

2016 U.S. History Instructional Map

Reporting Category: 1: The Rise of Industrial America and the Progressive Era (1877 – 1920)		%	# of items
Reconstruction- Westward Expansion		27%	12-16
Standard 1: The Rise of Industrial America 1877–1914—Students analyze the various causes of the Industrial Revolution, the transformation of the American economy, and the changing social and political conditions in the United States in response to the Industrial Revolution. Students will also examine the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe and Asia.		Standards:	2, 3, 1
		Duration: 3 Days August 4 - August 6	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>US. 2: Summarize the major developments in Tennessee during the Reconstruction era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878, and the election of African Americans to the General Assembly. (C, E, H, TN)</p> <p>U.S. 3: Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, including Jim Crow laws, lynching, disenfranchisement methods, and the efforts of Pap Singleton and the Exodusters. (C, H, P, TN)</p> <p>US. 1: Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)</p>	<p>2) Cite from the Tennessee Constitution of 1870 evidence of the changing of the rights of all citizens regardless of race.</p> <p>2) Give a brief summary of the outbreak of Yellow Fever. Identify the location, the first victim, and total number infected. Describe how this event affected social relations in Tennessee.</p> <p>3) Why did Reconstruction finally fail and how did this failure influence the lives of African Americans and whites in the South?</p> <p>3) To what extent did Jim Crow Laws create and govern a racially segregated society in the South?</p> <p>1) How did the Industrial Revolution affect rural life and urban life in America?</p> <p>1) List specific locations for Industrial development and link these to the rise of industry and the growth of towns and cities.</p>	<p>This site is from the Tennessee Geographic Alliance. It has links to lesson files, PowerPoint files, and video files linked to US.1, US. 7, US. 9, US. 31, US. 59, US. 82, US. 107, US. 111, & US. 112. http://www.tngeographicalliance.org/us-history-and-geography.html</p>	<p><u>Reconstruction in Tennessee Summary</u> http://www.socialstudiescms.com/#!reconstruction/c1z3u</p> <p><u>African American Legislators</u> http://www.tennessee.gov/tsla/exhibits/blackhistory/index.htm</p> <p><u>Yellow Fever in TN:</u> http://www.history.com/this-day-in-history/first-victim-of-memphis-yellow-fever-epidemic-dies</p> <p><u>Election of 1876</u> http://www.pbs.org/wnet/jimcrow/stories_events_election.html</p> <p><u>Pap Singleton Lesson Idea</u> http://library.mtsu.edu/tps/newsletters/TPSNewsletterMarch2014.pdf</p> <p><u>Growth in Industry Statistics:</u> http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3817</p>

2016 U.S. History Instructional Map

Reporting Category: 1: The Rise of Industrial America and the Progressive Era (1877 – 1920) :		%	# of items
Industrialization / Imperialism		27%	12-16
Standard 2: The Progressive Era 1890–1920— - Students analyze the changing landscape, including the growth of cities and the demand for political, economic, and social reforms. Students trace the rise of the United States to its role as a world power in the twentieth century.		Standards:	6, 22, 23, 24
		Duration: 5 -7 Days August 7 – August 14	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>US.6: Describe the changes in life in the United States that resulted from the inventions and innovations of business leaders and entrepreneurs of the period: Henry Bessemer, George Pullman, Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, Swift and Armour, and Cornelius Vanderbilt. (C, E)</p> <p>US.22: Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals. (E, G, P)</p> <p>US.23: Evaluate the arguments of interventionists and noninterventionists of the period, including Alfred T. Mahan, Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt. (C, E, P)</p> <p>US.24: Describe the consequences of American imperialism of the period, including the following events: annexation of Hawaii, the Spanish-American War (Teller, Platt, and Foraker Acts), the Philippine Insurrection, the Roosevelt Corollary, and the Panama Canal. (E, G, H,</p>	<p>6) How did the following business leaders and entrepreneurs affect American’s everyday lives at home? Henry Bessemer, George Pullman, Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, Swift and Armour, and Cornelius Vanderbilt</p> <p>22) Should the United States have acquired possessions overseas? How did the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals play into American Imperialism?</p> <p>23) How did the perspectives of Alfred T. Mahan, Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt differ on the American Interventionist ideals?</p> <p>24) Was the United States justified in going to war against Spain in 1898?</p> <p>24) Was the acquisition of the Panama Canal Zone an act of justifiable imperialism? Does the need for self-defense give the US the right to interfere in the</p>	<p>Were big business leaders “captains of industry” or “robber barons?” http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit7_7.pdf</p>	<p><u>Digital History: Industrial Revolution</u> http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit7_1.pdf</p> <p><u>Industrial Supremacy Video-Armour & Bessemer Process:</u> http://www.learner.org/biographyofamerica/prog14/transcript/index.html</p> <p><u>Andrew Carnegie Bio:</u> http://www.pbs.org/wnet/historyofus/w eb09/segment3.html</p> <p><u>John D. Rockefeller Bio:</u> http://www.pbs.org/wnet/historyofus/w eb09/segment4.html</p> <p><u>American Imperialism</u> https://www.boundless.com/u-s-history/textbooks/boundless-u-s-history-textbook/race-empire-and-culture-in-the-gilded-age-1870-1900-21/war-empire-and-an-emerging-american-world-power-164/american-imperialism-896-3410/</p> <p><u>American Imperialism Arguments:</u> http://www.ihr.org/jhr/v13/v13n4p4_Ries.html</p>

2016 U.S. History Instructional Map

P)	affairs of Latin America?		
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Reporting Category: 1: The Rise of Industrial America and the Progressive Era (1877 – 1920): Corruption	%	# of items	
	27%	12-16	
Standard 1: The Rise of Industrial America 1877–1914 Standard 2: The Progressive Era 1890–1920 - Students analyze the changing landscape, including the growth of cities and the demand for political, economic, and social reforms. Students trace the rise of the United States to its role as a world power in the twentieth century.	Standards:	4, 5, 12	
	Bridging Standards:	13, 14, 19	
	Duration: 5 – 7 Days August 17 - August 25		
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources

2016 U.S. History Instructional Map

<p>US.4: Analyze the causes and consequences of Gilded Age politics and economics, including the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Boss Tweed, Thomas Nast, Credit Mobilier, Whiskey Ring, the Garfield assassination, the Pendleton Act, the Interstate Commerce Act. (E, H, P)</p> <p>US.5: Analyze the controversy that arose over the currency system in the late 1800s, including the impact of gold and silver strikes in the West, the contrasting views of farmers and industrialists, the Sherman Silver Purchase Act of 1890, the Gold Crisis during the Cleveland administration, and an analysis of William Jennings Bryan’s Cross of Gold speech. (E, H, P)</p> <p>US.12: Explain the characteristics and impact of the Granger Movement and Populism, including the problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities. (E, H, P)</p> <p>Bridging Standards: US. 13: Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government’s response, including the Sherman Anti-Trust Act of 1890. (E, P)</p>	<p>4) Why was the Gilded Age filled with so much political and economic corruption?</p> <p>5) Using William Jennings Bryan’s Cross of Gold speech as a debating piece, how did opinions of the monetary system differ based on individual’s roles in society?</p> <p>12) How did the railroad industry control American business interests?</p> <p>12) How did the impact of these interests affect everyday life for rural America?</p> <p>13) Has rapid industrial development been a blessing or a curse for Americans?</p> <p>13) Why were American industrialists of the late 1800s called both Robber Barons and Captains of Industry?</p>		<p><u>Gilded Age</u> https://www.boundless.com/u-s-history/textbooks/boundless-u-s-history-textbook/the-gilded-age-1870-1900-20/</p> <p><u>Political Machines</u> https://www.boundless.com/u-s-history/textbooks/boundless-u-s-history-textbook/the-gilded-age-1870-1900-20/the-rise-of-the-city-145/urban-politics-768-6698/</p> <p><u>Thomas Nast</u> http://blog.mcny.org/2013/09/24/thomas-nast-takes-down-tammany-a-cartoonists-crusade-against-a-political-boss/</p> <p><u>Farmers Revolt</u> http://www.digitalhistory.uh.edu/disp_t_extbook.cfm?smtID=11&psid=3816</p> <p><u>Cross of Gold Speech</u> http://historymatters.gmu.edu/d/5354/</p> <p><u>Grange Movement with Primary Sources and Essays</u> https://www.gilderlehrman.org/history-by-era/populism-and-agrarian-discontent/resources/grange-movement-1875</p> <p><u>Rise of Big Business</u> https://www.boundless.com/u-s-history/textbooks/boundless-u-s-history-textbook/the-gilded-age-1870-1900-20/the-rise-of-big-business-146/</p> <p><u>Sherman Anti-Trust Act</u></p>
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2016 U.S. History Instructional Map

<p>US. 14: Describe working conditions in industries, including the use of labor by women and children. (C, E)</p> <p>US. 19: Analyze the significant progressive achievements during the administration of Theodore Roosevelt, including the Square Deal, "trust-busting," the passage of the Pure Food and Drug Act, the Meat Inspection Act, and support for conservation. (E, H, P)</p>	<p>13) To what extent did technological invention and innovation improve transportation and the infrastructure of the United States during the 19th century?</p> <p>13) Should business be regulated closely by the government?</p> <p>14) In what ways did the Progressive movement affect women and children?</p> <p>19) How did Progressives seek to change American society and politics?</p>		<p>http://www.ourdocuments.gov/doc.php?flash=true&doc=51</p> <p><u>Child Labor</u> https://taapworld.wikispaces.com/The+Children+of+the+Industrial+Revolution+-+Catherine+Sullivan</p> <p><u>Immigration and the American Industrial Revolution</u> http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2760060/</p> <p><u>Roosevelt's Square Deal</u> http://millercenter.org/president/roosevelt/essays/biography/4</p> <p><u>Roosevelt's Progressivism</u> https://www.boundless.com/u-s-history/textbooks/boundless-u-s-history-textbook/the-progressive-era-1890-1917-22/roosevelt-s-progressivism-171/</p>	
<p>Reporting Category 1: The Rise of Industrial America and the Progressive Era (1877 – 1920): Reform</p>			<p>%</p>	<p># of items</p>
<p>Standard 2: The Progressive Era 1890–1920 - Students analyze the changing landscape, including the growth of cities and the demand for political, economic, and social reforms. Students trace the rise of the United States to its role as a world power in the twentieth century.</p>			<p>27%</p>	<p>12-16</p>
			<p>Standards:</p> <p>Bridging Standards:</p> <p>Duration: 5 Days</p> <p>August 26 – September 10</p>	<p>8, 16</p> <p>17, 15, 18</p>

2016 U.S. History Instructional Map

Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>US.8: Evaluate multiple sources of information presented in diverse formats and media, as in the political cartoons of Thomas Nast and others during the Gilded Age. (C, P)</p> <p>US.16: Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair. (C, E, P)</p> <p>Bridging Standards:</p> <p>US.17: Analyze the goals and achievements of the Progressive movement, including the following: adoption of the initiative, referendum, and recall; adoption of the primary system; 16th Amendment; 17th Amendment; impact on the relationship between the citizen and the government. (C, E, H, P)</p> <p>US.15: Analyze the rise of the labor movement, including its leaders, major tactics, and the response of management and the government: Samuel Gompers, Eugene Debs, the Haymarket Affair, the Pullman Strike, the Coal Creek Labor Saga,</p>	<p>8) How did the political cartoons, newspapers, literature, and other sources influence knowledge and opinion of the Gilded Age?</p> <p>16) What was the influence of the following muckrakers in their specific area of focus?</p> <ul style="list-style-type: none"> • Ida Tarbell • Lincoln Steffens • Upton Sinclair <p>16) What were specific policies of Robert La Follette and Theodore Roosevelt? How were they similar? How were different?</p> <p>17) What political changes were made in order to begin to shift the balance of power back to average American citizens?</p> <p>17) How would you rank the significance of the election reforms of the Progressive Era?</p> <p>15) What role did the government play in the relationship between the labor unions and management?</p> <p>15) How did individual leaders and</p>	<p><u>Thomas Nast-Cartoon Analysis</u> http://www.losal.org/cms/lib7/CA01000497/Centricity/Domain/340/Political_cartoon_analysis.pdf</p>	<p><u>MTSU Progressive Era Resources:</u> http://library.mtsu.edu/tps/sets/Primary_Source_Set--Progressive_Era.pdf</p> <p><u>Issues of the Progressive Era</u> http://www.digitalpencil.org/projects_All_Grades/History_TheProgressiveMovement/History_ProgressiveMovement.aspx</p> <p><u>Progressive Era in SC newspaper</u> https://library.sc.edu/blogs/newspaper/2012/03/14/exploring-the-progressive-era-in-historical-sc-newspapers-1900-1920s/</p> <p><u>Muckrakers: Steffens, Tarbell, Sinclair:</u> http://www.ushistory.org/us/42b.asp</p> <p><u>Reform Movements Summary</u> http://www.westga.edu/~hgoodson/Politics%20and%20Reform.htm</p> <p><u>Progressive Era Election Reforms</u> http://www.american-historama.org/1881-1913-maturation-era/progressive-reforms.htm</p> <p><u>Labor Movement Summary</u> http://www.history.com/topics/labor</p> <p><u>Labor Movement-More Details</u> http://www.u-s-history.com/pages/h1678.html</p>

2016 U.S. History Instructional Map

<p>collective bargaining, blacklisting, and open v. closed shops. (C, E, H, P, TN)</p> <p>US.18: Describe the movement to achieve suffrage for women, including its leaders, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee in the suffrage effort (Anne Dallas Dudley, Harry Burn, Josephine Pearson, 'Perfect 36"). (C, H, P, TN)</p>	<p>incidents change this relationship?</p> <p>18) What efforts, arguments, and processes were made by suffragettes from the Seneca Falls convention to the ratification of the 19th Amendment?</p> <p>18) What role did Anne Dallas Dudley, Harry Burn, Josephine Pearson, and the state of Tennessee play in the ratification of the 19th Amendment?</p>		<p><u>Labor vs. Management</u> http://www.ushistory.org/us/37b.asp</p> <p><u>Pullman Strike</u> http://nationalhumanitiescenter.org/pds/gilded/power/text5/text5read.htm</p> <p><u>Woman Suffrage Movement</u> https://www.nwhm.org/online-exhibits/progressiveera/suffrage.html</p> <p><u>Women’s Rights Movement</u> http://history.house.gov/Exhibitions-and-Publications/WIC/Historical-Essays/No-Lady/Womens-Rights/</p> <p><u>“Perfect 36”</u> http://www.tnmuseum.org/Traveling_Trunks_Top_Level/Understanding_Women%27s_Suffrage%3A_Tennessee%27s_Perfect_36/</p> <p><u>Role of Tennessee in Woman’s suffrage:</u> http://tennesseencyclopedia.net/entry.php?rec=1528</p>
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<p>Reporting Category 1: The Rise of Industrial America and the Progressive Era (1877 – 1920): Urbanization</p>	<p>%</p> <p>27%</p>	<p># of items</p> <p>10-16</p>
<p>Standard 1: The Rise of Industrial America 1877–1914—Students analyze the various causes of the Industrial Revolution, the transformation of the American economy, and the changing social and political conditions in the United States in response to the Industrial Revolution. Students will also examine the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe and Asia.</p>	<p>Standards: 7, 9, 21</p> <p>Duration: 5 Days</p> <p>September 11 – September 17</p>	

2016 U.S. History Instructional Map

United States to its role as a world power in the twentieth century.		September 18 – September 23	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>US. 10: Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel. (C, E, P)</p> <p>US. 11: Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, P)</p>	<p>10) Compare and contrast the ideals of Social Darwinism and Social Gospel.</p> <p>10) How did Social Darwinism and Social Gospel shape society in the early 1900s?</p> <p>11) How did Booker T. Washington and W.E.B. Dubois differ in their approach on achieving social acceptance for African Americans?</p>	<p><u>Venn Diagram and questions about Social Darwinism vs. Social Gospel</u> http://www.sanfernandohs.com/apps/download/2/7dH4WklXn0kZcFg2aNvmsD70zio376pul4doZ3N1YFfWZaZy.pdf/112_7.pdf</p>	<p><u>Fundamentalism and Social Gospel</u> http://www.pbs.org/wgbh/amex/monkeytrial/peoplevents/e_gospel.html</p> <p><u>Social Darwinism vs. Social Gospel</u> http://www.painesville-township.k12.oh.us/userfiles/1122/Classes/86140/Social%20Darwinism%20vs%20Social%20Gospel%20Documents.pdf</p> <p><u>Overview of Booker T. Washington and W.E.B. Dubois with Links to more information.</u> http://www.pbs.org/wgbh/pages/frontline/shows/race/etc/road.html</p> <p><u>Slideshare comparing Washington and Dubois</u> http://www.slideshare.net/debracohn/w-e-b-du-bois-and-washington</p>
Reporting Category 1: The Rise of Industrial America and the Progressive Era (1877 – 1920): <u>Government Policies</u>		%	# of items
		27%	12-16
Standard 2: The Progressive Era 1890–1920— - Students analyze the changing landscape, including the		Standards:	20, 25

2016 U.S. History Instructional Map

growth of cities and the demand for political, economic, and social reforms. Students trace the rise of the United States to its role as a world power in the twentieth century.		Duration: 3 Days September 24 – September 29	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>US. 20: Analyze the significant progressive achievements during the administration of Woodrow Wilson, including his New Freedom, the Underwood Tariff, the Federal Reserve Act, and the Clayton Anti-Trust Act. (E, H, P)</p> <p>US. 25: Draw evidence from informational texts to compare and contrast Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy. (G, H, P)</p>	<p>20) Explain how Woodrow Wilson achieved progressivism through his New Freedom Speech and regulation of business.</p> <p>20) Were the Progressive achievements reached by Wilson beneficial to the U.S.?</p> <p>25) Compare and contrast Taft, Roosevelt, and Wilson's approach to foreign policy.</p>		<p><u>Progressive Presidents: Roosevelt, Taft, Wilson</u> https://www.apstudynotes.org/us-history/topics/the-progressive-presidents/</p> <p><u>Dollar Diplomacy</u> http://teachingamericanhistory.org/library/document/william-howard-taft-dollar-diplomacy/</p> <p><u>Moral Diplomacy</u> http://www.presidency.ucsb.edu/ws/?pid=65381</p> <p><u>Big Stick Diplomacy</u> https://waltercoffey.wordpress.com/2013/03/20/teddy-roosevelt-and-his-big-stick/</p> <p><u>Roosevelt Corollary</u> http://history.state.gov/milestones/1899-1913/roosevelt-and-monroe-doctrine</p>
Reporting Category 1: The Rise of Industrial America and the Progressive Era (1877– 1920)			
<u>World War I</u>			
		%	# of items
		27%	12-16

2016 U.S. History Instructional Map

<p>Standard 2: The Progressive Era 1890–1920- Students analyze the changing landscape, including the growth of cities and the demand for political, economic, and social reforms. Students trace the rise of the United States to its role as a world power in the twentieth century.</p> <p>Standard 3: The 1920s— Describe how the battle between traditionalism and modernism manifested itself in the major historical trends and events after World War I and throughout the 1920s.</p>		<p>Standards: 26, 27, 28, 29, 30, 54</p> <p>Duration: 8 – 10 Days September 30 – October 13</p>	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>US. 26: Explain the causes of WWI in 1914 and the reasons for the initial declaration of the United States’ neutrality. (G,H,P)</p> <p>US. 27: Justify with supporting detail from text, the reasons for American entry into World War I, including the use of unrestricted submarine warfare by the Germans, the Zimmerman Note, the defense of democracy, and economic motivations. (E, H, P).</p> <p>US. 28: Identify and explain the impact of the following events and people during World War I: Major turning points, Impact of trench warfare, use of new weapons and technologies, Herbert Hoover, John J. Pershing and the American Expeditionary Force Doughboys Alvin C. York. (G, H, P, TN)</p>	<p>26) Identify the immediate causes of WWI and how they relate to the long term causes of WWI such as militarism, imperialism, nationalism, and alliances.</p> <p>27) Explain the reasoning behind the United State’s decision to remain neutral at the beginning of WWI.</p> <p>27) Explain and give examples for the United State’s decision to join WWI due to the Zimmerman Note and the sinking of the Lusitania. How has recent history shed light on these events?</p> <p>28) Define the following and explain how they impacted WWI: trench warfare, new weapon technology. Identify; Herbert Hoover, John J. Pershing, and Alvin C. York and list their accomplishments in WWI.</p>	<p><u>Over the Top: Trench Warfare Game</u> http://www.warmuseum.ca/overthetop/</p> <p><u>World War I Game</u> http://www.worldwargames.org/warfare-1917-game.html</p>	<p><u>Causes of World War I</u> http://www.firstworldwar.com/origins/causes.htm</p> <p><u>Causes of World War I Video</u> http://www.history.com/topics/world-war-i/world-war-i-history/videos/causes-of-world-war-i</p> <p><u>U.S. Entry into WWI</u> https://history.state.gov/milestones/1914-1920/wwi</p> <p><u>U.S. Entry into WWI</u> http://www.american-historama.org/1913-1928-ww1-prohibition-era/us-entry-into-ww1.htm</p> <p><u>Trench Warfare</u> http://www.pbs.org/greatwar/chapters/ch1_trench.html</p> <p><u>World War I Technology Video</u> http://www.history.com/topics/world-war-i/world-war-i-history/videos/tech-developments-of-world-war-i</p> <p><u>Technology of WWI</u> http://www.mapsofworld.com/world-war-i/technology.html <u>WWI Technology Pictures</u> http://www.theatlantic.com/static/infoc</p>

2016 U.S. History Instructional Map

<p>US. 29: Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics. (H, P)</p> <p>US. 30: Analyze the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities, voluntary rationing, the Creel Committee, opposition by conscientious objectors, and the case of Schenck v. United States. (C, E, H, P)</p> <p>US. 54: Examine the impact of American actions in foreign policy in the 1920’s, including the refusal to join the League of Nations, the Washington Disarmament Conference, and the Kellogg-Briand Pact. (H, P)</p>	<p>29) Identify the separate goals of world leaders during peace talks after WWI.</p> <p>30) Discuss how life on the homefront was affected due to WWI.</p> <p>30) As a result of WWI technology grew immensely describe how these changes affected American life.</p> <p>54) Predict the effect of the United State’s decision to not join the League of Nations will have on world politics.</p> <p>54) What was America’s view of foreign policy in the 1920’s?</p>	<p><u>Paris Peace Conference Simulation</u> http://civics.sites.unc.edu/files/2012/05/EndingtheWartoEndAllWars11.pdf</p> <p><u>Rejection of Treaty of Versailles DBQ</u> http://www.painesville-township.k12.oh.us/userfiles/1122/Classes/86140/US%20Rejection%20of%20ToV%20and%20LoN.pdf</p>	<p>us/wwi/wwitech/ Alvin C. York http://www.firstworldwar.com/bio/york.htm</p> <p>General John J. Pershing http://www.pbs.org/wgbh/amex/macarthur/peopleevents/pandeAMEX100.html</p> <p><u>Fourteen Points</u> http://avalon.law.yale.edu/20th_century/wilson14.asp</p> <p><u>Homefront during WWI</u> http://www.authentichistory.com/1914-1920/2-homefront/index.html</p> <p><u>Creel Committee and Food Administration</u> http://www.authentichistory.com/1914-1920/2-homefront/1-propaganda/</p> <p><u>Treaty of Versailles and Rejection</u> http://www.ushistory.org/us/45d.asp</p> <p><u>Washington Naval Conference</u> http://totallyhistory.com/washington-naval-conference/</p>	
<p>Reporting Category 2: The 1920s and The Great Depression (1920 – 1940): Political</p>			<p>%</p>	<p># of items</p>

2016 U.S. History Instructional Map

		20%	8-12
Standard 3: The 1920s—Describe how the battle between traditionalism and modernism manifested itself in the major historical trends and events after World War I and throughout the 1920s.		Standards:	35, 37, 49, 50, 52, 53, 55
Standard 4: The Great Depression—Students analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.		Duration: 8 – 10 Days October 14 – October 30	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>US. 35: Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including the “return to normalcy,” the Teapot Dome, and laissez-faire politics. (E, H, P)</p>	<p>35) Compare and contrast the administrations of Warren G. Harding and Calvin Coolidge.</p> <p>35) Define the major differences between Harding and Coolidge.</p>		<p><u>Return to Normalcy</u> http://teachingamericanhistory.org/library/document/return-to-normalcy/</p> <p><u>Teapot Dome Scandal</u> http://teachingamericanhistory.org/library/document/return-to-normalcy/</p> <p><u>Harding and Coolidge Article</u> http://townhall.com/columnists/davidstokes/2013/08/02/harding-dies--coolidge-takes-charge-n1654280/page/full</p> <p><u>Politics of 1920s</u> http://www.1920-30.com/politics/</p>
<p>US. 37: Explain the background of the Temperance Movement, the passage of the 18th Amendment to the Constitution and the Volstead Act; the impact of Prohibition on American society and its successes and failures, including the rise of organized crime, bootlegging and speakeasies, and repeal by the 21st Amendment. (E, C, H, P)</p>	<p>37) How did society change due to the Temperance movement and the eventual passing of the 18th amendment?</p> <p>37) As a result of prohibition what negatives arose during this time?</p>		<p><u>Prohibition Political Cartoons</u> http://americainclass.org/sources/becomingmodern/divisions/text4/politicalcartoonsprohibition.pdf</p> <p><u>Impact of Prohibition Summary and Video</u> http://www.history.com/topics/prohibition</p> <p><u>Prohibition and Effects of Prohibition</u> http://www.pbs.org/kenburns/prohibition/unintended-consequences/</p>

2016 U.S. History Instructional Map

<p>US. 49: Identify and explain the following New Deal programs and assess their past or present impact: Works Progress Administration, Social Security, Federal Deposit Insurance Corporation, Securities and Exchange Commission, Fair Labor Standards Act, Agricultural Adjustment Acts, Civilian Conservation Corps, National Recovery Administration and NIRA, Tennessee Valley Authority, Cumberland Homesteads, and Great Smoky Mountains National Park. (E, H, P, TN)</p> <p>US. 50: Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and FDR’s “court packing” attempt. (E, P)</p> <p>US. 52: Cite textual evidence, determine the central meaning, and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover (“Rugged Individualism”), Franklin Roosevelt (“First Inaugural Address”), and John Steinbeck (The Grapes of Wrath). (C, P)</p>	<p>49) Assess the following New Deal programs and their effectiveness in fixing the American economy.</p> <p>49) Discuss the impact of the New Deal on the state of Tennessee with the creation of TVA, Cumberland Homesteads, and the Great Smoky National Parks.</p> <p>49) Elaborate on the controversies that arose due to certain New Deal policies.</p> <p>50) Discuss the strategy and consequences of Roosevelt’s “Court Packing” scheme.</p> <p>50) Theorize how the depression should have been handled.</p> <p>52) Compare and contrast the tone and message of Hoover’s “Rugged Individualism” and FDR’s “First Inaugural Address”.</p>		<p><u>History Channel-New Deal Summary</u> http://www.history.com/topics/new-deal</p> <p><u>New Deal Periodic Table</u> http://www.fdrlibrary.marist.edu/education/resources/periodictable.html</p> <p><u>Critics of New Deal</u> http://www.ushistory.org/us/49f.asp</p> <p><u>Modern Criticism of New Deal</u> http://www.cato.org/publications/commentary/how-fdrs-new-deal-harmed-millions-poor-people</p> <p><u>Court Packing Plan</u> http://www.gilderlehrman.org/history-by-era/new-deal/essays/fdr%E2%80%99s-court-packing-plan-study-irony</p> <p><u>Hoover’s Rugged Individualism</u> http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1334</p> <p><u>Roosevelt’s 1st Inaugural Address</u> http://www.history.com/speeches/franklin-d-roosevelts-first-inaugural-address#franklin-d-roosevelts-first-inaugural-address</p>
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2016 U.S. History Instructional Map

<p>US. 53: Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal. (P)</p> <p>US. 55: Gather relevant information from multiple sources to explain the reasons for and consequences of American actions in foreign policy during the 1930's, including the Hoover-Stimson Note, the Johnson Debt Default Act, and the Neutrality Acts of 1935, 1937, and 1939. (H, P)</p>	<p>53) Choose a political cartoon from the time period and discuss its topic, the author's intent and its impact on FDR's administration.</p> <p>55) Discuss the various consequences that arose from American foreign policy in the 1930's.</p>		<p><u>Media of 1920s with Political Cartoons</u> http://americainclass.org/sources/becomingmodern/theage/text3/text3.htm</p> <p><u>1920s Economic Political Cartoons</u> http://americainclass.org/sources/becomingmodern/prosperity/text1/politicalcartoons.pdf</p> <p><u>Hoover-Stimson Doctrine</u> http://www.americanforeignrelations.com/A-D/Doctrines-The-hoover-stimson-doctrine.html</p> <p><u>Johnson Debt Default Act</u> http://en.citizendium.org/wiki/Johnson Debt Default Act of 1934</p>
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2016 U.S. History Instructional Map

Reporting Category 2: The 1920s and The Great Depression (1920 – 1940): Economic		%	# of items
		20%	8-12
Standard 4: The Great Depression—Students analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.		Standards:	34, 45, 46, 47, 49
		Duration: 5 Days November 2 – November 6	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>US. 34: Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation. (E, H, C)</p> <p>US. 45: Analyze the causes of the Great Depression, including the following: the economic cycle driven by overextension of credit, overproduction in agriculture and manufacturing, laissez-faire politics, buying on margin, excess consumerism, rising unemployment, the crash of the stock market, and high tariffs. (E, H)</p> <p>US. 46: Describe the steps taken by President Hoover to combat the economic depression, including his philosophy of “rugged individualism,” the Reconstruction Finance Corporation, and the response to the “Bonus Army.” (E, P)</p>	<p>34) Evaluate the impact of credit and Investment speculations on the economy of the 1920’s. Was the economy made unstable by financial institutions allowing the “average” person to invest in business and in each other? Explain your answer.</p> <p>45) How did careless spending lead to a depression during the 1930s?</p> <p>45) What are some commonly accepted theories for the causes of the Great Depression?</p> <p>46) How did President Hoover further push America into a depression?</p> <p>46) How did Hoover’s handling of the “Bonus Army” propel him into villain status?</p>		<p><u>Overview of Economy of 1920s and 1930s</u> http://www.1920-30.com/business/</p> <p><u>Economy of 1920s</u> http://www.shmoop.com/1920s/economy.html</p> <p><u>Consumerism and Economy with Video</u> http://study.com/academy/lesson/american-economy-in-the-1920s-consumerism-stock-market-economic-shift.html</p> <p><u>Machine Age Commentary</u> http://americainclass.org/sources/becomingmodern/machine/text1/text1.htm</p> <p><u>Hoover and the Bonus Army</u> http://www.authentichistory.com/1930-1939/1-hoover/2-bonusarmy/</p> <p><u>Banking Acts of 1932</u> http://www.federalreservehistory.org/Events/DetailView/12</p>

2016 U.S. History Instructional Map

<p>US. 47: Write a narrative piece that includes multiple media components to describe the toll of the Great Depression on the people of the United States, including massive unemployment, migration, and Hoovervilles. (C, E, H, G)</p> <p>US. 49: Identify and explain the following New Deal programs and assess their past or present impact: Works Progress Administration, Social Security, Federal Deposit Insurance Corporation, Securities and Exchange Commission, Fair Labor Standards Act, Agricultural Adjustment Acts, Civilian Conservation Corps, National Recovery Administration and NIRA, Tennessee Valley Authority, Cumberland Homesteads, and Great Smoky Mountains National Park. (E, H, P, TN)</p>	<p>47) Describe in essay form the effect of the Great Depression on the American people citing certain important events such as: Hoovervilles, Migrations, Massive unemployment.</p> <p>49) Assess the following New Deal programs and their effectiveness in fixing the American economy.</p> <p>49) Discuss the impact of the New Deal on the state of Tennessee with the creation of TVA, Cumberland Homesteads, and the Great Smoky National Parks.</p> <p>49) Elaborate on the controversies that arose due to certain New Deal policies.</p>		<p><u>10 Stories of the Great Depression</u> <u>http://content.time.com/time/specials/packages/article/0,28804,1851306_1851283_1851301,00.html</u></p> <p><u>Plenty of New Deal Information</u> <u>https://www.boundless.com/u-s-history/textbooks/boundless-u-s-history-textbook/the-new-deal-1933-1940-25/</u></p>
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2016 U.S. History Instructional Map

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Reporting Category 2: The 1920s and The Great Depression (1920 – 1940) Social Reforms / Advances	%	# of items
	20%	8-12
Standard 3: The 1920s—Describe how the battle between traditionalism and modernism manifested itself in the major historical trends and events after World War I and throughout the 1920s.	Standards:	31, 32, 33, 34, 36, 38, 48, 39, 40, 41, 42, 43, 44, 51
Duration: 12 - 15 Days November 9 – November 24		

2016 U.S. History Instructional Map

Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>US. 31: Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (C, G)</p> <p>US. 32: Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, the spread of electricity, the popularity of labor-saving appliances, and innovations in food processing and food purchasing (Clarence Saunders). (E, G, H, TN)</p> <p>US. 33: Using multiple sources and diverse formats, summarize the impact of the mass production and widespread availability of automobiles on the American economy and society. (C, E, H, G)</p> <p>US. 34: Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation. (E, H, C)</p> <p>US. 36: Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the immigration quota acts of the 1920's, the resurgence of the Ku Klux Klan, the efforts of Ida B. Wells and Randolph Miller, the trial of Sacco and Vanzetti, the emergence of Garveyism, and</p>	<p>31) Give examples of how radio and movies impacted US Society.</p> <p>32) Describe an innovation developed in the 1920's. Discuss what it was and how it made life better for that time period. What was the lasting effect of your selected product.</p> <p>33) How did the rise of the automobile directly affect the economy and society?</p> <p>33) The 1920's offered several forms of escape to the common people; the automobile, the radio, the movies. How did these three items change the lives of ordinary Americans?</p> <p>34) With the ready availability of credit how did consumerism grow along with financial speculation?</p> <p>36) Describe the attacks on civil liberties as a result of these events. (Sacco and Venzetti, palmer raids, immigration quota, and the rise of the klan)</p> <p>36) Examine the rise of racial and</p>	<p><u>California Review sheet of Spread of Popular Culture</u> http://www.sanfernandohs.com/apps/download/2/XsUtKovORifK9YWPmp0CxDaCIBUfhfXM5gNWpiti6LwhoB4.pdf/11_5_6.pdf</p>	<p><u>Entertainment of the 1920s</u> http://www.digitalhistory.uh.edu/display_book.cfm?smtID=2&psid=3397</p> <p><u>Transformation of the 1920s at Home</u> http://www.let.rug.nl/usa/outlines/history-1990/conflict-abroad-social-change-at-home/america-in-the-1920s.php</p> <p><u>Who is Clarence Saunders?</u> http://www.nndb.com/people/054/000166553/</p> <p><u>Automobile and Mass Production</u> https://www.boundless.com/u-s-history/textbooks/boundless-u-s-history-textbook/from-the-new-era-to-the-great-depression-1920-1933-24/the-new-era-185/automobiles-airplanes-mass-production-and-assembly-line-progress-1017-1993/</p> <p><u>Changes in U.S. Economy</u> http://eh.net/encyclopedia/the-u-s-economy-in-the-1920s/</p> <p><u>After WWI-Transition to Peace</u> https://www.boundless.com/u-s-history/textbooks/boundless-u-s-history-textbook/world-war-i-1914-1919-23/the-transition-to-peace-1919-1921-184/</p>

2016 U.S. History Instructional Map

<p>the rise of the NAACP. (C, H, P, TN)</p> <p>US. 38: Describe the Scopes Trial of 1925, including the major figures, the two sides of the controversy, its outcome, and its legacy. (C, P, H, TN)</p> <p>US. 48: Analyze the causes and consequences of the Dust Bowl of the 1930s. (C, E, H, G)</p> <p>US. 39: Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life. (C, G, P)</p> <p>US. 40: Describe the Harlem Renaissance, its impact, and its important figures, including an examination of literary and informational text of or about Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Duke Ellington, and Louis Armstrong. (C)</p> <p>US. 41: Analyze the emergence of the “Lost Generation” in American literature, including the impact of Ernest Hemingway and F. Scott Fitzgerald. (C)</p> <p>US. 42: Describe changes in the social and economic status of women, including the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women’s colleges. (C, E, P)</p>	<p>ethnic tensions due to the events listed in standard 36.</p> <p>38) Discuss the clash of ideals as a result of the Scopes monkey trial of 1925.</p> <p>48) Determine the causes of the “Dust Bowl”, and how it immensely affected the American midwest.</p> <p>39) How was life for Native Americans ever changing even during the 1920s?</p> <p>40) Discuss the impact and importance of the Harlem Renaissance for African Americans and the revival of their culture.</p> <p>40) Discuss the major figures of the Harlem Renaissance</p> <p>41) Discuss the emergence of the “Lost Generation” in American literature.</p> <p>42) Determine the changes women would encounter during the 1920s.</p> <p>42) What were some negatives and positives for women during the 1920s?</p>		<p><u>Scopes Monkey Trial</u> http://xroads.virginia.edu/~ug97/inherit/1925home.html</p> <p><u>Case Study of Dust Bowl</u> http://www1.american.edu/ted/ICE/dust-bowl.html</p> <p><u>American Indians during Progressive Era and Great Depression</u> http://www.museumca.org/picturethis/timeline/progressive-era-1890-1920s</p> <p><u>Harlem Renaissance</u> http://www.shmoop.com/harlem-renaissance-literature/</p> <p><u>1920s Music</u> http://www.thepeoplehistory.com/20smusic.html</p> <p><u>“Lost Generation” Literature</u> http://www.pbs.org/wnet/americannovel/timeline/lostgeneration.html</p> <p><u>1920s Modern Woman</u> http://americainclass.org/sources/becomingmodern/modernity/text2/text2.htm</p> <p><u>Flapper Fashion</u> http://www.1920s-fashion-and-</p>
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2016 U.S. History Instructional Map

<p>US. 43: Analyze the rise of celebrities as icons of popular culture, including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh. (C)</p>	<p>43) Discuss the rise of celebrities during the 1920s with focus on the following: Jack Dempsey, Babe Ruth, Lou Gehrig, Red Grange, Bessie Smith, Billy Sunday, and Charles Linbergh.</p>		<p>music.com/1920s-fashion.html</p> <p><u>Lou Gehrig</u> http://baseballhall.org/hof/gehrig-lou</p> <p><u>Jack Dempsey</u> http://www.biography.com/people/jack-dempsey-9271466</p> <p><u>Bessie Smith</u> http://www.pbs.org/jazz/biography/artist_id_smith_bessie.htm</p> <p><u>Red Grange</u> http://www.profootballhof.com/hof/member.aspx?PLAYER_ID=78</p> <p><u>Billy Sunday “Booze Sermon”</u> http://billysunday.org/sermons/booze.php3</p> <p><u>Charles Lindbergh</u> http://www.charleslinbergh.com/history/</p>
<p>US. 44: Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy and WSM. (C, TN)</p>	<p>44) What types of music were headed to the forefront of popularity during the 1920s?</p> <p>44) What role did Memphis play in the growth of the blues?</p>		<p><u>Memphis Music Scene</u> http://tennesseeencyclopedia.net/entry.php?rec=896</p> <p><u>Grand Ole Opry</u> http://tennesseeencyclopedia.net/entry</p>

2016 U.S. History Instructional Map

<p>Bridging Standard: US. 51: Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee’s rural geography, economy, and culture, and debate the issues of the Norris Dam and Dale Hollow Lake controversies. (C, E, G, P, TN)</p>	<p>44) What was the significance of the Grand Ole Opry in Nashville, Tennessee?</p> <p>51) How did Tennessee’s landscape change because of TVA? What has been the legacy of TVA on Tennessee and the people who live here.</p>	<p>TVA Lesson from MTSU http://library.mtsu.edu/tps/lessonplans&ideas/Lesson_Activity--The_Big_Picture--TVA_in_Pictures.pdf</p>	<p>php?rec=1634</p> <p><u>WSM</u> http://tennesseencyclopedia.net/entry.php?rec=1540</p> <p><u>Norris Dam</u> http://tennesseencyclopedia.net/entry.php?rec=1002</p> <p><u>Dale Hollow Lake</u> http://www.lrn.usace.army.mil/Locations/Lakes/DaleHollowLake/History/WillowGrove.aspx</p>
<p>Reporting Category 3: U.S. Policy between the Wars, World War II, and The Cold War (1921–1975) World War II</p> <p>Standard 5: Between the Wars and World War II (1921–1947)—Students analyze the inter-war years and America’s participation in World War II.</p>	<p>%</p> <p>25%</p> <p>Standards:</p> <p>Duration: 9 – 12 Days November 30 – December 11</p>	<p># of items</p> <p>10-14</p> <p>56, 57, 58, 59, 60, 61, 62, 72</p>	

2016 U.S. History Instructional Map

Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>US.56 Analyze the reasons for and consequences of the rise of fascism and totalitarianism in Europe during the 1930's, including the actions of Hitler, Mussolini, and Stalin. (H, P)</p> <p>US.57 Examine President Roosevelt's response to the rise of totalitarianism, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease. (E, P)</p> <p>US.58 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. (H, P)</p> <p>US.59 Identify and locate on a map the Allied and Axis countries and the major</p>	<p>56) Assume what led to the rise of totalitarian leaders in Europe.</p> <p>56) Describe the consequences resulting from the rise of these leaders. (Hitler, Mussolini, and Stalin)</p> <p>57) Evaluate FDR's response to Fascist/Totalitarian leaders through speeches and legislation.</p> <p>58) Investigate the reasoning behind the United States decision to join WWII. (Pearl Harbor, arsenal of Democracy, and economic reasons)</p> <p>58) What past events prompted an attack by Japan on the U.S.?</p> <p>59) Identify and locate on a map the Allied and Axis countries and the</p>	<p><u>Rise of Totalitarianism Lesson</u> http://civics.sites.unc.edu/files/2012/05/RiseofTotalitarianism11.pdf</p>	<p><u>Rise of European Dictatorships</u> http://tdl.org/txlordspace/bitstream/handle/2249.3/279/02_rse_fasc.htm?sequence=7</p> <p><u>FDR's Foreign Policies</u> http://www.yale.edu/ynhti/curriculum/units/1978/3/78.03.05.x.html#c</p> <p><u>Causes of Pearl Harbor Attack</u> http://history-world.org/events_leading_to_the_japanese_attack.htm</p> <p><u>Importance of Great White Fleet</u> http://prairiepundit.blogspot.com/2007/12/importance-of-great-white-fleet.html</p> <p><u>Reasons for American Entry into WWII</u> http://jdf78.hubpages.com/hub/Reasons-for-American-Entry-Into-WWII</p> <p><u>Events leading to WWII</u> http://america-at-war-wwii.weebly.com/events-leading-to-war.html</p> <p><u>Japanese video footage of Pearl Harbor Attack</u> http://www.eyewitnesstohistory.com/himpearlharbor2.htm</p> <p><u>Pearl Harbor military response</u> http://www.uss-hornet.org/history/wwii/doolittle.shtml</p> <p><u>WWII Timeline</u> http://www.usshm.org/wlc/en/article.p</p>

2016 U.S. History Instructional Map

<p>theatres of the war. (G)</p> <p>US.60 Explain United States and Allied wartime strategy and major events of the war, including the Bataan Death March, Midway, “island hopping,” Iwo Jima, Okinawa, invasion of North Africa and Italy, D-Day, and the Battle of the Bulge. (C, G, H, P)</p> <p>US.61 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. (C, H)</p> <p>US.62 Identify the roles played and significant actions of the following individuals in World War II: (H, P) · Franklin Roosevelt · Winston Churchill · Joseph Stalin · Harry Truman · Adolph Hitler · Benito Mussolini · Hideki Tōjō · Dwight</p>	<p>major theatres of the war.</p> <p>60) Interpret the United States and Allied strategy during WWII.</p> <p>60) Discuss Major events that took place during WWII. Focusing on the Bataan Death March, Battle of the Bulge, Iwo Jima, Okinawa and D-day)</p> <p>60) Why was D-Day (June 6, 1944) a crucial battle of the European war?</p> <p>61) Recount the sacrifices of war made by certain individual groups.</p> <p>62) Focus on and analyze the following individuals role/effect during WWII.</p>		<p>hp?ModuleId=10007306</p> <p><u>Bataan Death March</u> http://www.history.com/topics/world-war-ii/bataan-death-march</p> <p><u>Battle of Midway</u> http://www.history.com/topics/world-war-ii/battle-of-midway</p> <p><u>Island Hopping</u> http://america-at-war-wwii.weebly.com/island-hopping.html</p> <p><u>Battle of Okinawa</u> http://www.history.com/topics/world-war-ii/battle-of-okinawa</p> <p><u>WWII-North Africa Campaign</u> http://www.historynet.com/world-war-ii-north-africa-campaign.htm</p> <p><u>D-Day Video</u> http://www.history.com/topics/world-war-ii/d-day</p> <p><u>Battle of the Bulge</u> http://www.history.com/this-day-in-history/battle-of-the-bulge</p> <p><u>George Patton</u> http://www.history.com/topics/world-war-ii/george-smith-patton</p>
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2016 U.S. History Instructional Map

<p>Eisenhower · George C. Marshall · Douglas MacArthur</p> <p>US.72 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. (P, H, TN) Primary Documents and Supporting Texts to Read: excerpts from the Announcement of Dropping the Atomic Bomb, Harry Truman; Letter to President Franklin Roosevelt, Albert Einstein Primary Documents and Supporting Texts to Consider: excerpts from “Quarantine Speech,” Franklin Roosevelt; “Four Freedoms” speech, Franklin Roosevelt; Announcement of War with Japan, 1941, Franklin Roosevelt. Cold War (1945-1975) Students analyze the response of the United States to communism after World War II.</p> <p>US.71 Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)</p>	<p>72) Compose an argument defending your opinion on whether the U.S. should or should not have dropped the Atomic Bomb on Japan.</p> <p>72) What events led to the creation of the United Nations and what role did Tennessean Cordell Hull play?</p> <p>71) Dissect the decisions made by the “Big 3” during the Yalta and Potsdam conference and how they would shape the future.</p>		<p><u>Operation Market Garden</u> http://militaryhistory.about.com/od/worl dwarii/a/marketgarden.htm</p> <p><u>82nd Airborne</u> http://www.ww2-airborne.us/division/82_overview.html</p> <p><u>Dropping of Atomic Bombs</u> http://www.history.com/topics/world-war-ii/bombing-of-hiroshima-and-nagasaki</p> <p><u>Yalta and Potsdam Conference-video</u> http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/yaltaandpotsdam_video.shtml</p>							
<p>Reporting Category 3: U.S. Policy between the Wars, World War II, and The Cold War (1921–1975) Homefront</p> <p>Standard 5: Between the Wars and World War II (1921–1947)—Students analyze the inter-war years and America’s participation in World War II.</p>		<table border="1"> <thead> <tr> <th data-bbox="1694 1271 1694 1310">%</th> <th data-bbox="1694 1271 1988 1310"># of items</th> </tr> </thead> <tbody> <tr> <td data-bbox="1694 1310 1694 1346">25%</td> <td data-bbox="1694 1310 1988 1346">10-14</td> </tr> <tr> <td data-bbox="1694 1346 1694 1382">Standards:</td> <td data-bbox="1694 1346 1988 1382">63, 64, 65, 66, 67, 70</td> </tr> <tr> <td colspan="2" data-bbox="1694 1382 1988 1451">Duration: 7 Days January 5 – January 13</td> </tr> </tbody> </table>	%	# of items	25%	10-14	Standards:	63, 64, 65, 66, 67, 70	Duration: 7 Days January 5 – January 13	
%	# of items									
25%	10-14									
Standards:	63, 64, 65, 66, 67, 70									
Duration: 7 Days January 5 – January 13										

2016 U.S. History Instructional Map

Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>US.63 Describe the constitutional issues and impact of events on the United States home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America). (C, P)</p>	<p>63) Discuss the impact of Japanese internment camps on the Japanese Americans during WWII.</p>		<p><u>Japanese Internment</u> http://www.ushistory.org/us/51e.asp</p>
<p>US.64 Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on American society (such as at Avco in Tennessee), as well as the service of women in the armed forces, including Cornelia Fort. (C, E, P, TN)</p>	<p>64) Discuss how the homefront changed the lives of two specific groups: women and African Americans.</p>		<p><u>U.S. Homefront</u> http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii</p>
<p>US.65 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee, the service of African Americans in the armed forces and the work force, and the eventual integration of the armed forces by President Truman. (C, E, H, P)</p>	<p>65) Describe the achievement of African-Americans in WWII. How did government programs created under FDR and the integration of US armed forces by Truman help to bring change to US society?</p>		<p><u>Women during WWII and Rosie the Riveter Video</u> http://www.history.com/topics/world-war-ii/american-women-in-world-war-ii</p> <p><u>African Americans and WWII</u> http://learn.uakron.edu/beyond/ww2_civilRights.htm</p>
<p>US.66 Describe the war's impact on the home front, including rationing, bond drives, movement to cities and industrial centers, and the Bracero program. (C, E, G, H)</p>	<p>66) How did rationing effect the people on the homefront?</p>		<p><u>Science and Technology of WWII</u> http://www.ww2scitech.org/essays/essay2_2.html</p>

2016 U.S. History Instructional Map

<p>US.67 Describe the major developments in aviation, weaponry, communication, and medicine (penicillin), and the war’s impact on the location of American industry and use of resources. (E, G)</p>	<p>67) Analyze the effect the war had on technology and medicine.</p>		<p><u>Advances in Medicine</u> http://www.hjf.org/news/world-war-ii-and-military-medicine-advancements</p>	
<p>US.70 Examine the American reaction and response to the Holocaust. (C, H, P)</p>	<p>70) Evaluate the reaction of Americans after news of the Holocaust is released.</p>		<p><u>Advances in Technology</u> http://armedforcesmuseum.com/advancements-in-technology-in-world-war-ii/</p> <p><u>American Response to Holocaust</u> http://www.history.com/topics/world-war-ii/american-response-to-the-holocaust</p>	
<p>Reporting Category 3: U.S. Policy between the Wars, World War II, and The Cold War (1921–1975) World War II in Tennessee</p>			<p>%</p>	<p># of items</p>
<p>Standard 5: Between the Wars and World War II (1921–1947)—Students analyze the inter-war years and America’s participation in World War II.</p>			<p>25%</p>	<p>10-14</p>
			<p>Standards:</p>	<p>68, 69, 72</p>
			<p>Duration: 2 Days</p>	

2016 U.S. History Instructional Map

			January 14 – January 15	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources	
<p>US.68 Explain the importance of the establishment and the impact of the Fort Campbell base, Oak Ridge nuclear facilities, TVA, Alcoa influences, and Camp Forrest as a POW center. (E, G, P, TN)</p> <p>US.69 Write an opinion piece evaluating the Manhattan Project, including rationale for using atomic bomb to end war.(H)</p> <p>US.72 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. (P, H, TN) Primary Documents and Supporting Texts to Read: excerpts from the Announcement of Dropping the Atomic Bomb, Harry Truman; Letter to President Franklin Roosevelt, Albert Einstein Primary Documents and Supporting Texts to Consider: excerpts from “Quarantine Speech,” Franklin Roosevelt; “Four Freedoms” speech, Franklin Roosevelt; Announcement of War with Japan, 1941, Franklin Roosevelt. Cold War (1945-1975) Students analyze the response of the United States to communism after World War II.</p>	<p>68) Examine the major impacts the war had on the state of Tennessee.</p> <p>69) Justify and/or criticize the magnitude of the Manhattan Project.</p> <p>69) Justify and/or criticize the use of the atomic bomb to end the war.</p> <p>72) Compose an argument defending your opinion on whether the U.S. should or should not have dropped the Atomic Bomb on Japan.</p> <p>72) What events led to the creation of the United Nations and what role did Tennessean Cordell Hull play?</p>		<p><u>Tennesseans in WWII</u> http://www.tennessee.gov/tsla/exhibits/veterans/ww2.htm</p> <p><u>Manhattan Project</u> http://www.ushistory.org/us/51f.asp</p> <p><u>Oak Ridge and Manhattan Project</u> http://www.historynet.com/oak-ridge-the-town-the-atomic-bomb-built.htm</p> <p><u>Cordell Hull Biography</u> http://www.cordellhull.org/english/About_Us/Biography.asp</p>	
Reporting Category 3: U.S. Policy between the Wars, World War II, and The Cold War (1921–1975) Cold War			%	# of items
			25%	10-14
Standard 6: Cold War (1945–1975)—Students analyze the response of the United States to communism			Standards:	73, 74, 75, 76, 77, 78,

2016 U.S. History Instructional Map

after World War II.			79, 80, 81
		Duration: 10 – 15 Days January 19 – February 5	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>US.73 Describe the competition between the two “superpowers” of the United States and the Soviet Union in the areas of arms development, economic dominance, and ideology, including the role and location of NATO, SEATO, and the Warsaw Pact. (C, E, H, P)</p> <p>US.74 Explain examples of containment policies, including the Marshall Plan, the Berlin Airlift, and the Truman Doctrine. (E, G, H, P)</p> <p>US.75 Draw evidence from informational text to analyze the progression of American foreign policy from containment to retaliation and brinkmanship to the domino theory to flexible response. (H, P)</p> <p>US.76 Analyze the causes and effects of the Red Scare that followed World War II,</p>	<p>73) Define what a superpower was and which two countries fell under the title superpower.</p> <p>73) Discuss the competition between the two superpowers in the post WWII world.</p> <p>74) What policies were put in place in order to keep Europe primarily democratic?</p> <p>75) In what ways did the United States try to contain the spread of Communism?</p> <p>76) Discuss the response to the rise of Communism and mass hysteria</p>		<p><u>Formation of NATO and Warsaw Pact</u> http://www.history.com/topics/cold-war/formation-of-nato-and-warsaw-pact</p> <p><u>Articles about Soviet Ideology</u> https://www.foreignaffairs.com/anthologies/communism-and-cold-war</p> <p><u>Warsaw Pact</u> http://www.coldwar.org/articles/50s/TheWarsawPact.asp</p> <p><u>Marshall Plan</u> http://www.history.com/topics/world-war-ii/marshall-plan</p> <p><u>Berlin Airlift</u> http://www.history.com/topics/cold-war/berlin-airlift</p> <p><u>Domino Theory</u> http://www.history.com/topics/cold-war/domino-theory</p> <p><u>Truman Doctrine</u> https://history.state.gov/milestones/1945-1952/truman-doctrine</p> <p><u>U.S. and China during Cold War</u> http://www.gilderlehrman.org/history-</p>

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<p>including Americans’ attitude toward the rise of communism in China, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, P, H, TN)</p> <p>US.77 Describe the causes, course, and consequences of the Korean War, including the 38th parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreas. (G, H, P)</p> <p>US.78 Integrate multiple sources of information presented in diverse formats of the fears of Americans about nuclear holocaust and debates over the stockpiling and use of nuclear weapons, including atomic testing, civil defense, bomb shelters, mutually assured destruction, impact of Sputnik, and President Eisenhower’s warning about the military-industrial complex. (C, H, P)</p> <p>US.79 Describe the relationship between Cuba and the United States, including the</p>	<p>resulting from the Red Scare along with (McCarthyism, Communism in China and other events)</p> <p>77) Recall the causes and consequences of the Korean War and the many events that occurred.</p> <p>77) Analyze the dispute over power that occurred between president Truman and General MacArthur.</p> <p>78) Assess American fear of the potential nuclear war as a result of stockpiling of nuclear weapons.</p> <p>78) How did Americans react to the launching of Sputnik by the Russians?</p> <p>78) Describe what mutually assured destruction was and still is.</p> <p>79) Point out how the United States’ relationship with Cuba deteriorated as</p>		<p>by-era/seventies/essays/united-states-and-china-during-cold-war Red Scare following WWII http://www.history.com/topics/cold-war/red-scare</p> <p>McCarthyism http://www.ushistory.org/us/53a.asp</p> <p>Cold War and Anti-Communism http://www.encyclopedia.chicagohistory.org/pages/310.html</p> <p>Rosenberg Trial http://www.coldwar.org/articles/50s/TheRosenbergTrial.asp</p> <p>Kefauver Crime Committee http://www.senate.gov/artandhistory/history/minute/Kefauver_Crime_Committee_Launched.htm</p> <p>Eisenhower Foreign Policy https://history.state.gov/departmenthistory/short-history/eisenhower</p> <p>Nuclear Arms Race http://www.historylearningsite.co.uk/nuclear_arms_race.htm</p> <p>Cuban Missile Crisis http://www.history.com/topics/cold-war/cuban-missile-crisis</p>
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<p>Bay of Pigs Invasion and the Cuban Missile Crisis. (G, H, P)</p> <p>US.80 Describe the causes, course, and consequences of the Vietnam War, including the following: (C, G, H, P) · Geneva Accords · Gulf of Tonkin Resolution · Tet Offensive · Roles played by Presidents Kennedy, Johnson, and Nixon · Vietnamization · Ho Chi Minh · Bombing of Cambodia · Henry Kissinger · Napalm and Agent Orange</p> <p>US. 81 Present information, findings, and supporting evidence evaluating 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. (C, H, P) Primary Documents and Supporting Texts to Read: excerpts from Farewell Address, Dwight Eisenhower; “Address at Rice University,” John Kennedy Primary Documents and Supporting Texts to Consider: excerpts from The Things They Carried, Tim O’Brien; excerpts from “The Sources of Soviet Conduct,” George Kennan; Inaugural Address, 1961, John Kennedy</p>	<p>a result of certain events. (Bay of pigs and Cuban Missile Crisis)</p> <p>80) Indicate the causes and consequences of the Vietnam war.</p> <p>80) Discuss the roles of Presidents Kennedy, Nixon and Johnson in the Vietnam War.</p> <p>80) Recall the events that occurred during this war focusing on Napalm, Agent Orange use, Bombing of Cambodia, Ho Chi Minh trail, and Henry Kissinger.</p> <p>81) How was the homefront different during this war than it was during either of the World wars?</p> <p>81) Discuss the numerous anti-war protest that occurred during the Vietnam War.</p> <p>81) Analyze the effect that TV and radio had on the homefront during the war.</p> <p>81) How was the draft by lottery different than previous drafts?</p>		<p>war/cuban-missile-crisis</p> <p>Bay of Pigs Invasion http://www.history.com/topics/cold-war/bay-of-pigs-invasion</p> <p>Gulf of Tonkin https://history.state.gov/milestones/1961-1968/gulf-of-tonkin</p> <p>Trial of Henry Kissinger www.youtube.com/watch?v=KkKSPurwRvU</p> <p>Agent Orange http://www.history.com/topics/vietnam-war/agent-orange</p> <p>War Protests http://www.history.com/topics/vietnam-war/vietnam-war-protests</p> <p>Homefront http://thevietnamwar.info/events/on-the-home-front/</p> <p>Draft http://www.historynet.com/whats-your-number.htm</p>	
Reporting Category 4: The Post-War Years to Contemporary United States (1945–the Present)			%	# of items

2016 U.S. History Instructional Map

Civil Rights		28%	12-16
Standard 7: Modern United States 1945–1979—Students analyze the economic boom and social transformation of post-World War II America. Students examine the origins, goals, key events, and accomplishments of Civil Rights movement in the United States, and important events and trends in the 1960s and 1970s.		Standards:	88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 101
		Duration: 11 – 14 Days February 8 – February 26	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
US.88 Describe President Kennedy’s New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority in the Space Race. (C, E, H, P)	88) Provide examples of the Kennedy administrations success in efforts to improve education, equal rights and champion popular movements of the day.		<u>Kennedy’s New Frontier</u> http://www.ushistory.org/us/56b.asp <u>U.S. Physical Fitness in Kennedy Administration</u> http://www.jfklibrary.org/JFK/JFK-in-History/Physical-Fitness.aspx <u>Kennedy and Space Program</u> http://www.jfklibrary.org/JFK/JFK-in-History/Space-Program.aspx
US.89 Examine court cases in the evolution of civil rights, including Brown v. Board of Education and Regents of the University of California v. Bakke. (C, H, P)	89) Provide a summary of these two cases and their impact on the society of their day. How has these verdicts shaped race relations and policies in the US?		<u>Cases leading to <i>Brown vs. BOE</i></u> http://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment <u>Regents of the University of California v. Bakke</u> http://www.oyez.org/cases/1970-1979/1977/1977_76_811/
US.90 Examine the roles of civil rights advocates, including the following: Martin Luther King, Jr., Malcolm X, Thurgood Marshall, Rosa Parks, Stokely Carmichael, President John Kennedy, Robert Kennedy, President Lyndon Johnson, James Meredith, Jim Lawson (C, H, P, TN)	90) How did the leaders of the civil rights movement use their various backgrounds to achieve a common goal of providing better opportunities for African Americans living in the US? 90) Compare and contrast the political views of Martin Luther King Jr. and Malcolm X. How did the Kennedy family support the civil rights movement?		<u>Affirmative Action</u> http://www.britannica.com/EBchecked/topic/495961/Bakke-decision <u>Civil Right Activists</u> http://www.biography.com/people/groups/activists-civil-rights-activists

2016 U.S. History Instructional Map

<p>US.91 Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK. (C, H, P)</p> <p>US.92 Describe significant events in the struggle to secure civil rights for African Americans, including the following: (C, H, P, TN) Columbia Race Riots · Tent Cities of Haywood and Fayette Counties · Influence of the Highlander Folk School and civil rights advocacy groups, including the SCLC, SNCC, and CORE, Integration of Central High School in Little Rock and Clinton High School in Clinton, Tennessee, Montgomery Bus Boycott, Birmingham bombings 1963, Freedom Rides, including the opposition of Bull Connor and George Wallace, March on Washington, Sit-ins, marches, demonstrations, boycotts, Nashville Sit-ins, Diane Nash; Assassination of Martin Luther King, Jr.</p> <p>US.93 Cite textual evidence, determine the central meaning, and evaluate the explanations offered for various events by examining excerpts from the following texts: Martin Luther King, Jr. (“Letter from a Birmingham Jail” and “I Have a Dream” speech) and Malcolm X (“The Ballot or the Bullet”). (C, P)</p>	<p>91) Discuss roles of opponents to the civil rights movement. What were their reasons for opposition? How does history remember these activists and groups?</p> <p>92) Discuss the events that occurred during the civil rights movement. Provide insight into the emotions and struggles of the people working for equality.</p> <p>92) How did the technology of the day win overwhelming support for the civil rights movement and change the minds of many supporters of segregation?</p> <p>92) Give an example of events that occurred in Tennessee that impacted the life of people in our state.</p> <p>93) How did the writings of Civil Rights leaders stir the emotions of the American public and gain support for the civil rights movement.</p>		<p><u>George Wallace Biography</u> http://www.biography.com/people/george-wallace-9522367</p> <p><u>Eugene “Bull” Connor Biography</u> http://www.biography.com/people/eugene-bull-connor-21402055</p> <p><u>Art of the civil rights movement-activity:</u> Preview all work first. http://africanamericanart.si.edu/art/#modern</p> <p><u>Tent City</u> http://www.utm.edu/staff/accarls/civilrights/tent_city_history.html</p> <p><u>Nashville and Civil Rights Movement</u> http://archive.tennessean.com/civil-rights/</p> <p><u>Clinton 12</u> https://tennesseencyclopedia.net/entry.php?rec=279</p> <p><u>Civil rights history in Shelbyville</u> https://books.google.com/books?id=CvOmLHUjaXkC&pg=PA77&lpg=PA77&dq=civil+rights+movement+in+shelbyville+tn&source=bl&ots=k8wRoJZu8z&sig=bhKPWhiljKYnN_5aI3a9LhcyeJw&hl=en&sa=X&ei=bTpSVYCoEsiqggT0xIGQDQ&ved=0CCQQ6AEwAQ#v=onepage&q=civil%20rights%20movement%20in%20shelbyville%20tn&f=false</p>
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2016 U.S. History Instructional Map

<p>US.94 Analyze the civil rights and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment. (C, E, H, P)</p> <p>US.95 Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. (C, E, P)</p> <p>US.96 Evaluate the impact of Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, P)</p>	<p>94) What was the impact of voting regulations, the 24th amendment and the passage of the civil rights acts of 1964 and 1968 on US society? Did it accomplish all the civil rights leaders hoped it would?</p> <p>95) How did the civil rights acts inspire other minority groups to press for more rights in the late 1960’s and 1970’s?</p> <p>95) In what ways did the Chicano movement, Native American movements and the push for feminist rights mirror the civil rights movements and in what ways were they different? Why did Americans not embrace these movements like they did the civil rights movement in the 60’s?</p> <p>96) Provide examples of how Johnson’s domestic development programs shaped Bedford County?</p> <p>96) What was the intended purpose of Medicare? How has Medicare impacted the American economy?</p>	<p><u>Civil Rights Quotes</u> http://www.historylearningsite.co.uk/civil%20rights%20quotes.htm</p> <p><u>24th Amendment</u> http://history.house.gov/HistoricalHighligth/Detail/37045</p> <p><u>Presentation of Chicano Movement, Native Americans and Feminism</u> https://prezi.com/jwng8zryb8iv/chicano-movement-native-americans-and-feminism/</p> <p><u>Chicano Movement Video Review</u> http://www.albany.edu/history_journals/jmmh/vol3/chicano/chicano.html</p> <p><u>Feminist Movement-1960s & 1970s</u> https://tavaana.org/en/content/1960s-70s-american-feminist-movement-breaking-down-barriers-women</p> <p><u>President Johnson’s Great Society</u> http://www.ushistory.org/us/56e.asp</p> <p><u>Video of Great Society Speech</u> http://www.c-span.org/video/?153610-1/great-society-speech</p> <p><u>Lyndon Johnson Administration</u> https://www.boundless.com/u-s-history/textbooks/boundless-u-s-history-textbook/the-sixties-1960-1969-29/the-johnson-administration-223/the-johnson-administration-223-powerpoint-templates/</p>
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<p>US.97 Interpret different points of view that reflect the rise of social activism and the counterculture, hippies, generation gap, and Woodstock. (C, P)</p> <p>US.101 Investigate the life and works of Alex Haley and his influence on American Culture, including <i>The Autobiography of Malcolm X</i> and <i>Roots: The Saga of An American Family</i>. (C, TN)</p>	<p>97) Examine how the counterculture of the late 60's and 1970's gave rise to activist groups and a change in politics.</p> <p>97) How have these groups and the people who lived through those times, shaped current US politics and day to day life?</p> <p>101) Discuss the impact of Tennessee native Alex Haley's writings have had on American society?</p>		<p><u>Hippies and the Counterculture with video</u> http://study.com/academy/lesson/hippies-and-the-counterculture-origins-beliefs-and-legacy.html</p> <p><u>Counterculture of the 1960s</u> http://www.cliffsnotes.com/more-subjects/history/us-history-ii/the-new-frontier-and-the-great-society/the-counterculture-of-the-1960s</p> <p><u>Political Influence of Hippie Generation</u> http://classroom.synonym.com/political-influence-hippie-generation-6006.html</p> <p><u>Alex Haley Biography</u> http://www.biography.com/people/alex-haley-39420</p>
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2016 U.S. History Instructional Map

Reporting Category 4: The Post-War Years to Contemporary United States (1945–the Present)		%	# of items
Political		28%	12-16
<p>Standard 7: Modern United States 1945–1979—Students analyze the economic boom and social transformation of post-World War II America. Students examine the origins, goals, key events, and accomplishments of Civil Rights movement in the United States, and important events and trends in the 1960s and 1970s.</p> <p>Standard 8: Contemporary United States 1980–Today—Students describe important events and trends since 1980. Students analyze the important foreign policies of and events that took place during the administrations of Presidents Ronald Reagan, George H.W. Bush, Bill Clinton, George W. Bush, and Barack Obama.</p>		Standards:	99, 103, 105, 106, 108, 109, 110, 112
		Duration: 8 – 12 Days February 29 – March 16	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources

2016 U.S. History Instructional Map

<p>US. 99 Analyze the Watergate scandal, including the background of the break-in, the importance of the court case United States v. Nixon, the changing role of media and journalism, the controversy surrounding Ford’s pardon of Nixon, and the legacy of distrust left in its wake. (H, P)</p>	<p>99) Discuss the impact of the Watergate scandal on Nixon and America’s view of the office of the president. What other scandals from the time period influenced social opinions of their government?</p>		<p><u>Watergate summary with video</u> http://www.history.com/topics/watergate</p>
<p>US.103 Identify and explain significant events of the Carter administration, including the Camp David Accords, the Panama Canal Treaty, poor economy, SALT treaties, and the Iran Hostage Crisis. (G, H, P)</p>	<p>103) What events during the Carter administration best represent his effectiveness while in office? Why?</p>		<p><u>Jimmy Carter Summary and video</u> http://www.history.com/topics/us-presidents/jimmy-carter</p>
<p>US.105 Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to Challenger disaster, Strategic Defense Initiative, fall of communism in the Soviet Union, response to the Marine barracks bombing in Lebanon, and the invasion of Grenada . (C, E, H, P)</p>	<p>103) Why were the SALT treaties so controversial during the Carter Administration? How did these treaties along with the Iran Hostage situation cast a lasting impression on Carter’s presidency?</p>		<p><u>Strategic Arms Limitations Talks (SALT)</u> https://history.state.gov/milestones/1969-1976/salt</p>
<p>US.105 Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to Challenger disaster, Strategic Defense Initiative, fall of communism in the Soviet Union, response to the Marine barracks bombing in Lebanon, and the invasion of Grenada . (C, E, H, P)</p>	<p>105) Describe which Regan policies were effective during his terms as president.</p>		<p><u>Signing of SALT-II Treaty</u> http://www.history.com/this-day-in-history/carter-and-brezhnev-sign-the-salt-ii-treaty</p>
<p>US.105 Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to Challenger disaster, Strategic Defense Initiative, fall of communism in the Soviet Union, response to the Marine barracks bombing in Lebanon, and the invasion of Grenada . (C, E, H, P)</p>	<p>105) What qualities did Reagan show that led to him being remembered as an effective president? Give specific examples of how Reagan established himself as a strong and popular leader.</p>		<p><u>Ronald Reagan summary and video</u> http://www.history.com/topics/us-presidents/ronald-reagan</p>
<p>US.105 Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to Challenger disaster, Strategic Defense Initiative, fall of communism in the Soviet Union, response to the Marine barracks bombing in Lebanon, and the invasion of Grenada . (C, E, H, P)</p>	<p>105) What qualities did Reagan show that led to him being remembered as an effective president? Give specific examples of how Reagan established himself as a strong and popular leader.</p>		<p><u>Reagan Era</u> http://www.gilderlehrman.org/history-by-era/essays/age-reagan</p>

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<p>US.106 Describe the significant events in the foreign policy of the George H.W. Bush administration, including the invasion of Panama and the Gulf War. (G, H, P)</p> <p>US.108 Summarize the significant events and achievements of the Clinton administration, including Welfare-to-Work, Brady Bill, reduction of the federal debt, NAFTA, and the scandals and subsequent impeachment proceedings. (C, E, H, P)</p> <p>US.109 Analyze the late 20th century foreign policy of intervention by the United States in Somalia, Bosnia-Herzegovina, Kosovo and particular attempts to keep peace in the Middle East. (G, P)</p> <p>US.110 Explain the reasons for and the outcome of the Supreme Court case Bush v. Gore. (H, P)</p> <p>US.112 Describe the increasing role of women and minorities in American society, politics, and economy, including the achievements of Sandra Day O'Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and the election of President Barack Obama. (C, H, P)</p>	<p>106) Were the invasions in Panama and Kuwait effective in eliminating US opposition and the rise of totalitarian governments? Provide examples of how Bush 41's background in the CIA and as war veteran helped to shape his foreign policy?</p> <p>108) Describe the significance of democratic President Bill Clinton's Welfare to work program? Discuss the policies that led to the wide spread popularity and success of President Clinton in spite of his scandals. How did this change our perception of the office of president and political leaders as a whole?</p> <p>109) Discuss the merits and concerns of the US policy of police keeping around the world started in the late 1980's and continued through today.</p> <p>110) How did Bush v. Gore change the process of electing a president?</p> <p>110) What was the public opinion at the time regarding the outcome of the case?</p> <p>112) Compare the role of women and minorities in American society today compared to the progressive movement of the 1920's. What has contributed to the success experienced today?</p>		<p><u>George H.W. Bush Information</u> http://millercenter.org/president/bush</p> <p><u>George H.W. Bush summary and video</u> http://www.history.com/topics/us-presidents/george-bush</p> <p><u>Bill Clinton summary and video</u> http://www.history.com/topics/us-presidents/bill-clinton</p> <p><u>Welfare Reform</u> http://en.wikipedia.org/wiki/Personal_Responsibility_and_Work_Opportunity_Act</p> <p><u>Bush v. Gore summary</u> http://kids.laws.com/bush-v-gore</p> <p><u>Lasting impact of Bush v. Gore</u> http://www.nytimes.com/2008/12/22/world/americas/22iht-23bar.18877361.html?_r=0</p> <p><u>Fact sheet on Changing role of women</u> http://www.philanthropy.iupui.edu/files/file/thechangingroleofwomeninamerican_society.pdf</p>
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2016 U.S. History Instructional Map

Reporting Category 4: The Post-War Years to Contemporary United States (1945–the Present)		%	# of items
Baby Boomer Culture		28%	12-16
<p>Standard 7: Modern United States 1945–1979—Students analyze the economic boom and social transformation of post-World War II America. Students examine the origins, goals, key events, and accomplishments of Civil Rights movement in the United States, and important events and trends in the 1960s and 1970s.</p> <p>Standard 8: Contemporary United States 1980–Today—Students describe important events and trends since 1980. Students analyze the important foreign policies of and events that took place during the administrations of Presidents Ronald Reagan, George H.W. Bush, Bill Clinton, George W. Bush, and Barack Obama.</p>		Standards:	82, 83, 87, 98, 100, 102, 107, 111
		Duration: 7 – 11 Days March 17 – April 8	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources

2016 U.S. History Instructional Map

<p>US.82 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 increased reliance on foreign oil. (C, E, G)</p> <p>US.83 Examine multiple sources presented in different media and formats to explain the impact of the baby boom generation on the American economy and culture. (C, E, G, P)</p> <p>US.87 Explain the events related to labor unions, including the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa. (E, H, P, TN)</p> <p>US.98 Identify and explain significant achievements of the Nixon administration, including his appeal to the “silent majority” and his successes in foreign affairs. (E, H, P)</p> <p>US.100 Describe the causes and outcomes of the energy crisis of the 1970’s. (E, P)</p>	<p>82) What strategies were used to help the US successfully transition into a post-war economy? Were these strategies similar to or different than those used following WWI and also today? Explain.</p> <p>83) How did the baby boomers create its own economy as they aged?</p> <p>87) How did the mergers of unions in the 1960’s impact corporations and the business structure of the US?</p> <p>87) How did the actions of unions bring about government involvement in the market economy?</p> <p>87) Cite a key figure from this time and their impact on American business.</p> <p>98) Discuss the reasons the Nixon administration was successful in foreign affairs?</p> <p>98) Explain how Henry Kissinger was a key figure during these policy implementations.</p>		<p><u>Consumerism of the 1950s</u> https://www.boundless.com/u-s-history/textbooks/boundless-u-s-history-textbook/politics-and-culture-of-abundance-1943-1960-28/culture-of-abundance-215/the-culture-of-abundance-and-consumerism-1188-8793/</p> <p><u>Article about Baby Boomers Economic impact</u> http://www.pbs.org/newshour/making-sense/baby-boomers-economic-boon/</p> <p><u>Article about Labor since 1960s</u> http://prospect.org/article/condensed-history-labor-1960s</p> <p><u>Rise and Fall of Labor Unions</u> http://www2.ucsc.edu/whorulesamerica/power/history_of_labor_unions.html</p> <p><u>Key Figures in Labor History</u> http://www.aflcio.org/About/Our-History/Key-People-in-Labor-History</p> <p><u>Richard Nixon summary and video</u> http://www.history.com/topics/us-presidents/richard-m-nixon</p> <p><u>Henry Kissinger Biography</u> http://www.biography.com/people/henry-kissinger-9366016</p>
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<p>US.102 Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, Rachel Carson’s <i>Silent Spring</i>, and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez. (G, C, P)</p> <p>US.107 Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C, E, G, H, P)</p> <p>US.111 Describe the impact of the September 11, 2001 terrorist attack on the World Trade Center and Pentagon, including the response of President George W. Bush, the wars in Afghanistan and Iraq, and continuing efforts to combat terrorism globally. (E, G, H, P)</p>	<p>100) Give key examples of how American Businesses and citizens responded to the energy crisis of the 70’s.</p> <p>100) How did the energy crisis create its own economy and career field?</p> <p>102) What impact has air pollution control, the EPA, and the environmentalist movement had on US politics and business?</p> <p>102) List specific environmental disasters, their impact on the country and what regulations and technological improvements came from these tragedies.</p> <p>107) How did America’s declining production centers lead to population transitions from the city back to the country?</p> <p>111) How did 9-11 change American policy, culture and the traditionally held belief that our cities are safe?</p> <p>111) Following 9-11, what specific policies did Bush and congress impose on the American People? Were these policies popular and effective? Were</p>	<p><u>Excerpt from Kissinger book about Wiretaps</u> http://www.theatlantic.com/magazine/archive/1982/05/kissinger-and-nixon-in-the-white-house/308778/</p> <p><u>Energy Crisis of the 1970s</u> http://www.history.com/topics/energy-crisis</p> <p><u>Environmental Reform</u> http://www.ushistory.org/us/57e.asp</p> <p><u>Environmental Movement Timeline</u> http://www.pbs.org/pov/ifatreefalls/environmental-timelines.php</p> <p><u>September 11 Attacks with video</u> http://www.history.com/topics/9-11-attacks</p> <p><u>Lasting Impact of 9/11</u> http://ww2.kqed.org/lowdown/2014/09/10/13-years-later-four-major-lasting-impacts-of-911/</p>
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	<p>these laws ever repealed?</p> <p>111) Provide examples of how the US military combats terrorism around the globe? Are these actions effective? What impact has these military incursions had on US foreign relations?</p>		<p><u>Changes since 9/11</u> http://www.pbs.org/newshour/rundown/911-to-now-ways-we-have-changed/</p> <p><u>Changes since 9/11</u> http://newscenter.berkeley.edu/2011/09/09/10-years-later-how-did-the-911-attacks-change-america/</p>
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<p>Reporting Category 4: The Post-War Years to Contemporary United States (1945–the Present)Technological Advancements</p>	%	# of items	
	28%	12-16	
<p>Standard 7: Modern United States 1945–1979—Students analyze the economic boom and social transformation of post-World War II America. Students examine the origins, goals, key events, and accomplishments of Civil Rights movement in the United States, and important events and trends in the 1960s and 1970s.</p> <p>Standard 8: Contemporary United States 1980–Today—Students describe important events and trends since 1980. Students analyze the important foreign policies of and events that took place during the administrations of Presidents Ronald Reagan, George H.W. Bush, Bill Clinton, George W. Bush, and Barack Obama.</p>	Standards:	84, 85, 104	
	<p>Duration: 4 Days April 11 – April 14</p>		
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources

2016 U.S. History Instructional Map

<p>US.84 Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system. (C, E, G)</p> <p>US.85 Analyze the increasing impact of television and mass media on the American home, American politics, and the American economy. (C, E, P)</p> <p>US.104 Evaluate technological and scientific advances, including the work of significant innovators and entrepreneurs, in the fields of medicine, transportation, communication, food services, and geographic information systems. (C, E, G)</p>	<p>84) How have the perceived advances in crop modifications and genetically engineered foods impacted the environment?</p> <p>84) Have advancements in medicine helped society live better lives? Explain.</p> <p>84) How has the development of the freeway system changed society in the US? Provide both economic and social examples.</p> <p>85) Has the impact of TV been positive or negative on society? Provide specific examples to support your position.</p> <p>104) Provide a summary on an innovator from the last 20 years. Why did you choose them and how did their advances benefit society or their field.</p>		<p>Study on Genetically Modified Crops http://www.ecologyandsociety.org/vol4/iss1/art13/</p> <p>Medical changes from 1945 http://www.historylearningsite.co.uk/medical_changes_from_1945.htm</p> <p>Interstate Highway System overview http://www.history.com/topics/interstate-highway-system</p> <p>Television of the 50s and 60s http://www.livinghistoryfarm.org/farming_inthe50s/life_17.html</p> <p>Television, entertainment, and news http://www.ushistory.org/us/53c.asp</p> <p>Impact of Television http://www.loc.gov/exhibits/hope-for-america/television-and-politics.html</p> <p>Inventors of the 20th Century http://www.enchantedlearning.com/inventors/1900b.shtml</p> <p>20 Significant Inventions of 20th Century http://gilbertm.hubpages.com/hub/inventions20century</p>
<p>Reporting Category 4: The Post-War Years to Contemporary United States (1945–the Present) Pop Culture</p>	<p style="text-align: center;">%</p> <p style="text-align: center;">28%</p>	<p style="text-align: center;"># of items</p> <p style="text-align: center;">12-16</p>	
<p>Standard 7: Modern United States 1945–1979—Students analyze the economic boom and social transformation of post-World War II America. Students examine the origins, goals, key events, and accomplishments of Civil Rights movement in the United States, and important events and trends in the 1960s and 1970s.</p>	<p>Standard:</p> <p>Duration: 1 Day</p> <p>April 15</p>	<p style="text-align: center;">86</p>	
<p style="text-align: center;">Standards</p>	<p style="text-align: center;">Guiding Questions/Vocabulary</p>	<p style="text-align: center;">Activities/Assessments</p>	<p style="text-align: center;">Instructional Resources</p>

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<p>US.86 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 significance of Tennessee, including Sun Studios, Stax Records, and Elvis Presley. (C, E, TN)</p>	<p>86) What was the impact of popular music on American Youth? How is this trend in effect today?</p>		<p>Change in American Music http://www.ushistory.org/us/53d.asp</p>
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