

Texas Tutorials are designed specifically for the Texas Essential Knowledge and Skills (TEKS) to prepare students for the State of Texas Assessment of Academic Readiness (STAAR)® end-of-course assessments.

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U.S. History Tutorials offer targeted instruction, practice, and review designed to build students' knowledge of U.S. history and their comfort with historical thinking skills. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By constantly honing their ability to apply historical knowledge in abstract and concrete forms, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

1. OUR FOUNDING DOCUMENTS

● THE DECLARATION OF INDEPENDENCE

- **1.A** analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.D** use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

● THE CREATION OF THE U.S. CONSTITUTION

- **1.A** analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.D** use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
- **30.B** use correct social studies terminology to explain historical concepts; and
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

● RATIFYING AND AMENDING THE U.S. CONSTITUTION

- **1.A** analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;

- **1.C** explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **29.D** use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
- **30.B** use correct social studies terminology to explain historical concepts; and
- **21.B** discuss historical reasons why the constitution has been amended; and

2. ON THE FRONTIER

● AMERICAN INDIANS IN THE WEST

- **3.A** analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism;
- **13.A** analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **30.B** use correct social studies terminology to explain historical concepts; and
- **26.B** discuss the Americanization movement to assimilate immigrants and American Indians into American culture;
- **31.B** pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

● WEST WARD EXPANSION AND THE ECONOMY

- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **30.B** use correct social studies terminology to explain historical concepts; and
- **3.B** analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;
- **15.A** describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;

3. THE SECOND INDUSTRIAL REVOLUTION

● THE RISE OF INDUSTRY

- **3.B** analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **30.B** use correct social studies terminology to explain historical concepts; and

● CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY

- **3.B** analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;
- **27.C** understand the impact of technological and management innovations and their applications in the workplace and the

resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management.

- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **30.B** use correct social studies terminology to explain historical concepts; and
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **2.B** identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;
- **15.B** describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act;

● **CULTURE OF THE GILDED AGE**

- **3.C** analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **30.B** use correct social studies terminology to explain historical concepts; and
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **24.B** evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.
- **28.A** analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States;

● **POLITICS OF THE GILDED AGE**

- **3.A** analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **3.B** analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;
- **5.C** evaluate the impact of third parties, including the Populist and Progressive parties.

4. LABOR, IMMIGRATION, AND THE CITY

● **INDUSTRIAL WORKERS AND LABOR REFORM**

- **3.B** analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;
- **3.C** analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **26.A** explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;

● **URBANIZATION AND ITS CHALLENGES**

- **3.C** analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy

of industrialists; and

- **13.A** analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **31.B** pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **29.G** identify and support with historical evidence a point of view on a social studies issue or event; and

● **PATTERNS OF IMMIGRATION**

- **3.D** describe the optimism of the many immigrants who sought a better life in America.
- **3.C** analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and
- **13.B** analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **31.B** pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
- **15.C** explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas;

5. THE PROGRESSIVE ERA

● **SOCIAL REFORM IN THE PROGRESSIVE ERA**

- **5.B** evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society; and
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **3.C** analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and
- **26.D** identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;
- **2.B** identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;
- **2.C** apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- **5.C** evaluate the impact of third parties, including the Populist and Progressive parties.
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

● **SUFFRAGE AND CIVIL RIGHTS IN THE PROGRESSIVE ERA**

- **5.B** evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society; and
- **26.A** explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic,

and religious minorities as well as women, in American society;

- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **29.C** identify and support with historical evidence a point of view on a social studies issue or event; and
- **26.D** identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;
- **1.B** analyze and evaluate the application of these founding principles to historical events in U.S. history; and
- **5.A** evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
- **23.B** evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; and
- **21.B** discuss historical reasons why the constitution has been amended; and

● **POLITICAL REFORM IN THE PROGRESSIVE ERA**

- **5.A** evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **21.B** discuss historical reasons why the constitution has been amended; and
- **5.C** evaluate the impact of third parties, including the Populist and Progressive parties.
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

● **ECONOMIC REFORM IN THE PROGRESSIVE ERA**

- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **5.A** evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **21.B** discuss historical reasons why the constitution has been amended; and
- **15.B** describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act;
- **15.E** describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.

6. AMERICAN IMPERIALISM

● **THE DRIVE FOR EXPANSION**

- **4.A** explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **15.C** explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy,

Dollar Diplomacy, and immigration quotas;

- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

● THE SPANISH-AMERICAN WAR

- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **2.D** explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
- **2.B** identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;
- **2.C** apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- **4.A** explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power;
- **4.B** evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;
- **12.B** identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.
- **15.D** describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and

● AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND

- **4.A** explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power;
- **4.B** evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;
- **12.B** identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **12.A** analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and
- **15.C** explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas;

7. WORLD WAR I: PART 1

● WORLD WAR I: THE BIGGER PICTURE

- **4.C** identify the causes of World War I and reasons for U.S. entry;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **2.D** explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
- **2.B** identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;
- **2.C** apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- **4.F** analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and

● ON THE WAR FRONT

- **4.D** understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;
- **4.G** analyze significant events such as the Battle of Argonne Forest.
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **4.E** analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front;
- **27.B** explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; and
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

● ON THE HOME FRONT

- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **15.D** describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and
- **26.C** explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

8. WORLD WAR I: PART 2

● THE AFRICAN AMERICAN WARTIME EXPERIENCE

- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **4.D** understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;
- **26.C** explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- **13.A** analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and

● OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER

- **4.F** analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's

Fourteen Points, and the Treaty of Versailles; and

- **12.B** identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **19.E** evaluate the pros and cons of U.S. participation in international organizations and treaties.
- **15.D** describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and

9. AMERICA IN THE 1920S

● A TIME OF EASE: THE POST-WAR ECONOMIC BOOM

- **6.B** analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.
- **15.D** describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and
- **16.A** analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;
- **27.A** explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **28.A** analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States;
- **29.G** identify and support with historical evidence a point of view on a social studies issue or event; and

● A TIME OF FEAR: THE RED SCARE, NATIVISM, AND RACISM

- **6.A** analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

● SOCIAL CONFLICT AND CHANGE

- **6.B** analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **6.A** analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
- **23.A** identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;

- **23.B** evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; and
 - **26.A** explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
 - **26.C** explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- **MODERN ARTS: THE HARLEM RENAISSANCE AND THE ROARING '20S**
 - **25.A** describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;
 - **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
 - **25.B** describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society;
 - **26.C** explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;

10. THE GREAT DEPRESSION AND THE NEW DEAL

- **CAUSES OF THE GREAT DEPRESSION**
 - **16.B** identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;
 - **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **THE DUST BOWL AND THE IMPACTS OF THE GREAT DEPRESSION**
 - **16.C** analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others;
 - **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
 - **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
 - **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
 - **12.A** analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and
 - **14.A** identify the effects of population growth and distribution on the physical environment;
 - **31.B** pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
- **THE NEW DEAL**
 - **19.A** evaluate the impact of New Deal legislation on the historical roles of state and federal government;
 - **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
 - **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
 - **16.D** compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and

- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **16.E** describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.

11. WORLD WAR II: PART 1

● FROM ISOLATIONISM TO INVOLVEMENT

- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **7.A** identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor;
- **2.D** explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

● MOBILIZATION AND THE HOME FRONT

- **17.A** describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **7.G** explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.
- **7.B** evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **7.C** analyze the function of the U.S. Office of War Information;

● WAR ON MANY FRONTS

- **2.C** apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- **7.D** analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;
- **7.E** analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **31.B** pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

- **7.F** evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and
- **7.B** evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;

12. WORLD WAR II: PART 2

• THE HOLOCAUST

- **7.D** analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;
- **7.E** analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

• OPPORTUNITIES AND OBSTACLES

- **26.C** explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **7.G** explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.
- **17.A** describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment;
- **7.D** analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;
- **19.B** explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;

• THE END OF THE WAR

- **7.B** evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;
- **12.B** identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **7.D** analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **26.D** identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;

13. THE COLD WAR: PART 1

- **THE BEGINNINGS OF THE COLD WAR**

- **8.A** describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis;
- **8.B** describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **29.G** identify and support with historical evidence a point of view on a social studies issue or event; and

- **THE KOREAN WAR AND THE EISENHOWER YEARS**

- **8.C** explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

- **THE ARMS RACE AND THE SPACE RACE**

- **8.A** describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis;
- **8.B** describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **2.D** explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **28.B** explain how space technology and exploration improve the quality of life; and

14. THE COLD WAR: PART 2

- **THE VIETNAM WAR**

- **8.D** explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **19.B** explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;
- **20.A** describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and

- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **8.E** analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; and
- **29.G** identify and support with historical evidence a point of view on a social studies issue or event; and

- **THE LAST YEARS OF THE COLD WAR**

- **10.A** describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;
- **11.A** describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **25.C** identify the impact of popular American culture on the rest of the world over time; and
- **25.D** analyze the global diffusion of American culture through the entertainment industry via various media.
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **10.B** describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength;
- **29.G** identify and support with historical evidence a point of view on a social studies issue or event; and

15. THE MIDCENTURY BOOM

- **PROSPERITY AND CHANGE AFTER WORLD WAR II**

- **17.B** identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **28.A** analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States;
- **29.G** identify and support with historical evidence a point of view on a social studies issue or event; and

- **DOMESTIC PROGRAMS IN THE 1950S AND 1960S**

- **26.A** explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **17.D** identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

16. RETHINKING AMERICA

- **CULTURAL RESPONSES TO VIETNAM AND WATERGATE**

- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **8.F** describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.
- **23.A** identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;
- **21.B** discuss historical reasons why the constitution has been amended; and
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **19.C** describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders;
- **29.G** identify and support with historical evidence a point of view on a social studies issue or event; and

● THE WARREN COURT

- **21.A** analyze the effects of landmark U.S. Supreme Court decisions, including *Brown v. Board of Education*, and other U.S. Supreme Court decisions such as *Plessy v. Ferguson*, *Hernandez v. Texas*, *Tinker v. Des Moines*, *Wisconsin v. Yoder*, and *White v. Regester*;
- **26.A** explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **9.I** describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Delgado v. Bastrop I.S.D.*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v. Painter* played a role in protecting the rights of the minority during the civil rights movement.
- **24.B** evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **29.G** identify and support with historical evidence a point of view on a social studies issue or event; and

17. CIVIL RIGHTS MOVEMENTS: PART 1

● THE GROWTH OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT

- **1.B** analyze and evaluate the application of these founding principles to historical events in U.S. history; and
- **2.B** identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;
- **2.C** apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- **9.A** trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments;
- **21.A** analyze the effects of landmark U.S. Supreme Court decisions, including *Brown v. Board of Education*, and other U.S. Supreme Court decisions such as *Plessy v. Ferguson*, *Hernandez v. Texas*, *Tinker v. Des Moines*, *Wisconsin v. Yoder*, and *White v. Regester*;
- **26.A** explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
- **26.C** explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **9.F** describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965;
- **9.I** describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Delgado v. Bastrop I.S.D.*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v. Painter* played a role in protecting the rights of the minority during the civil rights movement.
- **21.B** discuss historical reasons why the constitution has been amended; and

- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **9.C** identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;
- **29.G** identify and support with historical evidence a point of view on a social studies issue or event; and
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

- **KEY FIGURES AND APPROACHES IN THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**

- **9.B** describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;
- **9.D** compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.;
- **26.A** explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
- **26.C** explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **9.C** identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;
- **9.E** discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

- **THE HEIGHT OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**

- **2.D** explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
- **26.A** explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
- **26.C** explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **9.F** describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965;
- **9.G** describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

18. CIVIL RIGHTS MOVEMENTS: PART 2

- **THE AMERICAN INDIAN AND HISPANIC AMERICAN MOVEMENTS**

- **9.B** describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;
- **9.C** identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;

- **21.A** analyze the effects of landmark U.S. Supreme Court decisions, including *Brown v. Board of Education*, and other U.S. Supreme Court decisions such as *Plessy v. Ferguson*, *Hernandez v. Texas*, *Tinker v. Des Moines*, *Wisconsin v. Yoder*, and *White v. Regester*;
- **26.A** explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
- **26.C** explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- **9.I** describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Delgado v. Bastrop I.S.D.*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v. Painter* played a role in protecting the rights of the minority during the civil rights movement.
- **26.D** identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

● THE FEMINIST MOVEMENT

- **9.B** describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;
- **9.C** identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **10.F** describe significant societal issues of this time period.
- **17.D** identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and

● CHANGES AND NEW STRUGGLES

- **9.A** trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments;
- **26.A** explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **9.B** describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;
- **23.C** explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union."
- **26.C** explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;
- **9.H** evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and
- **17.D** identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and

19. GLOBALIZATION AND AMERICA TODAY

● GLOBAL ECONOMICS AFTER THE COLD WAR

- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **17.E** describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).
- **18.B** identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **19.E** evaluate the pros and cons of U.S. participation in international organizations and treaties.
- **17.C** describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;

● GLOBALIZATION, HEALTH, AND THE ENVIRONMENT

- **11.B** identify significant social and political advocacy organizations, leaders, and issues across the political spectrum;
- **14.B** identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act; and
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **10.F** describe significant societal issues of this time period.
- **10.C** compare the impact of energy on the American way of life over time;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

● SCIENCE AND TECHNOLOGY IN THE INFORMATION AGE

- **27.A** explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;
- **27.C** understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management.
- **28.A** analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States;
- **28.B** explain how space technology and exploration improve the quality of life; and
- **28.C** understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **18.A** discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **29.G** identify and support with historical evidence a point of view on a social studies issue or event; and

20. AMERICA IN THE WORLD

● THE UNITED STATES AND THE MIDDLE EAST: 1970S - 1990S

- **10.D** describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.G** identify and support with historical evidence a point of view on a social studies issue or event; and
- **11.A** describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis,

9/11, and the global War on Terror;

- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

- **U.S. INVOLVEMENT IN WORLD AFFAIRS: 1980S - TODAY**

- **11.A** describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **2.D** explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
- **12.B** identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

- **THE FIGHT AGAINST TERROR IN THE 21ST CENTURY**

- **11.A** describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **19.B** explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;

21. DOMESTIC POLICIES AND POLITICS

- **THE CONSERVATIVE RESURGENCE**

- **10.E** describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; and
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **24.B** evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.
- **10.B** describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength;

- **DOMESTIC POLICY DEBATES: 1970S - TODAY**

- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **16.E** describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.
- **19.D** discuss the role of contemporary government legislation in the private and public sectors such as the Community

- **POLITICS IN THE LATE 20TH AND EARLY 21ST CENTURIES**

- **11.B** identify significant social and political advocacy organizations, leaders, and issues across the political spectrum;
- **11.E** discuss the historical significance of the 2008 presidential election; and
- **20.B** evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.
- **29.A** use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- **24.B** evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.
- **11.D** analyze the impact of third parties on presidential elections;
- **29.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- **2.D** explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).