

Kindergarten Social Studies

American Indians in Early America: I agree with the additions, deletions, and other edits made by WG B.

Early Exploration of America and Texas: I appreciate the addition of “with adult assistance” in this early grade.

Plymouth Colony: “The student knows the story of the first Thanksgiving” and “Retell the story of the first Thanksgiving as a celebration between the Pilgrims and their American Indian friends giving thanks to God...” are misleading. As I’ve mentioned before in the Content Advisors’ meetings, this would not be the “first” Thanksgiving. Nor was it called Thanksgiving since this didn’t become a holiday until 1863. “Thanksgiving is a holiday people celebrate today. It is based on a harvest meal shared long ago by the Pilgrims and the Wampanoag people who brought most of the food to the meal.” I know this is kinder, but we still need to be historically accurate. I wouldn’t say the Wampanoag were simply “friends.” It’s more complicated than that. **(p. 9)**

We the People: To make it accurate, add the following in green. “Identify the Constitution as the most important rule book in our country, protecting liberties, rights, and freedoms of **citizens and other people in the United States.**” **(p. 10)**

American citizenship: I strongly support adding voting. There’s no primary source evidence that Betsy Ross made the first flag. That story appeared a century later. Maybe call it “**the legend of Betsy Ross.**”

Lone Star Heritage: Rather than saying that Massanet came “to help people,” I suggest “**Father Massanet was a Spanish priest who came to Texas to build missions and teach Christianity to Native people.**” (p. 12) “Help people” is vague.

Grade 1 Social Studies

The Wampanoag people disappear from Thanksgiving in (D). page 15.

Yolanda Leyva response to Work Group B draft
March 2026

El Paso's Thanksgiving leaves out the American Indians who showed the expedition where and how to cross the river. I suggest "Retell the story of Don Juan de Oñate... after safely crossing the desert and the river with the assistance of the Manso people." P. 16

"Recognize that the way we govern ourselves today is based on how the Pilgrims made rules and decisions long ago" is over-simplified and misleading. I suggest "Early groups in North America, including Native Americans and colonists, made rules and decisions to govern their communities. This is similar to how communities make rules today." P. 16

"Describe the roles that Paul Revere and Sybil Ludington played..." Historians are not in agreement that Ludington rode 40 miles to warn that the British were coming. P. 17

"Recognize slavery as the unfair treatment" isn't strong enough (even for first grade) plus the statement is circular—slavery was people being enslaved. I suggest "Recognize slavery as people being forced to work and were not free based on race." P. 18

The settlement of Texas & Texas heroes: "Define missions as a church community built long ago." I recommend "Spanish missions were communities where Native Americans were brought to live, work, and learn Christianity." P. 20

Henry Flipper- it's important to add that he was "the first African American graduate of Westpoint." P. 22.

Grade 2 Social Studies

Under "taxation without representation," Britain is misspelled. P. 25 Same under War of 1812. P. 27

Clarify that "people" means "American Indians" when discussing missions. P. 27

Cherokee is misspelled p. 28.

"Identify the Alamo as a symbol..." Since the lessons have been talking about missions, add that it was originally a mission. P. 29

Grade 3 Social Studies

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Mesoamerican and other American Civilizations: Under “Explain how producing food led to a more stable food supply” add that it led to population growth. P. 34

Olmec: I suggest “The Olmec were an early civilization in Mexico known for farming, trade, building cities and pyramids, and creating large carved stone heads.” P. 34

Under “Describe the practice of slavery through captive-taking” add “were sometimes integrated into their captor’s society as members.” P. 35

Ancient Israel and Connections to America and Texas doesn’t make sense to me because there are no direct connections. Only three of the ten commandments are part of US law (murder, theft, perjury). I suggest “Some rules in American laws, like rules against stealing and hurting others, are similar to rules in the Ten Commandments.” P. 36

The Battle of Thermopylae compared to the Alamo has some problems. In the Battle of Thermopylae, Greeks were defending their homeland. In the Alamo, they were trying to take control of another country’s land. It would be better to be specific about what they do have in common: “The Battle of Thermopylae and the Battle of the Alamo were both battles where small groups of defenders fought larger armies, lost the battles, but became symbols that inspired later victories.” P. 37

Grade 4: Social Studies

I disagree with the deletion of “The Middle Ages in Asia, Africa, and the Middle East.” Students need to learn about the importance of regions outside Europe. P. 41

Comparing the mit’a system to communism is historically inaccurate and misleading. “The Incan mit’a system involved people working on public projects instead of paying taxes with money.” P. 45

Under the influence of Mesoamerican cultural heritage on Texas culture, delete “cumbia” (it’s not even Mexican” and quinceañeras are both Spanish and perhaps Indigenous. P. 45

Under the Pueblo Revolt, it’s confusing to say, “Corpus Christi de la Ysleta,” as the settlement because it’s the name of the mission. It’s clearer to say “Ysleta del Sur.” P. 52

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For the sake of consistency, if we use Francisco Coronado's first name, let's use Cabeza de Vaca's first name. **Álvar Núñez Cabeza de Vaca p. 53**

Back to Thanksgiving. The way it is worded makes it sound like the American Indians were giving thanks for surviving the first year. P. 55

Grade 5: Social Studies

No comments.

Grade 6: Social Studies

Miguel Hidalgo should be referred to as "Father Miguel Hidalgo." P. 64

Under the Mexican government providing land grants to Americans, add to **protect Tejas from the U.S. taking the territory.** P. 66

Under the Treaty of Guadalupe Hidalgo, it's missing the 80,000- 100,000 Mexicans who became part of the U.S. unwillingly. I suggest "The Treaty of Guadalupe Hidalgo ended the US-Mexico War in 1848, resulted in the United States gaining large western territories, set the Texas border at the Rio Grande, increased pressure on American Indian groups, and allowed Mexicans living in the new U.S. territory to become U.S. citizens." P. 69

Grade 7: Social Studies

Under the Great Depression add, "The deportation and repatriation of a million Mexicans, mostly U.S. citizens." P. 79

Grade 8: Social Studies

Under Mexican military efforts to reclaim Texas, don't use "invasions." I suggest "military expeditions." Mexico didn't recognize Texas as an independent nation, just like the US did not recognize the Confederacy as an independent nation. P. 97

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I agree with using **US-Mexico War** rather than Mexican American War. P. 99

In the 1960s, don't talk about the "fall of La Raza Unida" without talking about its successes. It's ahistorical to say it fell because of corruption. There were many factors. I suggest "Identify Mexican American civil rights movements in Texas during the 1960s, including the Chicano Movement, La Raza Unida Party, and the farmworker movement." P. 110

Under the ERA, add the **feminist movement**. P. 110

Grade 8: Geography

I agree with WG B's changes throughout.

High School: US History

I agree strongly with their additions on pages 177-178.

I disagree with deleting the Scopes Trial. It is historically significant because it represents the larger cultural conflicts of the 1920s, including religion versus science, rural versus urban values, and the role of public education, p. 181.

Add **deportations and repatriations of one million Mexicans, the majority US-born citizens**. P. 182

I strongly support the significance of leaders of the Civil Rights movement on. P 186.

Add the Chicano Movement and the Women's movement, individually. P. 187

High School: African American Studies

Very comprehensive course!

High School: Mexican American Studies

Change "identify the contributions of significant individuals from the civil rights era" to "significant individuals and organizations." Delete Reies Lopez Tijerina and replace with "the New Mexico Land Grant movement." (p. 228)

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Change Mexican American War to US-Mexico War. P. 227

Change 1800-1930 date on page 227 to 1800- 1930s so that repatriation fits.

Add Zoot Suit Riots and Mexican American participation in World War II.

Add Chicana feminism in 1975- present.