### Reporting Category #1 - The Rise of Industrial America and the Progressive Era (1877 -1920)

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Major Ideas</th>
<th>State Wide Dual Credit Standards</th>
<th>TN Revised State Standards</th>
<th>Duration (days)</th>
<th>%</th>
</tr>
</thead>
</table>
| Reconstruction effects in TN and the United States | End of Reconstruction (1876 Election), Jim Crow Laws, Disenfranchisement, Exodusters, Tennessee Constitutional Convention of 1870 | 1. New South -  
a. Identify the role that the Ku Klux Klan and the Redeemers played in voter intimidation during national elections from 1868 to 1876.  
b. Assess how/why the Compromise of 1877 led to the return of one-party Democratic Party rule in the South and the subsequent rise of the Redeemer State Governments.  
d. Explain how/why Sharecropping became the dominant form of agricultural labor in the post Civil War South.  
e. Explain the rise of the New South Mill Economy including discussion of southern boosters, the plight of poor whites and blacks, the collapse of the southern economy following the Civil War, and northern investment in southern industries. | US.03 - Explain the impact of the Compromise of 1877, including: Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin "Pap" Singleton and the Exodusters, and *Plessy v. Ferguson* decisions. | 29 | 24% |


**Recommended Constructed Response topics:**

II. Explanation of the significant individual roles during the Progressive Era  
III. Explanation of the events leading to the U.S. involvement in World War I. Include in your argument a counter claim against intervention.

Rubrics can be found at [https://www.tn.gov/content/dam/tn/education/documents/tnready_us_history_writing_rubric.pdf](https://www.tn.gov/content/dam/tn/education/documents/tnready_us_history_writing_rubric.pdf)

Authors: Drew Norman and Nick Deschamps
## Westward Movement and its impact on multiple groups


2. West
   a. Identify key themes of westward movement and expansion after the Civil War, such as: Exodusters, cattle ranchers, railroads, Homestead Act, Peace Policy and Reservation movement, and use of the US army.
   b. Explain the cross-cultural encounters of the West as multifaceted and multiethnic, recognizing the roles and perspectives of different races, genders, classes, and cultures.
   c. Discuss the destruction of native peoples, recognizing that native peoples were separate tribes and could be allies or enemies or both to the US army, the near extermination of the buffalo, and the reservation system versus nomadic or semi-nomadic cultures.
   d. Identify key battles and treaties.
   e. Assess the post-Civil War western movement and encounters as part of a longer history that dates back to the nineteenth century, and the implications into the twentieth and twenty-first century native rights movements.
   f. Identify the environmental impacts of post-Civil War westward expansion.
   g. Evaluate the gender impact of westward expansion on ideas of American masculinity and femininity, i.e. cowboy myth

<table>
<thead>
<tr>
<th>Common Formative Assessment #1 (1 Day Testing &amp; Feedback)</th>
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</thead>
<tbody>
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<td>Key Concept</td>
</tr>
</tbody>
</table>

Authors: Drew Norman and Nick Deschamps
### Industrialism and its effects

Inventors and Industrial leaders, Migration patterns, Rural to Urban, Regional specialization, New Immigration and their impact

3. Industrialization:
   a. Identify the origins and extending socio-economic impacts of the following mid to late nineteenth century inventions: Electricity; Automobiles; Barbed wire; Bessemer steel process; North American mining operations; Oil drilling and refinement; “Standard Time”; Telephone; Typewriter.
   b. Assess the impact of the railroad on the American society and economy in the 19th c.
   c. Compare and contrast commercial farming and urban factories.
   d. Identify how and why the rise of consumerism impacted the development of the “Domestic Sphere.”
   e. Qualify and quantify domestic and international sources of cheap labor in the nineteenth century.
   f. Identify the rise of major corporations, industrialist capitalists and their methods (horizontal and vertical integration) and their impact on capitalist competition.
   g. Discuss the concept of industrial mass production

4. Immigration:
   a. Identify the social, economic and political, and technological factors that resulted in the emigration of peoples from their native countries and immigration to the United States in the late nineteenth and early twentieth century.
   b. Compare and contrast the sources of early immigration and that of late immigration in the 19th century.
   c. Assess the impact of immigrants on the growth of industry (i.e. railroads, mining) and on the economy in general in the late nineteenth and early twentieth century.
   d. Identify the contributions of diverse immigrant groups (i.e. Chinese, Italians) to the evolving American popular culture in the late nineteenth and early twentieth century.
   e. Describe the particular hardships and discrimination (nativism) that immigrants faced in this period.

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Authors: Drew Norman and Nick Deschamps
| Urbanization | The rise of cities and its effect on the American way of life. | 5. Urbanization:  
- Identify the impact of urbanization upon rural families and communities.  
- Analyze the interconnection between the rise of industrialization, wage labor, urbanization and the rise of entertainment, leisure, and public spaces.  
- Compare and contrast urbanization and demographic patterns in urban and rural settings.  
- Identify the motives for formation of ethnic communities among first generation internal and international migration groups.  
- Recognize the causes of "urban" diseases, environmental issues, their impact upon class and race relations, and early responses.  
- Examine methods of "ethnic assimilation" and "ethnic exclusion" in urban areas during the late nineteenth and early twentieth centuries.  
- Identify how and why economic classes separated geographically in the late nineteenth and early twentieth-century U.S. urbanization. | U.S. 06 - Locate the following major industrial centers, and describe how industrialization influenced the movement of people from rural to urban areas: Boston, Chicago, New York City, Pittsburgh, San Francisco | 1 |
| Gilded Age: Problems and philosophies | Gilded Age corruption, powerful trusts, monopolies, currency, living and working conditions, labor movements | 4. Industrialization h. Identify major labor unions and examples of negotiation and resistance (socialism, anarchism). 6. Gilded Age a. Identify the origins of the term “Gilded Age” to describe the period of American history in the late nineteenth century. b. Explain why the term “Robber Barons” and “Captains of Industry” came to be applied to describe leading businessmen of this period (i.e. Rockefeller, Carnegie, Morgan, Vanderbilt, Gould) and how they responded to criticism. c. Describe major scandals of the Gilded Age (i.e. Whiskey Ring, Credit Mobilier, the Gold Ring) and various responses. d. Compare and contrast the membership and the common political practices of the two major parties from the end of the Civil War through the election of 1892. e. Explain the origins and assess the impact of political machines (i.e. Tammany Hall) in the Gilded Age. | U.S. 04 - Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Boss Tweed, Thomas Nast, Credit Mobilier, Spoils system and President James A. Garfield’s assassination, Pendleton Act, Interstate Commerce Act U.S. 11 - Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), the unjust use of prison labor (e.g., Coal Creek labor saga), and the responses of management and government. U.S. 12 - Describe the rise of trusts and monopolies, their impact on consumers and workers, and the government’s response, including the Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914. U.S. 13 - Describe working conditions in industries during this era, including the use of labor by women and children. |

|  |  | U.S. 04 - Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Boss Tweed, Thomas Nast, Credit Mobilier, Spoils system and President James A. Garfield’s assassination, Pendleton Act, Interstate Commerce Act U.S. 11 - Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), the unjust use of prison labor (e.g., Coal Creek labor saga), and the responses of management and government. U.S. 12 - Describe the rise of trusts and monopolies, their impact on consumers and workers, and the government’s response, including the Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914. U.S. 13 - Describe working conditions in industries during this era, including the use of labor by women and children. |  |

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| Progressive Era: Solving the problems of the Gilded Age | Populism and the Grange movement, labor unions, progressive amendments and political changes | 9. The Progressive Era  
- Define the term Muckraker and identify the importance of significant individuals, i.e. Jacob Riis, Ida Tarbell, and Lincoln Steffens.  
- Explain why the Progressives wanted to improve society, including Settlement Houses, Rise of Social Work, Rise of the Experts and Professions.  
- Evaluate the rise of the women’s movement during the 1900s through social and political activism and how this aided in the creation of the Nineteenth Amendment and other legislation.  
- Describe how Progressives restructured politics at the local and state levels, including the Wisconsin Idea (Robert La Follette), Initiative, Referendum, Recall, and Direct Primary.  
- Evaluate the Progressive crusades to bring order and reform to American society through temperance, eugenics, social justice, and conservation versus preservation. | U.S. 8 - Explain the concepts of social Darwinism and the Social Gospel.  
U.S. 10 - Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads.  
U.S. 11 - Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), the unjust use of prison labor (e.g., Coal Creek labor saga), and the responses of management and government.  
U.S. 14 - Explain the roles played by muckrakers and progressive idealists, including: Robert M. La Follette, Sr., President Theodore Roosevelt, Upton Sinclair, Lincoln Steffens, Ida Tarbell.  
U.S. 15 - Analyze the goals and achievements of the Progressive movement, including: Adoption of the initiative, referendum, and recall, Adoption of the primary system, 16th Amendment, 17th Amendment, 18th Amendment.  
U.S. 18 - Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the “Perfect 36”. | 2 |
- Compare and contrast Roosevelt’s, Taft’s, Wilson’s domestic policies, including the Square Deal and New Freedom. | U.S. 14 - Explain the roles played by muckrakers and progressive idealists, including: Robert M. La Follette, Sr., President Theodore Roosevelt, Upton Sinclair, Lincoln Steffens, Ida Tarbell.  
U.S. 15 - Analyze the significant progressive achievements during President Theodore Roosevelt’s administration, including: Square Deal, “Trust-busting”, Pure Food and Drug Act, Meat Inspection Act, Support for conservation.  
U.S. 16 - Analyze the significant progressive achievements during President Woodrow Wilson’s administration, including: the New Freedom, the Federal Reserve Act, and the creation of the National Park Service. | 3 |

Common Formative Assessment #3 (1 Days - Testing & Feedback)

Authors: Drew Norman and Nick Deschamps
## Imperialism: Causes, Consequences, Presidential policies

### Causes of imperialism, areas of U.S. interest, Spanish-American War, diplomatic policies

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Major Ideas</th>
<th>State Wide Dual Credit Standards</th>
<th>Rev. Standard</th>
<th>Duration (days)</th>
<th>%</th>
</tr>
</thead>
</table>

**Benchmark Assessment #1 - Cumulative Assessment (2 Days - Testing & Feedback)**

- Recommend State Readings: "The March of the Flag" - Albert Beveridge, "The Fourteen Points" - Woodrow Wilson, "Anti-Imperialism Writings" - Mark Twain

**Common Formative Assessment # 4 (1 Days Testing & Feedback)**

Authors: Drew Norman and Nick Deschamps
World War I: Neutrality to interventions and Effects

Causes of WWI, reasons for intervention, trench warfare, technological advancements, individuals, the American homefront, Schenck vs. the US, the Fourteen Point plan, Treaty of Versailles, the Senate’s reaction

10. World War I
   a. Identify the causes behind the outbreak of World War I, including nationalism and imperialism, and describe the new technology of warfare leading to stalemate.
   b. Understand the events leading up to and the entry of the United States’ into WWI.
   c. Assess how the Wilson administration mobilized the home front and how mobilization efforts shaped American society.
   d. Evaluate President Wilson’s efforts to promote his plans for a peaceful world order as outlined in his Fourteen Points and the success/failures of the Treaty of Versailles.
   e. Analyze the consequences of the War at home and abroad, including women’s rights movement, Great Migration, and civil liberties.

U.S. 23 - Explain the causes of World War I and the reasons for the initial declaration of U.S. neutrality
U.S. 24 - Explain the reasons for American entry into World War I, including: the use of unrestricted submarine warfare, the Zimmerman Telegram, the defense of democracy, and economic motivations.
U.S. 25 - Identify and explain the impact of the following on World War I: Trench warfare, Use of new weapons and technology, Harlem Hell Fighters, Herbert Hoover, John J. Pershing, Alvin C. York
U.S. 26 - Analyze the political, economic, and social ramifications of World War I on the home front, including: Role played by women and minorities, Voluntary rationing, Committee on Public Information, Opposition by conscientious objectors, Schenck v. United States decision
U.S. 27 - Analyze the significance of President Woodrow Wilson’s Fourteen Points, the causes and effects of the U.S. rejection of the League of Nations, and the subsequent impact on world politics.

Common Formative Assessment #5 (1 Days - Testing & Feedback)

<table>
<thead>
<tr>
<th>Key Concept</th>
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</thead>
<tbody>
<tr>
<td>Reporting Category #2 - The 1920’s and the Great Depression (1920 - 1940)</td>
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<td></td>
<td></td>
<td>15</td>
<td>29%</td>
</tr>
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</table>

Recommended Constructed Response topics:
VII. Analyze the contributions of Tennessee in the development of the history of the United States.

Authors: Drew Norman and Nick Deschamps
<table>
<thead>
<tr>
<th>1920's: Mass Production and Media</th>
<th>Growth of the entertainment industry, mass production, technological advancements, and consumer products</th>
</tr>
</thead>
</table>
|                                  | 11. 1920s  
 | a. Understand the major social, cultural, economic, and political themes of the 1920s.  
 | b. Discuss how the music, art, literature, and philosophies of the Harlem Renaissance helped form African American identity.  
 | c. Examine the ways in which WWI helped lead to new trends in literature, music, and art in the 1920s. |

| 2 |

U.S. 29 - Describe the growth and effects that radio and movies played in the emergence of popular culture as epitomized by celebrities such as Charlie Chaplin, Charles Lindbergh, and Babe Ruth.
U.S. 30 - Examine the growth and popularity of country and blues music, including the rise of: the Grand Ole Opry, W.C. Handy, and Bessie Smith. (T.C.A. § 49-6-1006)
U.S. 31 - Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity.
U.S. 32 - Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society.
U.S. 38 Analyze the changes in the economy and culture of the U.S. as a result of credit expansion, consumerism, and financial speculation.

Authors: Drew Norman and Nick Deschamps
### Key Concept

1920's: Social, Political, and Cultural Issues

- Traditionalism vs. Modernism, Prohibition, Nativist reactions, political changes, effects on minorities, Scopes trial, Harlem Renaissance, and the Lost Generation

#### Major Ideas

- **11. 1920s**
  - d. Identify the international and domestic events, interests, and philosophies that prompted concerns regarding civil liberties, including the Red Scare, Palmer Raids, Fundamentalism, Marcus Garvey's "back-to-Africa movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
  - e. Discuss the impact of the nineteenth amendment and the changing roles for women in the 1920s.
  - f. Compare and contrast the domestic policies of Presidents Warren G. Harding, Calvin Coolidge, and Herbert Hoover.
  - g. Examine the effects the passage of the eighteenth amendment had on social, cultural, political, and economic areas in the 1920s.
  - h. Analyze the rise of the Consumer Culture and its economic and political ramifications.

- **U.S. 28** - Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (T.C.A. § 49-6-1006)
- **U.S. 32** - Describe the Harlem Renaissance, its impact, and important figures, including (T.C.A. § 49-61006): Louis Armstrong, Duke Ellington, Langston Hughes, Zora Neale Hurston
- **U.S. 33** - Describe changes in the social and economic status of women during this era, including: flappers, birth control, clerical and office jobs, and the rise of women’s colleges.
- **U.S. 35** - Examine challenges related to civil liberties and racial/ethnic tensions during this era, including (T.C.A. § 49-6-1006): First Red Scare, Immigration Quota Acts of the 1920s, Resurgence of the Ku Klux Klan, Efforts of Ida B. Wells, Emergence of Garveyism, Rise of the NAACP
- **U.S. 36** - Describe the Scopes Trial of 1925, including: the major figures, two sides of the controversy, the outcome, and legacy.
- **U.S. 37** - Describe the impacts of Prohibition on American society, including: the rise of organized crime, bootlegging, and speakeasies

#### State Wide Dual Credit Standards

<table>
<thead>
<tr>
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</thead>
</table>
| Recommend State Readings: “Rugged Individualism” - Herbert Hoover, “First Inaugural Address” - Franklin Roosevelt

**Authors:** Drew Norman and Nick Deschamps
<table>
<thead>
<tr>
<th>The Great Depression</th>
<th>Causes, the Stock Market crash, Effects, Hoover's policies, the Bonus Army, and the Dust Bowl</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Great Depression/New Deal</td>
<td>a. Analyze the various causes of the Great Depression, including: Bank failures, Buying on margin, Crash of the stock market, Excess consumerism, High tariffs, Laissez-faire politics, Overextension of credit, Overproduction in agriculture and manufacturing, Rising unemployment.</td>
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<td>b. Compare and contrast the actions and approaches of President Hoover and President Franklin D. Roosevelt to combat the economic depression.</td>
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<td>c. Discuss the human toll (race, class and gender) of the Depression and Dust Bowl and their effects on the depopulation of rural regions.</td>
</tr>
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</table>

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<thead>
<tr>
<th>FDR and the New Deal</th>
<th>New Deal Organizations, Cumberland homesteads, critics of the New Deal, and the Court packing plan</th>
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<tbody>
<tr>
<td>12. Great Depression/New Deal</td>
<td>c. Identify and explain the first New Deal program and assess their social and economic impact, i.e. EBA, TVA, Glass-Steagall Act, CCC, AAA, NIRA.</td>
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<tr>
<td></td>
<td>d. Identify and explain the second New Deal program and assess their social and economic impact, i.e. WPA, SSA, FDIC, FLSA, Wagner Act, SEC.</td>
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<td></td>
<td>e. Evaluate the successes and criticisms to Roosevelt’s domestic and international leadership, including the role of Huey Long, Socialism charges, the Townsend Plan, Father Coughlin, the “court packing bill,” and the Neutrality Acts.</td>
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</table>

**U.S. 39 - Analyze the causes of the Great Depression, including: Bank failures, Buying on margin, Crash of the stock market, Excess consumerism, High tariffs, Laissez-faire politics, Overextension of credit, Overproduction in agriculture and manufacturing, Rising unemployment.**

**U.S. 40 - Analyze the causes of the Dust Bowl, and explain the social, geographic, and economic impacts.**

**U.S. 41 - Describe the impact of the Great Depression on the American people, including: mass unemployment, migration, and Hoovervilles.**

**U.S. 42 - Describe the steps taken by President Herbert Hoover to address the depression, including his: philosophy of “Rugged Individualism”, public works projects, the Reconstruction Finance Corporation, and response to the “Bonus Army”.**

**U.S. 43 - Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt’s New Deal programs, including: Agricultural Adjustment Act, Civilian Conservation Corps, Fair Labor Standards Act, Federal Deposit Insurance Corporation, National Recovery Administration, Securities and Exchange Commission, Social Security, Tennessee Valley Authority, Works Progress Administration.**

**U.S. 44 - Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and President Franklin D. Roosevelt’s “court packing” attempt.**

Common Formative Assessment #7 (1 days Testing & Feedback)

Benchmark Assessment #2 - Cumulative Assessment (2 days testing & Feedback)

Reporting Category #3 - U.S. Policy between the Wars, World War II, and the Cold War (1921 - 1975) 17 28%


Authors: Drew Norman and Nick Deschamps
Recommended Constructed Response topics:

**VI.** Explain the impact of World War II on the social and economic issues of the United States.

**VIII.** Evaluate the lasting impact of World War II on the World.

<table>
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a. Understand and identify key causes of World War II and the motivations of totalitarian powers such as Japan, Italy, and Germany.  
b. Evaluate how President Franklin D. Roosevelt and Congress responded to the political unrest and outbreak of hostilities in Europe and Asia between 1933-1941. | U.S. 45 - Explain the rise and spread of fascism, communism, and totalitarianism internationally.  
U.S. 46 - Explain President Franklin D. Roosevelt’s response to world crises, including: the Quarantine Speech, the Four Freedoms speech, the Atlantic Charter, and the Lend-Lease Act.  
U.S. 48 - Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. | 2 | |

Authors: Drew Norman and Nick Deschamps
### World War II: Key People and Events

Maps and strategies, Key leaders, and the creation of the United Nations

| U.S. 49 - Identify the roles and the significant actions of the following individuals in World War II: Winston Churchill, Dwight D. Eisenhower, Adolf Hitler, Douglas MacArthur, George C. Marshall, Benito Mussolini, President Franklin D. Roosevelt, Joseph Stalin, Hideki Tojo, President Harry S. Truman |
| U.S. 50 - Explain the role of geographic and military factors on the outcomes of battles in the Pacific and European theaters of war, including the Battles of Midway, Iwo Jima, Okinawa, and D-Day |
| U.S. 55 - Describe the war’s impact on the home front, including: Rationing, Bond drives, Propaganda, Movement to cities and industrial centers, Bracero program, Conversion of factories for wartime production, Location of prisoner of war camps in Tennessee |
| U.S. 57 - Explain the major outcomes of the Yalta and Potsdam Conferences |
| U.S. 58 - Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull |

Authors: Drew Norman and Nick Deschamps
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<th>Common Formative Assessment #8 (1 day Testing &amp; Feedback)</th>
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**World War II: Social Changes and Technological Advancements**

- The role of women, Bracero program, rationing and bond drives, migration, technology and medical advancements, and the Manhattan project

13. World War II
   - c. Analyze the effects of the Second World War on laborers, women, and minority groups.
   - d. Describe the origins and the course of the Holocaust and explain the United States' varied response.

**US. 47** - Analyze the response of the U.S. to the plight of European Jews before the start of the war, the U.S. liberation of concentration camps during the war, and the immigration of Holocaust survivors after the war.

**US. 52** - Examine and explain the entry of large numbers of women into the workforce and armed forces during World War II and the subsequent impact on American society.

**US. 53** - Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman. (T.C.A. § 49-6-1006)

**US. 54** - Describe the constitutional issues and impact of the internment of Japanese Americans on the U.S., including the Fred Korematsu v. United States of America decision.

**US. 56** - Describe the Manhattan Project, and explain the rationale for using the atomic bomb to end the war.

**Authors:** Drew Norman and Nick Deschamps

**Recommend State Readings:** "Farwell Address" Dwight D. Eisenhower, "Rice University Address" - John F. Kennedy, "1961 Inaugural Address" - John F. Kennedy, "The Sources of Soviet Conduct" - George Kennan
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<tr>
<td>The Cold War: Containment, Areas of Intervention, and the Red Scare</td>
<td>origins of competition, presidential policies, the Red Scare, McCarthyism, Korean War, and the 38th parallel</td>
<td>14. Cold War &lt;br&gt; a. Identify the escalation of tensions and the development of open hostility at the wartime conferences among the Big Three. &lt;br&gt; b. Describe and weigh the elements of the Cold War, including military realities, ideology, and long-term national identities of the participants &lt;br&gt; c. Compare the economic and political situations in Europe immediately after WWII that contributed to the Cold War. &lt;br&gt; g. Define and provide examples of &quot;Containment&quot; in action from 1945-1990. &lt;br&gt; b. Identify the causes of the fear of communism (i.e. McCarthyism) and the political, social and cultural results of this fear.</td>
<td>US. 59. - Describe the competition between the U.S. and the Soviet Union in arms development, economic dominance, and ideology, including the roles of NATO, SEATO, and the Warsaw Pact. &lt;br&gt; U.S.60 - Explain the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift. &lt;br&gt; U.S. 61 - Analyze the causes and effects of the Second Red Scare, including: Americans’ attitudes toward McCarthyism, blacklisting, and Julius and Ethel Rosenberg, &lt;br&gt; U.S. 62 - Describe the causes, course, and consequences of the Korean War, including: Domino theory, 38th parallel, Battle of Ichon, Entry of the communist Chines, Final disposition of the Koreans</td>
<td>3</td>
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</table>

Authors: Drew Norman and Nick Deschamps
| The Cold War: Brinkmanship, Cuba, and Vietnam | The effects of Nuclear arms, foreign diplomacy between the U.S. and Cuba, the Vietnam War, presidential policies effecting the war, impact on the homefront, the Draft, and Protest | 14. Cold War a. Identify the escalation of tensions and the development of open hostility at the wartime conferences among the Big Three. b. Describe and weigh the elements of the Cold War, including military realities, ideology, and long-term national identities of the participants. c. Analyze the Cold War era complexities in Asia, Africa, and Latin America related to decolonization. d. Compare and contrast the ways that the United States and the Soviet Union fought the Cold War. e. Analyze the long-term effects of the Cold War on the political, social, and economic realities of developed and developing nations. f. Define and provide examples of “Containment” in action from 1945-1990. | US. 63 - Explain Cold War policies during President Dwight D. Eisenhower’s administration, including brinksmanship and “peaceful coexistence”. U.S. 64 - Explain the fears of Americans surrounding nuclear holocaust and debates over stockpiling and the use of nuclear weapons, including: Atomic testing, Civil defense, Fallout shelters, Impact of Sputnik, Mutual assured destruction, U.S. 65 - Describe the relationship between Cuba and the U.S., including the Bay of Pigs Invasion and Cuban Missile Crisis U.S. 66 - Describe the causes, course, and consequences of the Vietnam War, including: Geneva Accords, Gulf of Tonkin Resolution, Tet Offensive, Vietnamization, Ho Chi Minh, Bombing of Cambodia, Napalm and Agent Orange, U.S. 67 - Compare the policies and practices of Presidents John F. Kennedy, Lyndon Johnson, and Richard Nixon and their impacts on the continuation of the Vietnam War. U.S., 68 - Evaluate the impact of the Vietnam War on the home front, including: the anti-war movement, draft by lottery, and the role of television and the media U.S. 69 - Describe the competition between the U.S. and Soviet Union for superiority in space | 3 | 26 | 19% |

Common Formative Assessment #9 (1 Day Testing & Feedback)

Benchmark Assessment #3 - Cumulative Assessment (2 Days Testing & Feedback)

Reporting Category #4 - The Post War Years to Contemporary United States (1945 - the Present)
## The Economic development of the United States in the Post-World War II Era

**Consumerism, White-Collar Jobs, Suburban Ideal, G.I. Bill, Technology including medicine, agriculture, highways, development of labor unions**

15. The Affluent Era/ 1950s
   a. Describe the various economic reasons that revived the U.S. economy during the 1950s

US. 71 - Analyze the impact of prosperity and consumerism in the 1950s, including: the growth of white-collar jobs, the “suburban ideal”, the impact of the G.I. Bill, and the increased reliance on foreign oil.

US. 73 - Describe domestic developments during President Dwight D. Eisenhower’s administration, including advances in medicine and the creation of the Interstate Highway System.

US. 74 - Describe the growing influence of the automobile on American society, including the growth of: suburbia, fast food chains, and the hotel industry.

### Duration (days) | %
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2 |  

## Post War Cultural development

**Baby-boom, Television and mass media, youth culture, Music in TN**

15. The Affluent Era/ 1950s
   c. Analyze the cultural and social push for conformity of the 1950’s, i.e. the rise of television, suburbia, and the rejection of that conformity, i.e. rock ’n roll, beatniks.

US. 72 - Explain the impact of the baby boomer generation on the American economy and culture.

US. 75 - Analyze the increasing impact of television and mass media on the American home, politics, and economy.

US. 76 - Describe the emergence of a youth culture, including beatniks and the progression of popular music (from swing to rhythm and blues to rock ’n roll), and the impact of Tennessee on the music industry, including the influence of B.B. King, Elvis Presley, Stax Records, and Sun Studio. (T.C.A. § 49-6-1006)

### Duration (days) | %
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## Key Concept

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<tr>
<th>Major Ideas</th>
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<td>State Wide Dual Credit Standards</td>
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<td>Rev. Standard</td>
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## Presidential Policies (Part I)

**Kennedy’s New Frontier, Johnson's Great Society, Nixon’s Silent Majority**

17. 1960s/Great Society
   a. Discuss John F. Kennedy’s political rise and his “New Frontier” philosophy.
   c. Identify Lyndon B. Johnson’s Great Society philosophy and the legislation that followed.
   e. Discuss how Lyndon B. Johnson’s Great Society programs illustrate the apex of American liberalism and the beginnings of the conservative ideology.

19. 1970s
   a. Describe and evaluate the retreat away from the Great Society including Nixon’s various policies and legislation.

US. 77 - Describe President John F. Kennedy’s New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and put a man on the moon.

US. 83 - Evaluate the impact of President Lyndon Johnson’s Great Society programs, including: Medicare, urban renewal, and the War on Poverty.

US. 85 - Explain significant achievements of President Richard Nixon’s administration, including his appeal to the “silent majority” and his major foreign policy actions.

### Duration (days) | %
--- | ---
2 |  

Authors: Drew Norman and Nick Deschamps
### KeyConcept

#### Major Ideas

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<tbody>
<tr>
<td>Common Formative Assessment #10 (1 day Testing &amp; Feedback)</td>
<td>US. 79 - Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other. (T.C.A. § 49-6-1006)</td>
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<td>US. 78 - Examine the decision and impact of Brown v. Board of Education on desegregation. (T.C.A. § 49-6-1006)</td>
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<td>US. 80 - Describe the significant events in the struggle to secure civil rights for African Americans, including: Montgomery Bus Boycott, Integration of Clinton High School in Clinton, TN, Integration of Central High School in Little Rock, AR, Freedom Riders, Tent City in Fayette County, TN, Marches, demonstrations, boycotts, and sit-ins (e.g., Nashville) March on Washington, D.C. Birmingham bombings of 1963 Assassination of Martin Luther King, Jr. Highlander Folk School, U.S. 81 - Analyze civil and voting rights legislation, including: the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968 (e.g., Fair Housing Act), and the 24th Amendment. (T.C.A. § 49-6-1006)</td>
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#### Authors: Drew Norman and Nick Deschamps
| Increased role of diversity in American culture | Sandra Day O'Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and President Barack Obama | U.S. 93 - Describe the increasing role of women and minorities in the American military, politics, and economy, including (T.C.A. § 49-6-1006): Hillary Clinton, Sandra Day O'Connor, Nancy Pelosi, Colin Powell, Condoleezza Rice | 2 |
| Environmentalism | Reliance on Foreign Oil, 1970's Energy crisis, Environmental Protection Agency, Rachel Carson's Silent Spring, and disasters | U.S. 87 - Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency and disasters such as Love Canal and Three Mile Island. | 2 |

**Common Formative Assessment #11 (1 Day - Testing & Feedback)**


Authors: Drew Norman and Nick Deschamps
| Questioning of the President | Watergate, Iranian Hostage Crisis, and Iran Contra Scandal | d. Understand and identify key aspects of the Constitutional crisis of Watergate and the resignation of President Richard Nixon. | US 86 - Examine the Watergate scandal, including: Background of the break-in, Changing role of media and journalism, Controversy surrounding President Gerald Ford’s pardon, Legacy of distrust, United States v. Nixon, U.S.89;- Analyze the significance of President Ronald Reagan’s administration, including: Iran-Contra Affair, U.S. 91 - Summarize the events of President Bill Clinton’s administration, including: Scandals and subsequent impeachment hearings | 1 |
| Modern Technology and Innovation | innovators and entrepreneurs | 21. End of Cold War/Lone Superpower 1990’s. Explain the rise and impact of the Internet explosion on American society and economy. | U.S. 94 - Compare and contrast commonly used methods of communication from 1970 to today, and analyze the impact they have had on society. | 1 |
## Presidential Policies (Part II-Domestic Programs)

**Ronald Reagan, George H.W. Bush, George W. Bush, Bill Clinton, and Barack Obama**

- a. Understand and evaluate the political, economic, and social causes that led to the 1980 presidential victory of Ronald Reagan and the Republican Party.
- b. Identify and describe the various groups that made up the ‘Conservative coalition’ of the 1980s and compare and contrast that coalition to today’s political landscape.

### 21. End of Cold War/Lone Superpower 1990’s
- a. Assess the success and failures of both domestic and foreign policies of George H. W. Bush.
- b. Recognize the success and failures of both domestic and foreign policies of William J. Clinton.
- c. Assess the success and failures of both domestic and foreign policies of George H.W. Bush’s administration, including the invasion of Panama and the Gulf War.
- d. Recognize the success and failures of both domestic and foreign policies of William J. Clinton.
- e. Assess the election of George W. Bush and his conception of compassionate conservatism and the Bush Doctrine.

### 22. Post 9/11
- a. Assess the election of George W. Bush and his conception of compassionate conservatism and the Bush Doctrine.
- b. Identify and explain the significant events of President Jimmy Carter’s administration, including: Poor economy, Panama Canal Treaty, Camp David Accords, Energy crisis, Iran Hostage Crisis.
- c. Analyze the significance of President Ronald Reagan’s administration, including: Revitalization of national pride, Reaganomics, Iran-Contra affair, “War on Drugs”, Strategic Defense Initiative, AIDS epidemic.
- d. Describe the significant events of President George H.W. Bush’s administration, including: Revitalization of national pride, Reaganomics, Iran-Contra affair, “War on Drugs”, Strategic Defense Initiative, AIDS epidemic.
- e. Summarize the events of President Bill Clinton’s administration, including: Welfare-to-work, Balanced budget, NAFTA, Scandals, and subsequent impeachment hearings.

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Authors: Drew Norman and Nick Deschamps
### Presidential Policies (Part II - Foreign Policies)

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21. End of Cold War/Lone Superpower 1990’s
   a. Identify the causes for the collapse of the Soviet Union empire and the satellite sites in Eastern Europe.
   b. Discuss changes in NATO and assess the U.S. response to international crises in the former Yugoslavia, Persian Gulf, North Korea, Somalia, Rwanda, Tiananmen Square, the fall of the Berlin Wall, end of apartheid.
   c. Assess the success and failures of both domestic and foreign policies of George H. W. Bush.
   d. Recognize the success and failures of both domestic and foreign policies of William J. Clinton.
   e. Explain the rise and impact of the Internet explosion on American society and economy.

22. Post 9/11
   a. Assess the election of George W. Bush and his conception of compassionate conservatism and the Bush Doctrine.
   b. Discuss the impact of the 9/11 terror attack on American society, politics, the economy, and foreign policy.
   c. Explain American involvement in the Afghan War including the role of the Taliban and Osama bin Laden.
   d. Assess the reasons for the U.S. invasion of Iraq and the problems of occupation.
   e. Discuss the rise of ISIS and the creation of the ISIS Caliphate in Syria and Iraq, and the effectiveness of President Obama’s military policy against ISIS.
   f. Explain the underlying reasons for the Great Recession, the resulting economic hardship endured by many Americans, and the government’s response.
   g. Assess the significance of the 2008 election of Barack Obama and the continuing racial tensions and debate in the United States.

### Additional Assessments

- Common Formative Assessment #12 (1 Days - Testing & Feedback)
- Benchmark Assessment #4 - Cumulative Assessment (2Days Testing & Feedback)

Authors: Drew Norman and Nick Deschamps
Recommended Constructed Response topics:

| I.  | Continuity and Change essay on Civil Rights throughout history. Ideas to be included: major figures and major events that shifted the ways that changed the United States, |
| IV. | Evaluate the role of the President throughout the history of the United States citing Theodore Roosevelt, William Howard Taft, Woodrow Wilson, Herbert Hoover, Franklin Roosevelt, Harry Truman, Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson |
| V.  | Analysis of continuity and changes for the United States economy including industrialism, the Great Depression, the World Wars, and the Post-World War II era. |

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