that these individuals are selected “to stimulate discussion of opportunities to achieve the American dream. Perhaps use successful American entrepreneurs.” This is definitely praiseworthy.

But there is also another aspect of achieving the American dream that has received very little attention: the traditional entrepreneur and the American small business. While the examples given above represent the apex of mega-entrepreneurs, there are scores of examples of remarkable individuals who achieved noteworthy success at less than a mega-level. Additionally, small business accounts for 80% of American jobs, but that aspect of the economy has been singled out for no particular attention, yet it is the most important. To the contrary, the attention (as demonstrated in the next TEKS) is on mega-entities such as “multi-national corporations.” These do not represent the typical fulfillment of the American dream. Furthermore, the fastest rise in small business growth in the past decade has been among black, Hispanic, and Asian small business entrepreneurs. Innovation is a key element in the Free-Market system, and it is at the small entrepreneur and small business level where innovation is first demonstrated, and which occasionally allows some small businesses to become major enterprises.

Comment [A58]: Statement originator intends for this to stimulate discussion of opportunities to achieve the American dream. Perhaps use successful American entrepreneurs.

The selection of Gates, Walton, and Winfrey is completely acceptable, but some TEKS needs to be created that place emphasis on the location where 80% of Americans have their jobs rather than on the one-in-a-billion individual that has a world impact through mega-business. Additionally, these three individuals have had some impact on the world economy but their impact has been even greater on the American economy; it would therefore be accurate to state in this TEKS “in affecting the American and the global economy.”

HSAmHist – (new)20B.

(B) ~~analyze discuss historical~~ reasons ~~for the adoption of 20th-century constitutional amendments~~ to amend the constitution;

There is a slight nuance here that can be addressed to help make the TEKS more specific to what appears to be the intent of this TEKS. That is, there are an endless number of historical reasons to amend the Constitution (to date, over 10,000 amendments to the Constitution have been offered in the federal legislature). I feel certain that the TEKS was not purporting to examine the thousands of reasons given in those proposals for amending the Constitution, for there is scarcely a reason that has not been offered for amending the Constitution. Instead, I think that the intent of this TEKS was to examine the reasons for which the Constitution has been (past tense) amended (e.g., term limits on presidents, reforming the selection process of vice-president, changing the means of selecting U. S. Senators, delaying congressional pay raises until after an election, clarifying the chain of succession to the presidency, etc.). Therefore, I recommend:

(B) ~~analyze discuss historical~~ reasons ~~for the adoption of 20th-century constitutional amendments~~ that the Constitution has been amended;

Additionally, this is an excellent opportunity to present to students the simple process set forth in Article V of the Constitution for its own evolution at the hands of the people:

(B) ~~analyze discuss historical~~ reasons ~~for the adoption of 20th-century constitutional amendments~~ that the Constitution has been amended and the process by which it is amended;

USHistory – 22.

~~(22)~~ ~~(49)~~ Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

In order to produce a consistency in the vertical alignment with other grades and HS courses that have changed “democratic society” to “democratic republic,” the same change should be made here. This change will also comport with the recommendation of expert reviewers as well as the explicit instructions from the TEA and SBOE given in the Broad Strokes Guidance, instructing writing committee members to insert “republic” throughout the TEKS to preserve an accurate description of America

Therefore, I recommend:

(22) ~~(19)~~ Citizenship. The student understands the importance of effective leadership in a democratic republic. The student is expected to:

HSAmHist – (new)22B.

(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, ~~Shirley Chisholm,~~ Henry B. Gonzalez, Thurgood Marshall, Sandra Day O'Connor, and Billy Graham, ~~and Franklin D. Roosevelt;~~ and

Henry B. Gonzalez has appeared in three TEKS (here, and in Gr4 – 18C and Gr7 – 18B). Consider the addition of others who had an impact on society, and perhaps through mediums that have not been thus far recognized in the TEKS. For example, consider John Wayne, Cecil B. Demille, or Jimmy Stewart – all of whom used their talents to be social leaders (or societal leaders and spokesmen) advocating Americanism, admiration for the Constitution, and respect for the military (Jimmy Stewart was even a military pilot who became a Brigadier General in the Air Force Reserves).

Additionally, it is debatable whether Marshall or O'Connor (or even Carnegie) fits within the technical definition of a “significant political and social leader.” The position of Supreme Court Justice is considered not to be the position of a political leader or a social leader. (Carnegie might fit within a broad definition of a social leader, but not in the traditional definition of that term.) Therefore, I recommend:

(B) evaluate the contributions of significant ~~political and social~~ leaders in the United States such as Andrew Carnegie, ~~Shirley Chisholm,~~ John Wayne [or Cecil B. Demille or Jimmy Stewart], Thurgood Marshall, Sandra Day O'Connor, and Billy Graham, ~~and Franklin D. Roosevelt;~~ and

HSAmHist – (new)24C.

(A) explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society;

This TEKS conveys the false premise that it is the people from “racial, ethnic, and religious groups” who “expand political rights in American society.” This is an absolutely false premise – as fully demonstrated in “Comment A: The Fundamental Principle of the Constitution” on p. 1 above. Various “racial, ethnic, and religious groups” may have taken action, but they definitely did not “expand economic opportunities and political rights in American society”; only the majority can do that (as they have on countless occasions).

For the TEKS above to be accurate, it should say:

(A) explain actions taken by people ~~from racial, ethnic, and religious groups~~ to expand economic opportunities and political rights in American society;

HSAmHist – (new)24C.

(C) ~~analyze~~ explain how the contributions of people of various racial, ethnic, and religious groups ~~have helped to shape the national identity~~ American culture; and

Has no one other than an individual from a “racial, ethnic, or religious group” shaped American culture? As just demonstrated in the TEKS above, the best “group” to shape American culture is the majority, and that majority may be composed of any variety of racial, ethnic, and religious groups, but it was the collective majority – not the individual smaller groups or subsets of the majority – that made successful change. I maintain the premise (as illustrated throughout this review) that if history is taught accurately, diversity of “culture” will be presented without having to invent a superficial strand.

HSAmHist – (new)24D.

(D) identify the political, social, and economic contributions of women to American society, such as Eleanor Roosevelt, Jane Addams, Delores Huerta, and Mary Kay Ash.

Eleanor Roosevelt is listed twice in the TEKS; consider replacing her with someone like Jeane Kirkpatrick, who served both as a Democrat and a Republican and was the first female Ambassador to the United Nations. Therefore, I recommend:

(D) identify the political, social, and economic contributions of women to American society, such as Jeane Kirkpatrick, Jane Addams, Delores Huerta, and Mary Kay Ash.

HSAmHist – 28B.

(B) use standard grammar, spelling, sentence structure, and punctuation.

In Gr2 – a1, and Gr2 – 2D, the TEKS requiring students to “measure calendar time by days, weeks, months, and years” was removed because, as Comment A1 in those TEKS noted, “this “information is covered under math standards.” They rightly recognized that this was a history, not a math course.

Similarly, the TEKS above is clearly an English/Language Arts TEKS, not a history/geography TEKS. It should be removed for the same reasons that the math language was removed.

U S Government

Gov.

Because this course may be taught in the semester in which state law requires Celebrate Freedom Week to be observed, that TEKS should also be added – as it has been in previous grades and courses.

(b) Instruction During Celebrate Freedom Week

Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Recitation during Celebrate Freedom Week

(1) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

In the Third Grade, new TEKS (10 & 10A) stipulated:

(10) Government. The student understands important ideas in historic documents at various levels of government. The student is expected to:

(A) Identify the purposes of the Declaration of Independence and the United States Constitution including the Bill of Rights.

Comment A42 in those TEKS (A59 in this document) noted that this TEKS was added as “part of the [Texas state law] Celebrate Freedom mandate.” It should therefore be included in High School as well. As indicated by that state law, the purpose of the Declaration, Constitution, and Bill of Rights is worthy of repeated study.

Similarly, Constitution Day is required, by federal law, to be commemorated in public schools every year. As it, too, may fall in the semester in which this course is taught, it should be inserted in Government (as it has been in other grades). Therefore, I recommend:

(0) identify Constitution Day as a celebration of American freedom;

Gov.

TEKS in other grade levels stipulate:

(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; ~~and~~

The comment attached by the writing committee notes that reciting the pledges is required by state law. Therefore, this same TEKS should also be added to High School courses.

Gov – b1,15,16,16B.

(1) Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution.

~~(16)~~ (15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:

~~(17)~~ (16) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(B) analyze the importance of free speech and press in a democratic society; and

In order to produce a consistency in the vertical alignment with other grades and HS courses that have changed “democratic society” to “democratic republic,” the same change should be made here. This change will also comport with the recommendation of expert reviewers as well as the explicit instructions from the TEA and SBOE given in the Broad Strokes Guidance, instructing writing committee members to insert “republic” throughout the TEKS to preserve an accurate description of America

Therefore, I recommend:

(1) Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic republic, and analyze the rights guaranteed by the U.S. Constitution.

~~(16)~~ (15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic republic. The student is expected to:

~~(17)~~ (16) Citizenship. The student understands the importance of the expression of different points of view in a democratic republic. The student is expected to:

(B) analyze the importance of free speech and press in a democratic republic; and

Gov – (new)1E)

~~(D)~~(E) identify the roles played by significant individuals in the ~~field of~~ government and politics, development of the constitutional government of the United States including Abraham Lincoln, George Washington, John Marshall, Andrew Jackson, Franklin D. Roosevelt and selected contemporary leaders.

Earlier generations long recognized the significant influence of many Founders who have been ignored in recent decades. Others from the Convention previously given lofty recognition by previous generations of historians included James Wilson (the second most-active member of the Convention, speaking 168 times on the floor of the Convention); Charles Pinckney (one early work called him “The Father of the Constitution” for more of his suggestions were incorporated into the document than those of any other individual – that is, the final document looked more like his proposals than that of any other delegate; and while James Madison often receives such credit today, the delegates rejected 40 of his 70 proposals as well as his Virginia Plan); and George Washington (James Monroe believed that without his leadership, the entire Convention would have adjourned unsuccessfully). In fact, early historians declared that Roger Sherman, George Washington, Charles Pinckney, James Madison, and Alexander Hamilton were the “master-builders of the Constitution.”

Therefore, I recommend:

~~(D)~~(E) identify the roles played by significant individuals in the ~~field of~~ government and politics, development of the constitutional government of the United States including Abraham Lincoln, George Washington, Charles Pinckney, James Wilson, Roger Sherman, John Marshall, Andrew Jackson, Franklin D. Roosevelt and selected contemporary leaders.

Gov – (new)5&6.

(Highlights added per my emphasis)

~~(6)~~(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise (capitalism, free market) system. The student is expected to:

(A) analyze government fiscal, monetary, and regulatory policies that influence the economy at the local, state, and national levels;

(C) compare the role of government in the U.S. free enterprise system (capitalism) and other economic systems.

~~(7)~~(6) Economics. The student understands the relationship between U.S. government policies and ~~international trade.~~ the economy. The student is expected to:

Throughout the TEKS, there is an emphasis on the role of the government in free-enterprise system. Yet, by actual definition, “free enterprise” is:

Business governed by the laws of supply and demand, not restrained by government interference, regulation or subsidy. Also called free market.

Strikingly, the businesses that collapsed over the past year and which were taken over by the government were those that were the most regulated by the government – banking, investment, insurance, real estate, car industry, etc. Those industries with the least government regulation far outperformed (economically speaking) the troubled industries.

The above TEKS illustrate the fact that many fundamental principles of free-enterprise have NOT been presented (such as the fundamental principle of freedom from “government interference, regulation or subsidy”). Generally speaking, government economic policies can do great damage and can harm economic growth and prosperity, but government influences produce little long-term benefit; lasting economic growth and strength is created and sustained by a free market.

The above TEKS should be modified to make clear that by definition, free-enterprise includes an absence of “government interference, regulation or subsidy,” and other TEKS should be added to demonstrate the important elements of innovation, quality, competition, ethics, and the other characteristics that are intrinsic and inseparable characteristics of the free enterprise system.

Gov – (new)5.5C

~~(6)~~ (5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise (capitalism, free market) system. The student is expected to:

(C) compare the role of government in the U.S. free enterprise system (capitalism) and other economic systems.

By including the terms capitalism and free-market as synonyms for free-enterprise, perhaps it is time to consider the merits of a point concerning capitalism raised by a Jewish economist. See the full explanation in “Comment D: Free Enterprise and Capitalism” on p. 7 above. Therefore, I recommend:

~~(6)~~ (5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise (free market, ethical capitalism) system. The student is expected to:

(C) compare the role of government in the U.S. free enterprise system (ethical capitalism) and other economic systems.

Gov – (new)7C.

(C) analyze how the Federalist Papers explain the principles of the American constitutional system of government;

Understanding the *Federalist Papers* are crucial, and this TEKS is to be commended. However, the *Anti-Federalist Papers* (i.e., the writings of Constitutional Convention delegates such as Richard Henry Lee, George Mason, Luther Martin, Elbridge Gerry, etc., as well as the writings of other anti-federalists such as Samuel Adams, Patrick Henry, “Brutus,” “Cato,” “Federal Farmer,” etc.) are just as crucial to understanding the American constitutional system of government. The Bill of Rights was the capstone on the Constitution that established the doctrine of enumerated rights, and the *Anti-Federalist Papers* establish the meaning of the Bill of Rights and affirm the inherent limitations that had been assumed and spoken throughout the framing of the Constitution. Therefore, I recommend:

(C) analyze how the Federalist Papers and the Anti-Federalist Papers explain the principles of the American constitutional system of government;

Gov – (new)7E.

(E) analyze the processes by which the U.S. Constitution can be changed and evaluate their effectiveness; and

There are not “processes” (plural) by which the Constitution can be changed. There is only one legitimate constitutional means by which the Constitution can be changed, and that is through amendment as specified by the Constitution itself. As Samuel Adams forcefully declared:

[T]he people alone have an incontestable, unalienable, and indefeasible right to institute government and to reform, alter, or totally change the same when their protection, safety, prosperity, and happiness require it. And the federal Constitution, according to the mode prescribed therein, has already undergone such amendments in several parts of it as from experience has been judged necessary.

George Washington, in his “Farewell Address,” warned America to adhere strictly to the constitutionally-prescribed manner of changing the meaning of the Constitution:

If, in the opinion of the people, the distribution or the modification of the constitutional powers be in any particular wrong, let it be corrected by an amendment in the way which the Constitution designates. But let there be no change by usurpation; for though this, in one instance, may be the instrument of good, it is the customary weapon by which free governments are destroyed.

Article V of the Constitution establishes the only process by which the Constitution can be changed:

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures

of two thirds of the several States, shall call a convention for proposing amendments.

Therefore, I recommend:

(E) analyze the process by which the U.S. Constitution can be changed; and

Gov – (new)7F.

(F) ~~analyze identify~~ how the American beliefs and principles reflected in the Declaration of Independence and U.S. Constitution ~~contribute to our national identity; are embodied in the United States today.~~

Why delete the concept of a national identity? Significantly, in an earlier segment of the TEKS, a similar statement was removed with the accompanying comment that “American” was an inappropriate “value” being taught to students. The fact is that nations do have identities; America does have an identity; America does have a certain set of “beliefs and principles” that shape our identity; we are not just a nation of groups. Allow the acknowledgment of a national identity to remain.

Therefore, I recommend:

(F) ~~analyze identify~~ how the American beliefs and principles reflected in the Declaration of Independence and U.S. Constitution contribute to our national identity and are embodied in the United States today.

Gov – (new)7D.

(D) analyze the ~~functions-purpose~~ of selected independent executive agencies, including the National Aeronautics and Space Administration and regulatory commissions ~~such as the National Aeronautics and Space Administration , including the Environmental Protection Agency, Occupational Safety and Health Administration, Food and Drug Administration,~~ and the Federal Communications Commission;

Consider the inclusion of a newer executive agency: The Office of Faith-Based and Community Initiatives. Begun at the federal level under Bush and continued by Obama (and upheld by the U. S. Supreme Court), it reflects an agency with 75% public support and is also readily identifiable at the state level (the One Star Foundation in Texas, and other states have similarly purposed agencies).

Therefore, I recommend:

(D) analyze the ~~functions-purpose~~ of selected independent executive agencies, including the National Aeronautics and Space Administration and the Office of Faith-Based and Community Initiatives, and regulatory commissions ~~such as the National Aeronautics and Space Administration , including the Environmental~~

Protection Agency, Occupational Safety and Health Administration, Food and Drug Administration, and the Federal Communications Commission;

Gov – (new)7G.

(G) explain the major responsibilities of the federal government for domestic and foreign policy, such as national defense; and

The Coast Guard was started by the federal government under President George Washington as an acknowledgment of the government's responsibility of border protection. In fact, during World War II, Axis submarines were sunk off America's coasts, including off the coast of Texas. (Regrettably, 56 American ships were sunk by Nazi subs inside the Gulf of Mexico.) Border protection efforts during WWII included along the Canadian border, where many Nazi spies attempted to enter (and many did enter) the United States through Canadian territory. More recently, Al Qaeda terrorists have been captured at both the Canadian and the Mexican borders while attempting to enter the United States with explosive components. Similarly, pipelines for human smuggling to several nations (including China, India, Africa, and Central and South America) have been halted at the border, as have sex trafficking rings attempting to bring adolescent prostitutes and sex slaves into the United States from the Far East. More recently, efforts have been focused to prevent military-trained gangs sent by drug cartels from entering the United States. In short, there is a reason that the federal agency over this responsibility is called the U.S. Customs and Border Protection Service.

Therefore, I recommend:

(G) explain the major responsibilities of the federal government for domestic and foreign policy, such as national defense and border protection; and

Gov – (new)8H.

~~(H) compare the structure and functions of the Texas state government to the federal system; and~~ compare the structure and functions of the national, state, and local governments in the United States federal system.

Inherent in the federal system is not only the horizontal separation of powers between the three branches but also the vertical separation of powers between the various levels of government (regularly explained by Thomas Jefferson) – a key element in the proper constitutional relationship between the national, state, and local governments. In fact, the Ninth and Tenth Amendments were ratified to constitutionally enshrine the vertical separation of powers.

Therefore, I recommend:

~~(H) compare the structure and functions of the Texas state government to the federal system; and~~ compare the structure and functions of the national, state, and

local governments in the United States federal system and explain the vertical separation of powers.

Gov – (new)10B.

(B) analyze ~~and evaluate~~ the process of electing the President of the United States.

The use of the Electoral College in elections preserves the bicameral element of constitutional government, ensuring that both the people and the states have a voice in the selection of a president. Without the Electoral College, presidential elections would focus nearly exclusively on the major population centers along the Atlantic, Pacific, and Gulf Coasts. With the Electoral College, presidential candidates are required to visit what would be otherwise inconsequential electoral states such as Iowa, New Hampshire, and South Carolina, thus ensuring that less populous states have a voice in the selection of the President. The Electoral College is one of the least understood elements of our brilliant constitutional system.

Therefore, I recommend.

(B) analyze ~~and evaluate~~ the process of electing the President of the United States and identify the benefits of the Electoral College system.

Gov – (new)13.

~~(14)~~ (13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:

I recommend the insertion of a new TEKS here (perhaps B):

(B) define and identify inalienable rights;

Gov – (new)13E.

(E) explain the importance of due process rights to the protection of individual rights and ~~to the limits on~~ in limiting the powers of government; and

It is necessary to understand the importance of due process rights, but it is even more important to know what those due process rights are (e.g., confronting the accuser, calling of witnesses, habeas corpus, trial by jury, self-incrimination, civil v. criminal trials, etc.). Therefore, I recommend:

(E) identify due process rights and explain their importance ~~of due process rights~~ to the protection of individual rights and ~~to the limits on~~ in limiting the powers of government; and

Gov – 15

~~(16)~~ (15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:

In order to encourage a stronger sense of the citizen participation necessary for a free society to endure, students need to understand something of civic duties (a stronger word than “responsibilities”). In fact, as the Founding Fathers clearly explained, there is a reciprocal relationship between our rights and our duties.

For example, James Wilson (a signer of the Declaration and the Constitution, and an original Justice on the U. S. Supreme Court who started the first organized legal training in America), taught students:

To each class of rights, a class of duties is correspondent.

John Quincy Adams similarly affirmed:

The connection between a people and their government is a connection of duties as well as of rights.

Therefore, to impart a stronger sense of responsibility, I recommend:

~~(16)~~ (15) Citizenship. The student understands the duty of ~~voluntary~~ individual participation in the U.S. democratic society. The student is expected to:

Gov – (new)15.

~~(16)~~ (15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:

The fact is obvious that participation in the American political system is voluntary; there is no suggestion of coercion. In fact, the stress on voluntary participation is so over-emphasized that it undermines the concept of civic duty and citizen responsibility. Therefore, I suggest:

~~(16)~~ (15) Citizenship. The student understands the duty of importance of ~~voluntary~~ individual participation in the U.S. democratic society. The student is expected to:

Gov – (new)16B.

(B) analyze the importance of free speech and press in a democratic society; and

These are certainly two of the important constitutional influences in a democratic republic, but why not list the other two constitutionally-delineated influences: assembly

and petition. Those four influences are often inter-related in practice, so identify them together.

Therefore, I recommend:

(B) analyze the importance of [petition, assembly](#), free speech and press in a democratic society; and

Gov – 21B.

(B) use standard grammar, spelling, sentence structure, and punctuation.

In Gr2 – a1, and Gr2 – 2D, the TEKS requiring students to “measure calendar time by days, weeks, months, and years” was removed because, as Comment A1 in those TEKS noted, “this “information is covered under math standards.” They rightly recognized that this was a history, not a math course.

Similarly, the TEKS above is clearly an English/Language Arts TEKS, not a history/geography TEKS. It should be removed for the same reasons that the math language was removed.

Economics

Econ.

Because this course may be taught in the semester in which state law requires Celebrate Freedom Week to be observed, that TEKS should also be added – as it has been in previous grades and courses.

(b) Instruction During Celebrate Freedom Week

Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Recitation during Celebrate Freedom Week

(1) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

In the Third Grade, new TEKS (10 & 10A) stipulated:

(10) Government. The student understands important ideas in historic documents at various levels of government. The student is expected to:

(A) Identify the purposes of the Declaration of Independence and the United States Constitution including the Bill of Rights.

Comment A42 in those TEKS (A61 in this document) noted that this TEKS was added as "part of the [Texas state law] Celebrate Freedom mandate." It should therefore be included in the High School Economics course as well. As indicated by that state law, the purpose of the Declaration, Constitution, and Bill of Rights is worthy of repeated study.

Similarly, Constitution Day is required, by federal law, to be commemorated in public schools every year. As it, too, may fall in the semester in which this course is taught, it should be inserted in High School Economics (as it has been in other grades). Therefore, I recommend:

(0) identify Constitution Day as a celebration of American freedom;

Econ.

TEKS in other grade levels stipulate:

(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; ~~and~~

The comment attached by the writing committee notes that reciting the pledges is required by state law. Therefore, this same TEKS should also be added to Economics.

Comment [A62]: BSG-Adherence to State law requiring pledges each day

Econ – b1,b2,5D

(b)(1) Economics with Emphasis on the Free Enterprise System (Capitalism, Free Market) and its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses.... Students will study the roles of the Federal Reserve and other financial institutions, government, and businesses in a free enterprise system (capitalism, free market).

(b)(2) Economics with Emphasis on the Free Enterprise System (Capitalism, Free Market) and Its Benefits builds upon the foundation in ~~citizenship~~ economics

~~geography; government; history; culture and~~ social studies skills; ~~and science, technology, and society~~ laid by the social studies essential knowledge and skills in Kindergarten-Grade 12. The course will apply these skills to current economic situations. The content enables students to understand the importance of patriotism, to function in a free enterprise (capitalistic, free market) society.

(5)(D) understand that the terms free enterprise, free market and capitalism are synonymous terms to describe the United States economic system; and (NEW)

By including the terms capitalism and free-market as synonyms for free-enterprise, perhaps it is time to consider the merits of a point concerning capitalism raised by a Jewish economist. See the full explanation in “Comment D: Free Enterprise and Capitalism” on p. 7 above. Therefore, I recommend:

(b)(1) Economics with Emphasis on the Free Enterprise System (Ethical Capitalism, Free Market) and its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses.... Students will study the roles of the Federal Reserve and other financial institutions, government, and businesses in a free enterprise system (ethical capitalism, free market).

(b)(2) Economics with Emphasis on the Free Enterprise System (Ethical Capitalism, Free Market) and Its Benefits builds upon the foundation in citizenship economics ~~geography; government; history; culture and~~ social studies skills; ~~and science, technology, and society~~ laid by the social studies essential knowledge and skills in Kindergarten-Grade 12. The course will apply these skills to current economic situations. The content enables students to understand the importance of patriotism, to function in a free enterprise (free market, ethical capitalism) society.

(5)(D) understand that the terms free enterprise, free market and ethical capitalism are synonymous terms to describe the United States economic system; and (NEW)

World History

The same changes noted above in HSAmHist – 16E regarding capitalism and the free-enterprise, free-market system should be made throughout World History.

HSWorldHistory.

Because this course may be taught in the semester in which state law requires Celebrate Freedom Week to be observed, that TEKS should also be added – as it has been in previous grades and courses.

(b) Instruction During Celebrate Freedom Week

Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Recitation during Celebrate Freedom Week

(1) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

In the Third Grade, new TEKS (10 & 10A) stipulated:

(10) Government. The student understands important ideas in historic documents at various levels of government. The student is expected to:

(A) Identify the purposes of the Declaration of Independence and the United States Constitution including the Bill of Rights.

Comment [A63]: BSG&ER-This is also part of the Celebrate Freedom Mandate.

Comment A42 in those TEKS (A63 in this document) noted that this TEKS was added as "part of the [Texas state law] Celebrate Freedom mandate." It should therefore be included in the High School World History course as well. As indicated by that state law, the purpose of the Declaration, Constitution, and Bill of Rights is worthy of repeated study.

Similarly, Constitution Day is required, by federal law, to be commemorated in public schools every year. As it, too, may fall in the semester in which this course is taught, it should be inserted in High School World History (as it has been in other grades). Therefore, I recommend:

(0) identify Constitution Day as a celebration of American freedom:

HSWorldHistory.

TEKS in other grade levels stipulate:

(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag: ~~and~~

Comment [A64]: BSG-Adherence to State law requiring pledges each day

The comment attached by the writing committee notes that reciting the pledges is required by state law. Therefore, this same TEKS should also be added to HS World History.