

6th Grade Social Studies Syllabus

August 1-12 – Weeks 1-2 - *Human Origins in Africa through the Neolithic Age*

Standards	Objectives	Major Assignments
<p>6.1 Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)</p> <p>6.2 Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (C, H)</p> <p>6.3 Explain the importance of the discovery of metallurgy and agriculture. (E, H)</p> <p>6.4 Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. (C, G, H)</p> <p>6.5 Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization. (C, G, H)</p> <p>6.6 Identify and explain the importance of the characteristics of civilizations, including: (C, E, G, H, P) · the presence of geographic boundaries and political institutions · an economy that produces food surpluses · a concentration of population in distinct areas or cities · the existence of social classes · developed systems of religion, learning, art, and architecture · a system of record keeping · technology</p> <p>6.7 Recognize time designations and the abbreviations, including: (H) · B.C. · B.C.E. · A.D. · C.E. · circa (c. or ca), decades, centuries, prehistoric, historic</p>	<ul style="list-style-type: none"> • We can understand and explain how time is organized. • We can begin locating important sites on maps. • We can discuss time and place in history. • We can learn how people survived without fast food by explaining hunter-gatherer societies. • We can evaluate how people (and the world) changed after the Ice Age. • We can summarize how farming changed the world forever! • We can identify and explain the eight characteristics of a civilization. 	<ul style="list-style-type: none"> • Students will work in cooperative learning groups to assess each other on the various time designations and key phrases. • Students will create a graphic organizer listing and describing the eight characteristics of a civilization that will be used throughout the course of the year. • Students will complete an informative writing piece on why the development of farming could be described as the greatest invention ever. • Students will complete a summative assessment in the version of a quiz to evaluate their comprehension of the standards pertaining to the “Stone Age.”

August 15 - September 2 – Weeks 3-5 – Mesopotamia: c. 3500-1200 BC/BCE

Standards	Objectives	Major Assignments
<p>6.8 On a historical map, locate and describe the Tigris and Euphrates Rivers, Zagros and Caucasus Mountains, Persian Gulf, Caspian and Black Sea, Dead Sea and Sea of Galilee and explain why the region is referred to as the Fertile Crescent. (G)</p> <p>6.9 Summarize Sumer, Babylon, and Assyria as successive civilizations and empires and explain the development of city-states, identify Kish, Akkad, Ur, and Nineveh, and the significance of Sargon and Hammurabi. (G, H)</p> <p>6.10 Trace the development of agricultural techniques that permitted economic surplus and the emergence of cities as centers of culture and power. (C, E, H)</p> <p>6.11 Explain the significance of polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (C, H)</p> <p>6.12 Explain the effects of how irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow on the growth of Mesopotamian civilizations. (C, E, H)</p> <p>6.13 Analyze the important achievements of Mesopotamian civilization, including its system of writing (and its importance in record keeping and tax collection), literature (Epic of Gilgamesh), monumental architecture (the ziggurat), and art (large relief sculpture, mosaics, and cylinder seals). (C, E, G, H)</p> <p>6.14 Write an informative piece explaining the significant contributions of Mesopotamian leaders, including Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye"). (C, E, H, P)</p>	<ul style="list-style-type: none"> • We can examine and create a map of Mesopotamia. • We can start examining and explaining the growth of the world's first civilizations. • We can summarize life in an area called Sumer...NOT SUMMER! • We can recreate the world's first written language! • We can discuss the oldest story ever written (Epic of Gilgamesh)! • We can summarize the world's first empires and kings! • We can analyze, interpret, and explain Hammurabi's Code! 	<ul style="list-style-type: none"> • Students will decipher and then create a visual representation of their initials using the world's oldest known written language – cuneiform. • Students will work in cooperative learning groups to read, decipher, translate, analyze, and explain Hammurabi's Code through a Primary Source Analysis Activity. • Students will complete a summative assessment (test) over the standards pertaining to ancient Mesopotamia.

September 7-30 – Weeks 6-9 – *Ancient Egypt: c. 3000-1200 BC/BCE*

Standards	Objectives	Major Assignments
<p>6.15 On a historical map locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and the Sudan. (G, H)</p> <p>6.16 Investigate the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (C, E, G, H, P)</p> <p>6.17 Develop a visual representation of the structure of Egyptian society including the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (C, E, H, P)</p> <p>6.18 Site evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (C, H)</p> <p>6.19 Summarize important achievements of Egyptian civilization, including: (C, E, H) · the agricultural and irrigation systems · the invention of a calendar · main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza · evolution of writing-hieroglyphics · the invention of papyrus</p> <p>6.20 Identify the Old, Middle, and New Kingdom time periods and evaluate the significance of the following: (C, H, P) · Menes · Khufu · Hyksos invasion · Ahmose · King Tut · Queen Hatshepsut · Ramses the Great</p> <p>6.21 Identify the location of the Kush civilization and describe its political, commercial, and cultural relationship with Egypt. (C, E, G, H, P)</p> <p>6.22 Compare and contrast the religious, social, and political structures in Mesopotamia and Egypt. (C, H, P)</p>	<ul style="list-style-type: none"> • We can create a map of Ancient Egypt. • We can learn about the “Gift of the Nile.” • We can summarize Egypt’s important achievements! • We can practice being Egyptian scribes! • We can create a visual representation of Ancient Egypt’s class divisions. • We can get “wrapped up” in a lesson explaining mummies! • We can explain how and why ancient Egyptians built pyramids! • We can identify Egypt’s Old, Middle, and New Kingdoms. • We can summarize some of Egypt’s most famous pharaohs! • We can identify ancient Kush’s location and describe their relationship with Egypt. • We can compare and contrast the civilizations of Mesopotamia and Egypt. 	<ul style="list-style-type: none"> • Students will work independently, then cooperatively, to decipher Egyptian hieroglyphics, and research the meaning of the names they uncover. • Students will create a visual representation of Egypt’s social classes using a “pyramid” theme. • Students will use an online program to successfully complete the steps of mummification used in ancient Egypt. • Students will create a Venn diagram comparing and contrasting the civilizations of Mesopotamia and Egypt. • Students will complete a summative assessment (test) over the standards pertaining to ancient Egypt.

October 17 – November 4 – Weeks 10-12 – *Ancient India*

Standards	Objectives	Major Assignments
<p>6.23 Locate and describe the Himalayas and the major river systems, including Indus and Ganges and evaluate the importance of each. (E, G, H)</p> <p>6.24 Analyze the impact of the Aryan invasions. (C, H, P)</p> <p>6.25 Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism. (C, H)</p> <p>6.26 Outline the social structure of the caste system and explain its effect on everyday life in Indian society. (C, E, H, P)</p> <p>6.27 Write a narrative text describing how Siddhartha Gautama's (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion. (C, H, G)</p> <p>6.28 Describe the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka. (C, H, P)</p> <p>6.29 Identify the important aesthetic and intellectual traditions, including: (C, E, H) □ Sanskrit literature, including the Bhagavad-Gita, Ramayana, and the Mahabharata □ medicine □ metallurgy □ mathematics, including Hindu-Arabic numerals and the zero</p>	<ul style="list-style-type: none"> • We can create a map of India. • We can describe the first civilizations of India. • We can analyze the impact of what happened when the Aryans came to India! • We can outline the class divisions of Ancient (and modern) India. • We can learn about the 3rd largest religion in the world...Hinduism! • We can explain how and why Buddhism was created. • We can write a narrative text on the story of Buddhism! • We can describe the importance of the Mauryan Empire! 	<ul style="list-style-type: none"> • Students will create a visual representation of the caste system in ancient India, and then explain the role of the caste system in modern India. • Students will write a narrative text based on the life of Siddhartha Gautama, and how Buddhism was created in ancient India. • Students will complete a summative assessment (test) over the standards pertaining to Ancient India.

November 8 – December 2 – Weeks 13-16 – *Ancient China*

Standards	Objectives	Major Assignments
<p>6.30 Identify and locate on a map the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Desert. (G)</p> <p>6.31 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the era of the Shang Dynasty. (C, G, H)</p> <p>6.32 Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world. (G, H)</p> <p>6.33 Analyze the structure of the Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism.. (C, H)</p> <p>6.34 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. (C, H, P)</p> <p>6.35 List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China. (H, P)</p> <p>6.36 Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire. (H, P)</p> <p>6.37 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. (E, G, H)</p> <p>6.38 Describe the diffusion of Buddhism northward to China during the Han Dynasty. (C, G, H)</p>	<ul style="list-style-type: none"> • We can be cartographers for China! • We can describe the geography and first civilizations of China. • We can locate the origins of China’s first major civilization. • We can explain the contributions of the Shang and Zhou Dynasties! • We can discuss a famous Chinese “thinker” named Confucius. • We can analyze three major Chinese philosophies. • We can list the reasons why Qin built the Great Wall of China! • We can explain the contributions of the Qin and Han Dynasties. • We can explain the significance of China’s Silk Road. • We can describe how and why Buddhism spread from India to China. 	<ul style="list-style-type: none"> • Students will compare and contrast the three Chinese philosophies of Confucianism, Taoism, and Legalism using a Venn diagram. • Students will write a persuasive letter to the principal explaining which ancient Chinese philosophy their school should adopt, and how it would make the school better. • We can create a graphic organizer containing the important achievements of the four Chinese dynasties we have discussed (Shang, Han, Qin, Zhou). • Students will complete a summative assessment (test) over the standards pertaining to ancient China.

December 5-15 - Weeks 17-18 – *Ancient Israel: c.2000 BC/BCE – 70 AD/CE*

Standards	Objectives	Major Assignments
<p>6.39 On a historical map of the Mediterranean Sea, Jordan River, Sinai Peninsula, locate Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt. (G)</p> <p>6.40 Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history. (C, H, G)</p> <p>6.41 Describe the monotheistic religion of the Israelites, including: (C, H) · the belief in one God (monotheism) · the Ten Commandments · the emphasis on individual worth and personal responsibility · the belief that all people must adhere to the same moral obligations, whether ruler or ruled · the Torah and the Hebrew Bible as part of the history of early Israel</p> <p>6.42 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David’s founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (G, H, P)</p> <p>6.43 Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire. (H)</p> <p>6.44 Conduct a short research piece with supporting details of Second Babylonian, Persian, and Median Empires, including Nebuchadnezzar, the Hanging Gardens of Babylon, Cyrus the Great, Darius the Great, and Xerxes. (H)</p> <p>6.45 Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (C, H)</p>	<ul style="list-style-type: none"> • We can find out where in the world Israel is. • We can examine how Abraham and Moses led migrations of the Israelite people. • We can describe the religion of the Israelites and how it became Judaism. • We can describe the achievements of Israel’s first kings. • We can summarize the four major events after the rule of King Solomon. • We can see how Israel got along with its neighbors! • We can conduct a short research activity! • We can discuss Jewish involvement with the Greeks and Romans. • We can understand and explain the importance of the Diaspora. 	<ul style="list-style-type: none"> • Students will complete a teacher generated research activity using handpicked internet sites and working with partners. • Students will create a “comic strip” of a major event from the history of the Israelite people. • Students will complete a cumulative assessment encompassing all of the standards discussed during the first half of the year. The question types will be varied and this will be counted as a “Mid-Term” exam.

January 4 – February 10 - Weeks 19-24 – *Ancient Greece: c. 800-300 BC/BCE*

Standards	Objectives	Major Assignments
<p>6.46 On a historical map of the ancient Mediterranean area, locate Greece and trace the boundaries of its influence to 300 BC/BCE. On a contemporary map trace the current boundaries of Greece. Compare and contrast the sphere of influence of Greece in those two different eras. (G, H)</p> <p>6.47 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (C, E, G, H)</p> <p>6.48 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the development of the idea of citizenship. (C, H, P)</p> <p>6.49 Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct Democracy and representative Democracy , including: (C, H, P) · the “polis” or city-state · civic participation and voting rights · legislative bodies · constitution writing · rule of law</p> <p>6.50 Compare and contrast life in Athens and Sparta. (C, H)</p> <p>6.51 Compare and contrast the status of women and slaves between Athens and Sparta . (C, H)</p> <p>6.52 Analyze the causes, course, and consequences of the Persian Wars. (C, H, G)</p> <p>6.53 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H, P)</p>	<ul style="list-style-type: none"> • We can explain how the size of Greece changed from ancient to modern times. • We can explain how the geography of Greece impacted its development. • We can learn about the early forms of government in Greece, and what it means to be a citizen. • We can explain the connection between the government of ancient Greece and our modern government in the U.S. • We can compare and contrast the city-states of Sparta and Athens. • We can analyze the causes and consequences of the Persian Wars. • We can analyze the causes and consequences of the Peloponnesian Wars. 	<ul style="list-style-type: none"> • Students will complete a writing activity explaining whether they would have wanted to grow in ancient Sparta or ancient Athens. They will support their opinion with textual evidence. • Students will complete a large-scale graphic organizer consisting of multiple Venn diagrams comparing the many different aspects of life in Sparta and Athens. • Students will create a timeline describing the events that led to, and the consequences of, either the Persian Wars or the Peloponnesian Wars.

Ancient Greece Continued

6.54 Explain the rise of Alexander the Great and the spread of Greek culture. (C, G, H, P)

6.55 Analyze the causes and effects of the Hellenistic culture of Greece. (C, E, G, H, P)

6.56 Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, and heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Apollo), and events, and where and how we see their names used today. (C, H)

6.57 Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology. (C, H)

6.58 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the sports they featured. (C, H)

6.59 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (C, H) · Thales (science) · Pythagoras and Euclid (mathematics) · Hippocrates (medicine) · Socrates, Plato, and Aristotle (philosophy) · Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama) · the Parthenon, the Acropolis, and the Temple of Apollo (architecture) · the development of the first complete alphabet, with symbols representing both consonants and vowels

- We can explain the rise of Alexander the Great and the spread of Hellenism.
- We can describe the myths and stories of the Ancient Greeks' religion, and examine how the stories link to our world today.
- We can compare and contrast the Titans and Olympians of Greek mythology.
- We can explain the rise of the Olympic Games.
- We can describe the contributions and importance of many important Greek people, places, and inventions.

- Students will complete a teacher generated online activity explaining the ancient Olympic Games.
- Students will work in cooperative learning groups to create a visual representation of the important figures and places from ancient Greece.
- Due to the large amount of standards pertaining to ancient Greece, students will complete two different summative assessments (tests) – one test for the first half of the Greek standards, one test for the second half of the Greek standards.

February 13 – March 31 – Weeks 25-30 – *Ancient Rome: c. 500 BC/BCE – 500 AD/CE*

Standards	Objectives	Major Assignments
<p>6.60 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (G, H)</p> <p>6.61 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (E, G, P)</p> <p>6.62 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus. (C, G, H, P)</p> <p>6.63 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty. (C, H, P)</p> <p>6.64 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (C, E, G, H, P) · Military organization, tactics, and conquests and decentralized administration · the purpose and functions of taxes · the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes · the benefits of a Pax Romana</p> <p>6.65 Reflect on the impact of the lives of Cleopatra, Marc Anthony, Nero, Diocletian, and Constantine, city of Constantinople on the Roman Empire. (H, P)</p>	<ul style="list-style-type: none"> • We can locate ancient Rome on a map, and trace the extent of its empire. • We can explain how the geography of Rome shaped its history. • We can explain the significance of several figures from Rome's early history. • We can describe the government of the Roman Republic and compare it to modern-day governments. • We can describe the importance of Julius and Augustus Caesar on the history of Rome. 	<ul style="list-style-type: none"> • Students will create a visual representation (timeline, graphic organizer, comic strip, video, poster, etc.) explaining the rise to power of Rome, and the events that ultimately led to the fall of Rome. • Students will create a map of ancient Rome, and write an expository piece on how Rome's geographic location could/did lead to great success as a civilization.

Ancient Rome Continued

6.66 Identify the location of, and the political and geographic reasons for, the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. (C, E, G, H, P)

6.67 Describe the characteristics of slavery under the Romans and explain the slave revolt led by Spartacus. (C, E, H)

6.68 Describe the origins and central features of Christianity. (C, G, H, P) · monotheism · the belief in Jesus as the Messiah and God's Son · the concept of resurrection · the concept of salvation · belief in the Old and New Testaments · the lives, teachings and contributions of Jesus and Paul · the relationship of early Christians to officials of the Roman Empire

6.69 Analyze how internal and external forces caused the disintegration of the Roman Empire: including the rise of autonomous military powers, political corruption, economic and political instability, shrinking trade, invasions, and attacks by Germanic tribes. (E, G, H, P)

6.70 Describe the contribution of Roman civilization to law, literature, poetry, art, architecture, engineering, and technology. Include the significance of Coliseum, Circus Maximus, roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation. (C, H, P)

6.71 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (C, H, G)

6.72 Compare and contrast the Roman gods and goddesses to the Greek gods and goddesses, including Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, and Hera and their inclusion in modern society.

- We can explain geographic, political, and economic reasons for the growth of the Roman Empire.
- Describe the lives of Roman slaves, and the importance of Spartacus.
- Describe the origins and core beliefs of Christianity.
- Analyze the factors that led to the fall of the Roman Empire.
- Describe ancient Rome's impact on our world today.
- Explain how the Latin language has impacted our world today.
- Compare and contrast Greek and Roman mythology.

- Students will complete an activity based on the impact of the Latin language on our world today, specifically how the scientific names of plants and animals are linked to Tennessee.
- Students choose one of the major inventions or contributions to come out of Ancient Rome, and then defend why their choice is the most important option through an argumentative writing piece.
- Due to the large amount of standards pertaining to ancient Rome, students will complete two different summative assessments (tests) – one test for the first half of Rome's standards, one test for the second half of Rome's standards.

*Note – During the month of April we will review and prepare for the State testing. After the test, plans will be at the teacher's discretion.

Syllabus

7th Grade- World History: Fall of Rome to the Scientific Revolution and the Enlightenment

Weeks 1-2 Fall of the Roman Empire

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>7.2 Summarize the consequences of the fall of the Roman Empire including the continuation of the Eastern Roman Empire as the Byzantine Empire, Justinian and the significance of Constantinople. (C, E, G, H, P).</p> <p>7.1 Analyze the legacy of the Roman Empire. (C, H)</p>	<p>I can...</p> <p>Summarize the causes and consequences of Rome’s fall.</p> <p>List elements of Roman culture and influence present in modern times.</p>	<p>Create a graphic organizer web centered on the fall of the Roman Empire.</p> <p>Create a graphic organizer web centered on the fall of the Roman Empire.</p>

Weeks 2-5 History of the Islamic World

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>7.3 Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, including Northern Africa, Mediterranean Sea, Black Sea, Caspian Sea, Tigris and Euphrates Rivers, Nile River. (G)</p> <p>7.4 Describe the expansion of Muslim rule through conquests and the spread of cultural diffusion of Islam and the Arabic language. (C, E, G, H)</p> <p>7.5 Trace the origins of Islam and the life and teachings of Muhammad, including Islam’s historical connections to Judaism and Christianity. (C, H)</p>	<p>I can...</p> <p>Identify important physical features of the Middle East, and describe its climate.</p> <p>Describe the role of the merchant in Arab society.</p> <p>List the reasons trade routes developed between Asia, Africa, and Europe.</p> <p>Describe Islam’s origins, and its relationship the Christianity and Judaism.</p>	<p>Map activity in which students trace the trade routes of Arab merchants and label the goods exchanged.</p> <p>Create a Venn Diagram comparing Christianity, Judaism, and Islam.</p> <p>create a flow chart including significant events in the development of Islam</p>

<p>7.6 Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law and their influence in Muslims' daily life. (C, H, P)</p> <p>7.7 Analyze the origins and impact of different sects within Islam, Sunnis and Shi'ites. (C, H) 7.8 Examine and summarize the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. (C, G, H)</p> <p>7.9 Describe the establishment of trade routes among Asia, Africa, and Europe and the role of merchants in Arab society. (E, G, H)</p> <p>7.10 Gather relevant information from multiple print and digital sources to examine the art and architecture, including the Taj Mahal during the Mughal period. (C, H)</p> <p>7.11 Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent. (H, P)</p> <p>7.12 Write an explanatory text to describe the Shah Abbas and how his policies of cultural blending led to the Golden Age and the rise of the Safavid Empire. (C, H, P)</p>	<p>Explain the importance of the Quran and Sunnah in Islam using primary source material.</p> <p>Compare Sunni and Shia Islam and describe the impact of the division.</p> <p>Identify the ways in which Islam spread.</p> <p>Describe the different Islamic Empires, their boundaries, and the regions they encompassed.</p> <p>Describe the ways in which different Islamic Empires were distinct</p> <p>Explain the importance of Mehmed the Conqueror and Suleiman the Magnificent.</p> <p>Use multiple mediums to describe the art and architecture of the Mogul period.</p> <p>I can explain how the policies of Shah Abbas led to the development of the Safavid Empire by writing an explanatory paragraph</p> <p>Summarize the contributions of Muslims scholars in various fields of study.</p>	<p>Read selection of informational text regarding the Sunni Shia divide. Perform a close reading of the text.</p> <p>Map activity in which traces the expansion of Islam.</p> <p>Short research project over the Ottoman Empire and two of its most important sultans-Suleiman and Mehmed.</p> <p>Show images of the Taj Mahal, pointing out the influences from other cultures.</p> <p>Compare Shah Abbas to Suleiman I using a cooperative write/class write strategy to produce the explanatory text called for in the standard.</p> <p>Use a cooperative write/jigsaw strategy to have students summarize Muslim contributions to science, math, philosophy, medicine, art, and literature.</p>
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Weeks 6-8 Africa 400 A.D - 1500 A.D.

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>7.13 Analyze the growth of Ghana, Mali, and Songhai kingdoms including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning. (C, E, G, H, P).</p>	<p>I can...</p>	<p>Read a selection of informational text. From this text, have students list the</p>

<p>7.14 Draw evidence from informational texts to describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. (C, E, G, H, P)</p> <p>7.15 Examine the importance of written and oral traditions in the transmission of African history and culture. (C, H)</p> <p>7.16 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. (C, E, G, H, P)</p> <p>7.17 Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in 1324. (C, G, H, P)</p> <p>7.18 Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity. (C, H)</p>	<p>I can explain how trans-Saharan trade caravans led to changes in West African culture.</p> <p>Compare and contrast the West African trade kingdoms of Ghana, Mali, and Songhai.</p> <p>Explain how the cities of Timbuktu and Jenne grew from trading cities to centers of culture and learning.</p> <p>Explain the importance of Mansa Musa, and locate his pilgrimage to Mecca on a map.</p> <p>Demonstrate the importance of oral history in African societies.</p> <p>Explain the role of family, labor specialization, and trade in the development of West Africa.</p> <p>Compare and contrast indigenous African religions with Christianity and Islam.</p>	<p>changes brought to West Africa through trade.</p> <p>Have students create a Venn diagram comparing and contrasting Ghana, Mali, and Songhai.</p> <p>Have students complete a map activity tracing Mansa Musa’s journey from Mali to Mecca, highlighting the kingdom of Mali itself, the location of Mecca, and relevant geographic features.</p> <p>Compare and contrast the storytelling in written and oral forms.</p> <p>Bartering activity to demonstrate traditional economies.</p>
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Weeks 9-12 Imperial China

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>7.19 Create a visual or multimedia display to identify the physical location and major geographical features of China including the Yangtze River, Yellow River, Himalayas, Plateau of Tibet, and the Gobi Desert. (G)</p> <p>7.20 Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism. (C, G, H, P)</p>	<p>I can...</p> <p>Locate various physical features of China and the surrounding region.</p> <p>Describe the reunification of China by the Tang.</p>	<p>Have students create a 3-D map of China, using construction paper, which incorporates the relevant geographic features mentioned in the standard.</p> <p>Document based questions using a primary source: Opposition to Buddhism from late Tang rulers:</p>

<p>7.21 Analyze the role of kinship and Confucianism in maintaining order and hierarchy. (C, H, P)</p> <p>7.22 Summarize the significance of the rapid agricultural, commercial, and technological development during the Song Dynasties. (C, E, H)</p> <p>7.23 Trace the spread of Chinese technology to other parts of Asia, the Islamic world, and Europe including papermaking, wood-block printing, the compass and gunpowder. (C, E, G, H)</p> <p>7.24 Describe and locate the Mongol conquest of China including Genghis Khan, Kublai Khan. (G, H, P)</p> <p>7.25 Engage effectively in a collaborative discussion describing the development of the imperial state and the scholar-official class (Neo-Confucianism). (C, H, P)</p> <p>7.26 Draw evidence from informational texts to analyze the contributions made during the Ming Dynasty such as building projects, including the Forbidden City and the reconstruction of the Great Wall , isolationism, and sea voyages. (C, E, H, P)</p>	<p>Explain how Buddhism spread to, and within, China.</p> <p>Identify the influence of Confucianism on Chinese society and culture.</p> <p>Summarize the technological advances made during the Song Dynasty.</p> <p>Trace the spread of Chinese technology to other parts of the world.</p> <p>Describe the growth and expansion of the Mongol Empire.</p> <p>Explain the importance of Genghis Khan and Kublai Khan in the development of the Mongol Empire.</p> <p>Discuss the positive and negative aspects of a scholar-official class.</p> <p>Identify the contributions of the Ming Dynasty to China using informational text.</p>	<p>Using the internet, locate various Confucian quotes, focusing on those that stress the value of family and social structure. Use these quotes and have students analyze them, asking themselves various questions.</p> <p>Have students participate in a collaborative write. Arrange students in groups and ask them to produce a short essay summarizing the advancements made during the Song Dynasty.</p> <p>A map activity which allows students to trace the spread of Chinese technology from China to Europe.</p> <p>Using a map of Asia and Europe, have students draw the Mongol Empire. Have students include certain features such as: China, the Silk Road, Baghdad, Damascus, etc.</p> <p>Create a whole class discussion in which students debate the merits and faults of a scholar-official class and the fairness of the civil service exam (gender and socioeconomics).</p> <p>Assign students a selection of informational text. Using this text, have students extrapolate the contributions of the Ming Dynasty.</p>
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Weeks 12-14 Medieval Japan

Standards	Objectives	Major Assignments
<p>7.27 Compare the major features of Shinto, Japan's indigenous religion, and Japanese Buddhism. (C, H)</p> <p>7.28 Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted.</p> <p>7.29 Trace the emergence of the Japanese nation during the Nara, 710-794, and the Heian periods, 794-1180. (H, P)</p> <p>7.30 Describe how the Heian (contemporary Kyoto) aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as <i>The Tale of Genji</i>, one of the world's first novels. (C, H)</p> <p>7.31 Analyze the rise of a military society in the late twelfth century and the role of the shogun and samurai in that society. (C, H, P)</p>	<p>I can...</p> <p>Compare and contrast Shinto with Japanese Buddhism.</p> <p>Identify and describe aspects of Chinese culture and influence in Japanese society.</p> <p>List significant developments in Japanese history from the Nara period to the Heian period.</p> <p>Analyze Japanese literature to identify cultural traits</p> <p>Discuss the importance and role of samurai and shoguns Japanese society.</p>	<p>Have students create a Venn diagram comparing Shintoism to Buddhism.</p> <p>Have students explain the influence of Chinese culture on Japan by writing a haiku.</p> <p>Have students create a timeline of Japanese history, from the Nara period to the Heian period.</p> <p>Have students use excerpts from <i>The Tale of Genji</i> to identify elements of Heian culture within the story.</p> <p>Discuss samurai with the class. Describe to them their traits, characteristics, and their code of honor (bushido). Then pose a series of questions/scenarios to the students. Ask the students how they would respond to these questions, and then ask them how a samurai would take on the scenario.</p>

Weeks 15-20 Medieval Europe

Standards	Objectives	Major Assignments
<p>7.32 Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North</p>	<p>I can...</p> <p>Identify major physical features of Europe.</p>	

<p>European Plain, and the Mediterranean Sea and the influence of the North Atlantic Drift. (G)</p> <p>7.33 Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns). (C, E, G, H, P)</p> <p>7.34 Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV. (H, P)</p> <p>7.35 Examine the Norman Invasion, Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France. (H, G, P)</p> <p>7.36 Conduct a short research project explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions including trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England. (H, P)</p> <p>7.37 Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. (C, G, H)</p> <p>7.38 Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. (C, G, H)</p>	<p>Explain the importance of monasteries to the spread of Christianity in Europe.</p> <p>Identify and explain examples of conflict and cooperation between European monarchs and the papacy.</p> <p>Identify roles in a feudal society.</p> <p>Describe Europe’s feudal structure.</p> <p>Describe the events of the Norman invasion through the creation of a skit (or newspaper column).</p> <p>Research topics related to the development of English common law and demonstrate their significance.</p> <p>Explain the causes and consequences of the Crusades.</p> <p>Trace the outline of Muslim rule in Iberia.</p> <p>Describe the events of the Reconquista and its consequences</p> <p>Explain the importance of the Catholic Church in Medieval European society.</p> <p>Use the <i>Summa Theologica</i> to construct an understanding of scholasticism.</p> <p>Describe the Black Death and its effects.</p>	<p>Using a blank map of Europe, have students draw label, and color the physical geographic features of Europe.</p> <p>Use a map of Europe to color code the spread of Christianity. Have students place symbols for monasteries on the map.</p> <p>Provide students with selections of informational text which describe interactions between Medieval European monarchs and the papacy. Have students highlight these interactions, and label them as examples of conflict or cooperation between the two institutions.</p> <p>Have students draw and label the “feudalism pyramid.”</p> <p>Instruct students to find unique ways to incorporate the importance of land, labor, and loyalty into the pyramid.</p> <p>Have students create a skit reenacting the events of 1066, the Norman Invasion, the Battle of Hastings, and the reign of William the Conqueror.</p> <p>Using the jigsaw method (or other small group activity) have students research developments in English common law, parliament, etc.</p> <p>Read primary sources from the period, and compare the call to arms of the pope with those of Saladin.</p>
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<p>7.39 Explain the importance of the Catholic church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas’s synthesis of classical philosophy with Christian theology and the concept of “natural law.” (C, H, P)</p> <p>7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. (C, E, G, H)</p> <p>7.41 Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class. (C, E, H)</p> <p>7.42 Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms. (C, G, H)</p>	<p>Trace the spread of the Black Death from Asia to Europe.</p> <p>Using multiple sources, explain the importance of Henry V, The Hundred Years War, and Joan of Arc.</p> <p>Outline the development of the modern economy.</p> <p>Trace the emergence of the Renaissance, citing key developments, and influences.</p>	<p>Create a timeline tracing the history of Iberia beginning with the years preceding Muslim conquest, and ending with the completion of the Reconquista.</p> <p>Use the <i>Summa Theologica</i> to identify elements of scholasticism.</p> <p>Using primary sources about the Black Death have students extrapolate what the effects of the disease might be.</p> <p>Have students read primary source accounts of the plague, and use them to write a short description of the conditions of the period as if they were living in them.</p> <p>Using a map, have students trace the spread of the plague.</p> <p>Have students create a flow chart which demonstrates the emergence of the modern economy.</p>
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Weeks 20-26

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain. (C, H)</p> <p>7.44 Cite evidence in writing explaining the importance of Florence, Italy and the Medici Family in the early</p>	<p>I can...</p> <p>Trace the emergence of the Renaissance, citing key developments, and influences.</p> <p>Write an explanatory piece, detailing the importance of Florence, the Medici family,</p>	<p>Have students create a flow chart/graphic organizer showing how Renaissance ideas began in classical Greece and Rome, were “lost,” were preserved by the Muslims, and then later reemerged in Renaissance Europe.</p>

<p>stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas. (C, E, G, H)</p> <p>7.45 Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes. (C, E, G, H)</p> <p>7.46 Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including a balance between intellect and religious faith. (C, H)</p> <p>7.47 Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into vernacular, and printing. (C, H)</p> <p>7.48 Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, including Leonardo da Vinci (Last Supper, Mona Lisa), Michelangelo (Sistine Chapel, The David), Johann Gutenberg, and William Shakespeare. (C, G, H)</p> <p>7.49 Gather relevant information from multiple sources about Henry V, Hundred Years War, and Joan of Arc. (H, G, P)</p> <p>7.50 Conduct a research project drawing on several resources to investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, religious conflicts, Spanish Armada, and the rise of English power in Europe. (H, G, P)</p>	<p>and Venice to the development of the Renaissance.</p> <p>Relate the heightened interest in Asian culture and goods to the reopening of the Silk Road and the journeys of Marco Polo.</p> <p>Describe how humanism led to a renewed interest in learning and the arts.</p> <p>Identify leading Renaissance scholars, and list their contributions to various fields of study.</p> <p>Understand the ways in which the printing led to an information revolution.</p> <p>Explain the powerful influence of the Catholic Church, and its reactions to Renaissance developments</p> <p>Identify the reasons for the growing discontent with the Catholic Church.</p> <p>List the leaders of the Protestant Reformation, and explain their main ideas.</p> <p>List and explain the reasons as to why the political policies of the Catholic Church led to its weakening.</p> <p>Use multiple resources to examine the lives and events of England's Tudor Dynasty.</p> <p>Discuss the policies of Church self-government which developed during the</p>	<p>Have students write a descriptive or narrative essay detailing the importance of Florence, Venice, and the Medici Family in the early stages of the Renaissance.</p> <p>Choose excerpts from Marco Polo's journal, and have students identify passages which would peak the interests of Renaissance Europeans.</p> <p>Show students various images of Renaissance art, and have them identify elements of humanism.</p> <p>Have students create a flyer advertising an art show by one of the Renaissance artists listed in the standard.</p> <p>Have students dramatically read portions of a Shakespeare play.</p> <p>Using a rubber stamp, or any other means of demonstrating the benefits of the printing revolution, show students the superiority of printing compared to hand copying.</p> <p>Have students write an op ed. as a ranking member of the Catholic Church reacting to the development of the printing revolution.</p> <p>Venn Diagram comparing Luther, Calvin, and Erasmus.</p>
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<p>7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. (C, G, H)</p> <p>7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World. (C, G, H)</p> <p>7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments. (C, H, P)</p> <p>7.54 List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including tax policies, selling of indulgences, and England's break with the Catholic Church. (C, H, P)</p> <p>7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God's word with Church action. (C, H, P)</p> <p>7.56 Engage effectively in collaborative discussions explaining Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. (C, H, P)</p> <p>7.57 Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that</p>	<p>Renaissance, and compare these polices to those which exist in American government.</p> <p>Understand the causes and results of the Catholic Counter-Reformation.</p> <p>Compare the Catholic Counter-Reformation with the Protestant Reformation.</p> <p>Explain the role of missionaries in the spreading of Christianity.</p> <p>Use a map to locate and identify the Protestant and Catholic regions of Europe.</p> <p>Understand that the religion of a mother country generally spreads to its colonies.</p> <p>Identify the routes taken by early explorers.</p> <p>Explain the influence of cartography upon exploration.</p>	<p>Have students create a T-chart to demonstrate the causes and effects of the events which led to the weakening of the Catholic Church.</p> <p>Create an illustrated timeline showing the significant events during the Tudor reign.</p> <p>Discuss with students the idea of church self-government, and compare it with the historical conditions that existed during the time in which the Concordat of Worms was written.</p> <p>Have students create a foldable which compares the Catholic Counter-Reformation with the Protestant Reformation.</p> <p>Have students write a paragraph explaining the impact of missionaries and the spreading of Christianity.</p> <p>Provide students with a map of Europe. Have students color the protestant areas, and the catholic areas in contrasting colors.</p> <p>Using a blank map of the world, have students draw, label, and color the locations of the routes of Da Gama, Dias, and Magellan. Students can use the back of the same map to write a short paragraph explaining the importance of</p>
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<p>fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent. (C, H)</p> <p>7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. (C, G, H)</p>		<p>the developments made in the study of cartography which made such expeditions possible.</p>
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Weeks 27-31 The Age of Exploration

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>7.64 Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P)</p> <p>7.65 Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P)</p> <p>7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P)</p> <p>7.67 Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)</p> <p>7.68 Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H)</p>	<p>I can...</p> <p>Locate the major Mesoamerican cultures using a map.</p> <p>Describe climates of Mexico, Central America, and South America.</p> <p>Describe Mayan society and culture.</p> <p>Describe Aztec and Incan society.</p> <p>Compare the social and cultural practices of the Aztecs and Inca.</p> <p>Use a variety of mediums to demonstrate an understanding of Mesoamerican art, architecture, and oral traditions.</p> <p>Cite evidence from informational texts to analyze Mesoamerican developments in the sciences.</p>	<p>Have students complete a map of the Mexico, Central America, and South America in which they draw and color the boundaries of the civilizations listed in the standard.</p> <p>Have students write sentences using glyphs to describe the Mayan political and social structure.</p> <p>Have students complete an essay comparing the Aztecs and Incas regarding the facets of society mentioned in the standard.</p> <p>Have students complete a Venn diagram comparing the Aztecs and Incas regarding the facets of society mentioned in the standard.</p> <p>Have students create a PowerPoint, poster, tri-fold, or other multimedia</p>

<p>7.69 Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems. (C, H)</p> <p>7.70 Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (C, E, G, H, P)</p> <p>7.71 Identify the European countries responsible for North American exploration and the modern day countries in which they settled, including France, Spain, England, Portugal, and the Dutch. Summarize the reasons for the success of these countries in colonization or North and South America. (E, G, H, P)</p> <p>7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H, P)</p> <p>7.73 Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe. (C, E, G, H, P)</p> <p>7.74 Examine the impact of the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent. (C, E, G, H)</p>	<p>Compare and contrast the economic systems of Mesoamerican civilizations.</p> <p>Create a visual aide which shows the locations of Mesoamerican cultures, and how they were conquered by the Spanish.</p> <p>List the reasons why European nations were motivated to explore.</p> <p>Locate the voyages of European explorers using a map.</p> <p>Explain the importance of scientific, nautical, and engineering developments upon European exploration.</p> <p>Use a map to identify the European nations responsible for colonizing the Americas.</p> <p>Summarize the reasons for the economic success of European colonies.</p> <p>Name the modern day countries associated with European colonies in the Americas.</p> <p>Define the Columbian Exchange.</p> <p>Examine the impact of the Columbian Exchange.</p>	<p>display to describe the artistic and oral traditions of the Olmec, Mayan, Aztec, and Incan civilizations.</p> <p>Using selections of informational text have students highlight, circle, etc., pieces of information which support the analysis of the impacts of Mesoamerican developments in astronomy and mathematics.</p> <p>Have students create a chart or Venn diagram to compare each of the three major indigenous cultures (Maya, Aztec, Inca) of Mesoamerica and their economies.</p> <p>Have students create flash cards, one for each of the routes of exploration.</p> <p>Using a map of the Atlantic World, have students label and color the colonizing powers of the age of exploration, and their overseas possessions.</p> <p>Have students complete a map/graphic organizer showing the goods and other things traded in the Columbian Exchange.</p>
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7.75 Write an opinion piece with supporting details that describes the effects of exploration on the indigenous American cultures. (C, H)	Write an opinion piece which details the effects of exploration on the native cultures of the Americas.	
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Weeks 32-33 The Scientific Revolution and the Enlightenment

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>7.59 Describe the roots of the Scientific Revolution based upon Christian and Muslim influences. (C, H)</p> <p>7.60 Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, microscope, thermometer, and barometer. (C, H)</p> <p>7.61 Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity. (C, H, P)</p> <p>7.62 Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu. (C, H)</p> <p>7.63 Explain the origins of modern capitalism, the influence of mercantilism, and the cottage industry; the elements and importance of a market economy in 17th century Europe; the changing international trading and marketing patterns; including their locations on a world</p>	<p>I can...</p> <p>Describe the development of the Scientific Revolution, including its religious influences.</p> <p>Use multiple sources to explain the significance of the Scientific Revolution and its great thinkers.</p> <p>Explain the progression of ideas which led to the Enlightenment</p> <p>Describe the accomplishments of John Locke and Charles-Louis Montesquieu.</p> <p>Explain the influences of Locke and Montesquieu upon modern governments.</p> <p>Define the terms capitalism, mercantilism, and cottage industry.</p> <p>Describe the development of capitalism.</p> <p>Compare the cottage industry system with the feudalist system of economics.</p>	<p>Discuss with students the similarity between the Muslim influences on the Renaissance, and the Muslim influences on the Scientific Revolution.</p> <p>Complete any science experiment that demonstrates the principles of Bacon, Copernicus, Descartes, Galileo, Kepler, and/or Newton. Provide students with a demonstration and explanation of the thermometer and barometer.</p> <p>Have students research one or more of the scientists listed in the standard. Students use their research to create a “resume” for that scientist.</p> <p>Have students write a response to Descartes’ famous line “I think therefore I am”</p> <p>Have students create a flipbook containing quotes from the thinkers of the Scientific Revolution listed in the standard.</p>

<p>map; and the influence of explorers and mapmakers. (C, E, G, H, P)</p>		<p>Have students create a graphic organizer/flow chart demonstrating the progression of the main ideas of the Enlightenment present in the time of the ancient Greeks through the ages leading up to the epoch</p> <p>Venn Diagram comparing Locke to Montesquieu.</p> <p>Class discussion on the presence of Locke and Montesquieu's ideas in today's political world.</p> <p>Have students read selections of the U.S. Constitution and the Declaration of Independence, looking for elements of Enlightenment thinking.</p> <p>Have students discuss natural law (Aquinas) v natural law (Locke).</p> <p>Have students write to compare the cottage industry system with the manorial/feudalist system of production. Have students draw conclusions regarding the next step in more efficient production (factory system, assembly line, moving assembly line etc.).</p>
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8th Grade Social Studies

U.S. History Syllabus

August 1-12 – Weeks 1-2 - Colonialism 1600-1750

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>8.1 Explain the primary motivations for English colonization of the New World, including the rise of the middle class (joint stock companies), the need to move surplus population, and the search for religious freedom.</p> <p>8.2 Trace and explain the founding of Jamestown, including:</p> <ul style="list-style-type: none"> • Virginia Company • James River • John Smith • Pocahontas • Powhatan • John Rolfe • “starving time” • Tobacco • Bacon’s Rebellion • Indentured servants and slaves • The arrival of women • House of Burgesses <p>8.3 Explain the founding of the Plymouth Colony, including the Separatists, William Bradford, Mayflower, Mayflower Compact, and Squanto.</p> <p>8.4 Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including:</p> <ul style="list-style-type: none"> • Non-Separatists/Puritans • John Winthrop • theocracy • Town meetings 	<p>I can explain why the English came to America.</p> <p>I can trace and explain the founding of Jamestown.</p> <p>I can explain how the colonies of Plymouth and Massachusetts Bay were established.</p> <p>I can explain how other colonies were settled.</p> <p>I can compare and contrast the 3 colonial regions.</p>	<p>Students will write a brief essay in which they will explain the primary motivations for English colonization, including and expounding on the factors listed in 8.1</p> <p>Students will select one of the 13 colonies and will create a brochure/poster which will serve as an advertisement for that colony. Several facets of the colony must be researched and included in the poster.</p>

<ul style="list-style-type: none">• Anne Hutchinson and Roger Williams-Rhode Island• Thomas Hooker-Connecticut• Salem Witchcraft Trials <p>8.5 Describe the settlement of New Netherlands and the subsequent possession of the colony by the English, including:</p> <ul style="list-style-type: none">• Dutch influences• Peter Stuyvesant• Patroon System• Renaming to New York• Diverse population <p>8.6 Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including:</p> <ul style="list-style-type: none">• William Penn• Philadelphia• Role of women• Relationship with Indians <p>8.7 Explain the reasons behind the settlement of the Georgia Colony, including the role of John Oglethorpe and Georgia as a “debtor” colony and a “buffer” colony.</p> <p>8.10 Locate and identify the first 13 colonies, and describe how their location and geographic features influenced their development.</p>		
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August 15-27- Weeks 3-4 - Life in the American Colonies (1606-1750)

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>8.9 Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts.</p> <p>8.10 Locate and identify the first 13 colonies, and describe how their location and geographic features influenced their development.</p> <p>8.11 Describe the significance of and the leaders of the First Great Awakening, and the growth in religious toleration and free exercise of religion.</p> <p>8.12 Compare and contrast the day-to-day colonial life for men, women, and children in different regions and of different ethnicities, including the system of indentured servitude, as well as their connection to the land.</p> <p>8.13 Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using Excerpts from the following documents:</p> <ul style="list-style-type: none"> • The First Virginia Charter, 1606 • The Mayflower Compact, 1620 • Charter of the Massachusetts Bay Colony, 1629 • The Fundamental Orders of Connecticut, 1639 • The New England Articles of Confederation, 1643 • The Maryland Toleration Act, 1649 	<p>I can learn important vocabulary about the colonies.</p> <p>I can cite evidence to show how settlers and Native Americans both fought and got along.</p> <p>I can explain how slavery began and grew in the colonies.</p> <p>I can explain how people began to govern themselves in the colonies.</p> <p>I can analyze ideas that had an impact on our government.</p> <p>I can describe the significance of the First Great Awakening.</p>	<p>Students will do close reading of several documents which established governments in the various colonies. They will compare and contrast the ideas given in a short essay format.</p>

8.14 Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage.		
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August 29-September 23- Weeks 5-8 - Development of a New Nation (1720-1787)

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>8.8 Describe the location and reasons for French exploration and settlements in North America, including the Huguenots.</p> <p>8.15 Compare the government structures and economic base and cultural traditions of New France and the English colonies.</p> <p>8.16 Explain how the practice of salutary neglect, experience with self-government, and wide spread ownership of land fostered individualism and contributed to the American Revolution.</p> <p>8.18 Describe the impact of the John Peter Zenger trial on the development of the principle of a free press.</p> <p>8.17 Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of Excerpts from Poor Richard’s Almanack, <i>The Autobiography of Benjamin Franklin</i>, the Albany Plan of Union and the Join or Die cartoon.</p> <p>8.19 Describe the causes, course, and outcome of the French and Indian War, including the massacre at Fort Loudoun.</p> <p>8.22 Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: (</p> <ul style="list-style-type: none"> • Mercantilism • Pontiac’s Rebellion • The Proclamation of 1763 • The Sugar Act, 1764 • The Quartering Act, 1765 • The Stamp Act, 1765 	<p>I can compare the government, economics, and culture of New France and the English colonies.</p> <p>I can describe the causes, course, and outcome of the French and Indian War.</p> <p>I can discuss the writings of Benjamin Franklin.</p> <p>I can describe the importance of the massacre at Fort Loudoun.</p> <p>I can analyze the changes in the way Britain dealt with her colonies.</p> <p>I can explain why Britain and the colonies began to separate.</p> <p>I can describe what happened at the 1st Continental Congress and at Lexington and Concord.</p> <p>I can identify early battles of the Revolution.</p> <p>I can explain what the Declaration of Independence means.</p> <p>I can show how the Declaration of Independence is alive today.</p>	<p>Students will write a newspaper article describing the John Peter Zenger trial and its outcome.</p> <p>Students will divide into small groups. Each student will read a different excerpt from the writings of Benjamin Franklin and explain it to their peers. The group will create a bowtie which summarizes each excerpt and shows similarities in the works.</p> <p>Students will use varied primary and secondary sources to show how the Declaration of Independence still has relevance today.</p> <p>Students will create maps showing the location and significance of major battles in the Revolution.</p>

<ul style="list-style-type: none"> • The Declaratory Act, 1766 • The Townshend Act, 1767 • The Boston Massacre, 1770 • The Boston Tea Party, 1773 • The Intolerable Acts, 1774 • Patrick Henry • Benjamin Franklin • John Adams • Sam Adams • John Hancock • Thomas Jefferson • Sons of Liberty <p>8.27 Compare the points of views of the Loyalists and Patriots by integrating visual information through charts, graphs, or images with print texts.</p> <p>8.23 Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text.</p> <p>8.24 Using Thomas Paine's <i>Common Sense</i> and <i>The Crisis</i> identify aspects of the texts that reveal the author's point of view and purpose including loaded language.</p> <p>8.25 Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including:</p> <ul style="list-style-type: none"> • Battles of Lexington and Concord • Capture of Fort Ticonderoga • Battle of Bunker Hill (Breed's Hill) • Battle of Trenton and Princeton • Battle of Saratoga • Valley Forge • Battle of King's Mountain • Battle of Yorktown • George Washington • Benedict Arnold 	<p>I can identify and explain the significance of the major battles of the Revolution.</p> <p>I can explain the significance of Valley Forge and the men who led us through it.</p> <p>I can describe early pioneers in Tennessee.</p> <p>I can describe the difficulties in settling the Cumberland region.</p> <p>I can summarize the struggles in creating East Tennessee.</p> <p>I can explain the difficulties in creating the state of Tennessee</p>	
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<ul style="list-style-type: none">• Hessians• Marquis de La Fayette• Friedrich von Steuben• George Rogers Clark• Francis Marion <p>8.20 Explain the impact of individuals who created interest in the land west of the Appalachian Mountains, including:</p> <ul style="list-style-type: none">• long hunters• Wilderness Road• Daniel Boone• William Bean• Thomas Sharpe Spencer• Dr. Thomas Walker <p>8.21 Summarize the major events of the Watauga Settlement, including:</p> <ul style="list-style-type: none">• Battle of Alamance and Regulators• Watauga Purchase and Compact• James Robertson• Little Carpenter, Dragging Canoe <p>8.26 Summarize the effect of the Revolution on the Wataugans and the reasons, plans, and struggles in creating the Cumberland Settlement, including:</p> <ul style="list-style-type: none">• formation of Washington District• Cherokee War• Nancy Ward• Watauga Petitions• Transylvania Purchase• Richard Henderson• James Robertson• John Donelson• severe winter and river travel• Cumberland Compact• Indian attacks• Battle of the Bluffs		
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September 26-November 4, Weeks 9-12 - The Constitution and Foundation of the American Political System (1777-1789)

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>8.28 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America.</p> <p>8.30 Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays' Rebellion.</p> <p>8.29 Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery.</p> <p>8.64 Describe the significance of the Northwest Ordinance and the banning of slavery in new states north of the Ohio River.</p> <p>8.31 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including:</p> <ul style="list-style-type: none"> • distribution of power between the states and federal government • Great Compromise • Slavery and the 3/5 Compromise • George Washington and James Madison <p>8.32 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state's rights, citing evidence from the Federalist Papers No. 10 and 51 and other primary source texts.</p> <p>8.33 Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check</p>	<p>I can explain why the Magna Carta, the English Bill of Rights, and the Mayflower Compact affected</p> <p>I can describe the weaknesses of the Articles of Confederation.</p> <p>I can explain the connection between the Articles and the Lost State of Franklin</p> <p>I can explain how Shays' Rebellion helped lead to changes in government.</p> <p>I can describe agreements made during the Constitutional Convention.</p> <p>I can describe important sections of the Constitution.</p> <p>I can name the objectives of the Constitution.</p> <p>I can name the objectives of the Constitution.</p> <p>I can describe the rights protected in the Bill of Rights.</p> <p>I can explain why one of our rights is important today.</p>	<p>Groups will read excerpts from <i>Federalist #10</i> and <i>#51</i>. They will determine what arguments Madison is making in each and how they were reflected in the Constitution. Then they discuss whether they agree or disagree with his views, and write a summary of their work.</p> <p>Pairs will complete the "Constitution Detective" activity.</p> <p>Students will rewrite the Preamble and determine what the Founders intended the Constitution to achieve.</p> <p>Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence listed in 8.34.</p>

<p>and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights.</p> <p>8.34 Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence from the Bill of Rights and contemporary informational text.</p>		
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November 7-November 18 – Weeks 13-14 - Growth of the Young Nation (1789-1849)

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>8.35 Analyze the major events of George Washington’s presidency, including Pinckney’s Treaty, Jay’s Treaty, Whiskey Rebellion, and precedents set in the Farewell Address.</p> <p>8.36 Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views of foreign policy, economic policy (including the National Bank), funding, and assumption of the revolutionary debt.</p> <p>8.37 Explain the controversies that plagued the administration of John Adams, including the conflicts with England and France and the Alien and Sedition Acts.</p> <p>8.38 Describe daily life — including traditions in art, music, and literature — of early national America by examining excerpts from the stories of Washington Irving and James Fenimore Cooper.</p> <p>8.39 Identify the leaders and events and analyze the impact of western expansion to the development of Tennessee statehood, including:</p> <ul style="list-style-type: none"> • William Blount • John Sevier 	<p>I can describe the major events of Washington's presidency.</p> <p>I can explain how political parties formed in the United States.</p> <p>I can identify early Tennessee leaders.</p> <p>I can explain the problems during John Adams' administration.</p>	<p>Students create a map of the path of the Lewis and Clark Expedition.</p>

<ul style="list-style-type: none"> • Rocky Mount • Treaty of Holston • Cumberland Gap • River systems • Natchez Trace • Jackson Purchase <p>8.40 Analyze the role played by John Marshall in strengthening the central government, including the key decisions of the Supreme Court - <i>Marbury v. Madison</i>.</p> <p>8.41 Explain the major events of Thomas Jefferson's presidency, including his election in 1800, Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act.</p> <p>8.42 Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals.</p>		
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November 21- December 9 – Weeks 15-17 - The War of 1812 and Monroe's Administration (1807-1825)

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>8.43 Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee:</p> <ul style="list-style-type: none"> • Impressment • War Hawks • Henry Clay • Burning of Washington • Fort McHenry 	<p>I can identify early Tennessee leaders.</p> <p>I can write about the New Madrid Earthquakes.</p> <p>I can name three of the early events of Thomas Jefferson's presidency.</p>	<p>Write a narrative describing the effects of the New Madrid Earthquakes, including factors listed in 8.53.</p> <p>Write an analysis of the U.S. relationship with Europe in the 1820s, including the influence of the Monroe Doctrine.</p>

<ul style="list-style-type: none"> • William Henry Harrison • Tecumseh • Andrew Jackson • Battle of Horseshoe Bend • Battle of New Orleans <p>8.53 Write a narrative with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee.</p> <p>8.44 Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onis Treaty.</p> <p>8.40 Analyze the role played by John Marshall in strengthening the central government, including the key decisions of the Supreme Court - <i>Gibbons v. Ogden</i>, and <i>McCulloch v. Maryland</i>.</p> <p>8.46 Analyze the physical obstacles to and the economic and political factors involved in building a network of roads, canals and railroads, including Henry Clay's American System.</p>	<p>I can explain who the Barbary pirates were and why we give a hoot about them today.</p> <p>I can explain the causes of the War of 1812</p> <p>I can explain three effects of the War of 1812.</p> <p>I can explain the importance of two Supreme Court cases.</p> <p>I can explain how the Industrial Revolution changed America.</p> <p>I can name two new methods of transportation used in the early 1800s.</p> <p>I can explain how the American System helped people move west.</p>	
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December 12-January 20 – Weeks 18-21 - Jackson and Westward Expansion (1824-1850)

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>8.55 Explain the events and impact of the presidency of Andrew Jackson, including the "corrupt bargain," the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. 8.56</p>	<p>I can learn about the impact Andrew Jackson made on America.</p> <p>I can explain the impact of the Trail of Tears</p>	<p>Students will complete independent study work on Jackson's presidency using primary and secondary documents.</p>

<p>Analyze the contributions of Sequoyah to the Cherokee.</p> <p>8.57 Write a narrative piece that describes the impact of the Indian Removal Act of 1830 and the struggle between the Cherokee Nation and the United States government and cites evidence from primary source accounts of the Trail of Tears. 8.54 Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine.</p> <p>8.58 Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion.</p> <p>8.59 Describe American settlements in Texas after 1821 and the causes for the Texas War of Independence, including the roles of David Crockett and Sam Houston in the war and the legacy of the Alamo.</p> <p>8.60 Analyze the reasons, outcome and legacy of groups moving west including the mountain men/trail blazers, Mormons, missionaries, settlers, and the impact of the Oregon Trail and John C. Frémont.</p> <p>8.61 Describe the major events and impact of the presidency of James K. Polk, including his “Dark Horse” nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition of California through the Mexican War.</p> <p>8.62 Describe the causes, course, and consequences of the Mexican War, including the controversy over the Rio Grande boundary, the roles played by Zachary Taylor and Winfield Scott, the Mexican Cession and the Wilmot Proviso. 8.63 Trace the major figures and events in the discovery of gold in California and its impact on the economy of the United States, including John Sutter, and 49’ers.</p>	<p>I can learn about the impact Andrew Jackson made on America.</p> <p>I can explain the impact of the Trail of Tears</p> <p>I can explain the difficulties pioneers had in moving west.</p> <p>I can describe Manifest Destiny and its impact on America.</p> <p>I can describe how and why Texas became an independent country.</p> <p>I can describe how our country grew through Polk’s presidency.</p> <p>I can describe how our country grew through Polk’s presidency.</p> <p>I can describe the results of the Mexican War.</p> <p>I can explain why the Mormons and Californians moved west.</p>	<p>Students will write a narrative from the perspective of a Cherokee being relocated during the Trail of Tears. The letter will reference the work that Samuel Worcester did in <i>Worcester v. Georgia</i>.</p> <p>Students will create a map showing lands gained by the United States in this section.</p> <p>Groups of students will read primary and secondary documents describing Manifest Destiny and its purpose, challenges, and economic incentives for expansion. Each student will read a different document, summarize it, and explain it to the rest of the group. All students will participate in creating a bowtie, with their summaries on the outside and an overall summary of Manifest Destiny in the center.</p>
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January 23 - February 3 – Weeks 20-21- Sectionalism and Reform (1800-1860)

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>8.47 Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and spatial arrangements of cities as a result of events such as the Great Potato Famine.</p> <p>8.51 Trace the development of the agrarian economy in the South, the locations of the cotton-producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South.</p> <p>8.73 Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions-growth of cities, deforestation, farming and mineral extraction.</p> <p>8.52 Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives.</p> <p>8.48 Analyze the 19th century reforms influenced by the 2nd Great Awakening such as the Temperance Movement, Prison Reform, Mental Health Reform, and education, including tent meetings, establishment of new churches, Horace Mann, Dorothea Dix, and temperance societies.</p> <p>8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and</p>	<p>I can describe how changes in industry and technology changed America.</p> <p>I can explain the causes for immigration to the United States.</p> <p>I can explain the importance of cotton to the economy of the South.</p> <p>I can describe slavery in the South in the years before the Civil War and can name three people who tried to abolish it.</p> <p>I can explain why reform movements became so popular in the mid-1800s.</p> <p>I can name three reform movements and an important leader of each.</p> <p>I can explain how the abolitionist movement changed life in Tennessee.</p> <p>I can explain how the women's rights movement began.</p>	<p>Students will research the movement for women's suffrage and conduct a debate on the issues.</p> <p>Students will create a visual representation showing the various reform groups in the mid-1800s and their major leaders.</p>

<p><i>The Liberator</i>, Frederick Douglass and the <i>Slave Narratives</i>; and Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i>, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree's <i>The Emancipator</i>.</p> <p>8.49 Analyze the women's suffrage movement and its major proponents, including Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony and examine Excerpts from the writings of Stanton, Anthony and Sojourner Truth.</p> <p>8.50 Identify common themes in American art and literature, including transcendentalism and individualism by analyzing essays and stories by Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Nathaniel Hawthorne and Henry Wadsworth Longfellow.</p>		
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February 7-February 17 – Weeks 22-23- Toward Civil War (1840-1861)

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>8.65 Describe the reasons for and the impact of the Missouri Compromise of 1820.</p> <p>8.67 Explain the reasons for and the impact of the Compromise of 1850, including the roles played Daniel Webster and John C. Calhoun and the Fugitive Slave Law.</p> <p>8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, "Bleeding Kansas," the Sumner Brooks incident, and the John Brown raid on Harper's Ferry.</p> <p>8.69 Analyze the reasons for and applied by the Supreme Court in the <i>Dred Scott v. Sandford</i> case</p>	<p>I can explain how compromises held the US together for many years.</p> <p>I can explain the importance of the Dred Scott decision.</p> <p>I can explain how Lincoln and Douglas differed over the spread of slavery.</p> <p>I can describe four events that led to the Civil War.</p>	<p>Students may write an essay analyzing the <i>Dred Scott v. Sandford</i> case based on the criteria in 8.69.</p> <p>Students may write an essay examining the arguments presented in the Lincoln-Douglas debates of 1858 (8.70).</p>

<p>and the resulting divisiveness between the North and South.</p> <p>8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858.</p>		
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February 21 - March 15 – Weeks 24-26- Civil War (1861-1865)

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>8.72 Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists.</p> <p>8.74 Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country.</p> <p>8.75 Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County.</p> <p>8.76 Describe Abraham Lincoln’s presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865.</p> <p>8.77 Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David</p>	<p>I can describe the four parties in the Election of 1860.</p> <p>I can explain why the North had advantages over the South.</p> <p>I can understand how changes in technology changed the Civil War.</p> <p>I can explain the importance of four leaders in the Civil War.</p> <p>I can identify major battles in the Civil War.</p> <p>I can show the location and significance of Shiloh, Stones River, and the Emancipation Proclamation.</p> <p>I can describe how African-Americans served in the Civil War.</p> <p>I can discuss four 1864 battles in and near Tennessee and their impacts on the war.</p>	<p>Student labeled maps would include the North vs. South, Anaconda Plan, and battles.</p> <p>Students make creative timelines showing the progress of the war. Possible options include drawings of battles, and mobiles.</p> <p>Students may write letters home from the battlefield, explaining what life was like for the common soldier.</p>

<p>Farragut, Nathan Bedford Forrest and William Brownlow.</p> <p>8.78 Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville.</p> <p>8.79 Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis.</p> <p>8.80 Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles:</p> <ul style="list-style-type: none"> • Anaconda Plan • First Battle of Bull Run • Fort Henry and Fort Donelson • Shiloh • Antietam • Stones River • Fredericksburg • Chancellorsville • Gettysburg • Vicksburg • Chickamauga • Lookout Mountain • Franklin • Nashville • Sherman's "March to the Sea" • Appomattox Court House <p>8.81 Assess the impact of the assassination of President Abraham Lincoln on both the North and the South.</p>	<p>I can explain the impact of Lincoln's assassination on the North and the South.</p>	
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March 27- April 7 – Weeks 28-29 - Reconstruction (1865-1877)

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution.</p> <p>8.83 Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans.</p> <p>8.84 Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction.</p> <p>8.85 Explain the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws.</p> <p>8.86 Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee.</p> <p>8.87 Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South.</p> <p>8.88 Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South.</p> <p>8.89 Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton.</p> <p>8.90 Describe the major developments in Tennessee during the Reconstruction Era, including</p>	<p>I can explain how the Civil War Amendments changed America.</p> <p>I can describe how Andrew Johnson’s actions affected Reconstruction.</p> <p>I can compare and contrast plans for Reconstruction.</p> <p>I can discuss how Reconstruction changed life in Tennessee.</p> <p>I can describe who the carpetbaggers and scalawags were.</p> <p>I can tell you why the Exodusters left the South and where they went.</p> <p>I can name three events in the 1870s which impacted Tennessee.</p>	<p>Students will create a diagram comparing/contrasting the major Reconstruction plans.</p>

the Constitutional Convention of 1870, the yellow fever epidemic of 1878 and the election of African-Americans to the General Assembly.

April 10 – April 21 – Weeks 30-31 - Westward Expansion After the Civil War (1865-1890)

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>8.91 Explain patterns of agricultural and industrial development after the Civil War as they relate to climate, use of natural resources, markets and trade and the location of such development on a map.</p> <p>8.92 Trace the evolution of federal policies toward American Indians, including movement to reservations; assimilation, boarding schools, wars with Indians (Little Big Horn and Wounded Knee), and the impact of the railroad and settlement patterns of pioneers, Buffalo Soldiers (George Jordan), and the Dawes Act.</p> <p>8.93 Explain the significance of various American Indian leaders, including:</p> <ul style="list-style-type: none"> • Crazy Horse • Geronimo • Sitting Bull • Chief Joseph <p>8.94 Explain the impact of the Homestead Act.</p> <p>8.95 Analyze how significant inventors and their inventions, including barbed wire, the six shooter, windmills, sod housing, and the steel plow changed life in the West.</p> <p>8.96 Trace the expansion and development of the Transcontinental Railroad, including the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction.</p>	<p>I can show where farming and industry spread after the Civil War on a map.</p> <p>I can create a graphic organizer showing how government actions affected Native Americans after the Civil War.</p> <p>I can tell a friend about four Native American leaders and their importance.</p> <p>I can explain the impact of the Homestead Act on western settlement.</p> <p>I can explain how technology changed the West.</p> <p>I can show where the transcontinental railroad was built and who built it.</p> <p>I can explain who the cowboys were and how they lived.</p>	<p>Student created maps will include locating mining areas, railroad lines, changes in Indian reservation land/battles, and cattle trails.</p> <p>Students will write a narrative describing the hardships of pioneer life, using evidence gained from various primary and secondary sources.</p> <p>Students will create visual representations of an aspect of technology which impacted the movement west. This would include, but not be limited to, those items mentioned in 8.95.</p>

<p>8.97 Examine the development and life of the iconic American cowboy, including his skills, clothes and daily life and work.</p> <p>8.98 Explain the concepts of the Open Range, Long Drive and cow towns in the development of the American ranching industry.</p>		
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April 24- until the TCAP exam – Review for TCAP

After TCAP – Remaining work for the year will be at individual teacher’s discretion.

UNITED STATES HISTORY AND GEOGRAPHY

Unit 1: The Rise of Industrial America 1877-1914 (5 Weeks)

Standard	The Learner will gain an understanding of the Essential Content listed below.	Major Assignments
<p>US.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)</p>	<p>Agricultural development and climate—</p> <ul style="list-style-type: none"> ● Major agricultural produce- cattle, corn, cotton, wheat, hogs, tobacco, fruit and vegetables ● Midwest continued to develop food crops and grains ● South - cotton and diverse produce (fruits and vegetables) ● West (TX and Plains) - cattle and grains ● Northwest - rainy climate - lumber and fruit crops ● California-truck farming (vegetables and fruits) <p>Agricultural development's relation to markets & trade—</p> <ul style="list-style-type: none"> ● Ranching>Cattle trails, railroad networks, connecting the supply of cattle in the West to the demand for beef in the East, etc. <p>Industrial development and use of natural resources—</p> <ul style="list-style-type: none"> ● Mining (Coal, iron, copper, etc.) ● Logging <p>Industrial development's relation to markets & trade—</p> <ul style="list-style-type: none"> ● Advancements in communication and transportation technologies (telegraph, telephone, railroad networks, canals, etc.) ● Financiers (J.P. Morgan et al.), New York City, etc. <p>Industrial development and the growth of major urban areas—</p> <ul style="list-style-type: none"> ● New York ● Boston ● Pittsburgh/Philadelphia ● Chicago ● Detroit ● San Francisco <p>Geography's relation to the growth of specialized industries—(emphasize location of the transportation network between natural resources, industrial centers, and consumer markets)</p> <ul style="list-style-type: none"> ● Steel (Bessemer Process) ● Textiles-increased need for ready-made clothing (uniforms) boosted textile industries and the first sewing factories (includes mass produced shoes and boots) 	<p>Students will create maps detailing the agricultural and industrial development of the United States in the late 1800's.</p>

	<ul style="list-style-type: none"> Automobiles-the bicycle inspired auto inventors. The first powered by electricity began in the 1890's. New England was the birthplace of the auto industry but by 1905 it had moved to Michigan. 	
<p>US.2 Summarize the major developments in Tennessee during the Reconstruction era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878, and the election of African-Americans to the General Assembly. (C, E, H, TN)</p>	<p>Major developments in Tennessee-</p> <ul style="list-style-type: none"> First Confederate state to ratify the 14th Amendment ("no state shall deprive any person of life, liberty, or property without due process of law") <p>Constitutional Convention of 1870-</p> <ul style="list-style-type: none"> Convention held in response to the requirement that all readmitted ex-Confederate States adopt new constitutions New constitution adopted to explicit anti-slavery laws poll taxes-enacted to prevent African Americans from voting segregation- legal segregation Jim Crow laws <p>Yellow Fever Epidemic</p> <ul style="list-style-type: none"> Yellow Fever impact- 1873 epidemic claimed 2,000 lives in Memphis. River traffic carried yellow fever up the Mississippi Valley; mosquitoes transmitted disease; area quarantines <p>African-Americans in the General Assembly</p> <ul style="list-style-type: none"> Sampson W. Keeble- Nashville barber who became the first black citizen elected to the TN House of Representatives A total of 13 will serve at different points between the years 1873-1888. It will be 1965 before another African-American will be elected. 	
<p>US.3 Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, including Jim Crow laws, lynching, disenfranchisement methods, efforts of Pap Singleton and the Exodusters. (C, H, P, TN)</p>	<p>Impact of Hayes-Tilden Presidential election of 1876—</p> <ul style="list-style-type: none"> The disputed election led to the Compromise of 1877 & the end of Reconstruction: <ul style="list-style-type: none"> In exchange for support, Republican Hayes promised Southern Democrats to end the military occupation of the Reconstructed South Southern Democrats agreed to support Hayes' claim for the Presidency if he would support increased funding for Southern internal improvements and agree to end Reconstruction, thus guaranteeing home rule—meaning white control—in the South. Hayes became President and the Southern Democrats could reverse with impunity the gains that blacks had made during Reconstruction. <p>Impact of the end of Reconstruction on African-Americans—</p> <ul style="list-style-type: none"> Jim Crow Laws—segregation, based on white supremacist beliefs, legitimized by <i>Plessy v. Ferguson</i> (1896) court case Disenfranchisement methods <ul style="list-style-type: none"> Grandfather Clause Poll taxes 	

	<ul style="list-style-type: none"> - Sharecropping - Intimidation (violence, threats, Ku Klux Klan, lynching, etc.) ● Pap Singleton's efforts <ul style="list-style-type: none"> - Former Tennessee slave who supported Exodusters - Established African-American settlements in Kansas (Singleton Colonies); - Promoted black nationalism ● Exodusters <ul style="list-style-type: none"> - Former slaves who mass-migrated from the South to the west (Kansas) in efforts to escape Jim Crow laws and hate groups (KKK) 	
<p>US.4 Analyze the causes and consequences of Gilded Age politics and economics, including the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: (E, H, P)</p> <ul style="list-style-type: none"> ● Boss Tweed ● Thomas Nast ● Credit Mobilier ● Whiskey Ring ● Garfield's assassination ● Pendleton Act ● Interstate Commerce Act 	<p>Major Causes of Gilded Age-</p> <ul style="list-style-type: none"> ● Civil War ● influx of Immigration ● rise of industrialization ● lack of government regulation <p>3rd Great Awakening</p> <p>Credit Mobilier – Union Pacific RR – sold stock to congressmen and used that to influence them to appropriate money for subsidizing the building of the RR – made profits by overcharging for materials and labor</p> <p>Whiskey Ring – a group of Republican politicians, including Orville Babcock, Grant's private secretary, in a conspiracy to siphon off federal tax revenues from whiskey taxes – the "ring" was uncovered and brought to light by Sec of Treasury, Benjamin Bristow</p> <p>Tammany Hall – headquarters of the Boss Tweed Ring, NYC's political machine – Tweed had a network of elected officials and ward bosses that worked incoming immigrants to set them up with housing and jobs so that in return they owed votes to put Tweed puppets in city positions where they could vote public works contracts to Tweed.</p> <p>Thomas Nast- Political cartoonist who is best known for for his exposing of Boss Tweed and Tammany Hall in the 1870's.</p> <p>Garfield – assassinated shortly after his inauguration by Charles Guiteau, a disappointed office-seeker. Showed the great flaws in the patronage system and spurred the Pendleton Act (civil service reform).</p> <p>Interstate Commerce Act – 1887 – established Interstate Commerce Commission, the first federal regulatory agency. Main purpose was to regulate the railroads in order to deter unfair practices like long/short haul rates and rebates/pools.</p>	<p>Students will analyze political cartoons from the time period. Students will discuss the persuasive techniques (symbolism, exaggeration, labeling, analogy, irony) used by the cartoonist. Once persuasive techniques are identified, students will discuss what issue the cartoon is about, the cartoonist's opinion, other opinions about the issue and the overall effect of the cartoon.</p>

	<p>Economic Disparity</p> <ul style="list-style-type: none"> ● Robber Barons or Captains of Industry? ● Rockefeller and Carnegie ● Social Darwinism ● Conditions and wages for workers in factories <p>Problems for farmers in late 1800's – include gold and silver issue / gouging by railroads / overproduction which leads to rise of Populism</p>	
<p>US.5 Analyze the controversy that arose over the currency system in the late 1800's, including the impact of gold and silver strikes in the West, the contrasting views of farmers and industrialists, the Sherman Silver Purchase Act of 1890, the Gold Crisis during the Cleveland administration, and an analysis of William Jennings Bryan's Cross of Gold speech. (E, H, P)</p>	<p>California Gold Rush leads to further exploration in the West for other valuable minerals.</p> <p>The Comstock Lode- Largest discovery of silver in the nation, makes silver the hard currency of the West.</p> <p>Farmers v. Industrialists Hard Money vs. Soft Money The creation of the Fiat Currency Farmers vs. the Banks, Railroads, farm equipment monopolists, etc. Bimetallism</p> <p>Black Friday-The Grant Gold Crisis - Jay Gould and Jim Fisk and the cornering of the Gold Market in 1872.</p> <p>The Sherman Silver Purchase of 1890 - The requirement of the government by Congress and hard money politicians to buy a certain amount of silver each year to balance the gold standard.</p> <p>The Panic of 1893 (during Cleveland's presidency)-Similar to the Panic of 1873 it was marked by the collapse of railroad overbuilding and shaky railroad financing, resulting in a series of bank failures. Compounding market overbuilding and the railroad bubble was run on the gold supply. The newly re-elected President Cleveland (in his second non-consecutive term), repeals the Sherman Silver Act, and tried to get Congress to control tariffs. With the failure of foreign markets, Americans rushed their banks. This caused the Panic of '93 was the worst economic depression the United States had ever experienced at the time.</p> <p>William Jennings Bryan - Cross of Gold Speech delivered at the 1896 Democratic Convention that advocated bimetallism which would cause inflation and help farmers.</p>	
<p>US.6 Describe the changes in American life that resulted from the inventions and innovations</p>	<ul style="list-style-type: none"> ● Vanderbilt – steamships and railroads ● Westinghouse – air brakes RR ● Carnegie – steel (horizontal consolidation). 	

<p>of business leaders and entrepreneurs of the period: (C, E) (6.8, 6.12)</p> <ul style="list-style-type: none"> Henry Bessemer George Pullman Alexander Graham Bell Andrew Carnegie Thomas Edison J.P. Morgan John D. Rockefeller Cornelius Vanderbilt Swift and Armour 	<ul style="list-style-type: none"> Pullman – palace cars Dupont – explosives and cellophane Bell – telephone Edison – electric light bulb, phonograph, motion picture camera JP Morgan- Banking and Investment (the growth of Wall Street) Rockefeller – Standard Oil (vertical consolidation) Swift and Armour – meat packing <p>Changes in American life:</p> <ul style="list-style-type: none"> Edison – Impact of electricity – increased number of hours in the work day, increased safety as it reduced the number of fires from gas and oil lamps, increased automation in factories Indoor plumbing – cleaner streets, less disease, sewer lines in the cities Bell – telephone-Communication became faster, breaking down barriers for rural families and decreasing their isolation; party lines caused privacy problems; increased safety; <i>gave women more job opportunities</i> Edison’s invention of ticker tape which rapidly communicated stock prices – Wall Street culture Transportation – Railroads- <ul style="list-style-type: none"> -Rapid transport of goods and services Refrigerated cars meant the shipment of fresh fruits and vegetables across the country -Pullman Palace Cars – luxury travel -Time Zones – developed to standardize rail travel and reduce possibility of accidents 	
<p>US.7 Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)</p>	<ul style="list-style-type: none"> “The New South” industries (textiles, iron & steel, furniture) led to more urban areas in the South. Mechanization on the Great Plains and the growing debt of Plains farmers caused many to leave farming and head to eastern urban areas. Continuing development of railroads added ease of movement. 	
<p>US.8 Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons of Thomas Nast and others during the Gilded Age. (C, P)</p>	<ul style="list-style-type: none"> Thomas Nast (Boss Tweed cartoons) Topics on Gilded Age Look at Standard US.4 	<p>Students will analyze political cartoons from the time period. Students will discuss the persuasive techniques (symbolism, exaggeration, labeling, analogy, irony) used by the cartoonist. Once persuasive techniques are identified, students will discuss what issue the cartoon is about, the cartoonist’s opinion, other opinions about the issue and the overall effect of the cartoon.</p>

<p>US.9 Describe the difference between “old” and “new” immigrants and analyze the assimilation process and consequences for the “new” immigrants and their impact on American society, including ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, and the Chinese Exclusion Acts and the Gentlemen’s Agreement. (C, E, G).</p>	<ul style="list-style-type: none"> • “Old” immigrants--From northern and western Europe (Irish, Germans, Scandinavians) - most assimilated easily (exceptions were Irish)-many moved west to obtain land for farming and helped create meatpacking and brewing industries in the Midwest • “New” immigrants- from eastern and southern Europe (Poland, Hungary, Italy, Russia) and Asian (China and Japan) - did not assimilate easily- kept own languages, customs, traditions- lived in ethnic neighborhoods (enclaves) in the major cities and took work in factories and meat packing plants- high numbers were Catholic and Jewish • “New” immigrants- caused an increase in nativism (American Protective Association) due to resentment by Americans because they represented competition for lowest-paying factory jobs; also faced prejudice for their religion, ethnicity, and city slums • 1882 Chinese Exclusion Act prohibited all Chinese laborers-1st to be excluded by law • Ellis Island-Entry into New York for European “new” immigrants • Angel Island-Entry into San Francisco for Asian immigrants • Jacob Riis-photojournalism (slum photographs) in <i>How the Other Half Lives</i> helped create interest in urban reform • Jane Addams-settlement house (Hull House in Chicago) provided aid for immigrants and other urban poor and helped start a settlement house movement. • Gentlemen’s Agreement-1907- arranged by Teddy Roosevelt to limit immigration from Japan. 	
<p>Primary Documents and Supporting Texts to Read:</p>	<ul style="list-style-type: none"> • excerpts from the “Cross of Gold” speech, William Jennings Bryan • excerpts from <i>Twenty Years at Hull House</i>, Jane Addams • excerpts from <i>The Gospel of Wealth</i>, Andrew Carnegie • excerpts from “The New Colossus,” Emma Lazarus 	

Unit 2: The Progressive Era 1890-1920 (4 Weeks)

<p>STANDARD</p>	<p>The Learner will gain an understanding of the Essential Content listed below.</p>	<p>Major Assignments</p>
<p>US.10 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (C, E, P)</p>	<ul style="list-style-type: none"> • Social Darwinism was used by the robber barons to justify their domination of industries by emphasizing “survival of the fittest” as applied to business, politics and sociology - promoted by Herbert Spencer • Social gospel promoted using Christian ethics to solve social problems (3rd Great Awakening) -promoted by Josiah Strong as part of an international missionary movement • Social Darwinism defended the status quo while Social Gospel promoted reform. 	

<p>US.11 Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, P)</p>	<p>W.E.B. Dubois</p> <ul style="list-style-type: none"> • African Americans should strive to enter American society as full citizens- Higher education was desirable and obtainable (the "talented tenth"). • African American should strive for social, political, and economic equality immediately. • Founded NAACP <p>Booker T. Washington</p> <ul style="list-style-type: none"> • African Americans should first learn vocations that would make them marketable and wait for political and social rights (Atlanta Compromise). • Attain equality by becoming economically independent • Founded Tuskegee Institute in Alabama. 	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.12 Explain the characteristics and impact of the Granger Movement and Populism, including the problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities. (E, H, P)</p>	<ul style="list-style-type: none"> • Granger movement developed from the farmers' organization "The Grange" and its attempt to solve the major problems of farmers including unfair treatment by the railroads and grain elevator operators (other farm machinery monopolists), high interest rates, low money supply (based on gold). • Granger laws allowed states to regulate railroads (originally upheld in <i>Munn v. Illinois</i> but then overturned in the Wabash case when the court ruled states could not regulate interstate commerce.) • Interstate Commerce Act-1887- established Interstate Commerce Commission, first federal regulatory agency. Main purpose was to regulate railroads in order to deter unfair practices like long/short haul rates and rebates/pools. <p>Populism-</p> <ul style="list-style-type: none"> • developed in the 1890s in reaction to economic domination by industrialists and to the National Farmers' Alliance's Ocala Platform which called for easier bank loans with lower interest rates, a graduated income tax, purchase of more silver to increase the money supply, the direct election of Senators (17th amendment in 1913), and regulation of public utilities. • Broadened their base by including an 8 hour work day to attract wage earners. • Created the Populist (People's Party) in 1892 - adopted the Ocala Platform as the Omaha Platform and ran James Weaver as presidential candidate. • Party died out in 1896 with the Omaha Platform was adopted by the Democrats. 	<p>Students will use varies primary and secondary sources to show how the arguments of the Populist are still relevant today.</p>
<p>US.13 Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government's response,</p>	<ul style="list-style-type: none"> • Standard Oil-Rockefeller - 1st trust - created to avoid state anti-monopoly laws • US Steel- Carnegie -Vertical integration led to domination of steel industry • Trusts and monopolies made more products available and created jobs ("Captains of Industry") but also led to higher consumer prices, poor working conditions and wages, and great wealth for industrialists ("Robber Barons"). 	

<p>including the Sherman Anti-Trust Act of 1890. (E, P)</p>	<p>Sherman Anti-Trust Act of 1890</p> <ul style="list-style-type: none"> • Made any business combination that hindered trade illegal - not often enforced until Roosevelt (Northern Securities Company in 1904) and courts often ruled in favor of trusts (E.C. Knight Co.) • often used by trusts to break up labor unions and farm organizations until forbidden by the Clayton Anti-Trust Act in 1914 	
<p>US.14 Describe working conditions in industries, including the use of labor by women and children. (C, E)</p>	<p>Working conditions:</p> <ul style="list-style-type: none"> • Long work day, unsafe/unsanitary conditions (mining, textile, meat packing, garment, iron and steel), low wages. • Textile and garment industries (sweatshops) more women labor used (Triangle Shirtwaist Fire in 1911). • improved working conditions for women in new department stores, clerical jobs (typewriter), and new telephone industry • Mass use of child labor in textile and mining industries (Breaker boys). 	
<p>US.15 Analyze the rise of the labor movement, including its leaders, major tactics, and the response of management and the government: (C, E, H, P, TN)</p> <ul style="list-style-type: none"> • Samuel Gompers • Eugene Debs • Haymarket Affair • Pullman Strike • coal Creek Labor Saga • Collective bargaining • Blacklisting • Open v. closed shops 	<p>Samuel Gompers-</p> <ul style="list-style-type: none"> • Founder of the American Federation of Labor in 1886 as a federation of craft unions. <p>Eugene Debs</p> <ul style="list-style-type: none"> • leader of the American Railway Union jailed for violating an injunction in the Pullman strike (<i>In re Debs</i>)-converted to socialism in prison and led the Socialist Party <p>Haymarket Affair</p> <ul style="list-style-type: none"> • Chicago riot resulting from the McCormick strike and labor demand for an 8 hour workday - led to the downfall of the Knights of Labor Federation after the bombing of police during the rally held at Haymarket Square. <p>Pullman Strike</p> <ul style="list-style-type: none"> • Resulted from pay cuts due to the Panic of 1893 - backed by the American Railway Union and ended with the use of federal injunctions and the jailing of labor leaders. <p>Coal Creek Labor Saga (TN)-1891</p> <ul style="list-style-type: none"> • The Tennessee Mining Company asked miners in Coal Creek (Modern day Lake City) to abandon rights that were granted. • When the miners refused, the TMC called on the Tennessee Coal, Iron & Railroad Company to bring convict labor to work the mines. • The miners then overran the stockade and sent the convicts back to Knoxville. • This prompted a visit from Gov. John Buchanan and the Tennessee National Guard. • Fighting consisted primarily of guerilla warfare. • State militia ended the rebellion in August of 1892 	<p>Students will use varies primary and secondary sources to show how the labor movement has impacted the United States. Students will make connections to why the labor movement is still relevant today.</p>

	<p>Collective bargaining</p> <ul style="list-style-type: none"> • Legal right of unions to negotiate with management-major goal of unions (including AFL) in late 1800s and early 1900s. <p>Blacklisting</p> <ul style="list-style-type: none"> • union organizers/leaders banned from factories -used by management to discourage union activity <p>Open v. closed shops</p> <ul style="list-style-type: none"> • Open shops hired union and non-union workers (supported by “right to work” laws) while closed shops gave into union demands that only union workers be hired. 	
<p>US.16 Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair. (C, E, P)</p>	<p>Muckrakers-journalists who exposed worst excesses of robber barons and put the spotlight on worst outcomes of industrialization and urbanization</p> <ul style="list-style-type: none"> • Tarbell- <i>A History of Standard Oil</i> • Steffens- <i>The Shame of the Cities</i> (political machines) • Sinclair- <i>The Jungle</i> (meatpacking conditions) <ul style="list-style-type: none"> - Helped spur the Pure Food and Drug Act 1906 and Meat Inspection Act 1906 <p>Robert LaFollette</p> <ul style="list-style-type: none"> • Republican Progressive governor/senator in Wisconsin • Had a role in the split between the Progressive Republicans in 1912 <p>Theodore (Teddy) Roosevelt</p> <ul style="list-style-type: none"> • Republican Progressive governor of New York and eventually President of the United States. • As president, used the “Square Deal” to promote progressive reform. (Trust regulation, railroad regulation, conservation, etc.) 	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.17 Analyze the goals and achievements of the Progressive movement, including the following: (C, E, H, P)</p> <ul style="list-style-type: none"> • Adoption of the initiative, referendum, and recall • Adoption of the primary system • 16th Amendment • 17th Amendment 	<p>The Main Goals of the Progressive Era</p> <ol style="list-style-type: none"> 1- Correct abuses in American Life (i.e. poverty/living conditions in the cities, harsh conditions created by industrialization). 2- Reform the political process to empower the middle classes. 3. Promoting moral behavior <p>Progressive Political Reforms</p> <p>Initiative – proposal of legislation by citizens</p> <ul style="list-style-type: none"> • Referendum – vote by citizens on legislation (usually a “yes” or “no” vote) • Recall – dismissal from office by a vote of citizens • Secret Ballot (aka Australian ballot) • Direct Primary – adopted by most states so that voters registered to a political party could choose candidates for office 	<p>Students will use varies primary and secondary sources to show how the Progressive movement is still relevant today.</p>

<ul style="list-style-type: none"> • impact on the relationship between the citizen and the government 	<p>Impact on citizen and government relationships</p> <ul style="list-style-type: none"> • 16th amendment-income tax • 17th amendment-The Direct Election of Senators • The 18th Amendment - Prohibition • The 19th Amendment - Women’s Right to Vote. • The Federal Reserve Act - The division of 12 districts to determine interest rates, currency supplies, clearing houses, etc. • The Protection of Workers Rights and birth of Labor Unions • Working to end child labor • Support of reforms such as the 8 hour day, minimum wages and safer working conditions. 	
<p>US.18 Describe the movement to achieve suffrage for women, including its leaders, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee in the suffrage effort (Anne Dallas Dudley, Harry Burn, Josephine Pearson, “Perfect 36”). (C, H, P, TN)</p>	<p>Earliest Movements</p> <ul style="list-style-type: none"> • The Seneca Falls Conference-earliest women’s rights convention (1848) • Women’s work against slavery, prohibition and suffrage. <p>Leaders of the Movement:</p> <ul style="list-style-type: none"> • Carrie Chapman Catt • Alice Paul • Susan B. Anthony • Elizabeth Cady Stanton (Seneca Falls) • Lucretia Mott (Seneca Falls) <p>Activities: (3 attempts)</p> <ul style="list-style-type: none"> • The western voting movement (Wyoming is the first state to allow women the right to vote in State Elections), which leads to Individual States Movements • Constitutional Amendments • Supreme Court (14th amendment) <p>The Role of Tennessee- Why the “Perfect 36”? TN was the 36th state to ratify the 19th amendment making it law.</p> <ul style="list-style-type: none"> • Anne Dallas Dudley-important organizer and lobbyist for the 19th amendment • Harry Burn-young legislator whose vote change at the last minute pushed the ratification bill through the legislature. • Josephine Pearson-ant suffragist leader in the state 	
<p>US.19 Analyze the significant progressive achievements during the administration of Theodore Roosevelt including the Square Deal, “trust-busting,” the passage of the Pure Food and Drug Act, the</p>	<p>Square Deal Domestic program formed upon three basic ideas:</p> <ul style="list-style-type: none"> • conservation of natural resources • control of corporations • Consumer protection. <p>Conservation</p>	<p>Students will analyze political cartoons from the time period. Students will discuss the persuasive techniques (symbolism, exaggeration, labeling, analogy, irony) used by the cartoonist.</p>

<p>Meat Inspection Act, and support for conservation. (E, H, P)</p>	<ul style="list-style-type: none"> ● United States Forestry Service ● established 5 national parks ● Antiquities Act <p>Control of Corporations</p> <ul style="list-style-type: none"> ● known as “trust buster” ● regulate instead of dissolve ● Northern Securities Case <p>Consumer Protection</p> <ul style="list-style-type: none"> ● <i>The Jungle</i>”- Upton Sinclair book ● Pure Food and Drug Act ● Meat Inspection Act ● Child Labor Law 	<p>Once persuasive techniques are identified, students will discuss what issue the cartoon is about, the cartoonist’s opinion, other opinions about the issue and the overall effect of the cartoon.</p>
<p>US.20 Analyze the significant progressive achievements during the administration of Woodrow Wilson, including his New Freedom, the Underwood Tariff, the Federal Reserve Act, and the Clayton Anti-Trust Act. (E, H, P)</p>	<p>New Freedom-Wilson’s approach to economic reform: Dismantling monopolies, reducing power of federal government, and favors competition of small business</p> <p>Underwood Tariff- lowered tariffs (income tax will take the place of lost revenue)</p> <p>Federal Reserve Act-divided nation into 12 FR districts with a governing board to determine interest rates and to control currency supply</p> <p>Clayton Anti-Trust Act-will strengthen anti-trust enforcement by creating the Federal Trade Commission which could issue “cease and desist” orders to companies engaged in monopolistic actions.</p>	
<p>US.21 Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (C, E, G, H)</p>	<ul style="list-style-type: none"> ● Competition for jobs with “new immigrants” ● Need for housing and protection in the cities. ● Leaving the laws of “Jim Crow” in the South. ● Lack of rural jobs. ● Creation of racial problems in larger cities in the North. 	
<p>US.22 Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals. (E, G, P)</p>	<ul style="list-style-type: none"> ● Expanding trade – drive for raw materials and new consumer markets – mainly in the Pacific and the Caribbean ● Extractive economies – U.S. interested in gaining natural resources from Latin Am/Caribbean nations, Hawaii, and the Philippines. Particularly applies to Hawaii where pineapple is major export – U.S. business interests help sponsor rebellions against monarchy – U.S. will annex in 1898 ● Idea of a superior Anglo-Saxon culture – Christianity and Democracy ● Yellow Journalism – Hearst and Pulitzer – sensationalism; push for expansion and agitation for war (especially the <i>Maine</i>) 	

<p>US.23 Evaluate the arguments of interventionists and non-interventionists of the period, including Alfred T. Mahan, Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt. (C, E, P).</p>	<p>Alfred T Mahan -<u>Influence of Sea Power on History</u> - Basic Idea is that no country has been successful in maintaining its power without a strong Navy and mercantile system.</p> <p>Senator Albert Beveridge -Beveridge is known as one of the great American imperialists. He supported the annexation of the Philippines and along with Republican leader Henry Cabot Lodge, he campaigned for the construction of a new navy.</p> <p>Mark Twain - Originally a “red-hot imperialists”, he later changed his views to opposition of “Imperialism” over the issues of the Philippines, and its annexation.</p> <p>Theodore Roosevelt - Spanish American War Rough Rider and Father of the Great White Fleet and sending it around the world. The Big Stick Theory, the Roosevelt Corollary to the Monroe Doctrine and the taking of Panama and building of the canal.</p>	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.24 Describe the consequences of American imperialism of the period, including the following events: (E, G, H, P)</p> <ul style="list-style-type: none"> ● annexation of Hawaii ● Spanish-American War ● Philippine Insurrection ● Roosevelt Corollary ● Panama Canal 	<p>Annexation of Hawaii-</p> <ul style="list-style-type: none"> ● Extended U.S. territory into the Pacific <ul style="list-style-type: none"> - sugar trade, missionaries, seaport - linked the economies of the US and Hawaii ● Queen Liliuokalani- tried to establish a stronger monarchy; deposed in 1893 <ul style="list-style-type: none"> - McKinley Tariff- raised import rates on foreign sugar; Hawaiian planters were undersold in the American Market <p>Spanish-Am War 1898 – ostensibly to free Cubans from harsh Spanish rule but also about American sugar interests</p> <ul style="list-style-type: none"> ● General “Butcher” Weyler ● Jose Marti ● “Remember the Maine!” ● “splendid little war” (John Hay) that the U.S. won in less than 18 months ● showed deficiencies in our readiness for war ● Theodore Roosevelt – Asst Sec of Navy – gives orders to Commodore Dewey to steam into Manila Bay and U.S. captures the Philippines ● TR – also makes reputation in the Rough Riders ● Emphasizes need for a canal through Central Am to connect a two-ocean navy ● Platt Amendment – allows Cuba to maintain her independence but U.S. plays role of protector ● U.S. gains Puerto Rico, Guam, Philippines from the war with Spain <p>Military Occupation</p> <ul style="list-style-type: none"> · Philippines – 1898 – 1904 war with rebels led by Emilio Aguinaldo – one of ugliest chapters in U.S. history 	<p>Students will use varies primary and secondary sources to show how American Imperialism is still relevant today.</p>

	<ul style="list-style-type: none"> Eventually U.S. will build RRs, schools, hospitals, infrastructure to improve the islands – W.H. Taft appointed “governor” of the island Teller Amendment – promises independence to Philippines when U.S. determines their stability (Japan’s aggressive actions complicate this plan) <p>Panama Canal</p> <ul style="list-style-type: none"> TR determined to build isthmian canal Passively assists Panamanians in gaining their independence from Colombia by strategically placing naval blockade U.S. leases Canal Zone and begins construction in 1904 – finished in 1914 Yellow Fever – Reed and Gorgas Gen George Goethals – Chief Engineer Considered a “modern marvel” <p>Insular Cases</p> <ul style="list-style-type: none"> “Does the Constitution follow the flag?” question decided by Supreme Court – territories that the U.S. would eventually accept as states or permanent territories (Hawaii, Guam, Samoa) would have constitutional protections and privileges; otherwise, territories not to be annexed would be treated as protectorates (Philippines) 	
<p>US.25 Draw evidence from informational texts to compare and contrast Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy. (G, H, P)</p>	<p>TR Big Stick Diplomacy - “Speak softly and carry a big stick.” As president, Roosevelt used “Big stick diplomacy” to expand executive power in handling international affairs transforming the U.S. into a world power. (example: The Great White Fleet)</p> <p>Taft’s Dollar Diplomacy - Further U.S. aims through the use of U.S. economic power by guaranteeing loans to countries namely in Latin America and East Asia</p> <p>Wilson’s Moral Diplomacy - U.S. economic and political aid given to countries with democratic and moral ideas that are in line with that of the U.S. This would strengthen the U.S. position particularly in Latin America and weaken non-democratic countries.</p>	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.26 Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. (G, H, P)</p>	<p>Causes of World War I in 1914—</p> <ul style="list-style-type: none"> Imperial & economic competition among European powers Military arms races among European powers System of military alliances and secret defense treaties among European powers Assassination of Austro-Hungarian Archduke Franz Ferdinand <p>Reasons for US declarations of neutrality—</p> <ul style="list-style-type: none"> Initially, US did not believe either side threatened any vital American interests. <ul style="list-style-type: none"> US sought normal trade relations with both sides US neutrality was generally popular with the American public 	

	<ul style="list-style-type: none"> ● Wilson’s idealism stressed international negotiation over war, thus Wilson favored peace over war. <ul style="list-style-type: none"> - Wilson was re-elected in 1916 on a “peace president” campaign and so had further incentives to keep the US out of the war 	
<p>US.27 Justify with supporting detail from text, the reasons for American entry into World War I, including the use of unrestricted submarine warfare by the Germans, the Zimmerman Note, the defense of democracy, and economic motivations. (E, H, P).</p>	<ul style="list-style-type: none"> ● Unrestricted submarine warfare <ul style="list-style-type: none"> - Lusitania, Sussex Pledge, Germany’s situation that led her to resume unrestricted sub warfare – Wolf Packs – U Boats ● The Zimmerman Note <ul style="list-style-type: none"> - Coded German telegraph to Mexico intercepted by the U.S. that stated Mexico would receive some American land after the war if they allied with Germany; played a major role in changing American opinion ● Defense of Democracy <ul style="list-style-type: none"> - Wilsonian diplomacy - “We must make the world safe for democracy” - All allies were democracies (even Russia for a brief period after the Revolution) - Will lead Wilson to take the moral high ground and insist on promoting the Fourteen Points at the peace conference- particularly the League of Nations ● Economic Motivation <ul style="list-style-type: none"> - Profits from munitions-sales (majority came from Allies) - Provider of manufactured goods and food- U.S. is untouched physically by the war while Europe lay in ruins- will especially increase demand for food which will later cause overproduction problems for American farmers 	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.28 Identify and explain the impact of the following events and people during World War I: (G, H, P, TN)</p> <ul style="list-style-type: none"> ● Major turning points ● Impact of trench warfare ● Use of new weapons and technologies ● Herbert Hoover ● John J. Pershing and the American Expeditionary Force ● doughboys ● Alvin C. York 	<p>Major turning points of World War I—</p> <ul style="list-style-type: none"> ● <u>The Battle of the Marne</u> (Sept. 1914) <ul style="list-style-type: none"> - France prevented Germany from capturing Paris at the Marne River ● <u>The Race to the Sea</u> (Oct./Nov. 1914) <ul style="list-style-type: none"> - After the German defeat at the Marne, they tried to outflank the Allies but failed. The result was stalemate and trench warfare across entire Western front ● <u>Germany resumes Unrestricted Submarine Warfare</u> in early 1917 <ul style="list-style-type: none"> - This action will bring the US into the war and help ensure German defeat ● <u>Germany knocks Russia out of the war</u> (late 1917/early 1918) <ul style="list-style-type: none"> - Allows Germany to focus all its energy on one last offensive in the West in 1918 - Russian defeat brings on the Russian Revolution ● <u>German Spring Offensive of 1918 is defeated with American military help</u> <ul style="list-style-type: none"> - The German military is now exhausted & incapable of any more offensive action 	

	<ul style="list-style-type: none"> - By November 1918, the addition of American military power leads Germany to seek a cessation in the war • Armistice ends the fighting on November 11, 1918 <p>Impact of trench warfare—</p> <ul style="list-style-type: none"> • Artillery and machine guns drove armies underground and into trenches • In trenches, soldiers were exposed to harsh weather and disease (from rats, lice, dead bodies, lack of sanitation) • The unique horrors of trench warfare led to “shell shock” and other psychological disorders among millions of soldiers <p>Impact of new weapons and technologies—</p> <ul style="list-style-type: none"> • The machine gun and barbed wire made defensive warfare especially formidable • Tanks and airplanes had vast military potential but their potential was only minimally exploited during the war • Massed artillery shelling caused unprecedented casualties and drove armies underground and into trenches • Poison gas artillery shells were fired on to enemy trenches (chlorine gas, mustard gas, etc.) <p>Impact of Herbert Hoover—</p> <ul style="list-style-type: none"> • Engineered a rapid increase in production of foodstuffs and put in place an efficient distribution system delivering foodstuffs to millions of troops and European civilians. • Just one of many civilian administrators who successfully & quickly transformed the American economy for wartime demands <p>Impact of General John J. Pershing and the American Expeditionary Force—</p> <ul style="list-style-type: none"> • General Pershing commanded the American forces in France. • The American Expeditionary Force was practically created “from scratch,” drafted in 1917, and trained & equipped to fight by 1918 • The American military contribution played a pivotal role in halting the German Spring Offensive of 1918: Germany’s last offensive of the war <p>Impact of the doughboys—</p> <ul style="list-style-type: none"> • More than a million American troops went over to France, with over 100,000 dying in France. <p>Impact of Alvin C. York—</p> <ul style="list-style-type: none"> • Tennessee native who won the Medal of Honor for his heroism in World War I • Without question the most famous “doughboy” to emerge from World War I 	
<p>US.29 Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the</p>	<p>Allied Leaders:</p> <ul style="list-style-type: none"> • (FR) Prime Minister Georges Clemenceau <ul style="list-style-type: none"> - Aims - Weakening Germany to prevent any future aggression. Retribution for the destruction brought on France by the German invasion 	

<p>League of Nations on world politics. (H, P)</p>	<ul style="list-style-type: none"> ● (GB) Prime Minister David Lloyd George <ul style="list-style-type: none"> - Aims - Germany as a future trading partner, to avoid a weakening of the British economy (did not favor harsh war reparation on Germany) ● (US) President Woodrow Wilson <ul style="list-style-type: none"> - Aims - Wilson's Fourteen Points concerned with rebuilding the European economy encouraging self-determination, promoting free trade, creating appropriate mandates for former colonies and the creation of a League of Nations to ensure future peace. <p>U.S. rejection of the League of Nations</p> <ul style="list-style-type: none"> ● Causes - <ul style="list-style-type: none"> - U.S. traditional sense of isolationism was very strong. - There were fears that membership could entangle the U.S. in future wars. - The fears of the economic cost of membership and the belief that the U.S. had gained its economic power through its traditional isolationism. - The fear that membership would cost the U.S. some of its sovereignty ● Effects - <ul style="list-style-type: none"> - Allowed harsh reparations imposed on Germany. - Severely weakened the effectiveness of the League of Nations. - Leads to the rise of totalitarian governments in Germany, Italy and Japan. 	
<p>US.30 Analyze the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities, voluntary rationing, the Creel Committee, opposition by conscientious objectors, and the case of Schenck v. United States. (C, E, H, P)</p>	<ul style="list-style-type: none"> ● Women <ul style="list-style-type: none"> - Took on exclusive male jobs - "Women jobs"- secretaries, nurses, and teachers - Military jobs- Red Cross, sale of bonds, victory gardens ● Minorities <ul style="list-style-type: none"> - Split opinion: support the war or not support racist government - Great Migration- mass movement of blacks from South to North - Remained disenfranchised ● Voluntary rationing <ul style="list-style-type: none"> - meatless, wheatless, and sweetless days - "gospel of the clean plate" ● the Creel Committee <ul style="list-style-type: none"> - Persuaded the nation's artist and advertising agencies to create thousands of paintings, posters, cartoons, and sculptures promoting the war. - Propaganda ● Schenck v. United States <ul style="list-style-type: none"> - "clear and present danger" 	

	<ul style="list-style-type: none"> - "Protection of free speech would not protect a man in falsely shouting 'Fire!' in a theatre and causing panic." • Opposition by conscientious objects <ul style="list-style-type: none"> - Espionage and Sedition Acts- A person could be fined up to \$10,000 and sentenced to 20 years in jail for interfering with war efforts or for saying anything disloyal, profane, or abusive about the government or the war efforts. This act was aimed at socialist and labor leaders. 	
Primary Documents and Supporting Texts to Read: Primary Documents and Supporting Texts to Consider:	<ul style="list-style-type: none"> • excerpts from "Atlanta Exposition" speech, Booker T. Washington • excerpts from <i>The Souls of Black Folks</i>, W.E.B. Dubois • "The New Nationalism" speech, Theodore Roosevelt • excerpts from <i>The Jungle</i>, Upton Sinclair • excerpts from "The March of the Flag" speech, Albert Beveridge • excerpts from anti-imperialism speeches and writings, Mark Twain • excerpts from <i>The History of Standard Oil</i>, Ida Tarbell • excerpts from <i>The Shame of the Cities</i>, Lincoln Steffens • "Peace Without Victory" speech, Woodrow Wilson • Fourteen Points, Woodrow Wilson 	

Unit 3: The 1920's (2 Weeks)

STANDARD	The Learner will gain an understanding of the Essential Content listed below.	Major Assignments
US.31 Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture, including important directors, actors, films, and radio shows. (C, G)	<p>Radio</p> <ul style="list-style-type: none"> • First broadcast was 1920 Presidential election results on a station in PA • Information and entertainment • Soap operas, comedies, dramas, sporting events • Advertising became a big business • Changed how families and neighbors "visited"- the radio became the center of attention and conversation. <p>Film</p> <ul style="list-style-type: none"> • Information (newsreels), propaganda (WWI bond drives), entertainment • silent movies and "talkies" (sound movies in 1927) • The Great Train Robbery, Birth of a Nation (director D.W. Griffith) The Jazz Singer • Charlie Chaplin, Gloria Swanson, Lon Chaney, Douglas Fairbanks, Mary Pickford, Al Jolson 	

<p>US.32 Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, spread of electricity, popularity of labor saving appliances, and innovations in food processing and food purchasing (Clarence Sanders). (E, G, H, TN)</p>	<p>Mass Production</p> <ul style="list-style-type: none"> ● Henry Ford introduced assembly line production based on scientific management principles. (time and motion) ● Increase in consumer demand due to advertising and introduction of consumer credit. ● Mass production of the automobile will see the rise of many other industries such as steel, petroleum, and glass. <p>New Technologies</p> <ul style="list-style-type: none"> ● Automobile <ul style="list-style-type: none"> - Model A & Model T - Affordability - Big multiplier industry replacing railroads ● Aircraft-Wright Brothers (turn of century) <ul style="list-style-type: none"> - Charles Lindbergh's transatlantic flight-NY to Paris (1927) ● Spread of Electricity <ul style="list-style-type: none"> - Oil and electricity replacing coal and steam power ● Labor Saving Appliances <ul style="list-style-type: none"> - Electric Vacuum Cleaner - Electric Washing Machine - Electric stove/oven - Electric Iron ● Food Processing/Purchasing <ul style="list-style-type: none"> - Piggly Wiggly- first Self-service department store concept applied to grocers by Clarence Saunders in Memphis, TN. - Caused stores to purchase and keep more foods and other products on hand. - Refrigeration in transport of perishable foods and storage at home. 	
<p>US.33 Using multiple sources and diverse formats, summarize the impact of the mass production and widespread availability of automobiles on the American economy and society. (C, E, H, G)</p>	<ul style="list-style-type: none"> ● Increase in production leads to greater affordability. ● Related industries-- steel, glass, rubber, fabric, gas/oil and paving roads ● 1 in 9 people worked in an auto industry ● 1 in 6 owned a car ● New freedom--Especially for young people and rural women. ● Rise in crime rate. ● Increase in suburban living. 	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.34 Analyze the changes in the economy and culture of the United States as a result of expansion of credit,</p>	<p>Economic Changes</p> <ul style="list-style-type: none"> ● Expansion of credit leads to increased consumer demand ● Increase in diversity and number of stock market investors ● Ponzi Schemes (FL bust) ● Increase in "Buying on Margin" 	

<p>consumerism, and financial speculation. (E, H, C)</p>	<ul style="list-style-type: none"> ● Marketing techniques increase sales. ● growth of middle class <p>Culture Changes</p> <ul style="list-style-type: none"> ● Increases in disposable income (entertainment and leisure activities) ● Financial markets located in urban areas thereby attracting more citizens to these urban centers 	
<p>US.35 Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including the "return to normalcy," Teapot Dome, and laissez faire politics. (E, H, P)</p>	<p>"Return to normalcy":</p> <ul style="list-style-type: none"> ● Phrase used in Harding's 1920s campaign - promoted deregulation (laissez faire), increased tariff, and isolationism. ● Policy continued under Coolidge. <p>Teapot Dome:</p> <ul style="list-style-type: none"> ● Most famous of the Harding "Ohio Gang" scandals that involved allowing private oil companies to pump from naval oil reserves ● Led to the imprisonment of the Secretary of Interior Albert Fall. <p>Laissez-Faire: "hands-off" government</p> <ul style="list-style-type: none"> ● Policy of deregulation of business ● Specified that the best policy of regulation was no regulation ● based on the ideas of Adam Smith in <i>The Wealth of Nations</i> 	
<p>US.36 Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the immigration quota acts of the 1920's, the resurgence of the Ku Klux Klan, the efforts of Ida B. Wells and Randolph Miller, the trial of Sacco and Vanzetti, the emergence of Garveyism, and the rise of the NAACP. (C, H, P, TN)</p>	<p>Palmer Raids- attempts by the department of Justice to deport radical leftists especially anarchists</p> <p>Immigration Quota Acts of 1920's-wanted to limit the number of immigrants from certain areas especially Southern and Eastern European countries. It favored immigrants from Northern and Western Europe.</p> <p>KKK- Rise of this group in the 1920s was a direct result of the increased immigrants especially those who were Jewish and Catholics.</p> <p>Ida B. Wells -African American newspaper editor and suffragist who was an early leader in Civil Rights and was anti-lynching crusader.</p> <p>Randolph Miller- relentless condemnation of racial segregation and civil rights restrictions was highlighted by his response to a 1905 Tennessee law segregating public transportation. Predating Dr. Martin Luther King Jr. by fifty years, Miller and other black leaders in Chattanooga launched a briefly successful boycott of the streetcars. Miller subsequently editorialized that year: "They have taken our part of the library; they have moved our school to the frog pond; they have passed the Jim Crow</p>	

	<p>law; they have knocked us out of the jury box; they have played the devil generally; and what in thunder will they do, no one knows."</p> <p>Sacco and Vanzetti- Italian American anarchists who were convicted of robbery and murder and executed on circumstantial evidence.</p> <p>Marcus Garvey and Garveyism- African American leader who called for a movement back to Africa and for African Americans to buy only from black owned businesses.</p> <p>Rise of the NAACP- Birth of a Nation movie, impact of the migration on the cities, WEB DuBois</p>	
<p>US.37 Explain the background of the Temperance Movement, the passage of the 18th Amendment to the Constitution and the Volstead Act, the impact of Prohibition on American society, and its successes and failures, including the rise of organized crime, bootlegging and speakeasies, and repeal by the 21st Amendment. (E, C, H, P)</p>	<p>The Background of the Temperance Movement</p> <ul style="list-style-type: none"> ● Part of the Women’s Argument <ul style="list-style-type: none"> - Based on three parts: <ul style="list-style-type: none"> - a. the destruction of the family - b. the association of alcohol with immigrants and their cultures and religion (a Progressive Idea) - c. the need to create a “dry” society for religious purposes.. ● This led to the passage of the 18th Amendment which banned the Sale and Transportation of Alcohol and the Volstead Act which dictated what could and could not be sold. ● This gives rise to illegal production of alcohol and the rise of Organized Crime becoming huge in the now illegal activity of “booze”. <ul style="list-style-type: none"> - This made the average American a criminal if they were in the possession of alcoholic beverages and also created new terms such as: <ul style="list-style-type: none"> - bootlegging - illegal transporting of liquor - speakeasies - illegal saloons and gambling spots where liquor was served - racketeering - running illegal activities where alcohol could be served (i.e. gambling, prostitution, numbers running, etc.). <p>Repelled by the 21st Amendment to the Constitution, the only Amendment which over- turns another amendment.</p>	
<p>US.38 Describe the Scopes Trial of 1925, including the major figures, the two sides of the controversy, its outcome, and its legacy. (C, P, H, TN)</p>	<p>The Scopes Monkey Trial</p> <p>Held in Dayton, Tennessee in 1925, high school teacher, John Scopes was accused of violating Tennessee's Butler Act which made it unlawful to teach human evolution in any state-funded school.</p>	

	<p>The trial publicized the Fundamentalist vs. Modernists views on creation which set modernist, who said evolution was consistent with religion, against fundamentalists who said the word of God as revealed in the Bible took priority over all human knowledge.</p> <p>The case was also sensationalized because of the two lawyers in the case, Clarence Darrow representing Scopes and the Modernists view and William Jennings Bryan who represented the State of Tennessee and the Fundamentalist and Creationist. The outcome was that Scopes was found guilty and fined 100.00 dollars. This was later thrown out on a technicality by a superior court. This disallowed a hearing by the Supreme Court.</p> <p>The legacy of this case is seen as both a theological contest and a trial on whether modern science regarding the idea of creationism or modernist should be taught in schools.</p>	
<p>US.39 Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life. (C, G, P)</p>	<ul style="list-style-type: none"> ● 1924 Indian Citizenship Act-granted citizenship to Native Americans and moved toward assimilation into the American culture. ● The Indian Reorganization Act-Allows Indians to re-establish their tribal organizations on Federal Reservation 	
<p>US.40 Describe the Harlem Renaissance, its impact, and its important figures, including an examination of literary and informational text of or about Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Duke Ellington, and Louis Armstrong. (C)</p>	<p>The Harlem Renaissance</p> <ul style="list-style-type: none"> ● The "Flowering of African American" literature, music, and art during the 1920's. <p>The birth of "Jazz".</p> <ul style="list-style-type: none"> ● Langston Hughes - the Poet Laureate of the Harlem Renaissance. ● Zora Neale Hurston - Harlem Renaissance Writer of "Their Eyes were Watching God". ● Louis Armstrong & Duke Ellington - Jazz & Blues Musicians. ● Bessie Smith - Blues Singer and Recording Artists. ● Examine literature pieces 	
<p>US.41 Analyze the emergence of the "Lost Generation" in American literature, including the impact of Ernest Hemingway and F. Scott Fitzgerald. (C)</p>	<ul style="list-style-type: none"> ● Lost Generation-Name given to the group of writers in the post-WWI period whose themes expressed a strong sense of disillusionment with society- loss of ideas and sense of purpose <ul style="list-style-type: none"> - Ernest Hemingway- Introduced a tough, simplified style of writing that set a new literacy standard. Criticized the glorification of war. - F. Scott Fitzgerald- coined the term "Jazz Age" to describe the 1920s. Shows the negative side of the period's gaiety and freedom, portraying wealthy and attractive people leading imperiled lives in gilded surroundings. 	
<p>US.42 Describe changes in the social and economic status of</p>	<p>Changes in social status of women in 1920s—</p> <ul style="list-style-type: none"> ● Changing ideal of marriage: 	

women, including the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women's colleges. (C, E, P)

- Women expected to share leisure activities together, to be "best friends," and to pursue mutual sexual satisfaction together
- Changing social opportunities:
 - Female college enrollments increased by 50 percent in 1920s

Changes in economic status of women in 1920s—

- In the industrial sector, women were still often excluded from skilled positions, and often were paid less than men for the same work.
- Women began to dominate the fields of teaching, nursing, social work, and librarianship.
- More hired for office jobs
- A few women also became university professors & journalists, which were male-dominated in the 1920s

Margaret Sanger—

- An early advocate of birth control and formal sex education, sparking huge controversies in the 1920s
- Founded the American Birth Control League in 1921, a predecessor of Planned Parenthood

Flappers—

- Young, single middle-class women who broke many informal rules about expected behavior, such as:
 - wearing short dresses,
 - wearing sensuous red lipstick,
 - smoking & drinking in public
- The flappers broke informal social rules out of a desire for more independence, liberty, and equality

Clerical and Office jobs—

- These types of jobs grew rapidly in the 1920s when corporations were growing fast.
- Women were often excluded from becoming office managers, accountants, or supervisors, but dominated the lower-level positions of secretaries, typists, filing clerks, bank tellers, and department store clerks.
- Office positions for women generally had better working conditions than industrial jobs, but the pay was still relatively low.

The Rise of Women's colleges—

- Women had traditionally been excluded from or strictly limited in attending colleges
- Many women's colleges started as teacher-training institutions and gradually expanded

	<ul style="list-style-type: none"> • Growing economic opportunities correlated with increased enrollment of women in colleges. 	
<p>US.43 Analyze the rise of celebrities as icons of popular culture, including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh. (C)</p>	<p>Post World War I America saw a rise in celebrity icons in American popular culture through mass media and the greater availability of mass and personal transportation</p> <ul style="list-style-type: none"> • Babe Ruth - George Herman "Babe" Ruth Jr. Major League Baseball player known for his hitting power, hitting a home run record of 714 home runs • Lou Gehrig - Henry Louis "Lou" Gehrig Major League Baseball first base player known for his hitting power a career batting average of .340 (Lou Gehrig disease) • Jack Dempsey - William Harrison "Jack" Dempsey nicknamed the Manassa Mauler. Heavyweight Boxing Champion 1919-1926 (Boxing was biggest sport of the decade) • Red Grange - Harold Edward "Red" Grange nicknamed "The Galloping Ghost" college and professional football player. Position of half-back University of Illinois and the Chicago Bears. His signing with the Chicago Bears legitimize the National Football League • Bessie Smith - American blues singer nicknamed "The Empress of the Blues" one of the most popular female blues singer in the 1920's. A major influence on the jazz vocalists • Billy Sunday - William Ashley "Billy" Sunday former National League Baseball player turned evangelist. One of the most celebrated and influential American evangelists in the first two decades of the 20th century • Charles Lindbergh - Charles Augustus Lindbergh "Lucky Lindy" American aviator, author, inventor, explorer and social activist. World fame for his solo flight across the Atlantic Ocean from New York to Paris in 1927. His infant son will be kidnapped and killed. After this incident he will disappear from the spotlight. He reappears during WW II. 	
<p>US.44 Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy, and WSM. (C, TN)</p>	<ul style="list-style-type: none"> • The birth of the blues in Memphis Tennessee coincides with the recording of African American music from the Mississippi Delta area. Artists like Muddy Waters, and WC Handy who is considered the "Father of the Blues" will make Memphis the home of "the Blues". • The Grand Ole Opry which was founded in 1925, and sponsored by the Life and Casualty Company of Nashville Tennessee broadcasted on the radio nationwide. It symbol and call letters WSM stands for "We Shield Millions". The Grand Ole Opry is the original home of country and western music, and is the longest running radio program in radio history. 	
<p>Primary Documents and Supporting Texts to Read:</p>	<ul style="list-style-type: none"> • excerpts from <i>The Great Gatsby</i>, F. Scott Fitzgerald • selected poetry and essays of Langston Hughes • <i>Crusade for Justice: The Autobiography of Ida B. Wells</i>, Ida B. Wells 	

Unit 4: The Great Depression (3 Weeks)

STANDARD	The Learner will gain an understanding of the Essential Content listed below.	Major Assignments
<p>US.45 Analyze the causes of the Great Depression, including the following: (E, H)</p> <ul style="list-style-type: none"> ● the economic cycle driven by overextension of credit ● overproduction in agriculture and manufacturing ● laissez faire politics ● buying on margin ● excess consumerism ● rising unemployment ● the crash of the stock market ● high tariffs 	<p>Economic Cycle driven by Overextension of credit</p> <ul style="list-style-type: none"> ● Credit buying became popular in the 1920's ● Homes, autos, appliances could be purchased on credit ● Middle class typically saved money, but in the 1920's the "get rich quick" mentality of the stock market infected the middle class--too much credit extended for stocks that were overvalued <p>Overproduction in agriculture</p> <ul style="list-style-type: none"> ● WWI raised demand for food from US farmers. ● Farmers cleared more land and invested in new equipment ● Post-War period of 1920's demand declined and food prices dropped <p>Overproduction in Manufacturing/Industry</p> <ul style="list-style-type: none"> ● New labor-saving appliances like washing machines, vacuum/automobiles/related industries to produce consumer goods- through most of the 1920's the market was high but as the decade ended, demand dropped ● Saturated American market--high tariff walls imposed by U.S. were countered by goods that the U.S. produced <p>Laissez faire policies</p> <ul style="list-style-type: none"> ● Republican Presidents of the 1920s - Harding, Coolidge, and Hoover ● Did not believe that government should interfere in business or help farmers ● Hoover- "rugged individualism" response to the Crash and the onset of the Depression <p>Buying on margin</p> <ul style="list-style-type: none"> ● Buying stocks on credit ● Popular with new middle class investors <p>Excessive consumerism</p> <ul style="list-style-type: none"> ● encouraged by the introduction of consumer credit and increase in advertising <p>Rising unemployment</p> <ul style="list-style-type: none"> ● evident by 1929 due to surplus created by overproduction in manufacturing and to high tariffs <p>High tariffs</p> <ul style="list-style-type: none"> ● Protective tariffs under Harding and Coolidge helped cause overproduction ● 1930 Hawley-Smoot Tariff -attempt to strengthen American manufacturing by raising rates to 60%-backfired when European nations raised their rates in retaliation and worsened the world-wide depression <p>Crash of the stock market</p> <ul style="list-style-type: none"> ● Triggered by overproduction and the extent of buying on margin and speculation ● Market crash triggered bank failures and bankrupted businesses 	

<p>US.46 Describe the steps taken by President Hoover to combat the economic depression, including his philosophy of "rugged individualism," the Reconstruction Finance Corporation, and the response to the "Bonus Army." (E, P)</p>	<p>"Rugged Individualism"</p> <ul style="list-style-type: none"> refused to provide direct, immediate aid to farmers and the unemployed for fear of creating a dependency on the government - all policies followed the "trickle down" theory <p>Reconstruction Finance Corporation</p> <ul style="list-style-type: none"> provided government loans to businesses, banks, and state and local governments to promote recovery <p>"Bonus Army" and Hoover's response</p> <ul style="list-style-type: none"> WWI veterans were promised a bonus to be paid in 1945. When the depression hit they will demand their bonus early. They will march on Washington. Congress refuses to pay the bonus early. Hoover offers to pay for the return trip home for the veterans. Some stay and Hoover calls out the US Army to disperse the crowd. Two people die and Hoover is seen as heartless by the American public. 	
<p>US.47 Write a narrative piece that includes multiple media components to describe the human toll of the Great Depression, including massive unemployment, migration, and Hoovervilles. (C, E, H, G)</p>	<ul style="list-style-type: none"> 25% unemployment rate caused dislocation (hobos, "migrant mother", Okies and Arkies from the Dust Bowl on the Plains) Hoovervilles shanty towns of unemployed outside of towns and cities breadlines and soup kitchens 	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.48 Analyze the causes and consequences of the Dust Bowl of the 1930's. (C, E, H, G)</p>	<p>Causes: poor agricultural practices (dry farming), years of sustained drought, winds, and planting on marginal lands</p> <p>Consequences: mass migration, public works programs, farm foreclosures, decreased crop productions, and worsening of the Great Depression</p>	
<p>US.49 Identify and explain the following New Deal programs and assess their past or present impact: (E, H, P, TN)</p> <ul style="list-style-type: none"> Works Progress Administration Social Security Federal Deposit Insurance Corporation Securities and Exchange commission Fair Labor Standards Act 	<p>Works Progress Administration (WPA)- "boondoggling" work for the unemployed (as critics put it) but most work was for community improvement-included work for unemployed artists, actors, and writers.</p> <p>Social Security-old age pensions, aid to the handicapped and disabled; unemployment insurance (still around today)</p> <p>Federal Deposit Insurance Corporation (FDIC)- government insures bank deposits-originally funded to \$100,000-today \$250,000-in response to bank failures and bank runs</p> <p>Securities and Exchange Commission- oversees brokerage firms and the NYSE. It requires companies to be honest in their disclosures of company worth. (still around today)</p>	<p>Students will write an opinion piece either defending the New Deal or criticizing its long term effects on the United States.</p>

<ul style="list-style-type: none"> ● Agricultural Adjustment Acts ● Civilian Conservation Corps ● Tennessee Valley Authority ● Cumberland Homesteads ● Great Smoky Mountains National Park 	<p>Fair Labor Standards Act -set up minimum wage and maximum hours worked per week. Its goal was 40 cents and 40 hours. If industry was dangerous labor under the age of 16 was forbidden.</p> <p>Agricultural Adjustment Act (AAA)-would eliminate price-depressing surpluses by paying growers to reduce their crop acreage</p> <p>Civilian Conservation Corps (CCC)-employed young men in open air camps across the country-part of their wages sent home to their families-kept many from the streets and juvenile delinquency</p> <p>Tennessee Valley Authority-government owned and operated public utility (TN River Valley)-brought electricity to rural areas-dams built to prevent flooding and hydroelectricity (still around today)</p> <p>Cumberland Homesteads- Near Crossville, TN the federal government bought about 10,000 acres of land and turned it into what was then known as "subsistence homestead." It consisted of 250 homes, a school, a park area, and a water tower and headquarters building. (state park today)</p> <p>Great Smokey Mountains National Park- This area had been discussed for many years to place a national park. It was however different from the western parks as this place was owned by farmers and different companies. Finally in the 1920's a bill was signed by President Coolidge to create the park. The first superintendent arrived in 1931 and the CCC provided a lot of work in developing it. It was finally dedicated in 1940 by FDR. (one of the most visited national parks in America)</p>	
<p>US.50 Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and FDR's "court packing" attempt. (E, P)</p>	<p>The Effects and Controversies of the New Deal Economic Policies Though many of the New Deal Policy were seen as needed efforts to allow the nation to advance, the majority of them were not very effective in bringing the nation out of the Depression, because of they did not provide enough economic recovery.</p> <p>Socialists Leaders against the New Deal - These leaders believed FDR did not do enough under the New Deal to help the poor and elderly.</p> <ul style="list-style-type: none"> ● Father Charles Coughlin - said the church could no longer continue to support the needy, that this should be a function of the government. ● Dr. Francis Townsend- radio commentator who said America needed to create a program for the elderly as well as the needy. ● Huey P. Long - Louisiana Governor and Senator who created the Share the Wealth Program, which would later go on to be the basis of the Social Security Program. 	

	<p>Court Packing-FDR upset with the Supreme Court's decisions to declare some of the New Deal unconstitutional, tried to persuade Congress and the American people to allow him to raise the number of justices from 9 to 15. He wanted an additional justice for everyone over the age of 70. This was called a socialist move by the critics of FDR who saw this attempt to pack the court as making the Presidency akin to a dictatorship with Supreme Court approval.</p>	
<p>US.51 Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee's rural geography economy, and culture, and debate the issues of the Norris Dam and Dale Hollow Lake controversies. (C, E, G, P, TN)</p>	<p>TVA - Tennessee Valley Authority - Government owned and operated public utility - Tennessee River Valley - brought electricity to rural areas - dams built to prevent flooding and provide hydroelectricity - Also several other purposes including reforestation, preservation of wildlife, production of fertilizer, jobs, and improved use of agricultural land - cheapest rates for electricity in the nation</p> <p>Norris Dam - First major project under the TVA - required the purchase of over 152,000 acres of land and the relocation of 2,841 families and 5,226 graves.</p> <p>Dale Hollow Lake - Formed by damming the Obey River above its juncture with the Cumberland River - like Norris Dam this resulted in the relocation of families and communities</p>	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.52 Cite textual evidence, determine the central meaning, and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover ("Rugged Individualism"), Franklin Roosevelt ("First Inaugural Address"), and John Steinbeck (<i>The Grapes of Wrath</i>). (C, P)</p>	<p>Herbert Hoover's "Rugged Individualism"—</p> <ul style="list-style-type: none"> Hoover campaigned for president by praising American's individualism and that people did not need the help of the government in economic affairs compared with European systems of "state socialism" <p>Franklin Roosevelt's "First Inaugural Address"—</p> <ul style="list-style-type: none"> Emphasized the need for direct government action, rather than relying on the private actions of citizens, to attack the Great Depression <p>John Steinbeck's <i>The Grapes of Wrath</i></p> <ul style="list-style-type: none"> Focused attention on the misery of Dust Bowl migrants leaving the Oklahoma for California 	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.53 Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal. (P)</p>	<p>Political cartoon subjects should include-</p> <ul style="list-style-type: none"> Idea of the New Deal as "alphabet soup" FDR as a "doctor" for the nation Socialistic aspects of the New Deal Farm programs of the New Deal FDR's attempt to revamp Supreme Court Any specific cartoons on New Deal programs like the WPA, CCC, TVA, FDIC, etc... 	<p>Students will analyze political cartoons from the time period. Students will discuss the persuasive techniques (symbolism, exaggeration, labeling, analogy, irony) used by the cartoonist. Once persuasive techniques are identified, students will discuss what issue the cartoon is about, the cartoonist's opinion, other opinions</p>

		about the issue and the overall effect of the cartoon.
Primary Documents and Supporting Texts to Read	<ul style="list-style-type: none"> • excerpts from "Rugged Individualism" speech, Herbert Hoover • "First Inaugural Address" Franklin Roosevelt • excerpts from <i>The Grapes of Wrath</i>, John Steinbeck 	

Unit 5: Between the Wars and World War II 1921-1947 (3 Weeks)

STANDARD	The Learner will gain an understanding of the Essential Content listed below.	Major Assignments
US.54 Examine the impact of American actions in foreign policy in the 1920's, including the refusal to join the League of Nations, the Washington Disarmament Conference, and the Kellogg-Briand Pact. (H, P)	<p>All examples of Isolationism</p> <p>Refusal to Join League of Nations</p> <ul style="list-style-type: none"> • Wilson vs. Lodge <ul style="list-style-type: none"> ○ Wilson in complete support of the League ○ Henry Cabot Lodge Support with reservations ○ Without the U.S. in the league it lacks power <p>Washington Disarmament Conference</p> <ul style="list-style-type: none"> • 1921-22 (Harding and Sec of State Hughes) • led to the 5 Power Naval Treaty, the 4 Power Treaty, and the 9 Power Treaty • did not address small naval vessels <p>Kellogg-Briand Pact</p> <ul style="list-style-type: none"> • 1928 (U.S. and France) • 62 nations promised no offensive war - considered great step toward world peace • looked good on paper but no way to enforce 	Students will write an opinion piece on what role the United States should have in world affairs.
US.55 Gather relevant information from multiple sources to explain the reasons for and consequences of American actions in foreign policy during the 1930's, including the Hoover-Stimson Note, the Johnson Debt Default Act, and the Neutrality Acts of 1935, 1937, and 1939. (H, P)	<p>Hoover-Stimson Note</p> <ul style="list-style-type: none"> • U.S. response to Japan's invasion of Manchuria in 1931-the U.S. would not recognize any territory taken by force. • US scolded Japanese but strong isolationist sentiment in US prevented any stronger action and the League of Nations did not step in. <p>Johnson Debt Default Act</p> <ul style="list-style-type: none"> • U.S. could not make any loans to countries that had defaulted on WWI debts <p>Neutrality Acts of 1935 & 1937</p> <ul style="list-style-type: none"> • U.S. reaction to growing aggression in Europe-prohibited selling weapons or making loans to warring nations or traveling on ships of warring nations and prohibited any assistance in the Spanish Civil War <p>Neutrality Acts of 1939</p>	

	<ul style="list-style-type: none"> U.S. response to the start of WWII in Europe - neutrality policy changed to allow weapons to be sold to warring nations that paid cash and provided transport (called "Cash and Carry" Act) 	
<p>US.56 Analyze the reasons for and consequences of the rise of fascism and totalitarianism in Europe during the 1930's, including the actions of Hitler, Mussolini, and Stalin. (H, P)</p>	<p>Fascism (created as a response to the economic and social problems caused by WWI including debt and reparations)</p> <ul style="list-style-type: none"> Instituted in Italy by Benito Mussolini after WWI-promoted the glory and power of the state and race at the sacrifice of individual rights <ul style="list-style-type: none"> used force to dispose of opposition (Black Shirts) Promised to restore the glory of the old Roman Empire Developed in Germany under the leadership of the Nazi Party and Adolf Hitler due to being saddled with unreasonable reparations from WWI. <ul style="list-style-type: none"> used force to dispose opposition (Brown Shirts) Promised to create a third German Empire (3rd Reich) that would last a thousand years <p>Totalitarianism</p> <ul style="list-style-type: none"> Government controls all aspects of economics, government (dictator) and society Growth in Europe in the 1920s & 30s under Joseph Stalin (Soviet Union), Mussolini, and Hitler. 	
<p>US.57 Examine President Roosevelt's response to the rise of totalitarianism, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease. (E, P)</p>	<p>FDR's Quarantine Speech (1937)</p> <ul style="list-style-type: none"> FDR's attempt to promote intervention by suggesting democracies join to isolate and stop totalitarian aggression - speech caused an increase in isolationism among the Am public. <p>Four Freedoms Speech</p> <ul style="list-style-type: none"> Annual Message to Congress (State of the Union) Jan 6th, 1941 Stated the reason the US should get involved in WWII was to protect the universal freedoms of speech and worship and the freedom from want and fear. <p>Atlantic Charter</p> <ul style="list-style-type: none"> Created by FDR and Churchill at the Atlantic Conference in 1941 prior to the U.S. entry into WWII. listed the goals for the post-war world <p>Lend-Lease (1941)</p> <ul style="list-style-type: none"> the U.S. could provide war materials to the Allied Powers-effectively ended U.S. neutrality policy 	<p>Students will do a close reading analyzing FDR speeches.</p>
<p>US.58 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. (H, P)</p>	<ul style="list-style-type: none"> abandonment of neutrality with the passage of the Lend Lease Act German attacks on U.S. ships transporting Lend Lease goods FDR's freezing of Japanese assets and embargo of war materials to Japan 	

	<ul style="list-style-type: none"> ● Japan's surprise attack on U.S. Pacific possessions on Dec. 7, 1941 with naval base at Pearl Harbor in Oahu as the major target. <ul style="list-style-type: none"> - Damage included all 8 battleships, many other ships, and aircraft. - Nearly 2000 Americans lost their lives. - Luckily, the aircraft carriers were out at sea at the time of the attack 	
<p>US.59 Identify and locate on a map the Allied and Axis countries and the major theatres of the war. (G)</p>	<ul style="list-style-type: none"> ● Allied Powers - Britain, France (until 1940), USSR, and U.S. ● Axis Powers - Japan, Italy, and Germany ● Major Theatres: <ul style="list-style-type: none"> - Pacific, Europe, North Africa 	<p>Students will create a map detailing major theatres and major battles of WWII.</p>
<p>US.60 Explain United States and Allied wartime strategy and major events of the war, including the Bataan Death March, Midway, "island hopping," Iwo Jima, Okinawa, invasion of North Africa and Italy, D-Day, and the Battle of the Bulge. (C, G, H, P)</p>	<p>Wartime Strategy of WWII With America's entrance into WWII, after Pearl Harbor on December 7th 1941, , the US sided with Great Britain and eventually the Soviet Union to defeat the nations of Japan, Germany and Italy (the Axis).</p> <p>The European Campaign - FDR & Churchill agreed the greatest threat to the world was Hitler, and therefore set about breaching the Atlantic Wall.</p> <ul style="list-style-type: none"> ● American and British troops attack and took the countries of North Africa and then attacked Sicily and Italy. ● The attack on the North Atlantic Wall started on June 6th, 1944 - D-Day with the idea of pinching Hitler in between a Northern and Southern attack. At the same time, the Soviet Union had turn the tide of War at Stalingrad and moved in from the east. ● The German Army tried one great push in December of 1944, with a large tank attack which stalled near Bastogne in Belgium due to stubborn resistance by the American Army. (Battle of the Bulge and 101st significance) ● Hitler and his forces were finally defeated when the Soviets entered and took Berlin and the US and Great Britain took Western Germany in 1945. <p>The Pacific Campaign -</p> <ul style="list-style-type: none"> ● After Pearl Harbor the US Navy took almost six months to recover. In the meantime, the Japanese Imperial Army and Navy invaded and occupied all of the major Pacific Islands with the exception of Australia and New Zealand. ● They brutally conquered the last of the American Army in the Philippines in 1942, and forced the surrendered American Forces to march up the island of Bataan, in what was known as the "Bataan Death March". ● They also completed the conquest of China. ● The US then put into place a program of Island hopping pushing the Japanese back toward the Japanese mainland. ● The greatest battles from 1942-1945 in the Pacific took place at Midway (an American Naval Victory), Guadalcanal, Saipan, and Iwo Jima (all American Marine Corps victories). 	

	<ul style="list-style-type: none"> Finally, in August 1945, the US dropped two Atomic Bombs on Japan. This coupled with the Soviet invasion of China from the west, ended WWII on September 2nd, 1945. 	
<p>US.61 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers. (C, H)</p>	<p>The American GI (the GI stands for Government Issue), was truly a citizen soldier. The US drafted nearly 20 million Americans into uniform effectively ending the Great Depression. This included the following groups:</p> <ul style="list-style-type: none"> African Americans - Over a million African Americans served during the war to include for the first time African-American Officers and Fliers. The most famous being the Tuskegee Airman of Tuskegee University in Alabama.. Japanese Americans - Many were allowed to serve overseas (but only in Europe), the most famous being the 442nd Regimental Combat Team which was one of the most decorated units in the European Theater. The Native Americans- Nearly a quarter of a million natives served. The most famous were the Navajo wind talkers of the US Marine Corps. Their special language was undecipherable by the Japanese who could not break the code. American Women- 400,000 Women volunteered for military service. They were used in every category but combat. Even at that over 500 were killed in service to their country. The 101st Airborne - During World War II, it was renowned for its role in Operation Overlord—the D-Day landings starting 6 June 1944, in Normandy, France and action during the Battle of the Bulge around the city of Bastogne, Belgium. 	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.62 Identify the roles played and significant actions of the following individuals in World War II: (H, P)</p> <ul style="list-style-type: none"> Franklin Roosevelt Winston Churchill Joseph Stalin Harry Truman Adolph Hitler Benito Mussolini Hideki Tojo Dwight Eisenhower George C. Marshall Douglas MacArthur 	<p>Franklin Roosevelt- American President throughout most of the war. He will authorize the building of the atomic bomb.</p> <p>Winston Churchill- Prime Minister of Great Britain during most of the war.</p> <p>Joseph Stalin- leader of the Soviet Union during the war. More people will die under him than Hitler.</p> <p>Harry Truman- He becomes President after the death of FDR in 1945. It is his decision to drop the bomb.</p> <p>Adolph Hitler- Totalitarian leader of Germany. The “deathbed” of Hitler came at Stalingrad. Holocaust-“Final Solution” with the Jews</p> <p>Benito Mussolini-leader of Italy who will be thrown off the throne. At this point Italy will quit the war however fighting will occur in Italy up until weeks prior to the end of the war.</p> <p>Hideki Tojo- Prime Minister of Japan most of the WW II</p> <p>Dwight Eisenhower- Allied leader in the European Theater. North Africa and D-Day</p> <p>George Marshall- Chief of Staff during the war. He was the writer of the war plan</p>	

	<p>Douglas MacArthur- principal American military leader in the Pacific theater of the war. He was most known for the Philippines and overseeing the Japanese surrender about the <i>USS Missouri</i></p>	
<p>US.63 Describe the constitutional issues and impact of events on the United States home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America). (C, P)</p>	<p>Internment of Japanese Americans-After the attack on Pearl Harbor, people of Japanese descent were looked on with suspicion. FDR will issue Executive Order 9066 in 1942 to intern tens of thousands of American citizens of Japanese ancestry. These people will be relocated to camps located in several different states. There will also be a smaller amount of Italian and German descent citizens interned as well.</p> <p>Korematsu v. US- Korematsu refused to leave his home in San Diego and he was convicted. His case will reach the Supreme Court in 1944. The court upheld the conviction. Justice Hugo Black writing for the majority said, "Pressing public necessity," he wrote, "may sometimes justify the existence of such restrictions; racial antagonism never can."</p> <p>In 1988 Congress passed a Resolution and President Regan signed apologizing for the internment of the Japanese and offered a monetary settlement.</p>	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.64 Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on American society (such as at Alcoa in Tennessee), as well as the service of women in the armed forces, including Cornelia Fort. (C, E, P, TN)</p>	<p>Women in the workforce</p> <ul style="list-style-type: none"> ● Replaced men in industrial jobs – especially defense industries ● Rosie the Riveter ● Profound impact on social and economic roles of men and women <p>Women in the Armed Forces-</p> <ul style="list-style-type: none"> ● Almost 400,000 women served in and with the armed forces—a number that exceeded total male troop strength in 1939. They enlisted “for the duration plus six months” to free male soldiers for combat by filling jobs that matched women’s “natural” abilities—clerical work and jobs requiring rote attention to detail and small motor skills. ● They served in the Army and Navy Nurse Corps, Women’s Army Corps (WAC), and in the Navy (WAVES), Coast Guard (SPARs) and Marine Corps Women’s Reserves. Although not officially members of the armed forces, Women Air force Service Pilots (WASPs) provided critical support for the war effort. ● Other women worked with the military through service with organizations such as the American Red Cross, the United Service Organizations (USO), and the Civil Air Patrol. ● <p>Cornelia Fort-A Tennessean who will become the first female pilot in American history to die in active duty.</p> <p>Alcoa- need to add impact of women on the company</p>	
<p>US.65 Examine the impact of World War II on economic and</p>	<p>African-Americans in the military-</p>	<p>Students will write an extended response which will ask students to</p>

<p>social conditions for African Americans, including the Fair Employment Practices Committee, the service of African Americans in the armed forces and the work force, and the eventual integration of the armed forces by President Truman. (C, E, H, P)</p>	<p>Over a million African Americans served during the war to include for the first time African-American Officers and Fliers. The most famous being the Tuskegee Airman of Tuskegee University in Alabama.</p> <p>Fair Employment Practices - Started by the "Double V Campaign" it declare Victory Abroad and Victory at Home.</p> <p>The Fair Employment Practices Committee worked to prevent racial discrimination throughout the war.</p> <p>African-Americans in the workforce- During WW II, the West's African-American population grew substantially. Mainly because African-Americans moved to work in defense industries especially Boeing in Seattle. This will rescue African-Americans from decades of menial employment.</p> <p>Truman integration of the troops- Truman issues Executive Order 981 in 1948. The Korean War will be the first war with integrated troops.</p>	<p>write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.66 Describe the war's impact on the home front, including rationing, bond drives, movement to cities and industrial centers, and the Bracero program. (C, E, G, H)</p>	<p>Movement to cities The movement to the cities increased during the war, as more jobs became available. Nearly 30 million people moved during the war.</p> <p>Bracero Program- The program was a series of laws and agreements between the United States and Mexico government. There was a high need for farm laborers and this program will allow Mexican farm workers to cross the border to come work the American farms.</p> <p>Production of War goods- The US economy shifted to a wartime economy. The US provided everything its Army, Navy and Air Corps could use or need.</p> <p>Financing & Buying War Bonds - The nation went into the role of deficit and increased defense spending. This was paid for by the raising of Liberty Bonds (as it had been in WWI). American's bought almost 186 billion dollars in bonds during the War.</p> <p>Rationing - Consumer rationing and price ceilings were put in place. The American public rationed everything from tires, bicycles, gasoline, shoes, food and many other items. People were given ration books that contained coupons for different products.</p>	
<p>US.67 Describe the major developments in aviation, weaponry, communication, and medicine (penicillin), and the</p>	<p>Aviation -</p> <ul style="list-style-type: none"> • Radar-is going to be first used during this time period. The Royal Air Force used it. On December 7, 1941, an American radar station detected the Japanese planes approaching Pearl Harbor, but the U.S. military had little faith 	

war's impact on the location of American industry and use of resources. (E, G)

in the system and mistakenly assumed the signal came from a formation of American B-17s.

- **B29**-these will bombard Japanese cities as well as drop the bombs on Hiroshima and Nagasaki.
- **Jet engine**
- **Aircraft Carrier**-WW II is the first war that the carrier will play a significant role. They were the most important ship in Pacific Theater.

Weaponry

- **atomic bombs**
- **Incendiary bombs**
- **Tanks** - First used WW I. WW II will see the establishment of the German Blitzkrieg "Lightning War" the use of Tanks as an offensive weapon not just as support for the infantry.

Communications -

- The early German blitzkrieg, with tank and armored formations, placed a new order of importance on reliable radio communication.
- The need for communication between the homelands and many far-flung theatres of war gave rise to the need for improved long-range overseas communication systems. A system of radio teletypewriter relaying was devised, by which a radio teletypewriter operator in Washington, London, or other capitals could transmit directly by teleprinter to the commander in any theatre of war.
- Native American Code Talkers in both theaters of the war

Medicine-

- **Penicillin**- Although it was not invented during the war it will be the first time it is mass produced.
- Medicines to fight against tropical diseases are also going to be critical for the United States to fight in the Pacific.
- The science and technology of blood transfusions were also perfected as was aviation medicine, which allowed people to fly safely at high altitudes for long periods. Studies of night vision, supplemental oxygen, even crash helmets and safety belts emerged from aviation medicine.

American Industry-

- New materials and new uses for old materials appeared. Companies manufacturing consumer goods (such as silverware) converted to manufacture military goods (such as surgical instruments). Automobile factories re-tooled to make tanks and airplanes. These industrial modifications required rapid and creative engineering, transportation, and communications solutions

	<ul style="list-style-type: none"> • Manhattan Project will take place in three cities: Los Alamos, NM, Oak Ridge, TN, and Hanford, Washington • Major cities along the West Coast will house many major industries. For example, Boeing in Seattle. 	
<p>US.68 Explain the importance of the establishment and the impact of the Fort Campbell base, Oak Ridge nuclear facilities, TVA, Alcoa influences, and Camp Forrest as a POW center. (E, G, P, TN)</p>	<p>Fort Campbell, KY- As it became apparent to Army planners in the late 1930s that war was a very dangerous possibility, surveys were conducted to locate potential sites for mobilization and training camps should the Army need to rapidly expand. After the bombing of Pearl Harbor funds were authorized for the purchase of 105,000 acres of land at a cost of \$4 million, and construction began two months later in March of 1942. The camp was ready for occupation in four short months. Over 21 million square feet of billets, warehouses, classrooms and motor pools were built at a cost of \$35 million.</p> <p>Oak Ridge, TN</p> <ul style="list-style-type: none"> • Manhattan Project- to build an atomic weapon- Oak Ridge labs primary purpose to "enrich" uranium for weapons grade use • "Secret" facility during the war • Remains a major center for nuclear power production and research for federal government <p>TVA</p> <ul style="list-style-type: none"> • 34 dams under the control of the TVA on the Tennessee and Cumberland Rivers produce electric power and play a role in flood control, irrigation and navigation. TVA also serves several other purposes including reforestation, preservation of wildlife, production of fertilizer, and improved use of agricultural land. • Cheapest rates for electricity in the nation. <p>ALCOA</p> <ul style="list-style-type: none"> • Major supplier of aluminum for aircraft production during WWII <p>Camp Forrest as POW Center</p> <ul style="list-style-type: none"> • The camp housed Italian and German POWs. Prisoners became laborers at Camp Forrest in the hospitals and on farms in the local community. Initially the camp held civilian detainees who were arrested at the outbreak of the war under a program called "Alien Enemy Control." Many of these internees were incarcerated without legal process. 	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.69 Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war. (H)</p>	<p>The Manhattan Project—</p> <ul style="list-style-type: none"> • The code name for the military project for atomic-bomb research and development <p>Why the bomb was needed</p> <ul style="list-style-type: none"> • The Japanese had demonstrated near-fanatical resistance, fighting to almost the last man on Pacific islands, committing mass suicide on Saipan and 	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>

	<p>unleashing kamikaze attacks at Okinawa. Fire-bombing had killed 100,000 in Tokyo with no discernible political effect. Only the atomic bomb could jolt Japan's leadership to surrender.</p> <ul style="list-style-type: none"> • With only two bombs ready (and a third on the way by late August 1945) it was too risky to "waste" one in a demonstration over an unpopulated area. • An invasion of Japan would have caused casualties on both sides that could easily have exceeded the toll at Hiroshima and Nagasaki. • The two targeted cities would have been firebombed anyway. • Immediate use of the bomb convinced the world of its horror and prevented future use when nuclear stockpiles were far larger. • The bomb's use impressed the Soviet Union and halted the war quickly enough that the USSR did not demand joint occupation of Japan. <p>Why the bomb was unjustified</p> <ul style="list-style-type: none"> • Japan was ready to call it quits anyway. More than 60 of its cities had been destroyed by conventional bombing, the home islands were being blockaded by the American Navy, and the Soviet Union entered the war by attacking Japanese troops in Manchuria. • American refusal to modify its "unconditional surrender" demand to allow the Japanese to keep their emperor needlessly prolonged Japan's resistance. • A demonstration explosion over Tokyo harbor would have convinced Japan's leaders to quit without killing many people. • Even if Hiroshima was necessary, the U.S. did not give enough time for word to filter out of its devastation before bombing Nagasaki. • The bomb was used partly to justify the \$2 billion spent on its development. • The two cities were of limited military value. Civilians outnumbered troops in Hiroshima five or six to one. • Japanese lives were sacrificed simply for power politics between the U.S. and the Soviet Union. • Conventional firebombing would have caused as much significant damage without making the U.S. the first nation to use nuclear weapons. 	
<p>US.70 Examine the American reaction and response to the Holocaust. (C, H, P)</p>	<p>American reaction to the Holocaust—</p> <ul style="list-style-type: none"> • In August 1942, Dr. Gerhart Riegner, the representative of the World Jewish Congress in Geneva, Switzerland, learned what was going on from a German source. He asked American representatives in Switzerland to inform Rabbi Stephen Wise what was going on. The State Department decided not to pass along the information. Wise will eventually find out from others in Great Britain. He was asked to keep quiet until it could be found to be true. In November 1942 it was finally released. American newspapers will report the information but the information will be put on the back pages so many Americans did not realize what was going on. 	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>

	<ul style="list-style-type: none"> ● Bermuda Conference (April 1943)-American and British representatives will meet to come up with a rescue plan. However, very little will come out of this meeting. ● Treasury officials prepared a "Report to the Secretary on the Acquiescence of This Government in the Murder of the Jews." Secretary of the Treasury Henry Morgenthau presented the report to Roosevelt and requested that he establish a rescue agency. Finally, on January 22, 1944, the president issued Executive Order 9417, creating the War Refugee Board (WRB) ● The War Department repeatedly refused to bomb Nazi concentration camps or the railroads leading to them. But the WRB did successfully develop a number of rescue projects. Estimates indicate that the WRB may have saved as many as 200,000 Jews. ● The American PUBLIC did not fully discover the full extent until the camps were liberated. ● Nuremberg trials 1945-46 <ul style="list-style-type: none"> ● Thousands of German officials were convicted of "crimes against humanity," with some officials being executed 	
<p>US.71 Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)</p>	<p>Yalta Conference (February 1945)</p> <ul style="list-style-type: none"> ● The second of three meetings. It was to discuss post-war Europe ● Roosevelt, Churchill, and Stalin meet at Black Sea resort city of Yalta in the Soviet Union ● Temporary division of Germany into four zones. (British, French, American, Soviets) ● "Free and unfettered" elections in Poland and other Soviet occupied Eastern European countries ● Stalin would join the United States in fight against Japan ● Big Three would meet again in April in San Francisco to develop the United Nations <p>Potsdam Conference (July-August 1945)</p> <ul style="list-style-type: none"> ● Big Three (Truman-US, Stalin-SU, Attlee Britain) meet in Potsdam, Germany ● Major question was how to handle Germany. ● The negotiators confirmed the status of a demilitarized and disarmed Germany under four zones of Allied occupation. ● One of the most controversial issues dealt with the German-Soviet-Polish borders and the expulsion of several million Germans from the disputed territories. In exchange for the territory it lost to the Soviet Union following the readjustment of the Soviet-Polish border, Poland received a portion of German territory and began to deport the German residents of the territories in question. 	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.72 Identify and explain the reasons for the founding of the</p>	<ul style="list-style-type: none"> ● UN - United Nations - International organization set up in 1945 to prevent future conflict, and to encourage international cooperation in the resolution economic, political, social, and humanitarian problems 	

<p>United Nations, including the role of Cordell Hull. (P, H, TN)</p>	<ul style="list-style-type: none"> ● Cordell Hull - Longest serving Secretary of State (1933-1944) Received Nobel Peace Prize for his role in establishing the United Nations, referred by some as the "father of the United Nations." 	
<p>Primary Documents and Supporting Texts to Read:</p>	<ul style="list-style-type: none"> ● excerpts from the Announcement of Dropping the Atomic Bomb, Harry Truman ● Letter to President Franklin Roosevelt, Albert Einstein ● excerpts from "Quarantine Speech," Franklin Roosevelt ● "Four Freedoms" speech, Franklin Roosevelt ● Announcement of War with Japan, 1941, Franklin Roosevelt. 	

Unit 6: Cold War 1945-1975 (3 Weeks)

STANDARD	The Learner will gain an understanding of the Essential Content listed below.	Major Assignments
<p>US.73 Describe the competition between the two "superpowers" of the United States and the Soviet Union in the areas of arms development, economic dominance, and ideology, including the role and location of NATO, SEATO, and the Warsaw Pact. (C, E, H, P)</p>	<p>Americanism vs. Communism The US and USSR become the first two "superpowers" in the areas of arms development, economics, and ideology.</p> <ul style="list-style-type: none"> ● Arms Development - The United States develops the first atomic bomb in 1945. The Soviet Union will then follow suit and explode its first in 1949. After this America decides it needs a more powerful bomb. In 1952, American develops a hydrogen bomb. The Soviet Union will then develop its own hydrogen bomb. This competition continues to see who can build the most powerful bomb. ● Economic Dominance - The two nations increase their defense spending, trying to create a stronger military presence. This eventually led to trillion dollar deficits, bigger weapons, the space race and numerous treaties. ● Ideology- <ul style="list-style-type: none"> ○ Communism v. Capitalism ○ Democracy v. Dictatorship ○ Controlled v. Free Market ○ Human Rights ○ Equality v. Class ● NATO - North Atlantic Treaty Organization- Promise by the Western European Nations and the US to protect each other from attack, especially from the Soviet Union. ● SEATO - Like NATO, the Southeast Asia Treaty Organization held to protection of its members from Communist takeover, especially from Communist China. ● The Warsaw Pact - The Soviet Union's answer to NATO, the nation's behind the Iron Curtain promised protection from American or Republican ideals and invasion. 	

<p>US.74 Explain examples of containment policies, including the Marshall Plan, the Berlin Airlift, and the Truman Doctrine. (E, G, H, P)</p>	<p>The Marshall Plan - the European Recovery Program, ERP) was the American program to aid Europe, in which the United States gave economic support to help rebuild European economies after the end of WWII in order to prevent the spread of Soviet Communism. The plan was in operation for four years beginning in April 1948. The goals of the United States were to rebuild a war-devastated region, remove trade barriers, modernize industry, and make Europe prosperous again.</p> <p>The Berlin Airlift- was one of the first major international crises of the Cold War. During the multinational occupation of post-World War II Germany, the USSR blocked the Western Allies' railway, road, and canal access to the sectors of Berlin under Allied control. Their aim was to force the western powers to give up Berlin. In response, the Western Allies organized the Berlin airlift to carry supplies to the people in West Berlin. Over 200,000 flights (in the same planes used to drop bombs during the war) in one year, providing up to 4700 tons of supplies a day.</p> <p>The Truman Doctrine - A policy created by President Harry Truman in which the U.S. would support Greece and Turkey with economic and military aid to prevent them from falling into the Soviet Sphere.</p>	
<p>US.75 Draw evidence from informational text to analyze the progression of American foreign policy from containment to massive retaliation and brinkmanship to the domino theory to flexible response. (H, P)</p>	<p>Containment- stop the spread of Communism</p> <p>Massive retaliation- Eisenhower belief that no matter the size of the aggression that the response should be massive</p> <p>Brinkmanship-Eisenhower policy to do anything to the brink of war</p> <p>Domino Theory- Theory if one country falls to communism then others will follow</p> <p>Flexible Response-John F. Kennedy belief that the response to the aggression should fit the level of aggression.</p>	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>
<p>US.76 Analyze the causes and effects of the Red Scare that followed World War II, including Americans' attitude toward losing China to communism, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, P, H, TN)</p>	<p>The Causes:</p> <ul style="list-style-type: none"> • With the loss of China and North Korea to Communism, the American attitude toward Soviet aggression becomes the hottest issue in America. • There was a movement in the US to bring back American pre-war values, and an association of anything that was Communist as being "evil". • Finally this coupled with the McCarthy Hearings caused mass hysteria in the nation concerning the role of Communism. <p>The Effects</p> <ul style="list-style-type: none"> • The US under Harry Truman responds to Communist aggression in Korea with an armed "Police Action" involving UN troops which turns into the Korean War. • This leads to Americans seeing Communists or "Reds" everywhere at home. <p>Joseph McCarthy- Junior Senator from Wisconsin who claims to have a list of 257 Communists in the State Department and fabricates documents and doctors files to</p>	

	<p>make these charges stick. McCarthy's downfall comes when on National Television he accuses the Army of harboring Communists sympathizers and cannot make the allegations stick. He is soon censored and his name adds to a disgraceful chapter in our history.</p> <p>Blacklisting - The act of keeping people from working especially in Hollywood, because of alleged or supposed alliance or allegiance to the Communist party. The Hollywood Ten would go to Washington DC and try to end this.</p> <p>Alger Hiss - State Department Assistant who was found to be guilty of Espionage by the House Un-American Activities Committee. This led to the political rise of Richard Nixon, who was the Congressional Leader of HUAC and was able to prosecute Hiss for perjury before Congress.</p> <p>J. Edgar Hoover - Head of the Federal Bureau of Investigation who was in charge of rooting out Communist throughout the United States.</p> <p>Estes Kefauver- Senator from Tennessee who held hearings on organized crime and its connection to corruption in America.</p> <p>The Rosenbergs -were United States citizens convicted of conspiracy to commit espionage during a time of war, and executed. Their charges were related to the passing of information about the atomic bomb to the Soviet Union. At the time of the case the evidence was circumstantial.</p>	
<p>US.77 Describe the causes, course, and consequences of the Korean War, including the 38th parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreas. (G, H, P)</p>	<p>Causes of the Korean War</p> <ul style="list-style-type: none"> ● Mainland China is a Communist nation under Mao Zedong after the American backed Nationalists lost power. ● North Korea receives the backing of Communist China to overrun South Korea and bring it under Communist control. ● The 38th Parallel - The war started when the North invaded the South crossing the 38th Parallel <p>Course of the War-</p> <ul style="list-style-type: none"> ● The United Nations will send troops to Korea (majority will be American). ● The United Nation and South Korean troops will be pushed to the Pusan Perimeter ● The Inchon Landing- In response to invasion of the South, American General Douglas MacArthur, creates an amphibious landing using American troops at the Korean town of Inchon and traps the North Korean Army. He then pushes the North Korean Army near the Chinese North Korean border. ● Communist China's Entry into the War - With the threat of the US & South Korean Army on their border and General MacArthur threatening nuclear 	

	<p>war, the Chinese Army invades North Korea and pushes the US led forces back to the 38th Parallel.</p> <ul style="list-style-type: none"> ● The firing of General MacArthur by President Truman - MacArthur publicly criticized the President's handling of the war and failure to use nuclear weapons against the Chinese. President Truman fires MacArthur and replaces him with General Matthew Ridgeway. ● A Stalemate occurs for a couple of years <p>The Effects of the Korean War -</p> <ul style="list-style-type: none"> ● The 38th Parallel becomes the Demilitarized Zone Line (DMZ). ● North Korea becomes a Communist dictatorship. ● The South will be Democratic and with US aid becomes industrialized and creates one of the largest GDP in the world. 	
<p>US.78 Integrate multiple sources of information presented in diverse formats of the fears of Americans about nuclear holocaust and debates over the stockpiling and use of nuclear weapons, including atomic testing, civil defense, bomb shelters, mutually assured destruction, impact of Sputnik, and President Eisenhower's warning about the military-industrial complex. (C, H, P)</p>	<p>Nuclear Stockpiling - the creating of more and more nuclear weapons and keeping supplies on hand to bring about mass destruction.</p> <p>The debate over using these weapons becomes a hot topic of discussion among "hawks" people who are for a wartime posture, and "doves", those who are opposed to this posture.</p> <p>Atomic Testing - The increase of testing will take place as the weapons become more technical numerous and dangerous.</p> <p>Civil Defense and Bomb Shelters - The US will increase spending and promote nuclear warfare education and awareness. There will be fallout shelters & bomb drills such as "duck & cover". These were supposed to help prepare Americans in case of a disaster.</p> <p>Mutually assured destruction - both the US and USSR use this as a policy to keep their hardliners in check.</p> <p>Sputnik - the first satellite into space launched by the Soviet Union. This created the Space Race.</p> <p>Eisenhower's warning- President Eisenhower's warns the people of the United States in his farewell address to the nation to beware the build-up of the military- industrial complex. His reasons are that:</p> <ul style="list-style-type: none"> ● We will become too dependent on defense spending. ● It will increase the national debt to a point of no return. ● The whole idea of using the military is not to be the aggressor but to stop Communism or any other hostile nation from becoming a threat to the US. 	<p>Students will debate United States Military spending. To much or to little?</p>

<p>US.79 Describe the relationship between Cuba and United States, including the Bay of Pigs Invasion and the Cuban Missile Crisis. (G, H, P)</p>	<p>Fidel Castro takes control of Cuba in 1959. The US relationship with Cuba ended with Castro nationalizing of all Cuban businesses and kicking out of American companies. This coupled with Castro's turn to the Soviet Union and Communism, now gave America a Communist nation 90 miles away from its border. This led America to the following actions during the years of 1959 to 1964:</p> <ul style="list-style-type: none"> ● The Bay of Pigs Invasion- <ul style="list-style-type: none"> - Plan originally created under the Eisenhower administration - The CIA was given permission to invade Cuba and overthrow Castro's government. - With the election of John Kennedy the plan was approved and the training took place. - On April 17th 1961, the invasion took place with disastrous results, when the lack of air support gave Castro the edge in defeating the invading forces. - This made the US and Kennedy look weak and ineffective in dealing with a Communist nation 90 miles from our border. ● The Cuban Missile Crisis- <ul style="list-style-type: none"> - In October of 1962, U-2 air flights over Cuba showed nuclear missile sites being built in Cuba. - President Kennedy called for their immediate removal. - During a two week period in October, the US and the Soviet Union, came to the edge of nuclear warfare over whether the missile should be taken out. - The US imposed a blockade of Cuba. Eventually the Soviets turned around and promised to take the missiles out of Cuba. - America agrees to remove their missiles from Turkey 	
<p>US.80 Describe the causes, course, and consequences of the Vietnam War, including the following: (C, G, H, P)</p> <ul style="list-style-type: none"> ● Geneva Accords ● Gulf of Tonkin Resolution ● Tet Offensive ● Roles played by Presidents Kennedy, Johnson, and Nixon ● Vietnamization ● Ho Chi Minh ● Bombing of Cambodia ● Henry Kissinger 	<p>Causes:</p> <ul style="list-style-type: none"> ● Indochina, a French colony was occupied by the Japanese during WW II. Ho Chi Minh, a communist was supported by America against the Japanese. After the war, the French wanted the colony back and the Vietnamese people wanted self-determination. The Americans supported the French in a losing cause. ● The domino theory and the containment policy are going to lead us into this region. ● America will then support Diem in the South against the Communist. Diem, who is an ineffective leader will be eventually assassinated. ● Gulf of Tonkin incident-Two different incidents occur here involving the USS Maddox and North Vietnam. <p>Geneva Accords (1954)-A way to unify Vietnam and restore peace in Indochina.</p>	

<ul style="list-style-type: none"> • napalm and Agent Orange 	<p>Gulf of Tonkin Resolution-It was a joint resolution between LBJ and Congress in response to the Gulf of Tonkin incident. It gave the president broad military powers. It is actually written prior to the incident but the American public did not know this fact.</p> <p>Tet Offensive- Tet was the Vietnamese New Year and a cease-fire was called. However, the North launched a surprise attack on the South. Although it was a military failure for the North, it changed the tide of the American public sentiment to anti-war.</p> <p>Vietnamization- Nixon's peace plan in Vietnam</p> <p>Ho Chi Minh- Communist leader of the Vietcong in Vietnam</p> <p>Bombing of Cambodia- Nixon orders this bombing campaign to cut the supply lines. This will lead to the largest student protest in US history.</p> <p>Henry Kissinger- Secretary of State for a time period in the 1970's. He will be the architect of American foreign policy during the decade.</p> <p>Napalm- flammable gasoline bomb used during the war</p> <p>Agent Orange- chemical used to clear the jungles in Vietnam.</p> <p>Roles played by Presidents-</p> <ul style="list-style-type: none"> • Kennedy- increased advisors to Vietnam. He also created the Green Berets and the Navy Seals. • Johnson- Vietnam conflict begins under Johnson and he increases our involvement. He uses the Gulf of Tonkin incident as his "smoking gun" to get troops into Vietnam without declaration of War. • Nixon-escalated the War with the bombings of Ho Chi Minh trail and Cambodia. He used the end of the war "peace with honor" to help get him reelected. 	
<p>US. 81 Present information, findings, and supporting evidence evaluating the impact of Vietnam 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>Anti-War movement-Demonstrations began on a small scale with campus "teach-ins" in 1965 and gradually these protests grew. As the draft takes place thousands will flee to Canada and will burn their draft cards. Anti-war marches will spread across America. The movement will explode after the invasion of Cambodia. Riots at Kent State and Jackson State are significant.</p> <p>Lottery Draft- Will take place between the years 1969-1972 and will cause a lot of resentment in America. It was based on your birthday as your birthday was given a number and then the numbers were drawn out. It was put in play to try to alleviate the disproportionate amount of certain groups fighting in the war.</p>	

	<p>Role of Television and the Media-The Body Count- Each night the news broadcast would announce the number of casualties of the war. This was done to show Americans we were winning the war. The Vietnam War is the first war that the American public was shown footage of the war on the television. Many people believe the media sparked the lack of support. Prior to the TET offensive the media was showing American winning. The TET offensive came across as a victory for the Communist even though it was not.</p>	
Primary Documents and Supporting Texts to Read:	<ul style="list-style-type: none"> • excerpts from Farewell Address, Dwight Eisenhower • Inaugural Address, 1961, John Kennedy • excerpts from <i>The Things They Carried</i>, Tim O'Brien • "The Sources of Soviet Conduct," George Kennan • "Address at Rice University," John Kennedy 	

Unit 7: Modern United States 1945-1979 (5 Weeks)

STANDARD	The Learner will gain an understanding of the Essential Content listed below.	Major Assignments
<p>US.82 Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and increased reliance on foreign oil. (C, E, G)</p>	<p>Prosperity</p> <ul style="list-style-type: none"> • money spent on the Cold War • cheap, abundant petroleum • increase in consumer demand • growth of the auto industry (Big 3) • new tech industries (space, television, and computer) • teen spending • failure of communism agricultural systems <p>Consumerism</p> <ul style="list-style-type: none"> • High wages in defense industries • Baby Boom families want houses, cars, appliances and luxuries • Partially fueled by fears of imminent nuclear war • Television-Cultural icons appear-people mimic what they see as perfect families. <p>White Collar Jobs</p> <ul style="list-style-type: none"> • growth of corporate America (franchises and conglomerates) led to more service and office jobs <p>Suburban ideal</p> <ul style="list-style-type: none"> • more commuting to work in cities • 2 car garage ideal homes-ranch style • Begins "urban flight" leaving poorest in cities in decaying neighborhoods. 	<p>Students will write an extended response which will ask students to write an essay based on stimuli such as maps, primary sources documents and informational texts.</p>

	<ul style="list-style-type: none"> • William Levitt and Levittowns <p>GI Bill</p> <ul style="list-style-type: none"> • Returning veterans could get government loans for college, homes, or business start ups • provided unemployment benefits for a length of time while they looked for jobs • Provided more access to socio-economic advancement. <p>Reliance on foreign oil</p> <ul style="list-style-type: none"> • V8 engines and interstates increased demand – beginning of large scale use of gasoline 	
<p>US.83 Examine multiple sources presented in different media and formats to explain the impact of the baby boom generation on the American economy and culture. (C, E, G, P)</p>	<p>Baby Boom Generation-high birth rate in the years between 1945-1964</p> <p>Media</p> <ul style="list-style-type: none"> • Baby boomers demand radio and television • Consumers of music and movies • Interested in news of the world and nation-- particularly because of the nuclear threats <p>Entertainment</p> <ul style="list-style-type: none"> • Primary audience for rock music and “branches” like Motown, Acid Rock, Pop <p>Sports</p> <p>Baby Boomers very accepting of integration in major sports</p> <ul style="list-style-type: none"> • Baseball- national pastime (Yankees tend to dominate-- Mantle, Maris, Ford) • Football-- professional leagues becoming popular- Super Bowl • Basketball- still primarily a college sport in the early years of this period. • 1968 & 1972 Olympics-- dominated by Baby Boom aged athletes (Black Power Salute in Mexico City and Mark Spitz medals in 1972 Munich) <p>Suburbia-See US.82</p> <p>Education</p> <ul style="list-style-type: none"> • GI Bill • Sputnik impact--National Defense Education Act • Anti-War and pro-Civil Rights movements find homes on college campuses <p>Counterculture</p> <ul style="list-style-type: none"> • Beatniks • Hippies • Drug Culture 	

	<ul style="list-style-type: none"> • Flower power • San Francisco as a Mecca <p>PLUS- Anti-War Movement (Berkeley, Kent State) Environmental Activism-Ralph Nader</p>	
<p>US.84 Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system. (C, E, G)</p>	<p>Medicine:</p> <ul style="list-style-type: none"> • Polio vaccine by Jonas Salk • Birth control • EKGs • Transplant surgery • Preventive medicine <p>Agriculture:</p> <ul style="list-style-type: none"> • increased mechanized power • advances in plant and animal breeding • inexpensive chemical fertilizers and pesticides - 1950s called the "pesticide era" <p>Environmental</p> <ul style="list-style-type: none"> • Concerns from the growing use of pesticides (DDT banned) • led to Rachel Carson's Silent Spring and the creation of the Environmental Protection Agency in 1970 <p>Interstate Highway System</p> <ul style="list-style-type: none"> • Authorized in the 1956 by Eisenhower to provide for national defense and to promote trade and industry 	
<p>US.85 Analyze the increasing impact of television and mass media on the American home, American politics, and the American economy. (C, E, P)</p>	<p>Impact of Television and Mass Media</p> <ul style="list-style-type: none"> • Hollywood reflected values and fears of Cold War (Hollywood Ten and Army-McCarthy hearings) • Increased Marketing drawing on ideas of consumerism and conspicuous consumption. • Use of TV Political campaign ads. (Eisenhower first) • Televised Presidential debates (Nixon v. Kennedy-1st) • The Ed Sullivan Show and American Bandstand- Introduced Rock and Roll to Mainstream media and the American public. • See US.83 	
<p>US.86 Describe the emergence of a youth culture, including beatniks and the progression of popular music from swing to rhythm and blues to rock 'n roll</p>	<p>Beat movement</p> <ul style="list-style-type: none"> • reaction to conformity of 1950s • members called Beatniks- centered in New York • led by J.D. Salinger, Jack Kerouac, and Allen Ginsberg <p>Music:</p>	

<p>and the significance of Tennessee, including Sun Studios, Stax Records, and Elvis Presley. (C, E, TN)</p>	<ul style="list-style-type: none"> ● 1930-1950 Swing (Big Band) music including Glenn Miller, Duke Ellington, Benny Miller, Tommy Dorsey ● 1940-1970 Rhythm and Blues music marketed to urban African Americans- performers included "Little Richard" Perriman, Fats Domino, Chuck Berry ● 1950s - Rock and Roll music developed from R&B, gospel, and country/western. ● Memphis Sun Studios and Stax Records <ul style="list-style-type: none"> ○ Home of "rock and roll"-strongly influenced by R&B-signed and promoted African American artists <p>Elvis Presley</p> <ul style="list-style-type: none"> ● King of Rock and Roll ● Helped make Rock and Roll music mainstream ● Emphasize divided public reaction -negative and positive- to him 	
<p>US.87 Explain the events related to labor unions, including the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa. (E, H, P, TN)</p>	<p>AFL-CIO Merger</p> <ul style="list-style-type: none"> ● 1955 to combat anti-labor attitude of Congress ● American Federation of Labor and Congress of Industrial Organizations ● led by George Meany <p>Taft-Hartley Act</p> <ul style="list-style-type: none"> ● passed in 1947 as a reaction to large number of post-WWII labor strikes ● vetoed by Truman (as the "Slave Labor Bill") but overridden by Congress ● prohibited closed shops and severely limited union shops ● Allowed the President to call for an 80 day "cooling off" period in labor/management disputes. <p>Organized Crime Connection to Labor</p> <ul style="list-style-type: none"> ● Estes Kefauver <ul style="list-style-type: none"> - TN Senator who in 1950 headed a Senate investigation committee into organized crime that uncovered ties between the mafia and some labor unions (Teamsters) - investigations led to the creation of the Senate Labor Rackets Committee in 1957 ● Robert Kennedy <ul style="list-style-type: none"> - served as chief counsel to the Senate Labor Rackets Committee and its investigation of the Teamsters Union - earned a reputation as a tough interrogator in his confrontations with Teamster leader Jimmy Hoffa ● Jimmy Hoffa <ul style="list-style-type: none"> - President of the Teamsters Union accused of ties with organized crime - later convicted of jury tampering and bribery and imprisoned - Disappeared after his release from prison while involved in a fight to regain control of the Teamsters. 	

<p>US.88 Describe President Kennedy's New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority in the Space Race. (C, E, H, P)</p>	<p>New Frontier programs:</p> <p>Education</p> <ul style="list-style-type: none"> • increased federal funding for scholarships, student loans, libraries, school lunch programs, physically disabled, vocational education, educational television • Congress denied his proposal to provide federal funds to elementary and secondary Schools. <p>Discrimination</p> <ul style="list-style-type: none"> • Voter Education Project added over 500,000 registered voters • Increased prosecutions under the Civil Rights Division of the Justice Dept. • publicly supported banning the poll tax (24th Amendment in 1964) • Executive Order to stop discrimination in federal hiring practices • ICC made Jim Crow illegal in interstate transportation (influence of the Freedom Riders) <p>Peace Corps</p> <ul style="list-style-type: none"> • Founded in 1961 it was originally a challenge issued to University of Michigan students by Kennedy when he was still a senator. • The idea was that the participants would serve the cause of peace by serving their country worldwide. <p>Space Race</p> <ul style="list-style-type: none"> • Yuri Gagarin- Soviet cosmonaut was first man in space • Mercury Program resulted in Alan Shepard as first American in space and John Glenn as first Am to orbit the Earth • JFK challenged NASA to put a man on the moon by the end of the 1960s (Neil Armstrong on July 29th, 1969) 	
<p>US.89 Examine court cases in the evolution of civil rights, including Brown v. Board of Education and Regents of the University of California v. Bakke. (C, H, P)</p>	<p>Plessy v. Ferguson 1896</p> <ul style="list-style-type: none"> • Ruling that "separate but equal" was a legal practice. <p>Brown v. Board of Education 1954</p> <ul style="list-style-type: none"> • Struck down "separate but equal" • Thurgood Marshall - chief attorney for the Brown family • Unanimous decision <p>Gideon v. Wainwright 1963</p> <ul style="list-style-type: none"> • Attorneys appointed for indigent people at taxpayer costs (Court appointed attorneys) <p>Escobedo v. Illinois 1964</p>	

	<ul style="list-style-type: none"> • Criminal suspects have a right to an attorney during questioning <p>Miranda v. Arizona 1966</p> <ul style="list-style-type: none"> • “Miranda Rights” -- right to remain silent, right to an attorney (self-incrimination) <p>Regents of the University of California v. Bakke (1978)</p> <ul style="list-style-type: none"> • Court ruled on affirmative action by deciding race can be only one of many factors determining college admission, not the only factor • Originated when Allan Bakke (white) was refused admission to Univ. of Ca. Davis School of Medicine based on racial quotas and sued under his rights guaranteed by the 14th Amendment. 	
<p>US.90 Examine the roles of civil rights advocates, including the following: (C, H,P, TN)</p> <p>Martin Luther King, Jr. Malcolm X Thurgood Marshall Rosa Parks Stokely Carmichael President John Kennedy Robert Kennedy President Lyndon Johnson James Meredith Jim Lawson</p>	<p>Martin Luther King, Jr.</p> <ul style="list-style-type: none"> • Southern Christian Leadership Conference • “I Have a Dream” speech • greatest moral force in Civil Rights movement • Assassinated in Memphis April 4, 1968 <p>Malcolm X</p> <ul style="list-style-type: none"> • “by any means necessary” • Black Muslim • Radical separatist • Moving towards more moderate non-violence when assassinated in 1964 <p>Thurgood Marshall</p> <ul style="list-style-type: none"> • NAACP lawyer • Major victory on May 17,1954 <i>Brown v. Board of Education of Topeka</i> • 1967 first African- American Supreme Court justice <p>Rosa Park</p> <ul style="list-style-type: none"> • NAACP officer • Took a seat in the front row of the “colored section” the bus filled and Ms. Parks was asked to give up her seat. Ms. Parks refused and was arrested. Sparked the Montgomery Bus Boycott <p>Stokely Carmichael</p> <ul style="list-style-type: none"> • Began with Student Non-Violent Coordinating Committee (SNCC) but became more separatist and eventually led Black Panthers – associated with “Black Power” movement <p>President John Kennedy</p>	

- Used his New Frontier to provide federal funding and power to promote civil rights programs
- Used federal troops to promote racial integration
- helped draft the 1964 Civil Rights Act

Robert Kennedy

- He helps to get MLK Jr released from jail. This action helps to propel JFK into the White House.
- As Attorney General: used Justice Dept. and federal marshals to force racial integration (Freedom Riders, James Meredith) and helped draft the 1964 Civil Rights Act
- As Senator: achieved funding for major redevelopment projects for New York City, supported the 1965 Voting Rights Act and busing
- As presidential candidate: became the voice of the disaffected and impoverished
- publicly supported Cesar Chavez's fight for migrant workers

President Lyndon Johnson

- "Great Society"
- Civil Rights Act of 1964
 - Signed into law by Lyndon Johnson on July 2, 1964
 - Prohibited discrimination in public places, provided for the integration of schools and other public facilities and made employment discrimination illegal.
 - The most sweeping Civil Rights legislation since Reconstruction
- Civil Rights Act of 1968
 - Assassination of Dr. MLK, JR generated needed support for passage.
 - 1968 Fair Housing Act banned discrimination in the sale and rental of 80% of housing.
 - Contained anti-riot provisions and protected persons exercising specific rights- Such as attending school or serving on a jury- as well as Civil Rights workers urging others to exercise these rights
 - It included the Indian Bill of Rights to extend constitutional protections to Native Americans not covered by the Bill of Rights.

James Meredith (1962)

- African American student attempting to enroll at the University of Mississippi.
- admittance revoked by University following disclosure of his race
- JFK guaranteed his safety and enrollment.
- He was eventually allowed to enroll.

Jim Lawson (1960)

- Worked with Diane Nash and the Nashville Sit ins
- Organized most of the Nashville sit ins

<p>US.91 Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK. (C, H, P)</p>	<p>Strom Thurmond</p> <ul style="list-style-type: none"> • Segregationist Senator from South Carolina – presidential candidate for the “Dixiecrats” in 1948 <p>George Wallace</p> <ul style="list-style-type: none"> • Segregationist governor of Alabama – stood in the doors of the University of Alabama to make a statement against desegregation – presidential candidate in 1968 and again in 1972 – shot and crippled by an assassin <p>Orval Faubus</p> <ul style="list-style-type: none"> • Segregationist governor of Arkansas- fought against the desegregation of Little Rock School District- used National Guard to keep students out <p>Bull Connor</p> <ul style="list-style-type: none"> • Birmingham police chief who used dogs and high-powered water hoses on peaceful demonstrators <p>KKK</p> <ul style="list-style-type: none"> • secret organization that used terrorist tactics <ul style="list-style-type: none"> - bombings of black schools and churches - violence against black and white activists in the South 	<p>Students will compare and contrast the turbulent times or the 1960’s with modern America.</p>
<p>US.92 Describe significant events in the struggle to secure civil rights for African Americans, including the following: (C, H, P, TN)</p> <ul style="list-style-type: none"> • Columbia Race Riots • Tent Cities of Haywood and Fayette Counties • Influence of the Highlander Folk School and civil rights advocacy groups • Integration of Clinton High School in Clinton, TN and Central High School in Little Rock, AR • Montgomery Bus Boycott • Birmingham bombings 1963 • Freedom Rides 	<p>Columbia Race Riots</p> <ul style="list-style-type: none"> • began in 1946 began with a fight between James Stephenson, an African American, and William Fleming a white store clerk • Rumors persisted that the whites hanging out in the town square of Columbia, TN were planning a lynching of Stephenson. • Governor Jim Nance called out the National Guard and State Patrol to Columbia due to shooting of 4 Columbia police officers including the Chief of Police. • After arresting 100 African Am citizens, two were killed and another injured by Columbia police. • Thurgood Marshall and the NAACP defended the African Americans with only two being found guilty. • Those Charges were eventually dropped. <p>Tent Cities of Haywood and Fayette Counties (TN)</p> <ul style="list-style-type: none"> • (1959) African Americans protested exclusion from juries by organizing a voter registration campaign. Whites in both counties retaliated with evictions, firings, and economic embargoes forcing African Americans to live in “tent cities”. • The Justice Dept. brought an end to the situation in 1962 by winning a suit against the white businessmen and politicians. 	

- March on Washington
- sit-ins, marches, demonstrations, boycotts, Nashville sit-ins, Diane Nash
- assassination of Martin Luther King, Jr.

Influence of the Highlander Folk School and Civil Rights advocacy groups

- TN agency created to teach protest methods to labor organizers and civil rights activists
- Played a major role in the 1950s training students and others in civil disobedience techniques

Integration of Clinton High School in Clinton, TN (1956)

- 12 African American students integrated all white Clinton HS-first school in TN to be integrated.
- Governor Frank Clements sent National Guard to stop rioting and enroll students in Clinton High School

Integration of Central High School in Little Rock, AR

- When 9 African American students attempted to enroll at Central High School in Little Rock, Governor Orval Faubus sent the National Guard to keep the students from enrolling and forcing Eisenhower to send federal troops to enroll and protect the "Little Rock 9"
- 101st is the troops sent in to ensure the safety of the nine students

Montgomery Bus Boycott 1955

- Rosa Parks refusal to give up seat inspired boycott
- Boycott for 13 months-bus company gave in and opened seating
- Inspired "Freedom Riders" on trains and buses for interstate travel.

Birmingham bombings 1963

- KKK
- 16th street Baptist Church- bombing left 4 African American children dead
- Church was a frequent meeting place for civil rights organizers

Freedom Rides

- organized by CORE and SNCC to force compliance with the Supreme Court's order to integrate interstate buses by refusing to segregate while riding on buses in southern states
- riders encountered the most violence in Alabama and Mississippi
- RFK's Justice Dept. sent federal marshals to protect the riders

March on Washington

- organized by Dr. King to put pressure on Congress to pass the Civil Rights bill that the conservative coalition was blocking
- King addressed the crowd of 250,000 with his "I Have a Dream" speech.

Sit-ins, marches, demonstrations, boycotts, Nashville sit-ins, Diane Nash

	<ul style="list-style-type: none"> • All were examples of civil disobedience (non-violence) promoted by King, CORE, and SNCC • Greensboro, N.C. sit-in at the Woolworth’s store lunch counter and Nashville sit-ins (organized and led by Diane Nash) at downtown stores’ lunch counters brought national attention to the movement and encouraged others across the South <p>Assassination of Martin Luther King, Jr</p> <ul style="list-style-type: none"> • April 4, 1968 • Went to Memphis, TN to offer support of Sanitation workers strike • Lorraine Motel- Balcony is where he was shot • “Mountaintop” Speech- last speech. • James Earl Ray- Convicted in case but some doubted his guilt 	
<p>US.93 Cite textual evidence, determine the central meaning, and evaluate the explanations offered for various events by examining excerpts from the following texts: Martin Luther King, Jr. (“Letter from a Birmingham Jail” and “I Have a Dream” speech) and Malcolm X (“The Ballot or the Bullet”). (C, P)</p>	<p>MLK, Jr’s</p> <ul style="list-style-type: none"> • April 16, 1963 “Letter from a Birmingham Jail” • August 26, 1963 “I have a Dream” <p>Malcolm X</p> <ul style="list-style-type: none"> • April 3rd, 1964 “The Ballot or the Bullet” 	<p>Students will do a close reading analyzing MLK and Malcolm X’s philosophies.</p>
<p>US.94 Analyze the civil rights and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment. (C, E, H, P)</p>	<p>Civil Rights Act of 1964</p> <ul style="list-style-type: none"> • This act, signed into law by President Lyndon Johnson on July 2, 1964, prohibited discrimination in public places, provided for the integration of schools and other public facilities, and made employment discrimination illegal. This document was the most sweeping civil rights legislation since Reconstruction. <p>Voting Rights Act of 1965</p> <ul style="list-style-type: none"> • The act eliminated the so-called literacy tests that had disqualified minority voters. <p>Civil Rights Act of 1968</p> <ul style="list-style-type: none"> • The assassination of Martin Luther King, Jr., generated the support needed to pass. The 1968 Fair Housing Act banned discrimination in the sale and rental of 80 percent of housing. It also contained anti-riot provisions and protected persons exercising specific rights--such as attending school or serving on a jury—as well as civil rights workers urging others to exercise these rights. It 	<p>Students will do a close reading analyzing the Civil Rights Acts of 1964 and 1968.</p>

	<p>included the Indian Bill of Rights to extend constitutional protections to Native Americans not covered by the Bill of Rights.</p> <p>The 24th Amendment</p> <ul style="list-style-type: none"> abolition of poll taxes 	
<p>US.95 Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. (C, E, P)</p>	<p>Chicano Movement (Cesar Chavez) - Beginning in the 1940's the movement encompassed a broad cross section of issues - restoration of land grants, farm worker's rights, enhanced education, voting and political rights, and addressing perceived negative ethnic stereotypes</p> <p>American Indian Movement (Russell Means) - AIM founded in 1968 the focus was on spiritually leadership and sovereignty. As the organization grew it led protests to Washington D.C. (Trail of Broken Treaties) In 1973 AIM led a 71 day armed standoff with federal authorities at Wounded Knee, South Dakota</p> <p>Feminist Movement (Betty Friedan)- Also known as "Women's Liberation or Women's Lib began in the late 19th century a campaign for reforms on issues including reproductive rights, domestic violence, maternity leave, equal pay, women's suffrage, sexual harassment and sexual violence</p>	
<p>US.96 Evaluate the impact of Johnson's Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, P)</p>	<p>Impact of LBJ's Great Society Programs—</p> <ul style="list-style-type: none"> The Great Society reform program of the 1960s was the height of activist & interventionist federal government policy in US history. Johnson idolized Franklin Roosevelt and aimed to extend and surpass the New Deal's progressive and interventionist record The Great Society ultimately produced legislation affecting <i>almost every area</i> of American life The main goals of Johnson's Great Society were: <ul style="list-style-type: none"> a. Equality of opportunity b. Enrichment of urban life c. Restoring natural beauty ("beautification" programs) d. Improving education (Head Start) e. Ending poverty f. Racial Justice & Civil Rights (see Standard #94 above) <p>Medicare—</p> <ul style="list-style-type: none"> Greatly increased accessibility to health care for the elderly, providing hospitalization and medical insurance Passing the program was a victory over decades of opposition to "socialized medicine" 	<p>Students will write an opinion piece either defending Johnson's Great Society plan or criticize its long term effects on the United States.</p>

	<ul style="list-style-type: none"> • A companion program, Medicaid, provided hospitalization coverage for the poor <p>Urban Renewal—</p> <ul style="list-style-type: none"> • A new cabinet-level Department of Housing and Urban Development (HUD) was created to address the issue of revitalizing American urban life • Many cities’ mass-transit systems were created or updated as a result of these urban renewal projects <p>War on Poverty—</p> <ul style="list-style-type: none"> • The “unconditional war” on poverty related to LBJ’s desire to promote equal opportunity • The aim of the various programs was to assist the poor in helping themselves, e.g.: <ul style="list-style-type: none"> a. remedial education b. job training c. nutrition & food-stamp programs d. supplemental incomes • The “war on poverty” ultimately failed to achieve its stated goal of ending poverty in America • Conservatives criticized the “war on poverty” for allegedly removing individual incentives to work hard to improve oneself and increasing the demand for relief programs 	
<p>US.97 Interpret different points of view that reflect the rise of social activism and the counterculture, hippies, generation gap, and Woodstock. (C, P)</p>	<p>Counterculture</p> <ul style="list-style-type: none"> • Beatniks • Hippies • Drug culture • Anti-war protesters • Flower power • Timothy Leary • “Turn on, Tune in, Drop out” • San Francisco’s Haight-Ashbury as a Mecca <p>Generation Gap</p> <ul style="list-style-type: none"> • Baby boomer children growing up in 1960’s/1970’s • Different values – civil rights, anti-war, drug use, sexual revolution <p>Woodstock</p> <ul style="list-style-type: none"> • Music and Art Festivals in New York • 3 days of “peace and music” • “the 60s movement of peace and love and some higher cultural cause” 	

<p>US.98 Identify and explain significant achievements of the Nixon administration, including his appeal to the “silent majority” and his successes in foreign affairs. (E, H, P)</p>	<p>Nixon administration achievements—</p> <ul style="list-style-type: none"> • Domestic Achievements: <ol style="list-style-type: none"> 1. Supported the creation of the Environmental Protection Agency (1970) 2. Supported quotas to increase minority access to skilled employment 3. Supported increased Social Security benefits <p>Nixon’s appeal to the “silent majority”—</p> <ul style="list-style-type: none"> • The “silent majority” was composed of northern blue-collar workers and southern whites, to whom Nixon appealed for support in the 1968 presidential election • Nixon tried to appeal to this “silent majority” by portraying himself as a “law and order” candidate who would end the domestic upheavals of the mid-1960s <p>Nixon’s foreign policy successes—</p> <ul style="list-style-type: none"> • President Nixon participated in the Strategic Arms Limitation Talks (SALT) with the Soviets in 1972 as part of the effort to temper the Cold War through diplomatic détente. • Signed the Anti-Ballistic Missile (ABM) Treaty, helping to calm U.S.-Soviet tensions by curtailing the threat of nuclear weapons between the world’s two superpowers. • President Nixon was the first President to visit the People’s Republic of China and Moscow • Signed the Paris Peace Accords in 1973, ending U.S. involvement in the Vietnam War. 	
<p>US.99 Analyze the Watergate scandal, including the background of the break-in, the importance of the court case United States v. Nixon, the changing role of media and journalism, the controversy surrounding Ford’s pardon of Nixon, and the legacy of distrust left in its wake. (H, P)</p>	<p>Watergate</p> <ul style="list-style-type: none"> • Scandal that brought down President Nixon • Concerned break-in at Democratic National Headquarters at the Watergate Hotel office complex • Controversy over how much President Nixon knew about the activities of the “plumbers’ unit” • Nixon will claim executive privilege • He will resign from office before he can be impeached. <p>Investigators - Media</p> <ul style="list-style-type: none"> • Woodward and Bernstein from <i>Washington Post</i> (Investigative journalism) • Sam Ervin – Senate Committee <p>United States v. Nixon</p> <ul style="list-style-type: none"> • crucial precedent in limiting the power of any U.S. president <p>Ford’s pardon of Nixon</p> <ul style="list-style-type: none"> • Ford efforts to end the Watergate Scandal and to restore faith in leaders • Many American believed that Nixon had not committed a pardonable offense <p>Legacy</p>	<p>Students will analyze political cartoons from the time period. Students will discuss the persuasive techniques (symbolism, exaggeration, labeling, analogy, irony) used by the cartoonist. Once persuasive techniques are identified, students will discuss what issue the cartoon is about, the cartoonist’s opinion, other opinions about the issue and the overall effect of the cartoon.</p>

	<ul style="list-style-type: none"> • How Americans looks the U.S. government and politicians will forever change after Watergate. Distrust and cynicism will become a part of American culture. 	
<p>US.100 Describe the causes and outcomes of the energy crisis of the 1970's. (E, P)</p>	<p>Causes:</p> <ul style="list-style-type: none"> • The energy crisis of the 1970's resulted from substantial shortages both real and perceived in the supply of petroleum on the world market. • A 1973 embargo by oil-rich Arab nations on shipping petroleum to the United States • Political crisis brought on by the Arab and Israeli Yom Kippur War and the Iranian revolution saw a disruption of the petroleum supply to the west <p>Outcomes:</p> <ul style="list-style-type: none"> • Stagflation • High prices • Fuel shortages 	
<p>US.101 Investigate the life and works of Alex Haley and his influence on American Culture, including <i>The Autobiography of Malcolm X</i> and <i>Roots: The Saga of An American Family</i>. (C, TN)</p>	<p><i>The Autobiography of Malcolm X</i></p> <ul style="list-style-type: none"> • based on interviews he had conducted with the Black Muslim leader <p><i>Roots: The Saga of An American Family</i></p> <ul style="list-style-type: none"> • Based on stories told by his maternal grandmother. Haley spent twelve years researching <p>Influence on American Culture</p> <ul style="list-style-type: none"> • became a household saga-miniseries • depicted the struggles of African-Americans 	<p>Students will do a close reading analyzing excerpts from The Autobiography of Malcolm X and Roots.</p>
<p>US.102 Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, Rachel Carson's <i>Silent Spring</i>, and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez. (G, C, P)</p>	<p>Emergence of environmentalism—</p> <ul style="list-style-type: none"> • Emerged as a large-scale movement beginning in the 1960s • After World War II, the natural world began to seem highly vulnerable to human activity & exploitation: this sense of vulnerability inspired the environmental reform movement <ul style="list-style-type: none"> - Human survival was perceived to be at risk, as was the stability of other life forms on the planet • Environmentalism called for a more responsible relationship between humans and nature <ul style="list-style-type: none"> - Environmentalists feared the human-nature connection was under attack <p>Environmental Protection Agency—</p> <ul style="list-style-type: none"> • A federal regulatory agency responsible for addressing environmental issues • Aimed mostly at pollution control and other environmental threats to public health <p>Rachel Carson's <i>Silent Spring</i>—</p> <ul style="list-style-type: none"> • This was a defining work in the emergence of the environment movement • Carson was a marine biologist 	<p>Students will do a close reading analyzing excerpts from Rachel Carson's <i>Silent Spring</i>.</p>

	<ul style="list-style-type: none"> • Warned of the contamination of the environment by chemical pesticides such as DDT. <p>Love Canal disaster—</p> <ul style="list-style-type: none"> • A scandal involving long-term toxic pollution by the Hooker Chemical Company in Niagara Falls, New York • The Hooker Chemical Company sold land on which they had dumped toxic waste; the land was later developed as a housing community • 1976 is when a reporter first uncovered the problems such as birth defects of the residents living in the community. <p>Three Mile Island disaster (1979)—</p> <ul style="list-style-type: none"> • A nuclear power plant in Harrisburg, Pennsylvania, suffered a serious malfunction that threatened the surrounding area with radioactive contamination • Residents in the area were ordered to evacuate • The disaster called into question the entire nuclear-power industry, spawning an antinuclear power movement. <p>Exxon Valdez disaster (1989)—</p> <ul style="list-style-type: none"> • The <i>Exxon Valdez</i> was an oil tanker that struck a reef and spilled millions of gallons of crude oil off the coast of Alaska • Several species of Alaskan marine wildlife were adversely affected, thus affecting local economies and communities 	
<p>US.103 Identify and explain significant events of the Carter administration, including the Camp David Accords, the Panama Canal Treaty, poor economy, SALT treaties, and the Iran Hostage Crisis. (G, H, P)</p>	<p>Carter Administration 1976-1980</p> <ul style="list-style-type: none"> • Camp David Accords - President Carter pushed for new peace talks between Israel and Egypt leading to a peace agreement between Israel’s Prime Minister Menachem Begin and Egypt’s President Anwar El Sadat. • Panama Canal Treaty - Actually two treaties signed by President Carter and Panama’s leader General Omar Torrijos giving control of the Panama Canal to Panama after 74 years of U.S. control. A second treaty allows the U.S. to insure the security of the Panama Canal from threats. • Poor Economy - President Carter was in charge of a very weak U.S. Economy <ul style="list-style-type: none"> ○ Rising energy prices ○ stagflation ○ Deficits for every year of his administration ○ Double digit inflation ○ Slow economic growth • SALT Treaties - Strategic Arms Limitations Talks -treaties between the U.S. and the U.S.S.R. to reduce the nuclear arms produced and inventories of existing nuclear arms. Many opposed the treaty in Congress as weakening the 	

	<p>U.S. defenses. Carter withdrew the treaty from consideration with the Soviet invasion of Afghanistan.</p> <ul style="list-style-type: none"> ● Iran Hostage Crisis - 1979 the Shah of Iran was overthrown in a revolution led by religious extremists and fueled by Iranian militants. Carter allows the Shah to enter the United States to take cancer treatments. Iranian militants wanted America to expel him and when Carter refused they seized control of the U.S. Embassy holding 52 Americans hostage for 444 days. This was a leading factor in Carter's defeat for reelection and the rise of conservatism and Ronald Reagan 	
<p>Primary Documents and Supporting Texts to Read</p>	<ul style="list-style-type: none"> ● Excerpts from "Letter from a Birmingham Jail," and the "I Have a Dream" speech, Martin Luther King, Jr. ● "The Ballot or the Bullet" speech, Malcolm X ● excerpts from <i>Silent Spring</i>, Rachel Carson ● excerpts from <i>Feminine Mystique</i> ● excerpts from <i>The Autobiography of Malcolm X</i> and <i>Roots: The Saga of An American Family</i>, Alex Haley ● speeches by Cesar Chavez ● Civil Rights Act of 1964 ● Voting Rights Act of 1965 ● Civil Rights Act of 1968 ● 24th Amendment <p>excerpts from "The Great Silent Majority" speech, Richard Nixon</p>	

Unit 8: Contemporary United States 1980-Today (1 Week)

<p>STANDARD</p>	<p>The Learner will gain an understanding of the Essential Content listed below.</p>	<p>Major Assignments</p>
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<p>US.104 Evaluate technological and scientific advances, including the work of significant innovators and entrepreneurs, in the fields of medicine, transportation, communication, food services, and geographic information systems. (C, E, G)</p>	<p>Innovators from the late 20th Century:</p> <ul style="list-style-type: none"> ● Jeff Bezos- Founder of Amazon.com ● Michael Dell - President of Dell Computers, a Nashville based PC making company. ● Fred Smith - Founder, CEO and Chairman of Federal Express, a Memphis based company ● Ray Kroc- Founder of the McDonald's Corporation & Fast Food Empire. ● Sam Walton - Retail and quantity of goods being sold. Wal-Mart and Sam's Club ● Lee Iacocca- CEO and savior in the 1980's of Chrysler. ● Mark Zuckerberg - Founder of Facebook ● Larry Page and Sergey Brin- Founders of Google Search Engines. ● Bill Gates - Microsoft and Computer programming. ● Steve Jobs and Steve Wozniak - Apple Computer ● Watson and Crick - DNA experimentation 	
<p>US.105 Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to the Challenger disaster, Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada . (C, E, H, P)</p>	<p>President Ronald Reagan 1980 - 1988</p> <ul style="list-style-type: none"> ● Landslide victories in 1980 and 1984 ● Iranian hostages freed in 1981 shortly after he was inaugurated. ● Built up the U.S. Military ● Lebanon-U.S. sends Marines to the country in October 1983. A suicide truck bomber drove a truck into the marine barracks detonating it and killing 241 U.S. Marines and wounding 60 others. U.S. aborts further missions in Lebanon and withdraws forces. ● Invasion of Caribbean island nation of Grenada 1983 ● Reaganomics - "Supply Side Economics" or "Trickle Down Economics". Contained four pillars <ul style="list-style-type: none"> - Reduce the growth of government spending - reduce the marginal tax rates on income from both labor and capital - Reduce inflation - Government deregulation ● War on Drugs - In 1982 Reagan announced his "War on Drugs" following an increase in the use of crack cocaine. "Just Say No" ● Space Shuttle Challenger- exploded on January 28 1986. Reagan gives a speech after the tragedy in which he says, "The future does not belong to the faint hearted, it belongs to the brave ... we will never forget them." ● SDI - Strategic Defense Initiative "Star Wars"- an ambitious project that would construct a space-based anti-missile system. The SDI was intended to defend the United States from attack from Soviet ICBMs by intercepting the missiles at various phases of their flight. This project cost a lot of money and most of it was not feasible. However, some historians believe the collapse of 	

	<p>the Soviet Union in 1991 was a direct result of the Soviets trying to build weapons to defeat it.</p>	
<p>US.106 Describe the significant events in the foreign policy of the George H.W. Bush administration, including the invasion of Panama and the Gulf War. (G, H, P)</p>	<p>George H.W. Bush - President 1988-1992</p> <ul style="list-style-type: none"> ● Invasion of Panama - Operation to defend perceived threat to the Panama Canal and U.S. personal and the capture of Panamanian leader Manuel Noriega ● First Gulf War "Desert Shield/Storm" - was waged by a U.N authorized coalition force led by the United States against Iraq in response to Iraq's invasion of Kuwait. 	
<p>US.107 Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C, E, G, H, P)</p>	<ul style="list-style-type: none"> ● use charts and graphs ● people moved from the Rust Belt because of loss of industrial jobs ● people moved to the Sun Belt because of favorable weather conditions and inventions to make life more comfortable ● Computer and Technology jobs to Silicon Valley 	
<p>US.108 Summarize the significant events and achievements of the Clinton administration, including Welfare-to-Work, Brady Bill, reduction of the federal debt, NAFTA, and the scandals and subsequent impeachment proceedings. (C, E, H, P)</p>	<p>Welfare-to-Work-Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) which placed limits on the welfare included stricter conditions for food stamps eligibility, reductions in immigrant welfare assistance, and recipient work requirements.</p> <p>Brady Bill-Gun control bill that instituted a federal background check on handgun purchases.</p> <p>Deficit- During several years of Clinton's presidency he balanced the budget and at the end of his term he had a surplus. This was the first time in decades that this had happened and has not happened since this time.</p> <p>NAFTA- an agreement between the United States, Canada, and Mexico that created a trade bloc. It was implemented to eliminate trade barrier between the countries.</p> <p>Scandals and Impeachment-It was a political sex scandal involving Monica Lewinsky and Clinton's lying under oath. He will be impeached but found not guilty.</p>	
<p>US.109 Analyze the late 20th century foreign policy of intervention by the United</p>	<p>US Intervention in Somalia—</p> <ul style="list-style-type: none"> ● US armed forces were in Somalia in the early 1990s as part of a larger United Nations mission aiming to give humanitarian relief during Civil War in Somalia 	

<p>States in Somalia, Bosnia-Herzegovina, Kosovo and particular attempts to keep peace in the Middle East. (G, P)</p>	<ul style="list-style-type: none"> • After 18 US servicemen were killed in Mogadishu, the capital of Somalia, President Clinton pulled out his forces <p>US Intervention in Bosnia-Herzegovina—</p> <ul style="list-style-type: none"> • The US sent troops along with fellow NATO nations into Bosnia in the mid-1990s to stop Bosnian Serbs from massacring Bosnian Muslims • The US military stayed in Bosnia to enforce the cease-fire and help with peacekeeping. <p>US Intervention in Kosovo—</p> <ul style="list-style-type: none"> • In 1999, the US and NATO began an aerial bombing campaign in the Serbian province of Kosovo to protect Albanian Muslims from the “ethnic cleansing” program of Serbia’s president, Slobodan Milosevic. • After 78 days of bombardment, Milosevic withdrew from Milosevic, and the US and NATO troops remained in Kosovo as peacekeepers. <p>US peacekeeping attempts in the Middle East—</p> <ul style="list-style-type: none"> • Clinton made several attempts to bring Israeli and Palestinian leaders together to create a peace agreement, but did not succeed. • In the late 1990s, US relations with Iraq were once again strained when Saddam Hussein refused to allow international inspections of the Iraqi weapons program • The US began air strikes against Iraq to compel Hussein to comply 	
<p>US.110 Explain the reasons for and the outcome of the Supreme Court case Bush v. Gore. (H, P)</p>	<p>Bush v. Gore- This Supreme Court decision decided the Presidential election of 2000. The point of contention was disputed ballots (hanging chads) in Florida. It gave George Bush the election.</p>	
<p>US.111 Describe the impact of the September 11, 2001 terrorist attack on the World Trade Center and Pentagon, including the response of President George W. Bush, the wars in Afghanistan and Iraq, and continuing efforts to combat terrorism globally. (E, G, H, P)</p>	<p>Impact of the attack:</p> <ul style="list-style-type: none"> • Social-American security concerns were heightened • Economic-Cost of the War in Iraq/Afghanistan because it was so lengthy • Political-Cost the Republicans the election in 2008. • Response of President George W. Bush-America goes into war in Afghanistan and Iraq • War in Afghanistan and Iraq- We fight Al-Qaeda in these countries. Al-Qaeda is seen as the enemy. It is the longest war in US history. • Continuing efforts to combat terrorism-efforts continue today. (Relative to the time we teach this) 	
<p>US.112 Describe the increasing role of women and minorities in American society, politics, and economy, including the achievements of Sandra Day O’Connor, Sally Ride, Geraldine</p>	<p>The increasing role of women and minorities in American:</p> <p>Society -</p> <ul style="list-style-type: none"> • A movement toward equal treatment under the law- (i.e. Title IX, defeat of the ERA, etc.). • The recognition of the Single Mother. • Affirmative Action discussion 	

<p>Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and the election of Barack Obama. (C, H, P)</p>	<p>Political-</p> <ul style="list-style-type: none"> • The election of more women and minorities to higher political offices. • The political importance of Soccer Moms. <p>Economic-</p> <ul style="list-style-type: none"> • The attempt to equalize the "gender gap" in pay and benefits for women. <p>People-</p> <ul style="list-style-type: none"> • Sandra Day O'Connor - First female Supreme Court Justice • Sally Ride - First American Woman to go into space. • Geraldine Ferraro- New York Congresswoman who in 1984 was the first woman to run for an Executive Office (Ran for VP with Democratic Presidential nominee Walter Mondale). • Hillary Clinton - former First Lady who later was elected Senator from New York and then became the Secretary of State under President Barack Obama. • Condoleezza Rice - First African-American Secretary of State under George W. Bush • Nancy Pelosi- California Democratic Congresswoman who was the first female Speaker of the House. • The Election of Barack Obama - Former Senator from Illinois who became America's first African-American President in 2008. He will win reelection in 2012. 	
<p>Primary Documents and Supporting Texts to Read</p>	<ul style="list-style-type: none"> • "Speech at Brandenburg Gate," Ronald Reagan • "Address to the Nation, September 11, 2001, George W. Bush • excerpts from "Acceptance Speech at the 2008 Democratic Convention," Barack Obama • excerpts from "First Inaugural Address," Ronald Reagan • "First Inaugural Address," Bill Clinton • <i>The World is Flat</i>, Thomas Friedman 	

WORLD HISTORY & GEOGRAPHY

Course Number: 302

Course Syllabus

Instructor: Ms. Donna Bryant

446-9003 ext. 25309

Room: 309

Prerequisites: None *This course is a social studies credit satisfying graduation requirements

Required

Reading: Ellis, Elisabeth and Anthony Esler. *Prentice Hall World History: The Industrial Revolution to the Contemporary World*. Boston: Pearson, 2015. Print.

E-Text:	www.successnet.com	Username: dcfreshman	password:
	brvant309		

Course Standards: http://www.state.tn.us/education/ci/ss/doc/SS_3401.pdf

Required Material:	Pen or pencil	Page Protectors
	Loose leaf paper (no spiral)	Black Sharpie
	Coloring pencils (12 Min.) w/zipper pouch	Yellow Highlighter
	1" (BLACK) Three Ring Notebook with front and rear pockets	

Course Description:

World History & Geography: The Industrial Revolution to the Contemporary World is a survey course that stretches from 1750 to the present. The Student will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. Themes and content that will be explored include Nationalism, the Industrial Revolution, Imperialism, WWI, WWII, the Great Depression, the Cold War, Russian and Chinese Revolutions, and persistent political, ethnic and religious conflicts. Embedded in the course, students will examine geographic themes that have shaped World History in the modern era and a heavy emphasis on writing, primary and informational sources and literacy.

Course Objectives– The learner will:

1. Demonstrate an understanding of the institutional, cultural, and social forces that have shaped the people of the world from the Industrial Era to the twenty-first century.
2. Locate globally, regions, countries and cities whose particular histories have contributed to the development of the modern world.
3. Analyze the roles of various important and influential individuals who have contributed to the history of the world.
4. Develop a framework for understanding modern issues and problems based on their respective histories through primary and secondary sources.
5. Examine the forces and issues that are currently prominent on the world stage and their historical relevance or current events and issues.

Course Expectations:

Readings: Students will be expected to read passages prior to class meetings as well as outside material as it is necessary. The text reading is critical to understanding and may not always be assigned. Each student must be proactive in their learning and read and investigate without being prompted.

Assignments: All assignments and exams will be due on their assigned dates. In most cases, late work will only be accepted for half credit. Sloppy, cluttered, or inappropriately formatted assignments will not be accepted. Students are expected to complete all assignments and examinations on time. Students are expected to consult independently with the instructor regarding missing or late work.

Method of Evaluation: All work will be graded on a one hundred point scale and weighted accordingly:

Exams/Quizzes	30%
Classwork/ Homework "Assignments"	25%
Notebook (ONE grade)	25%
Participation	20%

Grading Scale:	
A 100-93	D 74-70
B 92-85	F 69 and below
C 84-75	

Special projects, Socratic seminars typically count twice or even three times in the Exam category or have multiple grade implications. Extra credit will be given at the discretion of the instructor.

Class Participation: Students are expected to participate in classroom discussion and in daily activities. There is a heavy emphasis on text based citation and critical thinking. That is to say opinions matter only as they can be supported by academic texts. Conversely, attendance, as well as acceptable classroom behavior and performance is necessary to gain “participation” points.

Attendance: Regular class attendance is absolutely necessary.

Formal Projects: In addition to daily course activities, students will be expected to complete at least one formal project which will include a class presentation. These projects may be a variety of individual, as well as group work.

No Food or Drink permitted in class. Electronic devises/phones, tables, etc are not permitted.

Course Pacing Guide

GRADING PERIOD	Title	Chapter	Course Standards
GP #1	GEOGRAPHY: North & South America, Europe, Africa, Asia	Part 1-3	W.67; W.71; W.78; W.84
GP #1	Overview Instruction: Include origins of Civilization, Rise of Empires, Religions	1-4	
GP #1	The Enlightenment/Am Revolution French Revolution and Napoleon The Industrial Revolution	5 6 7, 9	W.1; W.2; W.2; W.3; W4; W5; W.6; --W.12; W.78; W.81
GP #2	Revolutions/ Europe /Latin America Nationalism Triumphs in Europe Growth of Western Democracies The New Imperialism New Global Patterns	8 10 11 12	W.1; W.5; W.11; W.13; W.14; W.15; W. 16; W.17; W.18; W.19; W.20; W. 21; W.27; W.66; W.67
GP #3	World War I and Russian Revolution Nationalism and Revolution Around/World The Rise of Totalitarianism World War II and Its Aftermath	14 15 16 17	W.16; W.22; W.23; W.24; W.25; W.26; W.27; W.28; W.29; W.30; W.31; W.32; W.33; W.34; W.35; W.36, W.37, W.38; W. 39; W.40; W.41; W.42; W. 43; W.44; W.45; W.48; W.49; W. 50; W.51; W.52; W.53; W.54; W.55; W.57; W.58; W.59; W.65; W.66, W.67; W.68; W.74; W.76;
GP#4	The Cold War New Nations Emerge Regional Conflicts The Developing World The World Today	18 19 20 21 22	W.33; W.36; W.50; W.55; W.56; W.57; W.58; W.59; W.60; W.61; W.62; W.63; W.64; W.65; W.66; W.67; W.68; W.69; W.70; W.71; W.72; W.73; W.74; W.75; W.76; W.77; W.78; W.79; W.80; W.81; W.82; W.83; W.84; W.85; W.86; W.87; W.88; W.89; W.90; W.91; W.92; W.93; W.94; W.95; W.96; W.97; W.98; W.99; W.100; W.101; W.102; W.103; W.104
GP #4	<i>Final Exams</i>	5-22	

12th Grade Economics Syllabus

Week1-3: Introduction to Economics and Economic Systems

<i>Standards- Scarcity and Economic Reasoning</i>	<i>Objectives</i>	<i>Major Assignments/Teaching Strategies</i>
<p>E.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services.</p> <p>(E) E.2 Explain how consumers and producers confront the condition of scarcity, by making choices that involve opportunity costs and tradeoffs.</p> <p>(E) E.3 Identify and explain the broad goals of economic policy such as freedom, efficiency, equity, security, growth, price stability, and full employment. (C, E)</p> <p>E.4 Describe how people respond predictably to positive and negative incentives. (C, E)</p> <p>E.5 Explain that voluntary exchange occurs when all participating parties expect to gain. (E)</p> <p>E.6 Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: What to produce? How to produce it? For whom to produce? (E)</p> <p>E.7 Describe how clearly defined and enforced property rights are essential to a market economy. (E)</p>	<ul style="list-style-type: none"> • The learner will understand that productive resources are limited; therefore, people cannot have all the goods and services they want. As a result, they must choose some things and give up others. • The learner will understand the factors of production and how scarcity affects those factors. • The learner will recognize what entrepreneurs do within production. • The learner will understand the concepts of trade-offs, opportunity cost and who people make decisions by making on the margin. • Understand how production possibilities depend on its resources and technology and how the production possibilities curve demonstrate growth and cost. • Identify the 3 key economic questions that all societies must answer. • Explain why markets exist • Describe how a centrally planned economy (socialism and communism) are organized. 	<p>Group activities Guided readings Writing assignments/ essays Internet research Current events/discussion Simulations with analysis, application, synthesis and evaluation of topic</p>

<p>E.8 Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth. (E)</p> <p>E.9 Compare and contrast the theoretical principles of the economic systems of capitalism, socialism, and communism, and use historical examples to provide evidence of their effectiveness. (E, H)</p> <p>E.10 Examine informational text and primary sources to analyze the major ideas of the following economists: • Adam Smith • Thomas Malthus • Karl Marx • John Maynard Keynes • Friedrich Hayek • Milton Friedman • Ben Bernanke</p>	<ul style="list-style-type: none"> • Identify the disadvantages of a centrally planned economy. • Identify the rise of mixed economic systems. • Define the principles of the U.S. free enterprise system and identify the constitutional protections that underlie free enterprise. 	
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Week4-6: Supply and Demand

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>E.11 Define supply and demand, and provide relevant examples. (E)</p> <p>E.12 Describe the role of buyers and sellers in determining the equilibrium price. (E)</p> <p>E.13 Describe how prices of products as well as interest rate and wage rates send signals to buyers and sellers of products, loanable funds, and labor. (E)</p>	<ul style="list-style-type: none"> • Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. • The learner will understand the laws of supply and demand • Identify the factors of supply and demand and the factors that create changes in supply and 	<p>Group activities Guided readings Writing assignments/ essays Internet research Current events/discussion Simulations with analysis, application, synthesis and evaluation of topic</p>

<p>E.14 Explain that consumers ultimately determine what is produced in a market economy (consumer sovereignty). (C, E)</p> <p>E.15 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure. (C, E)</p> <p>E.16 Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets, including drawing and reading supply and demand curves.</p> <p>(E) E.17 Identify factors that cause changes in market supply and demand. (E)</p> <p>E.18 Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets. (E)</p> <p>E.19 Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses. (E)</p> <p>E. 20 Cite evidence from appropriate informational texts to argue in an opinion piece for or against the minimum wage.</p> <p>(E) E.21 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as prices fluctuate. (E)</p>	<p>demand and how these changes affect the market.</p> <ul style="list-style-type: none"> • Identify elasticity of supply and demand and how firms use elasticity to make decisions. • How do suppliers decide what goods/services to offer? • Identify what factors affect price. • Identify the many roles that price play in a free market and the advantages of a price-based system. • Explain how a price-based system leads to a wider choice of goods and more efficient allocation of resources. 	
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E.22 Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)		
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Week 7-8: Market Structures

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>E.23 Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation. (E)</p> <p>E.24 Analyze the various ways and reasons that firms grow either through reinvestment of financial capital obtained through retained earnings, stock issues and borrowing, or through horizontal, vertical, and conglomerate mergers. (E)</p> <p>E.25 Analyze key details and central ideas from diverse forms of informational text to summarize the role and historical impact of economic institutions, such as labor unions, multinationals, and nonprofit organizations, in market economies. (E)</p> <p>E.26 Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and pure competition. (H, E)</p> <p>E.27 Explain how competition among many sellers lowers costs and prices and encourages producers to produce more. (E)</p>	<ul style="list-style-type: none"> • Students will understand the organization and role of business firms and analyze the various types of market structures in the U.S. economy. • How does competition affect our choices? • Identify the characteristics of perfect competition, monopoly, monopolistic competition, and oligopoly markets. • Understand when/why government regulates competition. • Understand deregulation and its effects on industry. • Understand why some businesses succeed and other fail. 	<p>Group activities Guided readings Writing assignments/ essays Internet research Current events/discussion Simulations with analysis, application, synthesis and evaluation of topic</p>

<p>E.28 Demonstrate how firms with market power can determine price and output through marginal analysis. (E)</p> <p>E.29 Explain ways that firms engage in price and non-price competition. (E)</p> <p>E.30 Examine informational text in diverse formats and media to analyze how investment in research and development, equipment and technology, and training of workers increases productivity. (E)</p> <p>E.31 Describe how the earnings of workers are determined by the market value of the product produced or service provided, workers' productivity, incentives, collective bargaining, and discrimination. (E)</p> <p>E.32 Analyze the role and productivity of entrepreneurs in a free-enterprise system and how entrepreneurial decisions are influenced by tax, regulatory, education, and research support policies. (E, C)</p>		
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Week 9-11: The Role of Government

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>E.33 Explain how government responds to perceived social needs by providing public goods and services. (E, P)</p>	<ul style="list-style-type: none"> Students will understand the roles of government in a market economy are the provision of public goods/services, redistribution of income, protection of property rights, and resolution of market failures. 	<p>Group activities Guided readings Writing assignments/ essays Internet research Current events/discussion Simulations with analysis, application, synthesis and evaluation of topic</p>

E.34 Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets. (E, P)

E.35 Identify laws and regulations adopted in the United States to promote competition among firms. (E, H, P)

E.36 Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies, such as utilities. (E, P)

E.37 Define progressive, proportional, and regressive taxation. (E, H, P)

E.38 Use appropriate informational text to analyze costs and benefits of government policies (Social Security, Medicare, Earned Income credits) and cite evidence from multiple sources to argue for or against one example of such a government policy or program. (E, H, P)

E.39 Research textual evidence in diverse formats to write a problem-solution piece recommending a course of action in regard to the national debt. (E, P)

E.40 Define and explain fiscal and monetary policy and the various schools of thought including Keynesian, Supply-siders, and Monetarists on how, when and if these policies should be used to stabilize the economy. (E, P)

E.41 Analyze how the government uses taxing and spending decisions (fiscal policy) to

- How much can government reduce and influence unemployment, inflation, and poverty.
- Define who is poor, according to the government and the causes of poverty.
- Summarize government policies intended to combat poverty.
- Identify the sources of the government's authority to tax and the types of tax bases and tax structures.
- Identify who bears the burden of a tax.
- Understand the purposes of Social Security, Medicare, and unemployment taxes.
- Distinguish between mandatory and discretionary spending.
- Identify fiscal and monetary policies and the ideas and individuals who shape these policies.
- Understand the importance of a balanced budget and how budget deficits add to the national debt and the problems caused by the national debt.
- Understand the function of the Federal Reserve and its role on monetary system.

<p>promote price stability, full employment, and economic growth. (E, P)</p> <p>E.42 Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth. (E, P)</p>		
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Weeks 12-14: National Economic Performance

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>E.43 Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation. (E)</p> <p>E.44 Explain how Gross Domestic Product (GDP), economic growth, unemployment, and inflation are calculated. (E)</p> <p>E.45 Analyze the impact of events in United States history, such as wars and technological developments, on business cycles. (E, H)</p> <p>E.46 Identify the different causes of inflation, and explain who gains and losses because of inflation. (E)</p> <p>E.47 Explain that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and the government. (C, E, H, P)</p>	<ul style="list-style-type: none"> • Students will understand the means by which economic performance is measured. • Students will understand why it matters how the economy is doing. • Understand how Gross Domestic Product is calculated and distinguish between nominal and real GDP. • Identify the factors that influence and limit GDP. • Identify the phases of the business cycle and the factors that keep the business cycle going. • Analyze the impact of business cycles (recessions and depressions) in U.S. history. • Analyze how economic growth is measured. • Summarize the impact of population growth, government, 	<p>Group activities Guided readings Writing assignments/ essays Internet research Current events/discussion Simulations with analysis, application, synthesis and evaluation of topic</p>

<p>E.48 Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy. (E)</p>	<p>and foreign trade on economic growth.</p> <ul style="list-style-type: none"> • Describe the differences between frictional, structural, cyclical, and seasonal unemployment. • Identify the causes and effects of inflation and how rising prices effect consumers. 	
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Weeks 15-17: Money and the Role of Financial Institutions

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>E.49 Explain the basic functions of money including its role as a medium of exchange, store of value, unit of account. (E)</p> <p>E.50 Describe the growth of income inequality in the United States and worldwide using the Lorenz curve and analyze the reasons for this increasing disparity of income. (E)</p> <p>E.51 Identify the composition of the money supply of the United States. (E)</p> <p>E.52 Explain the role of banks and other financial institutions in the economy of the United States. (E)</p> <p>E.53 Describe the organization and functions of the Federal Reserve System and identify the current Federal Reserve chairperson. (E)</p>	<ul style="list-style-type: none"> • Students will understand the role of money and financial institutions in a market place. • Understand how money serves the needs of society and describe its 3 functions. • Describe the historical development of the U.S. banking system. • Examine how the money supply is measured. • Identify the types of financial institutions. • Describe how investing and saving contribute to the free enterprise system • Examine the role of financial intermediaries in the financial system. • What roles do stocks and bonds play in the financial system? 	<p>Group activities Guided readings Writing assignments/ essays Internet research Current events/discussion Simulations with analysis, application, synthesis and evaluation of topic</p>

Weeks 17-18: Trade

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>
<p>E.54 Examine evidence in informational texts to explain the benefits of trade among individuals, regions, and countries. (E, G)</p> <p>E.55 Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service. (E, G)</p> <p>E.56 Define trade barriers, such as quotas and tariffs. (E, G)</p> <p>E.57 Explain why countries sometimes erect barriers to trade such as quotas and tariffs, or through subsidies to domestic producers and the consequences of those trade barriers and subsidies on consumers and producers. (E, G, H)</p> <p>E.58 Explain the difference between balance of trade and balance of payments. (E, G)</p> <p>E.59 Compare and contrast labor productivity trends in the United States and other developed countries. (E, G)</p> <p>E.60 Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries. (E, G)</p>	<ul style="list-style-type: none"> • Students will understand why individuals, businesses, and governments trade goods/services and how trade affects the economies of the world. • Evaluate the impact of the unequal distribution of resources. • Apply the concepts of specialization and comparative advantage to explain why countries trade. • Summarize the position of the U.S. in world trade. • Evaluate the effects of trade and outsourcing on employment. • Understand NAFTA and other free trade agreements. 	<p>Group activities Guided readings Writing assignments/ essays Internet research Current events/discussion Simulations with analysis, application, synthesis and evaluation of topic</p>

E.61 Cite evidence from appropriate informational text to evaluate the arguments for and against free trade. (E, H, G)		
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Dates from current calendar – Weeks to cover topic – Topic covered

<i>Standards</i>	<i>Objectives</i>	<i>Major Assignments</i>

Other instructional resources may be accessed upon request.