

*Alabama Course of Study: Social Studies*  
(Bulletin 2004, No. 13)  
**Correlation**  
to  
*Social Studies Item Specifications for the*  
*Alabama High School Graduation Exam*  
(Bulletin 2000, No. 49)



Social Studies Item Specifications for the  
*Alabama High School Graduation Exam*  
 Correlation to  
 2004 Social Studies Course of Study

AHSGE Objective	2004 Course of Study Standard(s)	Page(s)	Number of Items Tested
<b>I-1</b> Identify and evaluate America's exploration, development, and divergence	1, 2, 3	pp. 70-71	10
<b>II-1</b> Recognize and comprehend the impact of the influences of intellectual and religious thought on the political systems	3, 4, 5	p. 71	6
<b>II-2</b> Identify and comprehend the provisions of essential documents of the government	3, 4, 5 11	p. 71 p. 73	14
<b>III-1</b> Identify and evaluate the impact of the American Revolution	3, 6	p. 71	6
<b>III-2</b> Identify and evaluate the Era of Expansion	7, 8, 9	pp. 72-73	6
<b>III-3</b> Identify and evaluate the impact of American social and political reform and the emergence of a distinct culture	5, 6, 7, 8, 9	pp. 71-73	6
<b>IV-1</b> Identify and evaluate events, causes, and effects of the Civil War Era	9, 10, 11	p. 73	8
<b>V-1</b> Identify and evaluate the events that led to the settlement of the West	1, 2	p. 75	6
<b>V-2</b> Evaluate the concepts, developments, and consequences of industrialization and urbanization	1, 2 5	p.75 p.77	8
<b>VI-1</b> Evaluate the causes of World War I	3, 4	p. 76	9
<b>VI-2</b> Analyze the effects of World War I	4, 5, 6	pp. 76-77	9
<b>VII-1</b> Analyze the advent and impact of the Great Depression and the New Deal on American life	6	p. 77	8
<b>VII-2</b> Analyze America's involvement in World War II	7	p. 78	4
<b>TOTAL</b>			100

## Standard I, Objective 1

*Social Studies Item Specifications for the Alabama High School Graduation Exam*  
(Bulletin 2000, No. 49), page 5

### I-1 Identify and evaluate America's exploration, development, and divergence

*Course of Study: Social Studies* (Bulletin 2004, No. 18), pages 70-71

- 1 Contrast effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, and indigenous Americans.
  - Contrasting European motives for establishing colonies  
Examples: religious persecution, poverty, oppression
  - Tracing the course of the Columbian Exchange
  - Explaining how the institution of slavery developed in the colonies
  - Describing conflicts among Europeans that occurred regarding the colonies
  - Explaining how mercantilism was a motive for colonization
- 2 Compare various early English settlements and colonies on the basis of economics, geography, culture, government, and Native American relations.  
Examples: three colonial regions, colonies of settlement versus colonies of exploitation, religious beliefs
  - Identifying tensions that developed between the colonists and their local governments and between the colonists and Great Britain
  - Describing the influence of ideas of the Age of Enlightenment on the colonies
  - Explaining the role of the House of Burgesses and New England town meetings on colonial society
  - Describing the impact of the Great Awakening on colonial society
- 3 Trace the chronology of events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Boston Tea Party, the Intolerable Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the Declaration of Independence.
  - Explaining the role of key leaders and major events of the Revolutionary War  
Examples: key leaders—George Washington, Thomas Jefferson, Patrick Henry, Marquis de Lafayette; major events—Battles of Bunker Hill, Trenton, Saratoga, and Yorktown
  - Summarizing major ideas, including their origins, in the Declaration of Independence  
Examples: John Locke, Baron de Montesquieu, Jean-Jacques Rousseau

- Comparing roles in and perspectives of the American Revolution from different regions and groups in society, including men, women, white settlers, free and enslaved African Americans, and Native Americans
- Describing reasons for American victory in the American Revolution
- Analyzing how provisions of the Treaty of Paris (1783) affected relations of the United States with European nations and Native Americans
- Contrasting prewar colonial boundaries with those established by the Treaty of Paris (1783)

## Standard II, Objective 1

*Social Studies Item Specifications for the Alabama High School Graduation Exam*  
(Bulletin 2000, No. 49), page 9

### II-1 Recognize and comprehend the impact of the influences of intellectual and religious thought on the political systems

*Course of Study: Social Studies* (Bulletin 2004, No. 18), page 71

3. Trace the chronology of events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Boston Tea Party, the Intolerable Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the Declaration of Independence.
  - Explaining the role of key leaders and major events of the Revolutionary War  
Examples: key leaders—George Washington, Thomas Jefferson, Patrick Henry, Marquis de Lafayette; major events—Battles of Bunker Hill, Trenton, Saratoga, and Yorktown
  - Summarizing major ideas, including their origins, in the Declaration of Independence  
Examples: John Locke, Baron de Montesquieu, Jean-Jacques Rousseau
  - Comparing roles in and perspectives of the American Revolution from different regions and groups in society, including men, women, white settlers, free and enslaved African Americans, and Native Americans
  - Describing reasons for American victory in the American Revolution
  - Analyzing how provisions of the Treaty of Paris (1783) affected relations of the United States with European nations and Native Americans
  - Contrasting prewar colonial boundaries with those established by the Treaty of Paris (1783)
4. Describe the political system of the United States based on the Constitution and the Bill of Rights.
  - Describing inadequacies of the Articles of Confederation
  - Describing personalities, issues, ideologies, and compromises related to the Constitutional Convention and ratification of the Constitution
  - Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton's economic policies-and the election of 1800
5. Identify key cases that helped shape the United States Supreme Court, including *Marbury versus Madison*, *McCullough versus Maryland*, and *Cherokee Nation versus Georgia*.
  - Identifying concepts of loose and strict constructionism

## Standard II, Objective 2

*Social Studies Item Specifications for the Alabama High School Graduation Exam*  
(Bulletin 2000, No. 49), page 14

### II-2 Identify and comprehend the provisions of essential documents of the government

*Course of Study: Social Studies* (Bulletin 2004, No. 18), pages 71 and 73

4. Trace the chronology of events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Boston Tea Party, the Intolerable Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the Declaration of Independence.
  - Explaining the role of key leaders and major events of the Revolutionary War  
Examples: key leaders—George Washington, Thomas Jefferson, Patrick Henry, Marquis de Lafayette;  
major events—Battles of Bunker Hill, Trenton, Saratoga, and Yorktown
  - Summarizing major ideas, including their origins, in the Declaration of Independence  
Examples : John Locke, Baron de Montesquieu, Jean-Jacques Rousseau
  - Comparing roles in and perspectives of the American Revolution from different regions and groups in society, including men, women, white settlers, free and enslaved African Americans, and Native Americans
  - Describing reasons for American victory in the American Revolution
  - Analyzing how provisions of the Treaty of Paris (1783) affected relations of the United States with European nations and Native Americans
  - Contrasting prewar colonial boundaries with those established by the Treaty of Paris (1783)
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  - Describing inadequacies of the Articles of Confederation
  - Describing personalities, issues, ideologies, and compromises related to the Constitutional Convention and ratification of the Constitution
  - Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton’s economic policies-and the election of 1800
6. Identify key cases that helped shape the United States Supreme Court, including *Marbury versus Madison*, *McCullough versus Maryland*, and *Cherokee Nation versus Georgia*.
  - Identifying concepts of loose and strict constructionism

11. Contrast congressional and presidential reconstruction plans, including African-American political participation.

- Tracing economic changes in the post-Civil War period for whites and African Americans in the North and the South, including the effectiveness of the Freedmen's Bureau
- Describing the social restructuring of the South
- Describing the Compromise of 1877
- Identifying post-Civil War Constitutional amendments
- Discussing causes for the impeachment of Andrew Johnson

### **Standard III, Objective 1**

*Social Studies Item Specifications for the Alabama High School Graduation Exam*  
(Bulletin 2000, No. 49), page 19

### **III-1 Identify and evaluate the impact of the American Revolution**

*Course of Study: Social Studies* (Bulletin 2004, No. 18), page 71

3. Trace the chronology of events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Boston Tea Party, the Intolerable Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the Declaration of Independence.
  - Explaining the role of key leaders and major events of the Revolutionary War  
Examples: key leaders—George Washington, Thomas Jefferson, Patrick Henry, Marquis de Lafayette; major events—Battles of Bunker Hill, Trenton, Saratoga, and Yorktown
  - Summarizing major ideas, including their origins, in the Declaration of Independence  
Examples: John Locke, Baron de Montesquieu, Jean-Jacques Rousseau
  - Comparing roles in and perspectives of the American Revolution from different regions and groups in society, including men, women, white settlers, free and enslaved African Americans, and Native Americans
  - Describing reasons for American victory in the American Revolution
  - Analyzing how provisions of the Treaty of Paris (1783) affected relations of the United States with European nations and Native Americans
  - Contrasting prewar colonial boundaries with those established by the Treaty of Paris (1783)
  
6. Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.



### **Standard III, Objective 2**

*Social Studies Item Specifications for the Alabama High School Graduation Exam*  
(Bulletin 2000, No. 49), page 21

### **III-2 Identify and evaluate the Era of Expansion**

*Course of Study: Social Studies* (Bulletin 2004, No. 18), pages 72-73

7. Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the Second Great Awakening and writings of James Fenimore Cooper, Henry David Thoreau, and Edgar Allan Poe
  - Tracing the development of temperance, women's, and other reform movements in the United States between 1781 and 1861
  - Relating events in Alabama from 1781 to 1823 to those of the developing nation
    - Examples: statehood as part of the expanding nation, acquisition of land, settlement, Creek War
  - Tracing the development of transportation systems in the United States between 1781 and 1861
  
8. Trace the development of efforts to abolish slavery prior to the Civil War.
  - Describing the abolition of slavery in most Northern states in the late eighteenth century
  - Describing the rise of religious movements in opposition to slavery, including the objections of the Quakers
  - Describing the impact of the principle of "inalienable rights" as a motivating factor for movements to oppose slavery
  - Describing the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner
  - Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River
  - Describing the rise of the underground railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe's *Uncle Tom's Cabin*
  
9. Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, and the Dred Scott decision.
  - Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861
    - Examples: participation in slavery, secession, Indian Wars, reliance on cotton
  - Analyzing the Westward Expansion from 1803 to 1861 to determine its effects on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession

- Describing the tariff debate and the nullification crisis
- Describing the formation of the Republican party and its effect on the election of 1860
- Identifying causes leading to the Westward Expansion  
Examples: quest for gold, opportunity for upward mobility
- Locating on a map areas affected by the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act

### Standard III, Objective 3

*Social Studies Item Specifications for the Alabama High School Graduation Exam*  
(Bulletin 2000, No. 49), page 25

### III-3 Identify and evaluate the impact of American social and political reform and the emergence of a distinct culture

*Course of Study: Social Studies* (Bulletin 2004, No. 18), pages 71-73

5. Identify key cases that helped shape the United States Supreme Court, including *Marbury versus Madison*, *McCullough versus Maryland*, and *Cherokee Nation versus Georgia*.
  - Identifying concepts of loose and strict constructionism
6. Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine
7. Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the Second Great Awakening and writings of James Fenimore Cooper, Henry David Thoreau, and Edgar Allan Poe.
  - Tracing the development of temperance, women's, and other reform movements in the United States between 1781 and 1861
  - Relating events in Alabama from 1781 to 1823 to those of the developing nation
    - Examples: statehood as part of the expanding nation, acquisition of land, settlement, Creek War
  - Tracing the development of transportation systems in the United States between 1781 and 1861
8. Trace the development of efforts to abolish slavery prior to the Civil War.
  - Describing the abolition of slavery in most Northern states in the late eighteenth century
  - Describing the rise of religious movements in opposition to slavery, including the objections of the Quakers
  - Describing the impact of the principle of "inalienable rights" as a motivating factor for movements to oppose slavery
  - Describing the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner
  - Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River
  - Describing the rise of the underground railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe's *Uncle Tom's Cabin*

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- Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861  
Examples: participation in slavery, secession, Indian Wars, reliance on cotton
  - Analyzing the Westward Expansion from 1803 to 1861 to determine its effects on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession
  - Describing the tariff debate and the nullification crisis
  - Describing the formation of the Republican party and its effect on the election of 1860
  - Identifying causes leading to the Westward Expansion  
Examples: quest for gold, opportunity for upward mobility
  - Locating on a map areas affected by the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act

## **Standard IV, Objective 1**

*Social Studies Item Specifications for the Alabama High School Graduation Exam*  
(Bulletin 2000, No. 49), page 30

### **IV-1 Identify and evaluate events, causes, and effects of the Civil War Era**

*Course of Study: Social Studies* (Bulletin 2004, No. 18), page 73

9. Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, and the Dred Scott decision.
  - Describing Alabama’s role in the developing sectionalism of the United States from 1819 to 1861  
Examples: participation in slavery, secession, Indian Wars, reliance on cotton
  - Analyzing the Westward Expansion from 1803 to 1861 to determine its effects on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession
  - Describing the tariff debate and the nullification crisis
  - Describing the formation of the Republican party and its effect on the election of 1860
  - Identifying causes leading to the Westward Expansion  
Examples: quest for gold, opportunity for upward mobility
  - Locating on a map areas affected by the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act
  
10. Describe how the course, character, and effects of the Civil War influenced the United States.
  - Identifying key Northern and Southern personalities, including Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, Thomas J. “Stonewall” Jackson, and William T. Sherman
  - Describing the impact of the division of the nation during the Civil War on resources, population, and transportation
  - Explaining reasons for border states remaining in the Union
  - Discussing nonmilitary events and life during the Civil War
  - Explaining causes of the military defeat of the Confederacy
  - Explaining Alabama’s involvement in the Civil War
  
11. Contrast congressional and presidential reconstruction plans, including African-American political participation.
  - Tracing economic changes in the post-Civil War period for whites and African Americans in the North and the South, including the effectiveness of the Freedmen’s Bureau
  - Describing the social restructuring of the South
  - Describing the Compromise of 1877
  - Identifying post-Civil War Constitutional amendments
  - Discussing causes for the impeachment of Andrew Johnson

**Standard V, Objective 1**

*Social Studies Item Specifications for the Alabama High School Graduation Exam*  
(Bulletin 2000, No. 49), page 36

**V-1 Identify and evaluate the events that led to the settlement of the West**

*Course of Study: Social Studies* (Bulletin 2004, No. 18), page 75

1. Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I

Examples: urbanization, development of Birmingham, Sherman Antitrust Act, mechanized farming, Turner frontier thesis

- Describing the impact of Manifest Destiny on the economic development of the post-Civil War West, including mining, the cattle industry, railroads, Great Plains farming, and the Grange
- Contrasting arguments over currency issues, including the silver issue, greenbacks, and the gold standard
- Describing the impact of the Indian Removal Act of 1830 and the Dawes Act on the United States between Reconstruction and World War I
- Comparing the volume, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America
- Describing the impact of entrepreneurship and mutual aid on the lives of African Americans and immigrants

Examples: National Negro Business League, Independent Order of St. Luke, Polish National Alliance

2. Describe social and political origins, accomplishments, and limitations of Progressivism.

Examples: women's suffrage, political reform, contributions of third parties

- Explaining the Populist Movement as a forerunner of Progressivism
- Identifying the impact of the muckrakers on public opinion during the Progressive Movement
- Analyzing political and social motives that shaped the 1901 Constitution of Alabama to determine their long-term effect on politics and economics in Alabama

- Explaining Supreme Court decisions affecting the Progressive Movement

Example: *Plessy versus Ferguson*

- Determining the influence of the Niagara Movement, Booker T. Washington, William Edward Burghardt (W. E. B.) Du Bois, and Carter G. Woodson on the Progressive Era
- Comparing the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining the

passage of measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, conservation, and Wilson's foreign relations

**Standard V, Objective 2**

*Social Studies Item Specifications for the Alabama High School Graduation Exam*  
(Bulletin 2000, No. 49), page 39

**V-2 Evaluate the concepts, developments, and consequences of industrialization and urbanization**

*Course of Study: Social Studies* (Bulletin 2004, No. 18), pages and 75 and 77

1. Explain the transition of the United States from an agrarian society to an industrial nation prior to World War

Examples: urbanization, development of Birmingham, Sherman Antitrust Act, mechanized farming, Turner frontier thesis

- Describing the impact of Manifest Destiny on the economic development of the post-Civil War West, including mining, the cattle industry, railroads, Great Plains farming, and the Grange
- Contrasting arguments over currency issues, including the silver issue, greenbacks, and the gold standard
- Describing the impact of the Indian Removal Act of 1830 and the Dawes Act on the United States between Reconstruction and World War I
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Examples: National Negro Business League, Independent Order of St. Luke, Polish National Alliance

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Example: *Plessy versus Ferguson*

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- Comparing the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining the passage of measures regarding trust-busting, the Hepburn Act, the



Pure Food and Drug Act, conservation, and Wilson's foreign relations

5. Describe the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, immigration, the Red Scare, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, the Harlem Renaissance, the Great Migration, W. C. Handy, the Jazz Age, and Zelda Fitzgerald. 📌
- Comparing domestic policies of the Harding, Coolidge, and Hoover Administrations
  - Describing the impact of American writers, mass entertainment, and technological innovations on the culture of the United States from the end of World War I through the 1920s  
Examples: American writers—characterization of 1920s by F. Scott Fitzgerald, Henry Louis (H. L.) Mencken, and Ernest Hemingway;  
mass entertainment—provision of cheap entertainment through movies and baseball;  
technological innovations—introduction of vacuum cleaners, automobiles, and telephones for average citizens
  - Describing the changing economic behavior of American consumers  
Examples: stock market speculation, use of credit

## Standard VI, Objective 1

*Social Studies Item Specifications for the Alabama High School Graduation Exam*  
(Bulletin 2000, No. 49), page 45

### VI-1 Evaluate the causes of World War I

*Course of Study: Social Studies* (Bulletin 2004, No. 18), page 76

3. Explain the impact of American imperialism, including the geographic changes due to the Open Door Policy and the Roosevelt Corollary, on the foreign policy of the United States between Reconstruction and World War I.

Example: territorial expansion in the Pacific and Caribbean

- Describing causes and consequences of the Spanish-American War, including yellow journalism  
Examples: causes—economic interest of the United States in Cuba, sinking of the *Maine*;  
consequences—Treaty of Paris (1898), insurgency in the Philippines
- Identifying Alabama's significant contributions to the United States between Reconstruction and World War I, including those of William Gorgas, Joe Wheeler, and John Tyler Morgan

4. Describe the causes and impact of the intervention by the United States in World War I.
  - Identifying major events of World War I
  - Explaining how the mobilization of the United States for World War I affected the population of the United States
  - Describing economic, political, and social changes on the home front during World War I
  - Explaining controversies over the Treaty of Versailles (1919), Fourteen Points, and the League of Nations
  - Comparing short- and long-term effects of changing boundaries in pre- and post-World War I Europe on European nations

**Standard VI, Objective 2**

*Social Studies Item Specifications for the Alabama High School Graduation Exam*  
(Bulletin 2000, No. 49), page 51

**VI-2 Analyze the effects of World War I**

*Course of Study: Social Studies* (Bulletin 2004, No. 18), pages 76-77

4. Describe the causes and impact of the intervention by the United States in World War I.
  - Identifying major events of World War I
  - Explaining how the mobilization of the United States for World War I affected the population of the United States
  - Describing economic, political, and social changes on the home front during World War I
  - Explaining controversies over the Treaty of Versailles (1919), Fourteen Points, and the League of Nations
  - Comparing short- and long-term effects of changing boundaries in pre- and post-World War I Europe on European nations
  
5. Describe the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, immigration, the Red Scare, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, the Harlem Renaissance, the Great Migration, W. C. Handy, the Jazz Age, and Zelda Fitzgerald.
  - Comparing domestic policies of the Harding, Coolidge, and Hoover Administrations
  - Describing the impact of American writers, mass entertainment, and technological innovations on the culture of the United States from the end of World War I through the 1920s
    - Examples: American writers—characterization of 1920s by F. Scott Fitzgerald, Henry Louis (H. L.) Mencken, and Ernest Hemingway;
    - mass entertainment—provision of cheap entertainment through movies and baseball;
    - technological innovations—introduction of vacuum cleaners, automobiles, and telephones for average citizens
  - Describing the changing economic behavior of American consumers
    - Examples: stock market speculation, use of credit
  
6. Describe social and economic conditions from the 1920s through the Great Depression, factors leading to a deepening crisis, and successes and failures associated with the programs and policies of the New Deal.
  - Examples: social—false sense of prosperity;
  - economic—collapse of farm economy, consequences of stock market speculation, monetary and banking policies, impact of economic policies

- Describing the impact of the Smoot-Hawley Tariff Act on the global economy
- Describing the impact of the TVA, the Agricultural Adjustment Administration (AAA), and the Civilian Conservation Corps (CCC) on Alabama and the Southeast
- Analyzing conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression
- Identifying notable authors of the period  
Examples: John Steinbeck, William Faulkner, Zora Neale Hurston

**Standard VII, Objective 1**

*Social Studies Item Specifications for the Alabama High School Graduation Exam*  
(Bulletin 2000, No. 49), page 54

**VII-1 Analyze the advent and impact of the Great Depression and the New Deal on American life**

*Course of Study: Social Studies* (Bulletin 2004, No. 18), page 77

6. Describe social and economic conditions from the 1920s through the Great Depression, factors leading to a deepening crisis, and successes and failures associated with the programs and policies of the New Deal

Examples: social—false sense of prosperity;  
economic—collapse of farm economy, consequences of stock market speculation, monetary and banking policies, impact of economic policies

- Describing the impact of the Smoot-Hawley Tariff Act on the global economy
- Describing the impact of the TVA, the Agricultural Adjustment Administration (AAA), and the Civilian Conservation Corps (CCC) on Alabama and the Southeast
- Analyzing conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression
- Identifying notable authors of the period

Examples: John Steinbeck, William Faulkner, Zora Neale Hurston

**Standard VII, Objective 2**

*Social Studies Item Specifications for the Alabama High School Graduation Exam*  
(Bulletin 2000, No. 49), page 58

**VII-2 Analyze America's involvement in World War II**

*Course of Study: Social Studies* (Bulletin 2004, No. 18), page 78

7. Explain the entry by the United States into World War II and major military campaigns in the European and Pacific Theaters.

Examples: Operation Torch, Operation Overlord, island hopping

- Identifying roles of significant leaders, including Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, and Adolph Hitler
- Explaining the isolationist debate as it evolved from the 1920s to Pearl Harbor
- Describing the changing home front, including wartime economic measures, population shifts, racial and ethnic tensions, industrialization, science, and technology
- Explaining Alabama's participation in World War II, including the Tuskegee Airmen, the Aliceville Prisoner of War (POW) camp, the growth of the Port of Mobile, Birmingham steel, and military bases
- Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, and the Nuremberg Trials
- Describing consequences of World War II on the lives of American citizens

Examples: Servicemen's Readjustment Act of 1944 (GI Bill), desegregation of the military