

2026 Social Studies Amendments

Member Julie Pickren District 7

Content Advisors Consensus Report

1.1a Add “Gulf of America”

New (Add) 1.C D Explain Wampanoag Indians converted to Christianity and become known as the “Praying Indians”. They built meeting houses, similar to the Pilgrims, known as Old Indian Meeting Houses.

New (Add) 1C E Describe the role William Bradford and William Brewster played in the founding of America including self-governance.

Edit 1.5D Add identify “historical” symbols....

Strike 1.11A

Strike 1.11B

Move Slavery to 2.2H after (G)

2.2 H Identify contributionsart, trade, irrigation, and “slavery”

2.11D Identify on a map the Union States, Confederate States, “and the Indian Tribes who joined the Confederate States.”

3.1.D Change gardening to “ranching”

3.6 Strike everything before “Describe Greek myths....”

4.3J Strike “justice” replace with individual’s rights or self-determination

4.4A add “Gulf of America”

113.23 Grade 8

C(9) add “and how freed slaves, including Charlie Brown, purchased plantations where they were enslaved.

Mexican American Studies

Add “Mexico City was one of the key cities for the Spanish Inquisition which forced Jews living in Mexico to relocate to what is now west Texas.”

New (Add) K Explain the Indian Treaty of 1866, which required Indian Tribes to emancipate their slaves, structured reconstruction payments to the tribes who had joined the Confederacy.

New (Add) I Explain the United Nations of Indian Territory, which included the Cherokee, Chickasaw, Choctaw, Creek, and Seminole Indians, joined the Confederacy because of slavery. The Choctaw Leader, Robert Jones, owned plantations in Texas along the Red River and was one of the largest slave owners in Texas.

113.21 Grade 6

C(9)(D) describe Jim Crow laws, “passed by southern Democrat led states, were based on Black Codes that were opposed by Republicans”. Jim Crow laws were local laws that enforced racial segregation and how the Supreme Court case Plessy v. Ferguson supported segregation through the "separate but equal" doctrine (H, G/Civ);

113.2 Grade 1

C(12) add “President” before Abraham Lincoln

New (Add) C(12)(A) Recognize President Abraham Lincoln’s Republican Party was known as the Anti-Slavery Party.

New (Add) C(12)(C) Recognize the result of the Civil War was the end of slavery in America.

113.3 Grade 2

C(12)(C) define the Confederacy as southern states (add “and Indian Tribes”) who wanted to keep slavery as a right

C(12)(F) explain that the Civil War happened because some states (add “and Indian Tribes”) wanted to keep slavery under states' rights, while others wanted it to end

C(12)(H) identify Frederick Douglass as an African American leader (add “and Christian Minister”) who fought for liberty and equality during the time of slavery

C(12)(M) identify Robert Smalls as an African American (add “, who was the founder of the South Carolina Republican Party,”) who helped the Union during the Civil War by taking action to gain freedom and support the United States

C(12)(o) identify Jefferson Davis as (Add “Democrat Congressman from Mississippi who became”) the president of the Confederate States and recognize that he led the Southern states during the Civil War

113.4 Grade 3

C(4)(E) describe the practice of slavery through captive-taking among early American civilizations in Texas and explain that captives taken during conflict were (add “forced to work and live in harmful conditions.”) strike the remainder: sometimes forced to work or live under the control of others

Add New c(5)(H) Explain how ancient Israel governance of judges, lawgivers, and an executive influenced America and Texas.

C(6)(H) compare the Library of Alexandria named for Alexander the Great (add “, the first Greek Pharaoh,”) as an early center of learning for scholars and elites to libraries that help people learn and share knowledge in America and Texas today

113.6 Grade 5

C(1)(f) explain John Locke's idea that people are born with natural (add “God-given”) rights known as inalienable rights, including the rights to life, freedom, and owning property, and how these ideas helped shape American and Texan beliefs about fair government

C(2)(N) locate on a map the transatlantic slave trade route and explain the roles of European traders (add “, African Muslim leaders,”) and African tribal leaders in the capture and sale of Africans into slavery contributing to the origins transatlantic slave trade, including the Middle Passage

C(2)(M) explain that the practice of slavery occurred in the British, Spanish, Portuguese, (add “Muslim Empires, African Empires,”) and French empires

113.21 Grade 6

C(2)(D) identify the Barbary War, including the Battle of Tripoli, as a key event that influenced Thomas Jefferson's decision to use military force overseas and contributed to the development of the United States Navy

Rewrite - Identify the Barbary War, including the enslavement and murder of Americans by African Muslims, which led to the Battle of Tripoli and the creation of the United States Marine Corps.

C(2)(C) explain the significance of Congress's prohibition of the importation of enslaved people in 1808 by explaining how the law reflected ongoing national debates over slavery while allowing the institution to continue domestically

Rewrite – Explain the significance of ending the Trans-Atlantic Slave Route by U.S. Congress passing the Prohibition on Importing Slaves, signed by President Thomas Jefferson.

113.23 Grade 8

C(8)(B) explain the terms of the Treaty of Guadalupe Hidalgo, including changes to borders, citizenship, and land ownership

Rewrite – Explain the terms of the Treaty of Guadalupe Hidalgo, including allowing Mexicans who remained in the newly annexed territory to live under the U.S. Constitution, including God-given natural rights, land ownership, and citizenship.

C(9)(F) strike “Terry’s Texas Rangers” and replace with “8th Texas Cavalry”

New (Add) c(9)(B) Explain the importance of the Texas plantations owned by Choctaw Leader, Robert M. Jones, and the Choctaw Nation joining the Confederacy in 1861.

C(11)(G) describe the social status of African Americans in Texas after Reconstruction, including the effects of Plessy v. Ferguson and the rise of Jim Crow segregation

Rewrite – describe the social status of African Americans in Texas, including the founding of the Republican Party of Texas by 150 freed slaves, which led to 52 African Americans serving in the Texas House of Representatives and the Texas Senate during Reconstruction.

113.27 World History first African slaves to America in 1526.

d(17)(D) explain how the universality of (strike natural rights) (add unalienable rights endowed by the Creator) expressed in the Declaration of Independence contrasted with the French Revolution's periods of disregard for the rights and dignity of the individual, including political violence during the Reign of Terror and the rise of Napoleon

d(C)(D) describe the causes and effects of slavery in the Americas, including the Atlantic Slave Trade

Rewrite – Explain the formal establishment of the Atlantic Slave Trade by Emperor Charles V of Spain which stated “providing the slaves be Christian” as declared in the Spanish Royal Charter of 1518.

New (add) d(16)(E) Describe the effects of the Spanish bringing the