

Review of Social Studies TEKS
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I. General Observations on Guidelines

- (1) Overall, the existing TEKS do an acceptable job of promoting factual and accurate delivery of K-12 level social studies content. It is difficult to make a judgment with regard to “ideological neutrality” (guideline 1) since the very idea of the “benefits of the free enterprise system” (guideline 10) is not ideologically neutral. Consequently, I will limit my specific comments regarding ideological neutrality to themes other than those to do with the free enterprise system.
- (2) Overall, there is a logical development of social studies concepts followed at each grade level. There are places where the presentation of specific items might be better organized, however (see below specific comments).
- (3) While for the most part the people and events presented at each grade level are appropriate, there is room for other examples that might better reflect the geographic, chronological, and cultural diversity of both American and Texas history as presented in the existing TEKS. In a number of instances I suggest additional examples or replacements for existing examples in order to better reflect the content of individual K-S statements (see below specific comments).
- (4) Although the vocabulary and terminology are appropriate overall, I would suggest that throughout the document the term “such as” in introducing examples be replaced with “for instance.” Personally, I would prefer that in the few necessary instances where students are expected to know specific individuals and events those items be required (the way they are in the 7th grade where the term “including” is used) and that otherwise no examples be provided, but I understand that many teachers and publishers like the idea of representative examples. However, because many people fail to understand that representative examples are not specific requirements, I believe that use of “for example” might make clearer that the names are provided as suggestions for the kinds of people and events to be considered in that item but that teachers and publishers are free to look more broadly.

Occasionally the term “selected” is used in conjunction with “such as.” This combination may lead to even more conclusion regarding the weight of the examples as the term “selected” is restrictive in nature. I would recommend deleting it where it appears unless coupled with the intentionally restrictive term “including.”

Also, the “may include” examples often found in many paragraphs (2) of (a) sections seem arbitrary and leave me wondering what purpose they actually serve. It seems to me that given the large number of examples provided in section (b) of each TEK that these lonely examples are given a singular importance that the previous drafters may not have intended.

- (5) See below specific comments.

- (6) The range of subject matter and the increasing level of critical thinking with regard to the material appear appropriate for each grade level.
- (7) Mostly. See below specific comments.
- (8) The social studies skills appear to be appropriately presented.
- (9) Mostly. I think there could be some improvement in presenting a broader range of examples of the geographic, cultural, and ethnic components of our state and national heritage (see below specific comments).
- (10) The TEKS clearly emphasize the promotion of good citizenship and an appreciation for American values. To the degree that some of the items present the “benefits of the free enterprise system” from an ideological perspective, I would say this guideline is in contradiction with guideline (1) (see below specific comments).
- (11) See below specific comments.
- (12) It appears to do so.

TEK #	Language	Comment
113.2 (11.A)	Identify personal attributes common to all people such as physical characteristics	This is not “cultural.” <u>Recommendation:</u> Identify attributes common to all people, for example kinship, laws, religion
113.2 (11.B)	Identify differences among people	This item is vague. <u>Recommendation:</u> Identify ways in which different people behave as groups, for example dress, food, and music
113.3 (1.B)	Identify historic figures such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness	Both individuals represent technology innovators; replacing one with someone with a different background would strengthen the core concept. George Washington Carver, as a proponent of self-help and applying science to farming, represented a fusion of individualism and inventiveness. His example also helps reinforce 113.4 (1.C) since he was influential at all levels. <u>Recommendation:</u> Identify historic figures, for instance George Washington Carver and Thomas Edison, who have exhibited a love of individualism and inventiveness.
113.3 (13.D)	Explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.	Love is a complex emotion and an often confusing one, particularly at such a young age. This might be a good place to introduce the concept of the ideal, which is a societal commitment rather than an individual relationship. <u>Recommendation:</u> Explain how customs, symbols, and celebrations, reflect the American ideals of individualism,

		inventiveness, and freedom.
113.4 (1.A)	Explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving	Independence Day was already used 113.4 (2.A). Since the expectation calls for “community and state” and since all three holidays given as examples are national, substitution of the one already introduced in the first grade would be appropriate. <u>Recommendation:</u> Explain the significance of various community, state, and national celebrations, for instance Memorial Day, Texas Independence Day, and Thanksgiving.
113.4 (2.D)	Describe and measure calendar time by days, weeks, months, and years	In and of itself the measure of the passage of time is not historical in nature. Without the addition of historical content, this expectation is not social studies appropriate. Given that 2.B and 2.C actually deal with the use of time measurement in historical context, I recommend elimination of this expectation.
113.4 (4.A)	Identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation	I suggest the addition of a well known and respected Latino figure who made a different type of contribution to the two individuals presented as examples. <u>Recommendation:</u> Identify contributions of historical figures, for example Henrietta King, Cesar Chavez, and Thurgood Marshall, who have influenced the community, state, and nation
113.4 (13.B)	Identify historical figures such as Florence Nightingale, Paul Revere and Sojourner Truth who have exemplified good citizenship	I would suggest adding another example, from the state level who demonstrated a commitment to Texas citizenship throughout his life. <u>Recommendation:</u> Identify historical figures, for instance José Antonio Navarro, Florence Nightingale, Paul Revere and Sojourner Truth, who have exemplified good citizenship
113.4 (14.C)	Explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.	Same concern as expressed above at 113.3 (13.D). Propose the same change of language.
113.5 (1.C)	Describe how individuals such as Christopher Columbus and Meriwether Lewis and William Clark have contributed to the expansion of existing communities or to the creation of new communities.	The definition of community here is in question, particularly with regard to a 3 rd grader’s possible understanding of the term. While Christopher Columbus can be explained as someone whose explorations contributed to the settlement of the Americas, and Lewis and Clark can likewise be explained as individuals whose explorations eventually led to settlement in the western U.S., neither example provides a

		clear-cut example of what the expectation intends. <u>Recommendation</u> : Describe how individuals, for instance Juan de Oñate and Brigham Young have contributed to the expansion of existing communities or to the creation of new communities. Oñate led the Spanish expedition that settled New Mexico including the founding of Santa Fe, New Mexico. Brigham Young was responsible for the settlement of Utah.
113.5 (13.D)	Identify how selected fictional characters such as Robinson Crusoe created new communities	Again, I have to question how community is being defined that Robinson Crusoe can be used as a fictional example of a community creator. I don't have a fix for this particular problem, but I do not believe the example adequately reflects the goal of the expectation.
113.6 (a.1)	Students examine the history of Texas from the early beginnings to the present within the context of the Western Hemisphere...	The term "Western Hemisphere" is used in a number of places in this section, sometimes ambiguously. Here for instance, did the drafters mean "Western Civilization"? This would seem to be the case, as the modern settlement of Texas (as opposed to the Indian settlement of the region) was carried out by representative of Civilization.
113.6 (a.1)	Students describe how early Native Americans in Texas and the Western Hemisphere met their basic economic needs and identify economic motivations for European exploration and colonization and reasons for the establishment of Spanish missions. Students explain how Native Americans governed themselves and identify characteristics of Spanish and Mexican colonial governments in Texas.	Again, "Western Hemisphere" is a problem, as the extremely restrictive phrase "establishment of Spanish missions." Also, the identification of Mexican government with the Spanish colonial order misrepresents the history of Texas. In what is now South Texas, the region settled under the direction of José Escandón, the main mechanism of settlement was towns and ranches, not missions. When Mexico became independent in 1821, it freed itself from Spanish colonial rule. Texas was an integral part of the new nation, not a colony of it. To refer to Mexican government as colonial is therefore erroneous. <u>Recommendation</u> : Students compare how early Native Americans in Texas and elsewhere in North America met their basic economic needs and identify the economic motivations for European exploration and colonization and reasons for the establishment of Spanish settlements. Students explain how Native Americans governed themselves and identify characteristics of Spanish colonial and Mexican governments in Texas.

113.6 (1)	“Western Hemisphere”	Replace with “North America” throughout this KS.
113.6 (2.B)	Identify the accomplishments of significant explorers such as Cabeza de Vaca; Christopher Columbus; Francisco Coronado; and Rene Robert Cavalier, Sieur de la Salle and explain their impact on the settlement of Texas	Christopher Columbus is not directly germane to Texas exploration and settlement. Also, settlement of Texas by the Spanish is not reflected in the examples. The first Spanish occupation of Texas took place as a result of the explorations of Capt. Alonso de León and Fray Damián Massanet, who conducted expeditions in search of La Salle. The settlement of South Texas, also as mentioned above, began under the direction of José Escandón. <u>Recommendation:</u> Identify the accomplishments of significant explorers, for instance Alvar Núñez Cabeza de Vaca, Francisco Coronado, Rene Robert Cavalier, Sieur de la Salle, Fr. Damián Massanet, José Escandón, and explain their impact on the settlement of Texas
113.6 (2.C)	Explain when, where, and why the Spanish established Catholic missions in Texas	As mentioned above, Spanish settlement was much more than just missions, although the missions represented the distinctive Spanish practice of incorporating Indians into the settlement process. <u>Recommendation:</u> Explain when, where, and why the Spanish established settlements in Texas and the variety of Native American responses to Spanish colonization
113.6 (2.D&E)		Although Moses Austin visited Texas before Mexican independence, the empresario period did not begin until afterwards. Stephen F. Austin, Martín de León, Green DeWitt, and the other empresarios all obtained their contracts from either the Mexican national government or the state government. In the interest of chronological clarity, it would be best if the order of expectations D and E were reversed, so that the impact of Mexico’s independence from Spain on events in Texas comes first.
113.6 (2.D)	[as changed according to above comment] Identify the impact of Mexico’s independence from Spain on the events in Texas	The Mexican War of Independence was a decade-long struggle in which Texas played a not insignificant role. Understanding what happened in Texas during that time is vital to understanding why local and national Mexican authorities welcomed Anglo-American immigration. <u>Recommendation:</u> Identify Texas’s role in the Mexican War of Independence and the war’s impact on the development of Texas

113.6 (3.B)	Describe the successes and problems of the Republic of Texas	Given the extensive use of examples elsewhere, it seems to me that this would be a good place to introduce an example that would remind users that relations with Indians remained an important aspect of life in Texas during the Republic period. <u>Recommendation:</u> Describe the successes and problems of the Republic of Texas, for example shifting policies toward Native Americans
113.6 (3.E)	Identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones	There is nothing wrong with this expectation or the importance of the cited individuals. I would suggest, however, that a representative of the native Texan community, José Antonio Navarro, deserves mention. He was not only a signer of the Texas Declaration of Independence, but was one Lamar's ambassadors on the Santa Fe Expedition, spent more than two years in jail in Mexico City as a result, and managed to return to Texas in time to participate in the annexation and constitutional conventions. <u>Recommendation:</u> Identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, José Antonio Navarro, and Anson Jones
113.6 (4.B)	Explain the growth and development of the cattle and oil industries	The oil industry in Texas is really a 20 th century phenomenon, beginning with Spindletop. A more appropriate discussion would be cattle and agriculture, which continued to be the mainstays of the Texas economy well into the new century. <u>Recommendation:</u> Explain the expansion and economic importance of the cattle and agricultural industries
113.6 (5)		This is the item in which the oil and gas industry and Texas's importance to the nation should be tackled. The expectations have been restructured to reflect my priorities.
113.6 (5.A)	Identify the impact of various issues and events on life in Texas such as urbanization, use of oil and gas, and the growth of aerospace and other technology industries	<u>Recommendation:</u> Explain the economic diversification of 20 th century Texas, for example the oil and gas industry and aerospace industries
113.6 (5.new)		<u>Recommendation:</u> Analyze the impact of industrialization in Texas and its impact on the nation, for example urbanization and

		transportation
113.6 (7.A)	Describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity	Again, the use of Western Hemisphere is misleading. The importance of Texas to both the rest of the United States and to Mexico, is the intention, and Mexico is still part of North America. <u>Recommendation</u> : Describe a variety of socio-economic regions in Texas, for example political, demographic, and economic, that result from human activity
113.6 (7.B)	Describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics	Same as above with regard to the use of Western Hemisphere. Also, the language here could be made clearer by referring to ecological regions. <u>Recommendation</u> : Describe a variety of ecological regions in Texas and North America, for example landform, climate, and vegetation, result from physical and environmental characteristics
113.6 (8.C)	Describe the location of cities in Texas and explain their distribution, past and present	If you read expectations A, B, and D carefully, you will note that C is redundant, since settlement includes towns and cities. <u>Recommendation</u> : eliminate.
113.6 (9.A)	Describe the ways people have adapted to and modified the environment in Texas, past and present	A couple of examples here would help clarify that the intent is economic development. <u>Recommendation</u> : describe the ways people have adapted to and modified the environment of Texas, past and present, for example by clearing forests for farming and building dams for flood control and energy production
113.6 (11.A&B)		Shouldn't the action in these explanations be "explain"? Motivations require explanation since they involved complex factors.
113.6 (15.B)	Identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas	As mentioned above at 113.6 (a.1), after Mexico gained its independence, its government was no longer colonial. Texas was an integral part of the Mexican nation and had political representation at both the state and national levels. <u>Recommendation</u> : Identify the characteristics of Spanish colonial rule and Mexican national and state governments and their influence on the inhabitants of Texas
113.6 (16.A)	Identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco	Given the fact that the Treaty of Velasco was a dead letter, since it was signed with a prisoner of war and the Mexican government refused to ratify the document or even accept that Santa Anna could in any way negotiate with the Texans, a much better selection is possible. There is, for instance, the treaty

		signed between the German settlers and the Comanches, which brought peace to the German Hill country. <u>Recommendation</u> : Identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Meusebach-Comanche Treaty
113.6 (20.C)	Summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas	The term “contribution” tends to be restrictive. It often focuses on marginal or tangential aspects of a group’s place in society. The term “role,” on the other hand, emphasizes a significant place in society. <u>Recommendation</u> : Summarize the roles of people of various racial, ethnic, and religious groups in the development of Texas.
113.7 (1.B)	Describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams	As paragraph 1 of the introduction to the grade 5 TEKS points out, students are to be learning “about a variety of regions in the United States.” The examples provided in this expectation all focus on the English colonial experience. I suggest that examples from the Spanish and French colonial experiences be included. <u>Recommendation</u> : Describe the accomplishments of significant colonial leaders, for example Anne Hutchinson, William Penn, John Smith, Roger Williams, Junípero Serra, and Rene Robert Cavelier, Sieur de La Salle
113.7 (2.A)	Identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington	Since this expectation actually calls for studying specific individuals, I would recommend the addition of two other critical contributors. <u>Recommendation</u> : Identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington, Samuel Adams, and Benjamin Franklin
113.7 (2.B)	Analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party	Actually, in giving examples of events contributing to the onset of the revolution, it might be better to provide some guidance on looking back at earlier precursor events. <u>Recommendation</u> : Analyze the causes and effects of events prior to and during the American Revolution, for example the Proclamation of 1763, the Boston Tea Party, and Valley Forge
113.7 (2.new)		I would argue that understanding the role of the Bill of Rights in the acceptance of the Constitution is critical to rounding out an understanding of the early history of the

		country's political life. <u>Recommendation</u> : Explain the importance of the first ten amendments, the Bill of Rights, in the ratification process for the Constitution
113.7 (4.G)	Identify the challenges, opportunities, and contributions of people from selected Native American and immigrant groups	As above at 113.6 (20.C), "contributions" should be replaced with "roles." Also, selected is an unnecessary qualifier, since it begs the questions of who makes the selection. <u>Recommendation</u> : Identify the challenges, opportunities, and roles of Native Americans and immigrant groups in American society
113.7 (5.B)	Identify the accomplishments of notable individuals such as Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics	I don't think it would hurt to provide at least one example of a Latino national figure among this list of prominent Americans. <u>Recommendation</u> : Identify the accomplishments of notable individuals, for instance Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chávez, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women's rights, workers' rights, military actions, and politics
113.7 (7.A)	Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity	Clarification. <u>Recommendation</u> : Describe a variety of political, demographic, and economic regions in the United States that result from human activity
113.7 (7.B)	Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics	The language here could be made clearer by referring to ecological regions. <u>Recommendation</u> : Describe a variety of environmental regions in Texas and North America composed of, for example landform, climate, and vegetation
113.7 (8.C)	Describe the location of cities in the United States and explain their distribution, past and present	If you read expectations A, B, and D carefully, you will note that C is redundant, since settlement includes towns and cities. <u>Recommendation</u> : eliminate.
113.7 (9.A)	Describe the ways people have adapted to and modified the environment in the United States, past and present	A couple of examples here would help clarify that the intent is economic development. <u>Recommendation</u> : describe the ways people have adapted to and modified the environment of the United States, past and present, for example by clearing forests for farming and building canals for transportation and large-scale irrigation
113.7 (16.new)		The Bill of Rights is separate from the Constitution itself in that it is the first ten amendments. Above at 113.7 (2.C) I argued

		for a separate expectation dealing with the Bill of Rights in a historical context. I would recommend moving 113.7 (21.A) here since it calls for an understanding of why the Bill of Rights came into being rather than how it affects Americans as citizens today. I will propose an alternative for the language in 113.7 (21.A). <u>Recommendation</u> : Summarize the reasons for the creation of the Bill of Rights
113.7 (21.A)	Summarize the reasons for the creation of the Bill of Rights	As noted immediately above, the creation of the Bill of Rights was a historical process and belongs in a TS addressing the formation of government. Here, the question is how the Bill of Rights and Constitution affect students as citizens. <u>Recommendation</u> : Analyze how the rights enumerated in the Bill of Rights contribute to the basic individual freedoms of all Americans
113.7 (24.A)	Describe the contributions of famous inventors and scientists such as Neil Armstrong, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan	I would argue that Neil Armstrong, although a famous and notable American, was neither an inventor nor a scientist; at best he might be considered an engineer. I would recommend his replacement in this particular list. <u>Recommendation</u> : Describe the contributions of famous inventors and scientists, for instance John Fulton, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan
113.7 (24.D)	Analyze environmental changes brought about by scientific discoveries and technological innovations such as air conditioning and fertilizers	I would argue that the internal combustion engine has had a much more profound impact on the environment than air conditioning. <u>Recommendation</u> : Analyze environmental changes brought about by scientific discoveries and technological innovations, for instance the internal combustion engine and fertilizers
113.22 (1.A)	Describe the characteristics of selected contemporary societies, such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquest, colonization, immigration, and trade	The two examples provided are both from Europe. For the sake of diversity, since this grade level is supposed to look at the world, I suggest replacing Northern Ireland. <u>Recommendation</u> : Describe the characteristics of selected contemporary societies, for example Bosnia and Tibet, that resulted from historical events or factors, for instance invasion, conquest, colonization, immigration, and trade
113.22 (12.D)	Compare how governments	I would recommend replacing a couple of the

	function in selected world societies such as China, Germany, India, and Russia	examples so that contemporary monarchical and totalitarian systems and a broader world framework can be brought into the picture. <u>Recommendation</u> : Compare how governments function in selected world societies, for example China, Germany, Thailand, and Cuba
113.22 (15.D)	Identify and explain examples of conflict and cooperation between and among cultures within selected societies such as Belgium, Canada, and Rwanda	I would suggest that examples of religious and racially charged societies also be included. <u>Recommendation</u> : Identify and explain examples of conflict and cooperation between and among cultures within selected societies, for instance Belgium, Canada, Rwanda, Indonesia, and Peru
113.23 (a.1)	Students examine the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission building, colonization, revolution, republic, and statehood.	As mentioned in my discussion of the 4 th grade TEKS, the ideas of mission-building and Mexican colonialism misrepresent the historical periods in question. The Spanish colonial period was marked by much more than mission-building and the Mexican period was not colonial. <u>Recommendation</u> : Students examine the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of Spanish colonization, Mexican rule, revolution, republic, and statehood.
113.23 (1)	The student understands traditional historical points of reference in Texas history.	Use of the term traditional here is counterproductive. In fact, the traditional points do not do justice to the full scope of Texas history. For example, 1519 is given as an example date in (C) but much more important is 1528, the date in which the first sustained and recorded European contact with Texas began when Alvar Núñez Cabeza de Vaca and his companions became shipwrecked on the Texas coast. <u>Recommendation</u> : The student understands important historical points of reference in Texas history.
113.23 (1.A)	Identify the major eras in Texas history and describe their defining characteristics	Without some guidance, this can become a rather confusing expectation. Some eras are well known and understood, for example Revolution, Republic, Civil War. In fact, should the Civil War be treated separately or together with Reconstruction? Others are even more problematic, particularly with regard to periodization before 1821 and post-Reconstruction. My recommendation would be that a committee be formed to

		come up with a standardization of periodization with related important dates (in years).
113.23 (1.C)	Explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861	Various problems exist with this list of dates. First, the early dates are inadequate for even a summary understanding of the Spanish colonial period. Second, the importance of at least one date during the Mexican period and directly related to the Revolution is omitted. Third, there are no post-Civil War dates although this KS is general to the whole of Texas history. <u>Recommendation</u> : Explain the significance of the following dates: 1528 (Cabeza de Vaca), 1716 (Successful Spanish occupation of Texas), 1731 (founding of the first civil government in Texas at San Antonio), 1749 (settlement of the lower Rio Grande Valley begins), 1813 (first Texas declaration of independence), 1821 (Texas becomes independent of Spain as part of Mexico), 1824 (Texas united to Coahuila under the federal Constitution), 1836 (Texas independence from Mexico), 1845 (annexation to the U.S.—really should be 1846), 1861 (secession and participation in Civil War), 1876 (Constitution in effect today), 1901 (Spindletop launches Texas into 20 th century), 1969 (Texas prominent in moon landing)
113.23 (2)	The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas	This item deserves attention for considerable restructuring and rewriting. Among the problems: it pays insufficient attention to the diversity of Spanish settlement activities in what eventually became the State of Texas. It presupposes that Texas today is synonymous with the Texas settled by Anglo-American immigrants in the 1820s and 1830s. Also, it makes more sense for item (E) to be part of 113.23 (3), since that TS deals with Revolution.
113.23 (2.B)	Identify important individuals, events, and issues related to European exploration and colonization of Texas, including the establishment of Catholic missions	While the missions certainly were an important part of the Spanish program in Texas, they do not represent the full scope of Spanish activities. Settlement by family groups, ranchers, and military men contributed to Spain's hold over the region for more than a century. <u>Recommendation</u> : Identify important events, and issues related to European exploration and Spanish settlement of Texas, for example the

		establishment of Catholic missions, towns, and presidios and the battle of Medina
113.23 (2.C)	Identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Juan Seguín during the colonization of Texas	As I have previously stated, colonization only took place during the Spanish period. Texas was an integral part of Mexico, and its citizens voted for local, state, and federal government officials. The individuals mentioned in this expectation, as written, belong in a separate expectation that appears below. <u>Recommendation</u> : Identify the contributions of significant individuals during the Spanish colonial period, for example Fray Antonio Margil de Jesús, José Escandón, Antonio Gil Ybarbo, and Bernardo Gutiérrez de Lara
113.23 (2.D)	Identify the impact of the Mexican federal Constitution of 1824 on events in Texas	I would recommend that there be a little more guidance on this expectation by pointing out the critical issue that the Constitution of 1824 created with regard to Texas's relationship to the rest of Mexico--its association with Coahuila. <u>Recommendation</u> : Identify the impact of the Mexican federal Constitution of 1824 on events in Texas, including the joining of Texas to neighboring Coahuila as a single state.
113.23 (2.new)		At this point I would have a separate expectation that would cover what is in the current (2.C). This expectation needs to be modified slightly, however, to account for my previous concern regarding the term "colonization." Also, it was Erasmo Seguín, not Juan who was critical to Texas's place in the Mexican republic, as he represented Texas at the congress that drafted the Constitution of 1824. <u>Add</u> : Identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Erasmo Seguín during the Mexican period of Texas
113.23 (2.E)		This item really belongs in (3), since that TS treats of "individuals, events, and issues related to the Texas Revolution." <u>Recommendation</u> : move.
113.23 (2.F)	Contrast Spanish and Anglo purposes for and methods of settlement in Texas	Well, the contrast should be between Spanish and Mexican colonization efforts, since Anglo settlement took place under the auspices and rules of the Mexican Constitution of 1824 and the laws of the State of Coahuila y Texas. <u>Recommendation</u> : Contrast settlement goals

		and practices in Texas under Spanish and Mexican rule
113.23 (3.new)		Trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin
113.23 (3.A)	Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, and William B. Travis	As stated above, the participation of selected Tejanos (Texans of Mexican heritage) (Lorenzo de Zavala was not a native Texan), should be included, after all, the Tejanos were the only native-born participants in the Revolution. <u>Recommendation</u> : Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, José Antonio Navarro, Juan Seguín, Sam Houston, Antonio López de Santa Anna, and William B. Travis
113.23 (4.A)	Identify individuals, events, and issues during the Republic of Texas and early Texas Statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo	Given that a separate item (4.B) specifically deals with annexation, there is no need to include it in this expectation. Likewise, by adding “consequences” to item (4.B), the Mexican War and the Treaty of Guadalupe-Hidalgo can be moved to that item. Also, by creating a separate item for statehood, a clearer distinction can be made of the issues of Texas as a Republic and as a state. Such changes would allow the addition of other important issues and individuals to this item. One last note, “Texas Rangers” is an organization, not an event or issue. Including individual prominent Rangers here and below will guarantee inclusion. <u>Recommendation</u> : Identify individuals, events, and issues during the Republic of Texas, including Sam Houston, Anson Jones, Mirabeau B. Lamar, Chief Bowles, Jack “Coffee” Hays, Mary Maverick, Cordova Rebellion, Council House Fight and Linnville Raid, Santa Fe Expedition, Woll Expedition
113.23 (4.B)	Analyze the cause of and events leading to Texas statehood	<u>Recommendation</u> : Analyze the cause and events surrounding Texas annexation, including Congressional annexation resolution, Annexation Convention, U.S.-Mexico War, Treaty of Guadalupe-Hidalgo, Compromise of 1850
113.23 (4.new)		<u>Recommendation</u> : Identify individuals, events, and issues during early statehood, including James Pinckney Henderson, Jane

		McManus Storm Cazneau, John Neighbors, John O. Meusebach, John S. Ford, Juan Cortina, Cart War, Texas Troubles, Indian reservations, land claims
113.23 (6.A)	Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20 th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on Native Americans, the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the effects of the growth of railroads, the buffalo soldiers, James Hogg, Cynthia Parker, and Spindletop	Some of the items listed in this expectation to not really fit. Cattle can be moved to expectation (6.B) since it deals with the subject directly. Cynthia Parker was recovered from the Comanches in 1860, before the period in question began. She can be replaced by her son Quanah Parker, last of the Quahadi Comanche chiefs. Lastly, as I mentioned at the 4 th grade level, Spindletop really belongs to the 20 th century and should be treated in a separate expectation. <u>Recommendation:</u> Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20 th century, including James Hogg, Quanah Parker, Norris Wright Cuney, Elizabeth Ney, Catarino Garza, the effects of the growth of railroads, the effects of new technologies on Texas agriculture, lynching, European immigration
113.23 (6.B)	Explain the political, economic, and social impact of the cattle and oil industries and the development of West Texas resulting from the close of the frontier	This expectation should contain the items deleted from the preceding one, as the more logical place to discuss issues related with the westward expansion of the frontier. The oil industry, as with Spindletop, should be reserved for the 20 th century. <u>Recommendation:</u> Explain the political, economic, and social impact of the cattle industry and the development of West Texas through the beginning of the 20 th century, including the evolution of the cattle industry from its Spanish beginnings, the Red River Wars and the end of independent Native American life in Texas, the role of buffalo soldiers in making the frontier safe, and the use of public lands to fund universities and the state capitol.
113.23 (7.new)		The oil and gas industry should come in for specific attention in this TS. <u>Recommendation:</u> Explain the political, economic, and social impact of the oil and gas industry in Texas beginning with Spindletop
113.23 (7.A)	Define the impact of “boom and bust” and trace the boom-and-bust cycle of leading Texas industries throughout the 20 th century,	A rewording is in order, as “define the impact” is awkward and confusing phrasing. Also, cotton is farmed, so it is redundant to include both cotton and farming.

	including farming, oil and gas, cotton, cattle ranching, real estate, and banking	<u>Recommendation</u> : Define “boom and bust” as a historical term and trace the impact of boom-and-bust cycles in leading Texas industries throughout the 20 th century, including farming, oil and gas, cattle ranching, real estate, and banking
113.23 (7.C)	Trace the civil rights and equal rights movements of various groups in Texas in the 20 th century and identify key leaders in these movements, including James Farmer, Hector P. García, Oveta Culp Hobby, and Lyndon B. Johnson	Although James Farmer was an accomplished leader with the African American community, his contributions were not specifically within the realm of civil rights. Lulu Belle White, on the other hand, was a major figure in both the Texas and nation NAACP. <u>Recommendation</u> : trace the civil rights and equal rights movements of various groups in Texas in the 20 th century and identify key figures in these movements, including Lulu Belle White, Hector P. García, Oveta Culp Hobby, and Lyndon B. Johnson
113.23 (8.new)		Surprising that there is no expectation that students be able to trace the evolution of the political boundaries of Texas over time. Texas is composed of the Spanish colonial province of Texas as well as parts of the neighboring provinces of Nuevo Santander, Coahuila, Chihuahua, and New Mexico. In addition, Texas lost territory on its eastern border with Louisiana in the Adams-Onís Treaty of 1819. <u>Recommendation</u> : Create maps detailing the evolution of the political boundaries of Texas from 18 th through the mid-19 th centuries
113.23 (14.new)		The evolution of the Texas Constitution, from 1827 to 1876 is worthy of study by students. The Constitution of Coahuila and Texas, based on the principles of the Mexican federal constitution of 1824, is a good place to allow students to start seeing the evolution of political principles over time. The Texas constitutions of 1836, 1845, 1861, 1866, 1869, and 1876 are all products of specific political and social circumstances and their study will give students a better understanding of why Texas operates under such a restrictive document today. <u>Recommendation</u> : Explain and analyze the evolution of Texas constitutions from 1827 to 1876
113.23 (20.B)	Identify Texas leaders in science and technology such as Roy Bedichek, Walter Cunningham, Michael DeBakey, and C.M. “Dad”	Some of the representative examples are not appropriate to the language of the TS “leaders in science and technology.” <u>Recommendation</u> : Identify Texas leaders in science and

	Joiner	technology, for instance Michael DeBakey, C.M. “Dad” Joiner, Marion Hubert, and Wiley Post
113.24 (1.C)	Explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865	U.S. history is more than just the history of the English colonies. Texas, New Mexico, and Florida, have a colonial experience that predates Jamestown. Other seminal events in American are also excluded from the list in this expectation although reference is made in subsequent expectations. <u>Recommendation</u> : Explain the significance of the following dates: 1565 (first European settlement in present-day U.S., see 2.A), 1607, 1763 (Proclamation following end of 7 Years’ War launches revolutionary era—see 4.A), 1776, 1787, 1803, 1812 (Consolidation of American nation, see 5.D), 1820 (Compromise establishing separation of free and slave states, see 7.D), 1850 (Comprise that provokes the sectional crisis leading to the Civil War, see 7.D), 1861-1865
113.24 (2.B)	Compare political, economic, and social reasons for establishment of the 13 colonies	Some of the same concerns as above. There were other European colonies in what is now the U.S. Suggest a slight wording change to emphasize English aspect of this expectation. <u>Recommendation</u> : Compare political, economic, and social reasons for establishment of the 13 English colonies
113.24 (5.G)	Analyze federal and state Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era	This expectation is too restrictive. The nation’s issues with the Indian population (by the way, up to this expectation American Indians have been consistently referred to as Native Americans), predated the Jackson administration and even during that period included more than just the Cherokees. <u>Recommendation</u> : Analyze federal and state Indian politics, including the Jackson administration Removal Policy and the establishment of the first reservations
113.24 (6.C)	Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation	The Louisiana Purchase is such a seminal event in the westward expansion of the nation that it should be emphasized in this expectation. <u>Recommendation</u> : Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation, including the role of the Louisiana Purchase
113.24 (6.E)	Identify areas that were acquired to form the United States	With slight modification, this expectation can allow for a discussion of how existing Euro-

		American populations were incorporated into the U.S., both in the Louisiana Purchase and the Mexican Cession. <u>Recommendation</u> : Identify areas that were acquired to form the United States and explain how the existing non-American populations were incorporated into the nation
113.24 (7.B)	Compare the effects of political, economic, and social factors on slaves and free blacks	Nowhere in this TS is there a direct address of the abolitionist movement, and this expectation is the best suited to deal with the issue. <u>Recommendation</u> : Compare the effects of political, economic, and social factors, including the abolitionist movement, on slaves and free blacks
113.24 (9.new)		This TS calls for a discussion of social life of the nation during Reconstruction, yet there is nothing on the freedmen. <u>Recommendation</u> : Explain the political, economic, and social conditions of the freemen following emancipation
113.24 (11.A)	Locate places and regions of importance in the United States during the 18 th and 19 th centuries	Since grade 8 is about American history to 1877, I do not understand why this expectation limits itself to the 18 th and 19 th centuries. What about important places having to do with the exploration and early European settlement of North America? <u>Recommendation</u> : Locate places and regions of importance in the United States during the 16 th to 19 th centuries
113.24 (12)	The student understands the physical characteristics of the United States during the 18 th and 19 th centuries and how humans adapted to and modified the environment.	I do not understand the chronological-spatial limitation here. In terms of physiography the region is North America, and the time period is understandable by time of settlement—only an end date is required—since Indian modification should be treated along with European. <u>Recommendation</u> : The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19 th century
113.24 (12.A)	Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18 th and 19 th centuries	This expectation should be broadened in alignment with the above suggestion. In this particular recommendation, comparing the activities of the native population and the variety of activities depending on environment of the various European powers would be beneficial to students. <u>Recommendation</u> : Analyze how physical characteristics of the environment influenced

		population distribution, settlement patterns, and economic activities in North American during the 16 th to 19 th centuries
113.24 (18.B)	Describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War	As written, this expectation is history more than government. <u>Recommendation</u> : Explain the constitutional issues arising from the principle of states' rights, including the Nullification Crisis and the Civil War
113.24 (24.E)	Identify the political, social, and economic contributions of women to American society	I have made a similar argument above. Individuals make contributions, but groups play roles. Even the cult of true womanhood emphasized women as having a critical role to play in the education and socialization of children. I understand that it might be considered a matter of semantics, but "role" is a more inclusive way of discussing the place of women and minorities in society. <u>Recommendation</u> : identify the political, social, and economic roles of women in American society
113.24 (26.B)	Describe religious influences on immigration and social movements, including the impact of the first and second Great Awakenings	The language in this expectation is confusing. Is it meant to ask about the religious motivations for people to immigrate to the United States or the treatment of immigrants based on their religious beliefs?
113.32 (1.C)	Explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957	The included dates are fine, but they leave out the second half of the 20 th century and the start of the new one. <u>Recommendation</u> : Explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957, 1963 [Kennedy assassination], 1969 [Moon landing], 2001 [9/11, which is in fact a historical date, even though of recent vintage]
113.32 (3.A)	Explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt moved the United States into the position of world power	I would add two other events to the list of required references for this expectation. The construction of the Panama Canal was a direct consequence of the need by the United States not only to move bulk goods more efficiently between the East and West coasts, it was also necessary for the United States to be able to project its naval power effectively. Also, U.S. expansionism is vague (and not really an event) and should be replaced with specific examples. <u>Recommendation</u> : Explain why significant events and individuals, including the Spanish-American War, construction of the Panama Canal, acquisition of Hawaii, Henry Cabot Lodge, Alfred Thayer

		Mahan, and Theodore Roosevelt moved the United States into the position of world power
113.32 (7.B)	Identify significant leaders of the civil rights movement, including Martin Luther King, Jr.	This expectation can easily made more inclusive and useful for comparison purposes with a slight word change. <u>Recommendation:</u> Identify significant civil rights leaders, including Martin Luther King, Jr., Hector García, and Betty Friedan
113.32 (7.new)		Expectation (D) does not really do justice to the need to explain the influence of the CRM on American society in the mid-20 th century and beyond. The CRM invigorated not just African Americans but also Mexican Americans (Chicano Movement), women (NOW), American Indians (AIM), and merit inclusion as a separate expectation. <u>Recommendation:</u> Identify minority rights movement spawned from the Civil Rights Movement, for example the National Organization for Women, the American Indian Movement, and the Chicano Movement
113.32 (13.D)	Evaluate the effectiveness of New Deal measures in ending the Great Depression	Recent scholarship has made it clear that the tradition view of New Deal policies as simply an effort to end the Great Depression is inadequate. Although some policies were instituted to fight the Depression, others were efforts to reform institutions and practices more in line with the work of the Theodore Roosevelt administration. <u>Recommendation:</u> Evaluate the impact of New Deal measures on the American economy
113.32 (16.B)	Evaluate the impact of events, including Franklin Roosevelt's attempt to increase the number of U.S. Supreme Court justices, on the relationship among the legislative, executive, and judicial branches of government	I would recommend broadening the examples to include a more contemporary effort to expand executive power. <u>Recommendation:</u> Evaluate the impact of events, including Franklin Roosevelt's attempt to increase the number of U.S. Supreme Court justices and George W. Bush's expanded use of signing statements, on the relationship among the legislative, executive, and judicial branches of government
113.32 (17.A)	Analyze the effects of 20 th -century landmark U.S. Supreme Court decisions such as Brown v. Board of Education, Regents of the University of California v. Bakke,	I am perplexed by the omission of Roe v. Wade, probably the most controversial decision of the 20 th century next to Brown. Given that the second part of U.S. history is usually part of the 11 th grade curriculum, I do

	and Reynolds v. Sims	not see how students could not be prepared to deal with it.
113.32 (19.B)	Evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Shirley Chisholm, and Franklin. Roosevelt	I would like to expand the pool of examples just a bit. <u>Recommendation</u> : Evaluate the contributions of significant political and social leaders in the United States for example Andrew Carnegie, Shirley Chisholm, Henry B. Gonzalez, and Franklin. Roosevelt
113.32 (20.A)	Describe how the characteristics and issues of various eras in U.S. history have been reflected in works of art, music, and literature such as the paintings of Georgia O’Keeffe, rock and roll, and John Steinbeck’s <i>The Grapes of Wrath</i>	Georgia O’Keeffe, who was an abstract painter whose subject matter was rather personal, is not example. Much better would be Norman Rockwell, whose work actually presented a view of American life in an accessible way. Also, “rock and roll” is a rather broad term and a more specific example of socially engaged music would be more suitable. <u>Recommendation</u> : Describe how the characteristics and issues of various eras in U.S. history have been reflected in works of art, music, and literature, for example the paintings of Norman Rockwell, the songs of Joni Mitchell, and John Steinbeck’s <i>The Grapes of Wrath</i>
113.32 (20.B)	Describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance	Again, I think a second example would be useful in representing the variety of American cultural movements. <u>Recommendation</u> : Describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance and the Beats
113.32 (22.A)	Explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States	Good expectation, but I would suggest a reconsideration of one of the examples. The telegraph and telephone were 19 th century innovations the transformative power of which took place by the beginning of the 20 th century. Satellite communications, on the other hand, has had a transformative influence on society in the 20 th century. <u>Recommendation</u> : Explain the effects of scientific discoveries and technological innovations, for instance electric power, satellite communications, petroleum-based products, medical vaccinations, and computers, on the development of the United States