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 the ways in which those themes 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." Recommendation: Identify attributes common to all people, for example kinship, laws, religion
113.2 (11.B)	Identify differences among people	This item is vague. Recommendation: 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. Recommendation: 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. Recommendation: 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. Recommendation: 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 ¾ Ma ñ ⊥ expectatio2.

		clear-cut example of what the expectation intends. Recommendation: 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)	Indentify 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. Recommendation: 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 (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. Recommendation: Describe the successes and problems of the Republic of Texas, for

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. Recommendation: 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 abovk ś ṅ s s u ä x ‡ • … ” • À • – † P p • Í ` 0 ‡ *ƒ* • á

		country's political life. Recommendation: 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. Recommendation: 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. Recommendation: 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. Recommendation: 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. Recommendation: 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. Recommendation: 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. Recommendation: 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). Recommendation: 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. Recommendation: 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. Recommendation: 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 e bout by scientific discoveries and technological innovations such as air conditioning and fertilizers	I would argue that the in ¬ E mbustion engine has had a much ore p d impact on the environment than air conditioning. Recommendation: Analyze environmental changes e a¾ by scientific discoveries and technological innovations, for instance the int rnal co d gine an fertilizers
113.22 (1.A)	Describe the characteristics z ˢ selected contemporary so such as Bosnia and Northern Ireland that resulted f events z ˢ factors such as invasion, conquest, colonization, immigration, and trade	The two examples p ded are ¾ f m Eun M Ɬ ◗ ╓M Ɬ ₴̇ ╓M ⁄ diversity, grade level is sup osed to loz at the wz ˢ ˢ suggest replacing Northern Ireland. Recommendation: Describe the characteristics z ˢ ected contemporary societies, for example Bosnia and Tibet, that resulted f F instance invasion, conquest, colonization, immigration, and trade
113.22 (12.D)	C e how governments	I wz ˢ o ng and replacie o 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.

Recommendation

		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. Recommendation: 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 20th 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

		population distribution, settlement patterns, and economic activities in North American during the 16th to 19th centuries
113.24 (18.B)	Describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War	

		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. Recommendation: 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-20th 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. Recommendation: 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. Recommendation: 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 governmer V o e ╥ ת F M	

	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. Recommendation: 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 The Grapes of Wrath	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. Recommendation: 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 *The Grapes of Wrath*
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. Recommendation: 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 19th century innovations the transformative power of which took place by the beginning of the 20th century. Satellite communications, on the other hand, has had a transformative influence on society in the 20th century. Recommendation: 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