

# TEKS Clarification Document

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## Social Studies– World History

2011 – 2012



## SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

### WORLD HISTORY

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

*Source: The provisions of this §113.40 adopted to be effective August 23, 2010, 35 TexReg 7232.*

§113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.

(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

(2) The following periodization should serve as the framework for the organization of this course: 8000 BC-500 BC (Development of River Valley Civilizations); 500 BC-AD 600 (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914-present (20th Century to the Present). Specific events and processes may transcend these chronological boundaries.

(3) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as state papers, legal documents, charters, constitutions, biographies, autobiographies, speeches, letters, literature, music, art, and architecture is encouraged. Motivating resources are available from museums, art galleries, and historical sites.

(4) 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 (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies.

(5) A greater depth of understanding of complex content material can be attained by integrating social studies content and skills and by analyzing connections between and among historical periods and events. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated. 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.

(6) 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.

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(7) 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).

(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.

(9) 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 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."

(10) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

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**WORLD HISTORY**

<p><b>WH.3</b></p>	<p><b>History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:</b></p>
<p><b>WH.3A</b></p>	<p><b>Describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity.</b></p> <p><b>Readiness Standard</b></p> <p>Describe</p> <p>MAJOR POLITICAL, RELIGIOUS/PHILOSOPHICAL, AND CULTURAL INFLUENCES OF CLASSICAL CIVILIZATIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Persia             <ul style="list-style-type: none"> <li>• Royal Road connects the empire for over 1,500 miles</li> <li>• Use of standardized metal coins promote trade and unify the empire</li> <li>• Zoroaster establishes a religion in which people’s own choices determine their fate</li> <li>• Zoroastrianism – monotheistic worship of Ahura Mazda and sacred writings known as the Avesta; establishes early beliefs in heaven, hell, and a final judgment</li> </ul> </li> <li>• India             <ul style="list-style-type: none"> <li>• Development of Buddhism in India by Siddhartha Gautama (530 BC)</li> <li>• Mauryan Empire under Chandragupta and Asoka (302 BC-232 BC) – bureaucracy, improved roads, spread of Buddhism</li> <li>• Gupta Empire (300 AD) – Chandra Gupta I; India’s Golden Age through literature, astronomy, medicine, and mathematics</li> </ul> </li> <li>• China             <ul style="list-style-type: none"> <li>• Zhou Dynasty (1027 BC-256 BC) – Mandate of Heaven justifies royal authority and establishes dynastic cycles; nobles rule through feudalism                 <ul style="list-style-type: none"> <li>• Chinese philosophies established under the Zhou                     <ul style="list-style-type: none"> <li>• Confucianism – reform in society including social order of family and government</li> <li>• Daoism – philosophy established by Laozi that addresses order and harmony</li> <li>• Legalism – stressed punishment over rewards</li> </ul> </li> </ul> </li> <li>• Qin Dynasty (256 BC-202 BC) – ruled by Shi Huangdi, who uses Legalist ideas to unify China through autocracy                 <ul style="list-style-type: none"> <li>• Centralized system of highway and irrigation networks</li> </ul> </li> </ul> </li> </ul>

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### WORLD HISTORY

- Mass murder of Confucian scholars
- Great Wall of China built
- Han Dynasty (202 BC-9 AD) – centralized government, complex bureaucracy, civil service jobs, promotion of Confucianism, invention of paper
- Israel
  - Hebrews are monotheistic and worship Yahweh, who establishes a covenant of protection with them
  - Sacred writings are the Torah, the first five books of the Hebrew Bible
  - *Ten Commandments* become the basis for civil and religious laws in Judaism
- Greece
  - Establishment of direct democracy
  - Development of Greek art – classical art that addresses order, balance, and proportion
  - Greek drama
  - Growth of philosophy
- Rome
  - Political influences
    - Executive powers
    - Legislative powers
    - Judicial powers
    - Legal code – Twelve Tables (written list of rules based on the Roman legal system)
  - Religious and philosophical influences
    - Philosophy based on Greek Stoicism that emphasizes virtue, duty, and moderation
      - Christianity develops in the Roman province of Judea and spread throughout the empire by missionaries
      - Nicene Code written in 325 AD defines Christian beliefs
  - Cultural Influences – many of these borrowed from Classical Greeks; Greco-Roman culture develops
    - Frescoes painted on walls
    - Literature follows Greek forms and models, but address Roman themes
    - Latin – remains language of learning after fall of Rome and becomes official language of the Roman Catholic Church
      - Develops in vernacular Romance languages in the former empire – French, Spanish, Portuguese, Romanian

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	<ul style="list-style-type: none"> <li>• Architecture – spectacular wonders like the Coliseum created with elaborate arches!; domes and concrete also are key features of Roman architecture.</li> <li>• Aqueducts used to transport water to urban areas</li> <li>• Roman law becomes basis for laws in the western world</li> </ul>
<p><b>WH.3B</b></p>	<p><b>Explain the impact of the fall of Rome on Western Europe.</b></p> <p><i>Supporting Standard</i></p> <p>Explain</p> <p>IMPACT OF FALL OF ROME ON WESTERN EUROPE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Disruption of trade that leads to collapse of businesses, destruction of economic centers, and scarcity of money as a result of invasions</li> <li>• Downfall of cities as centers of administration</li> <li>• Shift to a rural population as Roman citizens abandoned destroyed cities</li> <li>• Decline of learning since Germanic invaders could not read or write</li> <li>• Loss of a common language as Latin changes and different dialects develop</li> <li>• Change in the concept of government from one of loyalty to public government and written law shifts to governance through unwritten laws and traditions</li> </ul>
<p><b>WH.3C</b></p>	<p><b>Compare the factors that led to the collapse of Rome and Han China.</b></p> <p><i>Supporting Standard</i></p> <p>Compare</p> <p>FACTORS THAT LED TO COLLAPSE OF ROME AND HAN CHINA</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Corrupt governments in both empires</li> <li>• Infighting among political elites</li> <li>• Empires too large in area to manage</li> <li>• Invasions from hostile nomadic tribes</li> </ul>

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	<ul style="list-style-type: none"> <li>• Social inequality among the classes with tax burdens on lower classes</li> <li>• Inequitable distribution of lands</li> <li>• Decline in morals and values</li> <li>• Public health and urban decay</li> <li>• Unemployment and inflation</li> </ul>
<b>WH. 4</b>	<b>History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:</b>
<b>WH.4A</b>	<p><b>Explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire.</b></p> <p><b><i>Readiness Standard</i></b></p> <p>Explain</p> <p>DEVELOPMENT OF CHRISTIANITY AS UNIFYING SOCIAL AND POLITICAL FACTOR IN MEDIEVAL EUROPE AND BYZANTINE EMPIRE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Byzantine Empire             <ul style="list-style-type: none"> <li>• Constantine relocates the capital of the Eastern Roman Empire to Byzantium and renames it Constantinople</li> <li>• Justinian constructs the Hagia Sophia along with numerous other grand churches throughout his empire to show the close connection between church and state</li> <li>• Missionary Saints Cyril and Methodius Christianize Slavs to the north of the empire and develop the Cyrillic language to promote religion to the Slavs</li> </ul> </li> <li>• Medieval Europe             <ul style="list-style-type: none"> <li>• Missionaries spread Christianity</li> <li>• Authority in medieval Europe based on the Church</li> <li>• Charlemagne crowned emperor by Pope Leo III, which shows the close connection between church and state</li> <li>• Shared beliefs in Christianity bond the people of medieval Europe</li> <li>• Church provided stability and security in times of frequent wars</li> <li>• Middle Ages seen as the “Age of Faith”</li> <li>• Church creates a system of justice (canon law) to regulate people’s conduct</li> </ul> </li> </ul>
<b>WH.4B</b>	<b>Explain the characteristics of Roman Catholicism and Eastern Orthodoxy.</b>

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**WORLD HISTORY**

	<p><b><i>Supporting Standard</i></b></p> <p>Explain</p> <p>CHARACTERISTICS OF ROMAN CATHOLICISM AND EASTERN ORTHODOXY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Great Schism of 1054 divides the Eastern and Western Churches into Roman Catholic Church and the Orthodox Church</li> <li>• Roman Catholicism             <ul style="list-style-type: none"> <li>• Pope has authority over all other bishops, kings, and emperors</li> <li>• Services conducted in Latin</li> <li>• Priests cannot marry</li> <li>• Divorce is not permitted</li> </ul> </li> <li>• Eastern Orthodoxy             <ul style="list-style-type: none"> <li>• Patriarch and other bishops lead the church as a collective group</li> <li>• Services conducted in Greek or local languages</li> <li>• Priests may marry</li> <li>• Divorce is allowed under certain circumstances</li> </ul> </li> </ul>
<p>WH.4C</p>	<p><b>Describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism.</b></p> <p><b><i>Readiness Standard</i></b></p> <p>Describe</p> <p>MAJOR CHARACTERISTICS AND FACTORS CONTRIBUTING TO FEUDALISM (POLITICAL AND SOCIAL) AND MANORIALISM (ECONOMIC)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Feudalism – reciprocal military obligations between members of the warrior nobility in Medieval Europe</li> <li>• Characteristics – lords grant parcels of land known as fiefs to lesser knights who are known as vassals, who in turn provide military service to</li> </ul>

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	<p>the lord. Chivalry and fealty between a lord and the vassal relationship</p> <ul style="list-style-type: none"> <li>• Contributing factors – fall of the Roman Empire leaves a gap in protection and services to people; invaders overrun communities; people turn to lords for their protection</li> <li>• Manorialism – smallest economic, social unit revolving around an estate, controlled by a lord, who gives land and protection to his serfs, who in turn give him their services (land = wealth)</li> <li>• Characteristics – manors were self-sufficient where serfs raised and produced nearly everything needed for that community. The open field system allowed several families of serfs to farm strips of the same parcel of land. Living conditions for serfs were generally harsh on manors.</li> <li>• Contributing factors – model of villas in the Roman Empire used to manage rural economies; decline in overland and sea trade after the fall of the Roman empire, as well as threats from invaders also promoted the self-sufficiency of a manor</li> </ul>
<p><b>WH.4D</b></p>	<p><b>Explain the political, economic, and social impact of Islam on Europe; Asia; and Africa.</b></p> <p><i>Readiness Standard</i></p> <p>Explain</p> <p>POLITICAL, ECONOMIC, AND SOCIAL IMPACT OF ISLAM ON EUROPE, ASIA, AND AFRICA</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Europe <ul style="list-style-type: none"> <li>• Moors occupy Spain for over 700 years and promote a golden age in art, literature, science, and mathematics</li> <li>• Defeat by the Franks at Tours in 732 stops the Muslim invasion of Europe</li> </ul> </li> <li>• Asia <ul style="list-style-type: none"> <li>• Ottoman Empire established in Turkey and lasts until the end of World War I</li> <li>• Mongol invasions of Baghdad – Islam grew from a religious community focused on the core Arab lands to one in which new developments arose within Persian, Turkic, Indian, and other non-Arab cultures.</li> <li>• Safavids create a Shi'a empire in Persia (1500s-1700s)</li> <li>• Mughals establish a Muslim empire in India under Babur, Akbar, and Shah Jahan</li> </ul> </li> <li>• Africa <ul style="list-style-type: none"> <li>• Arab traders settle in port cities in East Africa</li> <li>• Bantu language blends with Arabic to create Swahili</li> <li>• Introduction of the slave trade in Africa</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• Growth of commerce in East Africa leads to spread of Islam to other parts of the continent</li> <li>• Gold – Salt Trade between North African Muslims and empires of West Africa lead to spread of Islam to West Africa</li> </ul>
<p><b>WH.4E</b></p>	<p><b>Describe the interactions between Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa.</b></p> <p><i>Supporting Standard</i></p> <p>Describe</p> <p>INTERACTIONS BETWEEN MUSLIM, CHRISTIAN, AND JEWISH SOCIETIES IN EUROPE, ASIA, AND NORTH AFRICA</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• People conquered by Muslims chose to accept Islam because they were attracted by the appeal of this religion’s message, as well as not having to pay a poll tax.</li> <li>• Qur’an forbade forced conversions, so Muslims allowed conquered people to retain their own religions.</li> <li>• Christians and Jews were seen as “people of the book” and received special considerations. They paid a poll tax in exchange for exemption from military service.</li> <li>• Christians and Jews served as officials, scholars, and bureaucrats in Muslim states.</li> <li>• Muslims set up an extensive trade network between Europe, Asia, and North Africa.</li> <li>• Cultural blending leads to achievements in art and science in Muslim-controlled cities in Asia, Europe, and North Africa</li> <li>• Europe             <ul style="list-style-type: none"> <li>• Muslim invasion of Spain in the 700s leads to a golden age in scientific and artistic achievements</li> <li>• Reconquista drives out the Muslims in the late 1400s</li> <li>• Muslim invasions of Eastern Europe between 600s and 900s lead to disorder and suffering that forces people to look to local rulers for security; leads to the rise of feudalism</li> <li>• Inquisition in Spain leads to torture and expulsion of Muslims and Jews</li> </ul> </li> <li>• Asia             <ul style="list-style-type: none"> <li>• Crusades lead to conflicts between Christians and Muslims</li> <li>• Muslims conquer Constantinople in 1453 and establish the Ottoman Empire</li> </ul> </li> <li>• North Africa             <ul style="list-style-type: none"> <li>• Fatimid dynasty set up in North Africa</li> </ul> </li> </ul>

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