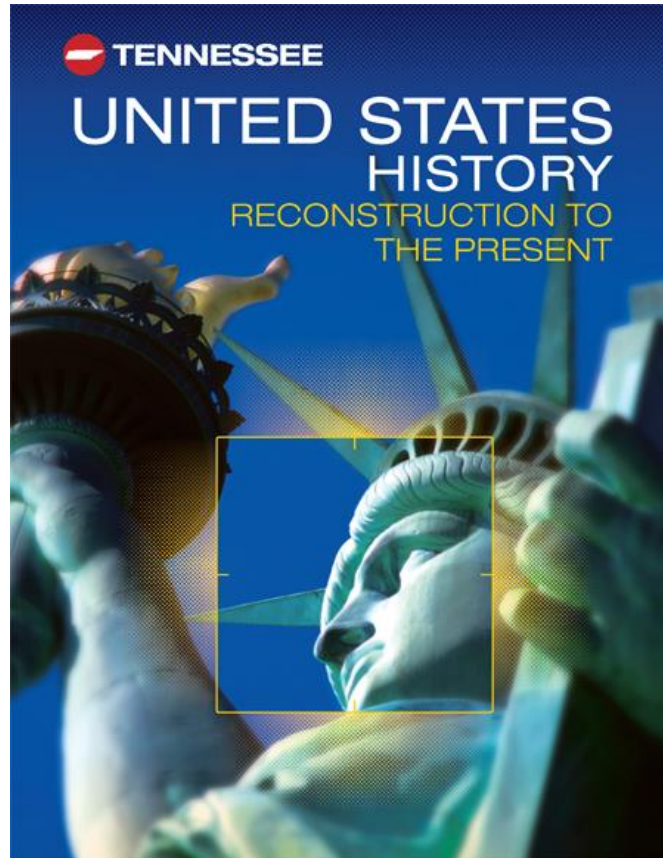


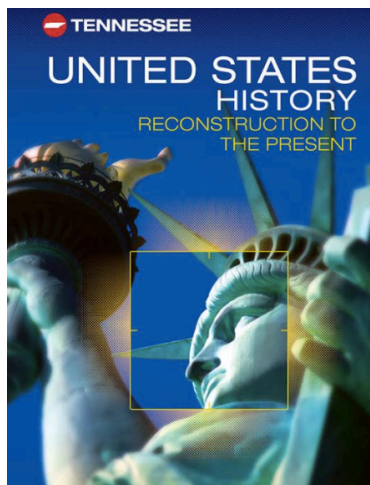
A Revised Correlation and Narrative Summary of



To the

Tennessee Social Studies Standards United States History and Geography Post-Reconstruction to the Present

U.S. History and Geography



Tennessee United States History: Reconstruction to the Present

with Savvas Realize

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| US UNITED STATES HISTORY AND GEOGRAPHY | |
| Post-Reconstruction to the Present | |
| Grades 9-12 | |
| Social Studies Practices | |
| <p>Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).</p> | |
| <p>SSP.01 Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources | <p>SE: Topic Assessment (using sources for analysis, reflection, research, reports, and presentations), 28–29, 73–74, 107–108, 165–166, 231–232, 283–284, 351–352, 400–401, 440–441, 474–475, 519–520, 559–560, 593–594</p> <p><i>Primary Sources are embedded within the text (examples):</i> 56–57, 114, 189, 325, 347, 408, 501, 533, 554</p> <p>Analyze Maps (examples), 139, 150, 151, 157, 159, 160, 171, 173, 177, 184, 188, 198, 248, 257, 259, 311, 319, 454, 462, 496, 505, 516, 528, 541, 547, 549, 550, 565, 571; Analyze Charts (examples), 141, 172, 180, 182, 190, 193, 203, 276, 293, 298, 303, 419, 437, 492, 500, 501, 503, 513, 554, 555; Analyze Information (graphics), 7, 10, 16, 21, 22, 116, 119, 128, 138, 140, 152, 154, 161, 178, 425, 431, 434, 473, 525, 548, 577, 588; Analyze Political Cartoons (examples), 8, 12, 45, 58, 153, 175, 204, 253, 260, 269, 294, 301, 326, 367, 467; Analyze Data (examples), 15, 91, 97, 265, 266, 267, 365, 369, 380, 389, 397, 407, 531, 532, 539, 557, 558, 566, 568, 576, 586; Analyze Images, 5, 133; Analyze Graphs (examples), 20, 25, 33, 38, 42, 52, 55, 63, 101, 116, 213, 273, 389, 398, 504, 526, 532, 585; Analyze Tables, 51; Analyze Timeline, 88, 431</p> |

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| <p>(Continued) SSP.01 Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources | <p>(Continued) 21st Century Skills: Interpret Sources, 649; Analyze Data and Models, 650–651; Analyze Political Cartoon, 653–654; Create Charts and Maps, 652–653; Read Physical Maps, 654–655; Read Political Maps, 655–656; Read Special-Purpose Maps, 656–657; Use Parts of a Map, 657–658; Analyze Primary and Secondary Sources, 659–660; Compare Viewpoints, 660–661; Identify Bias, 661; Avoid Plagiarism, 665–666</p> |
| <p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments | <p>SE: Assessment: Evaluate Sources, 222, 325; Primary Sources, 622–639</p> <p>Analyze Political Cartoons, 8, 12, 45, 58, 105, 113, 135, 137, 153, 175, 204, 253, 260, 269, 294, 301, 326, 367, 467</p> <p>Topic Assessment (using sources for analysis, reflection, research, reports, and presentations), 28–29, 73–74, 107–108, 165–166, 231–232, 283–284, 351–352, 400–401, 440–441, 474–475, 519–520, 559–560, 593–594</p> <p>21st Century Skills: Interpret Sources, 649; Analyze Political Cartoon, 653–654; Analyze Primary and Secondary Sources, 659–660; Compare Viewpoints, 660–661; Identify Bias, 661; Avoid Plagiarism, 665–666</p> |

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| <p>SSP.03 Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation | <p>SE: Assessment: Compare Points of View, 46, 99, 142, 155, 261, 282, 378, 410, 426, 487, 569, 577, 592</p> <p>Topic 3 Assessment (9. Use Historical Inquiry), 108; Topic 4 Assessment (7. Describe Roles of Political Organizations), 165; Topic 6 Assessment (7. Evaluate a Source), 284; Topic 7 Assessment (13. Evaluate Participation in International Treaties and Organizations), 352; Topic 8 Assessment (1. Describe Berlin Airlift), 400; Topic 9 Assessment (5. Describe Role of Groups in Maintaining Status Quo), 440; Topic 10 Assessment (3. Explain Reasons for U.S. Foreign Involvement), 474; (13. Identify Bias in Responses to Vietnam War), 475; Topic 11 Assessment (14. Describe Effects of Watergate Scandal), 520</p> <p>21st Century Skills: Interpret Sources, 649; Analyze Primary and Secondary Sources, 659–660; Compare Viewpoints, 660–661; Identify Bias, 661</p> |
| <p>SSP.04 Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions | <p>SE: Assessment: Cite Evidence, 40, 72, 99; Support a Point of View with Evidence, 53, 85, 277, 393, 450</p> <p><i>Arguments and Starting Points for Position Papers on Major Events:</i> Topic 3 (9. Use Historical Inquiry), 108; Topic 7 (13. Evaluate Participation in International Treaties and Organizations), 352; Topic 8 (1. Describe Berlin Airlift), 400; Topic 12 (14. Identify Issues Across Political Spectrum), 560; Topic 13 (17. Explain Innovations in Medicine), 594</p> |

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| <p>(Continued) SSP.04 Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions | <p>(Continued) 21st Century Skills: Evaluate Existing Arguments, 662; Consider and Counter Opposing Arguments, 663; Participate in a Discussion or Debate, 663–664; Give an Effective Presentation, 664; Write an Essay, 665; Avoid Plagiarism, 665–666; Solve Problems, 666</p> |
| <p>SSP.05 Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present | <p>SE: Assessment: Compare Points of View, 46, 99, 142, 155, 261, 282, 378, 410, 426, 487, 569, 577, 592; Determine Point of View, 53, 102, 126, 253, 307, 452, 458, 465, 497; Evaluate Arguments, 147, 185, 194, 269, 361, 386; Evaluate Sources, 222, 325</p> <p><i>Primary Sources are embedded within the text (examples):</i> 56–57, 114, 189, 325, 347, 408, 501, 533, 554</p> <p>Topic 3 Assessment (9. Use Historical Inquiry), 108; Topic 4 Assessment (7. Describe Roles of Political Organizations), 165; Topic 6 Assessment (7. Evaluate a Source), 284; Topic 7 Assessment (13. Evaluate Participation in International Treaties and Organizations), 352; Topic 8 Assessment (1. Describe Berlin Airlift), 400; Topic 9 Assessment (5. Describe Role of Groups in Maintaining Status Quo), 440; Topic 10 Assessment (3. Explain Reasons for U.S. Foreign Involvement), 474; (13. Identify Bias in Responses to Vietnam War), 475; Topic 11 Assessment (14. Describe Effects of Watergate Scandal), 520</p> |

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| <p>(Continued) SSP.05 Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present | <p>(Continued) 21st Century Skills: Interpret Sources, 649; Analyze Political Cartoon, 653–654; Analyze Primary and Secondary Sources, 659–660; Compare Viewpoints, 660–661; Identify Bias, 661; Consider and Counter Opposing Arguments, 663</p> |
| <p>SSP.06 Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment | <p>SE: Analyze Maps, 9, 36, 79, 81, 87, 89, 106, 124, 136, 139, 150, 151, 157, 159, 160, 171, 173, 177, 184, 188, 198, 248, 257, 259, 311, 319, 331, 333, 334, 340, 371, 382, 406, 446, 448, 454, 462, 496, 505, 516, 528, 541, 547, 549, 550, 565, 571</p> <p>A Nation of Cities, 61–66; The West is Transformed, 86–94; Farm Issues and Populism, 100–106; A War on Two Fronts, 314–320; The Environmental Movement, 494–498; America and the World Economy, 564–569; Hurricane Katrina, 575; Energy and the Environment, 588–590</p> <p>Topic 6 Assessment (1. Analyze Causes and Effects of Changing Demographic Patterns), 283; (4. Analyze Impact of Geographic Factors on the Dust Bowl), 283; Topic 7 Assessment (12. Identify and Explain Changes in Political Boundaries), 352; Topic 8 Assessment (1. Describe Berlin Airlift), 400; Topic 9 Assessment (5. Describe Role of Groups in Maintaining Status Quo), 440; Topic 10 Assessment (1. Describe Cuban Missile Crisis), 474; Topic 11 Assessment (11. Analyze Sunbelt Migration), 520; Topic 13 Assessment (7. Analyze Geographic Factors of Hurricane Katrina), 593</p> |

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| <p>The Rise of Industrialization (1877-1900)</p> | |
| <p>Overview: Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia.</p> | |
| <p>US.01 Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West. C, E, G, H, P</p> | <p>SE: Technology Affects Travel, 35–36; Railroads Connect Cities and Towns, 37–38; Homestead Act, 55, 90, 108, 248; Mining and the Growth of Railroads, 86–88</p> <p>Topic 3 Assessment (4. Analyze Growth of Railroads), 107; (6. Analyze Effect of Innovations in Transportation on Standard of Living), 108; (7. Describe Economic Impact of Homestead Act), 108</p> |

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| <p>US.02 Examine federal policies toward American Indians, including: the movement to reservations, assimilation, boarding schools, and the Dawes Act. C, G, H, P, T</p> | <p>SE: American Indians Under Pressure, 78–85; The Americanization Movement, 127; Native Americans Gain Citizenship, 130; Americanization of Native Americans, 399</p> <p><i>Topic 3 Assessment</i> (2. Analyze Issues Affecting Native Americans), 107; (3. Discuss Americanization Movement), 107; <i>Topic 4 Assessment</i> (8. Evaluate the American Indian Citizenship Act of 1924), 165; <i>Topic 8 Assessment</i> (15. Discuss Americanization Movement), 401</p> |
| <p>US.03 Explain the impact of the Compromise of 1877, including: Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin “Pap” Singleton and the Exodusters, and the <i>Plessy v. Ferguson</i> decision. (T.C.A. § 49-6-1006) C, G, H, P, T, TCA</p> | <p>SE: Compromise of 1877, 21–22; The South Restricts African American Rights, 23–25; Benjamin “Pap” Singleton, 90; Jim Crow Laws, 91, 128, 184, 205, 327, 395, 404–405; <i>Plessy v. Ferguson</i>, 27, 128, 404, 407</p> <p><i>Topic 1 Assessment</i> (15. Evaluate Jim Crow Laws), 29; <i>Topic 4 Assessment</i> (6. Analyze Effects of <i>Plessy v. Ferguson</i>), 165</p> |
| <p>US.04 Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: C, E, G, H, P</p> <ul style="list-style-type: none"> ● Boss Tweed ● Thomas Nast ● Credit Mobilier ● Spoils system and President James A. Garfield’s assassination ● Pendleton Act ● Interstate Commerce Act | <p>SE: Gilded Age, 67; Assessment, 72; Corruption Plagues the Nation, 95–99; Credit Mobilier, 95–96</p> <p><i>Topic 2 Assessment</i> (15. Describe How Art Reflects History), 74; <i>Topic 3 Assessment</i> (9. Use Historical Inquiry), 108; (10. Analyze by Comparing and Contrasting Leadership), 108; (11. Analyze Political Machines), 108; (13. Analyze and Interpret Political Cartoons), 108</p> |

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| <p>US.05 Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: C, E, H</p> <ul style="list-style-type: none"> ● Alexander Graham Bell ● Henry Bessemer ● Andrew Carnegie ● Thomas Edison ● J.P. Morgan ● John D. Rockefeller ● Nikola Tesla ● Cornelius Vanderbilt ● Madam C.J. Walker | <p>SE: Innovations Boosts Growth, 32–40; Big Business Rises, 41–46; J.P. Morgan, 42; Nikola Tesla, 59; Technology Improves City Life, 63–65; Technology and Free Enterprise Lead to Higher Standards of Living, 68; Madame C.J. Walker, 68; Mining and the Growth of Railroads, 86–88</p> <p><i>Topic 2 Assessment</i> (1. Explain Economic Effects of Technological Innovations), 73; (3. Compare Impact of Energy on Way of Life), 73; (4. Understand Impact of Mass Production), 73; (6. Explain Technological Innovations in Agriculture), 73; (7. Understand the Applications of Management Innovations), 73; (14. Analyze How Transportation Improved Standard of Living), 74; <i>Topic 3 Assessment</i> (4. Analyze Growth of Railroads), 107; (6. Analyze Effect of Innovations in Transportation on Standard of Living), 108</p> |
| <p>US.06 Locate the following major industrial centers, and describe how industrialization influenced the movement of people from rural to urban areas: C, E, G, H</p> <ul style="list-style-type: none"> ● Boston ● Chicago ● New York City ● Pittsburgh ● San Francisco | <p>SE: Steel-making centers, 33; cities and railroad lines map, 36; A Nation of Cities, 61–66; rural to urban migration, 62–63; New Ways of Shopping, 68; Amusement Parks Attract City Dwellers, 70; Railroads Spur Settlement and Growth, 88</p> <p><i>Topic 2 Assessment</i> (11. Analyze Causes of Changing Demographic Patterns in Cities), 74; <i>Topic 3 Assessment</i> (6. Analyze Effect of Innovations in Transportation on Standard of Living), 108</p> |

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| <p>US.07 Describe the differences between “old” and “new” immigrants, analyze the assimilation process for “new” immigrants, and determine the impacts of increased migration on American society, including: C, E, G, H, P</p> <ul style="list-style-type: none"> ● Angel Island ● Ellis Island ● Push and pull factors ● Ethnic clusters ● Jane Addams ● Competition for jobs ● Rise of nativism ● Jacob Riis ● Chinese Exclusion Act and Gentleman’s Agreement | <p>SE: The New Immigrants, 54–60; City Life Beckons to Immigrants and Migrants, 61–62; Chinese Exclusion Act, 92; Cities Attract Immigrants, 62; Jacob Riis, 115; Jane Addams, 58, 116; Nativism, 208, 212</p> <p><i>Topic 2 Assessment</i> (10. Explain Actions to Expand Economic Opportunities for Minorities), 73; (11. Analyze Causes of Changing Demographic Patterns in Cities), 74; (12. Explain Effects of Chinese Exclusion Act), 74; (12. Explain Effects of Chinese Exclusion Act), 74; <i>Topic 3 Assessment</i> (5. Explain Actions to Expand Economic Opportunities and Political Rights), 107</p> |
| <p>The Progressive Era (1890-1920)</p> | |
| <p>Overview: Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century.</p> | |
| <p>US.08 Explain the concepts of social Darwinism and the Social Gospel. C, E, H</p> | <p>SE: The Causes and Effects of Social Darwinism, 44–45; Social Gospel, 115; Eugenics and Social Darwinism Influence Perception of Immigrants, 212–213</p> <p><i>Topic 2 Assessment</i> (8. Analyze Causes and Effects of Social Darwinism), 73; <i>Topic 4 Assessment</i> (13. Analyze Causes and Effects of Social Darwinism), 166; (2. Analyze Social Gospel), 165</p> |
| <p>US.09 Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois. (T.C.A. § 49-6-1006) C, H, P, TCA</p> | <p>SE: African American Leaders Seek Reform, 26; African Americans Promote Civil Rights, 128–129</p> <p><i>Topic 1 Assessment</i> (16. Compare and Contrast Civil Rights Strategies), 29</p> |

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| <p>US.10 Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads. C, E, G, H, P</p> | <p>SE: Farm Issues and Populism, 100–106 <i>Topic 3 Assessment</i> (14. Evaluate Impact of Populist Party), 108</p> |
| <p>US.11 Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), the unjust use of prison labor (e.g., Coal Creek labor saga), and the responses of management and government. C, E, H, P, T</p> | <p>SE: The Organized Labor Movement, 47–53; Immigrants Lead Labor and Social Movements, 59–60; Workers Gain Rights, 141; Debs v. United States, 182 <i>Topic 4 Assessment</i> (1. Describe Benefits and Costs of Antitrust Acts), 165</p> |
| <p>US.12 Describe the rise of trusts and monopolies, their impact on consumers and workers, and the government’s response, including the Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914. C, E, H, P</p> | <p>SE: Big Business Rises, 41–46; Wilson Endorses Further Regulation, 139–141 <i>Topic 2 Assessment</i> (7. Understand the Applications of Management Innovations), 73; (9. Describe Benefits and Costs of Sherman Antitrust Act), 73; <i>Topic 4 Assessment</i> (1. Describe Benefits and Costs of Antitrust Acts), 165</p> |
| <p>US.13 Describe working conditions in industries during this era, including the use of labor by women and children. C, E, H</p> | <p>SE: Daily Life Changes, 39–40; Workers Endure Difficulties, 47–48; The Jungle, 115; Progressive-Era Issues Affecting Children, 116–117; Reforms in the Workplace, 117; Economic and Social Issues for Women, 120–121 <i>Topic 2 Assessment</i> (13. Analyze Social Issues Affecting Women), 74</p> |

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| <p>US.14 Explain the roles played by muckrakers and progressive idealists, including: C, H, P</p> <ul style="list-style-type: none"> ● Robert M. La Follette, Sr. ● President Theodore Roosevelt ● Upton Sinclair ● Lincoln Steffens ● Ida Tarbell | <p>SE: Progressives Drive Reform, 112–119; Robert M. La Follette, 118, 119</p> <p><i>Topic 4 Assessment</i> (1. Describe Benefits and Costs of Antitrust Acts), 165; (2. Analyze Social Gospel), 165; (3. Evaluate Impact of Progressive Political Reforms), 165; (4. Evaluate Impact of Seventeenth Amendment), 165; (9. Describe Qualities of Effective Leadership), 165</p> |
| <p>US.15 Analyze the goals and achievements of the Progressive movement, including:</p> <ul style="list-style-type: none"> ● Adoption of the initiative, referendum, and recall ● Adoption of the primary system ● 16th Amendment ● 17th Amendment ● 18th Amendment <p>E, H, P</p> | <p>SE: Progressive Reforms Impact Government, 118–119; 16th Amendment, 139; 18th Amendment, 122, 214, 215</p> <p><i>Topic 4 Assessment</i> (3. Evaluate Impact of Progressive Political Reforms), 165; (4. Evaluate Impact of Seventeenth Amendment), 165; <i>Topic 5 Assessment</i> (11. Evaluate Impact of Eighteenth Amendment), 232</p> |
| <p>US.16 Analyze the significant progressive achievements during President Theodore Roosevelt’s administration, including: C, E, H, P</p> <ul style="list-style-type: none"> ● Square Deal ● “Trust-busting” ● Pure Food and Drug Act ● Meat Inspection Act ● Support for conservation | <p>SE: Roosevelt Changes the Relationship Between Government and Business, 132–134; Managing the Environment, 135–137</p> <p><i>Topic 4 Assessment</i> (1. Describe Benefits and Costs of Antitrust Acts), 165; (9. Describe Qualities of Effective Leadership), 165; (10. Evaluate Impact of Progressive Party), 165</p> |
| <p>US.17 Analyze the significant progressive achievements during President Woodrow Wilson’s administration, including: the New Freedom, the Federal Reserve Act, and the creation of the National Park Service. C, E, H, P, T</p> | <p>SE: The New Freedom, 138; Wilson Endorses Further Regulation, 139–141</p> <p><i>Topic 4 Assessment</i> (15. Describe Federal Reserve Act), 166; <i>Topic 6 Assessment</i> (12. Identify Roles in Managing the Environment), 284</p> |

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| <p>US.18 Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the “Perfect 36”.</p> <p>C, H, P, T</p> | <p>SE: Women Gain Rights, 120–126; Women’s Political Rights, 221; Anne Dallas Dudley, TN 14; the role of Tennessee as the “Perfect 36,” 125</p> <p><i>Topic 4 Assessment</i> (5. Evaluate Impact of Nineteenth Amendment), 165; <i>Topic 5 Assessment</i> (4. Explain World War I As Turning Point), 231; <i>Topic 9 Assessment</i> (13. Trace Historical Development of Political Equality), 441</p> |
| <p>Imperialism and World War I (1890-1920)</p> | |
| <p>Overview: Students will trace the rise of the U.S. as a world power during the 20th century and examine the country’s role in World War I.</p> | |
| <p>US.19 Assess the causes of American imperialism in the late 19th and early 20th centuries, including: the desire for raw materials and new markets, the desire to spread American democratic and moral ideals, and yellow journalism.</p> <p>C, E, G, H, P</p> | <p>SE: American Influence Grows, 143–147; The Spanish-American War, 148–155; The United States Emerges as a World Power, 156–164</p> <p><i>Topic 4 Assessment</i> (12. Evaluate Pros and Cons of International Treaties), 166; (13. Analyze Causes and Effects of Social Darwinism), 166; (14. Evaluate Acquisition of the Philippines), 166; (16. Explain Role of Theodore Roosevelt), 166; (17. Describe Economic Effects of the Spanish-American War), 166</p> |
| <p>US.20 Compare and contrast the arguments of interventionists and non-interventionists of the period.</p> <p>E, H, P</p> | <p>SE: interventionists and non-interventionists, 174–175; Differing Views on U.S. Expansionism, 152–153; U.S. Trade and Intervention in China, 156–157; Intervention in Mexico, 163</p> |
| <p>US.21 Describe the causes of the Spanish-American War and the outcomes of American imperialism, including:</p> <p>E, G, H, P</p> <p>Annexation of Hawaii</p> <ul style="list-style-type: none"> ● Philippine Insurrection ● Roosevelt Corollary ● Panama Canal ● Access to Cuba | <p>SE: The Spanish-American War, 148–155</p> <p><i>Topic 4 Assessment</i> (17. Describe Economic Effects of the Spanish-American War), 166</p> |

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| <p>US.22 Compare and contrast President Theodore Roosevelt’s Big Stick diplomacy, President William Howard Taft’s Dollar Diplomacy, and President Woodrow Wilson’s Moral Diplomacy. E, H, P</p> | <p>SE: “Big Stick” Diplomacy, 160–161; “Dollar Diplomacy”, 161–162; Wilson’s “Moral Diplomacy”, 162–163</p> <p><i>Topic 4 Assessment</i> (16. Explain Role of Theodore Roosevelt), 166</p> |
| <p>US.23 Explain the causes of World War I and the reasons for the initial declaration of U.S. neutrality. C, E, G, H, P</p> | <p>SE: Reasons for U.S. Entry into the War, 176–178</p> <p><i>Topic 5 Assessment</i> (3. Analyze Issues of U.S. Involvement in World War I), 231</p> |
| <p>US.24 Explain the reasons for American entry into World War I, including: the use of unrestricted submarine warfare, the Zimmerman Telegram, the defense of democracy, and economic motivations. E, G, H, P</p> | <p>SE: Reasons for U.S. Entry into the War, 176–178; America Joins the Fighting, 186–189</p> <p><i>Topic 5 Assessment</i> (1. Identify Causes of World War I), 231; (3. Analyze Issues of U.S. Involvement in World War I), 231; (3. Analyze Issues of U.S. Involvement in World War I), 231</p> |
| <p>US.25 Identify and explain the impact of the following on World War I (T.C.A. § 49-6-1006): C, G, H, T, TCA</p> <ul style="list-style-type: none"> ● Trench warfare ● Use of new weapons and technology ● Harlem Hell Fighters ● Herbert Hoover ● John J. Pershing ● Alvin C. York | <p>SE: The Great War Begins, 172–174; America Joins the Fighting, 186–189; Harlem Hell Fighters, 188</p> <p><i>Topic 5 Assessment</i> (2. Explain Technological Innovations in the Military), 231</p> |

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| <p>US.26 Analyze the political, economic, and social ramifications of World War I on the home front, including:</p> <ul style="list-style-type: none"> ● Role played by women and minorities ● Voluntary rationing ● Committee on Public Information ● Opposition by conscientious objectors ● <i>Schenck v. United States</i> decision <p>C, E, H, P</p> | <p>SE: The Home Front During World War I, 179–185; <i>Schenck v. United States</i>, 182</p> <p><i>Topic 5 Assessment</i> (4. Explain World War I As Turning Point), 231</p> |
| <p>US.27 Analyze the significance of President Woodrow Wilson’s Fourteen Points, the causes and effects of the U.S. rejection of the League of Nations, and the subsequent impact on world politics.</p> <p>H, P</p> | <p>SE: Wilson Wants “Peace Without Victory” 189–190; The Paris Peace Conference, 191–192; America Rejects the Treaty of Versailles, 192–194</p> <p><i>Topic 5 Assessment</i> (6. Analyze and Identify Changes in Political Boundaries), 231</p> |
| The 1920s (1920-1929) | |
| Overview: Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. | |
| <p>US.28 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. (T.C.A. § 49-6-1006)</p> <p>C, E, G, H, T, TCA</p> | <p>SE: The War Changes American Society, 183–185</p> <p><i>Topic 5 Assessment</i> (14. Analyze Causes and Effects of Great Migration), 232</p> |
| <p>US.29 Describe the growth and effects that radio and movies played in the emergence of popular culture as epitomized by celebrities such as Charlie Chaplin, Charles Lindbergh, and Babe Ruth.</p> <p>C, H</p> | <p>SE: Popular American Culture in the 1920s, 217–219; American Role Models, 220</p> |
| <p>US.30 Examine the growth and popularity of country and blues music, including the rise of: the Grand Ole Opry, W.C. Handy, and Bessie Smith. (T.C.A. § 49-6-1006)</p> <p>C, H, T, TCA</p> | <p>SE: The Grand Ole Opry, 219; W.C. Handy, 71; The Jazz Age, 227; The Evolution of Jazz, 227</p> |

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| <p>US.31 Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity. C, E, H</p> | <p>SE: advent of air travel 217, 220; spread of electricity, 34–35, 265, 275; Science, Technology, and the Free Enterprise System, 200; Life at Home Changes, 222</p> <p><i>Topic 5 Assessment</i> (8. Explain Economic Development), 231</p> |
| <p>US.32 Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society. C, E, H</p> | <p>SE: The Impact of Henry Ford and the Automobile, 197–199</p> <p><i>Topic 5 Assessment</i> (8. Explain Economic Development), 231</p> |
| <p>US.33 Describe the Harlem Renaissance, its impact, and important figures, including (T.C.A. § 49-6-1006):</p> <ul style="list-style-type: none"> ● Louis Armstrong ● Duke Ellington ● Langston Hughes ● Zora Neale Hurston <p>C, H, TCA</p> | <p>SE: The Harlem Renaissance, 225–230; Primary Sources: Two Poems: Langston Hughes, 630–631</p> <p><i>Topic 5 Assessment</i> (15. Describe Impacts of the Harlem Renaissance), 232</p> |
| <p>US.34 Describe changes in the social and economic status of women during this era, including: flappers, birth control, clerical and office jobs, and the rise of women’s colleges. C, E, H</p> | <p>SE: The Role of Women Changes, 221–222</p> <p><i>Topic 5 Assessment</i> (13. Analyze Changing Roles of Women), 232</p> |
| <p>US.35 Examine challenges related to civil liberties and racial/ethnic tensions during this era, including (T.C.A. § 49-6-1006): C, E, G, H, P, T, TCA</p> <ul style="list-style-type: none"> ● First Red Scare ● Immigration Quota Acts of the 1920s ● Resurgence of the Ku Klux Klan ● Efforts of Ida B. Wells ● Emergence of Garveyism ● Rise of the NAACP | <p>SE: Ida B. Wells, 26–27; Women Gain Rights, 120–126; Striving for Equality, 127–131; The Red Scare, 210; Immigration in the 1920s, 212; The Ku Klux Klan in the Early 1900s, 213–214; The Impact of Marcus Garvey, 226</p> <p><i>Topic 5 Assessment</i> (12. Describe Efforts to Promote Rights), 232</p> |

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| US.36 Describe the Scopes Trial of 1925, including: the major figures, two sides of the controversy, the outcome, and legacy. C, H, P, T | SE: Americans Debate New Ideas and Values, 208–209 |
| US.37 Describe the impacts of Prohibition on American society, including: the rise of organized crime, bootlegging, and speakeasies. C, E, H, P | SE: Prohibition Divides Americans, 214–216 <i>Topic 5 Assessment</i> (11. Evaluate Impact of Eighteenth Amendment), 232 |
| US.38 Analyze the changes in the economy and culture of the U.S. as a result of credit expansion, consumerism, and financial speculation. C, E, H | SE: Economic Prosperity Under Coolidge, 204–205; Hidden Economic Problems in the Roaring Twenties, 236–239 <i>Topic 6 Assessment</i> (2. Identify Impact of Stock Market Speculation on Great Depression), 283 |
| The Great Depression and New Deal (1929-1941) | |
| Overview: Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. | |
| US.39 Analyze the causes of the Great Depression, including: C, E, H, P <ul style="list-style-type: none"> ● Bank failures ● Buying on margin ● Crash of the stock market ● Excess consumerism ● High tariffs ● Laissez-faire politics ● Overextension of credit ● Overproduction in agriculture and manufacturing ● Rising unemployment | SE: Causes of the Depression, 236–243 <i>Topic 5 Assessment</i> (9. Identify Impact of Tariffs), 231 |

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| <p>US.40 Analyze the causes of the Dust Bowl, and explain the social, geographic, and economic impacts. C, E, G, H</p> | <p>SE: Rural America Struggles with Poverty, 246–249; Assessment: Identify Cause and Effect, 251</p> <p><i>Topic 6 Assessment</i> (4. Analyze Impact of Geographic Factors on the Dust Bowl), 283</p> |
| <p>US.41 Describe the impact of the Great Depression on the American people, including: mass unemployment, migration, and Hoovervilles. C, E, G, H</p> | <p>SE: Americans Suffer, 244–251</p> <p><i>Topic 6 Assessment</i> (7. Evaluate a Source), 284</p> |
| <p>US.42 Describe the steps taken by President Herbert Hoover to address the depression, including his: philosophy of “Rugged Individualism”, public works projects, the Reconstruction Finance Corporation, and response to the “Bonus Army”. C, E, H, P, T</p> | <p>SE: Hoover’s “rugged individualism, 253; Hoover’s Response Fails, 252–254; Challenging Economic Times Lead to Protest, 254–256; Assessment, 262</p> <p><i>Topic 6 Assessment</i> (5. Describe Qualities of Effective Leadership), 283</p> |
| <p>US.43 Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt’s New Deal programs, including: C, E, G, H, P, T</p> <ul style="list-style-type: none"> ● Agricultural Adjustment Act ● Civilian Conservation Corps ● Fair Labor Standards Act ● Federal Deposit Insurance Corporation ● National Recovery Administration ● Securities and Exchange Commission ● Social Security ● Tennessee Valley Authority ● Works Progress Administration | <p>SE: Americans Turn to Roosevelt, 256–257; The New Deal Begins, 258–260; The New Deal Expands, 263–269; Culture During the Depression, 278–282; Securities and Exchange Commission, 258</p> <p><i>Topic 6 Assessment</i> (6. Describe Continued Effect of Federal Deposit Insurance Corporation), 283; (8. Evaluate Historical Roles of State and Federal Government), 284; (9. Understand Effects of Government Actions on Individuals), 284; (14. Analyze Effects of Great Depression), 284; (15. Describe Positive and Negative Impacts of Art), 284</p> |

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| <p>US.44 Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and President Franklin D. Roosevelt’s “court packing” attempt. C, E, H, P</p> | <p>SE: Critics of the New Deal, 260–262; Opposition to the New Deal, 267–269; Effects of the New Deal, 270–277</p> <p><i>Topic 6 Assessment</i> (10. Explain Constitutional Issues During Great Depression), 284; (13. Explain Constitutional Issues), 284; (14. Analyze Effects of Great Depression), 284</p> |
| World War II (1936-1945) | |
| Overview: Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. | |
| <p>US.45 Explain the rise and spread of fascism, communism, and totalitarianism internationally. C, G, H, P</p> | <p>SE: Rise of Aggressive Dictators, 288–295</p> <p><i>Topic 7 Assessment</i> (1. Identify Aggression), 351; (12. Identify and Explain Changes in Political Boundaries), 352</p> |
| <p>US.46 Explain President Franklin D. Roosevelt’s response to world crises, including: the Quarantine Speech, the Four Freedoms speech, the Atlantic Charter, and the Lend-Lease Act. E, H, P</p> | <p>SE: America Debates Involvement, 296–304; Primary Sources: “Four Freedoms” Franklin D. Roosevelt, 631; Quarantine Speech, 296–297</p> |
| <p>US.47 Analyze the response of the U.S. to the plight of European Jews before the start of the war, the U.S. liberation of concentration camps during the war, and the immigration of Holocaust survivors after the war. C, G, H, P, T</p> | <p>SE: Response of the U.S. to the plight of European Jews before WWII, 341–342; The Holocaust, 338–343</p> <p><i>Topic 7 Assessment</i> (8. Explain Liberation of Concentration Camps), 351; (9. Describe Support for Israel), 351</p> |
| <p>US.48 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. G, H, P, T</p> | <p>SE: The United States Enters World War II, 305–313</p> |

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| <p>US.49 Identify the roles and the significant actions of the following individuals in World War II: H, P</p> <ul style="list-style-type: none"> ● Winston Churchill ● Dwight D. Eisenhower ● Adolf Hitler ● Douglas MacArthur ● George C. Marshall ● Benito Mussolini ● President Franklin D. Roosevelt ● Joseph Stalin ● Hideki Tojo ● President Harry S. Truman | <p>SE: The United States Enters World War II, 305–313; A War on Two Fronts, 314–320; The Allies Win the War, 329–337</p> <p><i>Topic 7 Assessment</i> (10. Identify Contributions of Eleanor Roosevelt), 351; (11. Analyze Decisions), 351</p> |
| <p>US.50 Explain the role of geographic and military factors on the outcomes of battles in the Pacific and European theaters of war, including the Battles of Midway, Iwo Jima, Okinawa, and D-Day. G, H, P</p> | <p>SE: The United States Enters World War II, 305–313; A War on Two Fronts, 314–320; The Allies Win the War, 329–337</p> <p><i>Topic 7 Assessment</i> (2. Explain 1943 as a Turning Point in World War II), 351</p> |
| <p>US.51 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, T</p> | <p>SE: Tuskegee Airmen, 318; Navajo Code Talkers, 334; 442nd Regimental Combat Team, 324; the 101st Airborne, 331; The Invasion of Normandy, 330–332</p> |
| <p>US.52 Examine and explain the entry of large numbers of women into the workforce and armed forces during World War II and the subsequent impact on American society. C, E, H</p> | <p>SE: The Home Front, 321–328</p> <p><i>Topic 7 Assessment</i> (3. Explain Rationing on the Home Front), 351</p> |

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| <p>US.53 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman. (T.C.A. § 49-6-1006) C, E, H, P, TCA</p> | <p>SE: Fair Employment Practices Committee, 326-327; integration of the armed forces, 385; Increased Opportunities in Employment, 325-326; Migration During World War II, 327-328</p> <p><i>Topic 7 Assessment</i> (7. Describe Roles of Civil Rights Organizations), 351</p> |
| <p>US.54 Describe the constitutional issues and impact of the internment of Japanese Americans on the U.S., including the Fred Korematsu v. United States of America decision. C, H, P</p> | <p>SE: Japanese Internment During World War II, 323-324</p> <p><i>Topic 7 Assessment</i> (4. Analyze Internment of Japanese Americans), 351; (5. Explain Constitutional Issues), 351</p> |
| <p>US.55 Describe the war’s impact on the home front, including: C, E, G, H, P, T</p> <ul style="list-style-type: none"> ● Rationing ● Bond drives ● Propaganda ● Movement to cities and industrial centers ● Bracero program ● Conversion of factories for wartime production ● Location of prisoner of war camps in Tennessee | <p>SE: The Home Front, 321-328; Location of prisoner of war camps in Tennessee, 324</p> <p><i>Topic 7 Assessment</i> (3. Explain Rationing on the Home Front), 351; (7. Describe Roles of Civil Rights Organizations), 351</p> |
| <p>US.56 Describe the Manhattan Project, and explain the rationale for using the atomic bomb to end the war. H, P, T</p> | <p>SE: The War Comes to an End, 335-337</p> <p><i>Topic 7 Assessment</i> (6. Explain Scientific Discoveries and Innovations), 351; (11. Analyze Decisions), 351</p> |

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| US.57 Explain the major outcomes of the Yalta and Potsdam Conferences. H, P | SE: The Yalta Conference, 344; The Potsdam Conference, 345 <i>Topic 7 Assessment</i> (12. Identify and Explain Changes in Political Boundaries), 352 |
| US.58 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. H, P, T | SE: The United Nations, 347; United Nations including Cordell Hull 347; Assessment, 350; Primary Sources: Charter of the United Nations, 633–634; Universal Declaration of Human rights, 634–635 <i>Topic 7 Assessment</i> (13. Evaluate Participation in International Treaties and Organizations), 352 |
| Cold War (1947-1991) | |
| Overview: Students will analyze the response of the U.S. to communism after World War II. | |
| US.59 Describe the competition between the U.S. and the Soviet Union in arms development, economic dominance, and ideology, including the roles of NATO, SEATO, and the Warsaw Pact. E, G, H, P | SE: The Beginning of the Cold War, 356–361; SEATO, 366 <i>Topic 8 Assessment</i> (2. Describe Truman Doctrine), 400 |
| US.60 Explain the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift. E, G, H, P | SE: Truman Doctrine, 358; The United States Contains Soviet Expansion, 359–361 <i>Topic 8 Assessment</i> (1. Describe Berlin Airlift), 400; (2. Describe Truman Doctrine), 400 |
| US.61 Analyze the causes and effects of the Second Red Scare, including: Americans' attitudes toward McCarthyism, blacklisting, and Julius and Ethel Rosenberg. C, E, H, P | SE: Cold War Fears at Home, 373–378 <i>Topic 8 Assessment</i> (4. Describe Reflections of U.S. History in Films), 400; (5. Describe Effect of HUAC Investigations), 400 |

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| <p>US.62 Describe the causes, course, and consequences of the Korean War, including: E, G, H, P</p> <ul style="list-style-type: none"> ● Domino theory ● 38th parallel ● Battle of Inchon ● Entry of the communist Chinese ● Final disposition of the Koreans | <p>SE: The Korean War, 362–366; domino theory, 366–369; Battle of Inchon, 364</p> <p><i>Topic 8 Assessment</i> (16. Write about the Essential Question), 401</p> |
| <p>US.63 Explain Cold War policies during President Dwight D. Eisenhower’s administration, including brinkmanship and “peaceful coexistence”. C, E, H, P</p> | <p>SE: The Cold War Intensifies, 367–372</p> <p><i>Topic 8 Assessment</i> (3. Explain 1957 As Turning Point), 400</p> |
| <p>US.64 Explain the fears of Americans surrounding nuclear holocaust and debates over stockpiling and the use of nuclear weapons, including: C, H, P</p> <ul style="list-style-type: none"> ● Atomic testing ● Civil defense ● Fallout shelters ● Impact of <i>Sputnik</i> ● Mutual assured destruction | <p>SE: The Arms Race Intensifies Tensions, 367–368; The Space Race Increases Tensions, 371–372; Fallout shelters, 368</p> <p><i>Topic 8 Assessment</i> (3. Explain 1957 As Turning Point), 400</p> |
| <p>US.65 Describe the relationship between Cuba and the U.S., including the Bay of Pigs Invasion and Cuban Missile Crisis. E, G, H, P</p> | <p>SE: Kennedy Responds to Communism in Cuba, 446–447</p> <p><i>Topic 10 Assessment</i> (1. Describe Cuban Missile Crisis), 474</p> |

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| <p>US.66 Describe the causes, course, and consequences of the Vietnam War, including: C, E, G, H, P</p> <ul style="list-style-type: none"> ● Geneva Accords ● Gulf of Tonkin Resolution ● Tet Offensive ● Vietnamization ● Ho Chi Minh ● Bombing of Cambodia ● Napalm and Agent Orange | <p>SE: Reasons for U.S. Involvement in Indochina, 448–449; The United States Responds to Communism in Vietnam, 450–452; America’s Role Escalates, 453–458; The War’s End and Effects, 466–473</p> <p><i>Topic 10 Assessment</i> (3. Explain Reasons for U.S. Foreign Involvement), 474; (4. Describe Impact of Gulf of Tonkin Resolution), 474; (5. Use Correct Social Studies Terminology), 474; (6. Describe Responses to Draft), 474; (14. Explain Outcomes of Vietnam War), 475</p> |
| <p>US.67 Compare the policies and practices of Presidents John F. Kennedy, Lyndon Johnson, and Richard Nixon and their impacts on the continuation of the Vietnam War. C, H, P</p> | <p>SE: Reasons for U.S. Involvement in Indochina, 448–449; The United States Responds to Communism in Vietnam, 450–452; America’s Role Escalates, 3–458</p> <p><i>Topic 10 Assessment</i> (8. Describe Impact of Defense Spending), 475; (11. Analyze Vietnamization), 475; (12. Explain Constitutional Issues), 475; (14. Explain Outcomes of Vietnam War), 475</p> |
| <p>US.68 Evaluate 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</p> | <p>SE: The Antiwar Movement, 459–465</p> <p><i>Topic 10 Assessment</i> (9. Describe Credibility Gap), 475; (13. Identify Bias in Responses to Vietnam War), 475</p> |
| <p>US.69 Describe the competition between the U.S. and Soviet Union for superiority in space. C, E, G, H, P</p> | <p>SE: The Space Race Increases Tensions, 371–372; First to the Moon, 431</p> <p><i>Topic 8 Assessment</i> (8. Explain Impact of Space Technology), 401; (12. Analyzes Effects of the Space Race on Education), 401</p> |

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| <p>US.70 Explain developments that eased tensions during the Cold War, including:</p> <ul style="list-style-type: none"> ● President Richard Nixon’s detente ● President Jimmy Carter’s SALT Treaties ● President Ronald Reagan and Mikhail Gorbachev’s INF Treaty ● The fall of the Berlin Wall <p>C, G, H, P</p> | <p>SE: Nixon’s New Approach to Foreign Policy, 498; Opening Relations with China, 499–500; Nixon’s Policy of Détente, 501; For Continues Nixon’s Foreign Policies, 510–511; Foreign Policy Changes Under Carter, 513–514; Successes and Setback in the Middle East, 514–515; The Cold War Ends, 538–543; INF Treaty, 540</p> <p><i>Topic 11 Assessment</i> (9. Describe Effective Leadership), 519; (10. Describe Detente), 519; (13. Describe OPEC Oil Embargo), 520; <i>Topic 11 Assessment</i> (15. Describe Camp David Accords), 520</p> |
| <p>A Nation in Transition (1950s-1963)</p> | |
| <p>Overview: Students will examine American cultural, economic, political, and societal developments following World War II.</p> | |
| <p>US.71 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 the increased reliance on foreign oil.</p> <p>C, E, G, H, P</p> | <p>SE: Postwar Prosperity, 379–386; Eisenhower Leads a Thriving Nation, 386; Suburban Migration, 387–388; Increased Consumption and Consumerism, 389; increased reliance on foreign oil, 382</p> <p><i>Topic 8 Assessment</i> (7. Analyze Effects of Demographic Patterns), 401</p> |
| <p>US.72 Explain the impact of the baby boomer generation on the American economy and culture.</p> <p>C, E, G, H</p> | <p>SE: A Baby Boom Increases Consumption, 380; Mass Culture in the 1959s, 387–393</p> <p><i>Topic 8 Assessment</i> (6. Identify Increased Consumption), 401</p> |
| <p>US.73 Describe domestic developments during President Dwight D. Eisenhower’s administration, including advances in medicine and the creation of the Interstate Highway System.</p> <p>C, E, G, H, P, T</p> | <p>SE: Eisenhower Leads a Thriving Nation, 386; Mass Culture in the 1959s, 387–393</p> <p><i>Topic 8 Assessment</i> (11. Analyze Innovations in Transportation), 401</p> |

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| <p>US.74 Describe the growing influence of the automobile on American society, including the growth of: suburbia, fast food chains, and the hotel industry. C, E, G, H, T</p> | <p>SE: Americans Migrate to the Sunbelt, 381–382; Innovations and Economic Development, 383–384; Eisenhower Leads a Thriving Nation, 386; Suburban Migration, 387–388</p> <p><i>Topic 8 Assessment</i> (7. Analyze Effects of Demographic Patterns), 401; (10. Discuss Role of Entrepreneurs), 401</p> |
| <p>US.75 Analyze the increasing impact of television and mass media on the American home, politics, and economy. C, E, H, P</p> | <p>SE: Mass Culture in the 1950s, 387–393</p> <p><i>Topic 8 Assessment</i> (6. Identify Increased Consumption), 401; (13. Analyze Diffusion of American Culture), 401; (14. Explain Contributions to American Culture), 401</p> |
| <p>US.76 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 impact of Tennessee on the music industry, including the influence of B.B. King, Elvis Presley, Stax Records, and Sun Studio. (T.C.A. § 49-6-1006) C, E, H, T, TCA</p> | <p>SE: Stax records and Sun Studio, 396; B.B. King, 396; Critics and Rebels Emerge, 394–396</p> <p><i>Topic 8 Assessment</i> (14. Explain Contributions to American Culture), 401; <i>Topic 11 Assessment</i> (2. Describe Positive and Negative Impacts of Rock Music), 519</p> |
| <p>US.77 Describe President John F. Kennedy’s New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and put a man on the moon. C, E, G, H, P</p> | <p>SE: Kennedy’s Reforms, 427–432</p> <p><i>Topic 10 Assessment</i> (2. Explain Reasons for and Outcomes of U.S. Foreign Involvement), 474</p> |
| Civil Rights Movement (1950s-1960s) | |
| Overview: Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. § 49-6-1006) | |
| <p>US.78 Examine the decision and impact of <i>Brown v. Board of Education</i> on desegregation. (T.C.A. § 49-6-1006) C, E, G, H, P, T, TCA</p> | <p>SE: A Landmark Supreme Court Decision, 406–408; Assessment, 410</p> <p><i>Topic 9 Assessment</i> (1. Analyze Effects of <i>Brown v. Board of Education</i>), 440</p> |

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| <p>US.79 Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other. (T.C.A. § 49-6-1006) C, E, G, H, P, T, TCA</p> | <p>SE: The Civil Rights Movement Strengthens, 404–410; The Movement Surges Forward, 411–417; Successes and Setbacks, 418–426</p> <p><i>Topic 9 Assessment</i> (2. Describe Roles of Political Organizations in Promoting Civil Rights), 440; (6. Identify Role of Rosa Parks in Nonviolent Protest), 441; (7. Compare Approaches to Protesting), 441</p> |
| <p>US.80 Describe the significant events in the struggle to secure civil rights for African Americans, including: (T.C.A. § 49-6-1006) C, E, G, H, P, T, TCA</p> <ul style="list-style-type: none"> ● Montgomery Bus Boycott ● Integration of Clinton High School in Clinton, TN ● Integration of Central High School in Little Rock, AR ● Freedom Riders ● Tent City in Fayette County, TN ● Marches, demonstrations, boycotts, and sit-ins (e.g., Nashville) ● March on Washington, D.C. ● Birmingham bombings of 1963 ● Assassination of Martin Luther King, Jr. ● Highlander Folk School | <p>SE: Clinton High School, Tent City in Fayette County, Highlander Folk School, 408–410; Nashville sit-in, 421; The Civil Rights Movement Strengthens, 404–410; The Movement Surges Forward, 411–417; Successes and Setbacks, 418–426</p> <p><i>Topic 9 Assessment</i> (3. Describe Actions Related to Voting Rights Act of 1965), 440; (6. Identify Role of Rosa Parks in Nonviolent Protest), 441; (7. Compare Approaches to Protesting), 441</p> |
| <p>US.81 Analyze civil and voting rights legislation, including: the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968 (e.g., Fair Housing Act), and the 24th Amendment. (T.C.A. § 49-6-1006) C, E, H, P, TCA</p> | <p>SE: Civil Rights Act of 1968 (Fair Housing Act) 425, TN T30; A Significant Congressional Vote Addresses Minority Rights, 416; Voting Rights Act of 1965, 420; The Twenty-fourth Amendment, 420; Civil Rights Legislation, 425; Changes to the Voting Rights Act, 426</p> <p><i>Topic 9 Assessment</i> (3. Describe Actions Related to Voting Rights Act of 1965), 440; (4. Evaluate Methods of Expanding Right to Participate in Democratic Process), 440</p> |

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| <p>US.82 Analyze how the American Indian Movement, Chicano Movement, and Feminist Movement are related to the Civil Rights Movement in advancing equality across the broader spectrum of American society during this time period. C, H, P</p> | <p>SE: The Women’s Rights Movement, 482–487; Expanding the Push for Equality, 488–493</p> <p><i>Topic 11 Assessment</i> (5. Describe Political Organizations Promoting American Indian Civil Rights), 519; (6. Describe Landmark Court Cases), 519; <i>Topic 13 Assessment</i> (13. Trace Development of Civil Rights Movement), 594</p> |
| The Modern United States (1960s-present) | |
| Overview: Students will examine important events and trends from the 1960s to the present. | |
| <p>US.83 Evaluate the impact of President Lyndon Johnson’s Great Society programs, including: Medicare, urban renewal, and the War on Poverty. C, E, G, H, P, T</p> | <p>SE: Reform Under Johnson, 433–439</p> <p><i>Topic 10 Assessment</i> (8. Describe Impact of Defense Spending), 475</p> |
| <p>US.84 Analyze different points of view that reflect the rise of social activism and the growth of counterculture, including: generation gap, hippies, and Woodstock. C, E, G, H, P</p> | <p>SE: The Counterculture of the 1960s, 478–481</p> <p><i>Topic 11 Assessment</i> (1. Describe Social Issues of the 1960s), 519</p> |
| <p>US.85 Explain significant achievements of President Richard Nixon’s administration, including his appeal to the “silent majority” and his major foreign policy actions. C, E, G, H, P</p> | <p>SE: The Two Sides of the Nixon Presidency, 498–508</p> <p><i>Topic 11 Assessment</i> (9. Describe Effective Leadership), 519; (10. Describe Detente), 519</p> |
| <p>US.86 Examine the Watergate scandal, including: C, H, P</p> <ul style="list-style-type: none"> ● Background of the break-in ● Changing role of media and journalism ● Controversy surrounding President Gerald Ford’s pardon ● Legacy of distrust ● United States v. Nixon | <p>SE: The Watergate Scandal Brings Nixon Down, 506–508; Pardoning Nixon, 510</p> <p><i>Topic 11 Assessment</i> (12. Explain Constitutional Issues), 475; (14. Describe Effects of Watergate Scandal), 520</p> |

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| <p>US.87 Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency and disasters such as Love Canal and Three Mile Island. C, G, H, P</p> | <p>SE: The Environmental Movement, 494–497; Love Canal, 496–497</p> <p><i>Topic 11 Assessment</i> (7. Identify Roles in Managing the Environment), 519; (8. Compare Impact of Energy Over Time), 519</p> |
| <p>US.88 Identify and explain the significant events of President Jimmy Carter’s administration, including: C, E, G, H, P</p> <ul style="list-style-type: none"> ● Poor economy ● Panama Canal Treaty ● Camp David Accords ● Energy crisis ● Iran Hostage Crisis | <p>SE: A New President Faces Challenges, 512; Foreign Policy Changes Under Carter, 513–514; Success and Setbacks in the Middle East, 514–515; Assessment, 518</p> <p><i>Topic 11 Assessment</i> (13. Describe OPEC Oil Embargo), 520; (15. Describe Camp David Accords), 520</p> |
| <p>US.89 Analyze the significance of President Ronald Reagan’s administration, including: C, E, G, H, P</p> <ul style="list-style-type: none"> ● Revitalization of national pride ● Reaganomics ● Iran-Contra affair ● “War on Drugs” ● Strategic Defense Initiative ● AIDS epidemic | <p>SE: The Reagan Era, 530–537; The Cold War Ends, 538–543</p> <p><i>Topic 12 Assessment</i> (3. Describe Reaganomics), 559; (9. Describe Iran-Contra Affair), 560</p> |
| <p>US.90 Describe the significant events of President George H.W. Bush’s administration, including the invasion of Panama and the Gulf War. E, G, H, P</p> | <p>SE: Bush Forges a New Role in the World, 544–546; The Persian Gulf War, 546–547; invasion of Panama, 545</p> <p><i>Topic 12 Assessment</i> (7. Describe End of Cold War), 559; (8. Explain Significance of 1991), 559; (11. Evaluate Pros and Cons), 560</p> |

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| <p>US.91 Summarize the events of President Bill Clinton’s administration, including: C, E, G, H, P</p> <ul style="list-style-type: none"> ● Welfare-to-work ● Balanced budget ● NAFTA ● Scandals and subsequent impeachment hearings | <p>SE: Clinton Wins the 1992 Election, 547–548; Clinton Intervenes with Mixed Success, 548–551; Clinton and the 1990s, 552–558; Welfare-to-Work, 554; Balanced budget, 554</p> <p><i>Topic 12 Assessment</i> (15. Describe Effects of Political Scandals), 560</p> |
| <p>US.92 Describe the impact of the September 11, 2001 terrorist attacks on the World Trade Center and the Pentagon, including: the response of President George W. Bush, wars in Afghanistan and Iraq, and continued efforts to combat terrorism globally. C, G, H, P</p> | <p>SE: The September 11, 2001 Attacks and the War on Terror, 572–575; Bush’s Second Term, 575–576; Iraq, Afghanistan, and Libya, 580</p> <p><i>Topic 13 Assessment</i> (4. Describe U.S. Involvement in World Affairs), 593; (6. Explain Constitutional Issues Surrounding 9/11), 593; (14. Discuss USA PATRIOT Act), 594</p> |
| <p>US.93 Describe the increasing role of women and minorities in the American military, politics, and economy, including (T.C.A. § 49-6-1006): C, E, H, P, TCA</p> <ul style="list-style-type: none"> ● Hillary Clinton ● Sandra Day O’Connor ● Nancy Pelosi ● Colin Powell ● Condoleezza Rice | <p>SE: Hilary Clinton, 552, 555, 578–579; Sandra Day O’Connor, 534; Colin Powell, 546, 571; Nancy Pelosi, 575; Condoleezza Rice, 575; The Barack Obama Presidency, 578–583; Expanding and Protecting the Rights of All Americans, 587; Nancy Pelosi, TN 15</p> <p><i>Topic 12 Assessment</i> (6. Evaluate Contributions of Sandra Day O’Connor), 559; <i>Topic 13 Assessment</i> (9. Explain 2008 As Turning Point), 593</p> |
| <p>US.94 Compare and contrast commonly used methods of communication from 1970 to today, and analyze the impact they have had on society. C, E, G, H, P</p> | <p>SE: Digital Technology Changes American Life, 556–558; Technology Transforms Workplaces, 567; Mobile Technology Connects America to the World, 590–591</p> <p><i>Topic 13 Assessment</i> (2. Explain Economic Impact of Technological Innovations), 593</p> |

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| <p>US.95 Describe the achievements and setbacks of President Barack Obama’s administration. C, E, H, P</p> | <p>SE: The Barack Obama Presidency, 578–583</p> <p><i>Topic 13 Assessment</i> (9. Explain 2008 As Turning Point), 593</p> |