2019 - 2020, HS, United States History and Geography, Quarter 1

The Rise of Industrialization, The Progressive Era, Imperialism, and World War I: This course is the second year of a two-year survey of U.S. history and geography, continuing from the 8th grade study of American history. Students 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 Europe and Asia. Students analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century. Students trace the rise of the U.S. as a world power and examine the country’s role in World War I. Students continue to use their historical and geographical analysis skills with special attention to Tennessee connections in history, geography, politics, and people. The reading of primary source documents is a key feature in compliance with T.C.A. § 49-6-1028 regarding a project-based civics assessment. The course also complies with T.C.A. § 49-6-1006 regarding inclusion of African American history, culture, and contributions. Compliance with Federal Mandate 36 U.S. Code § 106 & Freedom Week TCA § 49-6-1014 is part of quarter one instruction.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tbody>
<tr>
<td><strong>US.01</strong> Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West. (C, E, G, H, P)</td>
<td>I can chart the expansion of the United States and the impact the transcontinental railroad and Homestead Act had in relation to Manifest Destiny.</td>
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<tr>
<td><strong>US.02</strong> Examine federal policies toward American Indians, including: the movement to reservations, assimilation, boarding schools, and the Dawes Act. (C, G, H, P, T)</td>
<td>I can explain western expansion’s impact on American Indians, immigrants, and American settlers and the historical impact of the “Buffalo Soldiers” including George Jordan.</td>
</tr>
<tr>
<td><strong>US.03</strong> 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 <em>Plessy v. Ferguson</em> decision. <em>(T.C.A. § 49-6-1006)</em> (C, G, H, P, T)</td>
<td>I can explain how government policy affected the cultural development of American Indians in relation to reservations and assimilation.</td>
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C-Culture, E-Economics, G-Geography, H-History, P-Politics/Government, T-Tennessee
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)

- Boss Tweed
- Thomas Nast
- Credit Mobilier
- Spoils system and President
- James A. Garfield’s assassination
- Pendleton Act
- Interstate Commerce Act

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)

- Alexander Graham Bell
- Henry Bessemer
- Andrew Carnegie
- Thomas Edison
- J.P. Morgan
- John D. Rockefeller
- Nikola Tesla
- Cornelius Vanderbilt
- Madam C.J. Walker
- George Washington Carver

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)

- Boston
- Chicago
- New York City
- Pittsburgh
- San Francisco

I can explain the separate but equal doctrine and cite examples of how it was implemented.

I can analyze the causes of political corruption and their consequences on American politics during the Gilded Age, including the rise of political machines, major scandals, civil service reform, and economic disparity.

I can describe and explain political cartoonists such as Thomas Nast and other Gilded Age media.

I can associate the innovators with their industrial and technological contributions and evaluate the cultural impacts.

I can explain the patterns of agricultural and industrial development as they relate to climate, natural resources, markets, trade, emigration, and urbanization.

I can describe geographic considerations for the location of specialized industries including textiles, automobiles, and steel.
### 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:

- 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

(C, E, G, H, P)

### The Progressive Era

#### US.08
Explain the concepts of social Darwinism and the Social Gospel. (C, E, H)

#### 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)

#### 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)

I can describe the difference between “old” and “new” immigrants using excerpts from “The New Colossus,” Emma Lazarus.

I can analyze examples of assimilation using primary source excerpts from *Twenty Years at Hull House*.

I can describe the effect of “new” immigrants and their impact on American society.

**HONORS:** I can compare and contrast social, economic and political issues of the Gilded and progressive Era’s.

I can analyze *Social Darwinism* and compare and contrast with *Social Gospel* using primary source excerpts from *Gospel of Wealth* and other examples.

I can compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois using the primary sources excerpts from “Atlanta Exposition” speech and *The Souls of Black Folks*.

I can explain *populism* and cite examples such as the Granger Movement and Farmers Alliance, problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities.

**HONORS:** I can explain the impact of the 1896 election, William Jennings Bryan “Cross of Gold” speech and the economic impact of the bimetallism.
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)

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)

US.13 Describe working conditions in industries during this era, including the use of labor by women and children. (C, E, H)

US.14 Explain the roles played by muckrakers and progressive idealists, including: (C, H, P)
- Robert M. La Follette, Sr.
- President Theodore Roosevelt
- Upton Sinclair
- Lincoln Steffens
- Ida Tarbell

US.15 Analyze the goals and achievements of the Progressive movement, including: (E, H, P)
- Adoption of the initiative, referendum, and recall
- Adoption of the primary system
- 16th Amendment
- 17th Amendment
- 18th Amendment
### US.16
Analyze the significant progressive achievements during President Theodore Roosevelt’s administration, including: (C, E, H, P)
- Square Deal
- “Trust-busting”
- Pure Food and Drug Act
- Meat Inspection Act
- Support for conservation

### 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)

### 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
- the role of Tennessee as the “Perfect 36”.
(C, H, P, T)

**Imperialism and World War I**

### 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
- yellow journalism
(C, E, G, H, P)

### US.20
Compare and contrast the arguments of interventionists and non-interventionists of the period. (E, H, P)

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C-Culture, E-Economics, G-Geography, H-History, P-Politics/Government, T-Tennessee

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US.21 Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: (E, G, H, P)

- Annexation of Hawaii
- Philippine Insurrection
- Roosevelt Corollary
- Panama Canal
- Access to Cuba

I can describe the causes, course, and significant people involved in the Spanish-American War including, the Theodore Roosevelt, Battle of San Juan Hill, and contributions of African-Americans soldiers.

I can describe the consequences of American imperialism.

HONORS: I can explain the significance of the Rough Riders cavalry.

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)

I can use evidence from informational texts to compare and contrast policies of Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy.

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)

I can identify and explain the causes of World War I and the geographical reasons for United States’ neutrality.

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)

I can use primary sources to justify the reasons for American entry into World War I, including unrestricted German submarine warfare, the Zimmerman Note, the defense of democracy, and economic motivations.

US.25 Identify and explain the impact of the following on World War I (T.C.A. § 49-6-1006):

- Trench warfare
- Use of new weapons and technology
- Harlem Hellfighters
- Herbert Hoover
- John J. Pershing
- Alvin C. York

I can explain the impact of new technology and weapons and identify key figures of World War I.

HONORS: I can compare and contrast American involvement in the Spanish American War and World War I.
| US.26 | Analyze the political, economic, and social ramifications of World War I on the home front, including: (C, E, H, P)  
- Role played by women and minorities  
- Voluntary rationing  
- Committee on Public Information  
- Opposition by conscientious objectors  
- *Schenck v. United States* decision |
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<tr>
<td>I can analyze the political, economic, and social ramifications of World War I on the home front, including roles of women and ethnic minorities, rationing (Hooverizing), The Creel Committee, conscientious objectors, and <em>Schenck v. United States</em>.</td>
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<tr>
<th>US.27</th>
<th>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.</th>
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<tr>
<td>I can analyze the aims and negotiating roles of world leaders, including The Big Four, Woodrow Wilson’s Fourteen Points (“Peace without Victory” speech), and causes and effects on world politics of the United States’ rejection of the League of Nations.</td>
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**HONORS:** I can explain the significance of the Kellogg-Briand Pact and the Washington Disarmament Conference.
The 1920’s, The Great Depression and New Deal, and World War II: Students describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. Students analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Students analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Students continue to use their historical and geographical analysis skills with special attention to Tennessee connections in history, geography, politics, and people. The reading of primary source documents is a key feature in compliance with T.C.A. § 49-6-1028 regarding a project-based civics assessment. The course also complies with T.C.A. § 49-6-1006 regarding inclusion of African American history, culture, and contributions.

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<td><strong>US.28</strong> 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. <em>(T.C.A. § 49-6-1006)</em> <em>(C, E, G, H, T)</em></td>
<td>I can analyze the Great Migration and associate with early 20th Century geographic relocation of African Americans.</td>
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<td><strong>US.29</strong> 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. <em>(C, H)</em></td>
<td>I can describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.</td>
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<td><strong>US.30</strong> Examine the growth and popularity of country and blues music, including the rise of the Grand Ole Opry, W.C. Handy, and Bessie Smith. <em>(T.C.A. § 49-6-1006)</em> <em>(C, H, T)</em></td>
<td><strong>HONORS:</strong> I can explain the significance of the “Lost Generation” and identify its writers.</td>
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<td><strong>US.31</strong> Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity. <em>(C, E, H)</em></td>
<td>I can examine the growth and popularity of music in Tennessee including Blues Music in Memphis, Jazz, W.C. Handy, Grand Ole Opry, WSM, and Deford Bailey.</td>
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<td>I can describe the rise of mass production techniques and the impact of new technologies, including airplane travel and electricity.</td>
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| 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) |
| US.33 | Describe the Harlem Renaissance, its impact, and important figures, including *T.C.A. § 49-6-1006*:  
- Louis Armstrong  
- Duke Ellington  
- Langston Hughes  
- Zora Neale Hurston (C, H) |
| 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) |
| US.35 | Examine challenges related to civil liberties and racial/ethnic tensions during this era, including: (C, E, G, H, P, T)  
- 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 |
| 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) |

I can relate mass production of the automobile with its impact on the American economy and society using advertisements and mass media.

I can describe the Harlem Renaissance and its impact, including Langston Hughes (Blues poetry), Zora Neale Hurston (*Their Eyes were Watching God*), James Weldon Johnson (Lift Every Voice and Sing), Duke Ellington (Swing Style Jazz), and Louis Armstrong (Jazz).

I can describe changes, advances, and achievements in the social and economic status of women, including Margaret Sanger, Flappers, clerical and office jobs, and higher education enrollment for women.

I can analyze the racial and ethnic tensions, during the 1920s, including the resurgence of the Ku Klux Klan, Wells’ Crusade for Justice: *The Autobiography of Ida B. Wells*, Randolph Miller, Marcus Garvey, and the NAACP.

**HONORS:** I can explain the impact of the Palmer Raids and Sacco and Vanzetti in regard to the First Red Scare.

I can describe the Scopes Trial of 1925, including Theory of Evolution, its origins as a publicity stunt, major figures and the two sides of the controversy, its outcome, and legacy.
US.37 Describe the impacts of Prohibition on American society, including: the rise of organized crime, bootlegging, and speakeasies. (C, E, H, P)

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)

The Great Depression and the New Deal

US.39 Analyze the causes of the Great Depression, including:
- 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
(C, E, H, P)

I can explain National Prohibition including the Temperance Movement, 18th Amendment, the Volstead Act, organized crime, bootlegging, speakeasies, and repeal by the 21st Amendment.

I can analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, financial speculation, and growth of Wall Street.

HONORS: I can identify the impact of new technology and advertising on home and social life.

HONORS: I can compare and contrast the Harding and Coolidge presidencies.

HONORS: I can identify Harding’s involvement in scandals, including the impact of the “Ohio Gang” and the Teapot Dome Scandal.

I can identify and analyze the cause of the Great Depression, including:
- 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
**US.40** Analyze the causes of the Dust Bowl, and explain the social, geographic, and economic impacts. (C, E, G, H)

**US.41** Describe the impact of the Great Depression on the American people, including mass unemployment, migration, and Hooverville’s. (C, E, G, H)

**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)

**US.43** Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt’s New Deal programs, including:

- Agricultural Adjustment Act
- Civilian Conservation Corps
- Fair Labor Standards Act
- FDIC
- National Recovery Administration
- Securities and Exchange Commission
- Social Security
- TVA
- Works Progress Administration

(C, E, G, H, P, T)

**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)

**HONORS:** I can identify the Dust Bowl geography and analyze the causes and consequences.

I can describe the toll of the Great Depression on the American people including African Americans, Hispanics, massive unemployment, migration, and Hooverville’s.

I can describe the steps taken by President Hoover to combat the economic depression, including “rugged individualism”, Reconstruction Finance Corporation, and the “Bonus Army”.

I can analyze the effects and controversies of New Deal economic policies, including charges of socialism, and Roosevelt’s “court packing” attempt.

I can identify and explain the following New Deal programs and assess their past and present impact.

- Agricultural Adjustment Act
- Civilian Conservation Corps
- Fair Labor Standards Act
- FDIC
- National Recovery Administration
- Securities and Exchange Commission
- Social Security
- TVA
- Works Progress Administration
**World War II (Part I)**

**US.45** Explain the rise and spread of fascism, communism, and totalitarianism internationally. (C, G, H, 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)

**US.48** Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. (G, H, P, T)

**US.49** Identify the roles and the significant actions of the following individuals in World War II: (H, P)

- Winston Churchill
- Dwight D. Eisenhower
- Adolf Hitler
- Douglas MacArthur
- George C. Marshall
- Benito Mussolini
- President Franklin D. Roosevelt
- Joseph Stalin
- Hideki Tōjō
- President Harry S. Truman

I can define **fascism** and **totalitarianism** and analyze the causes and consequences of both exemplified by Hitler, Mussolini, and Stalin.

I can analyze Roosevelt’s Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease Act to demonstrate his response to the rise of totalitarianism.

I can identify the causes of the U.S.’ entry into World War II including Pearl Harbor and an excerpt of Roosevelt’s Infamy Speech.

I can explain the actions of many at Pearl Harbor including Doris “Dorie” Miller and the impact of the Ni‘ihau Incident during the Pearl Harbor attack.

I can identify the roles played and significant actions of leaders in World War II.

- Winston Churchill
- Dwight D. Eisenhower
- Adolf Hitler
- Douglas MacArthur
- George C. Marshall
- Benito Mussolini
- Franklin D. Roosevelt
- Joseph Stalin
- Hideki Tōjō
- Harry S. Truman
Cold War, A Nation in Transition, and Civil Rights Movement: Students analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Students examine American cultural, economic, political, and societal developments following World War II. Students analyze the response of the U.S. to communism after World War II. Students continue to use their historical and geographical analysis skills with special attention to Tennessee connections in history, geography, politics, and people. The reading of primary source documents is a key feature in compliance with T.C.A. § 49-6-1028 regarding a project-based civics assessment. The course also complies with T.C.A. § 49-6-1006 regarding inclusion of African American history, culture, and contributions.

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<td>World War II (Part II)</td>
<td>I can identify the Holocaust and America’s response to it, including its impact on immigration.</td>
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<tr>
<td>US.47 Analyze the response</td>
<td>I can identify and locate on a map the Allied and Axis countries and the major theaters of the war</td>
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<td>of European Jews before</td>
<td>I can explain United States and Allied wartime strategy and major events of the war, including Bataan</td>
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<td>the start of the war, the</td>
<td>Death March, Midway, “island hopping”, Iwo Jima and Okinawa, invasion of North Africa and Italy, D-Day,</td>
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<td>U.S. liberation of</td>
<td>and Battle of the Bulge.</td>
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<td>concentration camps</td>
<td>I can identify the roles and sacrifices of American soldiers such as Audie Murphy, George Patton,</td>
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<td>during the war, and the</td>
<td>Ernie Pyle, and Glenn Miller; Tuskegee Airmen; 761st Tank Battalion, 452nd Anti-Aircraft Battalion,</td>
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<td>immigration of Holocaust</td>
<td>442nd Regimental Combat team; 101st Airborne, and the Navajo Code Talkers.</td>
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<td>survivors after the war.</td>
<td>(C, G, H, P, T)</td>
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<td>(C, G, H, P, T)</td>
<td>I can identify the Holocaust and America’s response to it, including its impact on immigration.</td>
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<td>US.50 Explain the role of</td>
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<td>geographic and military</td>
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<td>factors on the outcomes</td>
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<td>of battles in the Pacific</td>
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<td>and European theaters of</td>
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<td>war, including the Battles</td>
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<td>of Midway, Iwo Jima,</td>
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<td>Okinawa, and D-Day.</td>
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<td>(G, H, P)</td>
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<td>US.51 Identify the roles</td>
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<td>and sacrifices of</td>
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<td>individual American</td>
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<td>soldiers, as well as the</td>
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<td>unique contributions of</td>
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<td>special fighting forces</td>
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<td>such as the Tuskegee</td>
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<td>Airmen, the 442nd</td>
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<td>Regimental Combat team,</td>
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<td>the 101st Airborne, and</td>
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<td>the Navajo Code Talkers.</td>
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<td>(C, H, T)</td>
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<td>US.52</td>
<td>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. <em>(C, E, H)</em></td>
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<td>US.53</td>
<td>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. <em>(T.C.A. § 49-6-1006)</em> <em>(C, E, H, P)</em></td>
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<td>US.54</td>
<td>Describe the constitutional issues and impact of the internment of Japanese Americans on the U.S., including the <em>Fred Korematsu v. United States of America</em> decision. <em>(C, H, P)</em></td>
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| US.55 | Describe the war’s impact on the home front, including:  
  - 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 *(C, E, G, H, P, T)* |
| US.56 | Describe the Manhattan Project and explain the rationale for using the atomic bomb to end the war. *(H, P, T)* |
| US.57 | Explain the major outcomes of the Yalta and Potsdam Conferences. *(H, P)* |

I can explain the entry of large numbers of women into the workforce and its impact on American society and the service of women in the armed forces such as Rosie the Riveter, and WASPs.

I can identify the social and economic progress of African Americans along with military service that led to the eventual integration by President Truman’s Executive Order 9981 and 8802.

I can describe the constitutional questions and impact of Japanese internment (*Fred Korematsu v. United States of America*).

I can describe the war’s impact on American civilians including rationing, bond drives, movement to cities and industrial centers, and the Bracero Program.

I can evaluate the Manhattan Project and the use of the atomic bomb to end the war using excerpts from the “Announcement of Dropping the Atomic Bomb” and the Letter to President Franklin Roosevelt.

**HONORS:** I can analyze the long-term impact of the dropping the atomic bomb.

I can identify the Yalta and Potsdam Conferences and explain the outcomes of each.
**US.58** Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. (H, P, T)

**A Nation in Transition**

**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. (C, E, G, H, P)

**US.72** Explain the impact of the baby boomer generation on the American economy and culture. (C, E, G, H)

**US.73** Describe domestic developments during President Dwight D. Eisenhower’s administration, including advances in medicine and the creation of the Interstate Highway System. (C, E, G, H, P, T)

**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)

**US.75** Analyze the increasing impact of television and mass media on the American home, politics, and economy. (C, E, H, P)

**HONORS:** I can explain the impact of the Atlantic Charter on the end of the war.

I can identify the United Nations and its purpose and explain Cordell Hull’s role in its founding.

I can analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the suburban ideal, impact of the G.I. Bill, emerging middle class, and increased reliance on petroleum (domestic or foreign).

I can define the Baby Boom using various media sources and explain its impact on the American economy and culture.

I can analyze the effects of Eisenhower’s policy in technological developments, including advances in medicine, improvements in agricultural technology (pesticides and fertilizers), and development of the interstate highway system.

I can describe the effects of the automobile industry in regard to city development, culture (including Negro Motorist Green Book), and the economy.

I can analyze the increasing impact of television and mass media on American home and family, American politics, and American economy.

*C-Culture, E-Economics, G-Geography, H-History, P-Politics/Government, T-Tennessee*
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)

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)

### Cold War

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)

US.60 Explain the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift. (E, G, H, P)

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)

I can define the Beat Generation including emergence of a youth culture, beatniks, “On the Road” by Jack Kerouac.

I can trace progression of popular music from swing to rhythm and blue to rock ‘n’ roll and cite the role played by Tennessee, including Sun Studios, Stax Records, and Elvis Presley.

I can describe President Kennedy’s New Frontier programs to improve education, end racial discrimination, The Peace Corps, and Space Race.

**HONORS:** I can analyze the impact of Kennedy’s assassination on the political landscape.

I can define superpower and describe the U.S. and Soviet Union competition including arms development, economic ideology, NATO, SEATO, and the Warsaw Pact.

I can explain containment and its consequences as exemplified by the Truman Doctrine, the Marshall Plan, and the Berlin Airlift.

I can analyze the causes and effects of the Red Scare, including Americans’ attitude toward Red China, McCarthyism, blacklisting, and the Rosenberg’s.
**US.62** Describe the causes, course, and consequences of the Korean War, including: (E, G, H, P)
- Domino theory
- 38th parallel
- Battle of Inchon
- Entry of the communist Chinese
- Final disposition of the Koreas

**US.63** Explain Cold War policies during President Dwight D. Eisenhower’s administration, including brinkmanship and “peaceful coexistence”. (C, E, H, 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)
- Atomic testing
- Civil defense
- Fallout shelters
- Impact of Sputnik
- Mutual assured destruction

**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)

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C-Culture, E-Economics, G-Geography, H-History, P-Politics/Government, T-Tennessee

Page 5 of 6
US.66 Describe the causes, course, and consequences of the Vietnam War, including: (C, E, G, H, P)
- Geneva Accords
- Gulf of Tonkin Resolution
- Tet Offensive
- Vietnamization
- Ho Chi Minh
- Bombing of Cambodia
- Napalm and Agent Orange

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)

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)

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)

US.69 Describe the competition between the U.S. and Soviet Union for superiority in space. (C, E, G, H, P)

US.70 Explain developments that eased tensions during the Cold War, including: (C, G, H, P)
- President Richard Nixon’s détente
- SALT Treaties
- President Ronald Reagan and Mikhail Gorbachev’s INF Treaty
- The fall of the Berlin Wall

I can describe the causes, course, and consequences of the Vietnam War, including:
- Geneva Accords
- Gulf of Tonkin Resolution
- Tet Offensive
- Vietnamization
- Ho Chi Minh
- Bombing of Cambodia
- Napalm and Agent Orange

I can analyze and explain the Presidential policies of Kennedy, Johnson, and Nixon during the Vietnam War.

I can enumerate the impact of the Vietnam War on the home front, including draft by lottery, the Anti-War movement and the Free Speech movement, impact of television and the media.

I can identify and interpret different points of view that reflect the rise of social activism and the counterculture, including the generation gap, hippies, and Woodstock.

HONORS: I can explain the credibility gap.

I can identify significant events in the Space Race between U.S. and U.S.S.R.

I can identify and explain significant events that led to the end of the Cold War, including:
- President Richard Nixon’s détente
- SALT Treaties
- President Ronald Reagan and Mikhail Gorbachev’s INF Treaty
- The fall of the Berlin Wall
**Civil Rights Movement and The Modern United States:** Students examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. Students examine important events and trends from the 1960s to the present. Students continue to use their historical and geographical analysis skills with special attention to Tennessee connections in history, geography, politics, and people. The reading of primary source documents is a key feature in compliance with T.C.A. § 49-6-1028 regarding a project-based civics assessment. The course also complies with T.C.A. § 49-6-1006 regarding inclusion of African American history, culture, and contributions.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tr>
<td><strong>Civil Rights Movement</strong></td>
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</table>
| **US.78** Examine the decision and impact of Brown v. Board of Education on desegregation. *(T.C.A. § 49-6-1006)*  
(C, E, G, H, P, T) | I can analyze the impact of *Brown v. Board on Education* and social issues.  
**HONORS:** I can explain the impact of the Warren Court in regard to Civil Rights. |
| **US.79** Examine the roles and actions of civil rights advocates (e.g. Malcolm X, Thurgood Marshall, Rosa Parks, Diane Nash) 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) | I can analyze and examine the roles of prominent civil rights advocates, including the role of the Highlander Folk School. |

C-Culture, E-Economics, G-Geography, H-History, P-Politics/Government, T-Tennessee
US.80 Describe the significant events in the struggle to secure civil rights for African Americans, including: *(T.C.A. § 49-6-1006)*
- 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

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.

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.

**The Modern United States**

US.83 Evaluate the impact of President Lyndon Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty.

I can describe significant events in the struggle to secure civil rights for African Americans and analyze the “I have a Dream Speech.”

HONORS: I can explain the impact of Emmett Till, Integration of Ole Miss and analyze primary sources, including “Letters from a Birmingham Jail.”

I can analyze the civil rights and voting rights legislation, including Civil Rights Act of 1964, Voting Rights Act of 1965, Civil Rights Act of 1968, and 24th Amendment.

I can explain the Chicano Movement, American Indian Movement, and the Feminist Movement and describe their stated purposes and goals.

HONORS: I can explain the impact of Affirmative Action.

I can evaluate the impact of Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty.
**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)

**US.86** Examine the Watergate scandal, including: (C, H, P)
- 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

**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)

**US.88** Identify and explain the significant events of President Jimmy Carter’s administration, including: (C, E, G, H, P)
- Poor economy
- Panama Canal Treaty
- Camp David Accords
- Energy crisis
- Iran Hostage Crisis

**HONORS:** I can compare and contrast the social programs of the Kennedy and Johnson Presidencies.

**HONORS:** I can compare and contrast Medicare and Medicaid, analyze the impact of the Education Acts and the Head Start Program.

I can identify and explain significant achievements of the Nixon administration, including his appeals to the “silent majority” and Southern Strategy and his successes in foreign affairs.

I can define and analyze the Watergate scandal, including enemies List, background of the break-in, *United States v. Nixon*, role of media and journalism, Nixon’s resignation, Ford’s pardon, and the legacy of distrust.

I can explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, disasters at Love Canal, Three Mile Island, and the Exxon Valdez.

I can identify and explain significant events of the Carter administration, including Camp David Accords, Panama Canal Treaty, SALT II treaty, Iran Hostage Crisis, and the economic “malaise”.

C-Culture, E-Economics, G-Geography, H-History, P-Politics/Government, T-Tennessee
| US.89 | Analyze the significance of President Ronald Reagan’s administration, including: (C, E, G, H, P)  
- Revitalization of national pride  
- Reaganomics  
- Iran-Contra affair  
- “War on Drugs”  
- Strategic Defense Initiative  
- AIDS epidemic | I can analyze the significant domestic events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, and the Challenger Disaster.  
I can analyze the significant foreign events and achievements of the Reagan administration, including Strategic Defense Initiative, fall of communism in the Soviet Union and his Speech at Brandenburg Gate, Marine barracks bombing in Lebanon, Invasion of Grenada, and the Iran-Contra Affair. |
| 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) | I can describe the significant events in the foreign policy of the George H.W. Bush administration, including the fall of the Berlin Wall, Tiananmen Square in China, invasion of Panama, and the Gulf War. |
| US.91 | Summarize the events of President Bill Clinton’s administration, including: (C, E, G, H, P)  
- Welfare-to-work  
- Balanced budget  
- NAFTA  
- Scandals and subsequent impeachment hearings | I can summarize the significant events and achievements during the Clinton administration, including Welfare-to-Work, Brady Bill, reduction of the federal deficit, NAFTA, scandals/impeachment trial, and the Oklahoma City Bombing. |
<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) | I can define and describe the impact of 9/11, including the response of President George W. Bush in his “Address to the Nation”, September 11, 2001, the wars in Afghanistan and Iraq, and the continuing War on Terror. |</p>
<table>
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<tr>
<th><strong>US.93</strong> Describe the increasing role of women and minorities in the American military, politics, and economy, including: (C, E, H, P) <em>(T.C.A. § 49-6-1006)</em></th>
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<tbody>
<tr>
<td>● Hillary Clinton</td>
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<tr>
<td>● Sandra Day O’Connor</td>
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<td>● Nancy Pelosi</td>
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<tr>
<td>● Colin Powell</td>
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<tr>
<td>● Condoleezza Rice</td>
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</tbody>
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I can describe the increasing role of women and minorities in American society including the achievements of Sandra Day O’Connor, Sally Ride, Geraldine Ferraro, Colin Powell, Hillary Clinton, Condoleezza Rice, and Nancy Pelosi.

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<th><strong>US.94</strong> 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)</th>
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I can evaluate technological and scientific advances in the field of communication and its impact on society.

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<th><strong>US.95</strong> Describe the achievements and setbacks of President Barack Obama’s administration. (C, E, H, P)</th>
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I can identify significant events in the Obama administration.

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**C-Culture, E-Economics, G-Geography, H-History, P-Politics/Government, T-Tennessee**

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