

The Legacy of Dr. Martin Luther King: Social Studies TEKS 5th - 9th

TEKS

5th

SS.5.5 History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

SS.5.5a analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions;

SS.5.5c 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.

SS.5.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

SS.5.24a differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;

SS.5.24e identify the historical context of an event.

SS.5.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

SS.5.25a use social studies terminology correctly;

SS.5.25b incorporate main and supporting ideas in verbal and written communication;

SS.5.25c express ideas orally based on research and experiences;

SS.5.25d create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

SS.5.25e use standard grammar, spelling, sentence structure, and punctuation.

6th

SS.6.15 Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:

SS.6.15d analyze the experiences and evaluate the contributions of diverse groups to multicultural societies;

SS.6.15f identify and explain examples of conflict and cooperation between and among cultures.

SS.6.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

SS.6.22a use social studies terminology correctly;

SS.6.22b incorporate main and supporting ideas in verbal and written communication based on research;

SS.6.22c express ideas orally based on research and experiences;

SS.6.22d create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;

SS.6.22e use standard grammar, spelling, sentence structure, and punctuation; and

7th

SS.7.17 Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

SS.7.17b describe the importance of free speech and press in a democratic society; and

SS.7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

SS.7.21b analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

SS.7.21d identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

SS.7.21f identify bias in written, oral, and visual material;

SS.7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

SS.7.22a use social studies terminology correctly;

SS.7.22b use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;

SS.7.22c transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate;

and Texas

8th

Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

use social studies terminology correctly;

use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;

transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate

9th

United States History Studies Since 1877

2 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

2.A identify the major characteristics that define an historical era;

2.D explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).

3 History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

3.C analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and

9 History. The student understands the impact of the American civil rights movement. The student is expected to:

9.B describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;

9.C identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;

9.E discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;

9.F describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965;

9.I describe how litigation such as the landmark cases of Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement.

26 Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:

26.A explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;

26.C explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;

26.D identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;

30 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

30.A create written, oral, and visual presentations of social studies information;

30.B use correct social studies terminology to explain historical concepts; and

Subchapter C. High School