

Social Studies TEKS: Focus on African American History

Kindergarten – Students begin to understand that even though people may look different, it doesn't make someone better. At this age students will be drawn to the obvious things such as skin color or hair so a good teaching point is to have them find the similarities and teach from there into customs and traditions.

113.11.K.11	The student understands similarities and differences among people.
113.11.K.11.A	Identify similarities and differences among people such as kinship, laws, and religion; and
113.11.K.11.B	Identify similarities and differences among people such as music, clothing, and food.
113.11.K.12.B	Compare family customs and traditions.

First Grade - In 1st grade students will continue to learn the same topics introduced in kindergarten and explore them at a deeper level of understanding. Be sure that students understand that even though people may look different that it doesn't make someone better. At this age students will be drawn to the obvious things such as skin color or hair so a good teaching point is to have them find the similarities and teach from there into customs and traditions.

113.12.1.13.A	Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
113.12.1.13.C	Identify other individuals who exemplify good citizenship.

Second Grade - Students continue to study ethnic and cultural celebrations and identify the significance of works of art in the local community. Students should be able to identify the contributions Martin Luther King, Jr. and then make connections back to previous historical figures that they have learned about.

113.13.2.15.B	Explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.
113.13.2.16	The student understands ethnic and/or cultural celebrations.
113.13.2.16.A	Identify the significance of various ethnic and/or cultural celebrations; and
113.13.2.16.B	Compare ethnic and/or cultural celebrations.
113.13.2.4.A	identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation;
113.13.2.1	The student understands the historical significance of landmarks and celebrations in the community, state, and nation.
113.13.2.1.B	Identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.
113.13.2.4.B	identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness; and
113.13.2.4.C	Explain how people and events have influenced local community history.
113.13.2.19.B	Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

Third Grade - Students have identified characteristics of good citizenship and provided examples of people who have exemplified good citizenship. They have also been introduced to customs, symbols, and celebrations at a state and national level. Students continue to learn about characteristics of good citizenship. They also continue to acquire knowledge of customs, symbols, and celebrations that represent American beliefs and principles. Students learn about the accomplishments of Barbara Jordan.

113.14.3.11	The student understands characteristics of good citizenship as exemplified by historical and contemporary figures.
113.14.3.11.A	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
113.14.3.12.B	identify examples of actions individuals and groups can take to improve the community; and
113.14.3.11.B	identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship; and
113.15.4.19	The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.
113.15.4.19.A	identify the similarities and differences among various racial, ethnic, and religious groups in Texas;
113.14.3.1.B	identify individuals, including Pierre-Charles L. Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities
113.14.3.14.A	identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes;
113.14.3.15.A	identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and
113.14.3.8.E	identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.

Grade 4 – Students identify figures who are important to Texas history. They learn about the accomplishments of Julius Lorenzo Cobb Bledsoe, Bessie Coleman, Wallace Jefferson, and Scott Joplin.

113.15.4.19	The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.
113.15.4.19.A	identify the similarities and differences among various racial, ethnic, and religious groups in Texas;
113.15.4.2	The student understands the causes and effects of European exploration and colonization of Texas and North America.
113.15.4.17.D	identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. Gonzalez, James A. Baker III, Wallace Jefferson, and other local individuals; and
113.15.4.5.C	identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.

Grade 5 - The TEKS require that the student learn that the cause of the Civil War goes beyond slavery, and that there was also the issue of states' rights and sectionalism. With the Civil Rights Movement, students can see how individuals played a role in changing the country through their actions. A key is to highlight the steps MLK took in using non-violent means to push for changes. Rosa Parks is also a key figure.

113.16.5.1.A	explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain;
113.16.5.9.A	describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs; and
113.16.5.17	The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity.
113.16.5.22	The student understands the contributions of people of various racial, ethnic, and religious groups to the United States.
113.16.5.22.A	Identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;
113.16.5.22.B	Describe customs and traditions of various racial, ethnic, and religious groups in the United States; and
113.16.5.22.C	Summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.
113.16.5.4.E	Identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution;
113.16.5.12.B	Evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.
113.16.5.23.A	Identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;
113.16.5.5.C	Identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.
113.16.5.17	The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity.