

Tennessee Tutorials are designed specifically for the Tennessee Academic Standards to prepare students for the Tennessee Comprehensive Assessment Program (TCAP) and the TNReady assessments.

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. ON THE FRONTIER

### • AMERICAN INDIANS IN THE WEST

- **1.US.02** *Examine federal policies toward American Indians, including: the movement to reservations, assimilation, boarding schools, and the Dawes Act.*
- **SSP.02** *Critically examine a primary or secondary source in order to:*
- **SSP.01** *Collect data and information from a variety of primary and secondary sources, including:*
- **1.US.01** *Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West.*

### • WESTWARD EXPANSION AND THE ECONOMY

- **1.US.01** *Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West.*
- **SSP.05** *Develop historical awareness by:*
- **1.US.07.f** *Competition for jobs*
- **SSP.06** *Develop geographic awareness by:*

## 2. THE SECOND INDUSTRIAL REVOLUTION: PART 1

### • THE RISE OF INDUSTRY

- **1.US.01** *Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West.*
- **1.US.05.a** *Alexander Graham Bell*
- **1.US.05.b** *Henry Bessemer*
- **1.US.05.c** *Andrew Carnegie*
- **1.US.05.d** *Thomas Edison*
- **1.US.05.e** *J.P. Morgan*
- **1.US.05.f** *John D. Rockefeller*
- **1.US.05.h** *Cornelius Vanderbilt*
- **SSP.04** *Construct and communicate arguments citing supporting evidence to:*

### • CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY

- **2.US.10** *Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads.*

- **2.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.
- **SSP.01** Collect data and information from a variety of primary and secondary sources, including:
- **1.US.04.f** Interstate Commerce Act
- **1.US.05.a** Alexander Graham Bell
- **1.US.05.b** Henry Bessemer
- **1.US.05.c** Andrew Carnegie
- **1.US.05.d** Thomas Edison
- **1.US.05.e** J.P. Morgan
- **1.US.05.f** John D. Rockefeller
- **1.US.05.h** Cornelius Vanderbilt
- **1.US.04.d** Spoils system and President James A. Garfield's assassination

### 3. THE SECOND INDUSTRIAL REVOLUTION: PART 2

#### ● CULTURE OF THE GILDED AGE

- **2.US.08** Explain the concepts of social Darwinism and the Social Gospel.
- **1.US.05.c** Andrew Carnegie
- **SSP.04** Construct and communicate arguments citing supporting evidence to:
- **2.US.13** Describe working conditions in industries during this era, including the use of labor by women and children.
- **1.US.04.d** Spoils system and President James A. Garfield's assassination
- **1.US.04.f** Interstate Commerce Act
- **SSP.01** Collect data and information from a variety of primary and secondary sources, including:
- **SSP.03** Synthesize data from a variety of sources in order to:

#### ● POLITICS OF THE GILDED AGE

- **1.US.04.a** Boss Tweed
- **1.US.04.b** Thomas Nast
- **1.US.04.d** Spoils system and President James A. Garfield's assassination
- **1.US.04.f** Interstate Commerce Act
- **1.US.07.c** Push and pull factors
- **1.US.07.d** Ethnic clusters
- **1.US.07.e** Jane Addams
- **1.US.07.f** Competition for jobs
- **1.US.07.g** Rise of nativism
- **1.US.07.h** Jacob Riis
- **1.US.07.i** Chinese Exclusion Act and Gentleman's Agreement
- **SSP.01** Collect data and information from a variety of primary and secondary sources, including:
- **1.US.04.e** Pendleton Act
- **2.US.10** Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads.

### 4. LABOR, IMMIGRATION, AND THE CITY

#### ● INDUSTRIAL WORKERS AND LABOR REFORM

- **1.US.06.a** Boston
- **1.US.06.b** Chicago
- **1.US.06.c** New York City
- **SSP.01** Collect data and information from a variety of primary and secondary sources, including:
- **2.US.13** Describe working conditions in industries during this era, including the use of labor by women and children.
- **1.US.05.a** Alexander Graham Bell
- **1.US.05.b** Henry Bessemer

- **1.US.05.c** *Andrew Carnegie*
- **1.US.05.d** *Thomas Edison*
- **1.US.05.e** *J.P. Morgan*
- **1.US.05.f** *John D. Rockefeller*
- **1.US.05.h** *Cornelius Vanderbilt*
- **1.US.07.c** *Push and pull factors*
- **1.US.07.d** *Ethnic clusters*
- **1.US.07.e** *Jane Addams*
- **1.US.07.f** *Competition for jobs*
- **1.US.07.g** *Rise of nativism*
- **1.US.07.h** *Jacob Riis*
- **1.US.07.i** *Chinese Exclusion Act and Gentleman's Agreement*
- **2.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.*

#### ● **URBANIZATION AND ITS CHALLENGES**

- **1.US.06.a** *Boston*
- **1.US.06.b** *Chicago*
- **1.US.06.c** *New York City*
- **1.US.07.c** *Push and pull factors*
- **1.US.07.d** *Ethnic clusters*
- **1.US.07.e** *Jane Addams*
- **1.US.07.f** *Competition for jobs*
- **1.US.07.g** *Rise of nativism*
- **1.US.07.h** *Jacob Riis*
- **1.US.07.i** *Chinese Exclusion Act and Gentleman's Agreement*
- **SSP.01** *Collect data and information from a variety of primary and secondary sources, including:*
- **SSP.06** *Develop geographic awareness by:*
- **SSP.02** *Critically examine a primary or secondary source in order to:*
- **SSP.04** *Construct and communicate arguments citing supporting evidence to:*

#### ● **PATTERNS OF IMMIGRATION**

- **1.US.07.c** *Push and pull factors*
- **1.US.07.d** *Ethnic clusters*
- **1.US.07.e** *Jane Addams*
- **1.US.07.f** *Competition for jobs*
- **1.US.07.g** *Rise of nativism*
- **1.US.07.h** *Jacob Riis*
- **1.US.07.i** *Chinese Exclusion Act and Gentleman's Agreement*
- **SSP.02** *Critically examine a primary or secondary source in order to:*

## 5. THE PROGRESSIVE ERA: PART 1

#### ● **SOCIAL REFORM IN THE PROGRESSIVE ERA**

- **2.US.14.a** *Robert M. La Follette, Sr.*
- **2.US.14.b** *President Theodore Roosevelt*
- **2.US.14.c** *Upton Sinclair*
- **2.US.14.d** *Lincoln Steffens*
- **2.US.14.e** *Ida Tarbell*
- **SSP.01** *Collect data and information from a variety of primary and secondary sources, including:*
- **2.US.08** *Explain the concepts of social Darwinism and the Social Gospel.*

- **1.US.07.e** *Jane Addams*
- **2.US.15.a** *Adoption of the initiative, referendum, and recall*
- **2.US.15.b** *Adoption of the primary system*
- **2.US.15.c** *16th Amendment*
- **2.US.15.d** *17th Amendment*
- **2.US.15.e** *18th Amendment*
- **2.US.16.a** *Square Deal*
- **2.US.16.b** *“Trust-busting”*
- **2.US.16.c** *Pure Food and Drug Act*
- **2.US.16.d** *Meat Inspection Act*
- **2.US.16.e** *Support for conservation*

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

- **2.US.13** *Describe working conditions in industries during this era, including the use of labor by women and children.*
- **2.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 19th Amendment, and the role of Tennessee as the “Perfect 36”.*
- **2.US.15.a** *Adoption of the initiative, referendum, and recall*
- **2.US.15.b** *Adoption of the primary system*
- **2.US.15.c** *16th Amendment*
- **2.US.15.d** *17th Amendment*
- **2.US.15.e** *18th Amendment*
- **SSP.01** *Collect data and information from a variety of primary and secondary sources, including:*
- **2.US.09** *Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois.*
- **2.US.14.b** *President Theodore Roosevelt*
- **1.US.03** *Explain the impact of the Compromise of 1877, including: Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin “Pap” Singleton and the Exodusters, and the Plessy v. Ferguson decision.*

## 6. THE PROGRESSIVE ERA: PART 2

- **POLITICAL REFORM IN THE PROGRESSIVE ERA**

- **2.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.*
- **2.US.15.a** *Adoption of the initiative, referendum, and recall*
- **2.US.15.b** *Adoption of the primary system*
- **2.US.15.c** *16th Amendment*
- **2.US.15.d** *17th Amendment*
- **2.US.15.e** *18th Amendment*
- **SSP.04** *Construct and communicate arguments citing supporting evidence to:*
- **2.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.*
- **2.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 19th Amendment, and the role of Tennessee as the “Perfect 36”.*
- **3.US.20** *Compare and contrast the arguments of interventionists and non-interventionists of the period.*
- **2.US.14.a** *Robert M. La Follette, Sr.*
- **2.US.14.b** *President Theodore Roosevelt*
- **2.US.14.c** *Upton Sinclair*
- **2.US.14.d** *Lincoln Steffens*
- **2.US.14.e** *Ida Tarbell*
- **2.US.16.a** *Square Deal*
- **2.US.16.b** *“Trust-busting”*

- **2.US.16.c** *Pure Food and Drug Act*
- **2.US.16.d** *Meat Inspection Act*
- **2.US.16.e** *Support for conservation*
- **SSP.02** *Critically examine a primary or secondary source in order to:*

- **ECONOMIC REFORM IN THE PROGRESSIVE ERA**

- **2.US.14.a** *Robert M. La Follette, Sr.*
- **2.US.14.b** *President Theodore Roosevelt*
- **2.US.14.c** *Upton Sinclair*
- **2.US.14.d** *Lincoln Steffens*
- **2.US.14.e** *Ida Tarbell*
- **2.US.15.a** *Adoption of the initiative, referendum, and recall*
- **2.US.15.b** *Adoption of the primary system*
- **2.US.15.c** *16th Amendment*
- **2.US.15.d** *17th Amendment*
- **2.US.15.e** *18th Amendment*
- **2.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.*
- **2.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.*
- **2.US.16.a** *Square Deal*
- **2.US.16.b** *"Trust-busting"*
- **2.US.16.c** *Pure Food and Drug Act*
- **2.US.16.d** *Meat Inspection Act*
- **SSP.01** *Collect data and information from a variety of primary and secondary sources, including:*
- **2.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.*
- **1.US.04.d** *Spoils system and President James A. Garfield's assassination*
- **1.US.04.f** *Interstate Commerce Act*

## 7. AMERICAN IMPERIALISM

- **THE DRIVE FOR EXPANSION**

- **SSP.02** *Critically examine a primary or secondary source in order to:*
- **3.US.19** *Assess the causes of American imperialism in the late 19th and early 20th centuries, including: the desire for raw materials and new markets, the desire to spread American democratic and moral ideals, and yellow journalism.*
- **3.US.20** *Compare and contrast the arguments of interventionists and non-interventionists of the period.*
- **3.US.21.c** *Roosevelt Corollary*

- **THE SPANISH-AMERICAN WAR**

- **2.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 19th Amendment, and the role of Tennessee as the "Perfect 36".*
- **3.US.19** *Assess the causes of American imperialism in the late 19th and early 20th centuries, including: the desire for raw materials and new markets, the desire to spread American democratic and moral ideals, and yellow journalism.*
- **3.US.21.a** *Annexation of Hawaii*
- **3.US.21.b** *Philippine Insurrection*
- **3.US.21.c** *Roosevelt Corollary*
- **3.US.21.d** *Panama Canal*
- **3.US.21.e** *Access to Cuba*
- **3.US.20** *Compare and contrast the arguments of interventionists and non-interventionists of the period.*

- **AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND**

- **3.US.21.a** *Annexation of Hawaii*
- **3.US.21.b** *Philippine Insurrection*
- **3.US.21.c** *Roosevelt Corollary*
- **3.US.21.d** *Panama Canal*
- **3.US.21.e** *Access to Cuba*
- **SSP.01** *Collect data and information from a variety of primary and secondary sources, including:*
- **3.US.22** *Compare and contrast President Theodore Roosevelt's Big Stick diplomacy, President William Howard Taft's Dollar Diplomacy, and President Woodrow Wilson's Moral Diplomacy.*
- **3.US.19** *Assess the causes of American imperialism in the late 19th and early 20th centuries, including: the desire for raw materials and new markets, the desire to spread American democratic and moral ideals, and yellow journalism.*

## 8. WORLD WAR I: PART 1

- **WORLD WAR I: THE BIGGER PICTURE**

- **3.US.23** *Explain the causes of World War I and the reasons for the initial declaration of U.S. neutrality.*
- **3.US.22** *Compare and contrast President Theodore Roosevelt's Big Stick diplomacy, President William Howard Taft's Dollar Diplomacy, and President Woodrow Wilson's Moral Diplomacy.*
- **3.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.*
- **SSP.01** *Collect data and information from a variety of primary and secondary sources, including:*
- **SSP.02** *Critically examine a primary or secondary source in order to:*
- **SSP.04** *Construct and communicate arguments citing supporting evidence to:*
- **SSP.05** *Develop historical awareness by:*

- **ON THE WAR FRONT**

- **3.US.25.a** *Trench warfare*
- **3.US.25.b** *Use of new weapons and technology*
- **3.US.25.d** *Herbert Hoover*
- **3.US.25.e** *John J. Pershing*

- **ON THE HOME FRONT**

- **3.US.25.d** *Herbert Hoover*
- **3.US.26.a** *Role played by women and minorities*
- **3.US.26.b** *Voluntary rationing*
- **3.US.26.c** *Committee on Public Information*
- **3.US.26.d** *Opposition by conscientious objectors*
- **SSP.02** *Critically examine a primary or secondary source in order to:*
- **SSP.01** *Collect data and information from a variety of primary and secondary sources, including:*

## 9. WORLD WAR I: PART 2

- **THE AFRICAN AMERICAN WARTIME EXPERIENCE**

- **2.US.09** *Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois.*
- **SSP.01** *Collect data and information from a variety of primary and secondary sources, including:*
- **SSP.05** *Develop historical awareness by:*
- **3.US.25.e** *John J. Pershing*
- **3.US.26.a** *Role played by women and minorities*
- **3.US.26.d** *Opposition by conscientious objectors*
- **4.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.*
- **SSP.06** *Develop geographic awareness by:*

- **OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER**

- **3.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.
- **3.US.20** Compare and contrast the arguments of interventionists and non-interventionists of the period.
- **2.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.
- **3.US.26.b** Voluntary rationing
- **SSP.05** Develop historical awareness by:

## 10. AMERICA IN THE 1920S: PART 1

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

- **4.US.38** Analyze the changes in the economy and culture of the U.S. as a result of credit expansion, consumerism, and financial speculation.
- **SSP.01** Collect data and information from a variety of primary and secondary sources, including:
- **4.US.31** Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity.
- **4.US.32** Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society.
- **4.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.
- **4.US.34** Describe changes in the social and economic status of women during this era, including: flappers, birth control, clerical and office jobs, and the rise of women's colleges.
- **SSP.05** Develop historical awareness by:

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

- **2.US.08** Explain the concepts of social Darwinism and the Social Gospel.
- **4.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.
- **4.US.35.a** First Red Scare
- **4.US.35.b** Immigration Quota Acts of the 1920s
- **4.US.35.c** Resurgence of the Ku Klux Klan
- **4.US.35.e** Emergence of Garveyism
- **4.US.35.f** Rise of the NAACP

## 11. AMERICA IN THE 1920S: PART 2

- **SOCIAL CONFLICT AND CHANGE**

- **4.US.36** Describe the Scopes Trial of 1925, including: the major figures, two sides of the controversy, the outcome, and legacy.
- **4.US.37** Describe the impacts of Prohibition on American society, including: the rise of organized crime, bootlegging, and speakeasies.
- **4.US.34** Describe changes in the social and economic status of women during this era, including: flappers, birth control, clerical and office jobs, and the rise of women's colleges.
- **4.US.35.a** First Red Scare
- **4.US.35.b** Immigration Quota Acts of the 1920s
- **4.US.35.c** Resurgence of the Ku Klux Klan
- **4.US.35.e** Emergence of Garveyism
- **4.US.35.f** Rise of the NAACP
- **2.US.09** Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois.

- **MODERN ARTS: THE HARLEM RENAISSANCE AND THE ROARING '20S**

- **4.US.33.a** Louis Armstrong

- **4.US.33.b** Duke Ellington
- **4.US.33.c** Langston Hughes
- **4.US.33.d** Zora Neale Hurston
- **4.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.
- **SSP.03** Synthesize data from a variety of sources in order to:
- **4.US.35.f** Rise of the NAACP

## 12. THE GREAT DEPRESSION AND THE NEW DEAL

### ● CAUSES OF THE GREAT DEPRESSION

- **5.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”.
- **5.US.39.a** Bank failures
- **5.US.39.c** Crash of the stock market
- **5.US.39.d** Excess consumerism
- **5.US.39.e** High tariffs
- **5.US.39.f** Laissez-faire politics
- **5.US.39.h** Overproduction in agriculture and manufacturing
- **5.US.39.i** Rising unemployment
- **5.US.39.b** Buying on margin
- **5.US.39.g** Overextension of credit
- **5.US.40** Analyze the causes of the Dust Bowl, and explain the social, geographic, and economic impacts.

### ● THE DUST BOWL AND THE IMPACTS OF THE GREAT DEPRESSION

- **4.US.38** Analyze the changes in the economy and culture of the U.S. as a result of credit expansion, consumerism, and financial speculation.
- **5.US.40** Analyze the causes of the Dust Bowl, and explain the social, geographic, and economic impacts.
- **5.US.41** Describe the impact of the Great Depression on the American people, including: mass unemployment, migration, and Hoovervilles.
- **SSP.02** Critically examine a primary or secondary source in order to:
- **5.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”.
- **5.US.39.h** Overproduction in agriculture and manufacturing
- **5.US.39.i** Rising unemployment
- **SSP.01** Collect data and information from a variety of primary and secondary sources, including:
- **SSP.04** Construct and communicate arguments citing supporting evidence to:
- **SSP.06** Develop geographic awareness by:

### ● THE NEW DEAL

- **5.US.43.a** Agricultural Adjustment Act
- **5.US.43.b** Civilian Conservation Corps
- **5.US.43.d** Federal Deposit Insurance Corporation
- **5.US.43.f** Securities and Exchange Commission
- **5.US.43.g** Social Security
- **5.US.43.i** Works Progress Administration
- **5.US.43.c** Fair Labor Standards Act
- **5.US.43.e** National Recovery Administration
- **5.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.

## 13. WORLD WAR II: PART 1



- **FROM ISOLATIONISM TO INVOLVEMENT**

- **6.US.45** Explain the rise and spread of fascism, communism, and totalitarianism internationally.
- **6.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.
- **6.US.49.a** Winston Churchill
- **6.US.49.b** Dwight D. Eisenhower
- **6.US.49.c** Adolf Hitler
- **6.US.49.d** Douglas MacArthur
- **6.US.49.f** Benito Mussolini
- **6.US.49.g** President Franklin D. Roosevelt
- **6.US.49.h** Joseph Stalin
- **6.US.49.j** President Harry S. Truman
- **6.US.49.i** Hideki Tojo
- **6.US.48** Explain the reasons for American entry into World War II, including the attack on Pearl Harbor.

- **MOBILIZATION AND THE HOME FRONT**

- **6.US.55.a** Rationing
- **6.US.55.b** Bond drives
- **6.US.55.d** Movement to cities and industrial centers
- **6.US.55.f** Conversion of factories for wartime production
- **6.US.55.e** Bracero program
- **6.US.55.c** Propaganda
- **6.US.49.g** President Franklin D. Roosevelt

- **WAR ON MANY FRONTS**

- **6.US.48** Explain the reasons for American entry into World War II, including the attack on Pearl Harbor.
- **6.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.
- **6.US.56** Describe the Manhattan Project, and explain the rationale for using the atomic bomb to end the war.
- **6.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 Army, the 442nd Central Postal Directory, the 442nd Central Postal Directory, the 101st Airborne, and the Navajo Code Talkers.
- **6.US.49.d** Douglas MacArthur
- **6.US.49.a** Winston Churchill
- **6.US.49.b** Dwight D. Eisenhower
- **6.US.49.c** Adolf Hitler
- **6.US.49.f** Benito Mussolini
- **6.US.49.g** President Franklin D. Roosevelt
- **6.US.49.h** Joseph Stalin
- **6.US.49.j** President Harry S. Truman

## 14. WORLD WAR II: PART 2

- **THE HOLOCAUST**

- **6.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.
- **6.US.57** Explain the major outcomes of the Yalta and Potsdam Conferences.
- **6.US.49.c** Adolf Hitler
- **6.US.49.h** Joseph Stalin
- **6.US.49.j** President Harry S. Truman

- **OPPORTUNITIES AND OBSTACLES**

- **6.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 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers.

- **6.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.
- **6.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.
- **6.US.55.d** Movement to cities and industrial centers
- **6.US.55.f** Conversion of factories for wartime production
- **6.US.55.e** Bracero program
- **6.US.54** Describe the constitutional issues and impact of the internment of Japanese Americans on the U.S., including the *Fred Korematsu v. United States of America* decision.

#### ● THE END OF THE WAR

- **6.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.
- **6.US.49.h** Joseph Stalin
- **6.US.49.j** President Harry S. Truman
- **6.US.56** Describe the Manhattan Project, and explain the rationale for using the atomic bomb to end the war.
- **6.US.58** Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.
- **6.US.57** Explain the major outcomes of the Yalta and Potsdam Conferences.

## 15. THE COLD WAR: PART 1

#### ● THE BEGINNINGS OF THE COLD WAR

- **7.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.
- **7.US.60** Explain the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift.
- **7.US.61** Analyze the causes and effects of the Second Red Scare, including: Americans' attitudes toward McCarthyism, blacklisting, and Julius and Ethel Rosenberg.
- **SSP.05** Develop historical awareness by:

#### ● THE KOREAN WAR AND THE EISENHOWER YEARS

- **7.US.62.a** Domino theory
- **7.US.62.b** 38th parallel
- **7.US.62.d** Entry of the communist Chinese
- **7.US.62.e** Final disposition of the Koreans
- **2.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.
- **7.US.60** Explain the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift.
- **7.US.63** Explain Cold War policies during President Dwight D. Eisenhower's administration, including brinkmanship and "peaceful coexistence".

#### ● THE ARMS RACE AND THE SPACE RACE

- **7.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.
- **7.US.69** Describe the competition between the U.S. and Soviet Union for superiority in space.
- **SSP.05** Develop historical awareness by:
- **7.US.64.a** Atomic testing
- **7.US.64.b** Civil defense
- **7.US.64.c** Fallout shelters
- **7.US.64.e** Mutual assured destruction
- **7.US.65** Describe the relationship between Cuba and the U.S., including the Bay of Pigs Invasion and Cuban Missile Crisis.
- **8.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.*

- **7.US.64.d** *Impact of Sputnik*

## 16. THE COLD WAR: PART 2

### • THE VIETNAM WAR

- **7.US.66.c** *Tet Offensive*
- **7.US.66.d** *Vietnamization*
- **7.US.66.e** *Ho Chi Minh*
- **7.US.66.f** *Bombing of Cambodia*
- **7.US.67** *Compare the policies and practices of Presidents John F. Kennedy, Lyndon Johnson, and Richard Nixon and their impacts on the continuation of the Vietnam War.*
- **7.US.66.a** *Geneva Accords*
- **7.US.66.b** *Gulf of Tonkin Resolution*
- **7.US.66.g** *Napalm and Agent Orange*
- **7.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.*

### • THE LAST YEARS OF THE COLD WAR

- **7.US.67** *Compare the policies and practices of Presidents John F. Kennedy, Lyndon Johnson, and Richard Nixon and their impacts on the continuation of the Vietnam War.*
- **7.US.70.a** *President Richard Nixon's detente*
- **7.US.70.b** *President Jimmy Carter's SALT Treaties*
- **7.US.70.c** *President Ronald Reagan and Mikhail Gorbachev's INF Treaty*
- **7.US.70.d** *The fall of the Berlin Wall*

## 17. THE MIDCENTURY BOOM

### • PROSPERITY AND CHANGE AFTER WORLD WAR II

- **8.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.*
- **8.US.72** *Explain the impact of the baby boomer generation on the American economy and culture.*
- **8.US.74** *Describe the growing influence of the automobile on American society, including the growth of: suburbia, fast food chains, and the hotel industry.*
- **8.US.75** *Analyze the increasing impact of television and mass media on the American home, politics, and economy.*
- **8.US.73** *Describe domestic developments during President Dwight D. Eisenhower's administration, including advances in medicine and the creation of the Interstate Highway System.*
- **8.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.*

### • DOMESTIC PROGRAMS IN THE 1950S AND 1960S

- **8.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.*
- **10.US.83** *Evaluate the impact of President Lyndon Johnson's Great Society programs, including: Medicare, urban renewal, and the War on Poverty.*
- **8.US.73** *Describe domestic developments during President Dwight D. Eisenhower's administration, including advances in medicine and the creation of the Interstate Highway System.*

## 18. RETHINKING AMERICA

### • CULTURAL RESPONSES TO VIETNAM AND WATERGATE

- **7.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.*

- **10.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.
- **7.US.66.d** Vietnamization
- **7.US.66.f** Bombing of Cambodia
- **7.US.66.g** Napalm and Agent Orange
- **8.US.75** Analyze the increasing impact of television and mass media on the American home, politics, and economy.
- **8.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.
- **10.US.86.a** Background of the break-in
- **10.US.86.b** Changing role of media and journalism
- **10.US.86.c** Controversy surrounding President Gerald Ford's pardon
- **10.US.86.d** Legacy of distrust
- **10.US.86.e** United States v. Nixon
- **7.US.67** Compare the policies and practices of Presidents John F. Kennedy, Lyndon Johnson, and Richard Nixon and their impacts on the continuation of the Vietnam War.

- **THE WARREN COURT**

- **9.US.78** Examine the decision and impact of *Brown v. Board of Education* on desegregation.
- **9.US.80.c** Integration of Central High School in Little Rock, AR

## 19. CIVIL RIGHTS MOVEMENTS: PART 1

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

- **9.US.79** Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other.
- **9.US.80.a** Montgomery Bus Boycott
- **9.US.80.d** Freedom Riders
- **1.US.03** Explain the impact of the Compromise of 1877, including: Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin "Pap" Singleton and the Exodusters, and the *Plessy v. Ferguson* decision.
- **9.US.80.f** Marches, demonstrations, boycotts, and sit-ins (e.g., Nashville)
- **9.US.80.g** March on Washington, D.C.
- **9.US.78** Examine the decision and impact of *Brown v. Board of Education* on desegregation.

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

- **9.US.79** Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other.
- **9.US.80.i** Assassination of Martin Luther King, Jr.
- **SSP.02** Critically examine a primary or secondary source in order to:

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

- **9.US.80.a** Montgomery Bus Boycott
- **9.US.80.c** Integration of Central High School in Little Rock, AR
- **9.US.80.d** Freedom Riders
- **9.US.80.f** Marches, demonstrations, boycotts, and sit-ins (e.g., Nashville)
- **9.US.80.g** March on Washington, D.C.
- **9.US.80.h** Birmingham bombings of 1963
- **9.US.80.i** Assassination of Martin Luther King, Jr.
- **9.US.80.b** Integration of Clinton High School in Clinton, TN
- **SSP.01** Collect data and information from a variety of primary and secondary sources, including:
- **9.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 24th Amendment.*

- **9.US.79** *Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other.*

## 20. CIVIL RIGHTS MOVEMENTS: PART 2

### ● THE AMERICAN INDIAN AND HISPANIC AMERICAN MOVEMENTS

- **9.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.*

### ● THE FEMINIST MOVEMENT

- **9.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.*
- **10.US.93.a** *Hillary Clinton*

### ● CHANGES AND NEW STRUGGLES

- **9.US.78** *Examine the decision and impact of Brown v. Board of Education on desegregation.*
- **9.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 24th Amendment.*
- **10.US.95** *Describe the achievements and setbacks of President Barack Obama's administration.*
- **10.US.89.a** *Revitalization of national pride*
- **10.US.89.f** *AIDS epidemic*
- **10.US.93.a** *Hillary Clinton*

## 21. GLOBALIZATION AND AMERICA TODAY

### ● GLOBAL ECONOMICS AFTER THE COLD WAR

- **10.US.95** *Describe the achievements and setbacks of President Barack Obama's administration.*
- **10.US.89.a** *Revitalization of national pride*
- **10.US.89.b** *Reaganomics*
- **10.US.89.e** *Strategic Defense Initiative*
- **10.US.89.c** *Iran-Contra affair*
- **10.US.91.b** *Balanced budget*
- **10.US.91.c** *NAFTA*
- **10.US.91.a** *Welfare-to-work*
- **10.US.89.d** *“War on Drugs”*

### ● GLOBALIZATION, HEALTH, AND THE ENVIRONMENT

- **10.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.*
- **10.US.85** *Explain significant achievements of President Richard Nixon's administration, including his appeal to the “silent majority” and his major foreign policy actions.*
- **10.US.88.a** *Poor economy*
- **10.US.88.d** *Energy crisis*
- **10.US.89.f** *AIDS epidemic*

### ● SCIENCE AND TECHNOLOGY IN THE INFORMATION AGE

- **10.US.94** *Compare and contrast commonly used methods of communication from 1970 to today, and analyze the impact they have had on society.*

## 22. AMERICA IN THE WORLD

### • THE UNITED STATES AND THE MIDDLE EAST: 1970S - 1990S

- **10.US.88.c** *Camp David Accords*
- **10.US.88.e** *Iran Hostage Crisis*
- **10.US.89.c** *Iran-Contra affair*
- **10.US.89.e** *Strategic Defense Initiative*
- **10.US.90** *Describe the significant events of President George H.W. Bush's administration, including the invasion of Panama and the Gulf War.*

### • U.S. INVOLVEMENT IN WORLD AFFAIRS: 1980S - TODAY

- **10.US.89.d** *"War on Drugs"*
- **10.US.91.c** *NAFTA*
- **10.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.*
- **10.US.95** *Describe the achievements and setbacks of President Barack Obama's administration.*
- **10.US.90** *Describe the significant events of President George H.W. Bush's administration, including the invasion of Panama and the Gulf War.*
- **10.US.91.a** *Welfare-to-work*

### • THE FIGHT AGAINST TERROR IN THE 21ST CENTURY

- **10.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.*
- **10.US.95** *Describe the achievements and setbacks of President Barack Obama's administration.*

## 23. DOMESTIC POLICIES AND POLITICS

### • THE CONSERVATIVE RESURGENCE

- **10.US.83** *Evaluate the impact of President Lyndon Johnson's Great Society programs, including: Medicare, urban renewal, and the War on Poverty.*
- **9.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 24th Amendment.*
- **10.US.89.b** *Reaganomics*
- **10.US.89.c** *Iran-Contra affair*
- **10.US.89.d** *"War on Drugs"*
- **10.US.88.a** *Poor economy*
- **10.US.88.d** *Energy crisis*
- **10.US.89.a** *Revitalization of national pride*
- **10.US.89.e** *Strategic Defense Initiative*
- **SSP.05** *Develop historical awareness by:*

### • DOMESTIC POLICY DEBATES: 1970S - TODAY

- **10.US.95** *Describe the achievements and setbacks of President Barack Obama's administration.*
- **10.US.88.a** *Poor economy*
- **10.US.88.d** *Energy crisis*
- **10.US.91.a** *Welfare-to-work*
- **10.US.91.c** *NAFTA*
- **10.US.83** *Evaluate the impact of President Lyndon Johnson's Great Society programs, including: Medicare, urban renewal, and the War on Poverty.*
- **10.US.91.b** *Balanced budget*

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

- **10.US.90** Describe the significant events of President George H.W. Bush's administration, including the invasion of Panama and the Gulf War.
- **10.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.
- **10.US.95** Describe the achievements and setbacks of President Barack Obama's administration.
- **10.US.91.d** Scandals and subsequent impeachment hearings
- **10.US.93.a** Hillary Clinton
- **10.US.91.a** Welfare-to-work
- **10.US.91.b** Balanced budget
- **10.US.91.c** NAFTA