

TEKS Clarification Document

Social Studies– Grade 7

2011 – 2012



SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 7

§113.17. Implementation of Texas Essential Knowledge and Skills for Social Studies, Middle School, Beginning with School Year 2011-2012.

Source: *The provisions of this §113.17 adopted to be effective August 23, 2010, 35 TexReg 7232.*

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

(a) Introduction.

(1) In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, 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 and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and images is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must

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include the study of the relationship of the ideas expressed in that document to 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.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

- (7) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal government have either met or failed to meet the ideals espoused in the founding documents.
- (8) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

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7.5	<i>History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</i>
7.5A	<p>Explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs.</p> <p>Explain</p> <p>REASONS FOR THE INVOLVEMENT OF TEXAS IN THE CIVIL WAR</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • States Rights <ul style="list-style-type: none"> • Texans believed that states should be able to make their own political, economic, and social decisions. • Slavery <ul style="list-style-type: none"> • Texans believed that slavery was vital to the economy. • Sectionalism – loyalty to the interests of one's own region or section of the country, rather than the nation as a whole <ul style="list-style-type: none"> • Many Texans came from southern states and grew the chief cash crop, which was cotton. • Texas resembled the economy, social structure, customs, and political values of the South which concentrated on plantation agriculture, slave labor, and the Democratic Party. • Tariff – a tax on trade • Nullification Crisis <ul style="list-style-type: none"> • 1832 – President Jackson and Congress passed the Tariff of Abominations. Congress raised tariffs on raw materials and manufactured goods. The South had to sell cotton at low prices to stay competitive, while they had to pay high prices for their manufactured goods. This resulted in the Nullification Crisis in which South Carolina believed that states had the right to nullify a federal law it considered unconstitutional. South Carolina threatened to secede but a compromise ended the threat. This issue continued to brew until 1861.
7.5B	<p>Analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.</p> <p>Analyze</p> <p>POLITICAL, ECONOMIC, AND SOCIAL EFFECTS OF THE CIVIL WAR AND RECONSTRUCTION IN TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Civil War in Texas <ul style="list-style-type: none"> • Political effects <ul style="list-style-type: none"> • Texas joined the Confederate States of America • Houston removed from office because he failed to sign an oath to the Confederacy

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- Conscription Act – 60,000 Texans joined Confederate army
- Economic effects
 - Shortages of commodities, such as coffee, medicine, clothing, salt, paper
 - Trade along Mexican border continued and supplied some of these items to Texans
 - Cotton production declines and corn and wheat production increases
 - Shortage of free labor
 - Inadequate production in agriculture and business
- Social effects
 - Greater responsibilities for women and children during the war
 - Loss of family members
- Reconstruction in Texas
 - Political effects
 - Martial law – the military polices the state under Governor Edwards
 - Constitution of 1876 – written at the end of Reconstruction; this is the constitution Texas still follows today
 - Indian wars – the government removes Native Americans from the frontier.
 - Passage of the Reconstruction Amendments
 - 13th Amendment – ended slavery
 - 14th Amendment – citizenship given to African Americans
 - 15th Amendment – suffrage given to all males
 - Economic effects
 - Growth of tenant farming and sharecropping
 - Expansion of railroad
 - Cattle industry booms
 - Social effects
 - Concern over future of freedmen
 - Juneteenth – (June 19) celebrated by freed slaves and becomes state holiday
 - Freedmen's Bureau established
 - Black Codes and Ku Klux Klan used to segregate the South

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- Immigration to Texas increased

7.5C

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.

Identify

SIGNIFICANT INDIVIDUALS AND EVENTS CONCERNING TEXAS AND THE CIVIL WAR

Including, but not limited to:

- John Bell Hood
 - Leader of the Confederacy's Hood's Texas Brigade
 - Most notable battle Seven Day's Campaign and fought at Gettysburg
 - Ft. Hood in Killeen is named for him
- John Reagan
 - Served in the cabinet of Confederate President Jefferson Davis as Postmaster General
- Francis Lubbock
 - Governor of Texas in 1861
 - Assistant to Confederate President Jefferson Davis
- Thomas Green
 - Led the troops that were on the steamboats converted to gunboats by General John B. Magruder, who commanded the Confederate forces in Texas
 - Gunboats attacked Union ships in Galveston Bay and took back control of Galveston
- John Magruder
 - Commanded Confederate forces in Texas
 - Recaptured Galveston
- Battle of Galveston
 - July 1861 – the Union Navy began to blockade Texas ports
 - October 1862 – a Union fleet sailed into Galveston Harbor and Confederate forces retreated.
 - Confederate General John B. Magruder recaptured it by converting two steamboats into gunboats by lining their sides with cotton bales, earning the nickname "Cotton Clads"
 - January 1, 1863 – General John B. Magruder and his men captured several hundred Union soldiers.

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	<ul style="list-style-type: none"> • The city of Galveston was again under Confederate control • Battle of Sabine Pass <ul style="list-style-type: none"> • 1863 – The U.S. made plans to invade Texas. • Union General William B. Franklin and 5,000 troops hoped to land his army near Sabine City, and then march overland to attack Houston and Beaumont • Ft. Griffin at Sabine Pass was guarded by Confederate Lieutenant Richard Dowling and Davis Guards • September 8, 1863, Union soldiers attacked, but the Davis Guards fought back, marking a complete victory for the Confederacy • Battle of Palmito Ranch <ul style="list-style-type: none"> • Confederate General Robert E. Lee surrendered on April 9, 1865, but Confederate forces did not stop fighting for another month because word spread slowly. • May 12, 1865 – the Union army moved inland to occupy Brownsville. • They collided with Confederate troops led by John S. Ford, who captured over 100 Union troops, and battled with them • Union troops informed the Confederate troops that the war was over.
7.6	<p>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:</p>
7.6A	<p>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.</p> <p>Identify</p> <p>SIGNIFICANT INDIVIDUALS, EVENTS, AND ISSUES FROM RECONSTRUCTION THROUGH THE BEGINNING OF THE 20th CENTURY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Factors leading to the expansion of the Texas frontier <ul style="list-style-type: none"> • Large amount of land • Large supply of wild longhorn on the Texas frontier • Demand for beef in the northern and eastern United States • Longhorns were worth \$40 a head in northern city packinghouses • Effects of westward expansion on American Indians <ul style="list-style-type: none"> • Battles between Comanche, Apaches, Kiowas, and the U.S. Army • Forced on reservations in Oklahoma

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	<ul style="list-style-type: none"> • Buffalo soldiers <ul style="list-style-type: none"> • African American soldiers who were in the 9th and 10th Cavalry, as well as in the 24th and 25th Infantry Regiments stationed in Texas. They were former slaves who fought during the Indian Wars. Native Americans gave them this nickname for their bravery. • Quanah Parker <ul style="list-style-type: none"> • Quanah Parker was the last Chief of the Comanches and never lost a battle to the white man. His tribe roamed over the area where Pampa stands. He was never captured by the Army, but decided to surrender and lead his tribe into the white man's culture, only when he saw that there was no alternative. • His mother was Cynthia Ann Parker and Chief Peta Nacona. His mother was captured by the Comanche as a small child and raised by them.
7.6B	<p>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.</p> <p>Identify</p> <p>SIGNIFICANT INDIVIDUALS, EVENTS, AND ISSUES FROM RECONSTRUCTION THROUGH THE BEGINNING OF THE 20th CENTURY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Development of the cattle industry from its Spanish beginnings <ul style="list-style-type: none"> • Cattle were brought to America by the Spaniards. • Large Spanish/Mexican ranches existed in northern Mexico and Texas. • The first cowboy was the Spanish vaquero. • Cattle trails were used to get cattle to the railroads, which took them to market in northern states. • Over time, railroad junctions were established in Texas. • Barbed wire, windmills, and railroads in Texas were the main causes for the close of the open range. Ranchers no longer had to have access to waterways. • Myths and realities of the cowboy way of life <ul style="list-style-type: none"> • Two-thirds of cowboys were African-Americans (former slaves), Mexican-Americans (Tejanos), and women. • Famous cowboys – Daniel Webster “80 John” Wallace, Bose Ikard, Oliver Loving, Charles Goodnight, Maria del Carmen Cavillo, Elizabeth “Lizzie” Johnson Williams
7.6C	<p>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.</p> <p>Identify</p>

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	<p>SIGNIFICANT INDIVIDUALS, EVENTS, AND ISSUES FROM RECONSTRUCTION THROUGH THE BEGINNING OF THE 20th CENTURY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Effects of the growth of railroads • Allowed raw materials in Texas to be sent to northern markets • Texans had fast, inexpensive, and reliable transportation. • Cause for the industrialization of Texas • Contributions of James Hogg <ul style="list-style-type: none"> • As Texas Attorney General, and Governor, he worked at reforming big business fighting to protect citizens from unjust businesses practices. • Supported the creation of the Texas Railroad Commission that protected citizens from unfair practices by railroads
<p>7.6D</p>	<p>Explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.</p> <p>Explain</p> <p>POLITICAL, ECONOMIC, AND SOCIAL IMPACT OF THE AGRICULTURAL INDUSTRY AND THE DEVELOPMENT OF WEST TEXAS RESULTING FROM THE CLOSE OF THE FRONTIER</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Agricultural industry <ul style="list-style-type: none"> • Political impact <ul style="list-style-type: none"> • Increase of revenue for state • Economic Impact <ul style="list-style-type: none"> • Products were moved, sold, and transported across the nation. • New cash crops were grown in Texas (e.g., wheat, sorghum). • Cotton and corn grown across the state • Crops affect inflation • Income from agriculture exceeded income from cattle ranching by 1900s. • Social impact <ul style="list-style-type: none"> • Farmers moved west. • New methods of farming – dry farming, irrigation, and terraces • Increase of sharecropping and tenant farming, which resulted in many people in deep debt

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	<ul style="list-style-type: none"> • Tenant Farming – farmers who rented land on which to grow crops • Sharecropping – farmers who rented land, tools, seeds, and/or houses and promised part of their crop as payment • Development of West Texas resulting from the close of the frontier <ul style="list-style-type: none"> • Political impact <ul style="list-style-type: none"> • Range wars – farmers and ranchers battled between each other. They cut and destroyed fences and burned pasture land resulting in gunfights and lower property values. • Legislation – fence cutting became a felony • Economic impact <ul style="list-style-type: none"> • Expansion of the railroad • Cattle ranching becomes a business, rather than a way of life • Growth of large ranches • Inventions – barbwire and windmill • Sheep ranching increased • Improvements in quality of beef • Social impact <ul style="list-style-type: none"> • Growth of population and towns in West Texas • Use of barbwire to fence-off land
7.7	<p><i>History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:</i></p>
7.7A	<p>Explain the political, economic, and social impact of the oil industry on the industrialization of Texas.</p> <p>Explain</p> <p>POLITICAL, ECONOMIC, AND SOCIAL IMPACT OF THE OIL INDUSTRY ON THE INDUSTRIALIZATION OF TEXAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Political impact <ul style="list-style-type: none"> • Involvement of the Texas Railroad Commission set limits to regulate and control oil prices • Economic impact <ul style="list-style-type: none"> • Growth of cities and rise of boomtowns • Increased jobs and oil-related services

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