

Second Version TEKS review

A. Introductory Remarks

Although there has definitely been some strong improvements in the second version of the Social Studies TEKS in regard to including the influence of the Bible and the Christian faith in the settlement and founding of our country, there are still significant omissions which must be redressed in order to present a truthful picture of colonial America. I address these specifically below.

B. Edits for Elementary Social Studies Grades Kindergarten Grade 5

Kindergarten, (a) Introduction (1): seems inappropriate to pose as a goal for our students that we are trying to “establish the foundation for responsible citizenship in a global society.” While acknowledging that modern communications and the modern interconnectedness of many of the world’s economies has knit the global community much closer than in the past, we should emphasize the uniqueness of American culture, and properly prepare our children for American citizenship. Also, the word “self” should be stricken from the sentence, since “self” is not a developmentally appropriate subject of study for a kindergartner.

Kindergarten, (1) History (A): Independence Day should not be removed here, because the children need to know the reasons for its celebration more than any other patriotic holiday we have. In (B) the point is to identify customs associated with these holidays, so it is redundant to again list Independence Day.

Grade 1 (a) Introduction: Same objection as in Kindergarten, (a) Introduction (1).

Grade 1, (2) History, (B): Add to the list of inventors Pedro Flores (invented the yo-yo), Ellen Ochoa (invented optical analysis systems and is an astronaut for NASA), Lewis Latimer (invented the carbon filament component of the light bulb, working in Thomas Edison’s laboratory).

Grade 2, (4) History, (B): Add to the list of inventors Elijah McCoy (invented a drip cup for trains. Knockoffs of his cup proved to be inferior products giving rise to the expression “the real McCoy”).

Grade 3, (1) History, (C): The phrase Founding Fathers needs to be capitalized to avoid confusion about who this refers to.

Grade 3, (10) Government. Section (C) needs to be added here: Identify the United States as a republic, and explain the difference between that and a democracy.

Grade 4, (19) Citizenship. Even though the phrase “democratic society” is meant as an adjective here, it would be preferable to say: “The student understands the importance of effective leadership in a society with a republican form of government.”

Grade 5, Introduction. Same phrase as in the above Grade 4, (19) Citizenship, needs to occur here.

Grade 5, (2) History. This section needs an additional subsection (A) Describe way in which the First Great Awakening unified the colonies, and its impact on the movement for independence.

The Great Awakening forged a commonality among the colonies, and helped to create a national identity among the colonists as Americans. The leveling effect of the Gospel preaching – that every individual, no matter what his or her station might be in society, had equal value in God's sight – created a revulsion against the superior attitudes of British aristocracy and a revolt against British tyranny.

Grade 5, (3) History. (B): In addition to Madison and Sherman other men who had a hand in shaping the Constitution need to become familiar to the students: James Wilson, George Mason, Luther Martin, Charles Pinckney, George Mason, Elbridge Gerry, Edmund Randolph, etc. An indelible impression was made upon me in Grade 8 when my Social Studies teacher assigned two Constitutional Convention delegates to each of us, and then we played the formation of the U.S. Constitution. A brilliant way to teach it that I have never forgotten.

Grade 4, (4) History. This section needs an added subsection (A) Describe the social impact on American society of the Second Great Awakening. The point here is that every reform movement in the 19th century (for example: prison reform, the first ministries to the deaf and the blind, the temperance movement, the anti-slavery movement, and the women's movement) was founded by

for the growth of representative government and institutions during the colonial period.”

Grade 8, (4) History. (A): Here again, in the beginning of this section a new subsection needs to be added which reads: “Describe way in which the First Great Awakening unified the colonies, and its impact as one of the causes of the American Revolution.”

Grade 8, (4) History. (B): To this list of individuals I would like to add Mercy Otis Warren, a close friend of Abigail Adams, the sister of Patriot orator James Otis, in her own right a strong Patriot leader in Massachusetts, ~~one~~ of the first historians of the American Revolution.

Grade 8

the Rio Grande River. Off the continent we have taken only Hawaii into the Union. The Philippines were first a U.S. territory, then a commonwealth, and then given their independence in 1946. Puerto Rico is a self-governing commonwealth, as is the Northern Marianas. Guam and the U.S. Virgin Islands are territories.

(3) History. (B). Same as above – retain the word “expansionism.”

(3) History. (D). This should be left in.

Rationale: This is the only mention of the American involvement in the battles of World War I and the contributions of individuals. John J. Pershing should be included, but also Sergeant York and flying ace ElcD 1 >>BDo Sd

(23) Culture. (B). All of the examples listed are modern. We need earlier examples, such as the Federal Period in architecture and furniture, the Hudson River School of painting, the Romantic

