

*Texas Essential Knowledge and Skills (TEKS) Related to World War I*  
*Chapter 113. Texas Essential Knowledge and Skills for Social Studies*

From the Introduction

To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from **museums, historical sites**, presidential libraries, and local and state preservation societies.

**Subchapter A. Elementary**

Grade Level	Strand	TEKS	
<b>Kindergarten</b>	(1)History	1. The student understands that holidays are celebrations of special events.	(A) explain the reasons for national patriotic holidays such as Presidents' Day, <b>Veterans Day</b> , and Independence Day; and  (B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.
	(2) History	The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation	(B) identify contributions of patriots and good citizens who have shaped the community.
	(15) Social studies skills	The student communicates in oral and visual forms	(B) create and interpret visuals, including pictures and maps.
<b>Grade 1</b>	(1)History	The student understands the origins of customs, holidays, and celebrations	(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day; and  (B) compare the observance of holidays and celebrations, past and present.
	(18) Social studies skills	The student communicates in oral, visual, and written forms	(B) create and interpret visual and written material
<b>Grade 2</b>	(1)History	The student understands the historical significance of	(A) explain the significance of various

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		landmarks and celebrations in the community, state, and nation	community, state, and national celebrations such as <b>Veterans Day</b> , <b>Memorial Day</b> , Independence Day, and Thanksgiving; and (B) identify and explain the significance of various community, state, and national <b>landmarks</b> such as <b>monuments</b> and government buildings
<b>Grade 3</b>	(1)History	The student understands the concepts of time and chronology	(B) create and interpret timelines (C) apply the terms year, decade, and <b>century</b> to describe historical times.
<b>Grade 4</b>	5) History  (21) Social studies skills.	The student understands important issues, events, and individuals of the 20th century in Texas.  The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;  (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps  (D) identify different points of view about an issue, topic, historical event, or current event;
<b>Grade 5</b>	(17) Citizenship	The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity.	D) describe the origins and significance of national celebrations such as <b>Memorial Day</b> , Independence Day, Labor Day, Constitution Day, Columbus Day, and <b>Veterans Day</b>
	(21) Culture	The student understands the relationship between the arts and the times during which they were created	(A) identify significant examples of art, music, and literature from various periods in U.S. history (B) ) explain how examples of art, music, and literature reflect the times during which they were created.

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## **Middle School**

**Grades 3-12** State and federal laws mandate a variety of celebrations and observances, including **Celebrate Freedom Week**.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

Note: The role of the United States military in all wars to "protect and defend:" the U.S. Constitution, "so help me God" (part of the oath of office for the United States President) would support the study of the founding documents, our common heritage.







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			<p>resulted in the stalemate on the Western Front;</p> <p>(F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and</p> <p>(G) analyze significant events such as the Battle of Argonne Forest.</p>
	(15) Economics	The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920	(D) describe the economic effects of international military conflicts, including the Spanish-American War and <b>World War I</b> , on the United States;
	(25) Culture	The student understands the relationship between the arts and the times during which they were created	A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature
	(26) Culture	The student understands how people from various groups contribute to our national identity	(F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez
	(29) Social Studies Skills	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	<p>(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;</p> <p>(C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time;</p> <p>(D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;</p> <p>(E) evaluate the validity of a source based on language, corroboration with other sources, and</p>





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			<p>point of view;</p> <p>(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;</p> <p>(E) identify bias in written, oral, and visual material;</p> <p>G) construct a thesis on a social studies issue or event supported by evidence</p>
<p><b>§113.43. World Geography Studies</b></p>	<p>Geography</p>	<p>The student understands the growth, distribution, movement, and characteristics of world population.</p>	<p>(c)explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration;</p> <p>A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;</p> <p>(A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;</p> <p>(B) locate places of contemporary geopolitical significance on a map;</p>
	<p>(18) Culture</p>	<p>The student understands the ways in which cultures change and maintain continuity.</p>	
	<p>(21) Social Studies Skills</p>	<p>The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology</p>	
<p><b>§113.44. United States Government</b></p>	<p>(7) Government</p>	<p>The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant</p>	<p>(F) identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today</p> <p>D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference</p>
	<p>20) Social studies skills.</p>	<p>The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology</p>	