

(h-2) In adopting the essential knowledge and skills for the social studies curriculum for each grade level from kindergarten through grade 12, the State Board of Education shall adopt essential knowledge and skills that develop each student's civic knowledge, including:

(1) an understanding of:

(A) the fundamental moral, political, entrepreneurial, and economic principles of government;

- 1.2.A identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation; and
- 1.13.E explain how patriotic customs and celebrations reflect American individualism and freedom.
- 3.8.A identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights
- 5.1.B describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams
- 5.2.B identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions
- 5.3 summarize the results of the American Revolution, including the establishment of the United States
- 5.3 identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.
- 5.13.B identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses
- 5.14.A explain the purposes, key elements, and the importance of the Declaration of Independence
- 5.14.B explain the purposes of the U.S. Constitution as identified in the Preamble
- 5.14.C explain the reasons for the creation of the Bill of Rights and its importance
- 5.19 describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney
- 8.3.A explain the reasons for the growth of representative government and institutions during the colonial period
- 8.3.B analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government
- 8.3.C describe how representative government developed in the colonies

8.15.E	explain the role of significant individuals such as Thomas Hooker, Ch de Montesquieu, and John Locke in the development of self-government in colonial America.
8.19.B	summarize rights guaranteed in the Bill of Rights
8.20.A	evaluate the contributions of the Founding Fathers as models of civic virtue
8.25.A	trace the development of religious freedom in the United States
USH.1.A	analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;
USH.1.B	analyze and evaluate the application of these founding principles to historical events in U.S. history; and
USH.1.C	explain the meaning and historical significance of the mottos "E Plurib Unum" and "In God We Trust."
USH.21.B	discuss values crucial to America's success as a constitutional repub including liberty, egalitarianism, individualism, populism, and laissez-faire; and
USH.21.B	describe how American values are different and unique from those of other nations.
WH.1.E	identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and
WH.3.A	describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome;
WH.9.A	compare the causes, characteristics, and consequences of the Ameri

- 2.10.B identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth
- 2.10.C identify ways to actively practice good citizenship, including involvement in community service.
- 3.9.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
- 3.9.B identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship
- 3.9.C identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting
- 3.11.A identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains
- 3.11.B identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes
- 4.15.B explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects;
- 5.3 identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.
- 5.17.A explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and
- 5.17.B explain how to contact elected and appointed leaders in local, state, and national governments
- 6.11.A describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States
- 6.11.B explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies
- 6.12.A identify and explain the duty of citizenship

	evaluate various means of achieving equality of political rights, include the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924;
USH.22.B	
USH.22.C	explain how participation in the democratic process reflects our nation's identity, patriotism, and civic responsibility; and
USH.25.A	explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
USG.2.A	describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
USG.2.B	analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.
USG.10.A	analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and
USG.13.A	describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;
USG.13.B	explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and
USG.13.C	describe the voter registration process and the criteria for voting in elections.
USG.14.A	analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;
USG.14.B	analyze historical and contemporary examples of citizen movements that bring about political change or to maintain continuity; and
USG.14.C	describe the factors that influence an individual's political attitudes and actions
(C) the structure, function, and processes of government institutions at the federal, state, and local levels; and	
2.8.A	identify functions of governments such as establishing order, providing security, and managing conflict
2.8.B	identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community
2.9.B	compare the roles of public officials, including mayor, governor, and president;
2.9.C	identify ways that public officials are selected, including election and appointment to office
3.2.B	compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation
3.7.A	describe the basic structure of government in the local community, state, and nation;
3.7.B	identify local, state, and national government officials and explain how they are chosen; and
3.7.C	

- USG.5.B describe the roles of the executive and legislative branches in setting international trade and fiscal policies
- USG.6.B explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
- USG.6.C analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government;
- USG.6.D evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;

5.15.B	identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and
5.19	describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney
7.13.B	compare the principles and concepts of the Texas Constitution to the Constitution, including the Texas and U.S. Bill of Rights.
8.4.D	analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.
8.15.A	identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;
8.15.C	identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights;
8.15.D	analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
8.19.B	summarize rights guaranteed in the Bill of Rights; and
8.25.C	analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.
USH.1.A	analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;
WH.19.B	identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;
USG.1.E	analyze debates and compromises that impacted the creation of the founding documents; and
USG.6.A	explain the importance of a written constitution;
USG.6.B	explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
USG.6.C	analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government;
USG.6.D	

USG.12.D analyze the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the concept of separation of church and state;

USG.15.B analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.

(2) the ability to:

(A) analyze and determine the reliability of information sources;

K.13.NEW identify and state facts based on relevant evidence;

1.16.NEW
2.15.NEW
K.13.NEW identify different kinds of historical sources and artifacts and explain how they can be used to study the past;

1.16.NEW
2.15.NEW
3.14.NEW
4.19.NEW differentiate and compare the information about a specific issue or event provided in primary and secondary sources;

5.23.NEW identify and ask questions about the credibility of different kinds of primary and secondary sources;

6.19.NEW
7.20.NEW
8.29.NEW evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy

USH.28.NEW
WH.28.NEW
USG.19.D analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;

USH.28.A
WH.28.C apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

USH.28.C identify bias and support with historical evidence a point of view on social studies issue or event.

USH.28.E analyze and evaluate a variety of economic information from primary and secondary sources for

ECO.21.D

(C) understand the manner in which local, state, and federal government works and operates through the use of simulations and models of governmental and democratic processes;

ECO.21.NEW
USH.28.NEW formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose
WH.28.NEW
WG.21.NEW
USG.19.NEW

USG.19.C analyze and defend a point of view on a current political issue
K.15.NEW use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and
1.18.NEW
2.17.NEW

3.7.A describe the basic structure of government in the local community, state, and nation;

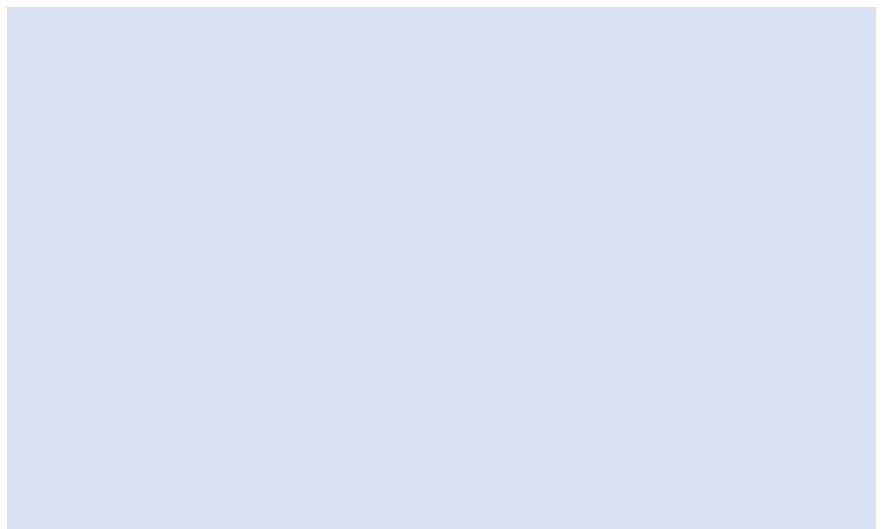
3.7.B identify local, state, and national government officials and explain how they are chosen; and
identify services commonly provided by local, state, and national governments.

3.7.C

3.16.NEW use democratic procedures to simulate making decisions on school, local, or state issues
4.22.NEW
5.26.NEW

4.13.B identify and explain the basic functions of the three branches of [state government according to the Texas Constitution

5.15.A identify and explain the basic functions of the three branches of [federal government



(E) participate as a citizen in a constitutional democracy by voting and

ECO.22.NEW	apply foundational language skills to engage in civil discourse about economics topics, including those with multiple perspectives
K.9.C	use voting as a method for group decision making.
1.12.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; and
1.13.D	explain and practice voting as a way of making choices and decisions
2.11.NEW 3.9.NEW 4.15.NEW 5.17.NEW	use voting as a method for group decision making
3.9.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;
3.9.C	identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, voting; and
4.15.B	explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects;
4.15.C	explain the duty of the individual in state and local elections such as to be informed and voting;
4.15.E	explain how to contact elected and appointed leaders in state and local governments

(3) an appreciation of:

(A) the importance and responsibility of participating in civic life;

- 1.11.A identify the responsibilities of authority figures in the home, school, or community; and
- 1.11.B identify and describe the roles of public officials in the community, state, and nation.
- 1.12.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; and
- 2.9.A name current public officials, including mayor, governor, and president
- 2.9.D identify how citizens participate in their own governance through stay informed of what public officials are doing, providing input to them, and

- USH.5.C analyze the impact of third parties, including the Populist and Progress parties.
- USH.9.I evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and
- USH.22.A identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;
- USH.22.B evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924;
- USH.22.C explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility; and
- USH.25.A explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
- WH.20.B describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and
- WH.20.C identify examples of key persons who were successful in shifting political thought, including William Wilberforce, Frederick Douglass, and Susan B. Anthony.

- 3.8.A identify the purposes of the Declaration of Independence and the U.S Constitution, including the Bill of Rights
- 4.13.C identify the intent, meaning, and importance of the Declaration of

- USG.1.C identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;
- USG.1.D identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;
- USG.1.F identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.
- USG.6.B explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
- USG.6.C analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government;
- USG.6.D evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;
- USG.6.E describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government; and
- USG.6.B identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.
- USG.7.E explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government;
- USG.8.A explain why the Founding Fathers created a distinctly new form of

4.15.A identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll

describe the fundamental rights guaranteed in the Bill of Rights, inclu

5.19

During the revision of the essential knowledge and skills for the social studies curriculum beginning in 2021 and scheduled to conclude in or around 2023, the State Board of Education may not use the removal by this Act of documents, speeches, historical figures, and other knowledge and skills from specific statutory reference in Section 28.002(h-2), Education Code, as added by H.B. 3979, Acts of the 87th Legislature, Regular Session, 2021, as a reason for the removal or noninclusion of those documents, speeches, historical figures, or other knowledge and skills from the essential knowledge and skills for the social studies curriculum, including any essential knowledge and skills that require an understanding of:

(1) the fundamental moral, political, entrepreneurial, and

intellectual foundations of the American experiment inuaalssentud oft inee7.9* [(5tio)-5.3 (n)1.8 4..8 (n)-7.3 (d)-teM (d)-7.6.3 nd ovti 4 (lle)-4 (c)1.002 T.8 2.002 T

- 8.15.E explain the role of significant individuals such as Thomas Hooker, Cr de Montesquieu, and John Locke in the development of self-government in colonial America.
- 8.19.B summarize rights guaranteed in the Bill of Rights
- USH.1.A analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;
- USH.1.B analyze and evaluate the application of these founding principles to historical events in U.S. history; and
- USH.1.C explain the meaning and historical significance of the mottos "E Pluri Unum" and "In God We Trust."
- USH.21.B discuss values crucial to America's success as a constitutional republic including liberty, egalitarianism, individualism, populism, and laissez-and
- USH.21.B describe how American values are different and unique from those of other nations.
- WH.9.A compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment;
- WH.9.D identify the influence of ideas such as separation of powers, checks and

(2) the history, qualities, traditions, and features of civic engagement in the United States;

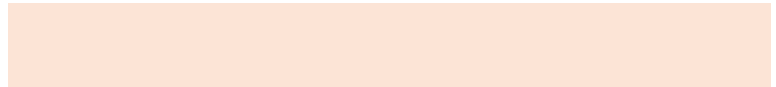
- USG.12.D analyze the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the concept of separation of church and state;
- 1.11.B identify and describe the roles of public officials in the community, state, and nation.
- 1.12.B identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.
- 1.13.C identify anthems and mottoes of Texas and the United States;
- 2.2.A identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation; and
- 2.2.B describe how people and events have influenced local community history;
- 2.9.D identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.
- 2.10.A understand the importance of equality, respect for oneself and others, responsibility in daily life, and the right to equality, respect for oneself and others, responsibility in daily life, and the right to

	8.19.C	identify examples of responsible citizenship, including obeying rules, laws, staying informed on public issues, voting, and serving on juries.
	USH.22.C	explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility; and
	USG.2.A	describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
	USG.10.A	analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and
	USG.13.B	explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and
	USG.14.A	analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;
	USG.14.B	analyze historical and contemporary examples of citizen movements that bring about political change or to maintain continuity; and
	USG.14.C	describe the factors that influence an individual's political attitudes and actions
(3) the history of Native Americans;	4.1.A	explain the possible origins of American Indian groups in Texas
	4.1.B	identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano
	4.1.C	describe the cultural regions in which American Indians lived such as the Plains, Puebloan, and Southeastern
	4.1.D	locate American Indian groups remaining in Texas such as the Ysleta del Sur Pueblo, Alabama-Coushatta, and Kickapoo
	4.4.D	explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo
	4.9.A	explain the economic activities of various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting
	4.12.A	compare how various American Indian groups such as the Caddo and Comanche governed themselves
	5.4.C	identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny
	7.2.A	compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern
	7.6.A	identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker
	8.5.G	analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.
	USH.3.A	analyze political issues such as Indian policies, the growth of political machines, and civil service reform;
	USH.22.B	evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924;
	USH.25.B	describe the Americanization movement to assimilate immigrants and American Indians into American culture;
(4) the structure, function, and processes of government institutions at the federal, state, and local levels;	2.9.B	compare the roles of public officials, including mayor, governor, and president;
	3.7.A	describe the basic structure of government in the local community, state, and nation;
	3.7.B	identify local, state, and national government officials and explain how they are chosen

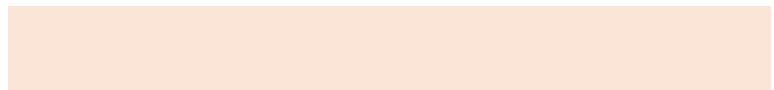
USG.6.B explain how the federal government serves the purposes set forth in Preamble to the U.S. Constitution;

USG.7.A

- 3.8.A identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and
- 4.13.C identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week)
- 5.14.B explain the purposes of the U.S. Constitution as identified in the Preamble; and
- 5.14.C explain the reasons for the creation of the Bill of Rights and its importance.



	USG. 8.A	explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;
	USG. 8.D	explain how the U.S. Constitution limits the power of national and state governments.
	USG.12.C	identify the freedoms and rights protected and secured by each amendment in the Bill of Rights
(C) the Federalist Papers;	8.15.A	identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;
	8.15.C	identify colonial grievances listed in the Declaration of Independence explain how those grievances were addressed in the U.S. Constitution the Bill of Rights
	8.15.D	analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
	8.17.A	analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason and explain how their debates exemplify civil discourse
	USG.6.C	analyze how the Federalist Papers such as Number 10 and Number explain the principles of the American constitutional system of government;
(6) the contributions of Frederick Douglass;	8.22.B	describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.
(7) the Fugitive Slave Acts of 1793 and 1850;	8.5.NEW	explain the effects of the Fugitive Slave Act of 1793
(8) the Indian Removal Act;	8.5.G	analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears
(9) the political organizations that promoted the Chicano movement;	7.7.D	describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White
	USH.9.C	describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights; analyze different points of view of political parties and interest groups
	USG.15.A	



(12) the history and importance of the civil rights movement, including the following documents:

- 8.8.B explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;
- 8.8.D analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address
- 8.7.NEW analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, and abolitionists
- 8.12.B explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and
- 8.18.C evaluate the impact of the landmark Supreme Court decision Dred S v. Sandford on life in the United States
- 8.24.A describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery
- USH.6.A analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
- USH.9.B explain how Jim Crow laws and the Ku Klux Klan created obstacles t rights for minorities such as the suppression of voting;
- WH.4.H explain the evolution and expansion of the slave trade; identify the accomplishments and contributions of individuals and grc such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics
- 5.5.C
- USH.9.G describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;
- USG.16.A evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious

