

Here are current standards for 4th, 5th, 8th, and high school--Items missing in new draft standards for the required curriculum are highlighted

Fourth Grade

The History of America (to 1850)

Course Description: *Fourth grade students will learn about native civilizations in North America, European explorations to the New World during the fifteenth and sixteenth centuries, and the political, economic, and social development of the British colonies in the seventeenth and eighteenth centuries. They will also study the early development of democratic institutions, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the Constitution. In addition, they will examine the history of Tennessee parallel to the development of the United States and how our state impacted our nation and the world. The purpose of fourth grade social studies is to give students their first concentrated study of the formative years of United States and Tennessee history, utilizing primary source documents, geographic tools, research, analysis, and critical thinking.*

The Land and People before European Exploration

Students describe the legacy and cultures of the major indigenous settlements of Tennessee.

4.1 Describe the legacy and cultures of the major indigenous settlements in Tennessee including the Paleo, Archaic, Woodland, and Mississippian: (C, G, TN)

- Coats-Hines Site
- Pinson Mounds
- Old Stone Fort
- Chucalissa Indian Village

Section moved to third grade

4.2 Analyze religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw, including: (C, TN)

- Principal Chief
- summer and winter homes
- Beloved Woman
- recreation
- clans
- maternal designations

Section moved to third grade

4.3 Create a visual display using multiple forms of media to identify with pictures geographic terms including bluffs, swamps, isthmus, gulf, sea, bay, and cape. (G)

Section moved to third grade

Age of Exploration (15th-16th Centuries)

Students trace the routes of early explorers and describe the early explorations of the Americas.

4.4 Trace the routes of early explorers and describe the early explorations of the Americas, including: (C, E, G, H, P, TN)

- Christopher Columbus
- Ferdinand Magellan • Amerigo Vespucci
Robert de La Salle
- Hernando de Soto
- Henry Hudson
- Jacques Cartier

4.5 Analyze the impact of exploration and settlement on the indigenous peoples and the environment, including military campaigns, Columbian Exchange, and European agricultural practices. (C, G)

4.6 Create a graphic organizer identifying the five different countries (France, Spain, Portugal, England, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored, and describe how their influence can be traced to place names. (G)

Section moved to seventh grade

Settling the Colonies to The 1700s

Students describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

4.7 Summarize the failure of the lost colony of Roanoke and theorize what happened. (G, H)

4.8 Describe the early competition between European nations for control of North America and locate the colonization efforts of the English, Dutch, French, and Spanish on a map. (E, G, H, P)

4.9 Compare and contrast the differing views of American Indians and colonists on ownership or use of land and the conflicts between them, including the Pequot and King Philip's Wars in New England. (G, P)

4.10 Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges. (G, P)

4.11 Describe the conflicts between Indian nations, including the competing claims for control of land and actions of the Iroquois and Huron. (G, P)

4.12 Analyze the factors that led to the defeat of the American Indians, including the resistance of Indian nations to encroachment and the effects on native culture. (C, H, P)

4.13 Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns. (G)

4.14 Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: (C, E, H, P)

- Lord Baltimore, Maryland
- John Smith, Virginia
- Roger Williams, Rhode Island
- John Winthrop, Massachusetts

- William Bradford, Plymouth
 - James Oglethorpe, Georgia
 - William Penn, Pennsylvania
- 4.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P)
- 4.16 **Making use of primary documents**, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies. (P)
- 4.17 Describe the major religious tenets of the earliest colonies, including: (C)
- Puritanism in Massachusetts
 - Quakerism in Pennsylvania
- 4.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H)
- 4.19 Locate and label on a map the location of Jamestown, Plymouth, New Netherland, New Sweden, and the Massachusetts Bay Colony. (G)
- 4.20 Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C, E, G, TN)
- long hunters
 - Daniel Boone-Wilderness Road
 - Thomas Sharpe Spencer
 - William Bean
 - Dr. Thomas Walker

Primary Documents and Supporting Texts to Read: Excerpts from John Smith's Starving Time, excerpts from Bradford's *Of Plymouth Plantation*

Primary Documents and Supporting Texts to Consider: excerpts from the Mayflower Compact; excerpts from the Fundamental Orders of Connecticut

The War for Independence (1760-1789)

Students explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee.

- 4.21 Describe the various contributions made by Benjamin Franklin to the development of a unique American society, including his scientific experiments and inventions, the development of the Albany Plan and the Join or Die political cartoon. (C, H, P)
- 4.22 Describe the causes, course, and consequences of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN)
- 4.23 Explain how political, religious, and economic ideas and interests brought about the Revolution, including: (C, E, P)
- resistance to imperial policy (Proclamation of 1763)
 - the Stamp Act
 - the Townshend Acts
 - taxes on tea
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- “taxation without representation” Coercive Acts
- 4.24 Explain the different forms of protests Americans used to try to change British policies including the Boston Tea Party, tarring and feathering, letter writing, and boycotts. (E, P)
- 4.25 Write a short summary of the events of Tennessee’s first settlement and settlers, including the Watauga Purchase, Watauga Compact, Little Carpenter, and Dragging Canoe. (H, P, TN)
- 4.26 Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence. (P)
- 4.27 Compare and contrast first and second-hand accounts of Paul Revere’s “midnight ride.” (H)
- 4.28 Identify the people and events associated with the Declaration of Independence and cite evidence from the Declaration to determine its significance to the development of American Democracy. (H, P)
- 4.29 Analyze the influences of key leaders during this period, including: (P)
- Patrick Henry
 - Alexander Hamilton
 - Thomas Jefferson
 - George Washington
 - Benjamin Franklin
 - Thomas Paine
 - John Adams
 - Sam Adams
 - John Hancock
 - Benedict Arnold
- 4.30 Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. (C, G, TN)
- 4.31 Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including: (G, H, TN)
- Lexington and Concord
 - Bunker (Breed’s) Hill
 - Valley Forge
 - Princeton and Trenton
 - Saratoga
 - King’s Mountain
 - Yorktown
- 4.32 Draw evidence from informational text summarizing the contributions of France and certain individuals to the outcome of the American Revolution including the Marquis de Lafayette, Kósciuszko, and Baron von Steuben. (H, P)
- 4.33 Write an opinion piece with supporting details contrasting how the ideals set forth in the Declaration of Independence clashed with the existence of slavery. (E, P)

4.34 Explain using supporting details how the Revolution affected the Watauga Settlement, including: (P, TN)

- Washington District
- Cherokee War of 1776
- Nancy Ward
- John Sevier
- Watauga Petitions

4.35 Integrate evidence from several texts describing the different roles women played during the Revolution including Abigail Adams, Molly Pitcher, Phyllis Wheatley, and Mercy Otis Warren. (C, E)

4.36 Explain the purpose and obstacles in creating the new Cumberland Settlement, including: (G, TN)

- Richard Henderson
- James Robertson
- John Donelson
- salt licks
- severe winter and river travel
- Transylvania Purchase
- Cumberland Compact
- Battle of the Bluffs

Primary Documents and Supporting Texts to Read: Declaration of Independence; excerpts from “Give Me Liberty or Give Me Death” speech, Patrick Henry; selected Letters from Abigail Adams; selected poetry of Phyllis Wheatley; selected poetry of Mercy Otis Warren; excerpts from John Donelson’s Journal

Creating a New Government

Students describe the people and events associated with the development of the Constitution.

4.37 Analyze the weaknesses of the Articles of Confederation, including no power to tax, weak central government, and the impact of Shays’ Rebellion. (P)

4.38 Explain the events that led to the creation and failure of the Lost State of Franklin. (G, P, TN)

4.39 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)

- distribution of power between the states and federal government
- Great Compromise
- Slavery and the 3/5 Compromise
- George Washington and James Madison

4.40 Explain the ratification process and describe the conflict between Federalists and AntiFederalists over ratification, including the need for a Bill of Rights. (H, P)

4.41 Describe the principles embedded in the Constitution, including: (P)
purposes of government listed in the Preamble

- separation of powers
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- branches of government
- check and balances
- the amendment process
- principle of judicial review
- recognition of and protection of individual rights in the 1st Amendment

4.42 Write an opinion piece with supporting detail from primary sources that defends the ratification of the Constitution. (P)

Primary Documents and Supporting Texts to Read: Preamble of the Constitution; excerpts from Articles 1, 2, and 3 of the United States Constitution; 1st Amendment

The New Nation's Westward Expansion (1790-1830)

Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.

4.43 Describe the events, precedents, and successes of the presidency of George Washington and list his cabinet members. (H)

4.44 Explain the purpose for creating the federal district of Washington D.C., including the role of Pierre L'Enfant. (H)

4.45 Label and locate the Territory South of the River Ohio (Southwest Territory) on a map, identify its leaders, and explain how it was the first step to statehood, including William Blount, John Sevier, Rocky Mount, and the Treaty of Holston. (G, P, TN)

4.46 Write an opinion piece using supporting detail explaining the political beliefs of Alexander Hamilton and Thomas Jefferson leading to the political parties. (H, P)

4.47 Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including the Corps of Discovery, Lewis and Clark, Sacagawea, Zebulon Pike, and John Frémont. (G, H, P)

4.48 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West, including location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate. (C, E, G)

4.49 Explain the causes, course, and consequences of the War of 1812, including: (H, P)

- trade restrictions
- impressment
- war hawks
- Tecumseh
- Tippecanoe
- William Henry Harrison • burning of Washington D.C.
- Francis Scott Key
- Dolly Madison
- Battle of New Orleans

4.50 Interpret the meaning of the lyrics of the song “The Star-Spangled Banner.” (P)

4.51 Analyze and describe the role of Tennessee in the War of 1812, including: (H, TN)

- Andrew Jackson
- Battle of Horseshoe Bend
- Sam Houston
- Volunteers

4.52 Write a short story with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee. (G, H, TN)

4.53 Write a narrative piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west, including: (C, G, H, P, TN)

- Cumberland Gap
- Natchez Trace
- Jackson Purchase
- transportation
- housing
- food
- clothing
- gender roles
- education
- entertainment

4.54 Describe and explain the contributions of Sequoyah. (C, H, TN)

4.55 Describe the major events in Jackson’s presidency, including the corrupt bargain, the Indian Removal Act, reducing the national debt, preserving the union, and abolishing the national bank. (C, E, G, H, P, TN)

4.56 Analyze the impact of the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map the movement west, including: (C, G, H, TN)

- Treaty of New Echota
- John Ross
- Trail of Tears

Primary Documents and Supporting Texts to Read: “The Star Spangled Banner”, Francis Scott Key; excerpts from letters of Meriwether Lewis from the Corp of Discovery; excerpts from Eliza Bryan of the New Madrid Earthquakes

The Growth of The Republic (1800-1850)

Students describe the emergence of a fledgling industrial economy. Students describe rapid growth of slavery in the South after 1800, and the abolition movement to end slavery.

4.57 Analyze and describe the factors of the Industrial Revolution occurring in the United States and on Tennessee, including: (C, H, TN)

- Samuel Slater-factory system
- Watermills-influence of geography
- Fulton-steamboats
- Eli Whitney-cotton gin

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- 4.58 Explain the expansion of the plantation system and slavery as the demand for cotton production grew and the impact of the cotton gin. (C, E, G)
- 4.59 Contrast the emerging urbanization in the North with the agricultural South and the developing West. (C, E, G)
- 4.60 Describe and explain the contributions of Virginia Hill and Free Hill, Tennessee, Frances Wright and Nashoba, and Elihu Embree and their efforts to abolish slavery in Tennessee. (C, TN)
- 4.61 Describe the characteristics of slave life on plantations across the South. (C, E, P)
- 4.62 Using informational texts, explain the fight for Texas independence against Mexico and the contributions of Tennesseans Sam Houston and David Crockett. (H, P, TN)
- 4.63 Conduct a short research project detailing the surprise nomination and election of James K. Polk and list his accomplishments in office including Texas statehood, territorial expansion, and one term promise. (H, P, TN)
- 4.64 Cite evidence from informational texts explaining the causes, course, and consequences of the Mexican War, including Winfield Scott, Zachary Taylor, and Mexican session. (G, H)
- 4.65 Identify prominent people and reform movements in the United States during the mid-19th century, including: (C, P)
- Dorothea Dix and her quest for prison reform and help for the mentally ill
 - Horace Mann and public education
 - Nat Turner and his resistance to enslavement
 - Frederick Douglass and William Lloyd Garrison and the abolition of slavery
- 4.66 Write an expository piece describing the search for gold in California and its impact. (C, E, G)
- 4.67 Explain the events, political debate, and outcome of the Compromise of 1850 and the Kansas and Nebraska Act. (H, P)
- 4.68 Create a visual display using multiple forms of media to name the states and territories that existed in 1850, their locations, and major geographical features, including mountain ranges, principal rivers, and dominant plant regions. (G)

Primary Documents and Supporting Texts to Read: excerpts from the writings of Frederick Douglass; excerpts of the *Autobiography of David Crockett*

Fifth Grade

The History of America (from 1850)

Course Description: *Fifth grade students will learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War and Industrial America. They will explore the major military, economic, social, and political events of the early twentieth century, such as World War I and the Great Depression. Students will describe the key events and accomplishments of the Civil Rights Movement in the United States and the nation's growing role in world affairs, from World War II to modern day. In addition, they will analyze structures of power and authority and develop civic efficacy, which requires understanding rights, responsibilities, ethical behavior, and the role of citizens within their community, nation, and world. Students will use geographic tools to locate and analyze information about people, places, and environments in Tennessee and the United States. Students will further study the unique historical, economic, social, and cultural developments of Tennessee, and learn how our state impacted our nation and the world. Students will develop research, analytic, and critical thinking skills through the evaluation of evidence, interpretation of primary sources, and the construction of sound historical arguments and perspectives.*

Prior to Civil War

Students summarize the events leading up to the Civil War.

5.1 Compare and contrast the myth of the Antebellum South to the realities of the region including the harshness of slavery, increased immigration to urban areas, and growth of railroads. (C, G, P)

5.2 Interpret the sectional differences between the North and the South in economics, transportation, and population. (C, E)

5.3 Use primary sources to analyze multiple samples of abolition leaders' writings and their stance on slavery, including: (C, P)

- Sojourner Truth
- Frederick Douglass
- the Grimke sisters
- William Lloyd Garrison

5.4 Draw on information from multiple print or digital resources explaining the events that made slavery a national issue during the mid-19th century, including:
(C, E, G, P)

- Missouri Compromise
- Uncle Tom's Cabin
- Compromise of 1850

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- Brook's attack on Sumner
- Kansas-Nebraska Act
- John Brown's Raid
- Dred Scott case

Primary Documents and Supporting Texts to Read: excerpts from *Ain't I a Woman*, Sojourner Truth; excerpts from *Uncle Tom's Cabin*, Harriet Beecher Stowe

Primary Documents and Supporting Texts to Consider: excerpts from *Narrative of the Life of Frederick Douglass*, Frederick Douglass; excerpts from the writings of the Grimke sisters; excerpts from the writings of William Lloyd Garrison

The Civil War and Reconstruction (1860-1877)

Understand the causes, course, and consequences of the Civil War, and explain the successes and failures of Reconstruction.

5.5 Evaluate each candidate in the campaign of 1860 and analyze how that campaign reflected the sectional turmoil of the country. (H, P, TN)

5.6 Explain with supporting details why Tennessee was divided on the issue of secession and the events that led it to eventually leave the Union to include: state convention vote of 1861, the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families. (H, P, TN)

5.7 Determine the meaning of the terms of this period with a visual representation, including: (G, C)

- Union and Confederate States
- Yankees and Rebels
- Blue and Gray
- Johnny Reb and Billy Yank

5.8 Analyze the geographic, social, political, and economic strengths and weakness of the North and South. (E, G, H, P)

5.9 Identify the Border States and the efforts of both sides to secure them to their cause. (G,H)

5.10 Create a visual display to explain the Union's Anaconda Plan for defeating the Confederacy and how the geography of the South formed the Eastern, Western, and Trans-Mississippi theaters of war. (G, H, P)

5.11 Explain the significance and outcome of the major battles and identify their location on a map or visual representation, including: (G, H, TN)

- Fort Sumter
- First Battle of Bull Run
- Fort Henry and Donelson
- Shiloh
- Antietam
- Gettysburg
- Vicksburg

- Chickamauga
- Franklin
- Nashville
- Appomattox Court House

5.12 Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: (C, H, P)

- Abraham Lincoln
- Jefferson Davis
- Ulysses S. Grant
- Robert E. Lee
- Frederick Douglas
- Clara Barton

5.13 Read and write an informative piece summarizing the Gettysburg Address to determine its meaning and significance. (H)

5.14 Use concrete words, phrases, and sensory details to describe the experience of the war on the battlefield and home front. (H, C)

5.15 Explain the contributions of Tennesseans during the war, including: (H, TN)

- Nathan Bedford Forrest
- Sam Watkins
- Andrew Johnson
- Matthew Fontaine Maury
- Sam Davis

5.16 Evaluate and debate the rationales for the Emancipation Proclamation. (C, P)

5.17 Explain why Lincoln chose Andrew Johnson as his running mate in the election of 1864. (H, P, TN)

5.18 Describe the physical, social, political and economic consequences of the Civil War on the southern United States. (E, G)

5.19 Draw on information from multiple print or digital resources to describe the impact of the assassination of Abraham Lincoln on the nation. (H)

5.20 Analyze the goals and accomplishments of the 13th, 14th, and 15th Amendments, Freedmen's Bureau, and Fisk University to help former slaves begin a new life. (C, H, P, TN)

5.21 Compare and contrast the different Reconstruction plans of Lincoln, Johnson, and Congress. (H, P)

5.22 Integrate information from several texts about the intent and failure of the impeachment of Andrew Johnson. (H, P, TN)

5.23 Analyze why the Radical Republicans turned to military Reconstruction and the backlash resulting in the rise of the Ku Klux Klan, black codes, and vigilante justice. (H, P, TN)

5.24 Explain the impact of the Tennessee Constitutional Convention of 1870, including poll taxes, segregation, and funds for public education. (E, P, TN)

5.25 Explain the compromise that ended Reconstruction with the election of Rutherford B. Hayes. (P)

5.26 Describe the impact of yellow fever during the 1870s; why it was particularly deadly in West Tennessee and the election of African Americans to the General Assembly. (G, H, TN)

Primary Documents and Supporting Texts to Read: *The Gettysburg Address*, Abraham Lincoln; the Emancipation Proclamation; Second Inaugural Address, Abraham Lincoln; the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution; the *Retrospective in Co. Aytch*, Sam Watkins

Industrial America and Westward Expansion

Students explain the various causes and consequences of the Second Industrial Revolution and events in Tennessee, and describe the nation's growing role in world affairs.

5.27 Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing, the growth of urban areas, and the increase in railroads. (G, E, H, TN)

5.28 Map the sources of new immigration from Southern and Eastern Europe, China, and Japan, and interpret narratives and excerpts from informational text describing the role that Chinese and Irish laborers played in the development of the Transcontinental Railroad. (C, E, G, H)

5.29 Summarize why the United States was viewed as the land of opportunity by immigrants versus a growing sense of protectionism and nativism by American citizens. (C, P)

5.30 Write an argumentative piece from the viewpoint of American Indians and the viewpoint of American settlers about their rights to the land west of the Mississippi River.

5.31 Analyze the appeal of the Great Plains to settlers and immigrants, including geographical factors, railroads, homesteading rights, and the absence of American Indians. (G, H)

5.32 Describe the role of Buffalo Soldiers in settling the West, including Tennessee native George Jordan. (H, TN)

5.33 Write a short piece with concrete words, phrases, and sensory details of the life on the Great Plains from the viewpoint of a particular immigrant or migrant group. (C, G, H)

5.34 Engage in a collaborative discussion to explore the ideas and events of the Gilded Age and determine the significance, including: (C, E, H, P)

- political machines
- major scandals
- economic disparity
- industrial capitalists

5.35 Describe child labor and working conditions in factories. (C, E, H)

5.36 Analyze the role of Samuel Gompers and the American Federation of Labor in changing standards for working conditions. (E, H, P)

5.37 Use a graphic organizer to provide information about important business leaders, inventors, and entrepreneurs and the impact they had on American society, including: (C, E, H)

- Thomas Edison
- Alexander Graham Bell
- Henry Ford
- George Eastman
- George Washington Carver
- Henry Bessemer
- Swift and Armour
- Cornelius Vanderbilt

5.38 Use multiple media elements to create a presentation describing the 1897 Centennial Exposition, including its purpose, sights, exhibits, and impact on the state. (TN)

5.39 Analyze the causes, course, and consequences of the Spanish American War, including: (C, E, G, H, TN)

- yellow journalism
- USS Maine
- Rough Riders
- Imperialism

5.40 Analyze the major goals, struggles, and achievements of the Progressive Era, including attacking racial discrimination, child labor, big business, conservation, and alcohol use: (C, E, P)

- Anti-Trust laws
- 16th, 17th, 18th and 19th Amendments
- immigration reform

5.41 describe the effects of Jim Crow Laws on the nation and Tennessee and the efforts of Ida B. Wells and Randolph Miller to bring attention to the inequalities of segregation. (C, H, P, TN)

Primary Documents and Supporting Texts to Read: excerpts from *Twenty Years at Hull House*, Jane Addams; excerpts from *How the Other Half Lives*, Jacob Riis; excerpts from *The Jungle*, Upton Sinclair

World War I, The Roaring Twenties, and World War II

Students will analyze the involvement of the United States during World War I, the cultural, economic, and political developments of the 1920s, and the causes and course of World War II.

5.42 Summarize the reasons for American entry into World War I, including submarine attacks on the Lusitania and the Zimmerman Telegram. (H, P)

5.43 Locate and map the countries of the Central and Allied Powers during World War I. (G)

5.44 Explain the roles of significant people and groups in World War I, including Herbert Hoover, John J. Pershing, doughboys, Lawrence Tyson, and Alvin C. York. (H, TN)

5.45 Refer to details and examples in a text to explain the aims of world leaders in the Treaty of Versailles and why the United States rejected Wilson’s League of Nations. (C, E, G, H, P)

5.46 Evaluate the role of Tennessee as the “Perfect 36” and the work of Anne Dallas Dudley, Harry Burn, and Governor Roberts in the fight for women’s suffrage and Josephine Pearson’s opposition. (C, P, TN)

5.47 Make connections with the growth of popular culture of the “Roaring Twenties” with the following: (C,E, TN)

- W.C. Handy, Bessie Smith
- automobiles, radios, and nickelodeons
- Harlem Renaissance
- WSM, Grand Ole Opry
- Charles Lindbergh and the Spirit of St. Louis
- mass production, “just in time” inventory, appliances

5.48 Determine the meaning and use of economic terms credit, interest, and debt and the role these played in the economy of the 1920s. (E)

5.49 Analyze the events that caused the Great Depression and its impact on the nation and Tennessee, including mass unemployment, Hoovervilles, and soup kitchens. (C, E, H, TN)

5.50 Use specific textual evidence from primary and secondary source to summarize the success, failures, and challenges of President Roosevelt’s New Deal policies, including: (C, E, G, H, TN)

- Social Security
- Civilian Conservation Corps
- Federal Deposit Insurance Corporation
- Tennessee Valley Authority
- Cumberland Homesteads
- Great Smoky Mountains National Park

5.51 Compare and contrast a first hand and second hand account of the impact of the Dust Bowl of the 1930s. (E, G, C)

5.52 Using a graphic organizer to compare and contrast the rise of fascism, totalitarianism, and Nazism in Europe and Japan, the leaders and the goals of the Germany, Italy, and Japan. (P, H)

5.53 Compare and contrast different stories from media, and informational text regarding the bombing of Pearl Harbor and its impact on the United States, including the USS Arizona and USS Tennessee and America’s entry in the war. (H, TN)

5.54 Evaluate the constitutionality of Japanese internment during the war. (C, E, P, H)

5.55 Locate the Axis and Allied Powers and the major theaters of war on a map. (G)

5.56 With supporting facts and details provide reasons for rationing, victory gardens, the design of The Rosie the Riveter ideal (Avco jobs for Tennessee women) and the Women Airforce Service Pilots-Cornelia Fort. (C, E, H, TN)

5.57 Write an informative text about the Holocaust and its impact. (C, P, H)

5.58 Clarify the reasons for the German surrender and reasons for the European division of Germany. (G, H)

5.59 Describe the role of the Manhattan Project and Oak Ridge, Tennessee in ending World War II and the decision to drop the atom bomb on Japan. (H, TN)

5.60 Explain the purpose of the formation of the United Nations and the role of Cordell Hull. (H, TN)

Primary Documents and Supporting Texts to Read: Zimmerman Telegram; Telegram to Harry Burn from his mother

The Modern United States

Students will examine the history of the United States since the conclusion of World War II.

5.61 Identify the reasons for the growth of suburbs, home ownership, mass media, Interstate Highway System, and a consumer society after the war. (C, E, G)

5.62 Examine the meaning and the main events of the “Cold War,” including the Space Race, Berlin Wall, arms race, Rosenbergs, and the Cuban Missile Crisis. (C, E, H, P)

5.63 Trace the Korean War, its outcome, and the use of United Nations peacekeeping troops. (E, H, P)

5.64 Refer to details and examples about the significance of Tennessee in popular music, including Sun Studios, Stax Records, Elvis Presley, B.B. King, and Memphis, Tennessee. (C, TN)

5.65 Analyze the key events and struggles during the Civil Rights Movement, including: (C, E, H, P)

- Brown v. Board of Education
- Non-violent protest and the influence of the Highlander Folk School
- Central High School-Little Rock, Arkansas and Clinton High School in Clinton, Tennessee
- Montgomery Bus Boycott and Rosa Parks
- **Tent Cities in Fayette and Haywood Counties**
- Nashville Sit-Ins and Diane Nash
- Freedom Riders
- Dr. Martin Luther King, Jr.

5.66 Explain the effect President Kennedy’s assassination had on the country, including passage of the Civil Rights Act and Voting Rights Act, and continuing the space program. (H, P)

5.67 Integrate information from a variety of texts to explain the cause, controversy of, and outcome of the Vietnam War. (C, E, G, H, P)

5.68 Determine the main ideas surrounding the presidency of Nixon, including the end of the Vietnam War, the trip to China, Watergate, and resignation. (E, H, P)

5.69 Investigate the works of Alex Haley and his influence on American culture. (C, TN)

5.70 Analyze the significant events of Reagan's presidency, including:
(C, E, H, P)

- return of national pride
- economic recovery
- decline of the Cold War
- immigration policy change

5.71 Explain the events that lead to the Persian Gulf War and its outcome. (E, G, H, P)

5.72 Summarize the significant contributions to American culture of entrepreneurs and innovators, including: (C, E, TN)

- Ray Kroc
- Sam Walton
- Fred Smith
- Bill Gates
- Michael Dell
- Steve Jobs

5.73 Analyze the increase in terrorism, the tragedy of September 11, 2001, and the role of the United States in Afghanistan and the war in Iraq. (C, G, H, P)

5.74 Identify the significance of the election of 2008, including the primary run of Hillary Clinton and election of Barack Obama. (C, H, P)

Primary Documents and Supporting Texts to Read: "I Have a Dream Speech" and "Letter from Birmingham Jail", Martin Luther King, Jr.; "Tear Down this Wall speech" by President Ronald Reagan

Eighth Grade

United States History and Geography: Colonization of North America to Reconstruction and the American West

Course Description: *Eighth grade students will study the European exploration of North America, along with the geographic features that influenced early settlements and colonies. This course will emphasize the development and maturation of the British colonies, and the political, cultural, and economic influences that led to the American Revolution. The major events and outcomes of the American Revolution will be analyzed, along with the individuals that played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. The impact of the expansion of the United States will be analyzed, including implications on domestic and foreign policy. Policies that affected the American Indians will also be studied. The events leading up to the Civil War will be examined, along with the individuals and events that were significant during the war. The history, people, government, and geography of Tennessee will be emphasized in order to illustrate the role our state has played in American history. Reconstruction and the development of the American West will conclude this course. Appropriate primary sources and informational texts will be included in order to enhance understanding of the content.*

Colonialism (1600-1750)

Students will understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.

8.1 Explain the primary motivations for English colonization of the New World, including the rise of the middle class (joint stock companies), the need to move surplus population, and the search for religious freedom. (E, G, H)

8.2 Trace and explain the founding of Jamestown, including: (E, G, H)

- Virginia Company
- James River
- John Smith
- Pocahontas
- Powhatan
- John Rolfe
- “starving time”
- Tobacco
- Bacon’s Rebellion
- Indentured servants and slaves
- The arrival of women
- House of Burgesses

8.3 Explain the founding of the Plymouth Colony, including the Separatists, William Bradford, Mayflower, Mayflower Compact, and Squanto. (C, G, H, P)

8.4 Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including: (C, E, G, H, P)

- Non-Separatists/Puritans
- John Winthrop • theocracy
- Town meetings
- Anne Hutchinson and Roger Williams-Rhode Island
- Thomas Hooker-Connecticut
- Salem Witchcraft Trials

8.5 Describe the settlement of New Netherlands and the subsequent possession of the colony by the English, including: (C, E, G, H)

- Dutch influences
- Peter Stuyvesant
- Patroon System
- Renaming to New York
- Diverse population

8.6 Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including: (C, E, H, P)

- William Penn
- Philadelphia
- Role of women
- Relationship with Indians

8.7 Explain the reasons behind the settlement of the Georgia Colony, including the role of James Oglethorpe and Georgia as a “debtor” colony and a “buffer” colony. (C, E, G, H)

8.8 Describe the location and reasons for French exploration and settlements in North America, including the Huguenots. (E, G, H, P)

8.9 Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts. (C, E, G, H, P)

8.10 Locate and identify the first 13 colonies, and describe how their location and geographic features influenced their development. (E, G, H, P)

8.11 Describe the significance of and the leaders of the First Great Awakening, and the growth in religious toleration and free exercise of religion. (C, H, P)

8.12 Compare and contrast the day-to-day colonial life for men, women, and children in different regions and of different ethnicities, including the system of indentured servitude, as well as their connection to the land. (C, E, G, H, P)

8.13 Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following documents: (C, H, P)

- The First Virginia Charter, 1606
- The Mayflower Compact, 1620
- Charter of the Massachusetts Bay Colony, 1629
- The Fundamental Orders of Connecticut, 1639
- The New England Articles of Confederation, 1643
- The Maryland Toleration Act, 1649

8.14 Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C, E, G, H, P)

Primary Documents and Supporting Texts to Read: excerpts from The First Virginia Charter, 1606; The Mayflower Compact, 1620; excerpts from the Charter of Massachusetts Bay Colony, 1629; excerpts from The Fundamental Orders of Connecticut, 1639; excerpts from The Maryland Toleration Act, 1649; excerpts from The New England Articles of Confederation; excerpts from *A Historie of Virginia*, (“starving time”) John Smith; excerpts from *Of Plymouth Plantation*, William Bradford

Development of a New Nation (1720-1787)

Students will understand the major events preceding the founding of the nation and relate their significance to the development of American Republic.

8.15 Compare the government structures and economic base and cultural traditions of New France and the English colonies. (C, E, G, H, P)

8.16 Explain how the practice of salutary neglect, experience with self-government, and wide spread ownership of land fostered individualism and contributed to the American Revolution. (C, E, H, P)

8.17 Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard’s Almanack, *The Autobiography of Benjamin Franklin*, the Albany Plan of Union and the Join or Die cartoon. (C, H, P)

8.18 Describe the impact of the John Peter Zenger trial on the development of the principle of a free press. (C, P)

8.19 Describe the causes, course, and outcome of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN)

8.20 Explain the impact of individuals who created interest in the land west of the Appalachian Mountains, including: (C, G, H, TN)

- long hunters
- Wilderness Road

- Daniel Boone
- William Bean
- Thomas Sharpe Spencer
- Dr. Thomas Walker

8.21 Summarize the major events of the Watauga Settlement, including: (E, P, TN)

- Battle of Alamance and Regulators
- Watauga Purchase and Compact
- James Robertson
- Little Carpenter, Dragging Canoe

8.22 Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: (C, E, H, P)

- Mercantilism
- Pontiac's Rebellion
- The Proclamation of 1763
- The Sugar Act, 1764
- The Quartering Act, 1765
- The Stamp Act, 1765
- The Declaratory Act, 1766
- The Townshend Act, 1767
- The Boston Massacre, 1770
- The Boston Tea Party, 1773
- The Intolerable Acts, 1774
- Patrick Henry
- Benjamin Franklin
- John Adams
- Sam Adams
- John Hancock
- Thomas Jefferson
- Sons of Liberty

8.23 Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text. (H, P)

8.24 Using Thomas Paine's *Common Sense* and *The Crisis* identify aspects of the texts that reveal the author's point of view and purpose including loaded language. (H, P)

8.25 Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: (C, E, H, P, TN)

- Battles of Lexington and Concord
- Capture of Fort Ticonderoga

- Battle of Bunker Hill (Breed's Hill)
- Battle of Trenton and Princeton
- Battle of Saratoga
- Valley Forge
- Battle of King's Mountain
- Battle of Yorktown
- George Washington
- Benedict Arnold
- Hessians
- Marquis de La Fayette
- Friedrich von Steuben
- George Rogers Clark
- Francis Marion

8.26 Summarize the effect of the Revolution on the Wataugans and the reasons, plans, and struggles in creating the Cumberland Settlement, including: (G, P, TN)

- formation of Washington District
- Cherokee War
- Nancy Ward
- Watauga Petitions
- Transylvania Purchase
- Richard Henderson
- James Robertson
- John Donelson
- severe winter and river travel
- Cumberland Compact
- Indian attacks
- Battle of the Bluffs

8.27 Compare the points of views of the Loyalists and Patriots by integrating visual information through charts, graphs, or images with print texts. (C, E, G, H, P)

Primary Documents and Supporting Texts to Read: excerpts from “Give Me Liberty or Give Me Death” speech, Patrick Henry; The Declaration of Independence; excerpts from “Common Sense” and “The Crisis,” Thomas Paine; excerpts from Autobiography of Benjamin Franklin

Primary Documents and Supporting Texts to Consider: excerpts from Andrew Hamilton’s closing argument in the trial of John Peter Zenger; excerpts from John Donelson’s journal

The Constitution and Foundation of the American Political System (1777-1789)

Students analyze the political principles underlying the Constitution, compare the enumerated and implied powers of the federal government, and understand the foundation of the American political system and the ways in which citizens participate.

8.28 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P)

8.29 Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery. (E, G, P)

8.30 Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays' Rebellion. (C, E, H, P, TN)

8.31 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)

- distribution of power between the states and federal government
- Great Compromise
- Slavery and the 3/5 Compromise
- George Washington and James Madison

8.32 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state's rights, citing evidence from the Federalist Papers No. 10 and 51 and other primary source texts. (H, P)

8.33 Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. (P)

8.34 Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence from the Bill of Rights and contemporary informational text. (P)

8.35 Analyze the major events of George Washington's presidency, including Pinckney's Treaty, Jay's Treaty, Whiskey Rebellion, and precedents set in the Farewell Address. (G, P)

8.36 Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views of foreign policy, economic policy (including the National Bank), funding, and assumption of the revolutionary debt. (C, E, G, H, P)

8.37 Explain the controversies that plagued the administration of John Adams, including the conflicts with England and France and the Alien and Sedition Acts. (H, P)

Primary Documents and Supporting Texts to Read: excerpts from The Articles of Confederation; the U.S. Constitution; The Federalist Paper # 10 and #51; The Bill of Rights; Washington's Farewell Address

Primary Documents and Supporting Texts to Consider: excerpts from The Kentucky and Virginia Resolutions, Thomas Jefferson and James Madison; Patrick Henry's arguments against ratification

Growth of the Young Nation (1789-1849)

Students analyze the aspirations and ideals of the people of the new nation.

8.38 Describe daily life — including traditions in art, music, and literature — of early national America by examining excerpts from the stories of Washington Irving and James Fenimore Cooper. (C, H, P)

8.39 Identify the leaders and events and analyze the impact of western expansion to the development of Tennessee statehood, including: (G, H, P, TN)

- William Blount
- John Sevier
- Rocky Mount
- Treaty of Holston
- Cumberland Gap
- River systems
- Natchez Trace
- Jackson Purchase

8.40 Analyze the role played by John Marshall in strengthening the central government, including the key decisions of the Supreme Court - Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland. (H, P)

8.41 Explain the major events of Thomas Jefferson's presidency, including his election in 1800, Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act. (E, G, H)

8.42 Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals. (C, E, G, H)

Primary Documents and Supporting Texts to Read: excerpts from the journals of Lewis and Clark; excerpts from decision in Marbury vs. Madison, John Marshall

Primary Documents and Supporting Texts to Consider: excerpts from John Marshall's decisions in Gibbons v. Ogden and McCulloch v. Maryland; excerpts from "Rip Van Winkle" and "The Legend of Sleepy Hollow", Washington Irving; excerpts from *The Deerslayer* series, James Fenimore Cooper

The United States' Role on the World Stage (1789-1849)

Students analyze United States foreign policy in the early Republic.

8.43 Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee: (E, H, P, TN)

- Impressment
- War Hawks
- Henry Clay
- Burning of Washington
- Fort McHenry
- William Henry Harrison
- Tecumseh
- Andrew Jackson
- Battle of Horseshoe Bend
- Battle of New Orleans

8.44 Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onís Treaty. (G, P)

8.45 Analyze the relationship the United States had with Europe, including the influence of the Monroe Doctrine (E, G, P)

Primary Documents and Supporting Texts to Read: excerpts from The Monroe Doctrine

The Sectionalism of the American North, South, and West (1800- 1850)

Students analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized.

8.46 Analyze the physical obstacles to and the economic and political factors involved in building a network of roads, canals and railroads , including Henry Clay's American System,. (E, G, H, P)

8.47 Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and spatial arrangements of cities as a result of events such as the Great Potato Famine. (C, E, G, P)

8.48 Analyze the 19th century reforms influenced by the 2nd Great Awakening such as the Temperance Movement, Prison Reform, Mental Health Reform, and education, including tent meetings, establishment of new churches, Horace Mann, Dorothea Dix, and temperance societies. (C, P)

8.49 Analyze the women's suffrage movement and its major proponents, including Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony and examine excerpts from the writings of Stanton, Anthony and Sojourner Truth. (C, P)

8.50 Identify common themes in American art and literature, including transcendentalism and individualism by analyzing essays and stories by Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Nathaniel Hawthorne and Henry Wadsworth Longfellow. (C)

8.51 Trace the development of the agrarian economy in the South, the locations of the cotton-producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South. (C, E, G, P, TN)

8.52 Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (C, E, G)

8.53 Write a narrative with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee. (G, H, TN).

8.54 Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P)

8.55 Explain the events and impact of the presidency of Andrew Jackson, including the "corrupt bargain," the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN)

8.56 Analyze the contributions of Sequoyah to the Cherokee. (C, TN)

8.57 Write a narrative piece that describes the impact of the Indian Removal Act of 1830 and the struggle between the Cherokee Nation and the United States government and cites evidence from primary source accounts of the Trail of Tears. (C, G, H, TN)

8.58 Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion. (C, E, G, H, P)

8.59 Describe American settlements in Texas after 1821 and the causes for the Texas War of Independence, including the roles of David Crockett and Sam Houston in the war and the legacy of the Alamo. (G, H, P, TN)

8.60 Analyze the reasons, outcome and legacy of groups moving west including the mountain men/trail blazers, Mormons, missionaries, settlers, and the impact of the Oregon Trail and John C. Frémont. (C, G, H)

8.61 Describe the major events and impact of the presidency of James K. Polk, including his "Dark Horse" nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition of California through the Mexican War. (E, G, H, P)

8.62 Describe the causes, course, and consequences of the Mexican War, including the controversy over the Rio Grande boundary, the roles played by Zachary Taylor and Winfield Scott, the Mexican Cession and the Wilmot Proviso. (C, E, G, H, P)

8.63 Trace the major figures and events in the discovery of gold in California and its impact on the economy of the United States, including John Sutter, and 49'ers. (C, E, G, H)

Primary Documents and Supporting Texts to Read: excerpts from “The Declaration of Sentiments,” Seneca Falls Convention; excerpts from “Nature” and “Self-Reliance,” Ralph Waldo

Emerson; excerpts from “Walden” and “Civil Disobedience,” Henry David Thoreau; excerpts from “Ain't I A Woman,” Sojourner Truth translated by Frances Dana Barker Gage; excerpts from Eliza Bryan of the New Madrid Earthquakes

Primary Document and Supporting Texts to Consider: excerpts from *Roughing It*, Mark Twain; excerpts from *A Narrative in the Life of David Crockett of the state of Tennessee*, David Crockett

Slavery in America (1800-1850)

Students analyze the growth of slavery and the resulting controversies.

8.64 Describe the significance of the Northwest Ordinance and the banning of slavery in new states north of the Ohio River. (C, E, P)

8.65 Describe the reasons for and the impact of the Missouri Compromise of 1820. (G, H, P)

8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and *The Liberator*; Frederick Douglass and the *Slave Narratives*; and Harriet Beecher

Stowe's *Uncle Tom's Cabin*, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree's *The Emancipator*. (C, E, H, P, TN)

8.67 Explain the reasons for and the impact of the Compromise of 1850, including the roles played Daniel Webster and John C. Calhoun and the Fugitive Slave Law. (C, E, G, H, P)

8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, “Bleeding Kansas,” the Sumner Brooks incident, and the John Brown raid on Harper's Ferry. (H, P)

8.69 Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South. (C, H, P)

8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858. (H, P)

8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. (C, H)

Primary Documents and Supporting Texts to Read: excerpts from *Uncle Tom's Cabin*,

Harriet Beecher Stowe; excerpts from the Lincoln-Douglas Debates; excerpts from Roger Taney's decision in the Dred Scott case; excerpts from *The Autobiography of Frederick Douglass*, Frederick Douglass.

Civil War (1830-1865)

Students analyze the multiple causes, key events, and complex consequences of the Civil War.

8.72 Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists. (E, G, P)

8.73 Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions-growth of cities, deforestation, farming and mineral extraction. (E, G, H, P)

8.74 Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country. (G, P, TN)

8.75 Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County. (P, TN)

8.76 Describe Abraham Lincoln's presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865. (C, H, P)

8.77 Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow. (C, E, H, P, TN)

8.78 Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville. (C, H, TN)

8.79 Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis. (C, H, TN)

8.80 Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles:

- Anaconda Plan
- First Battle of Bull Run
- Fort Henry and Fort Donelson

- Shiloh
- Antietam
- Stones River
- Fredericksburg
- Chancellorsville
- Gettysburg
- Vicksburg
- Chickamauga
- Lookout Mountain
- Franklin
- Nashville
- Sherman's "March to the Sea"
- Appomattox Court House

8.81 Assess the impact of the assassination of President Abraham Lincoln on both the North and the South. (C, E, H, P)

Primary Documents and Supporting Texts to Read: excerpts from the "House Divided" speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863, and Inaugural Addresses in 1861 and 1865, Abraham Lincoln; excerpts from *The Respective of Co. Aytch*, Sam Watkins

Reconstruction (1865-1877)

Students analyze the character and lasting consequences of Reconstruction.

8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution. (P)

8.83 Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans. (H, P, TN)

8.84 Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction. (C, P)

8.85 Explain the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws. (C, H, P)

8.86 Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee. (C, P, TN)

8.87 Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South. (C, E, P)

8.88 Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South. (H, P)

8.89 Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton. (C, E, G, H, TN)

8.90 Describe the major developments in Tennessee during the Reconstruction Era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878 and the election of African-Americans to the General Assembly. (G, P, TN)

Primary Documents and Supporting Texts to Read: excerpts from the 13th, 14th, and 15th Amendments to the Constitution

Primary Documents and Supporting Texts to Consider: excerpts from Black Codes and Jim Crow Laws

Westward Expansion after the Civil War (1865-1890)

Students analyze the social, political, and economic transformation of America as a result of westward expansion.

8.91 Explain patterns of agricultural and industrial development after the Civil War as they relate to climate, use of natural resources, markets and trade and the location of such development on a map. (E, G)

8.92 Trace the evolution of federal policies toward American Indians, including movement to reservations; assimilation, boarding schools, wars with Indians (Little Big Horn and Wounded Knee), and the impact of the railroad and settlement patterns of pioneers, Buffalo Soldiers (George Jordan), and the Dawes Act. (C, E, G, H, P, TN)

8.93 Explain the significance of various American Indian leaders, including: (H)

- Crazy Horse
- Geronimo
- Sitting Bull • Chief Joseph

8.94 Explain the impact of the Homestead Act. (E, H, P)

8.95 Analyze how significant inventors and their inventions, including barbed wire, the six shooter, windmills, sod housing, and the steel plow changed life in the West. (C, E, H, P)

8.96 Trace the expansion and development of the Transcontinental Railroad, including the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction. (C, E, G, P)

8.97 Examine the development and life of the iconic American cowboy, including his skills, clothes and daily life and work. (C, H)

8.98 Explain the concepts of the Open Range, Long Drive and cow towns in the development of the American ranching industry. (E, G, H)

Primary Documents and Supporting Texts to Read: excerpts from *A Century of Dishonor*, Helen Hunt Jackson.

United States History and Geography: Post-Reconstruction to the Present

Course Description: *Students will examine the causes and consequences of the Industrial Revolution and America's growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II, as well as its consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes resulting from the Civil Rights Movement, the Cold War, and recent events and trends that have shaped modern-day America. Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since Reconstruction with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society.*

The Rise of Industrial America 1877-1914

Students analyze the various causes of the Industrial Revolution, the transformation of the American economy, and the changing social and political conditions in the United States in response to the Industrial Revolution. Students will also examine the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe and Asia.

US.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)

US.2 Summarize the major developments in Tennessee during the Reconstruction era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878, and the election of African Americans to the General Assembly. (C, E, H, TN)

US.3 Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, including Jim Crow laws, lynching, disenfranchisement methods, efforts of Pap Singleton and the Exodusters. (C, H, P, TN)

US.4 Analyze the causes and consequences of Gilded Age politics and economics, including the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: (E, H, P)

- Boss Tweed
- Thomas Nast
- Credit Mobilier
- Whiskey Ring
- Garfield's assassination
- Pendleton Act
- Interstate Commerce Act

US.5 Analyze the controversy that arose over the currency system in the late 1800's, including the impact of gold and silver strikes in the West, the contrasting views of farmers and industrialists, the Sherman Silver Purchase Act of 1890, the Gold Crisis during the Cleveland administration, and an analysis of William Jennings Bryan's Cross of Gold speech. (E, H, P)

US.6 Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period: (C, E)

- Henry Bessemer
- George Pullman
- Alexander Graham Bell
- Andrew Carnegie
- Thomas Edison
- J.P. Morgan
- John D. Rockefeller
- Swift and Armour
- Cornelius Vanderbilt
-

US.7 Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)

US.8 Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons of Thomas Nast and others during the Gilded Age. (C, P)

US.9 Describe the difference between "old" and "new" immigrants and analyze the assimilation process and consequences for the "new" immigrants and their impact on American society, including ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, Chinese Exclusion Acts, and the Gentlemen's Agreement. (C, E, G).

Primary Documents and Supporting Texts to Read: excerpts from the "Cross of Gold" speech, William Jennings Bryan; excerpts from *Twenty Years at Hull House*, Jane Addams; excerpts from *The Gospel of Wealth*, Andrew Carnegie

Primary Documents and Supporting Texts to Consider: excerpts from "The New Colossus," Emma Lazarus

The Progressive Era 1890-1920

Students analyze the changing landscape, including the growth of cities and the demand for political, economic, and social reforms. Students trace the rise of the United States to its role as a world power in the twentieth century.

US.10 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel. (C, E, P)

US.11 Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, P)

US.12 Explain the characteristics and impact of the Granger Movement and Populism, including the problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities. (E, H, P)

US.13 Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government's response, including the Sherman Anti-Trust Act of 1890. (E, P)

US.14 Describe working conditions in industries, including the use of labor by women and children. (C, E)

US.15 Analyze the rise of the labor movement, including its leaders, major tactics, and the response of management and the government: (C, E, H, P, TN)

- Samuel Gompers
- Eugene Debs
- Haymarket Affair
- Pullman Strike
- Coal Creek Labor Saga
- Collective bargaining
- Blacklisting
- Open vs. closed shops

US.16 Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair. (C, E, P)

US.17 Analyze the goals and achievements of the Progressive movement, including the following: (C, E, H, P)

- Adoption of the initiative, referendum, and recall
- Adoption of the primary system
- 16th Amendment • 17th Amendment
- impact on the relationship between the citizen and the government

US.18 Describe the movement to achieve suffrage for women, including its leaders, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee in the suffrage effort (Anne Dallas Dudley, Harry Burn, Josephine Pearson, "Perfect 36"). (C, H, P, TN)

US.19 Analyze the significant progressive achievements during the administration of Theodore Roosevelt including the Square Deal, “trust-busting,” the passage of the Pure Food and Drug Act, the Meat Inspection Act, and support for conservation. (E, H, P)

US.20 Analyze the significant progressive achievements during the administration of Woodrow Wilson, including his New Freedom, the Underwood Tariff, the Federal Reserve Act, and the Clayton Anti-Trust Act. (E, H, P)

US.21 Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (C, E, G, H) US.22 Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals. (E, G, P)

US.23 Evaluate the arguments of interventionists and non-interventionists of the period, including Alfred T. Mahan, Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt. (C, E, P).

US.24 Describe the consequences of American imperialism of the period, including the following events: (E, G, H, P)

- annexation of Hawaii
- Spanish-American War (Teller, Platt, and Foraker Acts)
- Philippine Insurrection
- Roosevelt Corollary
- Panama Canal

US.25 Draw evidence from informational texts to compare and contrast Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy. (G, H, P)

US.26 Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States’ neutrality. (G, H, P)

US.27 Justify with supporting detail from text, the reasons for American entry into World War I, including the use of unrestricted submarine warfare by the Germans, the Zimmerman Note, the defense of democracy, and economic motivations. (E, H, P).

US.28 Identify and explain the impact of the following events and people during World War I: (G, H, P, TN)

- Major turning points
 - Impact of trench warfare
 - Use of new weapons and technologies

- Herbert Hoover
- John J. Pershing and the American Expeditionary Force
- Doughboys
- Alvin C. York

US.29 Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics. (H, P)

US.30 Analyze the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities, voluntary rationing, the Creel Committee, opposition by conscientious objectors, and the case of Schenck v. United States. (C, E, H, P)

Primary Documents and Supporting Texts to Read: excerpts from “Atlanta Exposition” speech, Booker T. Washington; excerpts from *The Souls of Black Folks*, W.E.B. Dubois; “The New Nationalism” speech, Theodore Roosevelt; excerpts from *The Jungle*, Upton Sinclair; excerpts from “The March of the Flag” speech, Albert Beveridge; excerpts from anti-imperialism speeches and writings, Mark Twain

Primary Documents and Supporting Texts to Consider: excerpts from *The History of Standard Oil*, Ida Tarbell; excerpts from *The Shame of the Cities*, Lincoln Steffens; “Peace Without Victory” speech, Woodrow Wilson; Fourteen Points, Woodrow Wilson

The 1920s

Describe how the battle between traditionalism and modernism manifested itself in the major historical trends and events after World War I and throughout the 1920s.

US.31 Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (C, G)

US.32 Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, spread of electricity, popularity of labor saving appliances, and innovations in food processing and food purchasing (Clarence Saunders). (E, G, H, TN)

US.33 Using multiple sources and diverse formats, summarize the impact of the mass production and widespread availability of automobiles on the American economy and society. (C, E, H, G)

US.34 Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation. (E, H, C)

US.35 Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including the “return to normalcy,” Teapot Dome, and laissez faire politics. (E, H, P)

US.36 Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the immigration quota acts of the 1920's, the resurgence of the Ku Klux Klan, the efforts of Ida B. Wells and Randolph Miller, the trial of Sacco and Vanzetti, the emergence of Garveyism, and the rise of the NAACP. (C, H, P, TN)

US.37 Explain the background of the Temperance Movement, the passage of the 18th Amendment to the Constitution and the Volstead Act; the impact of Prohibition on American society and its successes and failures, including the rise of organized crime, bootlegging and speakeasies, and repeal by the 21st Amendment. (E, C, H, P)

US.38 Describe the Scopes Trial of 1925, including the major figures, the two sides of the controversy, its outcome, and its legacy. (C, P, H, TN)

US.39 Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life. (C, G, P)

US.40 Describe the Harlem Renaissance, its impact, and its important figures, including an examination of literary and informational text of or about Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Duke Ellington, and Louis Armstrong. (C)

US.41 Analyze the emergence of the "Lost Generation" in American literature, including the impact of Ernest Hemingway and F. Scott Fitzgerald. (C)

US.42 Describe changes in the social and economic status of women, including the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women's colleges. (C, E, P)

US.43 Analyze the rise of celebrities as icons of popular culture, including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh. (C)

US.44 Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy, and WSM. (C, TN)

Primary Documents and Supporting Texts to Read: excerpts from *The Great Gatsby*, F. Scott Fitzgerald; selected poetry and essays of Langston Hughes; excerpts from *Crusade for Justice: The Autobiography of Ida B. Wells*, Ida B. Wells

The Great Depression

Students analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.

US.45 Analyze the causes of the Great Depression, including the following: (E, H)

- the economic cycle driven by overextension of credit
- overproduction in agriculture and manufacturing
- laissez faire politics
- buying on margin
- excess consumerism

- rising unemployment
- the crash of the stock market
- high tariffs

US.46 Describe the steps taken by President Hoover to combat the economic depression, including his philosophy of “rugged individualism,” the Reconstruction Finance Corporation, and the response to the “Bonus Army.” (E, P)

US.47 Write a narrative piece that includes multiple media components to describe the toll of the Great Depression on the American people, including massive unemployment, migration, and Hoovervilles. (C, E, H, G)

US.48 Analyze the causes and consequences of the Dust Bowl of the 1930’s. (C, E, H, G)

US.49 Identify and explain the following New Deal programs and assess their past or present impact: (E, H, P, TN)

- Works Progress Administration
- Social Security
- Federal Deposit Insurance Corporation
- Securities and Exchange Commission
- Fair Labor Standards Act
- Agricultural Adjustment Acts
- Civilian Conservation Corps
- National Recovery Administration and NIRA
- Tennessee Valley Authority
- **Cumberland Homesteads**
- Great Smoky Mountains National Park

US.50 Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and FDR’s “court packing” attempt. (E, P)

US.51 Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee’s rural geography economy, and culture, and debate the issues of the Norris Dam and Dale Hollow Lake controversies. (C, E, G, P, TN)

US.52 Cite textual evidence, determine the central meaning, and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover (“Rugged Individualism”), Franklin Roosevelt (“First Inaugural Address”), and John Steinbeck (*The Grapes of Wrath*). (C, P)

US.53 Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal. (P)

Primary Documents and Supporting Texts to Read: excerpts from “Rugged

Individualism” speech, Herbert Hoover; “First Inaugural Address” Franklin Roosevelt; excerpts from *The Grapes of Wrath*, John Steinbeck

Between the Wars and World War II (1921-1947)

Students analyze the inter-war years and America's participation in World War II.

US.54 Examine the impact of American actions in foreign policy in the 1920's, including the refusal to join the League of Nations, the Washington Disarmament Conference, and the KelloggBriand Pact. (H, P)

US.55 Gather relevant information from multiple sources to explain the reasons for and consequences of American actions in foreign policy during the 1930's, including the Hoover-Stimson Note, the Johnson Debt Default Act, and the Neutrality Acts of 1935, 1937, and 1939. (H, P)

US.56 Analyze the reasons for and consequences of the rise of fascism and totalitarianism in Europe during the 1930's, including the actions of Hitler, Mussolini, and Stalin. (H, P)

US.57 Examine President Roosevelt's response to the rise of totalitarianism, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease. (E, P)

US.58 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. (H, P)

US.59 Identify and locate on a map the Allied and Axis countries and the major theatres of the war. (G)

US.60 Explain United States and Allied wartime strategy and major events of the war, including the Bataan Death March, Midway, “island hopping,” Iwo Jima, Okinawa, invasion of North Africa and Italy, D-Day, and the Battle of the Bulge. (C, G, H, P)

US.61 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers. (C, H)

US.62 Identify the roles played and significant actions of the following individuals in World War II: (H, P)

- Franklin Roosevelt
- Winston Churchill
- Joseph Stalin
- Harry Truman
- Adolph Hitler
- Benito Mussolini
- Hideki Tōjō
- Dwight Eisenhower

- George C. Marshall
- Douglas MacArthur

US.63 Describe the constitutional issues and impact of events on the United States home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America). (C, P)

US.64 Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on American society (such as at Avco in Tennessee), as well as the service of women in the armed forces, including Cornelia Fort. (C, E, P, TN)

US.65 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee, the service of African Americans in the armed forces and the work force, and the eventual integration of the armed forces by President Truman. (C, E, H, P)

US.66 Describe the war's impact on the home front, including rationing, bond drives, movement to cities and industrial centers, and the Bracero program. (C, E, G, H)

US.67 Describe the major developments in aviation, weaponry, communication, and medicine (penicillin), and the war's impact on the location of American industry and use of resources. (E, G)

US.68 Explain the importance of the establishment and the impact of the Fort Campbell base, Oak Ridge nuclear facilities, TVA, Alcoa influences, and Camp Forrest as a POW center. (E, G, P, TN)

US.69 Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war. (H)

US.70 Examine the American reaction and response to the Holocaust. (C, H, P)

US.71 Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)

US.72 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. (P, H, TN)

Primary Documents and Supporting Texts to Read: excerpts from the Announcement of Dropping the Atomic Bomb, Harry Truman; Letter to President Franklin Roosevelt, Albert Einstein

Primary Documents and Supporting Texts to Consider: excerpts from "Quarantine Speech," Franklin Roosevelt; "Four Freedoms" speech, Franklin Roosevelt; Announcement of War with Japan, 1941, Franklin Roosevelt.

Cold War (1945-1975)

Students analyze the response of the United States to communism after World War II.

US.73 Describe the competition between the two “superpowers” of the United States and the Soviet Union in the areas of arms development, economic dominance, and ideology, including the role and location of NATO, SEATO, and the Warsaw Pact. (C, E, H, P)

US.74 Explain examples of containment policies, including the Marshall Plan, the Berlin Airlift, and the Truman Doctrine. (E, G, H, P)

US.75 Draw evidence from informational text to analyze the progression of American foreign policy from containment to retaliation and brinkmanship to the domino theory to flexible response. (H, P)

US.76 Analyze the causes and effects of the Red Scare that followed World War II, including Americans’ attitude toward the rise of communism in China, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, P, H, TN)

US.77 Describe the causes, course, and consequences of the Korean War, including the 38th parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreans. (G, H, P)

US.78 Integrate multiple sources of information presented in diverse formats of the fears of Americans about nuclear holocaust and debates over the stockpiling and use of nuclear weapons, including atomic testing, civil defense, bomb shelters, mutually assured destruction, impact of Sputnik, and President Eisenhower’s warning about the military-industrial complex. (C, H, P)

US.79 Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and the Cuban Missile Crisis. (G, H, P)

US.80 Describe the causes, course, and consequences of the Vietnam War, including the following: (C, G, H, P)

- Geneva Accords
- Gulf of Tonkin Resolution
- Tet Offensive
- Roles played by Presidents Kennedy, Johnson, and Nixon
- Vietnamization
- Ho Chi Minh
- Bombing of Cambodia
- Henry Kissinger
- Napalm and Agent Orange

US. 81 Present information, findings, and supporting evidence evaluating the impact of the Vietnam War on the home front, including the Anti-War movement, draft by lottery, and the role of television and the media. (C, H, P)

Primary Documents and Supporting Texts to Read: excerpts from Farewell Address, Dwight Eisenhower; “Address at Rice University,” John Kennedy

Primary Documents and Supporting Texts to Consider: excerpts from *The Things They Carried*, Tim O’Brien; excerpts from “The Sources of Soviet Conduct,” George Kennan; Inaugural Address, 1961, John Kennedy

Modern United States 1945-1979

Students analyze the economic boom and social transformation of post–World War II America. Students examine the origins, goals, key events, and accomplishments of Civil Rights movement in the United States, and important events and trends in the 1960s and 1970s.

US.82 Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and increased reliance on foreign oil. (C, E, G)

US.83 Examine multiple sources presented in different media and formats to explain the impact of the baby boom generation on the American economy and culture. (C, E, G, P)

US.84 Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system. (C, E, G)

US.85 Analyze the increasing impact of television and mass media on the American home, American politics, and the American economy. (C, E, P)

US.86 Describe the emergence of a youth culture, including beatniks and the progression of popular music from swing to rhythm and blues to rock ‘n roll and the significance of Tennessee, including Sun Studios, Stax Records, and Elvis Presley. (C, E, TN)

US.87 Explain the events related to labor unions, including the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa. (E, H, P, TN)

US.88 Describe President Kennedy’s New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority in the Space Race. (C, E, H, P)

US.89 Examine court cases in the evolution of civil rights, including *Brown v. Board of Education* and *Regents of the University of California v. Bakke*. (C, H, P)

US.90 Examine the roles of civil rights advocates, including the following: (C, H, P, TN) · Martin Luther King, Jr. · Malcolm X
· Thurgood Marshall
· Rosa Parks

- Stokely Carmichael
- President John Kennedy
- Robert Kennedy
- President Lyndon Johnson
- James Meredith
- Jim Lawson

US.91 Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK. (C, H, P)

US.92 Describe significant events in the struggle to secure civil rights for African Americans, including the following: (C, H, P, TN)

- Columbia Race Riots
- Tent Cities of Haywood and Fayette Counties
- Influence of the Highlander Folk School and civil rights advocacy groups, including the SCLC, SNCC, and CORE
- Integration of Central High School in Little Rock and Clinton High School in Clinton, Tennessee
- Montgomery Bus Boycott
- Birmingham bombings 1963
- Freedom Rides, including the opposition of Bull Connor and George Wallace
- March on Washington
- Sit-ins, marches, demonstrations, boycotts, Nashville Sit-ins, Diane Nash
- Assassination of Martin Luther King, Jr.

US.93 Cite textual evidence, determine the central meaning, and evaluate the explanations offered for various events by examining excerpts from the following texts: Martin Luther King, Jr. (“Letter from a Birmingham Jail” and “I Have a Dream” speech) and Malcolm X (“The Ballot or the Bullet”). (C, P)

US.94 Analyze the civil rights and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment. (C, E, H, P)

US.95 Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. (C, E, P)

US.96 Evaluate the impact of Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, P)

US.97 Interpret different points of view that reflect the rise of social activism and the counterculture, hippies, generation gap, and Woodstock. (C, P)

US.98 Identify and explain significant achievements of the Nixon administration, including his appeal to the “silent majority” and his successes in foreign affairs. (E, H, P)

US.99 Analyze the Watergate scandal, including the background of the break-in, the importance of the court case United States v. Nixon, the changing role of media and journalism, the controversy surrounding Ford's pardon of Nixon, and the legacy of distrust left in its wake. (H, P)

US.100 Describe the causes and outcomes of the energy crisis of the 1970's. (E, P)

US.101 Investigate the life and works of Alex Haley and his influence on American Culture, including *The Autobiography of Malcolm X* and *Roots: The Saga of An American Family*. (C, TN)

US.102 Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, Rachel Carson's *Silent Spring*, and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez. (G, C, P)

US.103 Identify and explain significant events of the Carter administration, including the Camp David Accords, the Panama Canal Treaty, poor economy, SALT treaties, and the Iran Hostage Crisis. (G, H, P)

Primary Documents and Supporting Texts to Read: excerpts from "Letter from a Birmingham Jail," and the "I Have a Dream" speech, Martin Luther King, Jr.; excerpts from "The Ballot or the Bullet" speech, Malcolm X; excerpts from *Silent Spring*, Rachel Carson; excerpts from *Feminine Mystique*; excerpts from *The Autobiography of Malcolm X* and *Roots: The Saga of An American Family*, Alex Haley; speeches by Cesar Chavez

Primary Documents and Supporting Texts to Consider: Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment; excerpts from "The Great Silent Majority" speech, Richard Nixon

Contemporary United States 1980 – Today

Students describe important events and trends since 1980. Students analyze the important foreign policies of and events that took place during the administrations of Presidents Ronald Reagan, George H.W. Bush, Bill Clinton, and George W. Bush, and Barack Obama.

US.104 Evaluate technological and scientific advances, including the work of significant innovators and entrepreneurs, in the fields of medicine, transportation, communication, food services, and geographic information systems. (C, E, G)

US.105 Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to the Challenger disaster, Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada. (C, E, H, P)

US.106 Describe the significant events in the foreign policy of the George H.W. Bush administration, including the invasion of Panama and the Gulf War. (G, H, P)

US.107 Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C, E, G, H, P)

US.108 Summarize the significant events and achievements of the Clinton administration, including Welfare-to-Work, Brady Bill, reduction of the federal debt, NAFTA, and the scandals and subsequent impeachment proceedings. (C, E, H, P)

US.109 Analyze the late 20th century foreign policy of intervention by the United States in Somalia, Bosnia-Herzegovina, Kosovo and particular attempts to keep peace in the Middle East.

(G, P)

US.110 Explain the reasons for and the outcome of the Supreme Court case Bush v. Gore. (H, P)

US.111 Describe the impact of the September 11, 2001 terrorist attack on the World Trade Center and Pentagon, including the response of President George W. Bush, the wars in Afghanistan and Iraq, and continuing efforts to combat terrorism globally. (E, G, H, P)

US.112 Describe the increasing role of women and minorities in American society, politics, and economy, including the achievements of Sandra Day O'Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and the election of President Barack Obama. (C, H, P)

Primary Documents and Supporting Texts to Read: "Speech at Brandenburg Gate," Ronald Reagan; "Address to the Nation, September 11, 2001, George W. Bush; excerpts from "Acceptance Speech at the 2008 Democratic Convention," President Barack Obama

Primary Documents and Supporting Texts to Consider: excerpts from "First Inaugural Address," Ronald Reagan; "First Inaugural Address," Bill Clinton; excerpts from *The World is Flat*, Thomas Friedman