

2022 – 2023, HS, United States History and Geography, Quarter 1

Students begin a year-long study of United States history and geography with the units of **The Rise of Industrialization**, **The Progressive Era**, **Imperialism**, and **World War I**. The course complies with [T.C.A. § 49-6-1006](#) on inclusion of Black history, culture, and contributions. Compliance with [Federal Mandate 36 U.S. Code § 106](#) and [Freedom Week TCA § 49-6-1014](#) are part of quarter one instruction.

Tennessee State Standards and Learning Expectations

The Rise of Industrialization - 1877 - 1900

- US.01** Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West. (C, E, G, H, P)
- Chart the expansion of the United States and the impact the transcontinental railroad and Homestead Act had in relation to Manifest Destiny.
 - Explain western expansion's impact on American Indians, immigrants, and American settlers and the historical impact of the "Buffalo Soldiers" including George Jordan of Williamson County.
- 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)
- Analyze stated purpose of the Dawes Act and its impact.
 - Explain how government policy affected the cultural development of American Indians in relation to reservations and assimilation, and the purpose of boarding schools.
- 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 *Plessy v. Ferguson* decision. (*T.C.A. § 49-6-1006*) (C, G, H, P, T)
- Explain the impact of the Presidential election of 1876 and the end of Reconstruction.
 - Explain the post-Reconstruction culture on African Americans, including Jim Crow laws, lynching's, and voting restrictions.
 - Explain the efforts of Pap Singleton and the reasoning of the Exodusters westward migration to Kansas.
 - Define separate but equal doctrine and explain how states implemented it and cite examples.
- 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

- 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.
- Describe and explain political cartoonists such as Thomas Nast and other Gilded Age media.

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
- Associate the innovators with their industrial and technological contributions and evaluate the cultural and economic impacts.

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
- Explain the patterns of agricultural and industrial development as they relate to climate, natural resources, markets, trade, emigration, and urbanization.
- 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: (C, E, G, H, P)

- 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
- Describe the difference between “old” and “new” immigrants using excerpts from “The New Colossus,” Emma Lazarus.
- Analyze examples of assimilation using primary source excerpts from *Twenty Years at Hull House*.
- Describe the effect of “new” immigrants and their impact on American society and locate Ellis Island and Angel Island on a map.

HONORS: Compare social, economic, and political issues of the Gilded and progressive Era’s.

The Progressive Era - 1890 - 1920

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

- Explain Social Darwinism and compare with Social Gospel using primary source excerpts from *Gospel of Wealth* and other examples.

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)

- Compare 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*.

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)

- Define and 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: Explain the impact of the 1896 election, William Jennings Bryan “Cross of Gold” speech and the economic impact of the bimetallicism.

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)

- Show and analyze the rise of the labor movement, including its leaders, major tactics, and the response of management and the government.
- Explain the significance of the Coal Creek Saga and the unjustness of prison labor.

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)

- Define and describe the impact of trust and monopolies, including the Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914, their implications, and the impact on consumers and workers.

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

- Cite evidence of working conditions in industries, including the use of labor by women and children using sources such as Triangle Shirtwaist Fire, Lewis Hine’s photographs, and excerpts of *Bitter Cry of the Children*.

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
- Define and explain the significant roles played by muckrakers and progressive idealists using and citing primary excerpts, including Robert La Follette, Roosevelt’s “The New Nationalism” speech, Tarbell’s *The History of Standard Oil*, Lincoln Steffens’ *The Shame of the Cities*, and Sinclair’s *The Jungle*.

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
- Analyze the goals and achievements of the Progressive movement, including the adoption of the initiative, referendum, recall and the primary system, the 16th, 17th, and 18th Amendments, and Progressive expectations of the role of citizen and the role of government.
- Debate the long-range consequences and outcomes of these initiatives based on their intentions.

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
- Analyze the significant progressive achievements during the administration of Theodore Roosevelt, including the Square Deal, “trust-busting,” Pure Food and Drug Act, Meat Inspection Act, national parks, and 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)

- Analyze the significant progressive achievements during the administration of Woodrow Wilson, including his New Freedom, Federal Reserve Act, and creation of the National Park Service.
- Examine the development of the Federal Reserve Act and the Federal Reserve’s impact on economic policy.

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”. (C, H, P, T)

- Describe the suffrage movement, its national leaders, the activities of suffragettes, and the passage of the 19th Amendment including Carrie Chapman Catt, Alice Paul and Mary Church Terrell.
- Explain Tennessee’s crucial role in ratification of the 19th Amendment including Anne Dallas Dudley, Harry Burn and his mother, and “Perfect 36.”
- Describe the arguments against passage of women’s suffrage by other women including Josephine Pearson.
- Explain why African American women were not allowed to play a significant role in women’s suffrage.

HONORS: Describe the suffrage and activism for African American concerns by Frankie Pierce and Dr. Mattie Coleman.

Imperialism and World War I - 1890 - 1920

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

- Define American Imperialism and associate it with desire for raw materials and new markets, and the goal to spreading American democratic and moral ideals.
- Define yellow journalism and impact on American society during this era.

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

- evaluate the arguments of interventionists and non-interventionists of the period, including Mahan’s *Influence of Sea Power upon History*, Beveridge’s “The March of the Flag” speech, Twain’s personal commentaries, and the policies and actions of Theodore Roosevelt.

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
- 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.
- Describe the consequences of American imperialism.

HONORS: 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)

- Use evidence from informational texts to compare the 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)

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

<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> <ul style="list-style-type: none"> • 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.
<p>US.25 Identify and explain the impact of the following on World War I (<i>T.C.A. § 49-6-1006</i>): (C, G, H, T)</p> <p>Trench warfare</p> <ul style="list-style-type: none"> • Use of new weapons and technology • Harlem Hellfighters • Herbert Hoover • John J. Pershing • Alvin C. York • Explain the impact of innovative technology and weapons and name key figures of World War I. • Explain why Alvin C. York is considered a World War I hero and his initial reluctance to his draft. <p>HONORS: <i>compare American involvement in the Spanish American War and World War I.</i></p>
<p>US.26 Analyze the political, economic, and social ramifications of World War I on the home front, including: (C, E, H, P)</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 • 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 <i>Schenck v. United States</i>.
<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. (H, P)</p> <ul style="list-style-type: none"> • 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. <p>HONORS: <i>Explain the significance of the Kellogg-Briand Pact and the Washington Disarmament Conference.</i></p>

C – culture, E – economics, G – geography, H – history, P – politics/government, T – Tennessee, TCA – TN Code Annotated (required)

2022 – 2023, HS, United States History and Geography, Quarter 2

Students continue a historical and geographical examination of the United States of America by studying the units of **the 1920's, The Great Depression and The New Deal**, and **World War II**. The course complies with [T.C.A. § 49-6-1006](#) on inclusion of Black history, culture, and contributions.

Tennessee State Standards and Learning Expectations

The Roaring 20s

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

- Locate the South, Northeast and Midwest on a map of the United States.
- Analyze the Great Migration and associate with early 20th Century geographic relocations of African Americans.

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. (C, H)

- Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture as well the increase and promotion of celebrity culture.

HONORS: *Explain the significance of the “Lost Generation” and name its writers.*

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*) (C, H, T)

- 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.

US.31 Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity. (C, E, H)

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)

- Describe the rise of mass production techniques and the impact of innovative technologies, including airplane travel and electricity.
- Relate mass production of the automobile with its impact on the American economy and society using advertisements and mass media.

US.33 Describe the Harlem Renaissance, its impact, and important figures, including (*T.C.A. § 49-6-1006*): (C, H)

- Louis Armstrong
- Duke Ellington
- Langston Hughes
- Zora Neale Hurston

- 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).

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)

- 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.

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
- Evaluate the motivates that led to the First Red Scare and Immigration Quota Acts of the 1920s.
- Analyze the racial and ethnic tensions, during the 1920s, including the resurgence of the Ku Klux Klan, Ida B. Wells' Crusade for Justice: *The Autobiography of Ida B. Wells*, Randolph Miller's streetcar boycott, Marcus Garvey, and the NAACP.

HONORS: *Explain the impact of the Palmer Raids and Sacco and Vanzetti as part of the First Red Scare.*

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)

- 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)

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

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)

- Analyze the changes in the economy and culture of the United States because of expansion of credit, consumerism, financial speculation, and growth of Wall Street.

HONORS: *Show the impact of innovative technology and advertising on home and social life.*

HONORS: *Compare the Harding and Coolidge presidencies.*

HONORS: Identify Harding's involvement in scandals, including the impact of the "Ohio Gang" and the Teapot Dome Scandal.

The Great Depression and The New Deal - 1929 - 1941

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

- 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)

- Identify the Dust Bowl geographic characteristics and analyze the causes and consequences including the change in farming mechanization, expanded farming, drought, the migration of Okies, and economic ruin.

HONORS: Explain the significance of Dorothea Lange's work during the Great Depression.

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

- Describe the toll of the Great Depression on the American people including African Americans, Hispanics, massive unemployment, migration, and Hooverville's.

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)

- Describe the steps taken by President Hoover to combat the economic depression, including Reconstruction Finance Corporation, and the "Bonus Army."
- Evaluate his Rugged Individualism speech to explain his belief in not directly involving the federal government in relief efforts for the Great Depression.

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)

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 (AAA)
 - Civilian Conservation Corps (CCC)
 - Fair Labor Standards Act
 - Federal Deposit Insurance Corporation (FDIC)
 - National Recovery Administration (NRA)
 - Securities and Exchange Commission (SEC)
 - Social Security
 - Tennessee Valley Authority (TVA)
 - Works Progress Administration (WPA)
- Analyze the effects and controversies of New Deal economic policies, including charges of socialism, and Roosevelt’s “court packing” attempt.
 - Name and explain the major New Deal programs, assess their past, present impact, and identify those that remain today.

World War II (part I) - 1936 - 1945

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

- Define fascism and totalitarianism and analyze the causes and consequences of both exemplified by Hitler, Mussolini, and Stalin.

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)

- Analyze Roosevelt’s Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease Act to show his response to the rise of totalitarianism.

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

- Identify the causes of the U.S.’ entry into World War II including Pearl Harbor and an excerpt of Roosevelt’s Infamy Speech.
- Explain the actions of many at Pearl Harbor including Doris “Dorie” Miller and Cornelia Fort and the impact of the Ni’ihau Incident on the idea of Japanese American internment.

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 Tojo
- President Harry S. Truman

C – culture, E – economics, G – geography, H – history, P – politics/government, T – Tennessee, TCA – TN Code Annotated (required)

2022 – 2023, HS, United States History and Geography, Quarter 3

Students continue an examination of United States history and geography by studying the units of the **World War II (part II), A Nation in Transition**, and the **Cold War**. The reading of primary source documents is a key feature in compliance with [T.C.A. § 49-6-1028](#) on a project-based civics assessment. The course also complies with [T.C.A. § 49-6-1006](#) on inclusion of Black history, culture, and contributions.

Tennessee State Standards and Learning Expectations

World War II (part II) - 1936 - 1945

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)

- Define Holocaust.
- Identify the severity of the Holocaust and America’s response to it, including its impact on immigration.

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)

- Name and find the Allied and Axis countries on a map and the major theaters of the war including the home front, North Atlantic, Europe, North Africa, Asian Pacific, and China-Burma-India.
- Explain United States and Allied wartime strategy and major events of the war, including Bataan Death March, Midway, “island hopping,” Iwo Jima and Okinawa, invasion of North Africa and Italy, D-Day, and Battle of the Bulge.

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)

- Identify the roles and sacrifices of American soldiers such as Audie Murphy, George Patton, Ernie Pyle, and Glenn Miller; Tuskegee Airmen; 761st Tank Battalion, 452nd Anti-Aircraft Battalion, 442nd Regimental Combat team; 101st Airborne, and the Navajo Code Talkers.

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)

- 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 (Women Airforce Service Pilots).

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)

- 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.
- Examine the impact of the Fair Employment Practices Committee.

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)

- Describe the constitutional questions and impact of Japanese American internment.
- Analyze the U.S. Supreme Court ruling in *Fred Korematsu v. United States of America*.

US.55 Describe the war's impact on the home front, including: (C, E, G, H, P, T)

- 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

US.56 Describe the Manhattan Project and explain the rationale for using the atomic bomb to end the war. (H, P, T)

- Determine why Oak Ridge, Tennessee was chosen for the Manhattan Project.

- 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: *Analyze the long-term impact of the dropping the atomic bomb.*

US.57 Explain the major outcomes of the Yalta and Potsdam Conferences. (H, P)

- Identify the Yalta and Potsdam Conferences and explain the outcomes of each.

HONORS: *Explain the impact of the Atlantic Charter on the end of the war.*

US.58 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. (H, P, T)

- Identify where the United Nations is located today.
- Explain the purpose of the United Nations’ founding and explain Cordell Hull’s role in its founding.

A Nation in Transition - 1950s - 1963

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)

- 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).

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

- Define the Baby Boom using various media sources and explain its impact on the American economy and culture.

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)

- 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.

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)

- Describe the effects of the automobile industry on city development, culture including the growth of suburbia, fast food chains, hotels, and the *Negro Motorist Green Book*.

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

- Analyze the increasing impact of television and mass media on American home and family, American politics, culture, and economy.

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)

- Define the Beat Generation including emergence of a youth culture, beatniks, "On the Road" by Jack Kerouac.
- 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.

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)

- Describe President Kennedy's New Frontier programs to improve education, end racial discrimination, The Peace Corps, and Space Race.

HONORS: *Analyze the impact of Kennedy's assassination on the political landscape.*

The Cold War - 1947 - 1991

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)

- Define superpower and Cold War.
- Describe the U.S. and Soviet Union competition including arms development, economic ideology, NATO, SEATO, and the Warsaw Pact as part of the Cold War.
- Identify which countries were part of NATO, SEATO, and the Warsaw Pact.

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

- Explain containment and its consequences as exemplified by the Truman Doctrine, the Marshall Plan, and the Berlin Airlift.

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)

- Analyze the causes and effects of the Second 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
- Describe the causes, course, and consequences of the Korean War, including the 38th parallel, Inchon Landing, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, election of Dwight Eisenhower, and Korean Armistice.

US.63 Explain Cold War policies during President Dwight D. Eisenhower’s administration, including brinkmanship and “peaceful coexistence.” (C, E, H, P)

- Name and trace the progression of each of the following Containment to Mutually Assured Destruction and Brinkmanship to Domino Theory to Flexible Response.
- Assess President Eisenhower’s warning about the military-industrial complex using excerpts from his Farewell Address.

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
- Assess Americans fears as well as how mass media heightened anxiety during the Cold War and the debates over stockpiling and potential use of nuclear weapons.

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)

- Describe the relationship between Cuba and the United States, including the rise of Fidel Castro, Bay of Pigs Invasion, and Cuban Missile Crisis, and migration of Cuban ex-patriates to the U.S.

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)

- Create a chart to compare the policies, practices of President Kennedy’s, Johnson’s, and Nixon’s continuation of the Vietnam War and their impact.
- Evaluate the impact of the Vietnam War on the home front, including draft by lottery, the anti-war movement, the Free Speech movement, and the impact of television and the media.

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)

- Define counterculture and hippies.
- Interpret different points of view that reflect the rise of social activism and the counterculture, including the generation gap, hippies, and Woodstock.

HONORS: *Explain the credibility gap.*

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

- Identify noteworthy events in the Space Race between U.S. and U.S.S.R. from Sputnik to man landing on the moon.

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

C – culture, E – economics, G – geography, H – history, P – politics/government, T – Tennessee, TCA – TN Code Annotated (required)

2022 – 2023, HS, United States History and Geography, Quarter 4

Students complete the examination of United States history and geography by studying the units **Civil Rights Movement** and **The Modern-Day United States**. The reading of primary source documents is a key feature in compliance with [T.C.A. § 49-6-1028](#) on a project-based civics assessment. The course also complies with [T.C.A. § 49-6-1006](#) on inclusion of Black history, culture, and contributions.

Tennessee State Standards and Learning Expectations

The Civil Rights Movement - 1950s - 1960s

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)

- Analyze the impact of *Brown v. Board of Education* and social issues.

HONORS: *Explain the impact of the Warren Court on 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)

US.80 Describe the momentous events in the struggle to secure civil rights for African Americans, including: (T.C.A. § 49-6-1006) (C, E, G, H, P, T)

- 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
- Analyze and examine the roles of prominent civil rights advocates and opponents, including the role of the Highlander Folk School.
- Describe remarkable events in the struggle to secure civil rights for African Americans and analyze the “I have a Dream Speech.”

HONORS: *Explain the impact of Emmett Till, integration of Ole Miss, and analyze primary sources, including “Letters from a Birmingham Jail.”*

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)

- 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.

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)

- Explain the Chicano Movement, American Indian Movement (AIM), and the Feminist Movement and describe their stated purposes and goals and compare to their actions.
- Compare these movements to the Civil Rights Movement.

HONORS: *Explain the impact of Affirmative Action.*

Modern-Day United States - 1960s - present

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)

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

HONORS: Compare the social programs of the Kennedy and Johnson Presidencies.

HONORS: Compare Medicare and Medicaid, analyze the impact of the Education Acts and the Head Start Program.

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)

- 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 in particular China and SALT I.

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*
- 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.
- Reflect and defend/refute if President Ford’s pardon Nixon was in the best interest of the country.

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)

- Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency (EPA), disasters at Love Canal, Three Mile Island, and the Exxon Valdez.

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

- Identify and explain noteworthy events of the Carter administration, including Camp David Accords, Panama Canal Treaty, SALT II treaty, Iran Hostage Crisis, and the economic “malaise.”
- Locate Panama and Iran on a map.

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
- Analyze the significant domestic events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, and the Challenger Disaster.
- Analyze the significant foreign events and achievements of the Reagan administration, including the strengthening of the military, Strategic Defense Initiative, the faltering 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.
- Locate the Soviet Union, Lebanon, and Grenada on a map.

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)

- Describe the momentous events in the foreign policy of the George H.W. Bush administration, including the fall of the Berlin Wall and final collapse of the Soviet Union, 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
- Summarize the significant events and achievements during the Clinton administration, including Welfare-to-Work, Brady Bill, reduction of the federal deficit, North American Free Trade Agreement (NAFTA), scandals and impeachment trial, and the Oklahoma City Bombing.

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)

- 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.
- Locate Afghanistan and Iraq on a map.

US.93 Describe the increasing role of women and minorities in the American military, politics, and economy, including: (C, E, H, P)
(T.C.A. § 49-6-1006)

- Hillary Clinton
- Sandra Day O’Connor
- Nancy Pelosi
- Colin Powell
- Condoleezza Rice
- 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.

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)

- Evaluate technological and scientific advances in the field of communication and its impact on society.
- Compare the changes in communication from decade to decade since 1970.

US.95 Describe the achievements and setbacks of President Barack Obama’s administration. (C, E, H, P)

- List the significant events in the Obama administration and cite evidence to categorize them as an achievement or setback.

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