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Social Studies

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4-8

Studies

First Edition

FOR TEXAS TEACHERS.

*A test prep manual for the TExES Social Studies
exam #118 for grades 4-8. SEMINAR AVAILABLE!*

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Domain I:

Social Studies Content

Competencies 1-5

(71% of the test)

Social Studies Standards IV-X:

History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.



1. History

Competency 1:

The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).

A. TEXAS HISTORY:

The TExES asks that teachers be familiar with, “historical points of reference” in Texas History. These points are outlined briefly below.

Pre Conquest Native Populations

The TExES asks that teachers understand the similarities and differences between Texas native groups and those found in other parts of North and South America. The following chart compares these for you.

Texas Natives

- Most Natives lived on the Plains (Comanche, Apache, Kiowa), along the Gulf (Coahuiltecas), or in the woodland areas (Caddo).
- All lived off the land and were either hunters and gatherers or farmers.
- Resourceful in making tools for their own use.
- None had a system of writing nor did they have many scientific advances.

Other U.S. Natives

- Natives lived in all parts of the modern United States. These included those along the Gulf Coast of Mexico (Florida to Texas), those on the Plains (buffalo hunters), Pueblos (southwest U.S.), and Woodlands (on both coasts)
- All lived off the land and were either hunters and gatherers or farmers.
- Resourceful in making tools for their own use.
- None had a system of writing nor did they have many scientific advances.

Western Hemisphere Natives

- Although there were thousands of “tribes,” the emphasis here is on the Aztecs and Incas. The Aztecs were in present day Mexico and the Incas lived along the Andes mountains of South America.

- Advanced agriculture and trading networks; craftsmen and merchants were numerous.
- Very advanced in making basic goods and luxuries.
- Had writing systems, calendars, advanced mathematics, and medical advances.

European Exploration:

The earliest known European to set eyes on Texas was Lt. Alonso Alvarez de Pineda who sailed along the coast in 1519. Other explorers followed including:

- Cabeza de Vaca (with an African slave named Estevanico) – shipwrecked and explored and traded with Natives (1528)
- Coronado – searched for the Seven Cities of Cibola; explored the southwestern U.S. and northern Texas
- Cavalier and La Salle claim Matagorda Bay for France (1685)

Missionary Activities

Franciscan monks from Spain set up numerous missions throughout Texas and the American Southwest. The purpose of these missions was to convert the Native Americans and to “civilize” them. The most well known missions were set up in San Antonio (Alamo), Goliad, and Nacagdoches. The missionary period prospered from 1716 to 1789.

Colonization

In 1821, Mexico gained its independence from Spain. The Mexican government desired settlers in its territories and began to recruit colonists for Texas. The colonists had to agree to follow Mexican laws and to convert to Catholicism – both requirements were largely ignored.

Continued

1. History, cont'd.

In January of 1823 Stephen F. Austin received a grant to colonize the region along the Brazos River. He began to recruit Americans, primarily from the southern states, to settle in Texas. They were attracted by the promise of cheap land but they failed to take note of the fact that slavery had been outlawed in Mexico.

Texas Revolution:

The colonists failed to become “Mexicans” and in 1830 the Mexican government forbid further American colonists from settling in Texas. Tensions increased between the colonists and the Mexican government. On October 2, 1835 the Texas Revolution officially began at the Battle of Gonzales. Tejanos who had been opposed to the dictatorship of Santa Anna joined the Anglo-American colonists in battle. The Texas Declaration of Independence was signed in **March of 1836** but the Texans suffered many defeats in battle, including massacres at **Goliad** and the **Alamo**. Fighting continued and at the Battle of San Jacinto, the Mexicans were clearly defeated and President **Antonio Lopez de Santa Anna** was taken prisoner and Texas won its independence.

The Republic of Texas:

The Texas Constitution was modeled after the Constitution of the United States. It set up a three-branch government with a bicameral legislature, legalized slavery and began to deal with the threats from Mexico and restless Native Americans. **San Houston** was elected President of Texas. Houston and others believed that annexation to the United States was inevitable.

Mirabeau Lamar became the 2nd President of Texas and he openly opposed joining the United States, but Houston soon returned for a second term as president (the Constitution forbade a person from serving two consecutive terms as President of Texas). Houston sought addition immigrants primarily from French and German immigrants and as a result the population of Texas increased about 7,000 per year.

In **1845** Texas joined the United States as a slave state. J. Pinckney Henderson became the first Governor of Texas.

Early Statehood:

Notable events in this era include:

- 1846 – The **Mexican-American War** establishes the Rio Grande River as the southern boundary of Texas.
- 1850 – Texas gave up large sections of land for a payment of \$10 million from the United States government. The land was used in the Compromise of 1850.
- 1861 – Governor Sam Houston called a meeting to address the issue of secession from the United States. Governor Houston urged the delegates to vote against secession, but when they voted to secede Governor Houston refused to acknowledge the authority of the new government and he was deposed.

Texas in the Civil War:

Although only 25% of Texas families owned slaves, support for secession was great. Many citizens believed that states had the right to decide the issue of slavery. Although many Texans joined the Confederate Army, very few battles took place in Texas. Those that did occurred along the coast.

On June 19, 1865 Texas acknowledged that slaves were in fact “free” (**Juneteenth**) and Reconstruction began. In 1866 James Throckmorton, a “unionist,” was elected governor. Secessionists dominated the legislature and they refused to ratify the **13th Amendment** (outlawed slavery). As a result, Texas Congressmen and Senators were denied seats in the U.S. Congress. Union officials removed Throckmorton and other officials from office.

In 1868 an election was held to determine delegates to a Texas constitutional convention. Most conservatives boycotted the election and “radicals” (those who wanted to grant full rights to

Continued

1. History, cont'd.

freed slaves) won overwhelmingly. Under the new constitution the first governor was Edmund Davis, a radical Republican. The new legislature quickly ratified the **14th and 15th Amendments** (granted African Americans citizenship and the right to vote). On March 30, 1870 Texas was readmitted into the Union and Reconstruction officially ended.

Governor **Davis** began to deal with a serious of issues, including the wide spread violence towards African Americans and a state education system. As general elections resumed the Republicans began to be replaced by Democrats, including the new Governor Richard Coke. In a court challenge, Davis contested the election and the state supreme court ruled that the election of **Coke** was unconstitutional. Davis at first refused to step down, but soon did so.

Frontier Texas:

Cattle became a major aspect of ranching and farming life in Texas and more Plains Indians were replaced to accommodate the increase in ranches.

In 1890 Jim Hogg, who campaigned on regulating big business and railroads, was elected as the first native Texan governor. He supported public schools and invested in teacher-training scholarships. Hogg also traveled the U.S. and sought investment in Texas.

The Oil Boom:

Cattle and cotton were soon displaced by a new Texas “king” – oil. On January 10, 1901 Spindletop began the Texas oil boom. Oil and natural gas dominated the Texas economy and towns and cities sprung up around oil fields. Oil continued to dominate Texas’ economy until the 1980s when oil dropped to \$7.00 per barrel.

20th & 21st Century Texas:

In addition to oil and natural gas, the 20th century saw Texas’ economy move from agriculture to technology. Military bases emerged throughout Texas, bringing with them numerous jobs and

economic revenue. After the oil boom, Texas’ economy began to recover in the 1990s with technology-based industries such as Electronic Data Systems, Dell Computers, and Texas Instruments.

B. UNITED STATES HISTORY:

Exploration:

After **Christopher Columbus** landed in the Caribbean in 1492, other Spanish explorers and conquistadors followed. The Spanish set up settlements in modern day Florida and along the Gulf of Mexico.

Other explorers followed, including **Henry Hudson** of England and **Louis Joliet** of France. The English claimed land in the northern sections of North America, including what is now Canada and the French claimed land in the Ohio River Valley, along the Mississippi River (Louisiana) and parts of modern day Canada.

Colonization:

- In **1607** the first permanent English settlement was established in Jamestown, Virginia. This farming community used imported African slave labor.
- In **1620** Pilgrims landed in what is now Massachusetts. Society was set up along strict Biblical principals.
- A colony emerged in Rhode Island when **Roger Williams**, who had questioned whether the English had the right to take land from Native Americans, was banished from Massachusetts. Others joined him and they set up a colony that advocated religious freedom for all.
- **William Penn** founded Pennsylvania as a colony for Quakers. The Quakers were very “liberal” for their time, practicing true religious toleration for all groups, opposing war, and slavery.

French and Indian War

The **French and Indian War** was a war between the English on one side and the French and its Native American allies on the other. The main

Continued

1. History, cont'd.

conflict in North America was over French settlement in the Ohio River Valley. The war raged from 1754 to 1763 and it ended in British victory. The French lost its settlements east of the Mississippi River, including French Canada (however Quebec today still uses French as its primary language).

The results of the war would directly lead to the issues surrounding the **American Revolution**. After the French and Indian War the British tried to restrict English settlement so that conflicts with Native Americans would be minimized. They also increased taxes on the English colonists to pay off the war debt that England had accumulated during the French and Indian War.

Mercantilism:

Mercantilism was the economic policy that shaped the colonies. Under mercantilism colonies simply exist to provide resources to the mother country and to provide a market for goods of the mother country. Colonies were not allowed to trade with other countries. Countries used mercantilism as a form of economic war against each other with the country with the most profitable colonies “winning.” This led to colonial grievances that would lead to the American Revolution.

Growth of Representative Democracy

Several colonial documents and bodies have influenced American representative government.

These include:

1. **Mayflower Compact** – a document that the passengers on the Mayflower signed prior to landing. It basically said that they were going to set up a government and that everyone was agreeing to abide by the rules set up. This concept of consent of the governed is fundamental in our democracy.
2. **Fundamental Orders of Connecticut** – was the first written constitution in the Americas.
3. **Virginia House of Burgesses** – was the representative body of colonial Virginia. This began the tradition of American colonists elected representatives to bodies of government.

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 laws and taxes (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 written documents
- **Mutiny Act (1765)** required colonists to quarter soldiers
- **Townshend Acts (1767)** taxed paper, tea, and other items
- **Tea Act of 1773** forbade the colonists from buying non-British tea and colonists boycotted English tea. This led to the Boston Tea Party.
- 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.

American Revolution

After Lexington & Concord, **King George III** declared the colonies in rebellion and **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 the first constitution. It got the new country

Continued

1. History, cont'd.

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**.
- 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

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:

1. Federal government could not tax.
2. Federal government lacked an executive branch.
3. Federal government could not regulate trade.
4. Nine states had to approve any law.

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 to allow for every five slaves to count as three people 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** and they 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.

Thomas Jefferson

In 1803, Thomas Jefferson bought Louisiana from France for \$15 million. Louisiana at this time

Continued

1. History, cont'd.

included what is now Louisiana, but also included most land west of the Mississippi River and east of the Rocky Mountains. Jefferson sent Lewis and Clark to explore the new areas.

President Monroe

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

1. Seizing Florida from the Spanish
2. Missouri Compromise – Missouri became a slave state, but slavery could not expand beyond Missouri's southern border
3. Monroe Doctrine – said the United States would not allow European interference in Latin America

President Jackson

Andrew Jackson faced a challenge with the **Nullification Crisis**. South Carolina threatened to succeed over the issue of whether a state had the right to nullify a federal law (in this case a tariff). Henry Clay negotiated a compromise and succession was avoided for a time, but the issue of states rights was still significant.

Jackson was also responsible for the Trail of Tears (1838). Jackson ordered the Cherokee, Seminoles, and other Indians to leave their southeastern homeland and relocate to Oklahoma.

Westward Expansion

Since American independence the size of the United States has increased. These acquisitions included:

- In 1803, Thomas Jefferson purchased French owned land west of the Mississippi River for \$15 million (Louisiana Purchase). This basically doubled the size of the United States.
- In 1819, Florida was purchased from Spain.
- In 1845, Texas (which included parts of modern day New Mexico, Colorado, and Wyoming) joined the Union.
- In 1846, the Oregon Territory (modern day Washington, Oregon, Idaho, and parts of Montana) became part of the United States.

- In 1848, as a result of the Mexican-American War, the United States acquired Mexican land that included California, Arizona, Utah, and Nevada.
- In 1853, the United States purchased land from Mexico that included the southern parts of Arizona and New Mexico.
- In 1867, the United States purchased Alaska from Russia for \$7.2 million.
- In 1898, Hawaii was annexed by the United States.

Manifest Destiny

The continuous spread of the United States from the eastern to the western coasts was a result of the idea of Manifest Destiny. People believed that it was the destiny of the United States to encompass the land between the Atlantic and Pacific Oceans.

Effects of Western Expansion and Manifest Destiny

Overall the effects of western expansion and Manifest Destiny were:

- Increased conflicts with Native Americans.
- Increased conflicts with Mexico.
- Increased populations in the west.
- National support of railroads that greatly increased the American economy.
- Increased conflicts between north and south as territories applied for state-hood.

The Issue of Slavery

Although there were always Americans who believed that slavery was morally reprehensible, the fact that northerners, who had higher labor costs than southerners, had a hard time competing with southern farmers was a major cause of northern animosity towards slavery in the southern states.

In the 19th century, division intensified between the slave-holding south and the non-slave holding north. This conflict was flamed primarily by the issues surrounding the admission of western states. There was an effort in Congress to keep a balance between the number of slave states and free states.

The first major conflict was in 1819 with the question of admitting Missouri to the Union.

Continued

1. History, cont'd.

The **Missouri Compromise** was reached and in 1820 Missouri was admitted as a slave state.

A series of other events took place throughout the mid 19th century over the question of slavery. These included:

- The **Compromise of 1850** which admitted California as a free state, but also passed the Fugitive Slave Law which resulted in escaped slaves and in some cases free blacks being captured in the north and taken to the south.
- The publication of **Uncle Tom's Cabin** in 1852. The story, by Harriet Beecher Stowe, focused on the destruction of a slave family and humanized slaves.
- The **Kansas-Nebraska Act of 1854** divided the Nebraska Territory into Nebraska and Kansas and allowed the residents of these territories to vote whether they wanted slavery or not. Thousands of supporters of slavery and freedom rushed to Kansas to vote. A period known as Bleeding Kansas followed where people on both sides were killed in large numbers.
- The **Dred Scott Decision of 1857** ruled that Dred Scott, a slave who had lived in both slave and free states, was in fact property and could be taken to any section of the country and remain a slave.

Civil War

Abraham Lincoln won the Election of 1860. In April of 1861, southern troops captured Ft. Sumter in South Carolina. With this capture, the Civil War officially began. The border states of Virginia, North Carolina, Arkansas, and Tennessee joined the Deep South to form the **Confederacy**. The border slave states of Missouri, Kentucky, Delaware, and Maryland stayed in the Union and the western part of Virginia succeeded from Virginia to form the free state of West Virginia.

The Civil War lasted from **1861 to 1865** and resulted in more than one million casualties. At first the Confederate Army, led by General Robert E. Lee, had many victories. Only after Abraham Lincoln was able to get General Ulysses S. Grant

to take over the Union forces did the North have substantial victories.

During 1863 several major events occurred. These included:

- President Lincoln issued the Emancipation Proclamation that freed slaves in the areas of the country that had rebelled.
- General Grant captured Vicksburg, Mississippi and cut off a major supply line for the south.
- The Battle of Gettysburg became the deadliest day in American history.

At **Appomattox Courthouse** where General Lee surrendered to General Grant.

Reconstruction

Less than a week after the Confederate surrender, Abraham Lincoln was assassinated. His vice president, Andrew Johnson became president. Johnson was from Tennessee and the Radical Republicans who wanted to punish the South for the Civil War viewed him with suspicion.

Specific aspects of Reconstruction included:

- In 1864, the 13th Amendment to the Constitution was passed that outlawed slavery.
- Freedman's Bureau was created to help freed slaves negotiate work contracts, distribute food, and set up schools.
- To be readmitted to the Union, the majority of the male population of former Confederate states had to take an oath of loyalty to the Union.
- The 14th Amendment was passed to grant citizenship rights to freed slaves and to prevent former Confederate leaders from being elected to Congress. States that had not already been readmitted to the Union had to ratify the 14th Amendment to do so.
- The 15th Amendment was passed to grant the right to vote to all male citizens over the age of 21.

President Johnson viewed many of the proposals by the Radical Republicans as too retaliatory and he vetoed many of them. In response the

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4. Government and Citizenship

Competency 4:

The teacher understands and applies knowledge of government, democracy, and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).

A. Civic Responsibilities

Our government and Constitution provides Americans with many freedoms that are only dreams in other countries. In exchange for these freedoms, we, as citizens are expected to contribute to our system. Our civic responsibilities include serving of juries, voting, becoming informed on issues, and volunteering to help those who are less fortunate.

B. Our Political Heritage

Our democratic-republican form of government is a product of a long evolution of different political theories and practices.

C. Monarchy

One of the oldest forms of government is monarchy – the rule of a king or a queen. The power to rule is normally inherited along the male family line. As far back as written records we have references to different monarchs.

One of the oldest known kings was Hammurabi of Babylon. Hammurabi is best known for his code of laws. He was the first known king to codify and publish all his laws for all citizens to see. The law code was founded on the concept of “an eye for an eye.”

One of the major concepts that accompanied monarchy was the concept of Divine Right of Kings. This was the belief that kings were God’s representatives on earth and that they had been chosen to rule. Any disobedience towards a king was disobedience towards God. The first real limit on the power of a western king was the Magna Carta. This document, which was signed in 1215, said that the king was not above the law.

D. Classical Greece and Rome

Athens was the birthplace of democracy. In Athens all citizens (citizenship was very limited) could meet and directly vote on issues related to Athens. In Ancient Rome, the population was too large, so instead of directly voting on issues, Romans directly voted for representatives to vote on issues in the Senate. This process was republicanism.

E. Major Political Theories and Theorists

- Thomas Hobbes explained his “social contract theory” in his book *The Leviathan*. Hobbes claimed that man was born in a state of nature that would lead to destruction if a force – government – did not act to restrain man.
- John Locke wrote in his “Two Treatises of Government,” that man had certain natural rights – life, liberty, and property. Locke wrote that the purpose of government was to protect the natural rights of man. Thomas Jefferson borrowed from Locke when he wrote about the right to, “life, liberty, and the pursuit of property.”
- Constitutionalism was the concept that began to emerge in England after the Magna Carta. This was that the power of the ruler was limited. Various laws were passed that gave power to Parliament. As more power was transferred to Parliament, the monarchy relied upon Parliament for authority.
- Later, a Frenchman, Jean Jacques Rousseau, wrote that the monarch had a duty to protect man and if he failed to protect the natural rights of man that man could and should rebel against the monarch. His ideas were not popular with European royalty but they were popular with some American colonial troublemakers like Ben Franklin, Thomas Jefferson, and George Washington.

Continued

4. Government and Citizenship, cont'd.

F. Early American Documents:

The American concept of consent of the governed can be traced to the Mayflower Compact. This document was written by the Pilgrims to specify basic laws and social rules for their colony. In the compact, the Pilgrims agreed that they would all follow laws for the colony.

The Fundamental Orders of Connecticut was the first written constitution created in the American colonies. It served as the basis of Connecticut colonial law.

The American colonists had a long history of self-government through elected bodies. The first representative assembly in the American colonies was the Virginia House of Burgesses.

G. Beliefs and Principles in the U.S. Constitution

Constitutional Principles – our constitution is based upon several principles.

- a. Republicanism – where people elect others to represent them
- b. Popular Sovereignty – power comes from the people
- c. Limited Government – governmental power is not absolute
- d. Federalism – power is shared by states governments and federal government
- e. Checks and Balances – each branch of government checks to see that the other branches are not getting out of line
- f. Separation of Powers – each branch of government has its own duties
- g. Individual Rights – people have civil liberties and civil rights

H. Important Historical Documents

- **Declaration of Independence** — written primarily by Thomas Jefferson, it officially declared that the United States was independent of British rule. The Declaration of Independence asserts that all men are created equal and have the right to life, liberty, and the pursuit of happiness.
- **Federalist Papers** – were written by John Jay, Alexander Hamilton, and James Madison.

They were published around the country and the purpose of these papers was to explain the proposed Constitution to the people and to get public support for approving the Constitution.

- **English Bill of Rights** – in 1689 King William and Queen Mary approved the English Bill of Rights that was very much the precursor of the American Bill of Rights. The rights guaranteed included freedom to petition the government, to bear arms, to elect members of Parliament, and freedom from cruel and unusual punishments.

I. Structure of the U.S. Government

Our government is divided into three branches. These branches are:

1. Legislative Branch (Congress) – passes laws
2. Executive Branch (President) – executes the laws
3. Judicial Branch (Supreme and Other Courts) – interprets the laws

Our Legislative Branch is bicameral. This simply means that there are two “houses” – the House of Representatives and the Senate. Both have to approve a law before it can be sent to the President. Most work in Congress is done through committees who conduct hearings and write legislation that is then submitted to the whole Congress.

The House of Representatives is composed of 435 members. Every 10 years through the Census, the seats of the House are reapportioned meaning that the states with more people get more seats in the House. Congressmen serve for two years.

The Senate is made up of 100 members. Each state elects two senators. Senators serve for six years.

The President of the United States serves for four years. In the 1940s a Constitutional Amendment was passed that limited a president to two terms.

The President has two major Constitutional “jobs.”

1. The first is to either approve legislation from Congress or to veto it. If the

Continued

4. Government and Citizenship, cont'd.

President vetoes a law, Congress can override the veto.

2. The second job of the President is the “execute” the laws. The President does this through his Cabinet. His Cabinet includes the Secretary of State, Agriculture, Treasurer, and Veterans Affairs. Each Secretary helps the President carry out or execute a law. For example, if Congress passes a law dealing with agriculture, the Department of Agriculture, under the control of the Secretary of Agriculture, will be in charge of putting the law into effect.

The Supreme Court heads the Judicial Branch. There are not any detailed requirements for the Supreme Court in the Constitution; rather, the duties were determined in the first session of Congress. The Supreme Court is made up on nine members who are appointed by the President, approved by the Senate, and serve for life. The philosophy behind having one branch serve for life was that they would also do what was “right” rather than what was “popular.”

The Supreme Court hears cases that are appealed from lower courts. Although thousands of cases are appealed each year, the Supreme Court actually hears very few cases. Those cases that are decided by the Supreme Court set precedent and all legal decisions throughout the United States must comply with decisions of the Court.

J. How to Change the Constitution

There are two ways to officially amend the Constitution.

1. Both houses of Congress can propose an amendment with a two-thirds vote. After this the proposed amendment goes to the states where it must be approved by three-fourths of the states before it becomes an official amendment.
2. The second way has never been used; however, an amendment can be proposed through a Constitutional Convention called by two-thirds of the state legislatures. Any amendments proposed at the Convention would then be sent to the states where

three-fourths of the states must approve it before it becomes official.

Another way the Constitution’s meaning is changed is often referred to as “informal amendment.” This phrase is a misnomer, because there is no way to informally amend the Constitution, only the formal way. However, the *meaning* of the Constitution, or the interpretation, can change over time.

K. The Changing Role of the Federal Government

Originally the federal government was a small entity that focused on international and security issues. The role of the federal government has grown extensively due to several eras of history.

The first major era was the Great Depression era when the federal government began several social programs in an effort to ease the worst economic crisis in American history. As programs were developed and expanded, the federal government assumed the responsibility for financing and managing programs.

The second major era that led to increased federal authority was the Civil Rights era. During this time, the federal government had to step in to protect the rights of individuals when state governments failed to do so.

Another reason for an increased role of the federal government was the policies and systems put into place during wars. This includes an expanded military during World War II, the Cold War, and currently the war on terrorism. Wartime has also led to an increased role for the President. Although the Constitution specifically states that only Congress can declare war, presidents have sent military troops into combat on many occasions without the benefit of a declaration of war. In 1973, Congress passed the War Powers Resolution that limits the ability of the President to send troops into combat without the consent of Congress.

L. Federalism

The term federalism is just a fancy way of saying

Continued

4. Government and Citizenship, cont'd.

that we have two levels of government – the federal government and the state governments. The federal government has certain powers, such as military duty while states have other powers, such as providing education.

M. Supremacy Clause

If a state law and a federal law ever “conflict” the federal law always is “supreme.”

N. Specific Supreme Court Decisions

- *Marbury v. Madison* (1803). The Court ruled that they have the power of judicial review – they can decide if a law is constitutional.
- *McCulloch v. Maryland* (1819). The Court ruled that states cannot tax the federal government, i.e. the Bank of the United States; the phrase “the power to tax is the power to destroy”
- *Cherokee Nation v. Georgia* (1832). The Court ruled that the Cherokee nation was not an independent state so the Court did not have any jurisdiction to hear the case. This case was about whether the state of Georgia could seize land from the Cherokees. This ruling ultimately led to the Trail of Tears where the Cherokees were forced to walk from Georgia to Oklahoma.
- *Scott v. Sanford* (1857). In this case, the Supreme Court ruled that Dred Scott, a slave who had sued for his freedom because he had moved to a free state, was not a citizen and had no standing in court; Scott’s residence in a free state and territory had not made him free since he returned to Missouri; Congress had no power to prohibit slavery in a territory, thus voiding the Missouri Compromise of 1820.
- *Plessy v. Ferguson* (1896). The Court said that separate public facilities for Blacks and Whites were acceptable if they were “separate but equal.”
- *Brown v. Board of Education of Topeka, Kansas* (1954). Ruled that “separate but equal” in public schools was unconstitutional.
- *Miranda v. Arizona* (1966). The Court ruled that those arrested must be advised of their right to remain silent and their right to an attorney.
- *Roe v. Wade* (1973). The court legalized abortion by ruling that state laws could not restrict it during the first three months of pregnancy.

- *Regents of the University of California v. Bakke* (1978). The Court ruled that using affirmative action criteria in admitting students to medical school was Constitutional; however, not in this particular case.

O. Texas Government

Just like most state governments, Texas’ parallels that of the United States federal government.

The Texas Constitution that governs us now was written in 1876, but the people of Texas have chosen to ratify 432 proposed Constitutional amendments (as of February, 2005).

The government of Texas is composed of three branches of government – legislative, executive, and judicial.

The legislative branch is made up of a Senate (31 members serve four years) and the House of Representatives (150 members serve two years). The Texas Legislature meets for 140 days in odd numbered years. The Governor can call special sessions when they are deemed necessary. The job of the Legislature is to pass legislation – primarily the budget, which is always a two-year budget, and it must be a balanced budget. Texas is forbidden from going into debt.

The Lieutenant Governor is the presiding official in the Texas Senate and the Speaker of the House presides over the House. They get to decide which legislation will be considered and this power actually makes them more powerful than any other state official – including the Governor.

The Executive Branch is composed of the Governor of Texas, Lieutenant Governor, Secretary of State, Comptroller of Public Accounts, Commissioner of the General Land Office, and Attorney General. When the Constitution of 1876 was written a primary goal was to limit the power of Texas government officials. With different executive powers being assigned to different people in the Executive

Continued

Competencies

Domain I	1. History	Competency 1: The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).
	2. Geography	Competency 2: The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world, as defined by the Texas Essential Knowledge and Skills (TEKS).
	3. Economics	Competency 3: The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).
	4. Government and Citizenship	Competency 4: The teacher understands and applies knowledge of government, democracy, and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).
	5. Culture, Science, Technology, and Society	Competency 5: The teacher understands and applies knowledge of cultural development, adaptation, and diversity, and understands and applies knowledge of interactions among science, technology, and society, as defined by the Texas Essential Knowledge and Skills (TEKS).
Domain II	6. Social Studies Foundations and Skills	Competency 6: The teacher understands the foundations of social studies education and applies knowledge and skills used in the social sciences.
	7. Social Studies Instruction and Assessment	Competency 7: The teacher plans and implements effective instruction and assessment in social studies.