

U.S. History Pacing Guide

<p>Quarter 1 (8 Weeks 4 Days) 27 Standards</p>	<p>Quarter 2 (7 Weeks 2 Days) 31 Standards</p>
<p>Eras of Coverage: <b>-Rise of Industrialization (1877-1900) #1-7</b> <b>-The Progressive Era (1890-1920) #8-18</b> <b>-Imperialism and World War I (1890-1920)#19-27</b></p>	<p>Eras of Coverage: <b>-The 1920's (1920-1929) #28-38 (11)</b> <b>- The Great Depression and New Deal (1929-1941) #39-44 (6)</b> <b>-World War II (1936-1945) #45-58 (14)</b></p>
<p>Quarter 3 (8 Weeks 2.5 Days) 31 Standards</p>	<p>Quarter 4 (2-3 Weeks Before EOC Testing Window Begins) 6 Standards</p>
<p>Eras of Coverage: <b>-Cold War (1947-1991) #59-70 (12)</b> <b>-A Nation in Transition (1950s-1963) #71-77 (7)</b> <b>-Civil Rights Movement #78-82 (5)</b> <b>-The Modern United States (1960s to 1988) #83-89 (7)</b></p>	<p>Eras of Coverage <b>-The Modern United States (1988 to Present) #90-95 (6)</b></p>

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<b>Rise of Industrialization (1877-1900)</b>		<b>Overview:</b> Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia.		Quarter 1	<b>TNReady</b>
Standards 1-7				1-3 Week	
<b>Standard</b>	<b>Content Strand</b>	<b>Unwrap the Standard</b>	<b>Practices</b>	<b>Resources</b>	
US.01 Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West	C, E, G, H, P	<ul style="list-style-type: none"> <li>- Explain the economic incentive for and the impact of the Homestead Act and the Transcontinental Railroad</li> <li>- Explain the geographic impact on the Homestead Act and the Transcontinental Railroad</li> <li>- Explain the cultural impact on the American Indians by the Homestead Act and the Transcontinental Railroad</li> <li>- Explain the political incentive for and impact of the Homestead Act and the Transcontinental Railroad</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	Homestead Act Transcontinental Railroad Manifest Destiny Westward Expansion	
US.02 Examine federal policies toward American Indians, including: the movement to reservations, assimilation, boarding schools, and the Dawes Act.	C, G, H, P, T	<ul style="list-style-type: none"> <li>- Explain the purpose of federal policies; including the reservation system, boarding schools and the Dawes Act.</li> <li>- Analyze the cultural and economic impact of such policies upon American Indians.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06		
US.03 Explain the impact of the Compromise of 1877, including: Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin “Pap”	C, G, H, P, T	<ul style="list-style-type: none"> <li>- Assess the political and cultural impact of the Compromise of 1877 and the Supreme Court decision <i>Plessy v. Ferguson</i> upon African-Americans.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06		

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<p>Singleton and the Exodusters, and the <i>Plessy v. Ferguson</i> decision.</p>		<ul style="list-style-type: none"> <li>- Explain the system of oppression created by Jim Crow laws, lynching, and disenfranchisement methods.</li> <li>- Explain the efforts of Benjamin “Pap” Singleton and the Exodusters at economic independence and political equality.</li> </ul>		
<p>US.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:</p> <ul style="list-style-type: none"> <li>• Boss Tweed</li> <li>• Thomas Nast</li> <li>• Credit Mobilier</li>   <li>• Spoils system and President James A. Garfield’s assassination</li> <li>• Pendleton Act</li> <li>• Interstate Commerce Act</li> </ul>	<p>C, E, G, H, P</p>	<ul style="list-style-type: none"> <li>- Identify the elements of Gilded Age politics and economics through an examination of Boss Tweed and Tammany Hall, Thomas Nast, Credit Mobilier, the Spoils System and President Garfield’s assassination, and the Pendleton Civil Service Reform Act.</li> <li>- Compare and contrast the economic conditions between farmers (i.e. Grangers) , wage earners (i.e. workers), and industrial capitalists (i.e. Robber Barons/Captains of Industry) and evaluate the impact of the Interstate Commerce Act in protecting the interests of each group. This marries with Standard 10, as the Interstate Commerce Act put an end to state Granger Laws that regulated railroad rates.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.05 Describe the changes in American life that resulted from the inventions and innovations of business leaders and</p>	<p>C, E, H</p>	<ul style="list-style-type: none"> <li>- Identify changes to American life and culture with the development of such inventions as; the telephone, incandescent lightbulb,</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05,</p>	

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<p>entrepreneurs of the period, including the significance of:</p> <ul style="list-style-type: none"> <li>• Alexander Graham Bell</li> <li>• Henry Bessemer</li> <li>• Andrew Carnegie</li> <li>• Thomas Edison</li> <li>• J.P . Morgan</li>   <li>• John D. Rockefeller</li> <li>• Nikola Tesla</li> <li>• Cornelius Vanderbilt</li> <li>• Madam C.J. Walker</li> </ul>		<p>electricity, and labor saving devices.</p> <ul style="list-style-type: none"> <li>- Evaluate the economic and historic impact of such industries as; Oil, Steel, Finance, and Railroads.</li> <li>- Recognize the contributions of such innovators as; Alexander Graham Bell, Henry Bessemer, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, Nikola Tesla, Cornelius Vanderbilt, and Madam C.J. Walker to the changing economy, culture, and landscape of America.</li> </ul>	<p>SSP.06</p>	
<p>US.06 Locate the following major industrial centers, and describe how industrialization influenced the movement of people from rural to urban areas:</p> <ul style="list-style-type: none"> <li>• Boston</li> <li>• Chicago</li> <li>• New York City</li> <li>• Pittsburgh</li> <li>• San Francisco</li> </ul>	<p>C, E, G, H</p>	<ul style="list-style-type: none"> <li>- Develop geographic awareness of and an economic comprehension of these cities; Boston (textile), Chicago (slaughterhouses, Transportation), New York (Finance, Transportation, etc.), Pittsburgh (Steel), San Francisco (Transportation, Finance).</li> <li>- Identify the movement of Americans from rural to urban as a byproduct of industrialization of production and modernization of farming techniques that necessitated fewer agricultural workers.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.07 Describe the differences between “old” and “new” immigrants, analyze the assimilation process for “new” immigrants, and determine the impacts of</p>	<p>C, E, G, H, P</p>	<ul style="list-style-type: none"> <li>- Analyze the differences between “old” and “new” immigrants as to the push/pull factors motivating them, their geographic origin and</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05,</p>	

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<p>increased migration on American society, including:</p> <ul style="list-style-type: none"> <li>• Angel Island</li> <li>• Ellis Island</li> <li>• Push and pull factors</li> <li>• Ethnic clusters</li> <li>• Jane Addams</li> <li>• Competition for jobs</li> <li>• Rise of nativism</li> <li>• Jacob Riis</li> <li>• Chinese Exclusion Act and Gentleman’s Agreement</li> </ul>		<p>the differences in religion, language, culture, and appearance between the two waves of immigrants.</p> <ul style="list-style-type: none"> <li>- Recognize reactions to increased immigration as evident through; the rise of nativism, Chinese Exclusion Act, Gentleman’s Agreement, and competition for jobs.</li> <li>- Identify the points of entry and the differing experiences for immigrants arriving at the East Coast (Ellis Island) and West Coast (Angel Island).</li> <li>- Recognize the cultural importance of ethnic clusters, Jane Addams’ Hull House, and the settlement houses’ efforts to improve the lives of poor urban immigrants as a part of the larger Social Gospel Movement. Fits well with Standard US.08.</li> </ul>	<p>SSP.06</p>	
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<p><b>The Progressive Era (1890-1920)</b></p>	<p><b>Overview:</b> Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20<sup>th</sup> century.</p> <p>Standards 8-18</p>		<p>Quarter 1 4-6 Week</p>	<p>TBD with Blueprint</p>
<p><b>Standard</b></p>	<p><b>Content Strand</b></p>	<p><b>Unwrap the Standard</b></p>	<p><b>Practices</b></p>	<p><b>Resources</b></p>
<p>US.08 Explain the concepts of social Darwinism and the Social Gospel.</p>	<p>C, E, H</p>	<ul style="list-style-type: none"> <li>- Identify Social Darwinism as an effort to apply scientific theory of evolutionary success to cultures (early Sociology) and recognize the theory’s origin with Herbert Spencer, not Charles Darwin, and that today it is largely discredited but allows historians to better understand why those during this period used it to justify political conservatism, imperialism, and racism and to discourage intervention and reform of American culture, politics, and economics.</li> <li>- Recognize the efforts of the varying groups of the Social Gospel movement to apply Christian ethics to social problems including; Settlement Houses, the Young Men’s Christian Association, and others to deal with the pervasive</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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		issues of social justice (i.e. economic inequality, poverty, alcoholism, crime, racial tensions, slums, unclean environment, child labor, inadequate labor unions, and poor schools).		
US.09 Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois.	C, H, P	<ul style="list-style-type: none"> <li>- Identify the philosophies of Booker T. Washington through analyzing his “Atlanta Compromise” speech to understand how he believed African-Americans could achieve equality through economic success and changing the cultural perspectives of white southerners and segregationists.</li> <li>- Identify the philosophies of W.E.B. Du Bois through analyzing excerpts of “The Souls of Black Folks” and “The Talented Tenth” to synthesize his belief in agitation for economic and political equality for African-Americans. Also the Niagara Movement and the establishment of the NAACP could be noted here and fits with Standard US.35</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	<a href="https://www.biography.com/news/web-dubois-vs-booker-t-washington">https://www.biography.com/news/web-dubois-vs-booker-t-washington</a>

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<p>US.10 Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads.</p>	<p>C, E, G, H, P</p>	<ul style="list-style-type: none"> <li>- Explain the efforts of the Grangers in establishing economic opportunity through efforts at cooperatives, and the use of state laws (i.e. Granger Laws) at limiting the power of monopolies (i.e. railroads) to control transportation rates that made farming unprofitable.</li> <li>- Describe the rise of the Populist Party and its goals that would not come to fruition under this party but would be adopted/adapted by others and passed later in US history. These include; free coinage of silver/plenty of paper money, direct election of US Senators, civil service reform, a standard 8 hour work day, pensions, and reform of immigration regulations.</li> <li>- The Williams Jennings Bryan “Cross of Gold” speech is a primary source that can help illustrate a need to move away from the Gold Standard and the need for more currency in circulation.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
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<p>US.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.</p>	<p>C, E, H, P, T</p>	<ul style="list-style-type: none"> <li>- Identify the origins of organized labor in the US by describing the Knights of Labor and the American Federation of Labor (AFL) and their goals; the standard 8 hour work day, the abolition of child labor, improved safety in factories, equal pay for men and women, and compensation for on-the-job injury.</li> <li>- Describe union tactics such as; arbitration, collective bargaining, and the strike.</li> <li>- Analyze the roles of Eugene Debs (American Railway Union and Industrial Workers of the World) and Samuel Gompers (American Federation of Labor) in creating labor unions and winning economic reforms for workers.</li> <li>- Contrast the goals of management and government in obstructing the goals of the labor movement and describe the violence that resulted from these political disputes (e.g. Great Railroad Strike of 1877, The Haymarket Affair</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
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		<p>of 1886, and the Homestead Steel Strike of 1892).</p> <ul style="list-style-type: none"> <li>- Describe the Coal Creek labor saga that arose from the use of prison labor in place of wage labor in Anderson County, TN as a response the Tennessee government's convict-leasing program.</li> </ul>		
<p>US.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.</p>	<p>C, E, H, P</p>	<ul style="list-style-type: none"> <li>- Identify the impact of trusts and monopolies in limiting competition and stifling the natural checks and balances of capitalism.</li> <li>- Recognize the negative economic impact of these monopolistic practices upon consumer prices and workers' pay.</li> <li>- Analyze the US government's response (the Sherman Antitrust Act and the Clayton Antitrust Act) and its initial failure to write meaningful legislation (Sherman Act) and then to correct the problem (Clayton Act) of corporate use of the Sherman Act to limit organized labor's efforts at better workers rights.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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<p>US.13 Describe working conditions in industries during this era, including the use of labor by women and children.</p>	<p>C, E, H</p>	<ul style="list-style-type: none"> <li>- Describe the difficulties faced by workers, including women and children, during the period of industrialization. Note the disparity of wealth created by owners and managers as well as the living conditions and quality of life created for workers.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.14 Explain the roles played by muckrakers and progressive idealists, including:</p> <ul style="list-style-type: none"> <li>• Robert M. La Follette, Sr.</li> <li>• Lincoln Steffens</li> <li>• President Theodore Roosevelt</li> <li>• Ida Tarbell</li> <li>• Upton Sinclair</li> </ul>	<p>C, H, P</p>	<ul style="list-style-type: none"> <li>- Identify the goals and successes of Progressives such as Robert M. La Follette, Sr., and President Theodore Roosevelt.</li> <li>- Describe the works of muckrakers; “The Shame of the Cities” (Steffens), “The History of the Standard Oil Company” (Tarbell) and “The Jungle” (Sinclair) and explain the successes of these works in creating reforms.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.15 Analyze the goals and achievements of the Progressive movement, including:</p> <ul style="list-style-type: none"> <li>• Adoption of the initiative, referendum, and recall</li> <li>• Adoption of the primary system</li> <li>• 16<sup>th</sup> Amendment</li> <li>• 17<sup>th</sup> Amendment</li> </ul>	<p>E, H, P</p>	<ul style="list-style-type: none"> <li>- Describe the function and purpose of the Initiative, Referendum, and Recall in Progressive state politics.</li> <li>- Identify the Progressive Amendments to the US Constitution and explain the immediate and long-term changes they made to US economics, culture, and history.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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<ul style="list-style-type: none"> <li>18<sup>th</sup> Amendment</li> </ul>				
<p>US.16 Analyze the significant progressive achievements during President Theodore Roosevelt’s administration, including:</p> <ul style="list-style-type: none"> <li>Square Deal</li> <li>Trust Busting</li> <li>Pure Food and Drug Act</li> <li>Meat Inspection Act</li> <li>Support for conservation</li> </ul>	<p>C, E, H, P</p>	<ul style="list-style-type: none"> <li>Analyze efforts of President Theodore Roosevelt in reforming America’s economic and political expectations of the role of government in the management of regulation of business, consumer protection, and conservation of natural resources by examining; the Square Deal, Trust Busting, Pure Food &amp; Drug Act, the Meat Inspection Act, and support for conservation.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.17 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.</p>	<p>C, E, H, P, T</p>	<ul style="list-style-type: none"> <li>Identify Wilson’s New Freedom as an attempt at progressive reform that would protect farmers and small businesses as well as break up Trusts and monopolies in an effort to ensure economic opportunity for all, while continuing the tradition of small government.</li> <li>Describe the Federal Reserve Act and its impact on the US economy, banking, and finance.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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		<ul style="list-style-type: none"> <li>- Identify the National Park Service and its purpose in managing the US' vast natural resources.</li> </ul>		
<p>US.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 19<sup>th</sup> Amendment, and the role of Tennessee as the "Perfect 36".</p>	<p>C, H, P, T</p>	<ul style="list-style-type: none"> <li>- Identify leaders of the suffrage movement (i.e. Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul) and their activities at reform through both state and federal efforts to establish women's right to vote.</li> <li>- Describe the process for passing an amendment and identify Tennessee as the 36<sup>th</sup> state needed to ratify the Amendment, but not the last state to pass the Amendment.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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<b>Imperialism and World War I (1890-1920)</b>	<b>Overview:</b> Students will trace the rise of the U.S. as a world power during the 20 <sup>th</sup> century and examine the country's role in World War I.  Standards 19-27		Quarter 1  7-9 Week	TBD with Blueprint
Standard	Content Strand	Unwrap the Standard	Practices	Resources
US.19 Assess the causes of American imperialism in the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries, including: the desire for raw materials and new markets, the desire to spread American democratic and moral ideals, and yellow journalism.	C, E, G, H, P	<ul style="list-style-type: none"> <li>- Identify the economic, political, and cultural rationales for American Imperialism during the Era.</li> <li>- Analyze the role of Yellow Journalism in shaping American's thoughts about American Imperialism.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	
US.20 Compare and contrast the arguments of interventionists and non-interventionists of the period.	E, H, P	<ul style="list-style-type: none"> <li>- Describe US Imperialism in terms of an extension of Manifest Destiny and an odd duality of Progressive thinkers who wanted more direct democracy for Americans, but limited autonomy for those areas under US control (i.e. the Philippines, Guam, and Cuba)</li> <li>- Analyze the motivation to spread democratic and moral ideals through military interventionism and</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	<a href="https://teachingamericanhistory.org/library/document/in-support-of-an-american-empire/#footnote4">https://teachingamericanhistory.org/library/document/in-support-of-an-american-empire/#footnote4</a> <a href="https://www.loc.gov/rr/hispanic/1898/twain.html">https://www.loc.gov/rr/hispanic/1898/twain.html</a>

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		<p>the hypocrisy of this because self-rule was not implemented in US colonies.</p> <ul style="list-style-type: none"> <li>- Read Albert Beveridge’s “In Support of an American Empire” speech and identify his motivations for empire and his race/ethnic rhetoric in describing the people of the Philippines.</li> <li>- Read excerpts from Mark Twain’s anti-imperialist works to identify rationales against Imperialism.</li> </ul>		
<p>US.21 Describe the causes of the Spanish-American War and the outcomes of American imperialism, including:</p> <ul style="list-style-type: none"> <li>• Annexation of Hawaii</li> <li>• Philippine Insurrection</li> <li>• Roosevelt Corollary</li> <li>• Panama Canal</li> <li>• Access to Cuba</li> </ul>	<p>E, G, H, P</p>	<ul style="list-style-type: none"> <li>- Describe the plight of the Hawaiian Monarchy and the coup that put American businessmen in charge of Hawaii.</li> <li>- Identify how and why Hawaii was annexed into the US for the profit of US owned businesses to avoid paying tariffs on sugar.</li> <li>- Recognize the efforts of the Philippine Insurrection to establish self-rule for</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	<p><a href="https://www.archives.gov/education/lessons/hawaii-petition">https://www.archives.gov/education/lessons/hawaii-petition</a></p>

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		<p>the Philippines after having fought alongside the US against the Spanish.</p> <ul style="list-style-type: none"> <li>- Analyze the Roosevelt Corollary and its dedication of US military forces to protecting American “interests” (e.g. national security, business interests and property rights) in Central and Latin America.</li> <li>- Describe the Panamanian Revolution and the creation of the Panama Canal as an extension of Imperialism and a primary example of Roosevelt’s Big Stick diplomacy.</li> <li>- Identify the end of Spanish rule in Cuba and the US’ continued influence in Cuba’s affairs because of the Platt Amendment.</li> </ul>		
<p>US.22 Compare and contrast President Theodore Roosevelt’s Big Stick diplomacy, President William Howard Taft’s</p>	<p>E, H, P</p>	<ul style="list-style-type: none"> <li>- Identify elements of President Roosevelt’s Big Stick Diplomacy, President’s Taft’s Dollar</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05,</p>	

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<p>Dollar Diplomacy, and President Woodrow Wilson's Moral Diplomacy.</p>		<p>Diplomacy, and President Wilson's Moral Diplomacy.</p> <ul style="list-style-type: none"> <li>- Explain examples of each in practice (i.e. Roosevelt-Panama, Taft-Nicaragua, and Wilson-Mexico) and compare and contrast the elements of each.</li> </ul>	<p>SSP.06</p>	
<p>US.23 Explain the causes of World War I and the reasons for the initial declaration of U.S. neutrality.</p>	<p>C, E, G, H, P</p>	<ul style="list-style-type: none"> <li>- Explain the primary causes of WWI using the acronym MAIN, militarism, alliances, imperialism, and nationalism, giving definitions and examples of each.</li> <li>- Identify WWI as an extension of European imperialist competition and that war was seen as an acceptable tool of achieving ones goals, rather than a last resort as it is today.</li> <li>- Identify the US neutrality and the lack of any real motivation to pick sides in the seemingly "European" conflict.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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<p>US.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.</p>	<p>E, G, H, P</p>	<ul style="list-style-type: none"> <li>- Identify how the expansion of the war from a regional conflict to a worldwide conflict helped to bring the US into the war, especially the German use of Unrestricted Submarine warfare, and the Zimmerman telegram.</li> <li>- Recognize how the course of the war led to the US' economic interests falling on the side of the allies due to extensive trade (Billions of dollars) with Britain and France while trade with Germany and Austria-Hungary was near zero.</li> <li>- Analyze President Wilson's framing of the War as a 'defense of democracy' as a means to generate support for the US war effort.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.25 Identify and explain the impact of the following on World War I:</p> <ul style="list-style-type: none"> <li>• Trench warfare</li> <li>• Use of new weapons and technology</li> </ul>	<p>C, G, H, T</p>	<ul style="list-style-type: none"> <li>- Describe how the war in Europe became stalemated in trench warfare along the western front and how new technology and</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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<ul style="list-style-type: none"><li>• Harlem Hell Fighters</li><li>• Herbert Hoover</li><li>• John J. Pershing</li><li>• Alvin C. York</li></ul>		<p>weapons contributed to the bloodshed and destruction of WWI.</p> <ul style="list-style-type: none"><li>- Identify the Harlem Hell Fighters' contribution to the fighting in Europe and their support for a nation who did not recognize their equality.</li><li>- Analyze Herbert Hoover's role in managing the US economy during the war and the unprecedented steps the US government took in managing the US economy during the war.</li><li>- Identify John J. Pershing and his role as the leader of the American Expeditionary Force (AEF).</li><li>- Analyze the figure Alvin C. York and his initial opposition to the war on moral grounds, and his eventual participation in the war, as well as his</li></ul>		
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		bravery that led to him winning the Medal of Honor.		
<p>US.26 Analyze the political, economic, and social ramifications of World War I on the home front, including:</p> <ul style="list-style-type: none"> <li>• Role played by women and minorities</li> <li>• Voluntary rationing</li> <li>• Committee on Public Information</li> <li>• Opposition by conscientious objectors</li> <li>• <i>Schenck v. United States</i> decision</li> </ul>	C, E, H, P	<ul style="list-style-type: none"> <li>- Identify the economic contribution of women and minorities to the war effort and the necessity of rationing.</li> <li>- Analyze the Committee on Public Information’s role on shaping popular support for the war.</li> <li>- Identify conscientious objectors and differences between those who would not fight, but would serve in other capacities and those who would not participate in anyway and were imprisoned.</li> <li>- Analyze the <i>Schenck v. United States</i> decision and its specific limitation of speech when it presents a “clear and present danger”. Identify differing opinions toward the Espionage Act and its use to punish those who spoke out against the war or draft.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	

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<p>US.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.</p>	<p>H, P</p>	<ul style="list-style-type: none"><li>- Identify the elements of Wilson's 14 Points speech and which portions the were embraced by the Allies and those that were not. Analyze how some of Wilson's 14 Points, specifically those about self-determination for colonies, could not be accepted by European leaders because of European Imperialism's importance to Europe's economic success.</li><li>- Recognize the purpose of the League of Nations and how/why the US refused to join.</li></ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
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<p><b>The 1920's (1920-1929)</b></p>	<p><b>Overview:</b> Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I.</p> <p>Standards 28-38</p>		<p>Quarter 2 1-2 Week</p>	<p>TBD with Blueprint</p>
<p><b>Standard</b></p>	<p><b>Content Strand</b></p>	<p><b>Unwrap the Standard</b></p>	<p><b>Practices</b></p>	<p><b>Resources</b></p>
<p>US.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.</p>	<p>C, E, G, H, T</p>	<ul style="list-style-type: none"> <li>- Identify reasons for migration from the American south during the early 1900's, including economic opportunity and political rights. Also identify the economic, political and cultural oppression that encouraged the Great Migration.</li> <li>- Describe areas of African-American settlement during this period, including; Harlem, NYC, Detroit, Chicago, IL, and St. Louis, MO.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.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.</p>	<p>C, H</p>	<ul style="list-style-type: none"> <li>- Describe the emergence of popular culture due to radio and movies, including; sports, Hollywood film industry, advertising, and early celebrities like Charlie Chaplin, Charles Lindbergh, and Babe Ruth.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.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.</p>	<p>C, H, T</p>	<ul style="list-style-type: none"> <li>- Identify the growing popularity of country and blues music and its origins in Tennessee, specifically at the Grand Ole Opry and Memphis, and singers such as W.C. Handy and Bessie Smith.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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<p>US.31 Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity.</p>	<p>C, E, H</p>	<ul style="list-style-type: none"> <li>- Identify the growing use of electric devices and the necessity for the electrification of larger areas of the US.</li> <li>- Identify the advent of air travel, specifically the contributions of the Wright Brothers, and the early air transportation/travel industry of both goods (e.g. US mail) and people.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	<p><a href="http://www.birthofaviation.org/birth-of-commercial-aviation/">http://www.birthofaviation.org/birth-of-commercial-aviation/</a></p>
<p>US.32 Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society.</p>	<p>C, E, H</p>	<ul style="list-style-type: none"> <li>- Analyze the impact of Henry Ford’s mass production of the Model T and his belief in paying his employees enough to also become his customers.</li> <li>- Identify the growing trend toward mass production and its impact on the economy and society, growing automobile culture and infrastructure to support this cultural trend.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.33 Describe the Harlem Renaissance, its impact, and important figures, including:</p> <ul style="list-style-type: none"> <li>• Louis Armstrong</li> <li>• Duke Ellington</li> <li>• Langston Hughes</li> <li>• Zora Neale Hurston</li> </ul>	<p>C, H</p>	<ul style="list-style-type: none"> <li>- Describe the unique culture that sprang up in Harlem during the era and specifically analyze the contributions of such figures as; Louis Armstrong, Duke Ellington, Langston Hughes, and Zora Neale Hurston to music, literature, and poetry.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.34 Describe changes in the social and economic status of women during this era, including: flappers, birth control, clerical and</p>	<p>C, E, H</p>	<ul style="list-style-type: none"> <li>- Analyze the growing roles of women in US society and the economy.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05,</p>	

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<p>office jobs, and the rise of women’s colleges.</p>		<ul style="list-style-type: none"> <li>- Describe the impact of clerical, office jobs, and women’s colleges in the changing economic situation for women.</li> <li>- Identify women who broke with traditional customs and embraced new trends such as the ‘flappers’.</li> <li>- Recognize the changing situation for women’s control of their reproductive rights with birth control and opposition to these changes.</li> </ul>	<p>SSP.06</p>	
<p>US.35 Examine challenges related to civil liberties and racial/ethnic tensions during this era, including:</p> <ul style="list-style-type: none"> <li>• First Red Scare</li> <li>• Immigration Quota Acts of the 1920s</li> <li>• Resurgence of the Ku Klux Klan</li> <li>• Efforts of Ida B. Wells</li> <li>• Emergence of Garveyism</li> <li>• Rise of the NAACP</li> </ul>	<p>C, E, G, H, P, T</p>	<ul style="list-style-type: none"> <li>- Identify opposition to the growing racial/ethnic diversity of America by investigating the First Red Scare, Immigration restrictions, and the resurgence of the Ku Klux Klan.</li> <li>- Identify efforts to achieve equality by Ida B. Wells, and the NAACP.</li> <li>- Recognize as an alternative to the growing civil rights movement, the ideas of Marcus Garvey and Garveyism which recommended African-Americans leave the US and return to Africa to find equality and opportunity instead of fighting for it here in the US.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.36 Describe the Scopes Trial of 1925, including: the major figures,</p>	<p>C, H, P, T</p>	<ul style="list-style-type: none"> <li>- Identify the background of the Scopes Trial, including the growing division between</li> </ul>	<p>SSP.01, SSP.02, SSP.03,</p>	

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<p>two sides of the controversy, the outcome, and legacy.</p>		<p>science and evangelical Christians.</p> <ul style="list-style-type: none"> <li>- Examine the roles of William Jennings Bryan and Clarence Darrow as prosecutor and defense attorneys in the case.</li> <li>- Discuss the continuing controversy between scientific explanations and religious creationism in regards to education in the modern US.</li> </ul>	<p>SSP.04, SSP.05, SSP.06</p>	
<p>US.37 Describe the impacts of Prohibition on American society, including: the rise of organized crime, bootlegging, and speakeasies.</p>	<p>C, E, H, P</p>	<ul style="list-style-type: none"> <li>- Identify the moral and ethical problems surrounding alcoholism in the US during the growing Temperance/ Prohibition movements.</li> <li>- Identify organizations that supported cultural or political temperance, and their successes.</li> <li>- Analyze the 18<sup>th</sup> Amendment and the idea of regulating morality.</li> <li>- Describe the rise of bootlegging, speakeasies, and organized crime as a result of the Volstead Act and Prohibition and discuss the growing civil disobedience toward the law and the violence associated with illegal liquor.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.38 Analyze the changes in the economy and culture of the U.S. as a result of credit expansion, consumerism, and financial speculation.</p>	<p>C, E, H</p>	<ul style="list-style-type: none"> <li>- Identify the growth of the US economy during the inter-war period and its predication upon the expansion of credit and</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05,</p>	

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		<p>consumer spending driving unrealistic growth.</p> <ul style="list-style-type: none"><li>- Identify speculation as an element that made the stock market particularly volatile and susceptible to crash and economic collapse as it tied banks to the stock market.</li></ul>	SSP.06	
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<b>The Great Depression and New Deal (1929-1941)</b>		<b>Overview:</b> Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government. Standards 39-44		Quarter 2 3-5 Week	TBD with Blueprint
<b>Standard</b>		<b>Content Strand</b>	<b>Unwrap the Standard</b>	<b>Practices</b>	<b>Resources</b>
US.39 Analyze the causes of the Great Depression, including: <ul style="list-style-type: none"> <li>• Bank failures</li> <li>• Laissez-faire politics</li> <li>• Buying on margin</li> <li>• Overextension of credit</li> <li>• Crash of the stock market</li> <li>• Overproduction in agriculture and manufacturing</li> <li>• Excess consumerism</li> <li>• High tariffs</li> <li>• Rising unemployment</li> </ul>		C, E, H, P	<ul style="list-style-type: none"> <li>- Analyze the causes of the economic crisis, the Great Depression, by examining the underlying issues of; buying on margin, overextension of credit, overproduction in agriculture and manufacturing, excess consumerism, and high tariffs.</li> <li>- Identify the Stock Market crash of 1929 as a symptom of the underlying economic conditions and not a direct cause of the economic depression. It should be noted that the Stock Market crash of 1929 is attributed to the further financial collapse of the early 1930's that saw extensive bank failures and business closures.</li> <li>- Additionally, unemployment should be noted as an effect of the worsening depression not a cause.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	
US.40 Analyze the causes of the Dust Bowl, and explain the social, geographic, and economic impacts.		C, E, G, H	<ul style="list-style-type: none"> <li>- Analyze the ecological causes of the Dust Bowl; over use, destruction of the grasslands, runoff of topsoil, drought, and chemical fertilizers.</li> <li>- Identify the geographic location of the dust bowl and the areas most impacted.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	

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<p>US.41 Describe the impact of the Great Depression on the American people, including: mass unemployment, migration, and Hoovervilles.</p>	<p>C, E, G, H</p>	<ul style="list-style-type: none"> <li>- Describe the widespread issues of unemployment, food scarcity, homelessness, migration, and the topic of Hoovervilles.</li> <li>- Analyze the responses to the suffering and hardship of the Great Depression by examining specific primary and secondary sources; photos by Dorothea Lang, or excerpts from “The Grapes of Wrath”.</li> <li>- Identify efforts to alleviate the suffering and hardship by local and state governments as well as churches and charities including; breadlines, soup kitchens, and assistance programs.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.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”.</p>	<p>C, E, H, P, T</p>	<ul style="list-style-type: none"> <li>- Analyze the cautious steps by President Hoover of encouraging business owners to limit labor cuts and escalating to public works projects and eventually to full blown interventions like the Reconstruction Finance Corporation and the Federal Home Loan Bank Act.</li> <li>- Recognize Hoover’s falling popularity and how his treatment of the Bonus Army helped lead to his defeat in the 1932 Presidential election.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.43 Analyze the impact of the relief, recovery, and reform efforts of President</p>	<p>C, E, G, H, P, T</p>	<ul style="list-style-type: none"> <li>- Identify the New Deal as President Franklin Roosevelt’s signature domestic policy and his major</li> </ul>	<p>SSP.01, SSP.02, SSP.03,</p>	

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<p>Franklin D. Roosevelt’s New Deal programs, including:</p> <ul style="list-style-type: none"> <li>• Agricultural Adjustment Act</li> <li>• Civilian Conservation Corps</li> <li>• Fair Labor Standards Act</li> <li>• Federal Deposit Insurance Corporation</li> <li>• National Recovery Administration</li> <li>• Securities and Exchange Commission</li> <li>• Social Security</li> <li>• Tennessee Valley Authority</li> <li>• Works Progress Administration</li> </ul>		<p>contribution to the expansion of the federal government and its growing influence on the US economy.</p> <ul style="list-style-type: none"> <li>- Describe the New Deal as a three part plan for correcting the US economy including; Relief for the needy, economic Recovery, and financial Reform, also called the three “R’s”.</li> <li>- Recognize the specific details of the following policies and where they fit into the three parts of the New Deal, Relief, Recovery, or Reform; Agricultural Adjustment Act, Civilian Conservation Corps, Fair Labor Standards Act, Federal Deposit Insurance Corporation (FDIC), National Recovery Administration, Securities and Exchange Commission (SEC), Social Security, Tennessee Valley Authority (TVA), Works Progress Administration (WPA).</li> </ul>	<p>SSP.04, SSP.05, SSP.06</p>	
<p>US.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.</p>	<p>C, E, H, P</p>	<ul style="list-style-type: none"> <li>- Analyze the policies of the New Deal and discuss how they have been labeled by some as a step toward socialism, especially the TVA, which put the government in direct competition with energy providers.</li> <li>- Identify opposition to New Deal policies, specifically US Supreme court decisions that struck down</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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		New Deal legislation and President Roosevelt's response called the "Court Packing Plan" which hurt Roosevelt's popularity but did not change the makeup of the Supreme Court.		
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<b>World War II (1936-1945)</b>		<b>Overview:</b> Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad. Standards 45-58		Quarter 2 6-8 Week	TBD with Blueprint
<b>Standard</b>	<b>Content Strand</b>	<b>Unwrap the Standard</b>	<b>Practices</b>	<b>Resources</b>	
US.45 Explain the rise and spread of fascism, communism, and totalitarianism internationally.	C, G, H, P	<ul style="list-style-type: none"> <li>- Describe the rise of totalitarianism around the world as a reaction to the economic problems created by the global depression. Focusing specifically on the rise of fascism in Italy and Germany, Communist Stalinism in the USSR, and totalitarian leadership in Japan.</li> <li>- Identify the rise of nationalism as an element to these regimes and the suppression of other “undesirables” as central focus of totalitarian leaders.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06		
US.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.	E, H, P	<ul style="list-style-type: none"> <li>- Identify the Quarantine Speech as a shift of US foreign policy away from traditional isolationist policy and recognize the backlash by isolationists/non-interventionists against Roosevelt’s belief that</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06		

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		<p>the US should “quarantine” the “epidemic of world lawlessness” which was spreading because of the actions of Japan, Italy, and Germany.</p> <ul style="list-style-type: none"><li>- Identify the Four Freedoms speech as an argument for providing US support for democracy (i.e. the British) in opposition to the hostility of Germany and Italy.</li><li>- Recognize the Lend-Lease Act’s impact upon the US position of isolationism as established by the Neutrality Acts (isolationism), and the US’s financial and economic support of the British war effort.</li><li>- Explain the Atlantic Charter’s elements and its importance as a peacetime alliance, the first in US history, between the US and Britain. Also, identify the Atlantic Charter as the origin of the post-war</li></ul>		
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		<p>North Atlantic Treaty Organization (NATO).</p>		
<p>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.</p>	<p>C, G, H, P, T</p>	<ul style="list-style-type: none"> <li>- Identify the plight of European Jews before the outbreak of the War, by considering the example of the German ocean liner the <i>MS St. Louis</i> which attempted to debark Jewish refugees attempting to escape the European anti-Semitism and the refusal of Cuba, the United State, and Canada to accept the refugees which led to approximately 25% of them dying in the Holocaust.</li> <li>- Identify the liberation of Nazi concentration camps by the US military toward the end of the war and the efforts of General Dwight D. Eisenhower in documenting the human rights atrocities.</li> <li>- Identify increased Jewish immigration to the United States following WWII and US support for the creation of a Jewish Homeland with the United Nation’s</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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		Palestinian partition in 1947.		
US.48 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor.	G, H, P, T	<ul style="list-style-type: none"> <li>- Identify the attack on Pearl Harbor as the most direct cause of US entry into WWII, but also recognize that the US only declared war on Japan on December 8, 1941, and that Hitler declared war on the US, essentially guaranteeing our participation in the European Theater of the war. Also it should be noted that the US had strong ties to the Allies (Britain and Soviet Union) because of the Atlantic Charter and Lend-Lease Act.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	
<p>US.49 Identify the roles and the significant actions of the following individuals in World War II:</p> <ul style="list-style-type: none"> <li>• Winston Churchill</li> <li>• Benito Mussolini</li> <li>• President Franklin D. Roosevelt</li> <li>• Joseph Stalin</li> <li>• Hideki Tojo</li> <li>• President Harry S. Truman</li> </ul>	H, P	<ul style="list-style-type: none"> <li>- Describe the leadership of Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, Harry Truman, Douglas MacArthur, Dwight Eisenhower, and George Marshal for the Allies.</li> <li>- Identify the leadership of Benito Mussolini, Hideki Tojo, and Adolf Hitler for the Axis Powers.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	

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<ul style="list-style-type: none"> <li>• Dwight D. Eisenhower</li> <li>• Adolf Hitler</li> <li>• Douglas MacArthur</li> <li>• George C. Marshall</li> </ul>				
<p>US.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.</p>	<p>G, H, P</p>	<ul style="list-style-type: none"> <li>- Examine the two major theaters of combat during WWII by identifying the geographic locations as well as the military outcomes of the battles but with particular focus on the battles of Midway, Iwo Jima, and Okinawa in the Pacific, and the D-Day Invasion in Europe.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.51 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442<sup>nd</sup> Regimental Combat team, the 101<sup>st</sup> Airborne, and the Navajo Code Talkers.</p>	<p>C, H, T</p>	<ul style="list-style-type: none"> <li>- Recognize the unique contributions of the African-American fighting Unit The Tuskegee Airmen to the success of Allied operations in Italy.</li> <li>- Identify the contributions of the all Japanese-American unit The 442<sup>nd</sup> Regimental Combat team and their tremendous casualty rates in fighting in Italy.</li> <li>- Examine the role of the 101<sup>st</sup> Airborne in the invasion of Normandy</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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		<p>during the Battle of D-Day as well as their participation in the defense of Bastogne during the Battle of the Bulge. It can further be noted that the 101<sup>st</sup> Airborne participated in the liberation of one of the concentration camps, Kaufering IV.</p> <ul style="list-style-type: none"> <li>- Identify the use of the Navajo Code Talkers in the Pacific Theater as radio operators and their particular heroism and sacrifices in helping the US defeat the Japanese.</li> </ul>		
<p>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.</p>	<p>C, E, H</p>	<ul style="list-style-type: none"> <li>- Identify the growing presence of women in the workforce, especially in industrial jobs that had previously been male dominated work.</li> <li>- Identify the Women’s Auxiliary Army Corps and their participation in WWII.</li> <li>- Recognize the trend toward more women in the workplace in general in the US, but that gender specific types of</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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		workplaces continued to exist for many decades.		
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.	C, E, H, P	<ul style="list-style-type: none"> <li>- Explain how the US war effort allowed minorities, especially African-Americans, to improve their economic and social situations because of the Fair Employment Practices Committee and the integration of the Armed Forces. These were both made possible by support by Presidents Roosevelt and Truman respectively and were opposed by portions of American society.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	
US.54 Describe the constitutional issues and impact of the internment of Japanese Americans on the U.S., including the <i>Fred Korematsu v. United States of America</i> decision.	C, H, P	<ul style="list-style-type: none"> <li>- Identify the internment of Japanese-American citizens by the US, despite little evidence to support the position of the US Army that they posed a risk of subversion or support for the Empire of Japan.</li> <li>- Analyze the Supreme Court's decision in <i>Korematsu v. United States</i> and the discrimination against Japanese immigrants and natural born citizens of</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	

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		<p>Japanese ancestry by the Court which upheld, their removal order as being necessary to the war effort.</p> <ul style="list-style-type: none"> <li>- Identify the US's efforts to correct this injustice with Congress' reparation payments to surviving Japanese-Americans in the late 1980's and the letter of apology by President George H.W. Bush that accompanied this congressional act.</li> </ul>		
<p>US.55 Describe the war's impact on the home front, including:</p> <ul style="list-style-type: none"> <li>• Rationing</li> <li>• Bond drives</li> <li>• Propaganda</li> <li>• Movement to cities and industrial centers</li> <li>• Bracero program</li> <li>• Conversion of factories for wartime production</li> <li>• Location of prisoner of war camps in Tennessee</li> </ul>	<p>C, E, G, H, P, T</p>	<ul style="list-style-type: none"> <li>- Describe how rationing, and war bond drives were motivated by necessity, but also through patriotism in support of the war effort.</li> <li>- Identify propaganda images and statements by the US government and private media outlets in shaping American perceptions about the war and the enemies of the US.</li> <li>- Recognize the contribution of the Bracero Program to the labor shortage in the US during the war and its</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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		<p>continued legacy of bringing laborers to the US from Mexico.</p> <ul style="list-style-type: none"> <li>- Describe the massive conversion of factories making consumer goods to production of war materials and the hugely successful industrial output the US created during the War.</li> <li>- Identify geographic location of prisoner of war camps in Tennessee including; Camp Forrest, near Tullahoma; Camp Campbell, near Clarksville; Camp Tyson, in Henry County; and Camp Crossville in Cumberland County.</li> </ul>		
<p>US.56 Describe the Manhattan Project, and explain the rationale for using the atomic bomb to end the war.</p>	<p>H, P, T</p>	<ul style="list-style-type: none"> <li>- Describe the origins of the Manhattan Project including; fear of Nazi nuclear research, Einstein’s letter of support to President Roosevelt, General Leslie Groves, Robert J. Oppenheimer, Chicago’s Pile-1 the first self-sustaining nuclear chain reaction, Los Alamos’ laboratories, Oak Ridge’s</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	<p><a href="https://www.nps.gov/articles/trumanatomicbomb.htm">https://www.nps.gov/articles/trumanatomicbomb.htm</a></p>

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		<p>Clinton Engineer Works, Hanford Engineer Works, the Trinity Test, gun-type fission weapon (Little Boy), plutonium implosion-type weapon (Fat Man), the <i>Enola Gay</i> and <i>Bockscar</i>.</p> <ul style="list-style-type: none"><li>- Analyze the rationale for the dropping of the atomic bombs on Japan by examining the belief that an Allied (US led) invasion of the Japanese Homelands would result in massive casualties as seen during the invasion of Okinawa. Further investigate the rationales; using the bomb was necessary as a deterrent to the Soviet Union's expansion in Asia, using the bomb was the only way to test its effectiveness, dropping the bomb was necessary to justify its enormous cost.</li><li>- The use of the atomic bombs can be juxtaposed with the use of fire-bombs which killed more</li></ul>		
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		people and destroyed more of Japan.		
US.57 Explain the major outcomes of the Yalta and Potsdam Conferences.	H, P	<ul style="list-style-type: none"> <li>- Identify the meeting of the “Big Three” at the Yalta Conference and the decisions to; Demand Unconditional Surrender of Germany, Post-war Division of Germany into four zones (British, French, Soviet, and US), and Free Elections in Eastern Europe (which Stalin did not allow).</li> <li>- Identify the Potsdam Conference and its failure to decide the fate of Germany (the Soviets wanted to unify and disarm Germany, the US and Britain worried this could allow the Soviets to dominate all of Europe as their massive army already occupied most of Eastern Europe). Describe how the Conference led to further tensions between the US and USSR as Truman concluded to take a hardline approach with Stalin and Stalin came to believe that the US and</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	

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		Britain were conspiring against the USSR. This should be noted as the origin of the Cold War.		
US.58 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.	H, P, T	- Explain that the United Nations were founded to prevent future world wars and settle disputes with diplomacy and to act as peacekeepers in areas of conflict. Identify Cordell Hull's leadership in drafting the Charter of the United Nations.	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	

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<b>Cold War (1947-1991)</b>		<b>Overview:</b> Students will analyze the response of the U.S. to communism after World War II. Standards 59-70		Quarter 3 1-3 Week	TBD with Blueprint
<b>Standard</b>	<b>Content Strand</b>	<b>Unwrap the Standard</b>	<b>Practices</b>	<b>Resources</b>	
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.	E,G,H,P	<ul style="list-style-type: none"> <li>- Identify the Cold War arms race between the US and USSR by examining the development of atomic weapons (US 1945 and USSR 1949), hydrogen weapons (US 1952 and USSR 1955) and the increasing destructive capacity of these devices. Identify the development of missiles by both the US and USSR as new delivery vehicles for nuclear weapons.</li> <li>- Identify economic dominance and ideological expansion of the US and USSR along the lines of East vs West, along with growing competition for influence in Southeast Asia.</li> <li>- Identify how NATO acted as an defense alliance against Soviet expansion and the Warsaw Pact as a defense alliance among Communist nations.</li> <li>- Identify SEATO (Southeast Asia Treaty Organization) and its role in attempting to contain communism and prevent its spread in SE Asia.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06		
US.60 Explain the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift.	E,G,H,P	<ul style="list-style-type: none"> <li>- Identify containment as the guiding principle of US foreign policy during the Cold War and explain the</li> </ul>	SSP.01, SSP.02, SSP.03,		

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		impact of the Truman Doctrine, the Marshall Plan, and the Berlin Airlift in supporting this policy goal.	SSP.04, SSP.05, SSP.06	
US.61 Analyze the causes and effects of the Second Red Scare, including: Americans' attitudes toward McCarthyism, blacklisting, and Julius and Ethel Rosenberg.	C, E, H, P	<ul style="list-style-type: none"> <li>- Analyze the fear of communism that became pervasive in the US during the Second Red Scare. Identify how perceptions of differing beliefs led to blacklisting, and the rise of the power of Senator Joseph McCarthy and his witch hunt.</li> <li>- Identify the case of Julius and Ethel Rosenberg, accused of spying for the USSR and their conviction and execution. Recognize how the fear of communism led to the conviction and execution of Ethel despite little evidence against her besides her ties to her husband.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	
<p>US.62 Describe the causes, course, and consequences of the Korean War, including:</p> <ul style="list-style-type: none"> <li>• Domino Theory</li> <li>• 38<sup>th</sup> parallel</li> <li>• Battle of Inchon</li> <li>• Entry of the communist Chinese</li> <li>• Final disposition of the Koreas</li> </ul>	E,G,H,P	<ul style="list-style-type: none"> <li>- Describe Domino Theory as being instrumental in US interventionism in Korea and Vietnam despite those nation's relative unimportance to US security.</li> <li>- Identify the 38<sup>th</sup> parallel as the dividing line between the two Koreas, and the disagreements about unifying Korea.</li> <li>- Explain how after US military withdraw from the South, Kim-Il Sung and the North invaded the South in an attempt to unify the Koreas. Identify UN entry in the conflict, led by the US, and the</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	

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		Battle of Inchon, Chinese invasion when US forces reached the Yalu River, and the back and forth fighting over the peninsula, and the Armistice that led to the final disposition along the current demilitarized zone (DMZ).		
US.63 Explain Cold War policies during President Dwight D. Eisenhower’s administration, including brinkmanship and “peaceful coexistence”.	C, E, H, P	<ul style="list-style-type: none"> <li>- Identify the role of John Foster Dulles in President Eisenhower’s administration and his use of brinkmanship and the belief in massive retaliation as a part of the Cold War concept of Mutually Assured Destruction.</li> <li>- Identify the Soviet concept of peaceful coexistence as a change to the traditional Marxist belief that communism and capitalism would always be in conflict for control and how this policy allowed cooperation between the US and USSR during the Cold War.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	
<p>US.64 Explain the fears of Americans surrounding nuclear holocaust and debates over stockpiling and the use of nuclear weapons, including:</p> <ul style="list-style-type: none"> <li>• Atomic testing</li> <li>• Civil defense</li> <li>• Fallout shelters</li> <li>• Impact of <i>Sputnik</i></li> <li>• Mutual assured destruction</li> </ul>	C, H, P	<ul style="list-style-type: none"> <li>- Examine US citizens’ fear of nuclear holocaust and discuss the pros and cons of stockpiling nuclear weapons.</li> <li>- Identify atomic testing sites in the US as well as in the Pacific.</li> <li>- Describe Civil Defense procedures that prepared US citizens for nuclear war including; fallout shelters and private bomb shelters.</li> <li>- Describe to impact of <i>Sputnik</i> in spreading fear of Soviet Union</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	

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		winning the arms race and the fear of Mutual Assured Destruction due to massive retaliation doctrine.		
US.65 Describe the relationship between Cuba and the U.S., including the Bay of Pigs Invasion and Cuban Missile Crisis.	E,G,H,P	<ul style="list-style-type: none"> <li>- Identify US economic and political influence in Cuba and the result of the Cuban Revolution upon US owned businesses and US political interests.</li> <li>- Describe the Bay of Pigs Invasion led by the Central Intelligence Agency (CIA) and its failure to overthrow Fidel Castro. Analyze Castro’s ties to the Soviet Union in causing the Cuban Missile Crisis.</li> <li>- Identify how the US discovered Soviet missile bases in Cuba and the retaliation by the US under the leadership of President Kennedy and the political outcome of the crisis.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	
<p>US.66 Describe the causes, course, and consequences of the Vietnam War, including:</p> <ul style="list-style-type: none"> <li>• Geneva Accords</li> <li>• Gulf of Tonkin Resolution</li> <li>• Tet Offensive</li> <li>• Vietnamization</li> <li>• Ho Chi Minh</li> <li>• Bombing of Cambodia</li> <li>• Napalm and Agent Orange</li> </ul>	C, E, G, H, P	<ul style="list-style-type: none"> <li>- Describe the division of Vietnam under the Geneva Accords and the ideological differences between the leadership of North and South Vietnam. Also describe the Vietnamese civil war between North and South as such with the US and USSR involvement as an extension of Cold War tensions specifically the US’ efforts at ‘containment’ and supported by the fear of ‘domino theory’.</li> <li>- Identify the Gulf of Tonkin incident and its role in the passage of the</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	

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		<p>Gulf of Tonkin Resolution allowing the US President Johnson to expand the Vietnam conflict with limited Congressional oversight or approval.</p> <ul style="list-style-type: none"> <li>- Describe the Tet Offensive's role in swaying American public opinion against the war in Vietnam including the role of the news media and specifically Walter Cronkite in shaping perceptions of the war and the expectations for an end to the war.</li> <li>- Describe the process of escalation of US troop levels and contrast this with the process of Vietnamization under President Nixon and NSA Henry Kissinger.</li> <li>- Identify Ho Chi Minh as the leader of the North Vietnamese and his goal of decolonizing Vietnam.</li> <li>- Identify the escalation of the War under President Nixon (Bombing and invasion of Cambodia) as an effort to leave the South in the best possible position to resist the North after US withdrawal and how Americans reacted to such escalation.</li> <li>- Identify the use of Napalm &amp; Agent Orange and their impact on military/civilian populations during and after the conflict.</li> </ul>		
<p>US.67 Compare the policies and practices of Presidents John F. Kennedy,</p>	<p>C, H, P</p>	<ul style="list-style-type: none"> <li>- Describe President Kennedy's use of military advisors and special</li> </ul>	<p>SSP.01, SSP.02,</p>	

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<p>Lyndon Johnson, and Richard Nixon and their impacts on the continuation of the Vietnam War.</p>		<p>forces in helping S. Vietnam fight the communist insurgency of the Vietcong.</p> <ul style="list-style-type: none"> <li>- Describe President Johnson’s use of combat troops in escalating US participation in the civil war and his response to the Gulf of Tonkin incident by using aerial bombardment of N. Vietnam.</li> <li>- Identify President Nixon’s position on ending the war during his election campaign but then expanding the war into Cambodia and Laos as he prepared S. Vietnam for Vietnamization and the pullout of US troops. Also note Nixon’s further use of aerial bombardment of the North while attempting peace negotiations in Paris. “Peace With Honor” helped to guarantee an agreed peace without a US victory or defeat.</li> </ul>	<p>SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.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.</p>	<p>C, H, P</p>	<ul style="list-style-type: none"> <li>- Explain initial opposition to the war in Vietnam among religious leaders and anti-interventionists. Identify how the “living-room war” made the grim details of the violence a daily reality for Americans at home and that furthered opposition to the conflict. Note the growing casualties after Johnson’s escalation and anti-war feelings reaching a new height during the Tet Offensive of 1968.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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		<ul style="list-style-type: none"> <li>- Describe the US selective service system and local draft boards that was viewed by many as unfair and how the slogan “rich man’s war, poor man’s fight” came into existence. Note the changes to the Selective Service System that created a more random ‘draft by lottery’ and the opportunity for deferments and exemptions (full-time college enrollment) and medical issues (e.g. bone spurs, etc.).</li> <li>- Identify the growing anti-war movement as seen through rallies and protests both in Washington D.C. and at the Pentagon. Note the anti-war movement’s efforts at resisting the draft or dodging the commitment by those who fled to Canada.</li> </ul>		
<p>US.69 Describe the competition between the U.S. and Soviet Union for superiority in space.</p>	<p>C, E, G, H, P</p>	<ul style="list-style-type: none"> <li>- Describe the origins of the Space Race, by identifying the new field of rocketry as developed by Nazi Germany during WWII and expanded upon by both the US and USSR during the early Cold War. Identify the launch of <i>Sputnik</i> and the US response of pushing for better science and math education as well as President Eisenhower and Congress’ creation of NASA. Note Soviet cosmonaut Yuri Gagarin’s successful space flight,</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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		President Kennedy’s Rice address and the stated goal of going to the moon, the Apollo program and the 1969 US Moon Landings.		
<p>US.70 Explain developments that eased tensions during the Cold War, including:</p> <ul style="list-style-type: none"> <li>• President Richard Nixon’s detente</li> <li>• President Jimmy Carter’s SALT Treaties</li> <li>• President Ronald Reagan and Mikhail Gorbachev’s INF Treaty</li> <li>• The fall of the Berlin Wall</li> </ul>	C, G, H, P	<ul style="list-style-type: none"> <li>- Identify the shift away from ideological decision making and the move toward practical decision making in regards to US Foreign policy under the policy of <i>Realpolitik</i>, by the Nixon administration and subsequent Presidents.</li> <li>- Describe Nixon’s efforts at détente toward both the USSR and China. Using the ever improving US relationship with China to leverage against the USSR.</li> <li>- Identify the SALT Treaties as an effort at limiting the arms race and helping create more global stability through limited de-nuclearization.</li> <li>- Explain the INF Treaty as an expansion of nuclear arms limitations during the Cold War and was signed by US President Reagan and Soviet Leader Mikhail Gorbachev.</li> <li>- Describe how the GDR began to allow immigrants to leave East Germany for West Germany via the newly opened boarder with Hungary which allowed East Germans to go to Austria then into West Germany and note this as the</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	

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		end of the 'Iron Curtain' and the destruction of the Berlin Wall as a part of that event. Explain the Reunification of Germany and the end of the GDR and FRG as an example of Western/Capitalist victory in the Cold War.		
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<b>A Nation in Transition (1950s-1963)</b>		<b>Overview:</b> Students will examine American cultural, economic, political, and societal developments following World War II. Standards 71-77		Quarter 3 4-5 Week	TBD with Blueprint
<b>Standard</b>	<b>Content Strand</b>	<b>Unwrap the Standard</b>	<b>Practices</b>	<b>Resources</b>	
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.	C, E, G, H, P	<ul style="list-style-type: none"> <li>- Identify the economic prosperity of the 1950’s for much of the US, but note that this prosperity was not shared by all groups especially minorities such as African-Americans.</li> <li>- Identify the consumer spending (consumerism) that supported the US economy following the end of WWII, as increased wages and savings(from rationing and few available consumer goods) that were earned during the war allowed families to have disposable income.</li> <li>- Describe the growth of white-collar jobs and the workplaces in which many in the growing population found employment.</li> <li>- Describe the “suburban ideal” that became prevalent during the era, working father, stay-at-home mother, two or more children, planned neighborhoods on the outskirts of major US cities, and the uniformity of these communities (e.g. houses look the same, people look the same, dress the same,</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06		

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		<p>keeping up with the Jones’, lack of diversity, etc.)</p> <ul style="list-style-type: none"> <li>- Explain the economic impact of the G.I. Bill upon Americans during the era making sure to note the availability of low interest home and business loans, money for higher education, and unemployment insurance. Describe the scale of the program due to the widespread service of American men during WWII (approximately 16 million).</li> <li>- Describe the growth of “car culture” that accompanies the 1950s and the need for and reliance upon foreign oil so Americans could have inexpensive gasoline.</li> </ul>		
US.72 Explain the impact of the baby boomer generation on the American economy and culture.	C, E, G, H	<ul style="list-style-type: none"> <li>- Identify the “baby boomer” generation that was born between 1946-1964, as the largest group of Americans, until surpassed recently (2019) by the Millennials of 1982-2000. Describe how the growing consumer culture of the 1950s-60s saw an expansion of products marketed toward children and how culturally the US became more focused upon children (e.g. little league sports, school events, social outings, birthday parties, etc.).</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	
US.73 Describe domestic developments during President Dwight D. Eisenhower’s administration, including	C, E, G, H, P, T	<ul style="list-style-type: none"> <li>- Explain the advances in medicine in the 1950s including; the polio</li> </ul>	SSP.01, SSP.02, SSP.03,	

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<p>advances in medicine and the creation of the Interstate Highway System.</p>		<p>vaccine, the first open heart surgery, and new antibiotics.</p> <ul style="list-style-type: none"> <li>- Identify the Interstate Highway system initiated during the Eisenhower administration and its inspiration in the German Autobahn that Eisenhower, and many American GIs, had witnessed firsthand.</li> </ul>	<p>SSP.04, SSP.05, SSP.06</p>	
<p>US.74 Describe the growing influence of the automobile on American society, including the growth of: suburbia, fast food chains, and the hotel industry.</p>	<p>C, E, G, H, T</p>	<ul style="list-style-type: none"> <li>- Describe the growth of automobile culture in American society as more Americans moved to the suburbs and began to commute to and from work. Also explain the rise of businesses associated with American car culture including: fast food, hotel/motel industry, and shopping centers and malls.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.75 Analyze the increasing impact of television and mass media on the American home, politics, and economy.</p>	<p>C, E, H, P</p>	<ul style="list-style-type: none"> <li>- Analyze the cultural and political impact of television and mass media in bringing information directly into people’s homes on a daily and hourly basis. Describe how American homes quickly went from not having TV in the mid 40s, to it being present in about 90% of homes by the mid 50s.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>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.</p>	<p>C, E, H, T</p>	<ul style="list-style-type: none"> <li>- Describe how US youth began to shape more of American culture, including the beatniks (alternative lifestyles/rejection of mainstream consumer culture and TV) and changing attitudes toward music, the rise of Rhythm and Blues, and</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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		its progression to Rock 'n' Roll as mainstream. Identify important figures/recording studios in this shift such as B.B. King, Elvis Presley, Stax Records, and Sun Studio.		
US.77 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.	C, E, G, H, P	<ul style="list-style-type: none"> <li>- Describe the impact of the New Frontier in focusing American domestic policy on; improving education, ending racial discrimination, and increasing scientific exploration/innovation through NASA and the Apollo Program.</li> <li>- Describe Kennedy's foreign policy by identifying the Peace Corps, and the Alliance for Progress as means of peacefully combating the spread of communism in the third world.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	

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<b>Civil Rights Movement</b>		<b>Overview:</b> Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. § 49-6-1006) Standards 78-82		Quarter 1 6-7 Week	TBD with Blueprint
<b>Standard</b>		<b>Content Strand</b>	<b>Unwrap the Standard</b>	<b>Practices</b>	<b>Resources</b>
US.78 Examine the decision and impact of <i>Brown v. Board of Education</i> on desegregation.		C, E, G, H, P, T	<ul style="list-style-type: none"> <li>- Explain the decision of the Supreme Court in the <i>Brown v. Board of Education</i> case and its support of integrated schools and an end to segregation of public education.</li> <li>- Identify the slow pace of desegregation and massive resistance by white southern politicians.</li> <li>- Explain how integration of many districts was prevented by both political and cultural steps, including; shutting down school districts, de facto segregation of neighborhoods, and white flight.</li> <li>- Identify how the lack of integration led to the <i>Brown II</i> decision and the <i>Swann v. Charlotte-Mecklenburg Board of Education</i> decision which allowed Federal courts to force busing of students to integrate schools and end de facto segregation in schools.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	
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		C, E, G, H, P, T	<ul style="list-style-type: none"> <li>- Explain the roles of civil rights leaders; Thurgood Marshall (leading the NAACP legal team), Rosa Parks (the Montgomery Bus Boycott and Chapter Secretary of the NAACP),</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05,	

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<p>coincided with, confronted, and challenged each other.</p>		<p>and Malcolm X (bullets or ballots). Contrast these civil rights activists with opponents of the movement; Bull Connor (violent suppression of civil rights marchers in Birmingham, AL), Orval Faubus (Little Rock Central High School crisis integrating the school), Strom Thurmond (The Southern Manifesto in opposition to integration in the South).</p>	<p>SSP.06</p>	
<p>US. 80 Describe the significant events in the struggle to secure civil rights for African Americans, including:</p> <ul style="list-style-type: none"> <li>• Montgomery Bus Boycott</li> <li>• Integration of Clinton High School in Clinton, TN</li> <li>• Integration of Central High School in Little Rock, AR</li> <li>• Freedom Riders</li> <li>• Tent City in Fayette County, TN</li> <li>• Marches, demonstrations, boycotts, and sit-ins (e.g., Nashville)</li> <li>• March on Washington, D.C.</li> <li>• Birmingham bombings of 1963</li> <li>• Assassination of Martin Luther King, Jr.</li> <li>• Highlander Folk School</li> </ul>	<p>C, E, G, H, P, T</p>	<ul style="list-style-type: none"> <li>- Identify the efforts to desegregate southern society in both public accommodations and schools by explaining the; Montgomery Bus Boycott, Integration of Clinton High School in Clinton, TN, Integration of Central High School in Little Rock, AR, the Freedom Rides, Tent City in Fayette County, TN, sit-ins across the south, marches, demonstrations and boycotts including the March on Washington D.C. in 1963.</li> <li>- Describe the reactions of segregationists in such action as the Birmingham bombings of 1963 at the 16<sup>th</sup> Street Baptist Church, the attempted assassination of James Meredith, the assassination of Medgar Evers, the kidnapping and murder of voter registration volunteers James Earl Chaney, Andrew</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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		<p>Goodman and Michael Henry Schwerner, and the assassination of Dr. Martin Luther King, Jr.</p> <ul style="list-style-type: none"> <li>- Explain the importance of the Highlander Folk School as a place for education and training of Civil Rights activists in Monteagle, TN and note participants like Rosa Parks, and the Southern Christian Leadership Conference.</li> </ul>		
<p>US.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 24<sup>th</sup> Amendment.</p>	<p>C, E, H, P, TCA</p>	<ul style="list-style-type: none"> <li>- Explain the Civil Rights Act by reading summarizing the protections established by the Act.</li> <li>- Identify the Voting Rights Act of 1965 and summarize the major impact upon the ability of minorities to vote as the literacy test was outlawed.</li> <li>- Describe the Civil Rights Act of 1968 and how it attempted to protect minorities from discrimination in housing, identify the Fair Housing Act.</li> <li>- Identify the 24<sup>th</sup> Amendment and how it eliminated the Poll Tax, which had placed a financial burden on poor and minority citizens ability to vote.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.82 Analyze how the American Indian Movement, Chicano Movement, and Feminist Movement are related to the Civil Rights Movement in advancing equality across the broader spectrum of American society during this time period.</p>	<p>C, H, P</p>	<ul style="list-style-type: none"> <li>- Identify the American Indian Movement and their protest efforts for equality and opportunity.</li> <li>- Explain the Chicano Movement's efforts at economic and cultural</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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		<p>equality including the leadership of Cesar Chavez.</p> <ul style="list-style-type: none"><li>- Describe the Feminist Movement and its origins in the seminal work <i>The Feminine Mystique</i> by Betty Friedan.</li><li>- Compare these movements with the Civil Rights movement and identify how they advanced the ideas of life, liberty, and the pursuit of happiness for more Americans.</li></ul>		
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<b>The Modern United States (1960s to present)</b>		<b>Overview:</b> Students will examine important events and trends from the 1960s to the present. Standards 83-95		Quarter 3-4 8-9 Week Q3 1-3 Week Q4	TBD with Blueprint
<b>Standard</b>	<b>Content Strand</b>	<b>Unwrap the Standard</b>	<b>Practices</b>	<b>Resources</b>	
US.83 Evaluate the impact of President Lyndon Johnson’s Great Society programs, including: Medicare, urban renewal, and the War on Poverty.	C, E, G, H, P, T	<ul style="list-style-type: none"> <li>- Identify and evaluate the successes and shortcomings of the Great Society, specifically looking at the policies of Medicare, Urban Renewal, and The War on Poverty.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06		
US.84 Analyze different points of view that reflect the rise of social activism and the growth of counterculture, including: generation gap, hippies, and Woodstock.	C, E, G, H, P	<ul style="list-style-type: none"> <li>- Describe the rise of social activism of the 1960s and the varying perspectives (i.e. the generation gap) toward culture, politics, economics, and history. Specifically identify the counterculture movement as exemplified by the hippies, student protestors, the antiwar movement.</li> <li>- Identify the Woodstock music festival as exemplary of the attitudes of the counterculture.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06		
US.85 Explain significant achievements of President Richard Nixon’s administration, including his appeal to the “silent majority” and his major foreign policy actions.	C, E, G, H, P	<ul style="list-style-type: none"> <li>- Identify Richard Nixon’s successful election campaign of 1968 and describe the effort to recruit additional voters into the Republican party by appealing to the “silent majority” and through Nixon’s “southern strategy” of appealing to southern whites who were disillusioned with the</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06		

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		Democratic party’s support of civil rights.		
<p>US.86 Examine the Watergate scandal, including:</p> <ul style="list-style-type: none"> <li>• Background of the break-in</li> <li>• Changing role of media and journalism</li> <li>• Controversy surrounding President Gerald Ford’s pardon</li> <li>• Legacy of distrust</li> <li>• <i>United States v. Nixon</i></li> </ul>	C, H, P	<ul style="list-style-type: none"> <li>- Describe the crimes surrounding the Watergate break-in and the relationship of the accused to the President’s staff. Explain the hush money paid to the burglars in an effort to prevent them from admitting their connection to officials working for President Nixon.</li> <li>- Identify the role President Nixon played in covering up the crime and the burglars connection to his staff and the constitutional crisis regarding “executive privilege”.</li> <li>- Describe the role of Carl Bernstein and Bob Woodward in maintaining public interest in the case through “leaks” at the White House who would share details of the coverup with the reports. Note for students the role of the media in holding leaders accountable for telling the truth to the American people.</li> <li>- Describe Nixon’s White House tapes, the <i>US v. Nixon</i> decision, impending impeachment and his subsequent resignation, the only US President to resign the office.</li> <li>- Explain Gerald Ford’s rationale for giving a Presidential Pardon to former President Nixon and how</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	

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		<p>many Americans viewed the pardon differently.</p> <ul style="list-style-type: none"> <li>- Identify the growing distrust the American public had toward US leadership and specifically made President Ford unelectable in 1976.</li> </ul>		
<p>US.87 Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency and disasters such as Love Canal and Three Mile Island.</p>	<p>C, G, H, P</p>	<ul style="list-style-type: none"> <li>- Explain the work <i>Silent Spring</i> by Rachel Carson and its impact on growing the environmentalist movement of the 1960s.</li> <li>- Identify President Nixon and Congress passage of the National Environmental Policy Act and the creation of the Environmental Protection Agency's role in limiting harmful effects upon the US' environment.</li> <li>- Describe environmental disasters such as the 1978 Love Canal incident, and the 1979 Three Mile Island nuclear disaster.</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
<p>US.88 Identify and explain the significant events of President Jimmy Carter's administration, including:</p> <ul style="list-style-type: none"> <li>• Poor economy</li> <li>• Panama Canal Treaty</li> <li>• Camp David Accords</li> <li>• Energy crisis</li> <li>• Iran Hostage Crisis</li> </ul>	<p>C, E, G, H, P</p>	<ul style="list-style-type: none"> <li>- Identify the poor economic situation in the US during the late 1970s and its description as 'stagnation', a stagnant economy and rising inflation which created particularly difficult times for many Americans.</li> <li>- Describe the Panama Canal Treaty and President Carter's promise to return the Canal to the control of Panama on Dec. 31, 1999.</li> <li>- Identify conflicts in the Middle East that led to the Camp David Accords</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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		<p>and improving relations between Israel and Egypt, thanks in part to President Carter actions.</p> <ul style="list-style-type: none"><li>- Describe the energy crisis, specifically in regards to gasoline/oil, that disrupted the US economy and the lives/livelihood of most Americans. President Carter's <i>Crisis of Confidence Speech</i> can be a primary source to consider when identifying the energy crisis.</li><li>- Identify the Iran Hostage Crisis as the defining foreign policy issue of President Carter's administration. Describe the history of US support for the dictator of Iran, the Shah. Identify growing religious and political opposition in Iran (e.g. Ayatollah Khomeini) and their desire to extradite the Shah from the US and prosecute him. Describe the actions of the Muslim Student Followers of the Imam's Line in seizing the American Embassy in Tehran and the taking of 52 American hostages for 444 days.</li><li>- Identify Carter's failed negotiations and rescue attempt of the hostages and explain the timing of the hostages' release the day of President Ronald Reagan's Inauguration.</li></ul>		
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<p>US.89 Analyze the significance of President Ronald Reagan’s administration, including:</p> <ul style="list-style-type: none"> <li>• Revitalization of national pride</li> <li>• Reaganomics</li> <li>• Iran-Contra affair</li> <li>• “War on Drugs”</li> <li>• Strategic Defense Initiative</li> <li>• AIDS epidemic</li> </ul>	<p>C, E, G, H, P</p>	<ul style="list-style-type: none"> <li>- Describe the political success of President Reagan’s election campaign and his efforts at improving national pride and the economy. Specifically identify the supply-side economic theory that supported Reagan’s ‘trickle down’ principles, give examples like cutting taxes, cutting regulation, budget cuts, and increased defense spending. Reagan’s cuts to the US budget included defunding mental healthcare and this resulted in states carrying the burden and as a result the number of people imprisoned and homeless who are identified as having mental illness increases dramatically.</li> <li>- Identify the Strategic Defense Initiative (also called Star Wars) as a failure to create a satellite defense network to shoot down Soviet nuclear missiles in the event of a nuclear attack.</li> <li>- Describe the President’s War on Drugs as an effort to curb illicit drug use among Americans, but also to attack the source of those drugs through military aid and military interventions in foreign nations.</li> <li>- Identify the circumstances surrounding the Iran-Contra Affair, and how the National Security Council sold arms to Iran for their</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	
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		<p>use in the Iran-Iraq War and in turn gave the profits from those sales to the violent Contras of Nicaragua attempting to overthrow the communist leaning elected government. Congress had forbid aid to the Contras for the purpose of overthrowing the Nicaraguan government with the Boland Amendment and this meant the President's National Security Council was breaking Federal law. Identify Oliver North as the individual held directly responsible for the violations and how President Reagan escaped the political scandal without any serious repercussions.</p> <ul style="list-style-type: none"> <li>- Identify the growing AIDS epidemic of the 1980s and the Reagan Administrations lack of any kind at understanding or combating the spread of the disease.</li> </ul>		
<p>US.90 Describe the significant events of President George H.W. Bush's administration, including the invasion of Panama and the Gulf War.</p>	<p>E, G, H, P</p>	<ul style="list-style-type: none"> <li>- Describe the Presidency of George H.W. Bush including; Semi-Automatic Rifle Ban, Financial Institutions Reform, Recovery, and Enforcement Act of 1989 (a bank bailout), the Invasion of Panama to arrest Manuel Noriega (on drug trafficking charges), START-I agreement with USSR reduces nuclear weapons, "New Taxes", the Americans with Disabilities Act</li> </ul>	<p>SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06</p>	

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		(protecting the rights of disabled people), the Persian Gulf War, extension of Unemployment benefits as unemployment reaches almost 8%, the 1992 Presidential election and the involvement of a major 3 <sup>rd</sup> party candidate Ross Perot, which split the conservative vote and helped elect Williams Jefferson Clinton.		
<p>US.91 Summarize the events of President Bill Clinton’s administration, including:</p> <ul style="list-style-type: none"> <li>• Welfare-to-work</li> <li>• Balanced budget</li> <li>• NAFTA</li> <li>• Scandals and subsequent impeachment hearings</li> </ul>	C, E, G, H, P	<ul style="list-style-type: none"> <li>- Summarize the major events of the Clinton Presidency by examining; reduction in social assistance programs (welfare-to-work), balancing the national budget, the North American Free Trade Agreement’s expansion of international trade and the shift of manufacturing to Mexico, the Monica Lewinski Scandal and the impeachment of the President for lying under oath, and the Senate deciding to allow Clinton to retain his office despite impeachment by the House of Representatives.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	
<p>US.92 Describe the impact of the September 11, 2001 terrorist attacks on the World Trade Center and the Pentagon, including: the response of President George W. Bush, wars in Afghanistan and Iraq, and continued efforts to combat terrorism globally.</p>	C, G, H, P	<ul style="list-style-type: none"> <li>- Describe the events surrounding the 2001 September 11 attacks, including the role of Al-Qaeda.</li> <li>- Identify US response to the attacks and the invasion of Afghanistan and conflict with the Taliban. Describe President Bush’s War on Terrorism and its impact on US foreign policy and focus upon the Middle East.</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	

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		<ul style="list-style-type: none"> <li>- Identify intelligence that suggested that Iraq, under the leadership of Saddam Hussein, had weapons of mass destruction and posed a threat to the international community. Describe US efforts at forming a coalition for invasion and the varied response from US allies. Analyze the success of the initial invasion and deposing of Hussein. Note the failure to establish meaningful social unity between minority Shi'a and majority Sunni populations in Iraq and how this led to attacks on US military personnel by insurgents and the rising death toll for the US as a result.</li> </ul>		
<p>US.93 Describe the increasing role of women and minorities in the American military, politics, and economy, including:</p> <ul style="list-style-type: none"> <li>• Hillary Clinton</li> <li>• Sandra Day O'Connor</li> <li>• Nancy Pelosi</li> <li>• Colin Powell</li> <li>• Condoleezza Rice</li> </ul>	C, E, H, P	<ul style="list-style-type: none"> <li>- Describe the increasing role of women and minorities by examining the contributions of the following figures to their respective fields; Hillary Clinton (Politics), Sandra Day O'Connor (Supreme Court), Nancy Pelosi (Politics), Colin Powell (Military &amp; Politics), and Condoleezza Rice (Politics).</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	
<p>US.94 Compare and Contrast commonly used methods of communication from 1970 to today, and analyze the impact they have had on society.</p>	C, E, G, H, P	<ul style="list-style-type: none"> <li>- Identify changing means of communication including; satellite telephone, the internet, cellular phones, smart phones, social media, and 24 hour cable news. Recognize the impact these have played on shaping American's</li> </ul>	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	

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		means of receiving information and the impact of them upon the traditional place of the media in reporting.		
US.95 Describe the achievements and setbacks of President Barack Obama's administration.	C, E, H, P	- Describe the election of the first African-American President and the achievements and setbacks of President Obama's administration including; The TARP economic program and the Housing Crisis, The Affordable Health Care Act, Killing Osama Bin Laden, the rise of ISIS, the Iran Nuclear Agreement, and the failed appointment of Justice Merrick Garland to the Supreme Court.	SSP.01, SSP.02, SSP.03, SSP.04, SSP.05, SSP.06	