

Social Studies TEKS Review Work Group C Working Document

United States History Studies Since 1877 Working Document
Texas Essential Knowledge and Skills (TEKS) Social Studies

This working document reflects preliminary work of the State Board of Education's TEKS review work group for U.S. History Studies Since 1877. These recommendations are not yet final. Recommendations for changes to the TEKS are still under consideration by the work group and subject to change. The work group will finalize its draft recommendations at a future meeting. Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Proposed additions are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. Abbreviations in the explanations refer to the following.

CA: refers to feedback from the content advisors

SB3: refers to Senate Bill 3, 87th Texas Legislative Session, Second-Called Session, 2021

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§ 113.71 113.41 . United States History Studies Since 1876 1877 (One Credit), Adopted 2022 2018 .		
TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. Students shall be awarded one unit of credit for successful completion of this course.	<p>TEA Comment: In response to SBOE and content advisor (CA) feedback, the work group recommends reorganizing the course into chronological strands by era.</p> <p>SBOE and CA Feedback: Chronological organization</p> <p>Changed the date in the course name to 1876 in honor of the significance of the 100th anniversary of Declaration of Independence</p>
(1)	History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:	TEA Comment: KS statements and SEs are grayed out if they have not been addressed by the work group or if they have incomplete revisions.
(A)	analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;	
(B)	analyze and evaluate the application of these founding principles to historical events in U.S. history; and	
(C)	explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."	
(2)	<u>Rise of the Industrial United States, 1876-1920. The student understands how the end of Reconstruction and the closing of the frontier were influenced by increased settlement and migration. The student is expected to:</u>	CA Recommendation #5, Framework #2 and Survey feedback: greater diversity needed in the TEKS; addressed in new 2.A and 2.C
(A)	<u>examine the effects of reconstruction on the <i>rights</i> of African Americans, including the creation of the <i>Ku Klux Klan</i>, the rise of <i>Jim Crow</i>, convict leasing, and sharecropping, and responses such as the Exoduster Movement and seeds of the <i>Great Migration</i> (E, G, H);</u>	<p>Include in both US History Since 1876 and African American Studies (113.51); 4D: violence and extremism (lynching)</p> <p>SB3, Sect 9 (11): history of white supremacy</p> <p>CA Recommendation #5-Framework #2: include greater depth of topics.</p> <p>Rationale: bridging the gap between 8th grade Reconstruction and Plessy v. Ferguson (current TEKS)</p> <p>Streamlined and combined TEKS: 9.A and 9.B Early Civil Rights</p>

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(B)	<u>analyze the effects of the <i>Transcontinental Railroad</i> and growth of railroads on the agricultural industries and settlements stemming from the <i>Homestead Act</i> and the effects of settlements on Indigenous people leading to the <i>closing of the frontier</i> (E, G); and</u>	Streamlined and combined TEKS: 3.A Indian policies 3.B growth of railroad 13.A Westward expansion 14.A Population growth and distribution 15.A Homestead Act and Transcontinental railroad 25.B Assimilation
(C)	<u>examine actions that impacted the <i>assimilation</i> of diverse populations, including the causes and effects of the Dawes Act of 1887, the reservation system, the closing of the frontier, and events surrounding Wounded Knee (CG, H).</u>	Streamlined and combined TEKS: 3.A Indian policies 13.A Westward expansion 25.B Assimilation
(3)	<u>Rise of the Industrial United States, 1876-1920. The student understands the transformation of the US due to rapid growth and industrialization and its included issues, structure, corruption, and governmental policies and actions. The student is expected to:</u>	Need to revisit wording, possible alternative: <i>Examine/Analyze the expansion of industrialization in the U.S. and its impacts, including emergence of labor unions, monopolies, laissez faire. New technologies and economic models created rapid industrial growth and transformed the United States.</i>
(A)	<u>analyze the growth of <i>big business</i> and free enterprise by comparing the leadership styles and practices of entrepreneurs, including <i>Carnegie</i>, Rockefeller, Morgan, and Vanderbilt (E, G);</u>	Need to revisit wording, possible alternative: Discuss the components that lead to big business and include leadership style to include robber barons and business practices Rationale: CCRS and recommendation #5, framework #2 deepens student understanding of rise of big business Streamlined and combined TEKS: 3.B: industrialization 3.C: social issues (immigrants) 23.A: leader contributions (Carnegie) 26.A: steel production
(B)	<u>examine connections between <i>scientific discoveries and technological innovations</i> and how they contributed to the rise of industry and society (E, H);</u>	Streamlined and combined TEKS: 26.A and 27.A: Science, technology, and society strand

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(13.A) (C)	Current 13.A: <i>analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt</i> ; and	Need to revisit wording Streamlined and combined TEKS: 13.A: rural to urban
(D)	<u>examine demographic trends and immigration patterns contributing to rapid urban growth and the rise of industry.</u>	Need to revisit wording: analyze pattern, determine cause/effect Streamlined and combined TEKS: 13.A: rural to urban
(4)	<u>Rise of the Industrial United States, 1876-1920. The student understands the reform efforts resulting from the rise of rapid industrialization and urbanization. The student is expected to:</u>	Need to revisit wording: religion, Social Gospel
(15.B) (A)	Current 15.B <i>describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and the Pendleton Civil Service Reform Pure Food and Drug Act</i> ;	15.B

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<p>(B)</p>	<p><u>analyze the causes and consequences of migration and immigration including <i>nativism</i>, the <i>Chinese Exclusion Act</i>;</u></p>	<p>Need to revisit wording, possible alternative: <i>examine the rise of nativists and __ attitude resulting from migration and immigration patterns</i></p> <p>Urbanization/Migration/Immigration</p> <ul style="list-style-type: none">• <i>Students analyze the changing landscape, including the growth of cities and development of cities divided by race, ethnicity, and class</i>• <i>Students will examine demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe</i>• <i>Evaluate the economic and social impact of the Agricultural and Industrial Revolutions in England, including population growth and the migration of workers from rural areas to new industrial cities, the emergence of a large middle class, the growing inequity in wealth distribution, the environmental impact of industrialization, and the harsh working and living conditions for the urban poor.</i>• 15.C Chinese Exclusion Act• Immigration, nativism
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<p>(C)</p>	<p><u>evaluate the impact of industrialization on working and living conditions, including the expansion of labor unions and the rise of temperance and the women's suffrage movements;</u></p>	<p>TEKS Guide: the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and the impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs; events here, people in TEKS Guide?</p> <p>SB3: women's suffrage earlier temperance and suffrage efforts culminate in 7KS</p> <p>Need to revisit wording, possible alternative: Labor Unions</p> <ul style="list-style-type: none">• <i>Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers' Union, and the Industrial Workers of the World, considering actions taken by the unions and the responses to these actions.</i>• <i>Explain the effects of industrialization on living and working conditions, including working conditions and food safety.</i>• <i>Including the contributions of specific individuals and groups</i> <p>Streamlined and combined TEKS: 3.B: labor unions 3.C: social issues 13.A: demographic patterns</p>
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<p>(D)</p>	<p><u>explain <i>Plessy v. Ferguson</i> and its impact on the establishment of <i>Jim Crow laws</i>;</u></p>	<p>Streamlined and combined TEKS: 9.A: political organizations (NAACP) 9.B: obstacles to civil rights (Jim Crow) 9.C: Plessy v. Ferguson 20.A: court cases (Plessy) Include in both US History Since 1876 and African American Studies (113.51)</p> <ul style="list-style-type: none"> • 4.C: paths/challenges faced (Wells, DuBois, NAACP) • 4.E: impact of Plessy v. Ferguson, Jim Crow laws • 4.F: Jim Crow affected life <p>SB3, Sect 9 (11): history of white supremacy CA: Recommendation #5 (greater depth of topics)</p>
<p>(E)</p>	<p><u>examine efforts by Washington, <i>DuBois</i>, and <i>Wells</i> to affect African American experiences in the early 20th century; and</u></p>	<p>Emmitt Till Antilynching Act has become federal law 2022 SB3, Sect 9 (11): history of white supremacy CA: Recommendation #5 (greater depth of topics)</p> <p>Streamlined and combined TEKS: 9.A: political organizations (NAACP) 9.B: obstacles to civil rights (Jim Crow) 9.C: Plessy v. Ferguson 20.A: court cases (Plessy)</p>

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<p>(F)</p>		<p>Need to revisit:</p> <ul style="list-style-type: none"> • Progressivism, Conservation Movement • Reform and third-party movements (5) • Populism, Grange Movement • Muckrakers (such as Riis, Sinclair, Tarbell, Addams?) • Pure Food and Drug Act • Federal Reserve Act* • 16th and 17th Amendments <p>Need to revisit, possible wording: <i>significant challenges and societal problems</i></p>
<p>(5)</p>	<p><u>Rise of a World Power, 1870s/1875-1920s. The student understands the causes and effects of the United States' changing role in the world. The student is expected to:</u></p>	<p>Need to revisit timeframe: course begins 1876</p>
<p>(A)</p>	<p><u>explain the geopolitical and economic motives for U.S. influence in Latin America, including how the <i>Roosevelt</i> Corollary represented a change from the Monroe Doctrine;</u></p>	<p>CA: Recommendation #5, Framework #1 and survey recommendation inclusive of “multiple perspectives” Moving open door/China to World History, the U.S. relationship with China will begin with WWII TEKS Guide: Move previous 15C (big stick policy, dollar diplomacy, moral diplomacy), Alfred Thayer Mahan, Theodore Roosevelt, William Taft Intention is not to teach Monroe Doctrine, but it represents change over time</p> <p>Streamlined and combined TEKS: 4.A 4.B 15.C</p>
<p>(B)</p>	<p><u>evaluate the U.S. impact on <i>Panama</i>, Hawai'i, and the Philippines from multiple perspectives; and</u></p>	<p>Streamlined and combined TEKS: 12.A: Panama Canal</p>

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(C)	<u>evaluate the extent to which the U.S. was <i>expansionist vs. imperialist</i>.</u>	Wording: expansion vs. imperialism aligned to World History CA: Recommendation #5, Framework #2 TEKS Guide: Treaty of Paris 1898 Streamlined and combined TEKS: 4.B: American expansionism
(6)	<u>Rise of a World Power, 1870s/1875-1920s. The student understands the reasons for and effects of the Spanish-American War. The student is expected to:</u>	Need to revisit timeframe: course begins 1876 Streamlined and combined TEKS: 4.A: expansionism, Roosevelt 4.B: effects, Guam, Hawai'i, Philippines, Puerto Rico 15.C: big stick policy, dollar diplomacy, moral diplomacy 15.D: economic effects of military conflicts
(A)	<u>describe the reasons for U.S. entry into the <i>Spanish American War</i>;</u>	TEKS Guide: Teller Amendment, Platt Amendment Streamlined and combined TEKS: 2.B: Spanish American War (date part cut) 4.A: significant... of Spanish American War 15.D: economic effects of military conflicts
(B)	<u>evaluate the role of American media on U.S. involvement in the <i>Spanish American War</i>; and</u>	TEKS Guide: yellow journalism, William Randolph Hearst, Joseph Pulitzer, Mark Twain, "you furnish the pictures, I'll furnish the war"
(C)	<u>analyze the <i>effects of the Spanish American War on the U.S. status as a world power</i>.</u>	Streamlined and combined TEKS: 15.D: economic effects of military conflicts

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(7)	<u>Rise of a World Power, 1870s/1875-1920s. The student understands the causes of World War I and the U.S. shift from neutrality to involvement. The student is expected to:</u>	Need to revisit timeframe: course begins 1876 CA: Recommendation #5, Framework #1 Streamlined and combined TEKS: 4.C: causes of WWI and reasons for US entry 4.D: AEF, Pershing, Battle of Argonne Forest 4.E: technology impact 4.F: issues raised by US involvement in WWI
(4.C)(A)	Current 4C: describe <u>identify the causes of World War I, the U.S. policy of neutrality, and reasons for delayed U.S. entry, and the contributions of U.S. involvement;</u>	TEKS Guide: rise of militarism, alliance system, policy of neutrality, AEF, John J. Pershing, the Battle of Argonne Forest Streamlined and combined TEKS: 4.D: AEF, Pershing, Battle of Argonne Forest
(B)	<u>examine U.S. contributions to technologies during World War I and their impact, including industrial, medical, and military advancements;</u>	TEKS Guide: machine guns, airplanes, tanks, chemical warfare, and trench warfare Streamlined TEKS: 4.E: technology impact
(C)	<u>examine the limitation of civil liberties, the expansion of conscription, proliferation of propaganda, and increased volunteerism during WWI; and</u>	TEKS Guide: <i>Schenck v. United States</i> , the selective service, propaganda, volunteerism, Espionage, sedition, rationing, volunteering, Schenck, selective service 7.F volunteerism
(4.F)(D)	Current 4.F: analyze major issues raised by U.S. involvement in <u>U.S. policies in the aftermath of World War I, including isolationism, neutrality, the rejection of Woodrow Wilson's Fourteen Points, and the Treaty of Versailles, and the rejection of the League of Nations resulting in U.S. isolationism.</u>	Streamlined and combined TEKS: 4.F: issues raised by US involvement in WWI 15.D: economic effects of military conflicts
(8)	<u>U.S. Prosperity, Depression, and Conflict, 1920-1945. The student will understand the transformation of U.S. society after World War I through the 1920s. The student is expected to:</u>	

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(A)	<u>describe the challenges to civil liberties during the 1920s, including the Palmer Raids and the <i>American Indian Citizenship Act of 1924</i>;</u>	Streamlined and combined TEKS: 22.B: equality of political rights, American Indian Citizenship Act of 1924
(B)	<u>describe racial relations during the 1920s, including the Tulsa Race Riot, the resurgence of the Ku Klux Klan, and <i>eugenics</i>;</u>	SB3: “the history of white supremacy, including the institution of slavery, the eugenics movement, and the Ku Klux Klan, and the ways in which it is morally wrong” TEKS Guide: “The Birth of a Nation”
(C)	<u>analyze how the temperance reform movement influenced the passage of the <i>18th Amendment</i> and the consequences of <i>Prohibition</i>;</u>	Streamlined and combined TEKS: 20.B: landmark amendments 6.A Prohibition
(D)	<u>analyze how women’s suffrage movements influenced the passage of the <i>19th Amendment</i> and the experiences of women in a changing society;</u>	TEKS Guide: 19 th Amendment, flappers SB3: women’s suffrage movement including 19 th Amendments SB3: impact of the women’s suffrage and equal rights movements
(E)	<u>examine the <i>Harlem Renaissance</i>, including the rise of jazz and the artistic and literary contributions to U.S. culture; and</u>	Streamlined and combined TEKS: 24B: Harlem Renaissance
(F)	<u>analyze the conflict of traditionalism and modernism through the <i>Scopes Trial</i>.</u>	6A: social issues (Social Darwinism)
(9)	<u>U.S. Prosperity, Depression, and Conflict, 1920-1945. The student understands economic developments that affected the U.S. during the 1920s. The student is expected to:</u>	Need to revisit Streamlined and combined TEKS: 16.B: causes of Great Depression 15.C: economic issues immigration quotas
(A)	<u>examine the role of innovations that impacted mass production and consumption including <i>Henry Ford’s</i> assembly line, radio, and household appliances;</u>	Streamlined and combined TEKS: 6.B: Ford 27.A: Ford, radio/communication
(B)	<u>analyze the rise of consumerism, <i>speculation</i>, and the use of credit and their impact on the standard of living in the 1920s;</u>	Streamlined and combined TEKS: 16.B: stock market speculation
(16.A) (C)	Current 16.A: analyze <u>explain the <i>causes of economic growth and prosperity in the 1920s, including the presidential fiscal policies of Warren Harding’s Return to Normalcy, reduced taxes, and increased production efficiencies. Calvin Coolidge, and Herbert Hoover;</i></u>	Streamlined and combined TEKS: 16.A: Harding
(D)	<u>analyze the effects of nativist sentiment leading to <i>immigration quotas</i>; and</u>	Streamlined and combined TEKS: 15.C: immigration quotas

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(E)	<u>evaluate the underlying weaknesses of the economy that limited prosperity, including buying on margin, overproduction of factory and farm goods, tariffs, poor banking practices, and the monetary policy of the Federal Reserve System that led to economic depression.</u>	Streamlined and combined TEKS: 16.B: monetary policy of Federal Reserve
(10)	<u>U.S. Prosperity, Depression, and Conflict, 1920-1945. The student understands the effects of the Great Depression and the Dust Bowl and how the New Deal fundamentally changed the role of the federal government. The student is expected to:</u>	Mexican American Studies Standards 7A and 7E: analyze the impact of Mexican Repatriation act TEKS Guide: farm programs, CCC, national parks, 21 st Amendment, Repatriation Act with the new 9C Streamlined and combined TEKS: 16.C: deportation, repatriation
(A)	<u>compare the steps taken by the Federal Reserve, Congress, and presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis and mass unemployment of the 1930s (C/G, E, H);</u>	Streamlined and combined TEKS: 16.D: New Deal policies 18.A, 18.B, 18.C: New Deal impact/policies
(B)	<u>examine the geographic factors including natural disasters, unwise agricultural practices, and their effects on the areas most impacted by the Dust Bowl (G);</u>	Streamlined and combined TEKS: 12: geography, Dust Bowl 13.B: migration, demographic patterns
(C)	<u>describe the actions taken by government and religious and nonprofit organizations to alleviate the human toll of the Great Depression (C/G);</u>	Streamlined and combined TEKS: 25.A and 25.C: various groups shape America
(D)	<u>explain the expanded role of the federal government in society and the economy since the Great Depression, including Federal Deposit Insurance Corporation, Securities and Exchange Commission, Social Security Act, Fair Labor Standards Act, the Works Progress Administration, and the Tennessee Valley Authority (C/G, E, H);</u>	Streamlined and combined TEKS: 16.E: New Deal agencies 18.A, 18.B, 18.C: New Deal impact/policies
(E)	<u>evaluate efforts by Franklin D. Roosevelt to ensure the success of his New Deal policies including attempts to pack the court and fireside chats (C/G); and</u>	Streamlined and combined TEKS: 18.A, 18.B, 18.C: New Deal impact/policies 19.B: court packing
(F)	<u>describe how art, music, film, and literature, including radio and cinema, influenced and reflected society during the 1920s and 1930s (H).</u>	Need to revisit: Clarification needed for tagging the geography (G) strand for geographic themes 24.A: art, music, film, literature

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(11)(7)	<u>U.S. Prosperity, Depression, and Conflict, 1920-1945. The student understands the domestic and international factors impact of leading up to U.S. participation in World War II. The student is expected to:</u>	Current Knowledge and Skills #7 is now #10
(A)	<u>examine the growing threat of totalitarian governments, including the aggression of Italian, German, and Russian leaders (H);</u>	TEKS Guide: Nuremberg Laws, seizure of Austria and Czechoslovakia, Munich Pact, alternative government styles, Soviet-German non-aggression Pact 7.A: aggression, dictatorships
(B)	<u>evaluate the effectiveness of U.S. post-World War I isolationism and its impact on U.S. actions toward growing war in Europe (C/G); and</u>	TEKS Guide: Neutrality Acts, Lend Lease, Cash & Carry Streamlined and combined TEKS: 7.B: relationship with allies
(C)	<u>examine causes and consequences of Japanese expansion in the Pacific contributing to the attack on Pearl Harbor (G, H).</u>	Streamlined and combined TEKS: 7.A: aggression, dictatorships TEKS Guide: invasion of China, Japan's totalitarian government
(12)	<u>U.S. Prosperity, Depression, and Conflict, 1920-1945. The student understands the United States' role in World War II. The student is expected to:</u>	SB3: civic engagement Rationale for inclusion of specific battles in WWII is increased U.S. impact after WWI Rationale for removing bravery: patriotic military enlistment is bravery
(A)	<u>evaluate U.S. government and individuals' responses to increased persecution of Jews and other groups by the Nazis;</u>	TEKS Guide: Holocaust/the <i>MS St. Louis</i> , Nuremberg Laws,
(B)	<u>explain the U.S. role in the European Theater, including Operation Torch and the actions of the Tuskegee Airmen, Operation Overlord and the actions of the 442nd Regiment, the liberation of concentration camps, and the fall of Berlin;</u>	TEKS Guide: Holocaust/the <i>MS St. Louis</i> , Nuremberg Laws, mobilization, wartime migration, 7.G 7.D concentration camps
(C)	<u>explain the U.S. increasing role in the Pacific Theater, including the strategy of island hopping and the actions of the Navajo Code Talkers, Iwo Jima, Philippines/Bataan and the actions of National Guard Units 200 and the 515, and our role in the China, India, Burma Theater;</u>	TEKS Guide: mobilization, wartime migration, Executive Order 8802, Midway, Okinawa 7.G 7.D Bataan

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(7.G)(D)	Current 7G: <u>explain how American U.S. patriotism inspired high levels of military enlistment and civic engagement and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers.</u>	7.G Rationale for removing the Flying Tigers: inclusive of the U.S. role in the Pacific Theater Navajo Code Talkers moved to new 12.C. Tuskegee Airmen moved to new 12.B
(E)	<u>describe the economic effects of WWII on the home front, including the purchase of war bonds, increased employment, rationing, Victory Gardens, and opportunities and obstacles for women and ethnic groups; and</u>	7.F
(F)	<u>analyze the effects of Executive Order 9066 on civil liberties, including Korematsu v. US, and Ex Parte Endo.</u>	7.C
(7)(13)	Current 7: <u>U.S. Prosperity, Depression, and Conflict, 1920-1945. The student understands the domestic and international impact of U.S. participation in factors that brought an end to World War II. The student is expected to:</u> (A) <u>examine the decision to use the atomic bomb.</u> (B) <u>analyze the impact of the war crimes trials</u> (C) <u>evaluate the role of the US in the creation and continuance of the United Nations</u>	TEA Comment: The work group stopped here and has not completed recommendations for this section. Current Knowledge and Skills #7 TEKS Guide: human rights, Eleanor Roosevelt, Universal Declaration of Human Rights
Era	<u>The Cold War and A Nation in Transition, 1945-1991.</u>	
Era	<u>Contemporary U.S. and the Information Age, 1990-2020.</u>	
§113.41. United States History Studies Since 1877 (One Credit), Adopted 2018.		
(b)	<u>Introduction.</u>	TEA Comment: KS statements and SEs are grayed out if they have not been addressed by the work group or if they have incomplete revisions.

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<p>(1)</p>	<p>In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.</p>	<p>Preamble</p>
<p>(2)</p>	<p>To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p>	
<p>(3)</p>	<p>The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	
<p>(4)</p>	<p>Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p>	
<p>(5)</p>	<p>Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p>	

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(6)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	
(7)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	
(A)	Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §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 U.S. 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 U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.	
(B)	Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "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."	
(8)	Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.	
(c)	Knowledge and skills.	
(1)	History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:	
(A)	analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;	
(B)	analyze and evaluate the application of these founding principles to historical events in U.S. history; and	
(C)	explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."	

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(2)	History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:	
(A)	identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; and	
(B)	explain the significance of the following years as turning points: 1898 (<i>Spanish American War</i>), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).	New 6A-C
(3)	History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:	
(A)	analyze political issues such as <i>Indian policies</i> , the growth of political machines, and civil service reform;	New 2.B and 2.C
(B)	analyze economic issues such as industrialization, the <i>growth of railroads</i> , the growth of <i>labor unions</i> , farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of <i>big business</i> ; and	New 2.B and 3.A New 4.C
(C)	analyze <i>social issues affecting women</i> , minorities, children, immigrants, and urbanization.	New 4.C
(4)	History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:	
(A)	explain why significant events, policies, and individuals, including the <i>Spanish American War</i> , U.S. expansionism, Alfred Thayer Mahan, <i>Theodore Roosevelt</i> , and Sanford B. Dole moved the United States into the <i>position of a world power</i> ;	New 5.A New 6.C
(B)	evaluate American <i>expansionism</i> , including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;	New 5.B
(C)	identify the causes of World War I and the reasons for U.S. entry	New 7.A
(D)	understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest;	
(E)	analyze the <i>impact</i> of machine guns, airplanes, tanks, poison gas, and trench warfare as significant <i>technological</i> innovations in World War I on the Western Front; and	New 7.B
(F)	analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.	New 7.D

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(5)	History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:	
(A)	analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th , and 19th amendments;	New 8.C 18 th New 8. D 19 th
(B)	evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells , and W. E. B. DuBois on American society; and	New 4.E
(C)	analyze the impact of third parties, including the Populist and Progressive parties.	
(6)	History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:	
(A)	analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial , eugenics , race relations, nativism , the Red Scare, Prohibition , and the changing role of women; and	New 4.B nativism New 8.B eugenics New 8.F Scopes New 8.C Prohibition
(B)	analyze the impact of significant individuals such as Henry Ford , Marcus Garvey, and Charles A. Lindbergh.	New 9.A
(7)	History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:	New KS11
(A)	identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor;	New 11.A Italy, Germany New 11.C Japanese, Pearl Harbor
(B)	evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies;	
(C)	analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066 , and the development of atomic weapons;	New 12.F
(D)	analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps ;	New 12.B and C
(E)	describe the military contributions of leaders during World War II, including Dwight Eisenhower, Douglas MacArthur, and Chester W. Nimitz;	
(F)	explain issues affecting the home front , including volunteerism , the purchase of war bonds , and Victory Gardens and opportunities and obstacles for women and ethnic minorities; and	New 12.E New 7.C
(G)	explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen , the Flying Tigers , and the Navajo Code Talkers .	New 12.B and C

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(8)	History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:	
(A)	describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis;	
(B)	describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race;	
(C)	explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;	
(D)	explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;	
(E)	analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon; and	
(F)	describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.	
(9)	History. The student understands the impact of the American civil rights movement. The student is expected to:	
(A)	trace the historical development of the <i>civil rights</i> movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;	New 2.A
(B)	explain how <i>Jim Crow laws</i> and the <i>Ku Klux Klan</i> created obstacles to civil rights for minorities such as the suppression of voting;	New 2.A
(C)	describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;	
(D)	identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan;	
(E)	compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.;	
(F)	discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;	

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(G)	describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;	
(H)	explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo;	
(I)	evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and	
(J)	describe how Sweatt v. Painter and Brown v. Board of Education played a role in protecting the rights of the minority during the civil rights movement.	
(10)	History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. The student is expected to:	
(A)	describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;	
(B)	describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength;	
(C)	describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair;	
(D)	describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority; and	
(E)	describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic.	
(11)	History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:	
(A)	describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror;	
(B)	identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum;	
(C)	analyze the impact of third parties on the 1992 and 2000 presidential elections; and	
(D)	identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.	

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(12)	Geography. The student understands the impact of <i>geographic factors</i> on major events. The student is expected to analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the <i>Panama</i> Canal, <i>the Dust Bowl</i> , and the levee failure in New Orleans after Hurricane Katrina.	New 5.B Panama New 10.B geographic factors ,Dust Bowl
(13)	Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:	
(A)	<i>analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and</i>	New 2.A, 2.B, and 2.C New 13.A and B
(B)	analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.	
(14)	Geography. The student understands the relationship between population growth and the physical environment. The student is expected to:	
(A)	identify the effects of <i>population growth and distribution</i> on the physical environment; and	New 2.B
(B)	identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.	
(15)	Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:	
(A)	describe how the economic impact of the <i>Transcontinental Railroad</i> and the <i>Homestead Act</i> contributed to the <i>close of the frontier</i> in the late 19th century;	New 2.A and 2.B
(B)	describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act;	
(C)	explain how foreign policies affected economic issues such as the <i>Chinese Exclusion Act</i> of 1882, the Open Door Policy, Dollar Diplomacy, and <i>immigration quotas</i> ; and	New 4.B Chinese Exclusion Act New 9.D immigration quotas
(D)	describe the economic <i>effects</i> of international military conflicts, including the <i>Spanish-American War</i> and <i>World War I</i> , on the United States.	New 6.C Effects of Spanish American War New 7.D Effects of World War I
(16)	Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:	
(A)	<i>analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;</i>	New 9.C

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(B)	identify the causes of the Great Depression, including the impact of <i>tariffs</i> on world trade, stock market <i>speculation</i> , bank failures, <i>and the monetary policy of the Federal Reserve System</i> ;	New 9.B speculation New 9.E Federal Reserve
(C)	analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage;	
(D)	compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and	
(E)	describe how various New Deal agencies and programs, including the <i>Federal Deposit Insurance Corporation, the Securities and Exchange Commission</i> , and the <i>Social Security Administration</i> , continue to affect the lives of U.S. citizens.	New 10.D
(17)	Economics. The student understands the economic effects of government policies from World War II through the present. The student is expected to:	
(A)	describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment;	
(B)	identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;	
(C)	describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;	
(D)	identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX; and	
(E)	describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).	
(18)	Government. The student understands changes over time in the role of government. The student is expected to:	
(A)	evaluate the impact of <i>New Deal legislation</i> on the historical <i>roles of state and federal government</i> ;	New 10.D

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(B)	explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001;	
(C)	describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; and	
(D)	describe the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009.	
(19)	Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:	
(A)	describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and	
(B)	evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including <i>Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices</i> and the presidential election of 2000.	New 10.E
(20)	Government. The student understands the impact of constitutional issues on American society. The student is expected to:	
(A)	analyze the effects of landmark U.S. Supreme Court decisions, including <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Hernandez v. Texas</i> , <i>Tinker v. Des Moines</i> , and <i>Wisconsin v. Yoder</i> ; and	New 4.D
(B)	explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.	
(21)	Citizenship. The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville. The student is expected to:	
(A)	discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire; and	
(B)	describe how American values are different and unique from those of other nations.	
(22)	Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights. The student is expected to:	

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(A)	identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;	
(B)	evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the <i>American Indian Citizenship Act of 1924</i> ;	New 8.A
(C)	explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility; and	
(D)	summarize the criteria and explain the process for becoming a naturalized citizen of the United States.	
(23)	Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	
(A)	evaluate the contributions of significant political and social leaders in the United States such as <i>Andrew Carnegie</i> , Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and	New 3.A
(B)	explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez.	
(24)	Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	
(A)	describe how the characteristics of and issues in U.S. history have been <i>reflected</i> in various genres of <i>art, music, film, and literature</i> ;	New 10.F
(B)	describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the <i>Harlem Renaissance</i> , the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society; and	New 8.E
(C)	identify and analyze the global diffusion of American culture through various media.	
(25)	Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:	
(A)	<i>explain actions taken by</i> people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;	New 10.C
(B)	describe the Americanization movement to <i>assimilate</i> immigrants and American Indians into American culture;	New 2.A and 2.C

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(C)	explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; and	
(D)	identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.	
(26)	Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:	
(A)	explain the effects of <i>scientific discoveries and technological innovations</i> such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;	New 3.B
(B)	explain how specific needs result in <i>scientific discoveries and technological innovations</i> in agriculture, the military, and medicine; and	New 3.B
(C)	describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics.	
(27)	Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:	
(A)	analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication; and	
(B)	describe how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.	
(28)	Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:	
(A)	analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;	
(B)	analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;	

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(C)	apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;	
(D)	evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context; and	
(E)	identify bias and support with historical evidence a point of view on a social studies issue or event.	
(29)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
(A)	create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and	
(B)	use social studies terminology correctly.	
(30)	Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	
(A)	create a visual representation of historical information such as thematic maps, graphs, and charts; and	
(B)	pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.	
(31)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	