

Texas Essential Knowledge and Skills for Social Studies (TEKS)

Statutory Authority: Texas Education Code, §7.102(c)(4) and §28.002, unless otherwise noted

TEKS, Middle School Social Studies <http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113b.html>

Middle School TEKS are designed to introduce students to the people, places and societies of the contemporary world and to provide an in-depth study of Texas and pre-1877 US history.

State and federal laws mandate observation of Celebrate Freedom Week, a full week concerning the intent, meaning, and importance of the **Declaration of Independence** and **US Constitution**, including the **Bill of Rights**, and must include the study of the relationship of the ideas in the Declaration and subsequent American history, , including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the **American Revolution**, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the **Emancipation Proclamation** and the women's suffrage movement.. During Celebrate Freedom Week, students shall recite the **Preamble to the Declaration of Independence**.

§113.18. Social Studies, Grade 6 (Focus is on contemporary societies in world regions: Europe, Russia, Eurasia, the Americas, Asia, Africa, and Australia/Oceania)

- Students participate in Celebrate Freedom Week
- Students understand influences on various historical and contemporary societies (Classical Greeks on government and the American Revolution)
- Students understand similarities and differences in various world societies (identify and describe common traits that define cultures; analyze the experiences and evaluate the contributions of diverse groups to multicultural societies)

§113.19. Social Studies, Grade 7 (Focus is on the history of Texas from founding to the present)

- [During Celebrate Freedom Week it would be appropriate to present information on Bernardo de Galvez and Spanish aid to the American colonies during the Siege of Pensacola (1781) and conquering the West Indies. In 8th grade TEKS but relevant here.]
- [During Celebrate Constitution Week, it would be appropriate to lead a comparison of the US and Texas constitutions and bills of rights.]

§113.20. Social Studies, Grade 8 (Focus is on US history to 1877 and civics)

- Students can explain the significance of specific dates, including 1776, adoption of the **Declaration of Independence** and 1787, writing of the **US Constitution**
- Students analyze causes of the American Revolution, including the **Proclamation of 1763**, the **Intolerable Acts**, the **Stamp Act**, mercantilism, representation in Parliament and British economic policies.
- Students explain the roles of individuals during the American Revolution: **Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson**, the **Marquis de Lafayette, Thomas Paine**, and **George Washington**.
- Students explain important Revolutionary events, including declaring independence; writing the **Articles of Confederation**; fighting the **battles of Lexington, Concord, Saratoga**, and **Yorktown**; enduring the winter at **Valley Forge**; and signing the **Treaty of Paris of 1783**.
- Students analyze the **Constitutional Convention** of 1787, including the **Great Compromise** and the **Three-Fifths Compromise**.

- Students analyze arguments for and against ratification.
- Students locate places and regions of importance (during the 18th century).
- Students analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities (during the 18th century).
- Students describe how immigrant groups interacted with the environment (during the 18th century)
- Students identify the influence of ideas from historic documents (**Federalist Papers, Anti-Federalist writings, Articles of Confederation**)
- Students identify colonial grievances (**Declaration of Independence**) and how these grievances were addressed (**US Constitution, Bill of Rights**)
- Students analyze how the **US Constitution** reflects principles (limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, individual rights)
- Students understand the constitutional amendment process.
- Students analyze the arguments of Federalists and anti-Federalists (**Alexander Hamilton, Patrick Henry, James Madison, George Mason**)
- Students define and give examples of unalienable rights.
- Students analyze the leadership qualities of individuals (**George Washington, James Monroe**)
- Students identify the political, social, and economic contributions of women [**Abigail Adams, Martha Washington, Phillis Wheatley, Mercy Warren**]