

Texas University Interscholastic League

Contest Event: Social Studies

The Social Studies Contest requires students to expand and apply their knowledge of governmental systems; historical trends, movements and eras; and the physical setting of the earth, particularly as it applies to cultural environments. Each year the contest focuses on a selected topic area, and a reading list is provided.

The Texas Essential Knowledge and Skills are categorized by course area and grade level.

United States History Studies Since Reconstruction = USH;

World History Studies = WH;

World Geography Studies = WG;

United States Government = USG;

Economics with Emphasis on the Free Enterprise System and Its Benefits = ECO

Each TEKS begins with the outline number for the appropriate course area.

Texas Essential Knowledge and Skills	Contest Knowledge and Skills
<p><u>Awareness of Historical Content Knowledge and Skills:</u></p> <p>(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</p> <p>(A) identify the major characteristics that define an historical era;</p> <p>(B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;</p> <p>(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p> <p>(D) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama). (USH)</p> <p>(1) History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;</p> <p>(B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;</p> <p>(C) identify major causes and describe the major</p>	<p><u>Awareness of Historical Content Knowledge and Skills:</u></p> <p>-Identification of major events of the Gilded Age (1877 – 1900).</p> <p>-Analysis of the importance of presidential elections between 1876 and 1900.</p> <p>-Identification of major events of the 1950s.</p> <p>-Explanation of events that transpired between the end of World War I and the end of World War II.</p> <p>-Demonstration of an awareness of the relationship of significant individuals and specific time periods.</p> <p>-Demonstration of awareness of the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, 1957, 1968-69, 1991, 2001, 2008</p> <p>-Analysis of the significance of world events from 8000 B.C. to present</p>

<p>effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;</p> <p>(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;</p> <p>(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and</p> <p>(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization. (WH)</p>	
<p><u>Gathering, Interpretation and Evaluation of Information and Data Knowledge and Skills:</u></p> <p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;</p> <p>(C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time;</p> <p>(D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;</p>	<p><u>Gathering, Interpretation and Evaluation of Information and Data Knowledge and Skills:</u></p> <ul style="list-style-type: none"> -Create databases and study guides containing information related to specific social studies topics. -Evaluate a variety of resources in order to determine intrinsic validity as well as relevance to the particular topic in question. -Analyze data on major events related to historical events. -Interpret and explain fundamental aspects of historical information. -Describe and interpret the relationship between events and their impact. -Demonstrate an understanding of information about economic and political issues of an era. -Evaluate the validity of historical sources and

<p>(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context;</p> <p>(F) identify bias in written, oral, and visual material;</p> <p>(G) identify and support with historical evidence a point of view on a social studies issue or event; and</p> <p>(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons. (USH) (WH)</p> <p>(31)(15) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(A) create thematic maps, graphs, and charts representing various aspects of the United States; and</p> <p>(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases. (USH)(WH)</p>	<p>information.</p>
<p><u>Demonstration of an Understanding of Economic Issues Knowledge and Skills:</u></p> <p>(17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:</p> <p>(A) identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution;</p> <p>(B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution; and</p> <p>(C) summarize the economic and social impact of 20th century globalization. (WH)</p> <p>(18) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:</p> <p>(A) identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in <i>The Wealth of Nations</i>;</p> <p>(B) identify the historical origins and characteristics of communism, including the influences of Karl Marx;</p> <p>(C) identify the historical origins and characteristics of socialism;</p> <p>(D) identify the historical origins and characteristics of fascism;</p>	<p><u>Demonstration of an Understanding of Economic Issues Knowledge and Skills:</u></p> <p>-Identify and analyze how economic matters affected the human condition.</p> <p>-Explain the role of an economy on historical eras.</p> <p>-Compare and contrast various economic conditions on systems and cultures.</p> <p>-Describe and interpret economic impact on major events in history.</p>

<p>(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century; and (F) formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities. (WH)</p> <p>(4) Economics. The student understands the basic principles of the U.S. free enterprise system. The student is expected to: (A) explain the basic principles of the U.S. free enterprise system including profit motive, voluntary exchange, private property rights, and competition; and (B) explain the benefits of the U.S. free enterprise system including individual freedom of consumers and producers, variety of goods, responsive prices, and investment opportunities. (EC O)</p> <p>(5) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to: (A) explain why scarcity and choice are basic problems of economics; and (B) interpret a production-possibilities curve and explain the concepts of opportunity costs and scarcity. (ECO)</p> <p>(6) Economics. The student understands the circular-flow model of the economy. The student is expected to: (A) interpret a circular-flow model of the economy and provide real-world examples to illustrate elements of the model; and (B) explain how government actions affect the circular-flow model. (ECO)</p> <p>(7) Economics. The student understands the interaction of supply, demand, and price. The student is expected to: (A) identify the determinants that create changes in supply, demand, and price; and (B) interpret a supply-and-demand graph using supply-and-demand schedules. (ECO)</p>	
<p><u>Application of Knowledge Related to Cultural Trends Knowledge and Skills:</u></p> <p>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: (A) describe how the characteristics and issues in</p>	<p><u>Application of Knowledge Related to Cultural Trends Knowledge and Skills:</u></p> <p>-Awareness of significant cultural events. -Explanation of the manner in which various groups contribute to society.</p>

<p>U.S. history have been reflected in various genres of art, music, film, and literature; (B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society; (C) identify the impact of popular American culture on the rest of the world over time; and (D) analyze the global diffusion of American culture through the entertainment industry via various media. (USH)</p> <p>(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to: (A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society; (B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture; (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; (D) identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society; (E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and (F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez. (USH)</p>	<ul style="list-style-type: none"> -Discussion of the relationship between population shifts and major demographic changes. -Identification of factors affecting the physical environment of cities as industrial growth transpired. -Understanding of the relationship between the democratic process and the basis of government. -Awareness of the manner in which legal and judicial decisions are related to Constitutional interpretation in the United States. -Explanation of social and cultural events that occurred before, during and after major wars. -Evaluation of the impact of cultural change on American and other powerful societies during the 1950s. -Analytical observations of power shifts based on political, economic and religious influences.
<p><u>Demonstration of an Understanding of Geography Knowledge and Skills:</u></p> <p>(1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to: (A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today;</p>	<p><u>Demonstration of an Understanding of Geography Knowledge and Skills:</u></p> <ul style="list-style-type: none"> -Use information presented in various graphic formats, including maps, graphs, charts and databases to demonstrate understanding of geographic impact on history and cultures. -Draw conclusions regarding events based on information provided in graphic formats. -Demonstrate knowledge of major geographic features based on interpretation of graphic data.

<p>and (B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact. (WG) (2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to: (A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions; and (B) explain how changes in societies have led to diverse uses of physical features. (WG)</p>	<p>-Examine the relationship between geographic features and historic events.</p>
<p><u>Interpretation of the Relationship Between Science and Technology and Historical Events Knowledge and Skills:</u></p> <p>(27) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to: (A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States; (B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; and (C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management. (USH) (27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to: (A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties; (B) summarize the major ideas in astronomy,</p>	<p><u>Interpretation of the Relationship Between Science and Technology and Historical Events Knowledge and Skills:</u></p> <p>-Evaluate the effects of science and technology on major developments in the American and international cultures. -Describe the relationship between technology and economic expansion in the U.S., the world and space. -Identify, interpret and explain how scientific discoveries have influenced world changes.</p>

<p>mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;</p> <p>(C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;</p> <p>(D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and</p> <p>(E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle. (WG)</p>	
<p><u>Identification of Major Issues Related to the Development of The United States Government Knowledge and Skills:</u></p> <p>(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:</p> <p>(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;</p> <p>(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;</p> <p>(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;</p> <p>(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;</p> <p>(E) examine debates and compromises that impacted the creation of the founding documents; and</p> <p>(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore</p>	<p><u>Identification of Major Issues Related to the Development of The United States Government Knowledge and Skills:</u></p> <p>-Evaluate the relationship between revolution and war and the U.S. federal government.</p> <p>-Discuss how individuals, philosophical movements and major political ideas have shaped the U.S. government.</p> <p>-Demonstrate an understanding of the leadership role of presidents to influence the U.S. government.</p> <p>-Identify major significant events related to the history of the United States Supreme Court.</p> <p>-Evaluate the role of the Supreme Court in terms of leadership of the Judicial Branch of U.S. Government.</p> <p>-Examine the manner in which individual rights are clarified as the result of U.S. Supreme Court decisions over time.</p>

<p>Roosevelt, Franklin D. Roosevelt, and Ronald Reagan. (USG)</p>	
<p><u>Evaluation, Application and Discussion of U.S. Documents Knowledge and Skills:</u></p> <p>(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to: (A) analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, Wisconsin v. Yoder, and White v. Regester; (B) discuss historical reasons why the constitution has been amended; and (C) evaluate constitutional change in terms of strict construction versus judicial interpretation. (USH) (7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to: (A) explain the importance of a written constitution; (B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution; (C) analyze how the Federalist Papers such as Number 10, Number 39, and Number 51 explain the principles of the American constitutional system of government; (D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; (E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government; (F) identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today; and (G) examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."</p>	<p><u>Evaluation, Application and Discussion of U.S. Documents Knowledge and Skills:</u></p> <ul style="list-style-type: none"> -Awareness of major U.S. Supreme Court decisions. -Identification of the relationship between Supreme Court decisions and the U.S. Constitution. -Analyze the relationship between specific Constitutional Amendments and political rights in the United States. -Evaluate the nature of information contained in specific historical documents. -Demonstrate the importance of evaluating primary sources as an academic activity. -Identification of the manner in which specific attributes of the U.S. political system are related to and supported by specific parts of the U.S. Constitution. -Explain the nature of federalism and its importance in terms of U.S. government.

(USG)	
<p><u>Awareness of Historically Meaningful Individuals Knowledge and Skills:</u></p> <p>(23) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</p> <p>(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;</p> <p>(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; and</p> <p>(C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union." (USH)</p> <p>(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p> <p>(A) describe qualities of effective leadership; and</p> <p>(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton. (USH)</p>	<p><u>Awareness of Historically Meaningful Individuals Knowledge and Skills:</u></p> <ul style="list-style-type: none"> -Demonstrate knowledge regarding historically significant individuals associated with war. -Identify and discuss common characteristics of leaders during each century. -Evaluate the emergence of national and international political and business leaders. -Discuss the transitional nature of leadership during each major era. -Interpret the reason some citizens or individuals exert influence over society.
<p><u>Understanding and Discussion of Major Political Ideologies Knowledge and Skills:</u></p> <p>(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:</p> <p>(A) summarize the development of the rule of law from ancient to modern times;</p> <p>(B) identify the influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo-Christian legal tradition and in Greece and Rome;</p> <p>(C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia;</p> <p>(D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda,</p>	<p><u>Understanding and Discussion of Major Political Ideologies Knowledge and Skills:</u></p> <ul style="list-style-type: none"> -Identify and explain the importance of major ideas that contributed to the American and other revolutions. -Explain the major issues that were considered by those who influenced political movements. -Compare and contrast the effect of political movements on individual rights and oppression. -Demonstrate an understanding of causes of major wars. -Demonstrate an understanding of World War II and Cold War political ideologies. -Identify elements of the relationship between classical political ideals and the U.S. political

<p>and Darfur; (E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and (F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world. (WG)</p>	<p>system.</p>
<p><u>Demonstration of the Use of Critical Thinking Knowledge and Skills:</u></p> <p>(31)(32)(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (A) use a problem-solving process 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; and (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (WG)(USH)(USG)</p>	<p><u>Demonstration of the Use of Critical Thinking Knowledge and Skills:</u></p> <ul style="list-style-type: none"> -Devise solutions to critical problems based on historical data. -Identify historical options and analyze causal relationships based on outcomes.
<p><u>Writing Process (organization, discussion of related issues, interpretation and analysis) Knowledge and Skills:</u></p> <p>(21)(30)(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly; (B) use standard grammar, spelling, sentence structure, and punctuation; (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and (D) create written, oral, and visual presentations of social studies information. (USG)(WH)(USH)</p>	<p><u>Writing Process (organization, discussion of related issues, interpretation and analysis) Knowledge and Skills:</u></p> <ul style="list-style-type: none"> -Analyze, interpret and organize information related to major events in an essay. -Discuss, in essay format, the manner in which events are related. -Explain the relationship between events and the emergence of the political movements. -Discuss events associated with historical, economic and political events and explain their specific importance in an organized essay.
<p><u>Identification and Awareness of Fundamental Aspects of U.S. Citizenship Knowledge and Skills:</u></p> <p>14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:</p>	<p><u>Identification and Awareness of Fundamental Aspects of U.S. Citizenship Knowledge and Skills:</u></p> <ul style="list-style-type: none"> -Demonstrate an understanding of the issues that affect national identity.

<p>(A) explain the difference between personal and civic responsibilities;</p> <p>(B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;</p> <p>(C) understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and</p> <p>(D) understand the voter registration process and the criteria for voting in elections. (USG)</p> <p>(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:</p> <p>(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;</p> <p>(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and</p> <p>(C) understand the factors that influence an individual's political attitudes and actions. (USG)</p>	<p>-Identify important individuals who have influenced change in their societies.</p> <p>-Explain the importance of participation in terms of the U.S. political system.</p>
--	--