

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

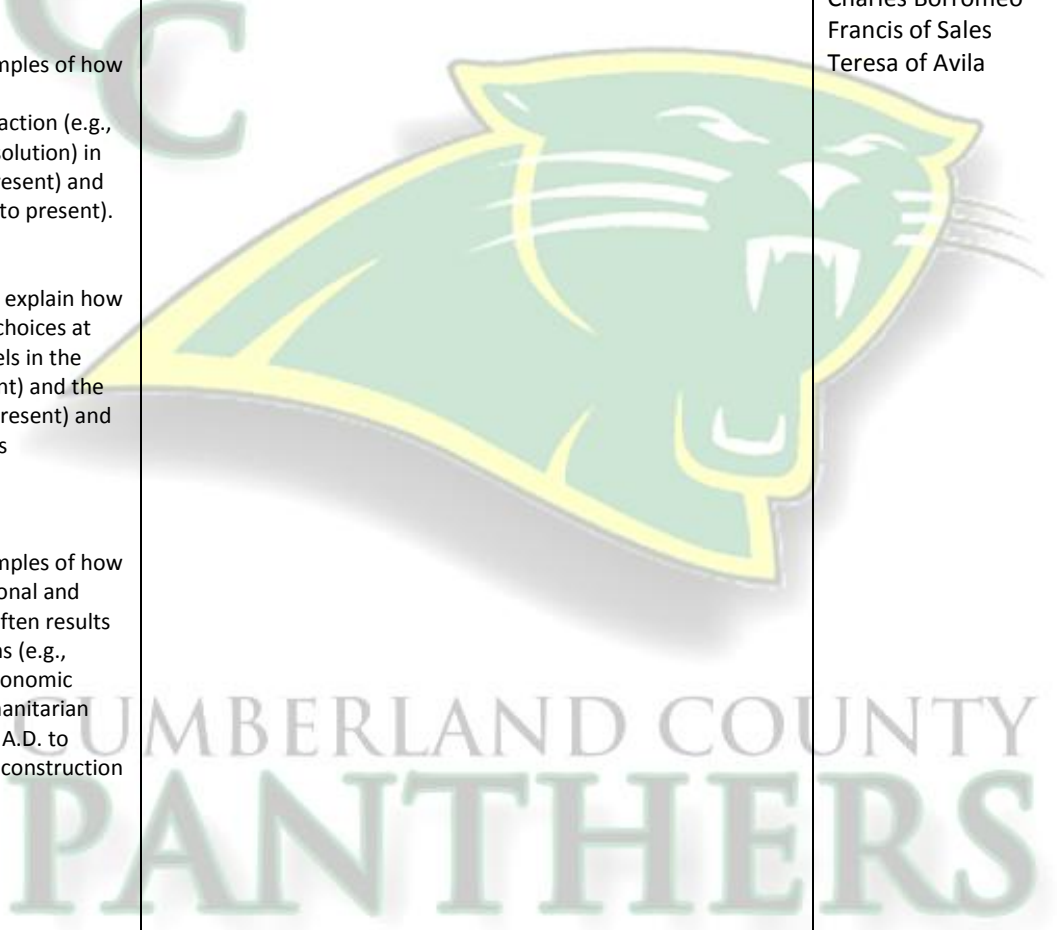
School: Cumberland County High School	Subject: Social Studies	Grade: 10
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Benchmark Assessment 1

Instructional Timeline: 11 Instructional Units that correspond to the Learning Check schedule – Generally –
 Term 1 Units 1 and 2 - Benchmark 1
 Term 2 Units 3, 4, and 5 – Benchmark 2
 Term 3 Units 6, 7, and 8 – Benchmark 3
 Term 4 Units 9, 10, and 11 – Benchmark 4

Topic(s): World Civilization

Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>Unit 1 Renaissance and Reformation</p> <p>SS-HS-5.3.1 Students will explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories) and to question their place in the universe during the Renaissance and Reformation.</p> <p>The following Core Content standards are embedded throughout the first half of this course and are assessed on an ongoing basis.</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p>SS-HS-2.1.1 Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p>	<p>Unit 1 Renaissance and Reformation</p> <p>I can discuss how that the growth of wealthy trading cities in Italy and new ways of thinking helped lead to a rebirth of the arts and learning. This era became known as the Renaissance.</p> <p>I can discuss how Renaissance ideas soon spread beyond Italy to northern Europe by means of trade, travel, and print material, influencing the art and ideas of the north.</p> <p>I can discuss criticism of the Roman Catholic Church and how that criticism led to a religious movement called the Protestant Reformation and brought changes in religion, as well as politics, across Europe.</p> <p>I can discuss how Catholics at all levels recognized the need for reform in the church. Their work turned back the tide of Protestantism in some areas and renewed the zeal of Catholics everywhere.</p>	<p>Unit 1 Renaissance and Reformation</p> <p>Renaissance Humanism Secular Baldassare Castiglione Niccolo Machiavelli Lorenzo de Medici Leonardo da Vinci Michelangelo Buonarroti Raphael Johannes Gutenberg Desiderius Erasmus Sir Thomas More William Shakespeare Christine de Pisan Albrecht Durer Jan Van Eyck Protestant Reformation Indulgences Martin Luther Theocracy John Calvin Predestination Henry VIII</p>

<p>SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-3.1.1 Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices</p> <p>SS-HS-3.4.3 Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p>		<p>Annulled Elizabeth I Counter Reformation Jesuits Ignatius of Loyola Council of Trent Charles Borromeo Francis of Sales Teresa of Avila</p>
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<p>Unit 2 Exploration and Expansion SS-HS-5.3.2 Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world</p>	<p>Unit 2 Exploration and Expansion</p> <p>I can discuss how during the 1400s and 1500s, European explorers – inspired by greed, curiosity, and the desire for glory and aided by new technologies – sailed to many previously unknown lands.</p> <p>I can explain how the countries of Europe established colonies in the lands they had discovered but, in some cases, only after violently conquering the native people who lived there.</p> <p>I can discuss how the creation of colonies in the Americas and elsewhere led to the exchange of new types of goods, the establishment of new patterns of trade, and new economic systems in Europe.</p> <p>I can discuss how, between the 1500s and 1800s, millions of Africans were captured, shipped across the Atlantic Ocean, and sold as slaves in the Americas.</p>	<p>Unit 2 Exploration and Expansion</p> <p>Caravel Henry the Navigator Vasco da Gama Christopher Columbus Ferdinand Magellan Circumnavigate Sir Francis Drake Henry Hudson Encomienda Hernan Cortes Conquistador Moctezuma II Francisco Pizarro Atahualpa Viceroy Bartolome de Las Casas Treaty of Tordesillas Columbian exchange Mercantilism Balance of trade Subsidies Capitalism Joint-stock company Plantation Triangular trade Middle Passage Oluadah Equiano African Diaspora</p>
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**CUMBERLAND COUNTY SCHOOL DISTRICT
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School: Cumberland County High School	Subject: Social Studies	Grade: 10
Benchmark Assessment 2		
Instructional Timeline: 11 Instructional Units that correspond to the Learning Check schedule – Generally – Term 1 Units 1 and 2 - Benchmark 1 Term 2 Units 3, 4, and 5 – Benchmark 2 Term 3 Units 6, 7, and 8 – Benchmark 3 Term 4 Units 9, 10, and 11 – Benchmark 4		
Topic(s): World Civilization		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
Unit 3 – Monarch of Europe SS-HS-5.3.2 Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world.	Unit 3 – Monarchs of Europe I can discuss how Spain experienced a golden age during the 1500s, but economic problems and military struggles decreased Spanish power by the 1600s. I can discuss how Henry IV, Louis XIII, and Louis XIV strengthened the French monarchy, with Louis XIV setting the example of an absolute monarch for the rest of Europe. I can discuss how, in contrast to the absolute monarchies of Spain and France, the English monarchy was limited by Parliament; following a civil war, Parliament became even more powerful. I can discuss how the czars of Russia struggled with the westernization of their empire, while powerful families battled for control of Central Europe.	Unit 3 – Monarchs of Europe Absolute monarch Divine right Charles V Peace of Augsburg Phillip II El Greco Diego Velazquez Miguel de Cervantes Sister Juana Ines de la Cruz Spanish Armada Huguenot Saint Bartholomew’s Day Massacre Henry IV Edict of Nantes Louis XIII Cardinal Richelieu Louis XIV War of Spanish Succession Treaty of Utrecht Puritans Charles I Royalists

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CUMBERLAND COUNTY
PANTHERS

Oliver Cromwell
Commonwealth
Restoration
Charles II
William and Mary
Glorious Revolution
Constitutional monarchy
Boyars
Czar
Ivan IV
Peter the Great
Westernization
Catherine the Great
Thirty Years' War
Treaty of Westphalia
Maria Teresa
Frederick the Great

<p>Unit 4 Enlightenment and Revolution SS-HS-5.3.3 Students will analyze how Age of Revolution brought about change in science, thought, government and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world. QC-US-B.1.f Evaluate the influence of Enlightenment ideas on the development of American government as embodied in the Declaration of Independence. QC-US-B.1.g Identify and evaluate the ideas and events that contributed to the outbreak of the American Revolution, and determine the key turning points of the war.</p>	<p>Unit 4 Enlightenment and Revolution</p> <p>I can discuss the changes that led to the dawn of modern science and how scientific ideas moved beyond the realm of science and affected society.</p> <p>I can discuss how the Enlightenment was influenced by reason and how Enlightenment ideas influenced society.</p> <p>I can discuss how some of the causes of change and crisis in the American English colonies, how the struggle for independence was influenced by Enlightenment concepts, and how American colonists formed a new government.</p>	<p>Unit 4 Enlightenment and Revolution</p> <p>Geocentric theory Scientific Revolution Scientific Method Heliocentric Theory Enlightenment Salons Social contract Philosophes Enlightened despots Stamp Act Treaty of Paris Federal System Rene Descartes Nicolas Copernicus Galileo Galilei Isaac Newton Jean-Jacques Rousseau Baron de Montesquieu John Locke Voltaire Thomas Jefferson Benjamin Franklin George Washington James Madison John Locke Voltaire Thomas Jefferson George Washington James Madison</p>
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<p>Unit 5 The Industrial Revolution SS-HS-5.3.3 Students will analyze how Age of Revolution brought about change in science, thought, government and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world</p> <p>SS-HS-4.4.2 Students will explain how human modifications to the physical environment (e.g., oil, water, land), and natural resources (e.g., global warming, destruction of rainforest, acid rain) in the modern world (1500 AD to the present) and United States (Reconstruction to the present).</p> <p>SS-HS-4.3.2 Students will explain how technology (e.g., computers, telecommunications) have facilitated the movement of goods, services, and populations, increased economic interdependence at all levels and influenced development of centers of economic activity.</p> <p>QC-US-B.2.a Describe and evaluate the impacts of the first Industrial Revolution during the nineteenth century (e.g., the Lowell system, immigration, changing technologies, transportation innovations)</p>	<p>Unit 5 The Industrial Revolution</p> <p>I can discuss how, in the 1700s, conditions in Great Britain led to the rapid growth of the textile industry, which in turn led to huge changes in many other industries.</p> <p>I can discuss how the transition from cottage industries changed how people worked in factories, what life was like in factory towns, labor conditions, and eventually, processes within factories.</p> <p>I can discuss how the Industrial Revolution inspired new ideas about economics and affected society in many ways.</p>	<p>Unit 5 The Industrial Revolution</p> <p>Industrial Revolution Enclosure movement Factors of production Cottage industry Factory Industrialization Labor Union Strike Mass Production Interchangeable parts Assembly line Laissez-faire Entrepreneur Socialism Communism Standard of living Andrew Carnegie Adam Smith Thomas Maithus James Watt Jethro Tull Richard Arkwright Robert Fulton Karl Marx</p>
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Benchmark Assessment 3

Instructional Timeline: 11 Instructional Units that correspond to the Learning Check schedule – Generally –
 Term 1 Units 1 and 2 - Benchmark 1
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 Term 3 Units 6, 7, and 8 – Benchmark 3
 Term 4 Units 9, 10, and 11 – Benchmark 4

Topic(s): World Civilization

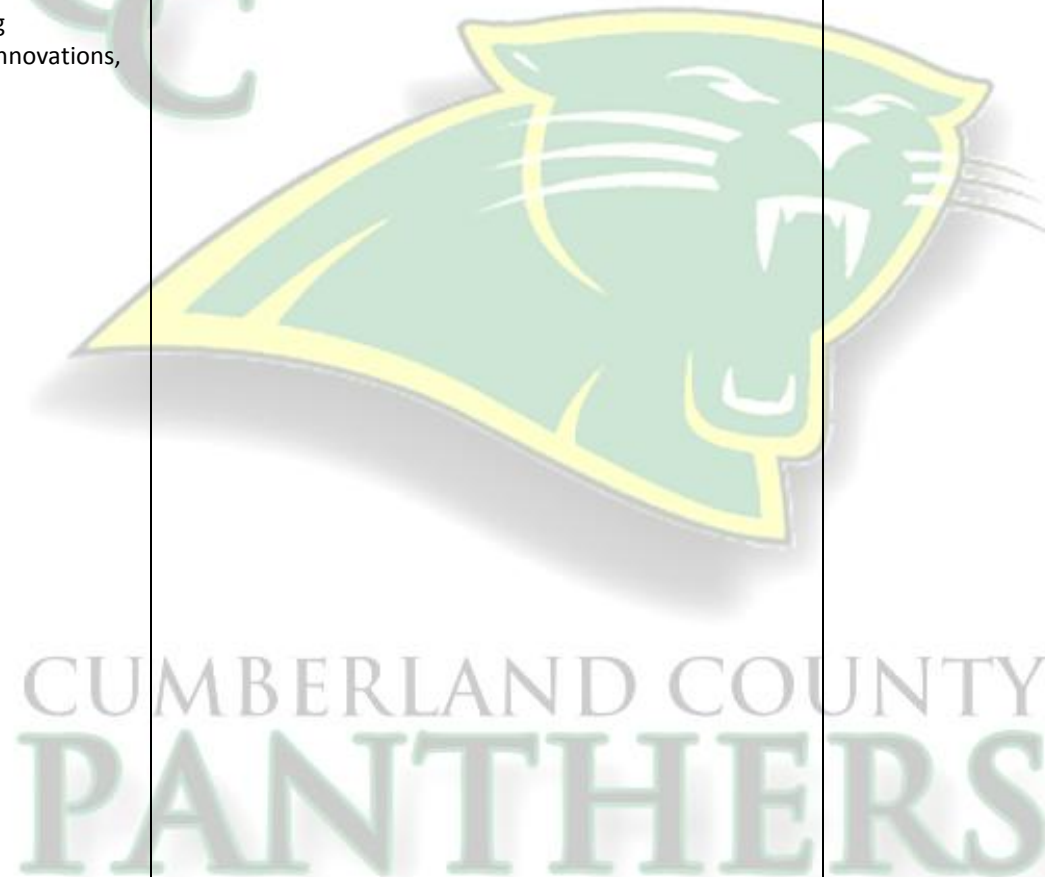
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>Unit 6 – Life in the Industrial Age SS-HS-5.3.3 Students will analyze how Age of Revolution brought about change in science, thought, government and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world</p> <p>SS-HS-4.4.2 Students will explain how human modifications to the physical environment (e.g., oil, water, land), and natural resources (e.g., global warming, destruction of rainforest, acid rain) in the modern world (1500 AD to the present) and United States (Reconstruction to the present).</p> <p>SS-HS-4.3.2 Students will explain how technology (e.g., computers, telecommunications) have facilitated the movement of goods,</p>	<p>Unit 6 – Life in the Industrial Age</p> <p>I can discuss the technological breakthroughs of the Industrial Age including advances in electrical power, transportation, and communication.</p> <p>I can discuss advances in science, medicine, and the social sciences which led to new theories about the natural world and human mind, an improved quality of life, and longer life spans.</p> <p>I can discuss growth and change in cities during the late 1800s and how education, leisure time activities, and the arts reflected those changing times.</p>	<p>Unit 6 – Life in the Industrial Age</p> <p>Bessemer Process Telegraph Radioactivity Pasteurization Anesthesia Urbanization Romanticism Realism Impressionism Michael Faraday Thomas Edison Henry Ford Wilbur and Orville Wright Samuel Morse Alexander Graham Bell Guglielmo Marconi Charles Darwin Marie and Pierre Curie William Wordsworth Ludwig van Beethoven Henrik Ibsen Leo Tolstoy</p>

services, and populations, increased economic interdependence at all levels and influenced development of centers of economic activity.

QC-US-B.2.a

Describe and evaluate the impacts of the first Industrial Revolution during the nineteenth century (e.g., the Lowell system, immigration, changing technologies, transportation innovations, ...)

Charles Dickens
Ivan Pavlov
Louis Pasteur
Sigmund Freud
Albert Einstein



<p>Unit 7 - The Beginnings of America QC-US-B.1.a Identify the reasons for colonization, evaluate its impacts, and analyze the success or failure of settlements in North America. QC-US-B.1.b Analyze religious development and its significance in colonial America (e.g., religious settlements, the Great Awakening). QC-US-B.1.c Describe significant aspects of the variety of social structures of colonial America. QC-US-B.1.d Compare the economies of the various colonies, and analyze the development and impact of indentured servitude and African slavery in North America (e.g., social, political, and economic) QC-US-B.1.e Explain the origins and development of colonial governments. QC-US-B.1.f Evaluate the influence of Enlightenment Ideas on the development of American government as embodied in the Declaration of Independence. QC-US-B.1.g Identify and evaluate the ideas and events that contributed to the outbreak of the American Revolution, and determine the key turning points of the war.</p> <p>The following standards are embedded</p>	<p>Unit 7 - The Beginnings of America I can discuss how diverse cultures existed in the Americas, Europe, and Africa before 1600. I can discuss how and why (ex. economic expansion and the desire to spread Catholicism) Spain began colonization of America, and later, England built a diverse group of colonies on the Atlantic seaboard for other reasons. I can discuss how the American colonies of England developed politically, religiously, socially, culturally, and economically (ex. the impact of indentured servitude and slavery on the colonial economies) as a result of the Enlightenment.</p>	<p>Unit 7 – The Beginnings of America Beringia Agricultural Revolution Maya Aztec Middle Ages Magna Carta Renaissance Reformation Christopher Columbus Columbian Exchange Viceroyalties Encomienda System Missionaries Fray Junipero Serra Roanoke Jamestown House of Burgesses Indentured Servants Puritans Mayflower Compact Mercantilism Navigation Acts Salutary Neglect Plantation Middle Passage Enlightenment Great Awakening Jonathan Edwards French and Indian War Proclamation of 1763</p>
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within each unit of the second half of this course and continually formatively assessed.

QC-US-A.1.a

Apply terms relevant to the content appropriately and accurately

QC-US-A.1.b

Identify and interpret types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding.

QC-US-A.1.c

Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps.

QC-US-A.1.d

Analyze the importance of context and point of view in historical interpretation (e.g. interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms.



Unit 8 – Forming a New Nation

<p>QC-US-B.1.f Evaluate the influence of Enlightenment Ideas on the development of American government as embodied in the Declaration of Independence.</p> <p>QC-US-B.1.g Identify and evaluate the ideas and events that contributed to the outbreak of the American Revolution, and determine the key turning points of the war.</p> <p>QC-US-B.1.h Identify the impetus for the Constitutional Convention (limitations of government under the Articles of Confederation) and analyze the events and outcomes of the Convention (i.e., the “bundle of compromises”)</p> <p>QC-US-B.1.i Interpret the ideas and principles expressed in the U.S. Constitution</p> <p>QC-US-B.1.j Explain the development of the Bill of Rights, and assess various debates of the day</p> <p>QC-US-B.1.k Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century.</p>	<p>Unit 8 – Forming a New Nation</p> <p>I can discuss how America declared independence from Great Britain in 1776 and won the Revolutionary War in 1783.</p> <p>I can discuss how, after the Revolution, American leaders (inspired by Enlightenment ideas) struggled to form a national government and eventually wrote the Constitution and Bill of Rights.</p> <p>I can discuss how, under presidents Washington, Adams, and Jefferson, the United States continued to shape its new government while facing both foreign and domestic challenges and western expansion.</p>	<p>Unit 8 – Forming a New Nation</p> <p>Stamp Act Boston Massacre Battle of Lexington Thomas Jefferson George Washington <i>Common Sense</i> Declaration of Independence Battle of Saratoga Battle of Yorktown Treaty of Paris Articles of Confederation James Madison Checks and Balances Legislative Branch Judicial Branch Executive Branch Federalists Antifederalists Ratification Bill of Rights Alexander Hamilton Democratic-Republicans Judiciary Act of 1789 Strict Constructionist Loose Constructionist Whisky Rebellion John Adams <i>Marbury v. Madison</i> Louisiana Purchase War of 1812</p>
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Benchmark Assessment 4

Instructional Timeline: 11 Instructional Units that correspond to the Learning Check schedule – Generally –
 Term 1 Units 1 and 2 - Benchmark 1
 Term 2 Units 3, 4, and 5 – Benchmark 2
 Term 3 Units 6, 7, and 8 – Benchmark 3
 Term 4 Units 9, 10, and 11 – Benchmark 4

Topic(s): World Civilization

Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>Unit 9 Developing a National Identity QC-US-B.1.k Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century. QC-US-B.1.l Analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century. QC-US-B.1.m Evaluate, take, and defend positions on the development of U.S. foreign policy during the early nineteenth century (e.g., Embargo Act, Monroe Doctrine) QC-US-B.2.a Describe and evaluate the impacts of the First Industrial Revolution during the nineteenth century (e.g., the Lowell system, immigration, changing technologies, transportation innovations) QC-US-B.2.b Identify and evaluate the major events and issues that promoted sectional</p>	<p>Unit 9 Developing a National Identity I can discuss how, in the early 1800s, feelings of nationalism grew as the nation grew (territorially, socially, economically, and technologically), although conflicts between different regions (and peoples) of the United States were emerging. I can discuss how the Reform Era led to some improvements in American society, as well as the beginning of the Women’s Movement and the Abolition Movement. I can discuss how, as the United States pushed westward, conflict erupted between Texas and Mexico and foreign policy was dominated by North American issues (Embargo Act, Monroe Doctrine),</p>	<p>Unit 9 Developing a National Identity James Monroe Monroe Doctrine Nationalism <i>McCulloch v. Maryland</i> Missouri Compromise Sectionalism Indian Removal Act Trail of Tears Second Bank of the United States Industrial Revolution Second Great Awakening Dorothea Dix Transcendentalism Know-Nothings Seneca Falls Convention Lucretia Mott Elizabeth Cady Stanton Underground Railroad Harriet Tubman Frederick Douglass Manifest Destiny Gold Rush</p>

<p>conflicts and strained national cohesiveness in the antebellum period. QC-US-B.2.c Identify significant religious, philosophical, and social reform movements of the nineteenth century and their impact on American society. QC-US-B.2.d Identify the major characteristics of the abolition movement in the antebellum period, its achievements, failures, and Southern opposition to it. QC-US-B.2.e Analyze the women's right and the suffrage movements and the impact of women on other reform movements in the antebellum period. QC-US-B.2.f Compare and contrast the economic, social, and cultural differences of the North and South during the Antebellum period.</p>	 <p>CUMBERLAND COUNTY PANTHERS</p>	<p>Oregon Treaty Stephen F. Austin Antonio Lopez de Santa Anna Alamo Sam Houston Mexican-American War Bear Flag Revolt Treaty of Guadalupe Hidalgo</p>
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Unit 10 – Civil War and Reconstruction – The Union in Crisis	Unit 10 – Civil War and Reconstruction – The Union in Crisis	Unit 10 – Civil War and Reconstruction – The Union in Crisis
<p>QC-US-B.2.b Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period.</p> <p>QC-US-B.2.d Identify the major characteristics of the abolition movement in the antebellum period, its achievements, failures, and Southern opposition to it.</p> <p>QC-US-B.2.e Analyze the women’s right and the suffrage movements and the impact of women on other reform movements in the antebellum period.</p> <p>QC-US-B.2.f Compare and contrast the economic, social, and cultural differences of the North and South during the Antebellum period.</p> <p>QC-US-B.3.a Identify and analyze the technological, social, and strategic aspects of the Civil War.</p> <p>QC-US-B.3.b Explain the influence of Abraham Lincoln’s philosophy of the Union and his executive actions and leadership on the course of the Civil War.</p> <p>QC-US-B.3.c Describe the basic provisions and immediate impact of the 13th, 14th, and 15th Amendments to the Constitution.</p> <p>QC-US-B.3.d Evaluate different Reconstruction plans and their social, economic, and political</p>	<p>I can discuss how, by 1850, the issues of slavery, female suffrage, and states’ rights dominated national politics, leading to sectional divisions and, finally, the secession of the southern states.</p> <p>I can discuss Lincoln’s philosophy of the Union and how the Civil War broke out following a Confederate attack on Fort Sumter, leading to widespread fighting, heavy casualties (due to new technologies), economic hardship for both sides, and the eventual defeat of the Confederacy.</p> <p>I can discuss how conflicting plans for dealing with the post-Civil War South had long-lasting effects on the American government (ex. passage of the 13th, 14th, and 15th Amendments) and the economy.</p>	<p>Compromise of 1850 Fugitive Slave Act Stephen A. Douglas Popular Sovereignty Kansas-Nebraska Act James Buchanan Abraham Lincoln Lincoln-Douglas Debates Jefferson Davis Confederate States of America Fort Sumter Robert E. Lee Battle of Bull Run Ulysses S. Grant Battle of Shiloh Battle of Antietam Emancipation Proclamation Battle of Chancellorsville Battle of Gettysburg Thirteenth Amendment Reconstruction Ku Klux Klan Civil Rights Act of 1866 Fourteenth Amendment Fifteenth Amendment Scalawag Carpetbagger Sharecropper Tenant Farming Liberal Republicans</p>

impact on the South and the rest of the United States.

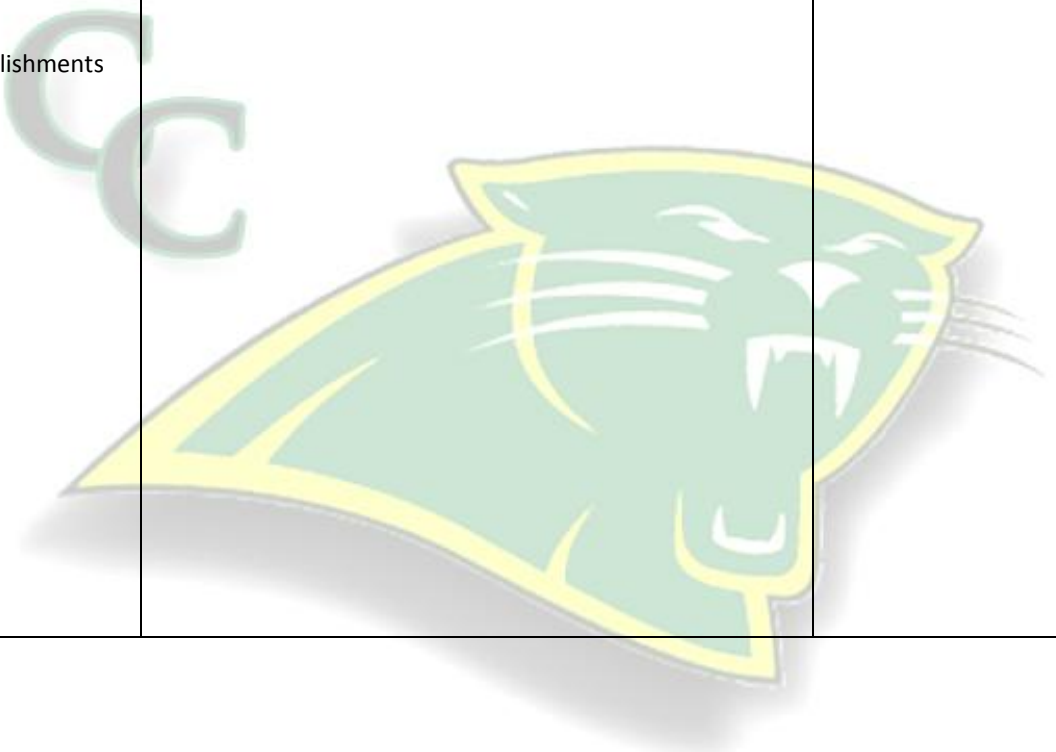
QC-US-B.3.e

Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole.



<p>Unit 11 – An Industrial Nation QC-US-B.3.e Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole. QC-US-C.1.a Evaluate the impact of new inventions and technologies of the late 19th century. QC-US-C.1.b Identify and evaluate the influences on business and industry in the late nineteenth and early twentieth centuries. QC-US-C.1.c Identify labor and workforce issues of the late nineteenth century, including perspectives of owners/managers and Social Darwinists. QC-US-C.1.d Explain the challenges and contributions of immigrants of the late nineteenth century. QC-US-C.1.e Explain the causes and impact of urbanization in the late nineteenth century. QC-US-C.1.f Compare and contrast the experiences of African Americans in various U.S. regions in the late nineteenth century. QC-US-C.1.g Identify and evaluate the influences on the development of the American West. QC-US-C.1.h Analyze significant events for Native American Indian tribes, and their responses to those events, in the late nineteenth century.</p>	<p>Unit 11 – An Industrial Nation I can discuss how Native Americans gradually lost their battle for their lands in the West and how settlers brought in new enterprises such as mining, ranching, and farming and related technologies. I can discuss how that during the late 1800s, new technology and inventions led to the growth of cities and industry, the rise of big business, and revolutions in transportation and communications as well as workplace issues such as organized labor, prejudice toward immigrants, and Social Darwinism. I can explain how a new wave of immigrants came to America in the Progressive Era and settled in rapidly changing cities, where they faced challenges such as corruption and discrimination (directed against both immigrants and African Americans) and made significant contributions to society.</p>	<p>Unit 11 – An Industrial Nation Sand Creek Massacre Battle of Little Big Horn Sitting Bull George Armstrong Custer Wounded Knee Massacre Chief Joseph Geronimo Dawes Act Chisholm Trail Homestead Act Entrepreneur Capitalism Laissez-Faire Social Darwinism John D. Rockefeller Andrew Carnegie Cornelius Vanderbilt George Pullman Sherman Anti-Trust Act Thomas Alva Edison Ellis Island Americanization Tenement Settlement House Jane Addams Social Gospel Populist Party Jim Crow Laws Lynching Booker T. Washington W. E. B. Dubois</p>
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QC-US-C.2.a
Identify and explain significant issues and components of the Populist movement and their impacts.
QC-US-C.2.b
Explain the origins and accomplishments of the Progressive Movement.



CUMBERLAND COUNTY
PANTHERS