

§113.23. Social Studies, Grade 8, Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
- (1) Social studies instruction in Grade 8 is a Texas history capstone course emphasizing vertically aligned topics presented in Grades 3-7 in more complex and meaningful ways. In Grade 8, students study ~~the major ideas of western civilization as manifest in the history of Texas from the earliest human presence through the early 21st century to understand how geography, culture, conflict, and economic change shaped the state's identity.~~ Students examine how Texas developed within regional, national, and global contexts and how American founding ideals and historical decisions continue to influence life in Texas today.
 - A. Students connect the development of Western thought from ancient times through the Enlightenment with the impact of these ideas on the founding documents of the United States and Texas.
 - ~~(A)~~(B) Students ~~explore the geography and prehistoric past of Texas to understand how early peoples adapted to their environments and organized their societies. They~~ examine European exploration, colonization, and the Mexican National Period to understand how imperial competition, political change, and settlement shaped early Texas.
 - ~~(B)~~(C) Students study the Texas Revolution, the Republic of Texas, and early statehood to understand how political conflict, military struggle, and nationbuilding influenced Texas's path. They examine annexation, slavery, sectional tension, and the Civil War, and analyze how Reconstruction reshaped Texas government, society, and the frontier.
 - ~~(C)~~(D) Students examine Texas's transformation during the late 19th and 20th centuries, including industrialization, ranching, immigration, oil development, and global conflict. They analyze how the Great Depression, World War II, civil rights efforts, modernization, and demographic change reshaped Texas communities and expanded the role of government.
 - ~~(D)~~(E) Students conclude the course by examining contemporary Texas. They analyze how energy markets, politics, migration, culture, and economic change shaped Texas from the 1970s to the present and how American founding principles continue to influence Texas government, law, and civic culture.
 - ~~(E)~~(F) Throughout Grade 8, students use maps, primary and secondary sources, and historical analysis to examine cause and effect, compare perspectives, and identify continuity and change.
- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

- (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
- (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
 - (A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);
 - (B) evaluate the credibility and reliability of sources by examining their origin, purpose, and potential bias, and corroborate information across sources to draw evidence-based conclusions (H, S);

- (C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);
 - (D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);
 - (E) compare and contrast multiple perspectives on a historical event, including the perspectives of groups whose voices are less represented in traditional historical accounts (H, S);
 - (F) develop and support a historical argument using evidence from primary and secondary sources, including a clear claim, supporting evidence, and reasoned analysis (H, S);
 - (G) construct and interpret timelines to sequence events, identify patterns of historical change and continuity, and analyze relationships between events across time periods (H, S); and
 - (H) engage in civil discourse about social studies topics, including those with multiple perspectives (H, G/Civ, S).
- (7) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and

must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

(1) The Influence of American Founding Documents and Principles. The student identifies key ideas developed over time in western civilization to better understand the choices made first by the founders of the United States and then by the founders of Texas. The student is expected to:

- A. identify how ideas from the classical world established foundational concepts of self-government, including the structures of Athenian democracy and the Roman Republic and ideas that citizens have duties, not just rights (H, G/Civ);
- B. identify how ideas from the Judeo-Christian tradition established foundational concepts of moral law including the equality of man as created in the image of God (H, G/Civ);
- C. identify how ideas from the Middle Ages established foundational concepts on limiting government power, including ideas that checks on authority are necessary and the importance of the rule of law (H, G/Civ);
- D. identify how ideas from the Reformation established foundational concepts on the need for freedom of conscience (H, G/Civ);
- E. identify how ideas from the Enlightenment established foundational concepts of natural rights, including the impact of free markets based on property rights, and social contract theory (H, G/Civ); and
- F. explain major aspects of the founding documents of the United States, including key elements of the Declaration of Independence and the Constitution, and identify how key ideas of western civilization are reflected in those documents (H, G/Civ).

(1) The Days Before Contact. The student understands the geography of Texas. The student is expected to:

(A) identify Texas regions on a map, including Coastal Plains, Great Plains, North Central Plains, and Mountains and Basins (Geo/C); and

(B) identify on a map Texas rivers, including Brazos, Colorado, Rio Grande, Red, and Sabine (Geo/C).

(2) The Days Before Contact. The student understands the prehistoric past of Texas and how the environment shaped early human cultures, how and where people lived. The student is expected to explain how geographic features and environmental conditions influenced the development of Gulf, Plains, Puebloan, and Southeastern cultures, including settlement patterns and resource use (H, Geo/C).

- ~~(3)~~(2) The Age of Contact. Contact and Colonization. The student understands the Age of Contact and how European competition shaped early Texas. The student is expected to:
- (A) describe the experiences of Spaniard Álvar Núñez Cabeza de Vaca, including how his relationship with American Indians changed his views and how his diaries led other explorers to the Americas (H, Geo/C, E); ~~and~~
 - ~~(B) explain the effects of Spanish exploration in Texas, including territorial claims, interactions with American Indian groups, and increased competition among European powers (H, Geo/C, E).~~
- ~~(4)~~ Spanish Colonial Period. The student understands how European imperial competition, global trade, and colonization shaped early Texas. The student is expected to:
- ~~(A)~~(B) explain the significance of RenéRobert Cavelier, Sieur de La Salle, ~~and~~ including how French exploration intensified imperial rivalry between France and Spain in Texas (H, Geo/C, E); ~~and~~
 - ~~(B)~~(C) describe the role of the Spanish mission system in Texas, including settlement, conversion, and control of American Indian populations (H, Geo/C); identify Spanish imperial goals, including how Spanish Catholic missionary belief and the writings of Bartolome de la Casas encouraged equal treatment of American Indian converts under the Spanish mission system in Texas which worked in tension with other imperial goals (H, G/Civ);
- ~~(5)~~(3) Mexican National Period. The student understands how Mexico's independence affected Mexican Texas. The student is expected to:
- (A) compare the ideas of Alexis de Tocqueville and Lorenzo de Zavala regarding representative government, individual rights, and citizen participation in a democracy (H, G/Civ);
 - (A) identify how the French invasion of Spain and the ideas of the American Revolution encouraged the early leaders of the Mexican War for Independence (H);
 - ~~(B) explain Enlightenment ideas including natural rights, popular sovereignty, and republicanism rooted in ancient Rome, influenced the American Revolution, the Mexican War for Independence, and later the Texas Revolution (H, G/Civ);~~
 - (B) explain the significance of events during the Mexican War for Independence, including the call for people to rise up against the caste system in Mexico in the Grito de Dolores and the depopulation of Texas that came from Spanish campaigns (H); and
 - ~~(C) explain how ideas of limited government and the success of the American Revolution influenced the significance of events during the Mexican War for Independence, including the call for people to rise up against the caste system in Mexico in the Miguel Hidalgo and the Grito de Dolores and the death toll at the Battle of Medina (H);~~
 - ~~(D) describe the economic effect of the Panic of 1819 on Americans moving to Texas for farming opportunities, including plentiful land (H, Geo/C, E);~~

~~(E)~~(C) explain how the federalist Mexican Constitution of 1824 limited government similarly to the U.S. Constitution shaped governance and how the State Colonization Law of 1825 based on federalism shaped encouraged settlement to revitalize in Texas (H, G/Civ); and

~~(E)~~(D) identify empresarios, including Stephen F. Austin, Green DeWitt, Martín de León, and James Hewetson and describe the role of empresarios to recruit immigrants to Texas from the United States, Ireland, and Mexico the role of empresarios settling in Texas, including Stephen F. Austin, who led Anglo-American colonization; Green DeWitt, who helped expand settlement near Gonzales; and Martín de León, who established a primarily Mexican colony (H, Geo/C, E).

~~(6)~~(4) Texas Revolution and the Republic. The student understands the political, economic, and military causes, course, and consequences of the Texas War for Independence. The student is expected to:

(A) identify how the suspension of the Mexican Constitution of 1824 by Santa Anna weakened federalism and centralized authority leading to explain the differences between Federalist and Centralist political views in Mexico and how these disagreements increased tension in Mexican Texas (H, G/Civ);

(B) explain identify the chain of events that contributed to escalating conflict leading to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, the Conventions of 1832 and 1833, and Stephen F. Austin's expedition to Mexico City (H, G/Civ, Geo/C);

~~(C)~~ explain how the Mier y Terán Report led to the Law of April 6, 1830, which limited Texian rights (H, G/Civ);

~~(D)~~(C) describe the outbreak of the Texas Revolution and early military engagements, including the first battle at Gonzales and the Siege of Béxar (H);

~~(E)~~ compare the principles expressed in the Texas Declaration of Independence with the United States Declaration of Independence, including grievances, natural rights, and self-government (H, G/Civ, S);

~~(F)~~(D) explain how the siege of the Alamo became an inspiration for Texans and Americans, and describe the roles of Texas heroes William Travis, Juan Seguin, David Crockett, and James Bowie (H, G/Civ);

~~(G)~~(E) identify that and recite the Travis Letter exemplifies the importance of the idea of pride in Texas as a new nation with ideals that inspired many in the United States and Texas to support Texas independence (H, S);

~~(H)~~(F) identify Tejanos who signed the Texas Declaration of Independence, including Jose Antonio Navarro, Francisco Ruiz, and Lorenzo de Zavala (H, G/Civ, Geo/C);

~~(K)~~ compare the United States Constitution and the Texas Constitution written at the Convention of 1836, including separation of powers and branches of government (H, G/Civ);

- ~~(L)~~(G) explain how the Alamo and the Goliad Massacre increased fear resulting in the Runaway Scrape (H);
- ~~(M)~~(H) explain how the Battle of San Jacinto and the Treaties of Velasco **established the Republic of Texas but did not guarantee safety from further attacks** ~~ended the Texas Revolution~~ (H); **and**
- (I) compare the principles expressed in the Texian Declaration of Independence with the United States Declaration of Independence, including grievances, natural rights, and self-government (H, G/Civ, S);
- ~~(N)~~(J) compare the **primary** structures of the Constitution of the Republic of Texas of 1836 with the U.S. Constitution, including **three branches of government** and the Bill of Rights (H, G/Civ, S); **and**
- ~~(J)~~(K) describe how ideas from the Federalist Papers, including republican government in Federalist 10, separation of powers in Federalist 51, and judicial authority in Federalist 78, are reflected in the United States and Texas Constitutions (Geo,C);
- (L) compare the **Enlightenment** ideas of Alexis de Tocqueville and Lorenzo de Zavala regarding representative government, individual rights, and citizen participation in a democracy (H, G/Civ);
- (M) contrast the shared political philosophy of Enlightenment principles and self-government during the American Revolution with Mexican American independence movements' opposition to colonial restrictions and social inequalities (H, G/Civ);
- ~~(N)~~ analyze the poems **The American Flag** by Joseph Rodman Drake and **The Defence of the Alamo** by Joaquin Miller and explain how poetic appeals to patriotism help to unify the people of the United States and the people of Texas (G/Civ, S);
- ~~(7)~~(5) Texas Revolution and the Republic. The student understands the challenges of nation-building, security, diplomacy, and annexation faced by the Republic of Texas. The student is expected to:
 - ~~(A)~~ explain why the Republic of Texas sought diplomatic recognition and alliances after independence, including desiring protection from Mexico (H, G/Civ);
 - ~~(C)~~ explain the significance of the **Córdova Rebellion** as an internal challenge to the authority of the Republic of Texas (H);
 - ~~(D)~~(A) describe Mexican military efforts to reclaim Texas, **and** how these invasions threatened the security of the Republic of Texas, **and** efforts of the Republic to seek alliances and diplomatic recognition for protection (H);
 - (B) explain identify that the conflicts between **Texans** ~~the Republic of Texas~~ and American Indian groups, including Fort Parker with Cynthia Ann Parker, the Council House Fight with Matilda Lockhart, the Battle of Neches with Chief

Bowles, and Plum Creek with John "Jack" Hays contributed to concerns that Texans could not live safely with American Indians (H);

(C) explain the role of Texas Rangers in defending the Republic of Texas, including border and frontier patrol (H, G/Civ);

~~(E) explain how the Santa Fe Expedition worsened relations between Texas and Mexico (H, Geo/C);~~

~~(F)~~(D) compare contrast the presidencies of Mirabeau B. Lamar and Sam Houston, including views on annexation, American Indians, and Mexico, and identify similarities to debates in the Roman Republic over territorial expansion and the preservation of republican government (H, G/Civ);

~~(G)~~ explain the role of Texas Rangers in defending the Republic of Texas, including border and frontier patrol (H, G/Civ);

~~(H)~~(E) explain arguments made by American leaders regarding the annexation of Texas, including economic concerns, security, and the expansion of slavery (H, G/Civ, Geo/C, E, S);

~~(I)~~(F) explain how the United States annexed Texas and identify Anson Jones as the architect of annexation in 1845 (H, G/Civ); and

~~(J) locate on a map the area of Texas that was ceded to the United States in the Compromise of 1850 (H, G/Civ); and~~

~~(K)~~(G) identify that, unlike other states, Texas retained ownership of its public lands as a condition of annexation, providing the state with significant authority over land management and natural resources-conditions of annexation under which Texas retained control of its public land and the U.S. recognized the boundaries claimed by Texas, including the seaward boundary of three marine leagues (H, G/Civ).

~~(8)~~(6) Texas Early Statehood. The student understands slavery and secession. The student is expected to:

(A) describe the causes of the Mexican-American War, including Manifest Destiny, the Texas annexation, and the Rio Grande boundary dispute, ~~from U.S. and Mexican perspectives~~ and explain how the Treaty of Guadalupe Hidalgo redefined Texas's borders and the rights of its citizens (H, Geo/C);

(B) explain the role of the United States Army in Texas during early statehood, including forts built to protect settlers and the Texas frontier ~~for border defense~~ (H, G/Civ, Geo/C);

~~(C) explain how United States policies toward American Indian groups changed during early statehood and how those policies affected Texas, including reservations (H, G/Civ, Geo/C);~~

~~(D) explain the purpose of the Compromise of 1850 in resolving sectional tensions, including establishing the present-day boundaries of Texas (H, Geo/C);~~

- ~~(E)~~ describe the causes of conflict between Texans and the Comanche (Numunuu) and how warfare, disease, and displacement contributed to the Comanche decline (H, G/Civ, Geo/C);
- ~~(F)~~~~(C)~~ explain how sectional tensions developed in Texas and the United States before the Civil War, including debates over the expansion of slavery into new territories and the Compromise of 1850, concerns about protecting the cotton-based economy, and arguments about whether the federal government or the states should decide laws regarding slavery (H, G/Civ, Geo/C, E); and
- ~~(G)~~ explain the Texas Ordinance of Secession in relation to larger sectional debates in the United States, including expansion of slavery into new territories, states' rights in deciding slavery, and loyalty to the Union (H, G/Civ, S);
- ~~(H)~~~~(D)~~ explain Sam Houston's resistance to the Texas Ordinance of Secession because of his loyalty to the United States Constitution, which led to his removal as governor of Texas (H, G/Civ). and
- ~~(I)~~ explain the surrender of the United States Army's Department of Texas and the results of the popular vote for secession (H, G/Civ);
- ~~(9)~~~~(7)~~ Civil War and Reconstruction. The student understands how Civil War and Reconstruction reshaped Texas society and government. The student is expected to:
 - ~~(A)~~ (A) explain the strategic importance of Texas to the Confederate war effort, including supply routes, the Union blockade on ports, and frontier defense and identify how Confederate conscription affected Texas and forced many Texas men who were not supporters of secession or the Confederacy into the army. (H);
 - ~~(B)~~ (B) identify major military events involving Texas during the Civil War, including the New Mexico Campaign, the Union blockade, the Battle of Galveston, the Teche Campaign, the Battle of Sabine Pass, The Red River Campaign (H, Geo/C);
 - ~~(C)~~ explain Union military attempts in Texas to control the transportation of goods, including cotton in coastal South Texas, and the land and sea operations along the Texas coast. (H);
 - ~~(D)~~ explain causes of frontier violence, including Elm Creek and Dove Creek conflicts, in Texas during the Civil War (H);
 - ~~(E)~~~~(D)~~ explain the significance of the Great Hanging at Gainesville and the Battle of the Nueces as examples of internal conflict and political repression during the Civil War (H);
 - ~~(F)~~ identify the roles of major Texas Confederate military units, including Hood's Texas Brigade and Terry's Texas Rangers, which supported the Confederate war effort outside Texas (H);
 - ~~(G)~~ identify the roles of Unionists in Texas during and after the Civil War, including E. J. Davis, A. J. Hamilton, and the 1st Texas Cavalry, which was part of the United States Army (H);

- ~~(H)~~(E) explain identify the announcement of emancipation on Juneteenth that freed slaves in Texas two years after the Emancipation Proclamation (H);
 - ~~(H)~~(F) describe the policies enacted during Reconstruction in Texas following the Civil War, including military districts that enforced the 13th, 14th, and 15th amendments and explain the resistance in eastern Texas to the implementation of ~~the policies~~ Reconstruction amendments (H, G/Civ);
 - ~~(H)~~(G) explain the purpose of the Freedom Colonies in building community among freed slaves and identify African American political leaders who were elected in Texas during Reconstruction including George T. Ruby, Norris Wright Cuney, Walter Moses Burton, and Matthew Gaines during Reconstruction (H, G/Civ);
 - ~~(K)~~ explain the role of African American institutions during Reconstruction, including Texas Freedom Colonies and the Freedmen's Bureau (H, G/Civ, Geo/C);
 - ~~(L)~~(H) explain how Reconstruction ended in Texas including the end of military districts in former Confederate states and the removal of Edward J. Davis as governor (H);
 - ~~(M)~~(I) describe the migration and settlement patterns in western Texas, including veterans and other Texans post-Civil War (H, G/Civ); and
 - ~~(N)~~(J) compare the Texas Constitution of 1876 with the United States Constitution, including protection of individual rights, limited executive authority, and emphasis on local control (H, G/Civ, S); and
 - ~~(K)~~ identify the effect of the Civil War and the “equal protection” language of the 14th amendment as expanding the power the federal government, including the idea that “these United States” became “the United States” (H, G/Civ).
- ~~(10)~~(8) Texas Immigration, Expansion, and Agriculture. The student understands the development of the frontier. The student is expected to:
- (A) describe the role of individuals in shaping the United States American Indian policy after the Civil War, including Quanah Parker at the Treaty of Medicine Lodge Creek, William Tecumseh Sherman at the Salt Creek Prairie Massacre, and Ranald Mackenzie at the Red River War (H, G/Civ);
 - (B) identify African Americans, including Buffalo Soldiers and Britt Johnson, that helped to shape the Texas frontier (H, Geo/C); and
 - (C) describe how differing views of land use between Plains Indians and American and Texan settlers contributed to conflict including explain how the systematic elimination of the role of the bison (buffalo) by hunters in west Texas was used to displace the American Indians from their lands and force them onto reservations (H, G/Civ, Geo/C).
- ~~(11)~~(9) Texas Immigration, Expansion, and Agriculture. The student understands how industrialization transformed Texas's economy, labor systems, politics, and society. The student is expected to:
- (A) describe how limiting the role of government to preserve property rights and maintain free markets allowed for cotton production and the expansion of agriculture that supported ~~early~~ industrial growth in Texas (H, Geo/C);

- (B) describe how **tenant farming and sharecropping** developed in Texas and explain the effects on farmers and laborers (H, Geo/C, E);
- (C) identify **that cattle drives run by cowboys occurred on the open range to bring cattle to higher priced markets and ranching operations, including the Espuela, King, and XIT ranches, that contributed to economic growth in Texas** (H, E);
- (D) explain how technological innovations, including barbed wire and windmills, transformed ranching practices and land use in Texas, **including at the King, Espuela, and XIT Ranches, providing lower priced food to consumers and generating greater profits** (H, Geo/C, E);
- (E) **explain** identify the role of James "Jim" Hogg in the creation of the Texas Railroad Commission for regulating business and protecting farmers (H, G/Civ, E);
- ~~(F)~~(F) identify **how conflicts between supporters of free enterprise and organized labor the outcomes of major labor conflicts that resulted in mob violence and resistance to organized labor because of the belief in free enterprise in Texas, including led to the Great Southwest Railroad Strike, the Thurber Strike, and the Galveston Longshoremen's Strike that resulted in mob violence and resistance to organized labor** (H, E);
- ~~(G)~~(G) describe the effects of Plessy v. Ferguson and the rise of Jim Crow segregation on the social status of African Americans in Texas after Reconstruction (H, G/Civ, Geo/C, E, S); and
- ~~(H)~~(H) identify **how economic opportunities associated with free enterprise influenced immigration patterns to Texas during the late 19th and early 20th centuries, including Mexican, German, and Czech immigration** (H, Geo/C).
- ~~(12)~~(10) The Age of Oil. The student understands how petroleum, global markets, revolution, and world wars transformed Texas in the early and mid-20th century. The student is expected to:
- (A) explain how Spindletop contributed to the oil boom, Texas oil and gas companies, and urbanization in Texas (H, E);
- (B) identify oil boom advances that fueled Texas, including the discovery of the East Texas Field and the rotary drill bit (H, E);
- ~~(C)~~(C) explain the effects of the free enterprise system on Midland and Houston, including changes in employment, population growth, and regional development (H, Geo/C, E);
- ~~(D)~~(D) explain how the Galveston Hurricane of 1900 accelerated the development of the Houston Ship Channel and how oil production and transportation connected Texas to global markets through the channel (H, E);
- ~~(E)~~(E) explain how **the actions of Francisco "Pancho" Villa during the Mexican Revolution increased border tensions and violence affecting Texas, including cross border raid violence, including by Francisco "Pancho" Villa, and describe the United States military response in the Pershing Expedition (H); and**

- ~~(F)~~(F) explain Texas's role in World War I, including the significance of the Zimmermann Telegram, the contributions of Edward M. House, and oil production in supporting the Allied victory (H, E); and
- (G) describe the role of Annie Webb Blanton ~~Jane Yelvington McCallum~~ in women's suffrage which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C);
- ~~(13)~~(11) Texas in the Great Depression and World War II. The student understands life in Texas during the Great Depression and the contribution of Texans to American victory in World War II. The student is expected to:
- (A) describe the role of Dan Moody in political conflict and reform in Texas between the 1920s and 1930s, including his prosecution~~ing~~ of the Ku Klux Klan and ~~opposing~~ opposition to the Ferguson political machine, ~~that led~~ and how these efforts led to transparency in government (H, Geo/C);
- (B) explain the cause of the Dust Bowl in Texas and the United States, including poor land management, prolonged drought, and high winds (H, Geo/C);
- (C) ~~explain how~~ identify expansion of federal government responses to economic hardship caused by the Dust Bowl ~~expanded~~ during the Great Depression, including the Agricultural Adjustment Administration (AAA), in Texas (H, G/Civ, E);
- ~~(D)~~ describe the role of Jane Yelvington McCallum in women's suffrage which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C);
- (D) identify effects of expanded federal involvement in the agriculture economy, including reducing the risk of financial collapse for many landowning farmers, reduced income for tenant farmers and sharecroppers, stabilized prices for agricultural goods, and higher prices for consumers, in Texas (H, G/Civ, E);
- ~~(E)~~ explain the purpose of the Texas Centennial Exposition in shaping state identity and culture by uplifting peoples suffering during the Great Depression (H, Geo/C, E);
- ~~(F)~~(E) identify the contributions of Texans in military leadership during World War II, including Chester Nimitz, Earl Rudder, Samuel Dealey, and Oveta Culp Hobby (H);
- ~~(G)~~ ~~identify the service of Texans in World War II, including the 36th and 90th Divisions and the Lost Battalion (H);~~
- ~~(H)~~(F) describe the military contributions of Doris Miller and Audie Murphy and explain why they are considered to be American heroes (H);
- ~~(H)~~(G) explain how ~~expanded oil consumption~~, the increased number of military bases, and homefront industrial mobilization ~~expanded economic opportunities in transformed~~ Texas communities during World War II (H, Geo/C, E);
- (J) describe the Bracero Program and explain how wartime labor needs reshaped agriculture and migration patterns in Texas (H, Geo/C);

- ~~(K)~~ identify on a map World War II prisoner-of-war camps in Texas, including Hearne (H, Geo/C, S); and
- ~~(L)~~ (H) contrast the treatment and conditions of prisoners of detained in Texas and the United States with the treatment of prisoners-of-war detained in Germany and Japan in World War II due in part to America's historic commitment to the rule of law (H, Geo/C, E); and
- (I) explain how World War II mobilization ended the Great Depression through increased industrial production, employment, and federal spending, and compare this outcome with the more limited economic recovery under New Deal policies (H, E, G/Civ);
- ~~(14)~~ (12) Texas in the 1950s and Civil Rights Era. The student understands how postwar change accelerated civil rights efforts, modernization, cultural identity, and demographic transformation in Texas. The student is expected to:
- (A) explain how early ~~labor and~~ civil rights activism in Texas and the United States was strengthened by veterans of the world wars and contributed to demands for equal protection under the law, equality reflecting broader struggles for civil rights in the United States, including the roles of the League of United Latin American Citizens (LULAC) and the G.I. Forum, during the Felix Longoria episode (H, Geo/C, E);
- (B) identify the role of the National Association for the Advancement of Colored People (NAACP) and Lulu Belle Madison White in Sweatt v. Painter, which expanded equal ~~rights~~ protection under the law (H, G/Civ, S);
- (C) explain how Mexican Americans used court cases, including Delgado v. Bastrop ISD, to expand equal protection under the law ~~gain civil rights~~ (H, G/Civ, S);
- (D) explain how national civil rights milestones affected Texas, including Brown v Board of Education and the role of James L. Farmer in organizing freedom rides, and how resistance to Brown v. Board of Education led to the Mansfield school incident (G/Civ);
- (E) identify the key pillars of postwar modernization in Texas, including petroleum expansion, industrial growth, urbanization, infrastructure development, and population increases (H, E); and
- (F) identify the Civil Rights Act of 1964 and the Voting Rights Act of 1965 as major pieces of Great Society legislation during Lyndon B Johnson's presidency focused on expanding equal protection of the law (H, G/Civ).
- ~~(F)~~ explain how popular culture shaped Texas's image, including tourism growth, Disney's interest in Texas, and John Wayne's The Alamo (Geo/C, E); and
- ~~(G)~~ describe physical changes in Texas during the postwar period, including the construction of reservoirs, highways, and airports (H, Geo/C).
- (13) Communism and Other Totalitarian Regimes. The student understands the impacts of communism and the role Texas played in combating communism. The student is expected to:

- (A) contrast a communist government's absence of checks and balances and preservation of individual property rights with the decisions made by the founders of America and Texas and the idea of government's role to preserve natural rights (H, G/Civ, E); and
 - (B) identify socialism as an economic system based on government ownership of property described to be a transitional phase away from private property rights and the free market toward a fully communist system of government (G/Civ).
 - ~~(B)~~(C) describe how the Space Race during the Cold War and the Space Race led to economic development in Texas, including the Johnson Space Center, that resulted in the the moon landing (H, G/Civ);
 - (D) identify the effect of Mao and the Chinese Communist Party on China, including widespread deaths from the Great Leap Forward and the Cultural Revolution, and the formation of a republican government in Taiwan (H, G/Civ);
 - ~~(E)~~(E) explain how the Vietnam War affected Texas, including Vietnamese immigration to Texas to flee communism (H, Geo/C, E);
- ~~(15) Texas in the 1950s and Civil Rights Era. The student understands how Texas leaders and national events of the 1960s reshaped government, civil rights, culture, and politics in Texas. The student is expected to:~~
- (14) Texas in the 1960s and 1970s. The student understands how Texas leaders and national events of the 1960s and 1970s reshaped government, economics, culture, and politics in Texas. The student is expected to:
- (A) ~~identify major Great Society legislation of Lyndon Baines Johnson's presidency, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the war on poverty, and the Clean Air Act (H, G/Civ);~~ identify major War on Poverty legislation of Lyndon Baines Johnson's presidency, including healthcare, federal education laws, federal housing laws, and direct welfare programs (H, G/Civ);
 - ~~(C)~~(B) explain how the career of Barbara Jordan demonstrates the expansion of equality in Texas and in national politics (H, G/Civ);
 - ~~(D)~~ ~~identify societal changes in Texas during the 1960s, including the Astrodome, the Tower of the Americas, and the growth of professional sports and music scenes (Geo/C);~~
 - ~~(F)~~(C) identify Mexican civil rights movements in Texas during the 1960s, including the Chicano Movement and the fall of La Raza Unida because of corruption (H, Geo/C); and
 - (D) explain how events in the Middle East including the Yom Kippur War resulted in the oil embargo the led to growth in the Texas economy (H, E); and
 - ~~(G)~~ ~~identify the significance of Texas's passage of the Equal Rights Amendment, including being the first state to ratify (H, G/Civ);~~

~~(16) Contemporary Texas. The student understands how energy, politics, culture, migration, and economic change shaped Texas from 1970s to the present and inform future trends. The student is expected to:~~

- ~~(A) explain how events in the Middle East led to economic growth in Texas, including the Yom Kippur War, that resulted in the oil embargo (H, E);~~
- ~~(B) identify Jack Kilby as a Texas innovator who invented the microchip (H, E);~~
- ~~(C) identify Larry McMurtry whose literature contributed to the projection of the Texas image nationally and globally (H, Geo/C);~~
- ~~(D) identify George H. W. Bush and George W. Bush as presidents from Texas (H, G/Civ);~~
- ~~(E) contrast the significance of Texas governors Ann Richards, who was an influential female politician, and Bill Clements, who was the first Republican governor since Reconstruction (H, G/Civ); and~~
- ~~(F) describe population growth and distribution in Texas, including the development of the Texas Triangle (Geo/C, E, S);~~

(15) Contemporary Texas. The student understands the evolution of Texas identity into the modern era. The student is expected to:

(A) explain how the Texas Centennial of 1936 helped foster a shared Texas identity through the Texas Centennial Exposition, Centennial monuments and markers, historical preservation efforts, educational programs, and statewide civic celebrations (H, G/Civ)

(B) explain how civic traditions are demonstrated in American principles including individual liberty, transfer of power, self-government, private property rights, free enterprise, and federalism in Texas (H, G/Civ);

(C) analyze ways Texans have expressed Texas cultural identity through economic development, military service, immigration, energy production, and technology;

(D) analyze the influence of frontier traditions, western heritage, and regional distinctiveness on modern Texas culture and public life including art and the writings of Fred Gipson and Larry McMurtry;

(F) describe how the United States Bicentennial of 1976 shaped American culture and public understanding of United States history and explain the role of commemorations in cultivating shared identity and historical understanding, including for the Texas Bicentennial in 2036 (H, G/Civ).