

**Social Studies Curriculum  
U.S. History**

**Unit 1: Industrial Development of the United States (1870-1900)**

**1.1 Identify the events and impact of the westward movement.**

- A. Identify major post-Civil War agricultural areas on a map. **E**
- B. Trace the stages of America's growth through the analysis of maps and primary sources. **I**
- C. Trace the settlement and transition to statehood of the western territories. **I**
- D. Analyze the basic principles of Turner's frontier theses as related to the concept of Manifest Destiny. **I**

**1.2 Identify the impact of western movement on Native Americans.**

- A. Analyze the economic, social, and political impact of the permanent migration of farmers, merchants, and ranchers upon Native Americans in the West. **I**

**1.3 Understand the impact of industrial development on the United States.**

- A. Identify how 19<sup>th</sup> century warfare promoted the growth of industrialism (i.e. railroads, iron v. steel industry, textiles, coal, rubber, processed foods). **E**
- B. Identify the major urban areas of the United States on a map ( Northeast, Upper Midwest, Atlantic Coast, California). **E**
- C. Recognize technological and industrial advancements of the era (i.e. advancements in farming, mining, or ranching). **E**
- D. Match the innovators to their industrial and technological contributions ( i.e. Vanderbilt, Westinghouse, Carnegie, Pullman, Hershey, DuPont, Bell, Edison, Rockefeller, Swift, and Armour). **E**
- E. Compare and contrast the economic disparity of farmers, wage earners, immigrants, other racial and ethnic groups, and industrial capitalists. **E**
- F. Illustrate the differences between rural and urban economies. **I**
- G. Associate economic interests with their respective regions. **I**
- H. Analyze the theory of Social Darwinism and its application to society and politics from multiple perspectives. **I**
- I. Compare and contrast the points of view of the major leaders in industry and labor. **E**

**1.4 Understand the political issues and problems that affected the United States During the 19<sup>th</sup> century.**

- A. Analyze the impact of different forms of corruption and its consequences On American politics during the latter half of the century (i.e. Grant's Black Friday, Credit Mobilier, Whiskey Ring, Tammany Hall, the boss System, Garfield's assassination, Civil Service Reform, Granger Laws, Interstate Commerce Act). **E**

- B. Using historical investigation, identify the origins and impact of Populism. **I**
- C. Identify the effects of political patronage upon local, state, and national politics. **I**
- D. Interpret political cartoons that portray the controversial aspects of the Gilded Age (i.e. Populist reaction to politicians and/or tycoons, railroad development, westward expansion, Dawes Act, urban development). **E**

**1.5 Appreciate the diversity of various cultures and their influence on the United States.**

- A. Identify the patterns and causal factors that led to immigration to the United States (i.e. crop famines, California Gold Rush, European political and social unrest, religious freedom). **E**
- B. Compare and contrast the differences in assimilation of “old” vs. “new” immigrants (i.e. languages settlement patterns, education , employment, housing, Nativist reaction, geographic origin, religion). **E**
- C. Analyze the dynamics of late 19<sup>th</sup> century immigration and the growth of Nativism. **I**
- D. Analyze why America is a “nation of immigrants”. **I**
- E. Recognize the disparity between social and economic classes as reflected by primary source documents ( i.e. Booker T. Washington’s Atlanta Compromise, Carnegie’s Gospel of Wealth, Sojourner Truth’s “Ain’t I A Woman, Jane Addams’ Hull House Accounts, a sweatshop worker’s personal story). **E**
- F. Assess the effect of late 19<sup>th</sup> century technological innovation on the daily lives of American people ( i.e. electricity, indoor plumbing, communication, transportation). **E**

**Vocabulary:**  
**Nativism**  
**assimilation**

**Skills:**  
**analyzing primary sources**  
**interpreting political**  
**cartoons, maps, and charts**  
**sequencing**  
**summarizing**  
**similarities and differences**  
**cause and effect**

**Social Studies Curriculum  
U.S. History**

**Unit 2: Emergence of Modern America (1890-1920)**

**2.1 Investigate the role of the United States in world affairs.**

- A. Identify causes of American imperialism (i.e. raw materials, nationalism, militarism, Monroe Doctrine). **E**
- B. Identify consequences of American imperialism ( i.e. Spanish-American War, expanded trade, extractive economics, Panama Canal, the idea of a superior Anglo-Saxon culture, yellow journalism, military occupation). **E**
- C. Label the regions of American interest at the turn of the century. **I**
- D. Analyze the American isolationist position versus the interventionist arguments. **E**
- E. Compare the foreign policies of Roosevelt, Taft, and Wilson and explain their impact in the world arena. **E**

**2.2 Understand the social and political reforms and changes in America as a result of the Progressive Movement.**

- A. Summarize the goals of the Progressive Movement. **E**
- B. Recognize the progress of political and social reform in America during this era (i.e. women’s suffrage, regulation of food and drugs, initiative, referendum, and recall, protection of workers’ rights, anti-trust Supreme Court decisions, impact of Muckrakers). **E**
- C. Read and interpret a primary source document reflecting the social dynamics of the Progressive Era (i.e. Ida Tarbell, Upton Sinclair, Jacob Riis’ photographs and/or writings, Gifford Pinchot, Theodore Roosevelt). **E**
- D. Compare and contrast the philosophies of DuBois, Washington Carver, and Garvey. **E**
- E. Describe examples of anti-trust and reform legislation of Progressive era Presidents. **E**
- F. Evaluate the effectiveness of anti-trust policies on American business. **E**
- G. Design Progressive solutions to today’s social and political problems. **E**

**2.3 Examine the role of the United States in World War I.**

- A. Identify the causes of World War I: nationalism, imperialism, militarism, alliances. **E**
- B. Map the countries of Europe and their colonial possessions. **I**
- C. List the countries of the Allied and Central powers and those remaining neutral. **E**

- D. Identify the causes of American involvement in World War I ( i.e. security reasons, economic benefits, Wilsonian diplomacy, allied propaganda, sinking of the Lusitania, Zimmerman note). **E**
- E. Describe how location influenced military strategy during World War I. **I**
- F. Analyze the American isolationist position versus interventionist arguments. **E**
- G. Explain how the Treaty of Versailles conflicted with Wilson’s goals for world peace as set forth in the Fourteen Points. **E**
- H. Predict why the aftermath of World War I would lead to World War II. **E**

**Vocabulary:**

**reform**  
**isolationist**  
**imperialism**  
**annexation**  
**Progressivism**  
**Muckraker**  
**trust**  
**amendment**  
**belligerent**  
**alliance**  
**depression**  
**intervention**  
**treaty**

**Skills:**

**similarities and differences**  
**summarizing**  
**sequencing**  
**cause/effect**  
**analyzing primary sources**  
**interpreting political cartoons,**  
**maps, and charts**

**Social Studies Curriculum  
U.S. History**

**Unit 3: The Twenties and the Great Depression (1920-1941)**

**3.1 Understand the moral, social and cultural changes that occurred in the early 20<sup>th</sup> Century.**

- A. Recognize new trends, ideas and innovations of the 1920's popular culture (i.e. radio, automobile, phonograph, Prohibition, birth control, organized crime, sports). **E**
- B. Read and interpret primary source documents reflecting the social dynamics of the 1920's ( i.e. Harlem Renaissance, Lost Generation). **E**
- C. Describe the economy of the 1920's and analyze possible factors that led to its collapse in 1929 (i.e. overproduction of agriculture and industry, expansion of credit, financial speculation, crop failures, tariff barriers, laissez-faire). **E**
- D. Recognize the role of Tennessee in the women's suffrage movement (i.e. "the perfect 36", Anne Dallas Dudley, Harry Burn, Albert Roberts). **E**

**3.2 Understand the political, economic, and social climate of the U.S. during the Great Depression.**

- A. Recognize the cyclical patterns of a capitalist economy. **I**
- B. Recognize the negative patterns of an economic cycle (i.e. increase in unemployment, decrease of price levels, excess inventory, decrease in production, repossession, increase in business failure, bankruptcy). **E**
- C. Discuss the causes of the Great Depression. **E**
- D. Organize a timeline of Great Depression events. **I**
- E. Identify social and cultural changes caused by the Depression ( i.e. Hoovervilles, Bonus Army, migrations, the Dust Bowl, worldwide economic depression, Democratic victory in 1932, widespread poverty and unemployment, religious revivalism). **E**
- F. Contrast Hoover's economic policies with the New Deal. **I**
- G. Identify New Deal programs and initiatives ( i.e. Social Security, WPA, TVA, Indian Reorganization Act, FDIC, CCC, Wagner/Fair Labor Standards Act ). **E**
- H. Compare First and Second New Deal policies. **I**
- I. Recognize the effect of TVA on Tennessee and the nation (i.e. cheap electricity, creation of Oak Ridge). **E**
- J. Recognize the impact of the New Deal on political and judicial systems). **I**
- K. Compare how perception of government intervention versus individuality changed as a result of the Depression. **I**
- L. Assess the lasting impact of the New Deal. **I**
- M. Interpret a political cartoon involving the New Deal. **E**

**Vocabulary:**

**capitalism**  
**reform**  
**economic cycle**  
**migration**  
**intervention**  
**global interdependence**  
**overproduction**  
**tariff**  
**revivalism**  
**speculation**  
**buying on margin**  
**suffrage**  
**laissez-faire**

**Skills:**

**similarities and differences**  
**summarizing**  
**sequencing**  
**cause/effect**  
**analyzing primary sources**  
**interpreting political cartoons,**  
**charts, and graphs**

**Social Studies Curriculum  
U.S. History**

**Unit 4: World War II ( 1933-1945)**

**4.1 Understand the rise of totalitarianism, acts of aggression, and expansion prior to World War II.**

- A. Define totalitarianism, fascism, communism, nationalism, and Anti-Semitism. **E**
- B. Recognize the alliances that developed in Europe and Asia prior to World War II. **E**
- C. Locate the Allied and Axis powers on a map. **I**
- D. Describe Axis aggression in Europe, Asia, and Africa. **I**
- E. Explain the causes of World War II ( i.e. Treaty of Versailles, rise of fascism, failure of the League of Nations, Japanese imperialism, worldwide economic difficulties). **E**

**4.2 Identify the various theaters of War during World War II.**

- A. Explain the war strategy and its execution in the European theater. **I**
- B. Identify the impact of major battles in the European and Pacific theaters. **E**
- C. Explain the island hopping strategy of the Allied forces in the Pacific. **I**
- D. Evaluate the impact of the Manhattan Project ( i.e. creation of Oak Ridge, nuclear proliferation, espionage, ethical debates, medical experimentation, Hiroshima and Nagasaki). **E**

**4.3 Understand the economic impact of World War II (i.e. women in the workforce, movement to urban centers, minority employment, rationing, child care). **E****

- A. Analyze the financial, material, and human costs of the war and the economic consequences thereof. **I**
- B. Describe the effect of World War II on the Great Depression. **I**

**4.4 Understand the effects of World War II on society.**

- A. Describe how the war affected the American homefront. **I**
- B. Discuss the role of propaganda in mobilizing and promoting support for the war. **I**
- C. Discuss the impact of the war on human rights and civil liberties ( i.e. anti-Semitism, Holocaust, Japanese-American internment). **E**

**4.5 Recognize the effect of World War II on Tennessee ( i.e. the creation of Fort Campbell, Secretary of State Cordell Hull, Oak Ridge). **E****

**4.6 Interpret a timeline of the major events of World War II ( i.e. invasion of Poland, Battle of Britain, Pearl Harbor, Midway, Operation Torch, Barbarosa, D-Day, Battle of the Bulge, Battle of Berlin, V-E Day, Iwo Jima, Hiroshima, Nagasaki, V-J Day). E**

**Vocabulary:**

**totalitarianism**

**nuclear proliferation**

**Fascism**

**Communism**

**anti-Semitism**

**internment**

**ethical**

**civil liberties**

**rationing**

**Skills:**

**sequencing**

**summarizing**

**similarities/differences**

**cause/effect**

**analyzing primary sources**

**interpreting political cartoons,  
maps, and charts**

**Social Studies Curriculum  
U.S. History**

**Unit 5: Post World War II (1945-1970s)**

**5.1 Understand the causes, course, and effects of the Cold War.**

- A. Recognize the differences among the victorious Allied Powers in World War II ( i.e. governmental structure, military structure, rights of individuals). **E**
- B. Define and map the origins of Communism. **I**
- C. Identify countries threatened or dominated by Communism on a map. **E**
- D. Define America’s containment policy. **I**
- E. Identify areas associated with the containment policy after World War II ( i.e. Korea, Vietnam, Cuba, East and West Germany). **E**
- F. Assess the geographic impact on U.S. involvement in Vietnam and Korea. **I**
- G. Explain the significance of the Iron Curtain. **I**
- H. Assess the effectiveness of containment in Europe, the Middle East, and Asia. **I**
- I. Evaluate why certain geographic regions, including space, are vital to America interest. **I**
- J. Evaluate non-military solutions to Cold War conflicts ( i.e. Marshall Plan, Truman Doctrine, Berlin Airlift, Berlin Wall, NATO, Warsaw Pact). **E**
- K. Discuss the role of the UN in reducing international tensions and conflict. **I**
- L. Recognize the altered approach to foreign policy (i.e. Bay of Pigs, Brinkmanship, Cuban Missile Crisis, peaceful coexistence). **E**

**5.2 Understand the conflict between Cold War conformity and individual self-expression.**

- A. Distinguish between conformity and self-expression. **I**
- B. Explain how higher education challenged conformity. **I**
- C. Define McCarthyism. **E**
- D. Explain how the following events were symbolic of Cold War conflicts: Red Scare, Alger Hiss, Rosenbergs, Hollywood Ten, HUAC). **E**
- E. Assess the long term conflict between patriotism and free expression. **I**
- F. Recognize the domestic impact of the Cold War on American society ( i.e. McCarthyism, fear, conformity, highway system, consumerism). **E**
- G. Analyze Cold War documents ( i.e. Truman’s announcement of the dropping of the atomic bomb, Eisenhower’s farewell speech, Kennedy’s inaugural speech, Goldwater’s 1964 acceptance speech ). **E**

- 5.3 Understand how demobilization and conversion to a peacetime economy affected the U.S. I**
- A. Compare wartime and peacetime economies. I
  - B. Explain how the Cold War affected the peacetime economy. I
  - C. Prioritize factors that resulted in postwar economic stability. I
  - D. Understand how sustained growth led to an affluent society. I
  - E. Analyze the advantages and disadvantages of increased global trade and competition on the U.S. economy. E
- 5.4 Understand the impact of science and technology on post World War ii culture II (i.e. Space Race. Interstate highway system, medical advances, mass media, communication networks). E**
- 5.5 Trace the evolution of the space program from 1957 to the present. E**
- 5.6 Evaluate the evolution of American society following World War II. E**
- A. impact of the G.I. Bill
  - B. population booms
  - C. growth of the suburbs
  - D. technological changes in the home
  - E. role of women in the home
  - F. TV and media
  - G. Entertainment and sports
  - H. Religious revival (Billy Graham)
  - I. Consumerism
  - J. Change in education
- 5.7 Discuss the generational conflict that developed in American society (i.e. generation gap, counterculture, Beat Generation, Hippies). E**
- 5.8 Identify changes in the music industry brought about by Tennessee's influence (i.e. Grand Ole Opry, WSM, Nashville music publishing, Sun Records in Memphis, Elvis Presley). E**
- 5.9 Investigate the effects of desegregation, the Civil Rights Movement, and the 1960's on American society.**
- A. Identify social inequities in America following World War II ( i.e. racial desegregation, generational conflict, gender conflict, ethnic identification). E
  - B. Explain the impact of Supreme Court rulings in the area of Civil Rights ( i.e. Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Gideon v. Wainwright, Escobedo v. Illinois, Roe v. Wade). E
  - C. Identify significant events in the struggle for Civil Rights (i.e. Little Rock Central High, Montgomery Bus Boycott, Freedom Rider's Route, Birmingham

- Bombings, Nashville lunch counter sit-ins, MLK’s March on Washington speech, Civil Rights Acts of 1964 and 1968, Voting Rights Act of 1965, the Great Society, integration and bombing of Clinton High School, the Clinton 12). **E**
- D. Compare the ideologies and effectiveness of people and groups involved in the Civil Rights movement ( i.e. NAACP, CORE, SNCC,SCLC, Dixiecrats, Black Panthers, Martin Luther King, Jr., Strom Thurmond, Eugene “Bull” Connor, George Wallace, Albert Gore, Sr., Stokeley Carmichael, Malcolm X, Diane Nash, Betty Friedan, NOW, Gloria Steinam, Phyllis Schlafly). **E**

**5.10 Explain the impact of the Civil Rights movement on the women’s movement. I**

**5.11 Discuss the impact of the women’s movement on the culture of the 1960’s. I**

**5.12 Analyze why the Equal Rights Amendment was not ratified. I**

**5.13 Assess the successes and shortcomings of the Civil Rights movement, cite areas of inequity, and propose contemporary solutions. I**

**Vocabulary:**

**containment  
McCarthyism  
globalization  
Space Race  
consumerism  
conformity  
civil rights  
affirmative action  
racism**

**Skills:**

**sequencing  
summarizing  
similarities/differences  
cause/effect  
analyzing primary sources  
interpret political cartoons, maps,  
and charts**

**Social Studies Curriculum  
U.S. History**

**Unit 6: Contemporary United States ( 1968-2000)**

**6.1 Investigate the impact of political turmoil on American attitudes toward governance since 1968.**

- A. Investigate economic trends from the Nixon administration to the present. **I**
- B. Recognize the key players of the Watergate scandal and their various roles ( i.e. administration, investigators, media). **E**
- C. Recognize the impact of Watergate on American politics. **E**
- D. Compare and contrast the Ford, Carter, Reagan, George H. W. Bush, and Clinton administrations as to their respective policies (i.e. economic, domestic budgets, foreign policies, ethics, generational values). **E**
- E. Discuss the impact of generational differences on issues such as social security, health care, and the budget deficit. **I**

**6.2 Understand the causes, course, and effects of the Vietnam War at home and abroad.**

- A. Use a timeline to identify American interests and participation in Southeast Asia since World War II. **E**
- B. Evaluate the ongoing influence of the Vietnam War on United States foreign policy. **I**

**6.3 Recognize the scientific and technological advances that have influenced American culture.**

- A. Match the innovators or entrepreneurs of the “new economy” with their inventions (i.e. Sam Walton, Michael Dell, Ray Kroc, Lee Iacocca, Donald Trump, Bill Gates, Steve Jobs, Jeff Bezos, Fred Smith, Ted Turner). **E**
- B. Recall prior cultural advances that occurred as a result of invention and innovation. **I**
- C. Explain the influence of modern media ( i.e. the internet) on American lifestyles. **I**

**6.4 Understand the implications of a changing American society.**

- A. Review prior American migration and immigration patterns. **I**
- B. Discuss the challenges presented to the American family by contemporary society. **I**
- C. Discuss population shifts from urban to suburban and the migration from the Rust Belt to the Sun Belt. **I**

**6.5 Identify areas in the world since 1968 where U.S. commercial and security interests were involved ( i.e. Middle East, Central America, Balkans, Africa). I**

**6.6 Discuss the impact of terrorism on American society. I**

**6.7 Analyze the impact of hemispheric issues on America's course in the 21<sup>st</sup> century. I**

**6.8 Analyze the advantages of increased global trade and competition on the U.S. economy ( i.e. NAFTA, import quotas, free trade agreements). E**

**Vocabulary:**

**entrepreneurs**

**Watergate**

**NAFTA**

**free trade**

**national deficit**

**terrorism**

**immigration**

**quotas**

**Skills:**

**sequencing**

**summarizing**

**similarities/differences**

**cause/effect**

**analyze primary sources**

**interpret political cartoons, maps,  
and charts**