

# United States History and Geography

Tullahoma High School

2018-2019

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## I. Student's Role and Responsibility in this Course

- a. **Expectations:** Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest his/her commitment to the goals of Tullahoma High School through their conduct and behavior. Students are expected to abide by all THS policies and regulations contained in the 2018-2019 Student Handbook.

### Students are expected to take active roles in their learning.

*As active learners, students must:*

- come to class on time, prepared with text and materials.
- study for tests.
- show respect for yourself, others, and Tullahoma High School.
- comply with the cell phone policy by shutting it off and putting it away before entering the classroom.
- **In the event that you have missed an assignment, it is YOUR RESPONSIBILITY to look on the course SCHOLOGY website to make up any work. If you miss an assessment (test or quiz), it is YOUR RESPONSIBILITY to schedule a time to make it up. I will do my best to work with you on this.**

## II. Resources and Course Materials

- a. This course will involve the use of a DIGITAL TEXTBOOK (located online at: [http://www.ck12.org/user%3Aam9uyxroyw4ud29vzeb0y3nlzhuubmv0/book/Tennessee-US-History-and-Geography%3A-Post-Reconstruction-to-the-Present/?utm\\_medium=email&utm\\_source=share-content-share-this-flexbook%C2%AE-textbook&utm\\_campaign=product](http://www.ck12.org/user%3Aam9uyxroyw4ud29vzeb0y3nlzhuubmv0/book/Tennessee-US-History-and-Geography%3A-Post-Reconstruction-to-the-Present/?utm_medium=email&utm_source=share-content-share-this-flexbook%C2%AE-textbook&utm_campaign=product)) and a class set of the textbook, *American Anthem*. A link for the "Flexbook" Textbook is located on the Tullahoma City Schools website as well as the Schoology website for this course. Students may access this digital textbook through the use of their chromebook or other digital device. Hard copy versions of the digital textbook will be made available upon request subject to the instructor's discretion.

## III. Evaluation:

### a. Grading Scale:

- 93-100%     **A**
- 85-92%     **B**
- 75-84%     **C**
- 70-74%     **D**
- 0-69%      **F**

## **b. Final Grade Calculation: (Categories)**

- **Class Work**
- **Quizzes**
- **Tests**
- **EXAM**

## **IV. Course Description - Post-Reconstruction to the Present:**

- Students will examine the causes and consequences of the Industrial Revolution and America's growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II, as well as its consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes resulting from the Civil Rights Movement, the Cold War, and recent events and trends that have shaped modern-day America. Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since Reconstruction with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society

### **Quarter 1**

#### **The Rise of Industrial America 1877-1914**

*Students analyze the various causes of the Industrial Revolution, the transformation of the American economy, and the changing social and political conditions in the United States in response to the Industrial Revolution. Students will also examine the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe and Asia.*

- 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)
- 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)
- 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)
- 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)
  - Boss Tweed
  - Thomas Nast
  - Credit Mobilier
  - Whiskey Ring

- Garfield’s assassination
- Pendleton Act
- Interstate Commerce Act
- 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)
- US.6 Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period: (C, E)
  - Henry Bessemer
  - George Pullman
  - Alexander Graham Bell
  - Andrew Carnegie
  - Thomas Edison
  - J.P. Morgan
  - John D. Rockefeller
  - Swift and Armour
  - Cornelius Vanderbilt
- US.7 Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)
- 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)
- 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, Chinese Exclusion Acts, and the Gentlemen’s Agreement. (C, E, G).
- **Primary Documents and Supporting Texts to Read:** excerpts from the “Cross of Gold” speech, William Jennings Bryan; excerpts from Twenty Years at Hull House, Jane Addams; excerpts from The Gospel of Wealth, Andrew Carnegie Primary Documents and Supporting Texts to Consider: excerpts from “The New Colossus,” Emma Lazarus

## The Progressive Era 1890-1920

*Students analyze the changing landscape, including the growth of cities and the demand for political, economic, and social reforms. Students trace the rise of the United States to its role as a world power in the twentieth century.*

- US.10 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel. (C, E, P)
- US.11 Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, 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)
- US.13 Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government’s response, including the Sherman Anti-Trust Act of 1890. (E, P)
- US.14 Describe working conditions in industries, including the use of labor by women and children. (C, E) 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)
  - Samuel Gompers
  - Eugene Debs
  - Haymarket Affair

- Pullman Strike
- Coal Creek Labor Saga
- Collective bargaining
- Blacklisting
- Open vs. closed shops
- 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)
- US.17 Analyze the goals and achievements of the Progressive movement, including the following: (C, E, H, P)
  - Adoption of the initiative, referendum, and recall
  - Adoption of the primary system
  - 16th Amendment
  - 17th Amendment
  - impact on the relationship between the citizen and the government
- 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)
- 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 Meat Inspection Act, and support for conservation. (E, H, 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)
- 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)
- 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)
- 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).
- US.24 Describe the consequences of American imperialism of the period, including the following events: (E, G, H, P)
  - annexation of Hawaii
  - Spanish-American War (Teller, Platt, and Foraker Acts)
  - Philippine Insurrection
  - Roosevelt Corollary
  - Panama Canal
- 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)
- US.26 Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States’ neutrality. (G, H, 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).
- US.28 Identify and explain the impact of the following events and people during World War I: (G, H, P, TN)
  - Major turning points

- Impact of trench warfare
- Use of new weapons and technologies
- Herbert Hoover
- John J. Pershing and the American Expeditionary Force
- Doughboys
- Alvin C. York
- 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 League of Nations on world politics. (H, 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)
- **Primary Documents and Supporting Texts to Read:** excerpts from “Atlanta Exposition” speech, Booker T. Washington; excerpts from *The Souls of Black Folks*, W.E.B. Dubois; “The New Nationalism” speech, Theodore Roosevelt; excerpts from *The Jungle*, Upton Sinclair; excerpts from “The March of the Flag” speech, Albert Beveridge; excerpts from antiimperialism speeches and writings, Mark Twain
- **Primary Documents and Supporting Texts to Consider:** excerpts from *The History of Standard Oil*, Ida Tarbell; excerpts from *The Shame of the Cities*, Lincoln Steffens; “Peace Without Victory” speech, Woodrow Wilson; Fourteen Points, Woodrow Wilson

## The 1920s

*Describe how the battle between traditionalism and modernism manifested itself in the major historical trends and events after World War I and throughout the 1920s.*

- US.31 Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (C, G)
- 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 Saunders). (E, G, H, TN)
- 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)
- US.34 Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation. (E, H, C)
- 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)
- 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)
- 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 21 st Amendment. (E, C, H, 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)
- 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)

- 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)
- US.41 Analyze the emergence of the “Lost Generation” in American literature, including the impact of Ernest Hemingway and F. Scott Fitzgerald. (C)
- US.42 Describe changes in the social and economic status of women, including the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women’s colleges. (C, E, 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)
- 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)
- **Primary Documents and Supporting Texts to Read:** excerpts from *The Great Gatsby*, F. Scott Fitzgerald; selected poetry and essays of Langston Hughes; excerpts from *Crusade for Justice: The Autobiography of Ida B. Wells*, Ida B. Wells

## The Great Depression

*Students analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.*

- US.45 Analyze the causes of the Great Depression, including the following: (E, H)
  - 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
- 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)
- US.47 Write a narrative piece that includes multiple media components to describe the toll of the Great Depression on the American people, including massive unemployment, migration, and Hoovervilles. (C, E, H, G)
- US.48 Analyze the causes and consequences of the Dust Bowl of the 1930’s. (C, E, H, G)
- US.49 Identify and explain the following New Deal programs and assess their past or present impact: (E, H, P, TN)
  - Works Progress Administration
  - Social Security
  - Federal Deposit Insurance Corporation
  - Securities and Exchange Commission
  - Fair Labor Standards Act
  - Agricultural Adjustment Acts
  - Civilian Conservation Corps
  - National Recovery Administration and NIRA
  - Tennessee Valley Authority
  - Cumberland Homesteads
  - Great Smoky Mountains National Park
- 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)

- 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)
- 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 (The Grapes of Wrath). (C, P)
- US.53 Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal. (P)
- **Primary Documents and Supporting Texts to Read:** excerpts from “Rugged Individualism” speech, Herbert Hoover; “First Inaugural Address” Franklin Roosevelt; excerpts from The Grapes of Wrath, John Steinbeck

## Quarter 2

### **Between the Wars and World War II (1921-1947)**

*Students analyze the inter-war years and America’s participation in World War II.*

- 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)
- 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)
- 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)
- 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)
- US.58 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. (H, P)
- US.59 Identify and locate on a map the Allied and Axis countries and the major theatres of the war. (G)
- 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)
- 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 101 st Airborne, and the Navajo Code Talkers. (C, H)
- US.62 Identify the roles played and significant actions of the following individuals in World War II: (H, P)
  - Franklin Roosevelt
  - Winston Churchill
  - Joseph Stalin
  - Harry Truman
  - Adolph Hitler
  - Benito Mussolini
  - Hideki Tōjō
  - Dwight Eisenhower
  - George C. Marshall
  - Douglas MacArthur

- 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)
- 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 Avco in Tennessee), as well as the service of women in the armed forces, including Cornelia Fort. (C, E, P, TN)
- US.65 Examine the impact of World War II on economic and 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)
- 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)
- US.67 Describe the major developments in aviation, weaponry, communication, and medicine (penicillin), and the war's impact on the location of American industry and use of resources. (E, G)
- 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)
- US.69 Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war. (H)
- US.70 Examine the American reaction and response to the Holocaust. (C, H, P) US.71 Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)
- US.72 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. (P, H, TN)
- **Primary Documents and Supporting Texts to Read:** excerpts from the Announcement of Dropping the Atomic Bomb, Harry Truman; Letter to President Franklin Roosevelt, Albert Einstein Primary Documents and Supporting Texts to Consider: excerpts from "Quarantine Speech," Franklin Roosevelt; "Four Freedoms" speech, Franklin Roosevelt; Announcement of War with Japan, 1941, Franklin Roosevelt.

## Cold War (1945-1975)

*Students analyze the response of the United States to communism after World War II.*

- 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)
- US.74 Explain examples of containment policies, including the Marshall Plan, the Berlin Airlift, and the Truman Doctrine. (E, G, H, P)
- US.75 Draw evidence from informational text to analyze the progression of American foreign policy from containment to retaliation and brinkmanship to the domino theory to flexible response. (H, P)
- US.76 Analyze the causes and effects of the Red Scare that followed World War II, including Americans' attitude toward the rise of communism in China, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, P, H, TN)
- 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 Koreans. (G, H, 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)

- US.79 Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and the Cuban Missile Crisis. (G, H, P)
- US.80 Describe the causes, course, and consequences of the Vietnam War, including the following: (C, G, H, P)
  - 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
  - Napalm and Agent Orange
- US. 81 Present information, findings, and supporting evidence evaluating the impact of the Vietnam War on the home front, including the Anti-War movement, draft by lottery, and the role of television and the media. (C, H, P)
- **Primary Documents and Supporting Texts to Read:** excerpts from Farewell Address, Dwight Eisenhower; “Address at Rice University,” John Kennedy Primary Documents and Supporting Texts to Consider: excerpts from The Things They Carried, Tim O’Brien; excerpts from “The Sources of Soviet Conduct,” George Kennan; Inaugural Address, 1961, John Kennedy

## Modern United States 1945-1979

*Students analyze the economic boom and social transformation of post–World War II America.*

*Students examine the origins, goals, key events, and accomplishments of Civil Rights movement in the United States, and important events and trends in the 1960s and 1970s.*

- 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)
- 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)
- 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)
- US.85 Analyze the increasing impact of television and mass media on the American home, American politics, and the American economy. (C, E, 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 and the significance of Tennessee, including Sun Studios, Stax Records, and Elvis Presley. (C, E, TN)
- 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)
- 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)
- 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)
- US.90 Examine the roles of civil rights advocates, including the following: (C, H, P, TN)
  - Martin Luther King, Jr.
  - Malcolm X · Thurgood Marshall
  - Rosa Parks

- Stokely Carmichael
- President John Kennedy
- Robert Kennedy
- President Lyndon Johnson
- James Meredith
- Jim Lawson
- US.91 Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK. (C, H, P)
- US.92 Describe significant events in the struggle to secure civil rights for African Americans, including the following: (C, H, P, TN)
  - Columbia Race Riots
  - Tent Cities of Haywood and Fayette Counties
  - Influence of the Highlander Folk School and civil rights advocacy groups, including the SCLC, SNCC, and CORE
  - Integration of Central High School in Little Rock and Clinton High School in Clinton, Tennessee
  - Montgomery Bus Boycott
  - Birmingham bombings 1963
  - Freedom Rides, including the opposition of Bull Connor and George Wallace
  - March on Washington
  - Sit-ins, marches, demonstrations, boycotts, Nashville Sit-ins, Diane Nash
  - Assassination of Martin Luther King, Jr.
- 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)
- 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)
- US.95 Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. (C, E, P)
- US.96 Evaluate the impact of Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, 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)
- 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)
- 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)
- US.100 Describe the causes and outcomes of the energy crisis of the 1970’s. (E, P)
- US.101 Investigate the life and works of Alex Haley and his influence on American Culture, including The Autobiography of Malcolm X and Roots: The Saga of An American Family. (C, TN)
- US.102 Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, Rachel Carson’s Silent Spring, and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez. (G, C, 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)

- **Primary Documents and Supporting Texts to Read:** excerpts from “Letter from a Birmingham Jail,” and the “I Have a Dream” speech, Martin Luther King, Jr.; excerpts from “The Ballot or the Bullet” speech, Malcolm X; excerpts from Silent Spring, Rachel Carson; excerpts from Feminine Mystique; excerpts from The Autobiography of Malcolm X and Roots: The Saga of An American Family, Alex Haley; speeches by Cesar Chavez Primary Documents and Supporting Texts to Consider: Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment; excerpts from “The Great Silent Majority” speech, Richard Nixon

## **Contemporary United States 1980 – Today**

*Students describe important events and trends since 1980. Students analyze the important foreign policies of and events that took place during the administrations of Presidents Ronald Reagan, George H.W. Bush, Bill Clinton, and George W. Bush, and Barack Obama.*

- 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)
- 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)
- 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)
- 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)
- 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)
- US.109 Analyze the late 20th century foreign policy of intervention by the United States in Somalia, Bosnia-Herzegovina, Kosovo and particular attempts to keep peace in the Middle East. (G, P)
- US.110 Explain the reasons for and the outcome of the Supreme Court case Bush v. Gore. (H, 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)
- 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 Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and the election of President Barack Obama. (C, H, P)
- **Primary Documents and Supporting Texts to Read:** “Speech at Brandenburg Gate,” Ronald Reagan; “Address to the Nation, September 11, 2001, George W. Bush; excerpts from “Acceptance Speech at the 2008 Democratic Convention,” President Barack Obama Primary Documents and Supporting Texts to Consider: excerpts from “First Inaugural Address,” Ronald Reagan; “First Inaugural Address,” Bill Clinton; excerpts from The World is Flat, Thomas Friedman
- **The Instructor retains the right to modify this syllabus at any time within the duration of the course**