



Pivotal U.S. Elections: TEKS Correlation

Knowledge TEKS by Lesson

Election of 1800: Origins of American Political Parties

In what ways did the election of 1800 signify that political parties had become an important part of national politics?

§113.44. United States Government

(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:

- (A) describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
- (B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.

(10) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:

- (A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and
- (B) explain the two-party system and evaluate the role of third parties in the United States.

(15) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:

- (A) analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues;

Election of 1828: Andrew Jackson and an Expanded Electorate

How accurate is the characterization of this period in U.S. history as the era of the “common man”?

§113.41. United States History Studies Since 1877

(19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

- (B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.

(22) Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights. The student is expected to:

- (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;
- (C) explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility;

§113.44. United States Government

(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:

- (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.

(7) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:

- (A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;
- (B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;
- (C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;
- (E) explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government;
- (F) analyze selected issues raised by judicial activism and judicial restraint;
- (G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and
- (H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.

(9) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:

- (A) identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;
- (B) explain the process of electing the president of the United States and analyze the Electoral College;

(14) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:

- (A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;
- (B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and
- (C) describe the factors that influence an individual's political attitudes and actions.

Election of 1860: Lincoln's Evolving Ideas

How did Abraham Lincoln's views about slavery and the balance of state and federal authority change following the election of 1860?

§113.44. United States Government

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- (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.

§113.51. Ethnic Studies: African American Studies

(3) History. The student understands the rationalization and ramifications for the continuation and growth of slavery and the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (1863). The student is expected to:

- (A) analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain;
- (C) analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century;
- (E) analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery such as the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad;

Election of 1876: The End of Reconstruction

How did the election of 1876 solve an immediate political crisis, and did that solution indicate that the Reconstruction amendments had failed to achieve their goals?

§113.41. 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:

(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;

§113.51. Ethnic Studies: African American Studies

(4) History. The student understands African American life from the Civil War through World War I. The student is expected to:

(B) describe and analyze the successes and failures of Reconstruction;

Election of 1896: The Populist Movement

What were the political and economic issues that led to the beginnings of Populism, and how did the emergence of the Populist Party impact U.S. society?

§113.41. United States History Studies Since 1877

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

(A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform;

(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business; and

(C) analyze social issues affecting women, minorities, children, immigrants, and urbanization.

(5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:

(C) analyze the impact of third parties, including the Populist and Progressive parties.

Election of 1912: The Progressive Era

What were the competing visions for how the federal government could resolve the problems of American society?

§113.41. United States History Studies Since 1877

(4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:

(A) explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power;

(5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:

(A) analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;

(C) analyze the impact of third parties, including the Populist and Progressive parties.

Election of 1932: The Great Depression

How did the Great Depression shape the election of 1932, and how did the election foreshadow an expanded role for the federal government in U.S. society?

§113.41. United States History Studies Since 1877

(16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:

- (B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;
- (C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage;
- (D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and

Election of 1960: A Vision for the Future

To what extent can the election of 1960 be seen as a barometer of Americans' views about the Civil Rights Movement and the Cold War, both during the election and in the years immediately following?

§113.41. United States History Studies Since 1877

(8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:

- (B) describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race;
- (D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;

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

- (B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;
- (C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;
- (D) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan;
- (E) compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.;
- (F) 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;
- (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

§113.51. Ethnic Studies: African American Studies

(5) History. The student understands change and continuity in the African American cultural identity during the Great Depression, World War II, and the Civil Rights Movement. The student is expected to:

- (C) describe the continued struggle for civil rights in America during this time in history such as the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Daisy Bates and the Little Rock Nine, the Student Non Violent Coordinating Committee (SNCC), and local leaders;
- (D) describe the interactions of the people of the diaspora relative to the struggle for civil rights;
- (H) analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods such as sit-ins, boycotts, marches, speeches, music, and organizations; and
- (I) evaluate the extent to which the Civil Rights Movement transformed American politics and society.

(9) Government. The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:

- (D) analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s;

(E) analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day such as the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition;

(10) Government. The student understands the impact of political interactions on the African American struggle for human rights over time. The student is expected to:

(A) analyze examples of conflict and cooperation between African Americans and other groups in the pursuit of individual freedoms and civil rights such as the Freedom Riders and the Memphis Sanitation Workers Strike;

(B) explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality such as fair housing, equal opportunity, affirmative action, and voting rights; and

(C) identify the contributions of African American leaders at local, state, and national levels of government.

Election of 1968: Conservative Response

In what way can the election of Richard M. Nixon be understood as a response to the growing discontent about race relations and U.S. involvement in Vietnam?

§113.41. United States History Studies Since 1877

(8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:

(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;

(E) analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon; and

(F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.

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

(B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;

(C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;

(E) compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.;

(H) explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo;

(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

§113.51. Ethnic Studies: African American Studies

(5) History. The student understands change and continuity in the African American cultural identity during the Great Depression, World War II, and the Civil Rights Movement. The student is expected to:

(C) describe the continued struggle for civil rights in America during this time in history such as the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Daisy Bates and the Little Rock Nine, the Student Non Violent Coordinating Committee (SNCC), and local leaders;

(H) analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods such as sit-ins, boycotts, marches, speeches, music, and organizations; and

(I) evaluate the extent to which the Civil Rights Movement transformed American politics and society.

(9) Government. The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:

(E) analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day such as the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition;

10) Government. The student understands the impact of political interactions on the African American struggle for human rights over time. The student is expected to:

(B) explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality such as fair housing, equal opportunity, affirmative action, and voting rights; and

(C) identify the contributions of African American leaders at local, state, and national levels of government.

Election of 1980: Conservative Resurgence

In what ways did Reagan's victory in the presidential election of 1980 represent a resurgence of conservative values and the end of the New Deal coalition in U.S. society?

§113.41. United States History Studies Since 1877

(10) History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. The student is expected to:

(B) describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength;

(D) describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority; and

(E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic.

(18) Government. The student understands changes over time in the role of government. The student is expected to:

(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government;

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(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:

(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.

Election of 2000: The Supreme Court and the Presidency

How did the outcome of the election of 2000 represent the evolving relationship among the legislative, executive, and judicial branches of government?

§113.41. United States History Studies Since 1877

(11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:

(C) analyze the impact of third parties on the 1992 and 2000 presidential elections;

(19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.

§113.44. United States Government

(7) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:

- (A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;
- (B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;
- (C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;
- (E) explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government;
- (F) analyze selected issues raised by judicial activism and judicial restraint;
- (G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and
- (H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.

(9) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:

- (A) identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;
- (B) explain the process of electing the president of the United States and analyze the Electoral College;



Skills TEKS Fulfilled by All Lessons

§113.41. United States History Studies Since 1877

(28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

- (A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- (C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
- (D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context; and
- (E) identify bias and support with historical evidence a point of view on a social studies issue or event.

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

- (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and
- (B) use social studies terminology correctly.

(30) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

- (A) create a visual representation of historical information such as thematic maps, graphs, and charts; and
- (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

§113.44. United States Government

(19) 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 technology. The student is expected to:

- (A) 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;
- (B) create a product on a contemporary government issue or topic using critical methods of inquiry;
- (C) analyze and defend a point of view on a current political issue;
- (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; and
- (E) evaluate government data using charts, tables, graphs, and maps.

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

- (A) use social studies terminology correctly; and
- (B) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.

(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

§113.51. Ethnic Studies: African American Studies

(17) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

- (A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- (C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
- (D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context; and
- (E) identify bias and support with historical evidence a point of view on a social studies issue or event.

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

- (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and
- (B) use social studies terminology correctly.

(19) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

- (A) create a visual representation of historical information such as thematic maps, graphs, and charts; and
- (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

(20) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.