

U.S. History and Citizenship

Module Correlation Chart—Texas Essential Knowledge and Skills (TEKS)

Texas Essential Knowledge and Skills (TEKS)	Modules
(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The Student is expected to:	
(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;	
(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods;	
(C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865	
(2) History. The student understands the causes of exploration and colonization eras. The student is expected to:	
(A) identify reasons for European exploration and colonization of North America; and	
(B) compare political, economic, and social reasons for establishment of the 13 colonies.	
(3) History. The student understands the foundations of representative government in the United State. The student is expected to:	
(A) explain the reasons for the growth of representative government and institutions during the colonial period;	
(B) evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and	
(C) describe how religion contributed to the growth of representative government in the American colonies.	
(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:	
(A) analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;	
(B) explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;	
(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris; and	
(D) analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.	
5) History. The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to:	
(A) describe major domestic problems faced by the leaders of the new Republic such	

as maintaining national security, creating a stable economic system, setting up the court system, and defining the authority of the central government;	
(B) summarize arguments regarding protective tariffs, taxation, and the banking system;	
(C) summarize arguments regarding protective tariffs, taxation, and the banking system;	
(D) explain the causes of and issues surrounding important events of the War of 1812;	
(E) trace the foreign policies of Presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;	
(F) explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party; and	
(G) analyze federal and state Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.	
(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:	
(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;	
(B) explain the political, economic, and social roots of Manifest Destiny;	
(C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation;	
(D) explain the major issues and events of the Mexican War and their impact on the United States; and	
(E) identify areas that were acquired to form the United States.	
(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:	
(A) analyze the impact of tariff policies on sections of the United States before the Civil War;	
(B) compare the effects of political, economic, and social factors on slaves and free blacks;	
(C) analyze the impact of slavery on different sections of the United States; and	
(D) compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.	
(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:	
(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln;	
(B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House; and	
(C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.	

(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:	
(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;	
(B) describe the economic difficulties faced by the United States during Reconstruction; and	
(C) explain the social problems that faced the South during Reconstruction and evaluate their impact on different groups.	

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