

David Barton's Review of Teacher Work Groups #1 TEKS

Overview problems:

1. Removed many key biographical names: for example, neither George Washington nor Abraham Lincoln now appears in High School TEKS
2. Refused spiraling—if something was mentioned previously, it was dropped, whether it was a name or an event. As examples...
 - a. p. 99. They dropped Monroe Doctrine, noting:

Rationale: Stricken due to time constraints. Era of Good Feelings, Emergence of National Culture is addressed in grade 6. Monroe Doctrine is addressed in 6th and 7th grade.

- b. p. 102. They removed Lincoln Douglas debates, noting:

Rationale: Lincoln Douglass Debates are covered in the high school US Government course.

- c. Many of the mentions about Texas were also gutted, because they already appeared in 8th grade Texas history
 - d. Remember “The Principle of 5” from marketing; we have to hear something 5 times before it is well retained—thus, spiraling...
3. Several teachers commented that they thought modern history was more important than early foundations, thus...
 - a. There are 9 post-WWII presidents mentioned by name in the 1945+ period (55 years), but only 1 is mentioned by name in the period from 1789-1945 (146 years)
 - b. 9—Truman, Eisenhower, Kennedy, Johnson, Nixon, Reagan, Bush, Clinton, Bush; vs. 1 pre-WWII—Andrew Jackson
4. If the strand that we proposed was not what the teachers were already doing, they rewrote it back to what they were doing rather than analyzing whether the material in the strand was important for students to know

High School American History

Restore “The Texas Revolution” section

- p. 94. Section on Exploration gutted
****Restore exploration
- p. 95. Section on Colonial Life and Government gutted
****Restore colonial life and government
****Separate Plymouth from Jamestown (1888 classroom wall map) (they combined them)
- p. 96. Section on American Revolution—GW no longer mentioned
****Restore historical and intellectual influences on the Revolution
- p. 96. Their reason for the removal of Scots, Irish, Germans as not being significant influence shows a large lack of knowledge—e.g., Ben Franklin on German language in Pennsylvania—more German-speakers than English-speakers in the state

p. 98. ****They eliminated specific information on federalism, the electoral college, the specific role of the branches. Restore the selected *Federalist Paper* numbers: Federalist #10 (factions; limiting tyranny of the majority), #39 (federalism), #51 (checks and balances), #68 (electoral college), #70 (the presidency), #78 (the limited role of the judiciary)

p. 99. New Nation: They dropped presidencies of GW, JA, TJ, but added and highlighted the presidency of Andrew Jackson (p. 100, in Expansion and Reform)

****Restore the early presidencies

Additional recommended changes for other grades:

****Change all “such as” to “including”

****Grade 1: keep Paul Revere, Comanche, horses, and bluebonnets

****Grade 2: keep Dolly Madison

****Grade 3: keep Phoenician alphabet

****Grade 3: keep Moses, Hebrew slavery, the Exodus, and the Promised Land

****Grade 4: restore “the rule of law”

****Grade 3: keep Washington comparison to Cincinnatus, and Sam Houston to Gaius Marius, and keep Julius Caesar and Augustus for whom the months July and August are named

****Grade 3: keep entire section on Christianity

****Grade 3: restore “the rule of law”

These are some of the things that should be restored.