

Work Group C Recommendations
Social Studies, Texas Essential Knowledge and Skills
Texas History, Grades 4 and 7, History Strand

Prepared by the State Board of Education Social Studies TEKS Streamlining Work Groups

April 2018

These recommendations reflect changes to the social studies Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS streamlining work group for **Texas History, Grades 4 and 7**. 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*). Recommendations to clarify language are shown in blue font with double underlines (clarifying language). Additions made as technical edits are shown in green font with underlines (additions).

Comments in the middle column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards

MV—multiple viewpoints from within the committee

VA—information changed, or deleted to increase vertical alignment

Work groups estimated the amount of instructional time that would be reduced based on their recommendations. The reduction of instructional time is provided in minutes in the right-hand column.

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§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(1)	History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:	More specific to Texas	35 minutes
(A)	explain the possible origins of American Indian groups in Texas and North America ;	More specific to Texas	35 minutes
(B) (D)	identify <u>and compare the ways of life of</u> American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano; <u>and</u>	Adds clarity to student expectation for this concept. To remove unnecessary redundancy.	No time change
(C)	describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo; and		
(D)	compare the ways of life of American Indian groups in Texas and North America before European exploration.	Move to (1B)	No time change
(2)	History. The student understands the causes and effects of European exploration and colonization of Texas and North America . The student is expected to:	More specific to Texas	35 minutes
(A)	summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;		
(B)	identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;		
(C)	explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón;		
(D)	identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and		

(E)	identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.		
(3)	History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:		
(A)	analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;		
(B)	summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, and David Crockett, George Childress, and Sidney Sherman ; Tejanos Juan Antonio Padilla, Carlos Espalier , Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexican-Mexicans Antonio López de Santa Anna and Vicente Filisola ; and non-combatants Susanna Dickinson and Enrique Esparza;	Removal based on work group B historical figures rubric; these individuals scored less than 10	70 minutes
(C)	identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;		
(D)	describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and		
(E)	explain the events that led to the annexation of Texas to the United States and, including the impact of the U.S.-Mexican War.	Factually incorrect to say including. The U.S.-Mexican War didn't happen before the annexation.	No time change
(4)	History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:		
(A)	describe the impact of the Civil War and Reconstruction on Texas;		
(B)	explain the growth, development, and impact of the cattle industry such as, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;	The focus should be on the concepts of growth, development and impact of the cattle industry and not on the individuals. Individuals still remain as a resource for teachers.	35 minutes

(C)	explain the effects of the railroad industry identify the impact of railroads on life in Texas, including changes to cities and major industries; and	“Identify” is not clear and the task of “explain” is more aligned to actual content delivery. Clarifying the verbiage	No time change
(D)	explain examine the effects on upon American Indian life brought about by resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.	“Examine” is not clear and the task of “explain” is more aligned to actual content delivery. Clarifying the verbiage. The Red River War was not a change, it was an event that created change. Clarifies the intent of the standard.	35 minutes
(5)	History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:		
(A)	explain identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II <i>and notable individuals such as Audie Murphy, Cleto Rodriguez, and Bessie Coleman, and other local individuals; and</i>	“Identify” is not clear and the task of “explain” is more aligned to actual content delivery. Repetitive verbiage from (5B). Focus is on events in Texas. Urbanization is covered in (8A and 8B). Individuals moved from (5C) because their contributions were within this time period.	70 minutes
(B)	explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and important people such as Pattillo Higgins; and.	Specifying the focus on content. Clarifying verbiage.	No change
(E)	identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.	Removal of Stanley Marcus is based on work group B historical figures rubric; this individual scored less than 10 Move Audie Murphy, Cleto Rodriguez and Bessie Coleman to (5A) Move to John Tower and Raul A. Gonzalez to (17D) because their civic contributions align with those individuals in (17D) Move to Scott Joplin to (19C) because his contributions align with this standard better. “notable” is repetitive verbiage	105 minutes

§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(1)	History. The student understands traditional historical points of reference in Texas history <u>through absolute and relative chronology</u> . The student is expected to:	To incorporate skills that are identified in (A) and (C)	No time change
(A)	identify the major eras in Texas history, describe their defining characteristics, and explain <u>the purpose of dividing why historians divide</u> the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights <u>and Conservatism</u> ; and Contemporary Texas; <u>and</u>	Clarify student expectation Conservatism is a reaction to the Civil Rights movement and is included in Contemporary Texas. It is also mentioned in (7C).	No time change
(B)	apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Moved to (1) knowledge and skills statement to incorporate skills that are identified in (A) and (C). Remove unnecessary redundancy.	No time change
(B) (C)	explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.		
(2)	History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:		
(A)	compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;		
(B)	identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain;		

(C)	identify important <u>individuals</u> , events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray <u>Damián Massanet</u>, <u>José de Escandón</u>, <u>Antonio Margil de Jesús</u>, and <u>Francisco Hidalgo</u>;	Specific individuals are embedded in the concept of missions. In work group B historical figures rubric these individuals were identified as better taught within the concept. The role of priests and ranchers will still be addressed with greater emphasis on the contributions rather than biographies of specific individuals.	90 minutes
(D)	identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including <u>Father Miguel Hidalgo</u> , Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;	He is not mentioned in 4th grade and is essential to the Mexican War for Independence and is included in state approved instructional materials. No additional time is needed because he is embedded within the concept. His addition clarifies the content.	No time change
(E)	identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and		
(F)	contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.		
(3)	History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:		
(A)	<u>describe the chain of events</u> trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, <u>the Turtle Bayou Resolutions</u> , and the arrest of Stephen F. Austin;	Clarifying the verb <u>MV on Turtle Bayou Resolutions</u> <u>removal</u>	No time change <u>45 minutes</u>
(B)	explain the roles played by significant individuals during the Texas Revolution <u>such as</u> , including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis; <u>and</u>	Individuals are embedded in the content. Names are left for clarification and scored high on work group B historical figures rubric. The focus is on the role of the individuals and not the biography.	90 minutes
(C)	explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there , the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto <u>and Treaties of Velasco</u> , and	Embedded in the siege of the Alamo by deleting specific reference to letter teachers will spend less time on the analysis of the letter "Heroic" is a value charged word "All defenders" is too vague, too many if taught as worded, lack of resources Treaties of Velasco are vital to understanding the conclusion of the Texas Revolution	90 minutes

(D)	explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.	Repetitive and is captured in (3C) and (4A)	135 minutes
(4)	History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:		
(A)	identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones <u>such as</u> , including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt , and the roles of racial and ethnic groups;	Individuals are embedded in the content. Names are left for clarification and scored high on work group B historical figures rubric. The focus is on the role of the individuals and not the biography. “public debt” covered in (4B)	180 minutes
(B)	analyze the causes of and events leading to Texas annexation <u>such as security and public debt</u> ; and	Adds clarity	No time change
(C)	identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth , and the Compromise of 1850.	Redundant and is covered in (11A and 11B)	45 minutes
(5)	History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:		
(A)	explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and <u>protective</u> tariffs;	Clarifies the nature of tariffs	No time change
(C) (B)	<u>discuss</u> analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas. ; <u>and</u>	The standard is too broad to analyze Changed the order of the SE for better chronological alignment	90 minutes
(B) (C)	identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch. ; <u>and</u>	Time is better spent on the Texas-focused events and individuals scored low on Group B historical figures rubric. Hood, Reagan and Green deleted because they weren't part of the Civil War in Texas. Magruder is covered in Battle of Galveston and Lubbock is covered in the new standard (5C).	90 minutes

(6)	History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:		
(A)	identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker;		
(B)	identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life;	Clarification of verbiage No longer holding teacher accountable for teaching “myths” and focusing on factual cowboy life	45 minutes
(C)	identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg; and		
(D)	explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.		
(7)	History. The student understands how individuals, events, and issues shaped the history of Texas during the <u>late 19th</u> , 20th and early 21st centuries. The student is expected to:	Clarification of correct terminology.	No time change
(A)	explain <u>how</u> the political, economic, and social impact of the <u>oil industry led to the</u> on the industrialization of Texas;	Clarification of verbiage Reducing time by narrowing the focus	45 minutes
(B)	define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;	Recommend moving to (13C) because the standard focuses on economics	
(C)	describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as <u>progressivism</u> the , <u>populism</u> Populists , women's suffrage, <u>agrarianism</u> agrarian groups , labor <u>reform unions</u> , and the <u>conservative</u> evangelical movement of the late 20th century;	Creates better alignment to (1A) Clarification of correct terminology Creates consistency across the various movements	45 minutes

(D)	describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements <u>such as</u> , including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White; <u>and</u>	Due to the scoring of individuals on work group B historical figures rubric Focus is on the rights movement and not on the individuals	135 minutes
(E)	analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, <u>and significant major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration</u> on the history of Texas; and	Reduced unnecessary verbiage Consolidated per prior work groups suggestions “major” changed to “significant” for clarity	No time change
(F)	analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two party system, political and economic controversies, immigration, and migration.	Move to combine with (7E)	