

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

Fourth Grade

The History of America (to 1850)

Settling the Colonies to The 1700s

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)

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)

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

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

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)

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)

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

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

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

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

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)

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)

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

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)

Prior to Civil War

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)

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

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

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

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

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

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

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)

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)

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

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

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

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

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)

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)

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

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)

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)

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

The Modern United States

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.

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

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

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

Colonialism (1600-1750)

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)

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)

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

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

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)

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)

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

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)

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

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

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

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)

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)

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)

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

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

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)

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)

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

8.96 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

The Rise of Industrial America 1877-1914

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

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

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

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).

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

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 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)

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

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

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)

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)

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)

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)

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

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)

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)

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)

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

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)

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.

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)

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

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)

Explain the reasons for and the outcome of the Supreme Court case *Bush v. Gore*. (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