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History

8-12

First Edition

FOR TEXAS TEACHERS.

*A test prep manual for the TExES History
exam for grades 8-12, #133.*

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1. Ancient World Civilizations

Competency 1:

The teacher understands significant historical events and developments in ancient world civilizations, factors influencing the development of ancient world civilizations, and major characteristics and contributions of ancient world civilizations.

A. Geography's Role in History

Historically, geography has determined the destiny of civilizations. The first civilizations emerged along rivers and other water sources. Water provided the basis for the Neolithic Revolution—farming. Humans who were blessed with good water sources and good soil—all geographic factors—were able to spend less time hunting for food and more time inventing things like plows and ships with sails. This “technology”—anything that makes life easier for humans would not have been possible in a less blessed geographic area.

B. Greetings Neighbor

Most early civilizations were connected either directly or indirectly through trade. As groups interacted, ideas were exchanged through a process of diffusion. This is just a fancy way of saying one idea from one group is adopted by another group. Major ideas were exchanged, such as:

- Religion
- Language
- Writing systems and alphabets
- Weapons and tools
- Legal codes and customs

C. Here Comes the King

Monarchs were the norm. Occasionally some aspects of democracy appeared, like in Athens and Rome, but for the most part, these democratic efforts were short lived and were more democratic in theory than in practice.

The King was at the top of the social ladder, normally along with priests. Slaves were at the bottom. Although there were slight differences concerning the treatment and role of women, these were patriarchal societies and men ruled!

D. One God or Two

Most people were polytheistic (belief in many gods). Their gods were normally associated with items found in nature: sun, earth, rain, river, etc. Monotheism (belief in one god) began with the Hebrews. The second major monotheistic religion to emerge was Christianity. Christianity at first was simply an obscure Jewish sect that slowly spread to non-Jews around the Roman Empire. It was finally legalized when Emperor Constantine converted and in 381 it became the official religion of Rome and it began to spread to all parts of the western world.

E. Specific World Civilizations

Mesopotamians: This includes the numerous groups that dominated the areas along the Tigris and Euphrates Rivers (in modern day Iraq). The most significant groups were the Sumerians and the Babylonians. The Sumerians had numerous achievements, including:

1. Advanced irrigation systems.
2. A system of writing called cuneiform.
3. A number system based upon 60 (think 60 seconds in a minute, etc.).
4. Architectural marvels called Ziggurats (think boxy pyramids).
5. A famous epic called *Epic of Gilgamesh* that included a story of a flood.

The Babylonians were great warriors and they developed an empire. They are most known for Hammurabi's Code (between 1792 - 1750) which was the first known written code of law.

Egyptians — The Egyptians settled along the Nile River in about 3100 BC and they depended upon the river for everything. The rich soil

Continued

1. Ancient World Civilizations, cont'd.

allowed the Egyptians to have huge surpluses of food. This allowed for people to devote themselves to other activities, like working with gold, building tombs, and designing pyramids. The most recognizable pyramids are those in Giza. From the pyramids we know that the Egyptians had an excellent command of geometry and engineering. Other evidence left behind by the Egyptians was their form of writing—hieroglyphics. Egypt was later conquered by Alexander the Great, who put the Greek Ptolemy family on the throne. The last Ptolemy ruler was Cleopatra.

Mesoamerica's civilizations were a little different in that they emerged along lakes and sea coasts rather than rivers. The oldest civilizations included the Chavins of Peru and the Olmecs of southern Mexico. The Olmecs are best known for the huge stone heads that have survived. The most dominant group was the Mayas of Central America. They dominated from about 250 - 900 AD. They had an accurate calendar, an advanced writing system, pyramids dedicated to gods, vast cities and trading posts, and the concept of 0. Like most other societies, religion was the center of life.

Sub-Saharan Africa - Since they did not have a written language, our knowledge of the people of this time period is limited. The most significant people of this period were the Bantus who spread their language throughout sub-Saharan Africa.

Indus River Valley refers to the civilizations that developed in what is now modern day India and Pakistan. The most significant cities from this era are Harappa and Mohenjo-Daro. They had a form of indoor plumbing, brick buildings, and advanced irrigation.

They were invaded by an Indo-European group in 1500 BC. This group, the Aryans, was lighter skinned than the natives of India, but not as light as Hitler assumed they were when he took their name to describe the “master race”.

The Aryans brought with them a collection of writings called the Vedas which clearly defined specific classes or castes. The castes were based on skin color and everyone was born into his or her caste. The lowest group was called the Untouchables. The only way to move from one caste to another was through reincarnation. These beliefs formed part of the polytheistic religion of Hinduism.

Another development from India was Buddhism. Buddhism which stresses the end of suffering and desires through meditation was founded by a Hindu named Siddhartha Gautama, later called Buddha or enlightened one. Buddhism remains one of the world's major religions; however, it is not very popular in India. Hinduism remains the major religion of India.

China — The first Chinese civilizations developed along the Huang He River. The earliest Chinese had a form of writing that can still be found on oracle bones which were burned to communicate with the Chinese ancestors.

The Chinese concept of government was based upon the Mandate of Heaven. This was the belief that the ruler had the blessing of Heaven. When Heaven no longer wanted a particular ruler to rule, then he would be overthrown. Whenever a new ruler emerged, the Dynastic Cycle began. The Cycle was always the same with the Emperor gaining power only to become weak and be overthrown. Then the Cycle would begin again.

Certain philosophies formed the foundation of Chinese behavior. These include Confucianism (founded by the teacher Confucius) which stressed proper behavior and respect, Taoism/ Daoism which centered on finding peace with nature, and Legalism which stressed government control, harsh punishment, and censorship. Since none of these philosophies stressed a belief in gods, none is considered a religion.

Continued

1. Ancient World Civilizations, cont'd.



The most significant empire of this period was the Han Empire (206 BC - 220 AD). The Han Empire was to Asia what the Roman Empire was to Europe. The wealth of the Han Empire was amassed through trade along the Silk Roads. These roads connected the riches of China (primarily silk) and Asia to the Middle East. Most of Asia, including Japan, was greatly influenced by the culture of China.

Mediterranean World — For most people, the Mediterranean World is the most familiar of this time period. It is the most influential political and cultural force of the modern western world. The lesser-known groups of this region were:

- Phoenicians who settled in what is now Lebanon (north of Israel) and they were sea-traders whose alphabet formed the foundation of our modern alphabet (hence, phonics).
- Minoans who were early Greeks. Their architecture would be adopted by later Greeks and we still use their columns as the foundation of our western architecture.
- Mycenaean were another group of early Greeks who traded with Egypt, Phoenicia, and Asia Minor (modern day Turkey). From the Phoenicians, they borrowed their alphabet which set up the process for that alphabet to eventually make it to our modern one.

F. The Glory that was Greece

The Greeks lived on numerous islands and in various mountains of what is now Greece. From 500 — 479 BC the various Greek city states joined forces to defeat the Persians (modern day Iran). The Persians were led by Cyrus and Darius the Great.

Classical Greece refers to the height of Greek culture in Athens.

Greek accomplishments included:

- The philosophy of Socrates, Plato, and Aristotle.
- Architecture, like the columns of the the Parthenon.
- The birth of drama. Some of these plays were

from Homer's Illiad and the Odyssey. These narrative poems were about the Trojan War which was ancient history to these Greeks.

- Idealized sculpture where men had bulging muscles.
- Systematic study of science, geometry, and medicine.
- Democracy. In Athens all male citizens — a very small group of landowners who could prove that both their grandfathers were citizens of Athens — met and voted directly on issues.

Alexander the Great was a brilliant military leader who happened to be a student of Aristotle. Alexander was actually from Macedonia just north of Greece, but he adopted the Greek culture as his own. In 404 BC he conquered all of Greece, including Athens. He would go on to conquer the entire Mediterranean world, northern Africa, and Asia Minor before dying in 323 BC at the tender age of 32. His major contribution was spreading Greek culture — Hellenism. Most of his world would later be conquered by the Romans.

G. The Grandeur that was Rome

The first Italians were called Etruscans, but the most important were the Romans. Originally, the Romans were ruled by monarchs, but in 509 BC they overthrew the king and set up a Republic. In ancient Athens, due to small numbers, all citizens could show up at government meetings and vote (direct democracy), but in Rome, there were too many citizens. The Romans did something different and allowed all citizens to vote for representatives to the Senate. The Senate, representing the people, made the decisions.

Society was made of Patricians (wealthy) and Plebeians (common people). Slaves were very numerous and were economically vital to Rome. The Romans began to expand and conquer their neighbors. One of the most successful conquerors was Julius Caesar. Caesar had con-

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5. Geography and Culture in World History

Competency 5:

The teacher understands geographic and cultural phenomena in world history and the influence of geographic and cultural factors on events and developments in world history.

A. Geographic Factors on World History

From the earliest civilizations through modern day, the survival of humans has depended upon our environment. The food we eat, the fresh water we need, and the resources that we use for clothing, shelter, and economic activities all are determined by our environment. Geography has also played a key role in several historical events. Examples include:

- During the Neolithic Revolution, humans settled in areas where the environment provided for fresh water (for drinking, irrigating crops, and watering livestock), a nurturing climate, and useful flora and fauna.
- The Greek Civilizations flourished because the mountains and islands provided for protection from invaders.
- Strong winds blew many of the Spanish Armada fleet off course and allowed the English to defeat the Armada.
- Historically, the Russians have depended upon their climate to help protect them from invaders (Napoleon and Hitler).

The examples that could be provided here are endless, so you should be able to take these examples and apply them to other historical events. For example, if the mountains and islands of Greece provided the Greeks with protection from invaders, then you need to understand that mountains and islands in other parts of the world most likely also provided protection for other peoples.

The economic activities of many areas are dependent upon the environment. For example:

- Much of the Middle East relies upon oil for their economic survival.
- Coastal villages all over the world rely upon fishing for their economic survival.

- Coal in places like Wales and Pennsylvania was once the dominant economic resource.
- People along the Amazon Rain Forest see their vast supply of trees as an economic opportunity.
- Countries throughout Africa have relied upon gold and diamond mines for their economic survival.

B. Migration and Immigration:

Humans have always been on the move. Many times this movement has been caused by geographic events (floods, famines, etc.) and this movement historically has been limited by geographic factors (settling near water, going around mountains, avoiding deserts, etc.).

Historically, some areas have experienced population growth and immigration through **push-pull factors**. An example of a push factor is when war refugees are forced to leave their home country (pushed from) and go to another. An example of a pull factor is when immigrants come to the United States for new economic opportunities (pulled to).

Historically, the first settlements were around water and until relatively recently most people lived in rural settings. Beginning in the 20th century, most of the western world (United States, Canada, Australia, and Western Europe) has become primarily urban. We are beginning to see more urbanization in less developed countries (Latin America, Africa, and Asia), but the rural life still dominates these areas.

The world population has exploded in the 19th and 20th centuries with over six billion humans sharing land, water, and resources. The main causes of this population explosion are increased

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5. Geography and Culture in World History

food production and improved health care and sanitation. Major problems that have resulted from such a large population include pollution caused by human waste and byproducts of energy sources - coal, gas, etc. Another major concern is that of water. The areas that are experiencing the highest population increases are the areas where fresh, sanitary drinking water is scarce - Africa, Asia, Middle East, and Latin America.

C. Humans Adapt to their Environment

Every environment poses some type of obstacle for humans, but historically we have been able to adapt. This adaptation includes such things as the ancient Egyptians knowing when to move away from the Nile River during flooding season, the Eskimos developing better insulated igloos, and the Americans living in air conditioned homes. Other types of adaptation include growing certain crops instead of others and building different types of shelters to better protect humans from the elements.

D. Humans Modify their Environment

When the first human figured out how to plow land the world changed forever. Since then we have been diverting rivers, building canals, leveling mountains, and draining swamps.

Humans can look to many modifications and glow in the advantages that were produced. For example, the building of the Panama and Suez Canals greatly enhanced world trade and boosted economic development in the participating countries. Generations of people in different areas of the world have access to clean drinking water that they did not have before dams were built. Chemical fertilizers have increased the ability of some farmers to grow crops and the killing of predatory species has allowed ranchers to protect their highly valued herds of animals.

The modification of the environment has led to many problems for both humans and Earth. These include:

- 1) The building of dams has destroyed some fish spawning zones and has led to fresh water shortages for wildlife.
- 2) Chemical fertilizers have caused wide spread pollution and possibly increased cancer rates.
- 3) With the loss of just one species of animal, entire ecosystems can be placed in turmoil as some creatures lose their natural predators and their natural prey.
- 4) As humans make environments better suited for their own use, population increases leading to urbanization, more pollution, and scarce resources.

E. Current International Environmental Concerns

All countries agree in theory that the negative impact that humans have had on the environment needs to be limited; however, most countries are not willing to make the economic sacrifices necessary to address the major concerns. Examples include:

- The Brazilians know that the destruction of the rain forest lowers the world oxygen levels and leads to erosion; however, the economic boom that cutting away at the rain forest brings leads to delayed action by the Brazilian government.
- The United States recognizes that as the world's leading air polluter that steps should be taken to limit air pollution; however, the economic costs that would be required to redesign factories would cause an increase in production costs that would make the price of goods exceed those of countries like China.
- The Japanese understand the world's desire to protect endangered whales; however, the Japanese have depended on whale hunting for generations and the loss of this economic activity has led to major problems in some villages.

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9. Revolutionary Era and the Early Years of the Republic

Competency 9:

The teacher understands significant historical events and developments of the Revolutionary Era and the early years of the Republic, including the foundations of representative government in the United States.

A. Towards the American Revolution

After the French and Indian War, the British government tried to control the colonists more. This led to a series of actions (normally lumped together as the Navigation Acts) that are normally called grievances. These included:

- Proclamation of 1763 — Said the colonists could not move west of the Appalachian Mountains (British wanted to keep colonists from upsetting any more Native Americans).
- Sugar Act (1764) taxed molasses; suspended jury trials; only buy sugar from British providers.
- Stamp Act (1765) required a stamp (tax) on all legal documents.
- Mutiny Act (1765) required colonists to quarter soldiers.
- Townshend Acts (1767) taxed paper, tea, and other items.

The colonists were upset and some skirmishes broke out, including the Boston Massacre (1770). In reality only a few people were killed, but the British military opening fire on civilians made headlines.

The Tea Act of 1773 forbade the colonists from buying non-British tea. This resulted in a boycott of tea and the Boston Tea Party. The Boston Tea Party was organized by the Sons of Liberty. The British responded by shutting down Boston Harbor and they disbanded the Boston Assembly.

In 1774, the First Continental Congress met. Representatives from the colonies met to show support for Boston and to express concern that the British government was dissolving other representative bodies. They rejected the Albany Plan which called for a unified colonial government.

Since Colonists were not allowed to elect members to Parliament, “taxation without representation” was a common complaint.

In 1775 colonists fired upon British troops at Lexington & Concord. This was the “shot heard round the world” and it signaled the beginning of the American Revolution.

B. American Revolution

After Lexington & Concord, King George III declared the colonies in rebellion. The colonies responded with the Olive Branch Petition that promised loyalty in exchange for the King addressing the grievances. Great Britain did not respond.

Thomas Paine wrote the pamphlet, “Common Sense” to convince the colonists to support independence. In 1776 the Second Continental Congress met in Philadelphia where Thomas Jefferson wrote most of the Declaration of Independence. It was approved on July 4, 1776.

Other significant developments during the American Revolution included:

- The Articles of Confederation served as our first constitution. It got us through the Revolution, but it had many weaknesses.
- Ben Franklin and John Adams secured aid from France. The French were only too happy to cause the British problems. The main French advisor was the Marquis de Lafayette.
- Those who supported the British were called Loyalists those who favored independence were called Patriots.

Continued

9. Revolutionary Era and the Early Years of the Republic

- The first true American victory was at the Battle of Saratoga; French support increased guaranteeing soldiers and funds that would be vital to winning the war.
- The Battle of Yorktown (1781) was where General Cornwallis surrendered to General George Washington
- The Treaty of Paris of 1783 officially ended the Revolutionary War.

C. Articles of Confederation

The first constitution of the new United States quickly proved to be too weak for the new country. When it was written, there was a fear of giving too much power to a federal government. The Articles basically united the country in name only. All 13 states had their own ways of doing things. Some of the weaknesses included:

- Federal government could not tax
- Federal government lacked an executive branch
- Federal government could not regulate trade
- Nine states had to approve any law

D. Constitution

In 1787 representatives from 12 states met to improve the Articles of Confederation. James Madison had already had an outline for a new constitution. But there were two main controversies.

Small states wanted each state to have the same number of representatives. They feared that large states would outvote them. The small state plan was called the New Jersey Plan. Large states wanted representation based upon population. The large state plan was called the Virginia Plan.

The Great Compromise incorporated both plans:

- There would be TWO houses of government
- The House of Representatives would be based upon population with those states with more population having more members of Congress (Virginia Plan)

- The Senate would be comprised of two senators from each state (New Jersey Plan)
- Any law passed by Congress would have to be approved by both the House and the Senate

The next challenge was how to deal with how slaves would be counted. The states where slaves made up significant parts of the populations (southern states) wanted to count slaves when determining membership in the House of Representatives. The states where the slave population was small or non-existent said that slaves should not count. The 3/5 Compromise was approved. It said that for every five slaves three people would be added to the population count for determining representation in the House of Representatives.

When the proposed Constitution was released, some thought it gave the federal government too much power. These people were called Anti Federalists. They also complained that the Constitution did not guarantee individual freedom.

Those who supported the Constitution were called Federalists. In response to the complaints about a lack of protection for individual freedoms, the Federalists promised to add a Bill of Rights to the Constitution as soon as it was approved. John Jay, James Madison, and Alexander Hamilton wrote the Federalist Papers which argued in favor of the Constitution.

The Constitution officially went into effect in 1788 and ten amendments were added to the Constitution (Bill of Rights) in 1789. George Washington was elected president and the capital was in New York City.

E. Washington and Adams

Under President Washington, a presidential cabinet was created — Secretary of State, Secretary

Continued

9. Revolutionary Era and the Early Years of the Republic

of War, Secretary of the Treasury, etc. and the United States began to be accepted as a legitimate country; plans were also made to build a new capital city—Washington, D.C. Congress also passed the Judicial Act which set up the nation's court system.

Although President Washington abhorred the idea of political parties, they did develop and all future presidents would be affiliated with one.

The first two political parties were the Federalists and the Democratic Republicans (Anti-Federalists). The Federalists in general supported:

- Strong central government.
- Loose interpretation of the Constitution—meaning they believed that as long as the Constitution didn't FORBID something, it could be done (example: Constitution didn't not forbid the federal government from creating a national bank, so you could).
- Commerce and manufacturing.
- Order and stability over civil liberties.

The Democratic-Republicans in general supported:

- States rights over federal government.
- Strict interpretation of the Constitution — meaning they believed that ONLY what the Constitution said could happen, could happen (example: the Constitution does not say that the federal government could create a national bank, so they COULD NOT).
- Encouraged agriculture and rural life
- Stresses civil liberties

F. Thomas Jefferson

In 1803, Napoleon Bonaparte put Louisiana up for sell. The French colony of Haiti had just rebelled and Napoleon decided to get out of the American colonies business. He offered Jefferson Louisiana for \$15,000,000. Louisiana at this time included what is now Louisiana, but also included most land west of the Mississippi River and east of the Rocky Mountains. It was a good deal, but Jefferson had a problem — he was a strict constructionist and the Constitution did not say that

the President could buy land. Jefferson bought it anyway and sent Lewis and Clark to explore.

G. More Political Parties:

The Federalist and Democratic-Republican Parties died out and were replaced by the Democrats and the Whigs. In general the Democrats supported:

- States rights
 - Tradition
 - Slavery
 - Opposition to state banks
- In general the Whigs supported:
- Urbanization and industrialization
 - State banks and support for businesses
 - Reforms for education and social problems

H. War of 1812

- Fought between England and the United States basically over trade conflicts during the Napoleonic Wars and the refusal of England to remove troops from areas in the Ohio River Valley (there since Revolution)
- England invaded and burned the White House down
- Dolly Madison refused to leave the White House until she was able to save a portrait of George Washington
- Resulted in opening more of the west to American expansion

I. President Monroe

During Monroe administration (1816 - 1824), the United States grew and gained more power. Achievements included:

- Seizing Florida from the Spanish
- Missouri Compromise — Missouri became a slave state, but slavery could not expand beyond Missouri's southern border
- Monroe Doctrine — Said the United States would not allow European interference in Latin America

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13. Geography and Culture in U.S. History

Competency 13:

The teacher understands important geographical and cultural aspects relating to the history of the United States.

This chapter is about human geography and culture. You will be expected to understand how geography has affected American history and to identify cultural aspects of different geographic regions.

A. Immigration, Migration, and Culture

Our country is one of immigrants who once that arrived migrated throughout the United States. The earliest immigrants were those from Europe and those from Africa. Those from Europe were interested in finding a better life and this desire led to the forced migration of African slaves. These Africans began arriving in the British North American colonies in the early 1600s. As these immigrants began arriving Native Americans were forced off their land and they had to migrate to other areas in an effort to survive.

Throughout our history, millions of immigrants have arrived on our shores, each bringing their culture and traditions with them. Some of the major eras of immigration include:

- Irish Migration - during the first half of the 19th century over a million people emigrated from Ireland to the United States. Most came as a result of the Irish Potato Famine. This famine caused massive death in Ireland and those who fled sought to find better lives. Many Irish settled in towns and cities where they provided a major part of the Industrial Revolution. The majority of Irishmen were Catholic and at times this caused major problems and many Irishmen were discriminated against.
- Eastern and Southern Europeans - from the late 19th through the early 20th centuries large numbers of people arrived in the United States from eastern and southern Europe. Those who came from eastern

Europe included people from Poland and Jews from Russia. Those from the southern European countries included large numbers from Italy. Together these groups challenged continued to alter the religious aspects of the United States. Like the Irish, these immigrants also greatly contributed to the Industrial Revolution.

- Asian Immigrants - during the late 19th century almost a half a million Chinese immigrated to the United States to work on railroad lines. These Chinese mainly lived and worked in the western part of the United States, primarily California. During the same time Japanese immigrants moved in large numbers to the Hawaiian Islands to work as agricultural workers. Just like other 19th century immigrants, these immigrants from Asia also experienced discrimination.
- Latin American Immigrants - beginning in the 20th century large numbers of Latin Americans began to immigrate to the United States in hopes of having a better life.

All of the immigrants who have come to the United States have affected the culture of the United States. From the immigrants of the 19th and 20th century we can see a major influx of new foods, holidays, and even sports (soccer is becoming extremely popular in the United States primarily due to Latin American immigrants).

A frequent type of question on the TExES exam asks you to identify why something is popular. For example, a question might ask why piñatas are popular in Texas. The answer is simple - it is a custom of Mexico and since Texas has lots of Mexican immigrants it has become popular in Texas. Most of the questions

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13. Geography and Culture in U.S. History

that deal with these types of questions are common sense - just remember cultural diffusion (cultural spreads).

Once immigrants arrived in the United States, they did not stay put. Most immigrants lived in major eastern and northern cities, but they, like other Americans, were not afraid to move in hopes of finding better economic opportunities. Historically, many Americans have moved west. As the country expanded from east to west many Americans viewed the west as a land of opportunity. The concept of Manifest Destiny emerged and many believed that the United States was destined by a higher power to spread across the continent.

One of the major problems with Americans moving west was that there were already people there. Native Americans lived in the western states; many were resettled there through American policies. The Indian Removal Act had moved Native Americans from their homes east of the Mississippi River to reservations in the west (many in Oklahoma). Those who refused were forced through the Trail of Tears (1838).

In addition to problems with Native Americans, much of the land in the west was still owned by Mexico. Also, as Americans moved west and territories had enough people to seek statehood the question emerged concerning whether the new states would be slave states or free states. These issues over slave and free states continued until the Civil War.

After the Civil War, many Americans were on the move again, but this time they were joined by freed African Americans who wanted a chance at economic advancement. Many African Americans moved to northern cities to work in factories and to California to seek other economic and social opportunities. This migration is called the Great Migration.

Culturally the Great Migration had a major impact. African American culture became popular in the 1920s and a “renaissance”—the Harlem Renaissance—emerged. Jazz musicians (Louis Armstrong), writers (Langston Hughes), and artists (Sargent Claud Johnson) of African descent became to transform popular entertainment in the United States and that influence is still felt today.

After the Great Migration the next major migration of Americans occurred during the Great Depression. Millions of Americans moved to other places in search of jobs (many were unsuccessful). One of the major places to go was California. During the 20th century California grew in unprecedented ways and is now the United States most populous state.

During World War II many Americans moved to cities to work in factories and we began to see a shift from rural population to urban population. By the end of the 20th century, more Americans lived in cities than in rural areas.

B. Population Growth:

As people began to move near each other population density increased and major environmental issues emerged. These issues included the draining of natural resources (people need food, water, and other resources) and what to do with human waste. The desire to make life easier has led to an increase in the use of “throw-away” items and landfills began to be challenged with where all the trash was going. In addition these large groups often worked in factories that relied upon coal and other fossil fuels for energy. These fuels have led to air pollution and water pollution.

As Americans we seem to go through cycles of great environmental awareness to a general lack of concern. Whether we are concerned or not, the fact is that population growth leads to major challenges that must be addressed through political, economic, and social changes. Many local

13. Geography and Culture in U.S. History

governments provide opportunities for recycling (voluntarily and sometimes mandatory). This is an example of governments trying to deal with the environmental challenges of population growth.

In addition to environmental challenges, population growth leads to economic and social challenges as well. An increase in population requires new roads, schools, and police. These items cost money and put economic pressure on communities to expand services.

C. Modification of the Environment:

Just as people around the world have modified their environments for human use, so has the Americans. Americans have built roads (interstates), bridges, and canals (Erie Canal) to improve economic opportunities and improve transportation in general. We have also built levees and dams to try to control flooding and have introduced new methods of farming into different areas of the country. Some of these efforts have been successful, but as proven by Hurricane Katrina, not all human modifications are up to the level to truly confront and control Mother Nature.

D. Reform Movements:

This objective also requires you to have an understanding of some reform movements in American history. Some of these reform movements include:

- Abolitionism - The effort to end slavery that

helped to contribute to the Civil War

- Public Education - The effort to provide free education for all children
- Temperance - The effort to outlaw alcohol consumption and end chronic alcoholism - resulted in a Constitutional Amendment that outlawed slavery for a time
- Women's rights - Efforts to gain the right to vote, equal pay for equal work, the right to serve on juries, the right to birth control, etc. The 19th Amendment gave women the right to vote.
- Prison Reform - The effort to make prisons (19th century) places of reform rather than torture
- Civil Rights - The effort to secure voting, employment, education, and housing rights for members of all ethnic and racial groups

Many reform movements have led to an evolving nature of race and gender relations in the United States. As a nation we have grown and at times struggled with issues relating to race and gender. Today more people of color and women are found in higher positions of government and society than ever before. More women and minorities are attending universities and opening businesses, and participating in government. These are fundamental changes in a land where when Thomas Jefferson wrote "all men are created equal" he really meant "all rich, white, men" are created equal.

Competencies

Domain I

1. **Ancient World Civilizations**

Competency 1

The teacher understands significant historical events and developments in ancient world civilizations, factors influencing the development of ancient world civilizations, and major characteristics and contributions of ancient world civilizations.

2. **World History from 476 A.D. to 1350**

Competency 2

The teacher understands significant historical events, developments, and traditional points of reference in world history from 476 A.D. to 1350.

3. **World History from 1350 to 1815**

Competency 3

The teacher understands significant historical events, developments, and traditional points of reference in world history from 1350 to 1815.

4. **World History from 1815 to the Present**

Competency 4

The teacher understands significant historical events and developments in world history from 1815 to the present.

5. **Geography and Culture in World History**

Competency 5

The teacher understands geographic and cultural phenomena in world history and the influence of geographic and cultural factors on events and developments in world history.

6. **Government and Citizenship in World History**

Competency 6

The teacher understands systems of government in different places and eras in world history, including the development and influence of major political ideas and the spread of democratic concepts.

7. **Economics, Science, and Technology in World History**

Competency 7

The teacher understands major economic developments and systems in world history and the effects of important developments in science and technology on societies.

Domain II

8. **Exploration and Colonization**

Competency 8

The teacher understands significant historical events and developments in the exploration and colonization of North America, and the development of colonial society.

9. **Revolutionary Era and the Early Years of the Republic**

Competency 9

The teacher understands significant historical events and developments of the Revolutionary Era and the early years of the Republic, including the foundations of representative government in the United States.

10. **Westward Expansion, the Civil War, and Reconstruction**

Competency 10

The teacher understands significant historical events and developments related to westward expansion, the Civil War, and Reconstruction.

11. **United States, World Power**

Competency 11

The teacher understands significant historical events and developments related to the emergence and role of the United States as a world power and the effects of major decisions and conflicts on the United States.

12. **Political, Economic, and Social Developments from 1877 to the Present**

Competency 12

The teacher understands significant political, economic, and social developments in the United States from 1877 to the present.

13. **Geography and Culture in U.S. History**

Competency 13

The teacher understands geographic and cultural phenomena in U.S. history and the influence of geographic and cultural factors on events and developments in U.S. history.

14. **Government and Citizenship in U.S. History**

Competency 14

The teacher understands important historical developments relating to government, the democratic process, and civil rights in the United States.

Competencies

Domain III

15. Economics, Science, and Technology in U.S. History

Competency 15

The teacher understands major economic developments in U.S. history and the effects of important developments in science and technology on U.S. society.

16. History Foundations and Skills

Competency 16

The teacher understands historical terminology and concepts; the philosophical foundations of historical inquiry; relationships between history and other disciplines; and skills for resolving conflicts, solving problems, and making decisions in historical contexts.

17. Sources of Historical Information; Interpreting and Communicating Historical Information

Competency 17

The teacher interprets diverse sources of historical information, and uses various methods to communicate historical information.

18. Historical Research

Competency 18

The teacher understands historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluating, and reporting historical information.

19. History Instruction and Assessment

Competency 19

The teacher understands the Texas Essential Knowledge and Skills (TEKS) in history; knows how to plan and implement effective history instruction, including helping students make interdisciplinary connections and develop relevant reading and writing skills; and knows procedures for assessing students' progress and needs in history.