



Department of
Education

2015 Summer Training

U.S. History

Participant Packet #2

Tennessee Department of Education | 2015 Summer Training



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Tennessee State Standards

8th Grade Standards

United States History and Geography: Colonization of North America to Reconstruction and the American West

Course Description: *Eighth grade students will study the European exploration of North America, along with the geographic features that influenced early settlements and colonies. This course will emphasize the development and maturation of the British colonies, and the political, cultural, and economic influences that led to the American Revolution. The major events and outcomes of the American Revolution will be analyzed, along with the individuals that played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. The impact of the expansion of the United States will be analyzed, including implications on domestic and foreign policy. Policies that affected the American Indians will also be studied. The events leading up to the Civil War will be examined, along with the individuals and events that were significant during the war. The history, people, government, and geography of Tennessee will be emphasized in order to illustrate the role our state has played in American history. Reconstruction and the development of the American West will conclude this course. Appropriate primary sources and informational texts will be included in order to enhance understanding of the content.*

Colonialism (1600-1750)

Students will understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.

8.1 Explain the primary motivations for English colonization of the New World, including the rise of the middle class (joint stock companies), the need to move surplus population, and the search for religious freedom. (E, G, H)

8.2 Trace and explain the founding of Jamestown, including: (E, G, H)

- Virginia Company
- James River
- John Smith
- Pocahontas
- Powhatan
- John Rolfe
- “starving time”
- Tobacco
- Bacon’s Rebellion
- Indentured servants and slaves
- The arrival of women
- House of Burgesses

8.3 Explain the founding of the Plymouth Colony, including the Separatists, William Bradford, Mayflower, Mayflower Compact, and Squanto. (C, G, H, P)

8.4 Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including: (C, E, G, H, P)

- Non-Separatists/Puritans
- John Winthrop
- theocracy
- Town meetings
- Anne Hutchinson and Roger Williams-Rhode Island
- Thomas Hooker-Connecticut
- Salem Witchcraft Trials

8.5 Describe the settlement of New Netherlands and the subsequent possession of the colony by the English, including: (C, E, G, H)

- Dutch influences
- Peter Stuyvesant
- Patroon System
- Renaming to New York
- Diverse population

8.6 Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including: (C, E, H, P)

- William Penn
- Philadelphia
- Role of women
- Relationship with Indians

8.7 Explain the reasons behind the settlement of the Georgia Colony, including the role of James Oglethorpe and Georgia as a “debtor” colony and a “buffer” colony. (C, E, G, H)

8.8 Describe the location and reasons for French exploration and settlements in North America, including the Huguenots. (E, G, H, P)

8.9 Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts. (C, E, G, H, P)

8.10 Locate and identify the first 13 colonies, and describe how their location and geographic features influenced their development. (E, G, H, P)

8.11 Describe the significance of and the leaders of the First Great Awakening, and the growth in religious toleration and free exercise of religion. (C, H, P)

8.12 Compare and contrast the day-to-day colonial life for men, women, and children in different regions and of different ethnicities, including the system of indentured servitude, as well as their connection to the land. (C, E, G, H, P)

8.13 Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following documents: (C, H, P)

- The First Virginia Charter, 1606
- The Mayflower Compact, 1620

- Charter of the Massachusetts Bay Colony, 1629
- The Fundamental Orders of Connecticut, 1639
- The New England Articles of Confederation, 1643
- The Maryland Toleration Act, 1649

8.14 Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C, E, G, H, P)

Primary Documents and Supporting Texts to Read: excerpts from The First Virginia Charter, 1606; The Mayflower Compact, 1620; excerpts from the Charter of Massachusetts Bay Colony, 1629; excerpts from The Fundamental Orders of Connecticut, 1639; excerpts from The Maryland Toleration Act, 1649; excerpts from The New England Articles of Confederation; excerpts from *A Historie of Virginia*, (“starving time”) John Smith; excerpts from *Of Plymouth Plantation*, William Bradford

Development of a New Nation (1720-1787)

Students will understand the major events preceding the founding of the nation and relate their significance to the development of American Republic.

8.15 Compare the government structures and economic base and cultural traditions of New France and the English colonies. (C, E, G, H, P)

8.16 Explain how the practice of salutary neglect, experience with self-government, and wide spread ownership of land fostered individualism and contributed to the American Revolution. (C, E, H, P)

8.17 Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard’s Almanack, *The Autobiography of Benjamin Franklin*, the Albany Plan of Union and the Join or Die cartoon. (C, H, P)

8.18 Describe the impact of the John Peter Zenger trial on the development of the principle of a free press. (C, P)

8.19 Describe the causes, course, and outcome of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN)

8.20 Explain the impact of individuals who created interest in the land west of the Appalachian Mountains, including: (C, G, H, TN)

- long hunters
- Wilderness Road
- Daniel Boone
- William Bean
- Thomas Sharpe Spencer
- Dr. Thomas Walker

8.21 Summarize the major events of the Watauga Settlement, including: (E, P, TN)

- Battle of Alamance and Regulators
- Watauga Purchase and Compact

- James Robertson
- Little Carpenter, Dragging Canoe

8.22 Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: (C, E, H, P)

- Mercantilism
- Pontiac's Rebellion
- The Proclamation of 1763
- The Sugar Act, 1764
- The Quartering Act, 1765
- The Stamp Act, 1765
- The Declaratory Act, 1766
- The Townshend Act, 1767
- The Boston Massacre, 1770
- The Boston Tea Party, 1773
- The Intolerable Acts, 1774
- Patrick Henry
- Benjamin Franklin
- John Adams
- Sam Adams
- John Hancock
- Thomas Jefferson
- Sons of Liberty

8.23 Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text. (H, P)

8.24 Using Thomas Paine's *Common Sense* and *The Crisis* identify aspects of the texts that reveal the author's point of view and purpose including loaded language. (H, P)

8.25 Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: (C, E, H, P, TN)

- Battles of Lexington and Concord
- Capture of Fort Ticonderoga
- Battle of Bunker Hill (Breed's Hill)
- Battle of Trenton and Princeton
- Battle of Saratoga
- Valley Forge
- Battle of King's Mountain
- Battle of Yorktown
- George Washington
- Benedict Arnold
- Hessians
- Marquis de La Fayette
- Friedrich von Steuben
- George Rogers Clark
- Francis Marion

8.26 Summarize the effect of the Revolution on the Wataugans and the reasons, plans, and struggles in creating the Cumberland Settlement, including: (G, P, TN)

- formation of Washington District
- Cherokee War
- Nancy Ward
- Watauga Petitions
- Transylvania Purchase
- Richard Henderson
- James Robertson
- John Donelson
- severe winter and river travel
- Cumberland Compact
- Indian attacks
- Battle of the Bluffs

8.27 Compare the points of views of the Loyalists and Patriots by integrating visual information through charts, graphs, or images with print texts. (C, E, G, H, P)

Primary Documents and Supporting Texts to Read: excerpts from “Give Me Liberty or Give Me Death” speech, Patrick Henry; The Declaration of Independence; excerpts from “Common Sense” and “The Crisis,” Thomas Paine; excerpts from Autobiography of Benjamin Franklin

Primary Documents and Supporting Texts to Consider: excerpts from Andrew Hamilton’s closing argument in the trial of John Peter Zenger; excerpts from John Donelson’s journal

The Constitution and Foundation of the American Political System (1777-1789)

Students analyze the political principles underlying the Constitution, compare the enumerated and implied powers of the federal government, and understand the foundation of the American political system and the ways in which citizens participate.

8.28 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P)

8.29 Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery. (E, G, P)

8.30 Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays’ Rebellion. (C, E, H, P, TN)

8.31 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)

- distribution of power between the states and federal government
- Great Compromise
- Slavery and the 3/5 Compromise
- George Washington and James Madison

8.32 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state’s rights, citing evidence from the Federalist Papers No. 10 and 51 and other primary source texts. (H, P)

8.33 Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. (P)

8.34 Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence from the Bill of Rights and contemporary informational text. (P)

8.35 Analyze the major events of George Washington’s presidency, including Pinckney’s Treaty, Jay’s Treaty, Whiskey Rebellion, and precedents set in the Farewell Address. (G, P)

8.36 Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views of foreign policy, economic policy (including the National Bank), funding, and assumption of the revolutionary debt. (C, E, G, H, P)

8.37 Explain the controversies that plagued the administration of John Adams, including the conflicts with England and France and the Alien and Sedition Acts. (H, P)

Primary Documents and Supporting Texts to Read: excerpts from The Articles of Confederation; the U.S. Constitution; The Federalist Paper # 10 and #51; The Bill of Rights; Washington’s Farewell Address

Primary Documents and Supporting Texts to Consider: excerpts from The Kentucky and Virginia Resolutions, Thomas Jefferson and James Madison; Patrick Henry’s arguments against ratification

Growth of the Young Nation (1789-1849)

Students analyze the aspirations and ideals of the people of the new nation.

8.38 Describe daily life — including traditions in art, music, and literature — of early national America by examining excerpts from the stories of Washington Irving and James Fenimore Cooper. (C, H, P)

8.39 Identify the leaders and events and analyze the impact of western expansion to the development of Tennessee statehood, including: (G, H, P, TN)

- William Blount
- John Sevier
- Rocky Mount
- Treaty of Holston
- Cumberland Gap
- River systems
- Natchez Trace
- Jackson Purchase

8.40 Analyze the role played by John Marshall in strengthening the central government, including the key decisions of the Supreme Court - Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland. (H, P)

8.41 Explain the major events of Thomas Jefferson's presidency, including his election in 1800, Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act. (E, G, H)

8.42 Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals. (C, E, G, H)

Primary Documents and Supporting Texts to Read: excerpts from the journals of Lewis and Clark; excerpts from decision in Marbury vs. Madison, John Marshall

Primary Documents and Supporting Texts to Consider: excerpts from John Marshall's decisions in Gibbons v. Ogden and McCulloch v. Maryland; excerpts from "Rip Van Winkle" and "The Legend of Sleepy Hollow", Washington Irving; excerpts from *The Deerslayer* series, James Fenimore Cooper

The United States' Role on the World Stage(1789-1849)

Students analyze United States foreign policy in the early Republic.

8.43 Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee: (E, H, P, TN)

- Impressment
- War Hawks
- Henry Clay
- Burning of Washington
- Fort McHenry
- William Henry Harrison
- Tecumseh
- Andrew Jackson
- Battle of Horseshoe Bend
- Battle of New Orleans

8.44 Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onis Treaty. (G, P)

8.45 Analyze the relationship the United States had with Europe, including the influence of the Monroe Doctrine (E, G, P)

Primary Documents and Supporting Texts to Read: excerpts from The Monroe Doctrine

The Sectionalism of the American North, South, and West(1800-1850)

Students analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized.

8.46 Analyze the physical obstacles to and the economic and political factors involved in building a network of roads, canals and railroads , including Henry Clay’s American System,. (E, G, H, P)

8.47 Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and spatial arrangements of cities as a result of events such as the Great Potato Famine. (C, E, G, P)

8.48 Analyze the 19th century reforms influenced by the 2nd Great Awakening such as the Temperance Movement, Prison Reform, Mental Health Reform, and education, including tent meetings, establishment of new churches, Horace Mann, Dorothea Dix, and temperance societies. (C, P)

8.49 Analyze the women’s suffrage movement and its major proponents, including Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony and examine excerpts from the writings of Stanton, Anthony and Sojourner Truth. (C, P)

8.50 Identify common themes in American art and literature, including transcendentalism and individualism by analyzing essays and stories by Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Nathaniel Hawthorne and Henry Wadsworth Longfellow. (C)

8.51 Trace the development of the agrarian economy in the South, the locations of the cotton-producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South. (C, E, G, P, TN)

8.52 Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (C, E, G)

8.53 Write a narrative with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee. (G, H, TN).

8.54 Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P)

8.55 Explain the events and impact of the presidency of Andrew Jackson, including the “corrupt bargain,” the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN)

8.56 Analyze the contributions of Sequoyah to the Cherokee. (C, TN)

8.57 Write a narrative piece that describes the impact of the Indian Removal Act of 1830 and the struggle between the Cherokee Nation and the United States government and cites evidence from primary source accounts of the Trail of Tears. (C, G, H, TN)

8.58 Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion. (C, E, G, H, P)

8.59 Describe American settlements in Texas after 1821 and the causes for the Texas War of Independence, including the roles of David Crockett and Sam Houston in the war and the legacy of the Alamo. (G, H, P, TN)

8.60 Analyze the reasons, outcome and legacy of groups moving west including the mountain men/trail blazers, Mormons, missionaries, settlers, and the impact of the Oregon Trail and John C. Frémont. (C, G, H)

8.61 Describe the major events and impact of the presidency of James K. Polk, including his “Dark Horse” nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition of California through the Mexican War. (E, G, H, P)

8.62 Describe the causes, course, and consequences of the Mexican War, including the controversy over the Rio Grande boundary, the roles played by Zachary Taylor and Winfield Scott, the Mexican Cession and the Wilmot Proviso. (C, E, G, H, P)

8.63 Trace the major figures and events in the discovery of gold in California and its impact on the economy of the United States, including John Sutter, and 49’ers. (C, E, G, H)

Primary Documents and Supporting Texts to Read: excerpts from “The Declaration of Sentiments,” Seneca Falls Convention; excerpts from “Nature” and “Self-Reliance, Ralph Waldo Emerson; excerpts from “Walden” and “Civil Disobedience,” Henry David Thoreau; excerpts from “Ain’t I A Woman,” Sojourner Truth translated by Frances Dana Barker Gage; excerpts from Eliza Bryan of the New Madrid Earthquakes

Primary Document and Supporting Texts to Consider: excerpts from *Roughing It*, Mark Twain; excerpts from *A Narrative in the Life of David Crockett of the state of Tennessee*, David Crockett

Slavery in America (1800-1850)

Students analyze the growth of slavery and the resulting controversies.

8.64 Describe the significance of the Northwest Ordinance and the banning of slavery in new states north of the Ohio River. (C, E, P)

8.65 Describe the reasons for and the impact of the Missouri Compromise of 1820. (G, H, P)

8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and *The Liberator*; Frederick Douglass and the *Slave Narratives*; and Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree’s *The Emancipator*. (C, E, H, P, TN)

8.67 Explain the reasons for and the impact of the Compromise of 1850, including the roles played Daniel Webster and John C. Calhoun and the Fugitive Slave Law. (C, E, G, H, P)

8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, “Bleeding Kansas,” the Sumner Brooks incident, and the John Brown raid on Harper’s Ferry. (H, P)

8.69 Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South. (C, H, P)

8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858. (H, P)

8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. (C, H)

Primary Documents and Supporting Texts to Read: excerpts from *Uncle Tom's Cabin*, Harriet Beecher Stowe; excerpts from the Lincoln-Douglas Debates; excerpts from Roger Taney's decision in the Dred Scott case; excerpts from *The Autobiography of Frederick Douglass*, Frederick Douglass.

Civil War (1830-1865)

Students analyze the multiple causes, key events, and complex consequences of the Civil War.

8.72 Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists. (E, G, P)

8.73 Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions-growth of cities, deforestation, farming and mineral extraction. (E, G, H, P)

8.74 Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country. (G, P, TN)

8.75 Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County. (P, TN)

8.76 Describe Abraham Lincoln's presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865. (C, H, P)

8.77 Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow. (C, E, H, P, TN)

8.78 Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville. (C, H, TN)

8.79 Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis. (C, H, TN)

8.80 Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles:

- Anaconda Plan
- First Battle of Bull Run
- Fort Henry and Fort Donelson
- Shiloh
- Antietam

- Stones River
- Fredericksburg
- Chancellorsville
- Gettysburg
- Vicksburg
- Chickamauga
- Lookout Mountain
- Franklin
- Nashville
- Sherman’s “March to the Sea”
- Appomattox Court House

8.81 Assess the impact of the assassination of President Abraham Lincoln on both the North and the South. (C, E, H, P)

Primary Documents and Supporting Texts to Read: excerpts from the “House Divided” speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863, and Inaugural Addresses in 1861 and 1865, Abraham Lincoln; excerpts from *The Respective of Co. Aytch*, Sam Watkins

Reconstruction (1865-1877)

Students analyze the character and lasting consequences of Reconstruction.

8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution. (P)

8.83 Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans. (H, P, TN)

8.84 Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction. (C, P)

8.85 Explain the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws. (C, H, P)

8.86 Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee. (C, P, TN)

8.87 Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South. (C, E, P)

8.88 Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South. (H, P)

8.89 Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton. (C, E, G, H, TN)

8.90 Describe 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. (G, P, TN)

Primary Documents and Supporting Texts to Read: excerpts from the 13th, 14th, and 15th Amendments to the Constitution

Primary Documents and Supporting Texts to Consider: excerpts from Black Codes and Jim Crow Laws

Westward Expansion after the Civil War (1865-1890)

Students analyze the social, political, and economic transformation of America as a result of westward expansion.

8.91 Explain patterns of agricultural and industrial development after the Civil War as they relate to climate, use of natural resources, markets and trade and the location of such development on a map. (E, G)

8.92 Trace the evolution of federal policies toward American Indians, including movement to reservations; assimilation, boarding schools, wars with Indians (Little Big Horn and Wounded Knee), and the impact of the railroad and settlement patterns of pioneers, Buffalo Soldiers (George Jordan), and the Dawes Act. (C, E, G, H, P, TN)

8.93 Explain the significance of various American Indian leaders, including: (H)

- Crazy Horse
- Geronimo
- Sitting Bull
- Chief Joseph

8.94 Explain the impact of the Homestead Act. (E, H, P)

8.95 Analyze how significant inventors and their inventions, including barbed wire, the six shooter, windmills, sod housing, and the steel plow changed life in the West. (C, E, H, P)

8.96 Trace the expansion and development of the Transcontinental Railroad, including the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction. (C, E, G, P)

8.97 Examine the development and life of the iconic American cowboy, including his skills, clothes and daily life and work. (C, H)

8.98 Explain the concepts of the Open Range, Long Drive and cow towns in the development of the American ranching industry. (E, G, H)

Primary Documents and Supporting Texts to Read: excerpts from *A Century of Dishonor*, Helen Hunt Jackson.

United States History and Geography Standards: Post-Reconstruction to the Present

Course Description: *Students will examine the causes and consequences of the Industrial Revolution and America’s growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America’s entry into World War II, as well as its consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes resulting from the Civil Rights Movement, the Cold War, and recent events and trends that have shaped modern-day America. Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since Reconstruction with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society.*

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.

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 the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)

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)

US.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, efforts of Pap Singleton and the Exodusters. (C, H, P, TN)

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: (E, H, P)

- Boss Tweed
- Thomas Nast
- Credit Mobilier
- Whiskey Ring
- Garfield’s assassination
- Pendleton Act
- Interstate Commerce Act

US.5 Analyze the controversy that arose over the currency system in the late 1800's, 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)

US.6 Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period: (C, E)

- Henry Bessemer
- George Pullman
- Alexander Graham Bell
- Andrew Carnegie
- Thomas Edison
- J.P. Morgan
- John D. Rockefeller
- Swift and Armour
- Cornelius Vanderbilt
-

US.7 Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)

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)

US.9 Describe the difference between "old" and "new" immigrants and analyze the assimilation process and consequences for the "new" immigrants and their impact on American society, including ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, Chinese Exclusion Acts, and the Gentlemen's Agreement. (C, E, G).

Primary Documents and Supporting Texts to Read: excerpts from the "Cross of Gold" speech, William Jennings Bryan; excerpts from *Twenty Years at Hull House*, Jane Addams; excerpts from *The Gospel of Wealth*, Andrew Carnegie

Primary Documents and Supporting Texts to Consider: excerpts from "The New Colossus," Emma Lazarus

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.

US.10 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel. (C, E, P)

US.11 Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, 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)

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)

US.14 Describe working conditions in industries, including the use of labor by women and children. (C, E)

US.15 Analyze the rise of the labor movement, including its leaders, major tactics, and the response of management and the government: (C, E, H, P, TN)

- Samuel Gompers
- Eugene Debs
- Haymarket Affair
- Pullman Strike
- Coal Creek Labor Saga
- Collective bargaining
- Blacklisting
- Open vs. closed shops

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)

US.17 Analyze the goals and achievements of the Progressive movement, including the following: (C, E, H, P)

- 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

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)

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)

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)

US.21 Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (C, E, G, H)

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)

US.23 Evaluate the arguments of interventionists and non-interventionists of the period, including Alfred T. Mahan, Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt. (C, E, P).

US.24 Describe the consequences of American imperialism of the period, including the following events: (E, G, H, P)

- annexation of Hawaii
- Spanish-American War (Teller, Platt, and Foraker Acts)
- Philippine Insurrection
- Roosevelt Corollary
- Panama Canal

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)

US.26 Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States' neutrality. (G, H, 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).

US.28 Identify and explain the impact of the following events and people during World War I: (G, H, P, TN)

- 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

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)

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)

Primary Documents and Supporting Texts to Read: excerpts from "Atlanta Exposition" speech, Booker T. Washington; excerpts from *The Souls of Black Folks*, W.E.B. Dubois; "The New Nationalism" speech, Theodore Roosevelt; excerpts from *The Jungle*, Upton

Sinclair; excerpts from “The March of the Flag” speech, Albert Beveridge; excerpts from anti-imperialism speeches and writings, Mark Twain

Primary Documents and Supporting Texts to Consider: excerpts from *The History of Standard Oil*, Ida Tarbell; excerpts from *The Shame of the Cities*, Lincoln Steffens; “Peace Without Victory” speech, Woodrow Wilson; Fourteen Points, Woodrow Wilson

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.

US.31 Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (C, G)

US.32 Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, spread of electricity, popularity of labor saving appliances, and innovations in food processing and food purchasing (Clarence Saunders). (E, G, H, TN)

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)

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)

US.35 Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including the “return to normalcy,” Teapot Dome, and laissez faire politics. (E, H, 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 the rise of the NAACP. (C, H, P, TN)

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)

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)

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)

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)

US.41 Analyze the emergence of the “Lost Generation” in American literature, including the impact of Ernest Hemingway and F. Scott Fitzgerald. (C)

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)

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)

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)

Primary Documents and Supporting Texts to Read: excerpts from *The Great Gatsby*, F. Scott Fitzgerald; selected poetry and essays of Langston Hughes; excerpts from *Crusade for Justice: The Autobiography of Ida B. Wells*, Ida B. Wells

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.

US.45 Analyze the causes of the Great Depression, including the following: (E, H)

- 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
- high tariffs

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)

US.47 Write a narrative piece that includes multiple media components to describe the toll of the Great Depression on the American people, including massive unemployment, migration, and Hoovervilles. (C, E, H, G)

US.48 Analyze the causes and consequences of the Dust Bowl of the 1930’s. (C, E, H, G)

US.49 Identify and explain the following New Deal programs and assess their past or present impact: (E, H, P, TN)

- 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
- Great Smoky Mountains National Park

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)

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)

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)

US.53 Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal. (P)

Primary Documents and Supporting Texts to Read: excerpts from “Rugged Individualism” speech, Herbert Hoover; “First Inaugural Address” Franklin Roosevelt; excerpts from *The Grapes of Wrath*, John Steinbeck

Between the Wars and World War II (1921-1947)

Students analyze the inter-war years and America’s participation in World War II.

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)

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)

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)

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)

US.58 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. (H, P)

US.59 Identify and locate on a map the Allied and Axis countries and the major theatres of the war. (G)

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)

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)

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 Eisenhower
- George C. Marshall
- Douglas MacArthur

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)

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)

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)

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)

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)

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)

US.69 Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war. (H)

US.70 Examine the American reaction and response to the Holocaust. (C, H, P)

US.71 Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, 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.

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)

US.74 Explain examples of containment policies, including the Marshall Plan, the Berlin Airlift, and the Truman Doctrine. (E, G, H, 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)

US.76 Analyze the causes and effects of the Red Scare that followed World War II, 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)

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)

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)

US.79 Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and the Cuban Missile Crisis. (G, H, 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

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

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.

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)

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)

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)

US.85 Analyze the increasing impact of television and mass media on the American home, American politics, and the American economy. (C, E, 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)

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)

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)

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)

US.90 Examine the roles of civil rights advocates, including the following: (C, H, P, TN)

- Martin Luther King, Jr.
- Malcolm X

- Thurgood Marshall
- Rosa Parks
- Stokely Carmichael
- President John Kennedy
- Robert Kennedy
- President Lyndon Johnson
- James Meredith
- Jim Lawson

US.91 Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK. (C, H, 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.

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)

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)

US.95 Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. (C, E, P)

US.96 Evaluate the impact of Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, 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)

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)

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)

US.100 Describe the causes and outcomes of the energy crisis of the 1970’s. (E, P)

US.101 Investigate the life and works of Alex Haley and his influence on American Culture, including *The Autobiography of Malcolm X* and *Roots: The Saga of An American Family*. (C, TN)

US.102 Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, Rachel Carson’s *Silent Spring*, and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez. (G, C, 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)

Primary Documents and Supporting Texts to Read: excerpts from “Letter from a Birmingham Jail,” and the “I Have a Dream” speech, Martin Luther King, Jr.; excerpts from “The Ballot or the Bullet” speech, Malcolm X; excerpts from *Silent Spring*, Rachel Carson; excerpts from *Feminine Mystique*; excerpts from *The Autobiography of Malcolm X* and *Roots: The Saga of An American Family*, Alex Haley; speeches by Cesar Chavez

Primary Documents and Supporting Texts to Consider: Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment; excerpts from “The Great Silent Majority” speech, Richard Nixon

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, and George W. Bush, and Barack Obama.

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)

US.105 Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to the Challenger disaster, Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada . (C, E, H, 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)

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)

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)

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)

US.110 Explain the reasons for and the outcome of the Supreme Court case Bush v. Gore. (H, 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)

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)

Primary Documents and Supporting Texts to Read: “Speech at Brandenburg Gate,” Ronald Reagan; “Address to the Nation, September 11, 2001, George W. Bush; excerpts from “Acceptance Speech at the 2008 Democratic Convention,” President Barack Obama

Primary Documents and Supporting Texts to Consider: excerpts from “First Inaugural Address,” Ronald Reagan; “First Inaugural Address,” Bill Clinton; excerpts from *The World is Flat*, Thomas Friedman

Module 1

Examination of the Standards

Primary Source Analysis

Grade Level	Text	Word Count	Lexile
8 th	Washington Farewell Address	597	1460
U.S. History	Franklin Delano Roosevelt's First Inaugural Speech	1167	1290

Washington's Farewell Address

1 Friends and Citizens:

2 The period for a new election of a citizen to administer the executive government of the
3 United States being not far distant, and the time actually arrived when your thoughts must be
4 employed in designating the person who is to be clothed with that important trust, it appears to
5 me proper, especially as it may conduce to a more distinct expression of the public voice, that I
6 should now apprise you of the resolution I have formed, to decline being considered among the
7 number of those out of whom a choice is to be made...The impressions with which I first
8 undertook the arduous trust were explained on the proper occasion. In the discharge of this
9 trust, I will only say that I have, with good intentions, contributed towards the organization and
10 administration of the government the best exertions of which a very fallible judgment was
11 capable...

12 Here, perhaps, I ought to stop. But a solicitude for your welfare, which cannot end but
13 with my life, and the apprehension of danger, natural to that solicitude, urge me, on an
14 occasion like the present, to offer to your solemn contemplation, and to recommend to your
15 frequent review, some sentiments which are the result of much reflection...

16 The unity of government which constitutes you one people is also now dear to you. It is
17 justly so, for it is a main pillar in the edifice of your real independence, the support of your
18 tranquility at home, your peace abroad; of your safety; of your prosperity; of that very liberty
19 which you so highly prize. But as it is easy to foresee that, from different causes and from
20 different quarters, much pains will be taken, many artifices employed to weaken in your minds
21 the conviction of this truth...

22 The name of American, which belongs to you in your national capacity, must always
23 exalt the just pride of patriotism more than any appellation derived from local discriminations.
24 With slight shades of difference, you have the same religion, manners, habits, and political
25 principles. You have in a common cause fought and triumphed together; the independence and
26 liberty you possess are the work of joint counsels, and joint efforts of common dangers,
27 sufferings, and successes.

28 To the efficacy and permanency of your Union, a government for the whole is
29 indispensable. No alliance, however strict, between the parts can be an adequate substitute;
30 they must inevitably experience the infractions and interruptions which all alliances in all times
31 have experienced. Sensible of this momentous truth, you have improved upon your first essay,
32 by the adoption of a constitution of government better calculated than your former for an
33 intimate union, and for the efficacious management of your common concerns.

34 Respect for its authority, compliance with its laws, acquiescence in its measures, are
35 duties enjoined by the fundamental maxims of true liberty. The basis of our political systems is
36 the right of the people to make and to alter their constitutions of government. But the
37 Constitution which at any time exists, till changed by an explicit and authentic act of the whole
38 people, is sacredly obligatory upon all. The very idea of the power and the right of the people to
39 establish government presupposes the duty of every individual to obey the established
40 government

41 It is, indeed, little else than a name, where the government is too feeble to withstand the
42 enterprises of faction, to confine each member of the society within the limits prescribed by the
43 laws, and to maintain all in the secure and tranquil enjoyment of the rights of person and
44 property.

- "Washington's Farewell Address" Retrieved
from http://avalon.law.yale.edu/18th_century/washing.asp (Accessed on
March 18th, 2015)

Franklin Roosevelt's "First Inaugural Address"

1 President Hoover, Mr. Chief Justice, my friends:

2 This is a day of national consecration. I am certain that my fellow Americans expect that on my
3 induction into the Presidency I will address them with a candor and a decision which the
4 present situation of our Nation impels. This is preeminently the time to speak the truth, the
5 whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our
6 country today. This great Nation will endure as it has endured, will revive and will prosper. So,
7 first of all, let me assert my firm belief that the only thing we have to fear is fear itself—
8 nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into
9 advance. In every dark hour of our national life a leadership of frankness and vigor has met
10 with that understanding and support of the people themselves which is essential to victory. I
11 am convinced that you will again give that support to leadership in these critical days.

12 In such a spirit on my part and on yours we face our common difficulties. They concern, thank
13 God, only material things. Values have shrunk to fantastic levels; taxes have risen; our ability
14 to pay has fallen; government of all kinds is faced by serious curtailment of income; the means
15 of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie
16 on every side; farmers find no markets for their produce; the savings of many years in
17 thousands of families are gone.

18 More important, a host of unemployed citizens face the grim problem of existence, and an
19 equally great number toil with little return. Only a foolish optimist can deny the dark realities of
20 the moment.

21 Yet our distress comes from no failure of substance. We are stricken by no plague of locusts.
22 Compared with the perils which our forefathers conquered because they believed and were not
23 afraid, we have still much to be thankful for. Nature still offers her bounty and human efforts
24 have multiplied it. Plenty is at our doorstep, but a generous use of it languishes in the very sight
25 of the supply. Primarily this is because rulers of the exchange of mankind's goods have failed
26 through their own stubbornness and their own incompetence, have admitted their failure, and
27 have abdicated. Practices of the unscrupulous money changers stand indicted in the court of
28 public opinion, rejected by the hearts and minds of men.

29 True they have tried, but their efforts have been cast in the pattern of an outworn tradition.
30 Faced by failure of credit they have proposed only the lending of more money. Stripped of the
31 lure of profit by which to induce our people to follow their false leadership, they have resorted
32 to exhortations, pleading tearfully for restored confidence. They know only the rules of a
33 generation of self-seekers. They have no vision, and when there is no vision the people perish.

34 The money changers have fled from their high seats in the temple of our civilization. We may
35 now restore that temple to the ancient truths. The measure of the restoration lies in the extent
36 to which we apply social values more noble than mere monetary profit.

37 Happiness lies not in the mere possession of money; it lies in the joy of achievement, in the
38 thrill of creative effort. The joy and moral stimulation of work no longer must be forgotten in
39 the mad chase of evanescent profits. These dark days will be worth all they cost us if they teach
40 us that our true destiny is not to be ministered unto but to minister to ourselves and to our
41 fellow men...

42 Our greatest primary task is to put people to work. This is no unsolvable problem if we face it
43 wisely and courageously. It can be accomplished in part by direct recruiting by the Government
44 itself, treating the task as we would treat the emergency of a war, but at the same time, through
45 this employment, accomplishing greatly needed projects to stimulate and reorganize the use of
46 our natural resources...

47 It is to be hoped that the normal balance of Executive and legislative authority may be wholly
48 adequate to meet the unprecedented task before us. But it may be that an unprecedented
49 demand and need for undelayed action may call for temporary departure from that normal
50 balance of public procedure.

51 I am prepared under my constitutional duty to recommend the measures that a stricken Nation
52 in the midst of a stricken world may require. These measures, or such other measures as the
53 Congress may build out of its experience and wisdom, I shall seek, within my constitutional
54 authority, to bring to speedy adoption.

55 But in the event that the Congress shall fail to take one of these two courses, and in the event
56 that the national emergency is still critical, I shall not evade the clear course of duty that will
57 then confront me. I shall ask the Congress for the one remaining instrument to meet the
58 crisis—broad Executive power to wage a war against the emergency, as great as the power that
59 would be given to me if we were in fact invaded by a foreign foe...

60 We do not distrust the future of essential democracy. The people of the United States have not
61 failed. In their need they have registered a mandate that they want direct, vigorous action. They
62 have asked for discipline and direction under leadership. They have made me the present
63 instrument of their wishes. In the spirit of the gift I take it.

- "First Inaugural Address" Retrieved from
<http://www.presidency.ucsb.edu/ws/index.php?pid=14473>
(Accessed on March 20, 2015).

Module 2

Questioning Strategies

8th Grade Practice Test Selected Items

GRADE 8 SOCIAL STUDIES PRACTICE TEST / SECTION 1 / 1 OF 60

Which threat was made by South Carolina leaders during the Nullification Crisis of 1832?

- A. The state would secede from the Union.
- B. The state would declare war on the Union.
- C. The state would blockade Charleston Harbor.
- D. The state would file lawsuits with the Supreme Court.

GRADE 8 SOCIAL STUDIES PRACTICE TEST / SECTION 1 / 2 OF 60

The list below describes one of the English colonies in America.

- intended to be settled by debtors from overcrowded English prisons
- conceived as a means of prison reform
- organized by James Oglethorpe

Which phrase describes another purpose of the colony described by the information on the list?

- A. to offer land to indentured servants
- B. as a barrier from Spanish expansion
- C. as a financial investment for the English king
- D. to protect colonists against American Indian conflicts

The photograph below, taken in Nebraska in 1904, illustrates the results of a law passed in the 1860s.



The First Homestead in the United States

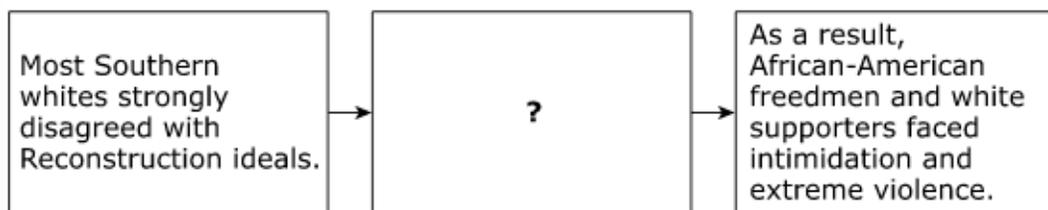
Source: Public Domain/Library of Congress

Which statement identifies the impact of the law illustrated by the photograph?

- A. Markets opened by a gold rush caused people to become farmers.
- B. People claimed lots on public land that were offered for settlement.
- C. People built homes near American Indian reservations.
- D. Railroads offered land for sale on the Great Plains.

The diagram below relates to events after the Civil War.

Resistance to Reconstruction

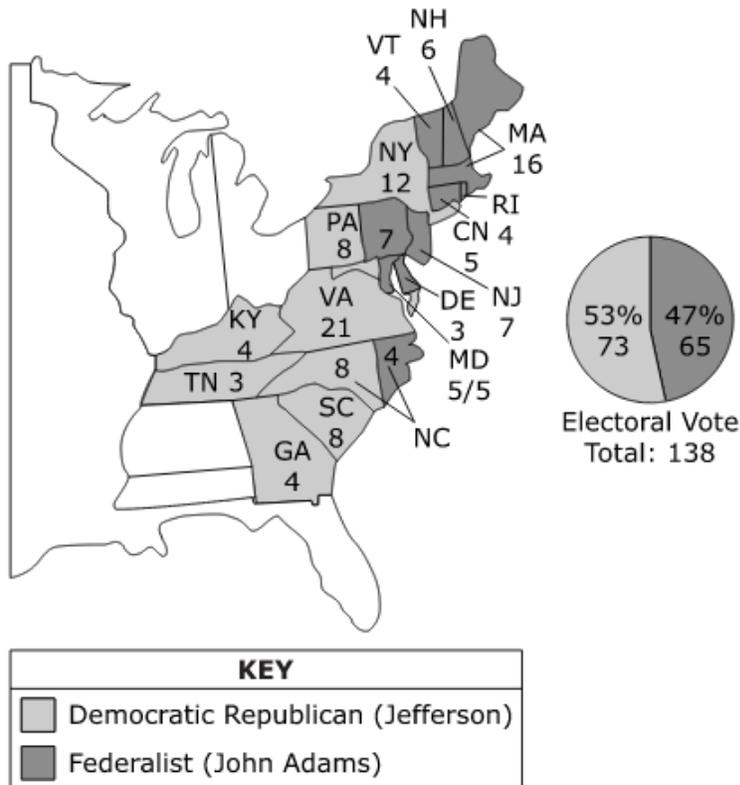


Which statement completes the diagram?

- A. The Supreme Court accepted "separate but equal" laws.
- B. The Civil Rights Act of 1875 was overturned.
- C. The "Jim Crow" laws were passed.
- D. The Ku Klux Klan rose to power.

The map and graph below show the electoral votes in the presidential election of 1800.

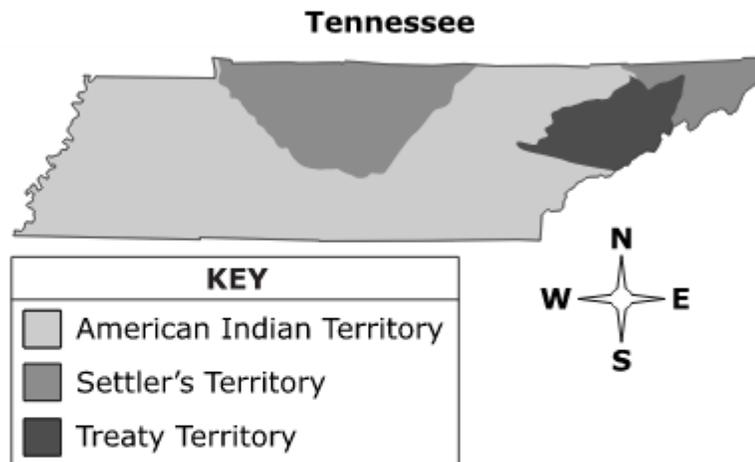
Presidential Election Results, 1800



Which statement explains why this information fails to show the controversial results of the election?

- A. because one of the candidates claimed that he lost due to voting corruption
- B. because the political party in power refused to leave office even though its candidate lost
- C. because a defect in federal election rules led to an initial tie between two candidates from the same party
- D. because one section of the country threatened to secede when the candidate they opposed won the election

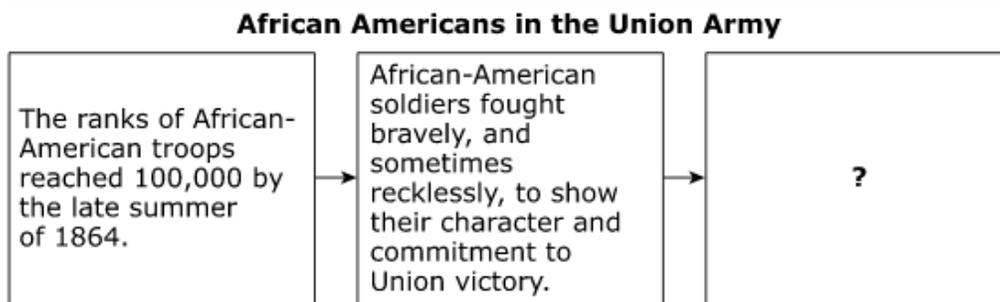
The map below illustrates the outcome of the Treaty of Holston (1791).



Which statement explains the outcome of this land settlement treaty?

- A. It resulted in peace with the Cherokee.
- B. It resulted in the Chickasaw moving west.
- C. It allowed construction of the Natchez Trace.
- D. It allowed the shipment of goods along the Mississippi River.

The diagram below discusses African-American involvement in the Union Army.



Which statement completes the diagram?

- A. Military commanders trusted African-American soldiers more than white soldiers.
- B. Northerners treated African-American troops better than they treated most civilians.
- C. Performance in battle earned African-American soldiers the respect of many Northern citizens.
- D. African-American troops felt they received the equal treatment they deserved under the law.

The excerpt below is from Henry Wadsworth Longfellow's "The Village Blacksmith," 1839.

Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Source: Public Domain/National Park Service—U.S. Department of the Interior

Based on this excerpt and your knowledge of history, what does the village blacksmith most likely symbolize about life in the 19th century?

- A. Manual labor promoted honesty and health.
- B. Hard work led to monetary success and prestige.
- C. Hard work promoted characteristics that led to American individualism.
- D. American laborers worked harder than other workers around the world.

The excerpt below is from a letter written in 1777 from Benjamin Franklin to General George Washington.

“Sir,
 “The gentleman, who will have the honor of waiting upon you with this letter, is . . . Lieutenant-General in the King of Prussia’s service. . . . He goes to America with a true zeal for our cause, and a view of engaging in it, and rendering it all the service in his power. He is recommended to us by two of the best judges of military merit in this country . . . who have long been personally acquainted with him, and interest themselves in promoting his voyage, from the full persuasion that the knowledge and experience he has acquired by twenty years’ study and practice in the Prussian school may be of great use in our armies. . . .”

“B. Franklin.”

—*The Writings of George Washington*, Volume V, Part II, 1834

Source: Public Domain

How did the person discussed in the letter contribute to the outcome of the Revolutionary War?

- A. by writing propaganda that raised the spirits and morale of the Continental Army
- B. by conducting training that improved the skills and discipline of the Continental Army
- C. by taking part in a conspiracy aimed at helping the British Army capture a strategic fort
- D. by winning a battle that helped stop the British Army from capturing the western frontier

Why did President James Monroe issue the Monroe Doctrine in 1823?

- A. Many British military leaders called for the invasion of Latin America.
- B. Many Latin American countries had recently become independent from Spain.
- C. European nations had entered into a number of wars involving conflicting religious groups.
- D. Previous presidents had urged the United States to ally themselves with European nations.

The excerpt below is from the inaugural address of President James K. Polk in 1845.

In the earlier stages of our national existence the opinion prevailed with some that our system of confederated States could not operate successfully over an extended territory, and serious objections have at different times been made to the enlargement of our boundaries. These objections were earnestly urged when we acquired Louisiana. Experience has shown that they were not well founded. . . . New States have been admitted into the Union; new Territories have been created and our jurisdiction and laws extended over them. As our population has expanded, the Union has been cemented and strengthened. As our boundaries have been enlarged and our agricultural population has been spread over a large surface, our federative system has acquired additional strength and security. It may well be doubted whether it would not be in greater danger of overthrow if our present population were confined to the comparatively narrow limits of the original thirteen States than it is now that they are sparsely settled over a more expanded territory.

Source: Public Domain

Based on this excerpt and your knowledge of U.S. history, which statement predicts how territorial expansion would likely proceed in the United States into the 20th century?

- A. The United States would continue to acquire territory.
- B. The United States would advocate against the acquisition of colonies.
- C. The United States would be satisfied with territorial expansion to the Pacific Ocean.
- D. The United States would return territory to American Indians east of the Mississippi.

The photograph below shows a worker in an industry that became an important part of the U.S. economy after the Civil War.



Source: Public Domain/Library of Congress

Based on this photograph and your knowledge of U.S. history, which statement describes this type of work?

- A. It was hard and paid well.
- B. It was hard and very lonely.
- C. It was mostly done by minorities.
- D. It was quickly ended by technology.

The table below contains data from the U.S. Census Bureau.

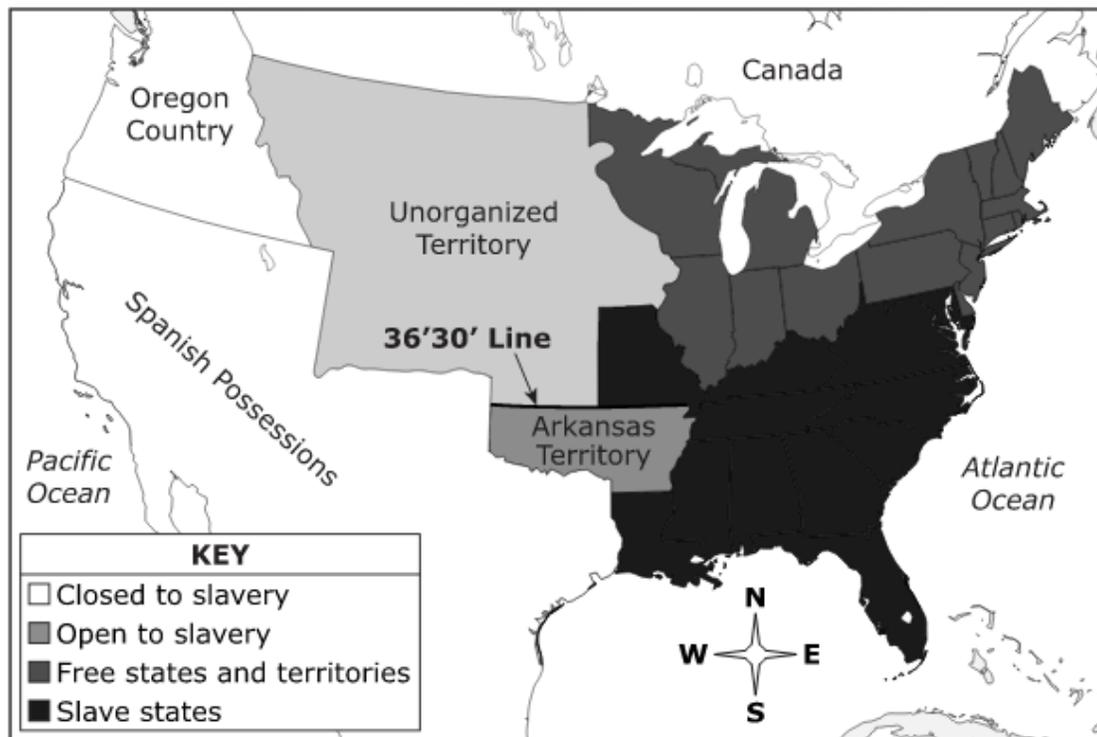
Census Year	Slaves	Percent Increase
1790	697,897	-----
1800	893,041	27.97
1810	1,191,364	33.40
1820	1,538,038	28.79
1830	2,009,043	30.61
1840	2,487,455	23.81
1850	3,204,313	28.82
1860	3,953,760	23.39

Source: Public Domain/U.S. Census Bureau

Based on the information in the table and your knowledge of U.S. history, which statement best explains a reason for the statistics shown in the table?

- A. Many captured people in the United States became slaves.
- B. More slaves were needed as the cotton industry expanded.
- C. The growth of industry encouraged the increase of the slave population.
- D. The slave population rose as territories were added to the United States.

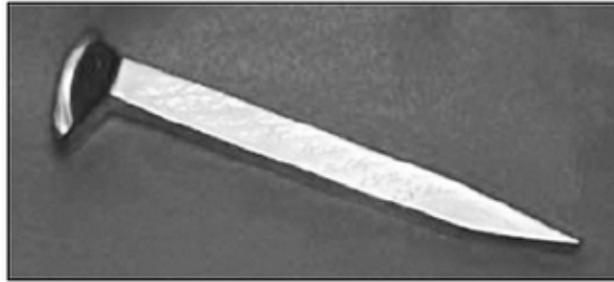
The map below shows divisions of the United States before the Civil War.



Which statement describes an outcome of the law that created the divisions shown on the map?

- A. It set the precedent for the eventual abolition of slavery.
- B. It became the law which supported the *Dred Scott* decision.
- C. It allowed western states to vote on whether to be free or slave states.
- D. It set the precedent that Congress could make laws attempting to regulate slavery.

The photograph below shows a historical artifact used in a ceremony in the West during the 1860s.



Golden Spike

Source: Public Domain/National Park Service

Which event did the ceremony commemorate?

- A. the defeat of the Plains Indians
- B. the establishment of the Utah Territory
- C. the beginning of the Industrial Revolution
- D. the completing of the Transcontinental Railroad

The excerpts below are from the Charter of the Massachusetts Bay Colony, 1629, and the New England Articles of Confederation, 1643.

Charter of the Massachusetts Bay Colony

AND, further our Will and Pleasure is, and We do hereby . . . declare . . . That all . . . the Subjects . . . which shall go to and inhabit within the said Lands . . . be granted, and every of their Children which shall happen to be born there . . . shall have and enjoy all liberties . . . of free and natural Subjects within any of the Dominions . . . as if they and every of them were borne within the Realme of England. . . .

New England Articles of Confederation

Wherefore it is fully agreed and concluded by . . . the parties . . . and they jointly and severally do . . . agree . . . that they all . . . henceforth be called by the name of the United Colonies of New England.

2. The said United Colonies for themselves and their posterities do jointly . . . enter into a firm and perpetual league of friendship and amity for offence and defence. . . .

3. It is further agreed that the Plantations which at present are or hereafter shall be settled within the limits of Massachusetts shall be forever under . . . Massachusetts . . . and that Plymouth, Connecticut, and New Haven shall each of them have like peculiar jurisdiction and government within their limits. . . .

Source: Public Domain

Which idea in these documents was most responsible for future problems?

- A. the granting to colonists the rights and privileges of British citizens
- B. the focus on plans for the New England colonies to work together for defense
- C. the ruling that local governments will have the power to execute and oversee local laws
- D. the requirement that settlements remain under the jurisdiction of the colonies where they originated

This excerpt below is from President Abraham Lincoln's Second Inaugural Address in 1865.

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to . . . civil-war. All dreaded it—all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, . . . agents were in the city seeking to destroy it without war—seeking to dissolve the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish. And the war came.

One eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. . . . The government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war, the magnitude, or the duration, which it has already attained. . . . Both read the same Bible, and pray to the same God, and each invokes His aid against the other. It may seem strange that any men should dare ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not that we be not judged. The prayers of both could not be answered; that of neither had been answered fully. The Almighty has His own purposes. . . . He gives to both North and South, this terrible war. . . . Fondly do we hope—ferently do we pray—that this mighty scourge of war may speedily pass away. . . .

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; . . . to do all which may achieve and cherish a just, and a lasting peace.

Source: Public Domain/U.S. National Archives and Records Administration

Which statement describes President Lincoln's message in this excerpt?

- A. Slavery was not a main cause of the war.
- B. God favored the North to win the conflict.
- C. The spread of slavery into the territories caused the war.
- D. The South should not be punished for disrupting the Union.

High School U.S. History and Geography Practice Test Selected Items

2015 EOC US HISTORY PRACTICE TEST / SECTION 1 / 1 OF 60

The illustration below is used by the Federal Deposit Insurance Corporation (FDIC).

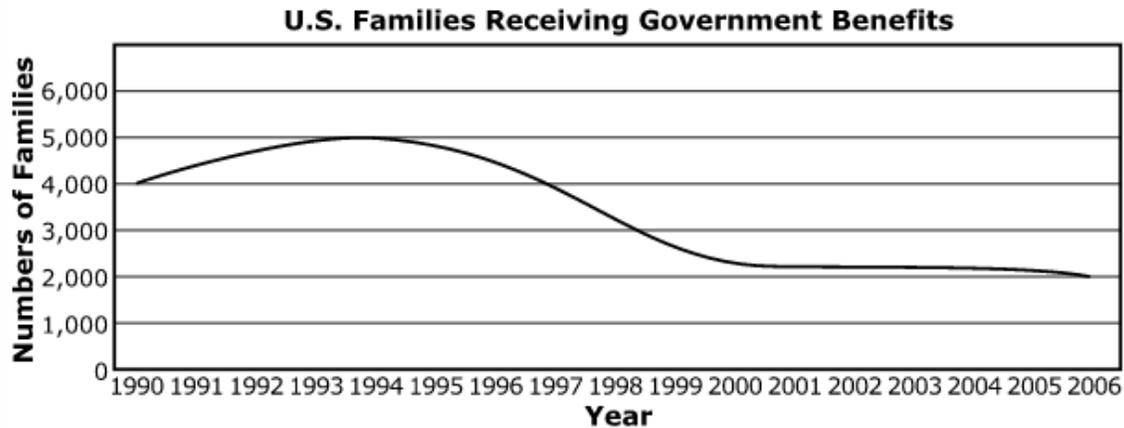


Source: Public Domain/Federal Deposit Insurance Corporation

Based on your content knowledge, which event is most directly related to the message in this illustration?

- A. the passage of the Civil Rights Act of 1964, because it banned discrimination applying to public accommodations
- B. the passage of the Civil Rights Act of 1968, because it outlawed efforts to maintain segregated neighborhoods
- C. the ratification of the 26th Amendment, because it expanded political participation to include more people
- D. the ratification of the 24th Amendment, because it removed an economic barrier to political participation

The graph shows information about a federal welfare program.



Source: Public Domain/U.S. Department of Health and Human Services

How did President Clinton contribute to the trend that began in 1995?

- A. by creating an agency to fund federal construction projects in economically depressed states
- B. by issuing an executive order to raise the minimum wage for the federal work force
- C. by appointing a committee to study ways to reduce the costs of welfare programs
- D. by signing a bill to help people on welfare return to the work force

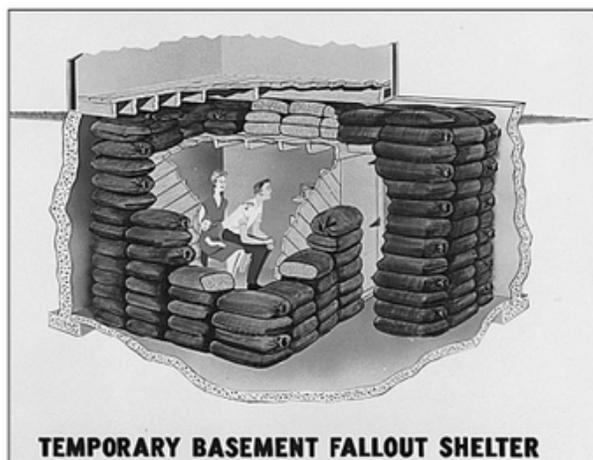
Based on your content knowledge, which statement is a likely reason President Woodrow Wilson created the Creel Committee during World War I?

- A. It would be difficult for the government to gain public support for foreign intervention after promoting the virtues of neutrality for years.
- B. It would be difficult for the government to gain public support for foreign isolationism after promoting the virtues of imperialism for years.
- C. It would be difficult for the government to gain public support for political censorship after promoting the virtues of personal liberty for years.
- D. It would be difficult for the government to gain public support for economic intervention after promoting the virtues of rugged individualism for years.

The excerpt below is about an event that took place in 1957. The illustration below is from the same year.

[Senate Majority Leader Lyndon B.] Johnson's mind kept returning to the heavens as he pondered the Soviet triumph. He recollected, "Now, somehow, in some new way, the sky seemed almost alien. I also remember the profound shock of realizing that it might be possible for another nation to achieve technological superiority over this great country of ours."

Source: Public Domain/National Aeronautics and Space Administration



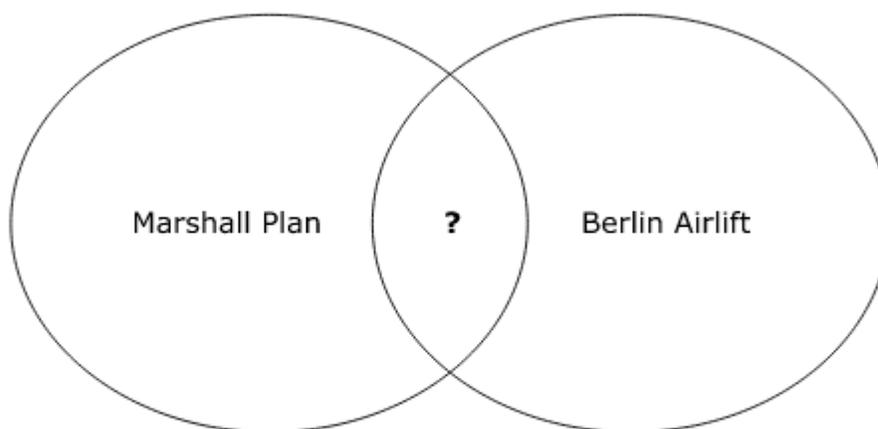
Source: Public Domain/U.S. National Archives and Records Administration

Based on the excerpt and the illustration, which conclusion can be made about U.S. citizens in the late 1950s?

- A. Technological innovations caused many to worry about personal privacy.
- B. Scientific discoveries caused many to consider new kinds of housing.
- C. International tensions caused many to worry about domestic security.
- D. Foreign ideologies caused many to consider new ways of living.

The Venn diagram shows two events related to the end of World War II.

Events in Post-World War II Europe



Which statement completes the diagram?

- A. a response to war-related crimes
- B. intended to pay for war-related damage
- C. a response to the Soviet Union's expansionist actions
- D. intended to revive West Germany's capitalist economy

The list below shows developments of the early 20th century.

- postwar instability
- rise of nationalism
- worldwide economic depression
- major advancements in telecommunications
- major advancements in weapons technology

During the 1920s and 1930s, which concern did the U.S. government have about these developments in Europe?

- A. that citizens would begin to overthrow democratic governments and initiate all forms of anarchy
- B. that people would begin to support authoritarian leaders who aimed to control all aspects of society
- C. that leaders would begin to adopt foreign policies designed to isolate their country from other countries.
- D. that countries would begin to adopt communist governments and isolate their citizens from modern ideas

The excerpt below is from the Democratic Party platform for the 1912 presidential election.

1. We denounce the profligate waste of the money wrung from the people by oppressive taxation through the lavish appropriations of recent Republican Congresses, which have kept taxes high and reduced the purchasing power of the people's toil. We demand a return to that simplicity and economy which befits a Democratic government and a reduction in the number of useless offices, the salaries of which drain the substance of the people.
2. We favor the efficient supervision and rate regulation of railroads, express companies, telegraph and telephone lines engaged in interstate commerce. To this end we recommend the valuation of railroads, express companies, telegraph and telephone lines by the Interstate Commerce Commission, such valuation to take into consideration the physical value of the property, the original cost, the cost of reproduction, and any element of value that will render the valuation fair and just.
3. We favor such legislation as will effectually prohibit the railroads, express, telegraph and telephone companies from engaging in business which brings them into competition with their shippers or patrons; also legislation preventing the overissue of stocks and bonds by interstate railroads, express companies, telegraph and telephone lines, and legislation which will assure such reduction in transportation rates as conditions will permit, care being taken to avoid reduction that would compel a reduction of wages, prevent adequate service, or do injustice to legitimate investments.
4. We oppose the so-called Aldrich bill or the establishment of a central bank; and we believe our country will be largely freed from panics and consequent unemployment and business depression by such a systematic revision of our banking laws as will render temporary relief in localities where such relief is needed, with protection from control of dominion by what is known as the money trust.
5. Banks exist for the accommodation of the public, and not for the control of business. All legislation on the subject of banking and currency should have for its purpose the securing of these accommodations on terms of absolute security to the public and of complete protection from the misuse of the power that wealth gives to those who possess it.
6. We condemn the present methods of depositing government funds in a few favored banks, largely situated in or controlled by Wall Street, in return for political favors, and we pledge our party to provide by law for their deposit by competitive bidding in the banking institutions of the country, national and State, without discrimination as to locality, upon approved securities and subject to call by the Government.
7. Of equal importance with the question of currency reform is the question of rural credits or agricultural finance. Therefore, we recommend that an investigation of agricultural credit societies in foreign countries be made, so that it may be ascertained whether a system of rural credits may be devised suitable to conditions in the United States; and we also favor legislation permitting national banks to loan a reasonable proportion of their funds on real estate security.
8. We recognize the value of vocational education, and urge Federal appropriations for such training and extension teaching in agriculture in co-operation with the several States.

Source: Public Domain/The American Presidency Project

Based on this excerpt, which section likely affected President Woodrow Wilson's approach to passing the Federal Reserve Act?

- A. paragraph 1
- B. paragraph 2
- C. paragraph 3
- D. paragraph 4

The excerpt is from a poem written in 1938.

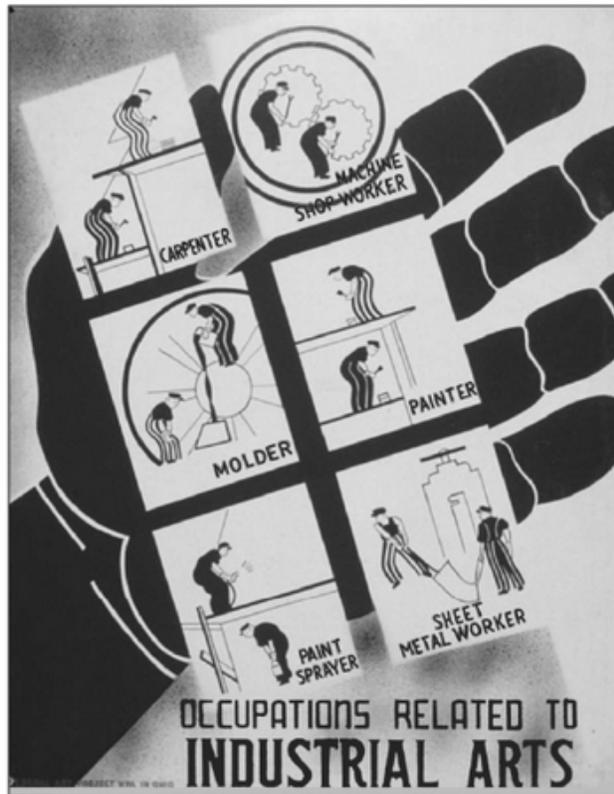
From the east and west and north and south
Like a swarm of bees we come;
The migratory workers
Are worse off than a bum.
We go to Mr. Farmer
And ask him what he'll pay;
He says, "You gypsy workers
Can live on a buck a day."

Source: Public Domain/Library of Congress

Based on the poem and your content knowledge, which statement explains why these workers were paid so little?

- A. There was a significant decrease in immigrant workers who competed for manufacturing jobs because of the global economic depression.
- B. There was a significant decrease in immigrant workers who competed for agricultural jobs because of the global economic depression.
- C. There was an abundance of U.S. workers who had to relocate and compete for manufacturing jobs because of the Dust Bowl.
- D. There was an abundance of U.S. workers who had to relocate and compete for agricultural jobs because of the Dust Bowl.

The Federal Arts Project poster below is from the 1930s and the excerpt is about changes in the 1930s.



Source: Public Domain/Library of Congress

On May 20, 1936, Congress passed the Rural Electrification Act which was one of the most important pieces of legislation passed as part of President Franklin D. Roosevelt's New Deal. This law allowed the federal government to make low-cost loans to farmers who had banded together to create non-profit cooperatives for the purpose of bringing electricity to rural America. . . .

In the 1930's U. S. Senator George Norris of Nebraska was concerned that the descendants of homesteaders and other people living in rural America were not getting a 'fair chance.' Norris lamented that in rural America the men and women were "growing old prematurely; dying before their time; conscious of the great gap between their lives and the lives of those whom the accident of birth or choice placed in towns and cities."

Norris and other senators and congressmen believed that access to electricity would revolutionize the rural way of life. Therefore, in 1936 Congress passed the Rural Electrification Act to give rural Americans a 'fair chance.'

Source: Public Domain/National Park Service

Based on the poster and the excerpt, which conclusion can be made about the New Deal?

- A. It addressed multiple sectors of the economy to aid in economic recovery.
- B. It addressed multiple problems in the financial industry to offer people more relief.
- C. It created multiple agencies in the federal government to determine national priorities.
- D. It created multiple opportunities for the unemployed to migrate to less-populated areas.

The advertisement below promotes literature from the 1920s.

The Novelist of the Rising Generation



F. Scott Fitzgerald
Author of

Flappers and Philosophers
A Collection of Short Stories

which the *Chicago Post* said
"Fulfills the promise of "This Side of Paradise."

This Side of Paradise

—a startling frankness of speech and ideas. The refreshing talk of real men—students at college—who think and act *naturally* and who talk as you talked.

Source: Public Domain / excerpt from the Michigan Alumnus, 1921

Based on this advertisement and your content knowledge, what can be inferred about the work of the Lost Generation?

- A. It explored modern themes and moral dilemmas.
- B. It featured scientific themes and futuristic worlds.
- C. It explored traditional themes and conservative beliefs.
- D. It featured romantic themes and idealistic perspectives.

The excerpts below are from newspaper articles printed in November 1919 and January 1920.

Fifty-two radicals arrested in raids here faced deportation proceedings today.

The raid, personally directed by Chief William J. Flynn, head of the bureau of investigation of the department, came as a surprise to the 200 or more persons assembled in the Russian people's house in the lower East Side. A class was listening to what the police termed a radical lecture but all the students hastened to inform the officers they were "learning English."

When the prisoners, with several women among them, had been heard today, it was found that many had received severe beatings.

Source: Public Domain / The National Endowment for the Humanities and the Library of Congress

But the next hour of the big raid was kept secret, and in most cases the anarchists were taken by surprise when Government agents crashed into their dens.

Federal detectives believe they have captured several of the men implicated in the May Day bomb plot of 1919, and also persons who were involved in a number of other red "offensives" against law and order.

The Government's "counter-offensive" of last night was launched just in time to prevent a fusion of several radical groups under one leadership, preparatory to the attempt at revolution, it was learned. The raids shattered the plan and threw the Bolsheviks into confusion, it is believed here. Palmer's men are making every effort to get the big leaders this time.

Source: Public Domain / The National Endowment for the Humanities and the Library of Congress

Based on the excerpts and your content knowledge, how did developments like these contribute to an ongoing ideological debate?

- A. by encouraging the public to question whether state resources should be used to enforce federal legislation
- B. by prompting the public to question whether federal policies should be enforced if doing so encourages criminal activity
- C. by encouraging the public to question whether popular demands for public safety should justify the use of military force
- D. by prompting the public to question whether popular fears regarding national security should justify the violation of individual rights

The excerpts below discuss two activists' points of view on a political issue of the 1970s.

Mr. ADERHOLT. Mr. Speaker, I rise today to honor the work of a great American, Phyllis Schlafly. Mrs. Schlafly was named one of the 100 most important women of the 20th century by the Ladies' Home Journal, and has been a national leader of the conservative movement since the publication of her bestselling 1964 book, *A Choice Not An Echo*.

Mrs. Schlafly has been a leader of the pro-family movement since 1972, when she started her national volunteer organization now called Eagle Forum. In a ten-year battle, she led the pro-family movement to victory over the principal legislative goal of the radical feminists, called the Equal Rights Amendment. An articulate and successful opponent of the radical feminist movement, she appears in debate on college campuses more frequently than any other conservative. . . .

The mother of six children and an Illinois Mother of the Year, Mrs. Schlafly is America's best-known advocate of the dignity and honor that we as a society owe to the role of fulltime homemaker.

Phyllis Schlafly was honored in 2002 by Focus on the Family as the Mother of the Pro-family Movement, and in 2003 she was the honoree at dinners hosted by the Council for National Policy and the Conservative Political Action Committee. She has since 1972 traveled at least annually to Alabama to debate and speak eloquently on issues that affect the family.

Source: Public Domain/U.S. Government Printing Office

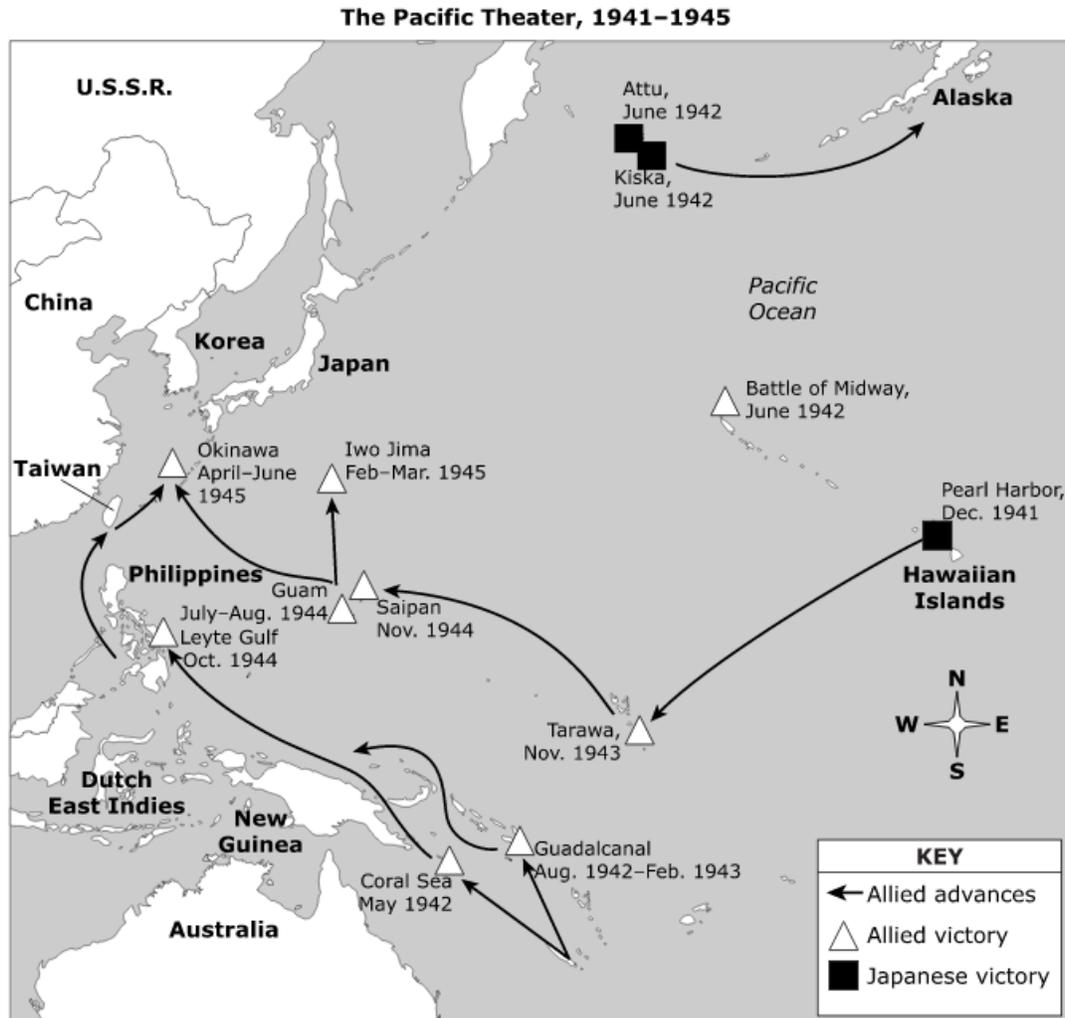
Mr. FORD of Michigan. Mr. Speaker, I rise today to pay tribute to a person I greatly admire. During her 20 years in the House, Martha Griffiths dedicated her efforts to fighting for equality for women in all aspects of American life--most notably in the workplace. Martha was not one to compromise on issues of importance. Regarded as the mother of the Federal Equal Rights Amendment--Martha successfully guided this legislation through the House in the 91st Congress. Even though the battle for the Equal Rights Amendment did not end with its adoption, the fight had an empowering affect on many women's lives. ERA galvanized the women's movement--unifying women of diverse backgrounds based on the shared conviction that their rights should no longer be denied on the basis of their sex. Martha's strong leadership on ERA is remembered for its contribution to the movement as a whole as well as the key role she played in gaining its passage in Congress. I hope that young people who aspire to public office today will look to Martha Griffiths' career as a model for their lives. . . . Her recent induction into the National Women's Hall of Fame in Seneca Falls, NY, is a fitting tribute to her work. I am proud to know and to have worked with Martha. She has truly made her mark on the history of this Nation.

Source: Public Domain/ Library of Congress

Based on the excerpts and your content knowledge, which conclusion can be made about the movement to ratify the Equal Rights Amendment?

- A. It has been opposed by some women and the struggle has been long, controversial, and ongoing.
- B. It has been opposed by many Americans, but was ultimately successful and the effects are still felt today.
- C. It has been unpopular with most Americans in recent years because its goals are considered biased and it limits job opportunities.
- D. It has been unpopular with nearly all women in recent years because its goals are considered outdated, ineffective, and unnecessary today.

The map below shows a U.S. military strategy during World War II.



Based on the map and your content knowledge, which statement explains the reason for the strategy?

- A. It allowed the United States to conserve resources by strategically capturing islands that were less protected and could support an attack of the Japanese mainland.
- B. It allowed the United States to limit losses prior to an invasion of Japan by strategically attacking islands that were heavily fortified and would distract their army.
- C. It allowed the United States to slowly weaken the Japanese by forcing their military to spread its resources over a wide area to protect territorial holdings.
- D. It allowed the United States to slowly advance upon Japan by diverting their military with numerous island attacks over a wide area.

The illustration below is based on a cartoon published in 1898.

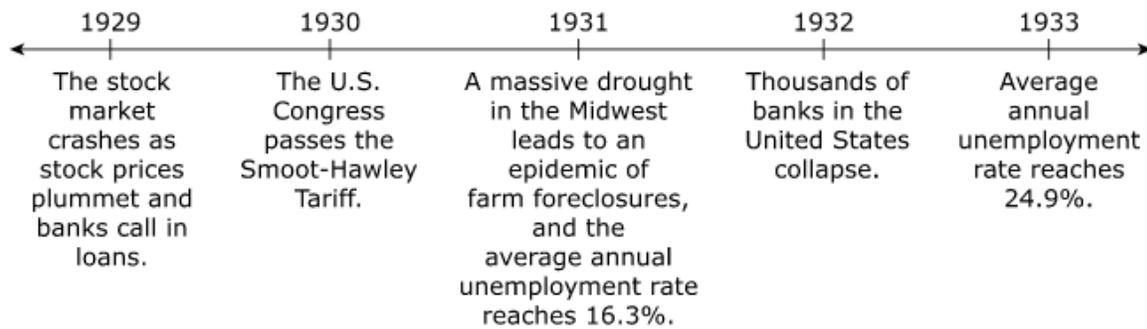


Source: Public Domain/Library of Congress

Based on the illustration and your content knowledge, which conclusion can be made about U.S. foreign policy in the late 19th century?

- A. Competition among media outlets helped promote imperialist ambitions.
- B. Published debates between politicians helped promote naval expansion.
- C. Competition among media outlets led to public support for business regulations.
- D. Published debates between politicians led to public support for military intervention.

The timeline below shows a sequence of events during the Great Depression.



Based on this timeline and your content knowledge, which conclusion can be made about the Great Depression?

- A. Most experts agree that poor business decisions were the central cause and would likely lead to future recessions.
- B. Most experts agree that poor government decisions were the central cause and would likely lead to future recessions.
- C. Most experts agree that an unfortunate combination of negative trends in the economy resulted in a downturn unlike any past recession.
- D. Most experts agree that an unfortunate amount of unquestioned confidence in the economy resulted in a downturn unlike any past recession.

The newspaper headlines below refer to a political issue from 1919.

Senate's Prolonged Wrangle Over League Of Nations Has Weakened Europeans' Belief In Peace Pact

TREATY WITHOUT THE LEAGUE A SCRAP OF PAPER, SAYS WILSON

Source: Public Domain/Library of Congress and The National Endowment for the Humanities

Which debate was central to this political issue?

- A. the power of the federal government versus the rights of states
- B. the need for free trade versus the protection of domestic markets
- C. the need for national security versus the protection of individual rights
- D. the need for international cooperation versus the risks of foreign entanglements

Which accomplishment did President John F. Kennedy's administration achieve in regard to education?

- A. the beginning of racial integration in public education
- B. the creation of federally funded early-childhood education programs
- C. an expansion of higher education programs through federal funding
- D. an expansion of access to educational opportunities through the use of racial quotas

The photograph below was taken in Great Britain in 1941.



Source: Public Domain/Library of Congress

What was the primary objective of the U.S. government program illustrated in the photograph?

- A. to provide proof of U.S. neutrality to European nations
- B. to increase U.S. revenue by selling surplus goods to European nations
- C. to provide supplies to nations deemed vital to the defense of the United States
- D. to increase defense production deemed vital to the economy of the United States

8th Grade Primary Source Samples

Era: Colonialism (1600-1750)
Standard: 8.3

8th Grade US History Primary Sources

Mayflower Compact: 1620

Agreement Between the Settlers at New Plymouth: 1620

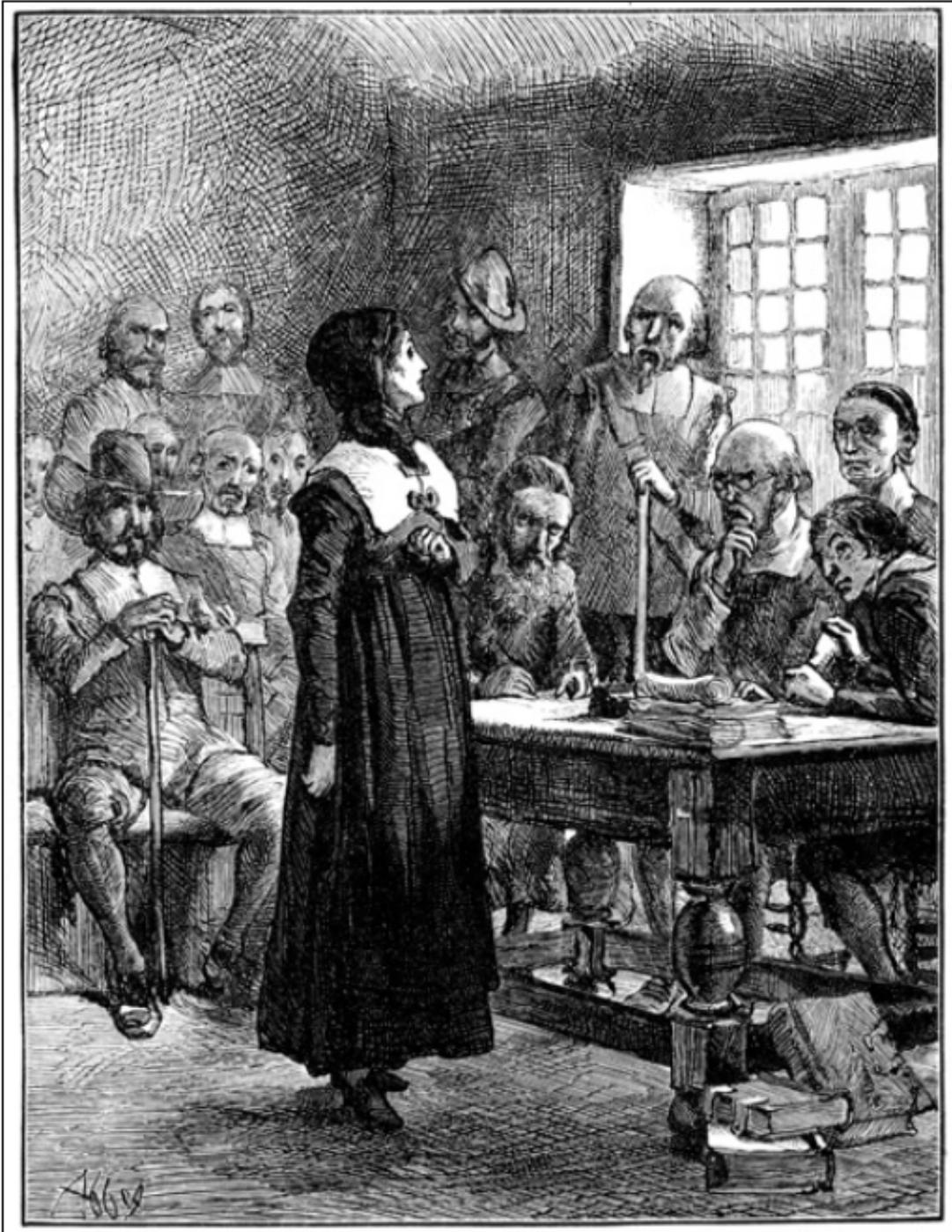
IN THE NAME OF GOD, AMEN. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, &c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first Colony in the northern Parts of Virginia; Do by these Presents, solemnly and mutually, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience. IN WITNESS whereof we have hereunto subscribed our names at Cape-Cod the eleventh of November, in the Reign of our Sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth, Anno Domini; 1620.

*Mr. John Carver,
Mr. William Bradford,
Mr Edward Winslow,
Mr. William Brewster.
Isaac Allerton,
Myles Standish,
John Alden,
John Turner,
Francis Eaton,
James Chilton,
John Craxton,
John Billington,
Joses Fletcher,
John Goodman,
Mr. Samuel Fuller,
Mr. Christopher Martin,
Mr. William Mullins,
Mr. William White,

Mr. Richard Warren,
John Howland,
Mr. Steven Hopkins.

Digery Priest,
Thomas Williams,
Gilbert Winslow,
Edmund
Margesson, Peter
Brown, Richard
Britteridge
George Soule,
Edward Tilly,
John Tilly,
Francis Cooke,
Thomas Rogers,
Thomas Tinker,
John Ridgdale
Edward Fuller,
Richard Clark,
Richard Gardiner,
Mr. John Allerton,
Thomas English,
Edward Doten,
Edward Liester.

Trial of Anne Hutchinson



- Colonial Women. <http://ushistoryimages.com/colonial-women.shtml>

Daniel Boone



- Boone - Archiving Early America
(Archiving Early America)

<http://www.earlyamerica.com/lives-early-america/boone/>

Watauga Purchase and Compact

“This Indenture, made the 19th day of March, 1775, O-con-os-to-ta, Chief Warrior and First Representative of the Cherokee Nation or Tribe of Indians, and Attaculleully and Savanukah, otherwise Coronah, for themselves and the rest of the whole Nation, being the Aborigines and sole owners by occupancy from the beginning of time of the lands of the waters of Holston and Wataugah Rivers, and other lands thereunto belonging, of the one part, and Charles Robertson of the settlement of Wataugah, of the other part, Witnesseth, &c.” The consideration was “the sum of two thousand pounds, lawful money of Great Britain, in hand paid.” The deed embraced “all that tract, territory, or parcel of land, on the waters of the Wataugah, Holston and Great Canaway or New River; beginning on the south or south-west side of Holston River, Six English miles above Long Island, in said river; thence a direct line near a south course to the ridge which divides the waters of Wataugah from the waters of Nonachcukeh; thence along the various courses of said ridge nearly a southeast course to the Blue Ridge or line dividing North Carolina along the Virginia line to Holston River; thence down the meanders of the Holston River to the first station, including all the waters of Wataugah, part of the Waters of Holston and the head-branches of New River or Great Canaway, agreeable to the bounds aforesaid, to said Charles Robertson, his heirs, and assigns,” etc.

“And also the said Charles Robertson, his heirs and assigns, shall and may, peaceably and quietly, have, hold, possess and enjoy said premises, without let, trouble, hindrance or molestation, interruption and denial, of them, the said Oconostota and the rest, or any of the said Nation.”

“Signed in the Presence of

John Sevier
Wm. Bailey Smith
Jesse Benton
Tillman Dixon
William Blevins
Thomas Price
Jas. Vann, Linguister.”

Oconostota, his X mark. (Seal)
Attaculleully, his X mark. (Seal)
Tennesy Warrior, his X mark. (Seal)
Willinawaugh, his X mark. (Seal)

-http://www.esu.edu/cas/ahg/pictures/Revolution/documents/era3_ss_dixon_08.pdf

King George III, An Act for granting and applying certain stamp duties, 1765

An act for granting and applying certain stamp duties, and other duties, in the British colonies and plantations in America, towards further defraying the expences of defending, protecting, and securing the same; and for amending such parts of the several acts of parliament relating to the trade and revenues of the said colonies and plantations, as direct the manner of determining and recovering the penalties and forfeitures therein mentioned.

WHEREAS by an act made in the last session of parliament, several duties were granted, continued, and appropriated, towards defraying the expences of defending, protecting, and securing, the British colonies and plantations in America: and whereas it is just and necessary, that provision be made for raising a further revenue within your Majesty's dominions in America, towards defraying the said expences: we, your Majesty's most dutiful and loyal subjects, the commons of Great Britain in parliament assembled, have therefore resolved to give and grant unto your Majesty the several rates and duties herein after mentioned; and do most humbly beseech your Majesty that it may be enacted, and be it enacted by the King's most excellent majesty, by and with the advice and consent of the lords spiritual and temporal, and commons, in this present parliament assembled, and by the authority of the same, That from and after the first day of November, one thousand seven hundred and sixty five, there shall be raised, levied, collected, and paid unto his Majesty, his heirs, and successors, throughout the colonies and plantations in America which now are, or hereafter may be, under the dominion of his Majesty, his heirs and successors,

For every skin or piece of vellum or parchment, or sheet or piece of paper, on which shall be ingrossed, written, or printed, any licence, appointment, or admission of any counsellor, solicitor, attorney, advocate, or proctor, to practice in any court, or of any notary within the said colonies and plantations, a stamp duty of ten pounds.

For every skin or piece of vellum or parchment, or sheet or piece of paper, on which shall be ingrossed, written, or printed, any note or bill of lading, which shall be signed for any kind of goods, wares, or merchandize, to be exported from . . . within the said colonies and plantations, a stamp duty of four pence.

For every skin or piece of vellum or parchment, or sheet or piece of paper, on which shall be ingrossed, written, or printed, any licence for retailing of wine, to be granted to any person who shall take out a licence for retailing of spirituous liquors, within the said colonies and plantations, a stamp duty of three pounds,

For every skin or piece of vellum or parchment, or sheet or piece of paper, on which shall be ingrossed, written, or printed, any notarial act, bond, deed, letter, of attorney, procuration, mortgage, release, or other obligatory instrument, not herein before charged, within the said colonies and plantations, a stamp duty of two shillings and three pence.

And for and upon every pack of playing cards, and all dice, which shall be sold or used within the said colonies and plantations, the several stamp duties following (that is to say)

For every pack of such cards, the sum of one shilling.

And for every pair of such dice, the sum of ten shillings.

And for and upon every paper, commonly called a pamphlet, and upon every newspaper, containing publick news, intelligence, or occurrences, which shall be printed, dispersed, and made publick, within any of the said colonies and plantations, and for and upon such advertisements as are herein after mentioned, the respective duties following (that is to say)

For every other almanack or calendar for any one particular year, which shall be written or printed within the said colonies or plantations, a stamp duty of four pence. . . .

- The Stamp Act, 1765 (The Stamp Act, 1765)
<https://www.gilderlehrman.org/history-by-era/road-revolution/resources/stamp-act-1765>

Era: Development of a New Nation (1720-1787)

Standard: 8.22



- Liberty Tree

<http://www.sonofthesouth.net/revolutionary-war/political/liberty-tree.htm>

The Articles of Confederation (excerpts)

Agreed to by Congress November 15, 1777; ratified and in force, March 1, 1781.

Article V. For the most convenient management of the general interests of the United States, delegates shall be annually appointed in such manner as the legislatures of each State shall direct...

No State shall be represented in Congress by less than two, nor more than seven members; and no person shall be capable of being a delegate for more than three years in any term of six years...

In determining questions in the United States in Congress assembled, each State shall have one vote.

Freedom of speech and debate in Congress shall not be impeached or questioned in any court or place out of Congress, and the members of Congress shall be protected in their persons from arrests or imprisonments, during the time of their going to and from, and attendance on Congress, except for treason, felony, or breach of the peace.

Article VIII. All charges of war, and all other expenses that shall be incurred for the common defense or general welfare, and allowed by the United States in Congress assembled, shall be defrayed out of a common treasury, which shall be supplied by the several States in proportion to the value of all land within each State...

The taxes for paying that proportion shall be laid and levied by the authority and direction of the legislatures of the several States within the time agreed upon by the United States in Congress assembled.

Article IX. The United States in Congress assembled, shall have the sole and exclusive right and power of determining on peace and war, except in the cases mentioned in the sixth article -- of sending and receiving ambassadors -- entering into treaties and alliances...of establishing rules for deciding in all cases, what captures on land or water shall be legal, and in what manner prizes taken by land or naval forces in the service of the United States shall be divided or appropriated...appointing courts for the trial of piracies and felonies committed on the high seas and establishing courts for receiving and determining finally appeals in all cases of captures, provided that no member of Congress shall be appointed a judge of any of the said courts...

The United States in Congress assembled shall also have the sole and exclusive right and power of regulating the alloy and value of coin struck by their own authority, or by that of the respective States -- fixing the standards of weights and measures throughout the United States -- regulating the trade and managing all affairs with the Indians, not members of any of the States, provided that the legislative right of any State within its own limits be not infringed or violated -- establishing or regulating post offices from one State to another, throughout all the United States, and exacting such postage on the papers passing through the same as may be requisite to defray the expenses of the said office -- appointing all officers of the land forces, in the service of the United States, excepting regimental officers -- appointing all the officers of the naval forces, and commissioning all officers whatever in the service of the United States -- making rules for the government and regulation of the said land and naval forces, and directing their operations...

Article XI. Canada acceding to this confederation, and adjoining in the measures of the United States, shall be admitted into, and entitled to all the advantages of this Union; but no other colony shall be admitted into the same, unless such admission be agreed to by nine States.

Article XII. All bills of credit emitted, monies borrowed, and debts contracted by, or under the authority of Congress, before the assembling of the United States, in pursuance of the present confederation, shall be deemed and considered as a charge against the United States, for payment and satisfaction whereof the said United States, and the public faith are hereby solemnly pledged.

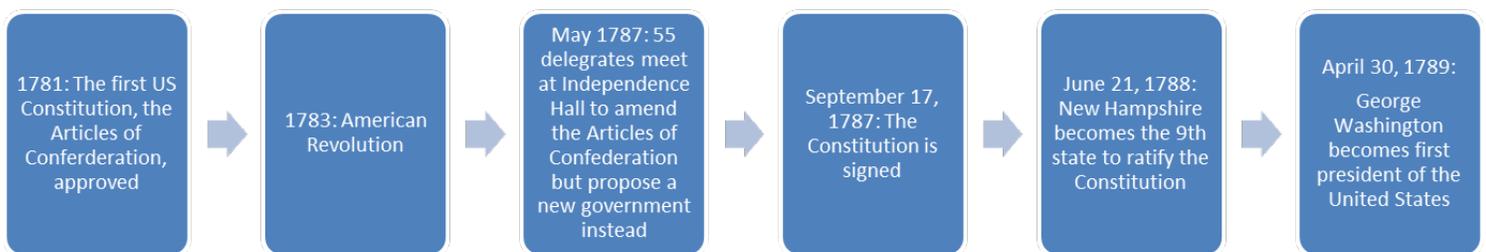
- America's Historical Documents (National Archives and Records Administration) <http://www.archives.gov/historical-docs/document.html?doc=2&title.raw=Articles%20of%20Confederation>

Era: The Constitution and Foundation of the American Political System (1777-1789)
Standard: 8.33

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

- The Constitution of the United States: A Transcription (National Archives and Records Administration) http://www.archives.gov/exhibits/charters/constitution_transcript.html

Era: The Constitution and Foundation of the American Political System (1777-1789)
Standards: 8.30 and 8.32



Era: Growth of the Young Nation (1789-1849)
Standard: 8.40

Chief Justice John Marshall, in *Marbury v. Madison*, 1803

"It is emphatically the province and duty of the judicial department to say what the law is. Those who apply the rule to particular cases must of necessity expound and interpret that rule. If two laws conflict with each other, the courts must decide on the operation of each. So if a law be in opposition to the constitution: if both the law and the constitution apply to a particular case, so that the court must either decide that case conformably to the law, disregarding the constitution; or conformably to the constitution, disregarding the law: the court must determine which of these conflicting rules governs the case. This is of the very essence of judicial duty."

- *Marbury v. Madison*, 5 U.S. 137 (1803)
(*Marbury v. Madison*, 5 U.S. 137 (1803)) <http://www.constitution.org/ussc/005-137a.htm>

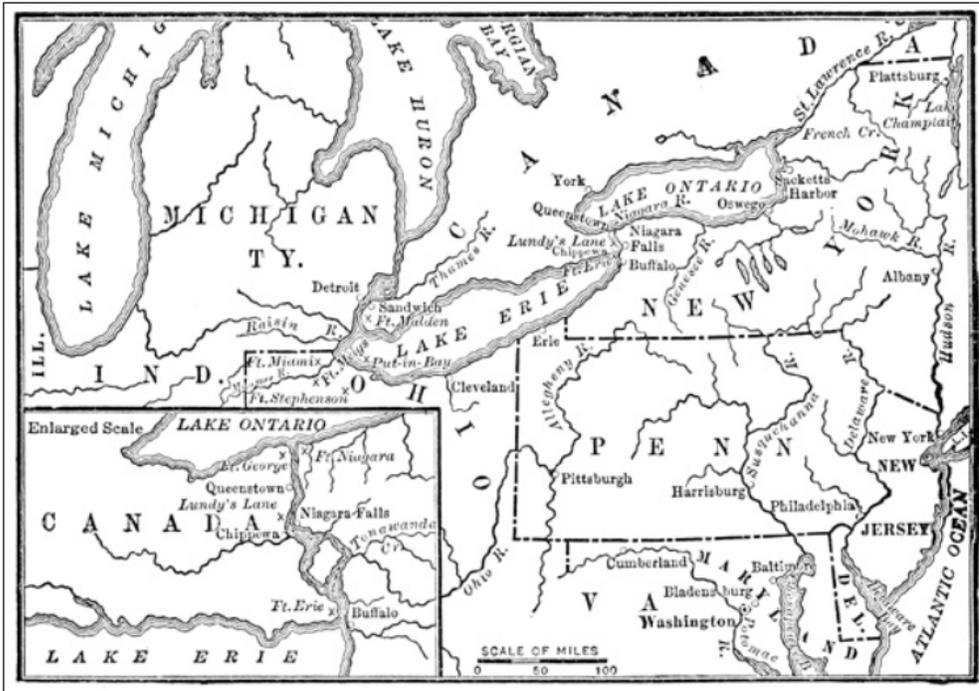
Era: Growth of the Young Nation (1789-1849)
Standard: 8.42

Map of Lewis and Clark Expedition



- Lewis and Clark Map (Lewis and Clark Map) <http://ushistoryimages.com/lewis-and-clark-map.shtm>

Scene of the War of 1812



-War of 1812 <http://ushistoryimages.com/war-of-1812.shtm>

It was stated at the commencement of the last session that a great effort was then making in Spain and Portugal to improve the condition of the people of those countries, and that it appeared to be conducted with extraordinary moderation. It need scarcely be remarked that the result has been so far very different from what was then anticipated. Of events in that quarter of the globe, with which we have so much intercourse and from which we derive our origin, we have always been anxious and interested spectators.

The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow men on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy so to do.

It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers.

The political system of the allied powers is essentially different in this respect from that of America. This difference proceeds from that which exists in their respective Governments; and to the defense of our own, which has been achieved by the loss of so much blood and treasure, and matured by the wisdom of their most enlightened citizens, and under which we have enjoyed unexampled felicity, this whole nation is devoted.

- Home (Our Documents)
<http://www.ourdocuments.gov/doc.php?flash=true&doc=23&page=transcriptou>

Era: The Sectionalism of the American North, South and West (1800-1850)
Standard: 8.49

Declaration of Independence

2. We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they were accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

- Declaration of Sentiments and Resolutions, Seneca Falls: Stanton and Anthony Papers Online (Declaration of Sentiments and Resolutions, Seneca Falls: Stanton and Anthony Papers Online) <http://ecssba.rutgers.edu/docs/seneca.html>

Era: The Sectionalism of the American North, South and West (1800-1850)
Standard: 8.58

Manifest Destiny



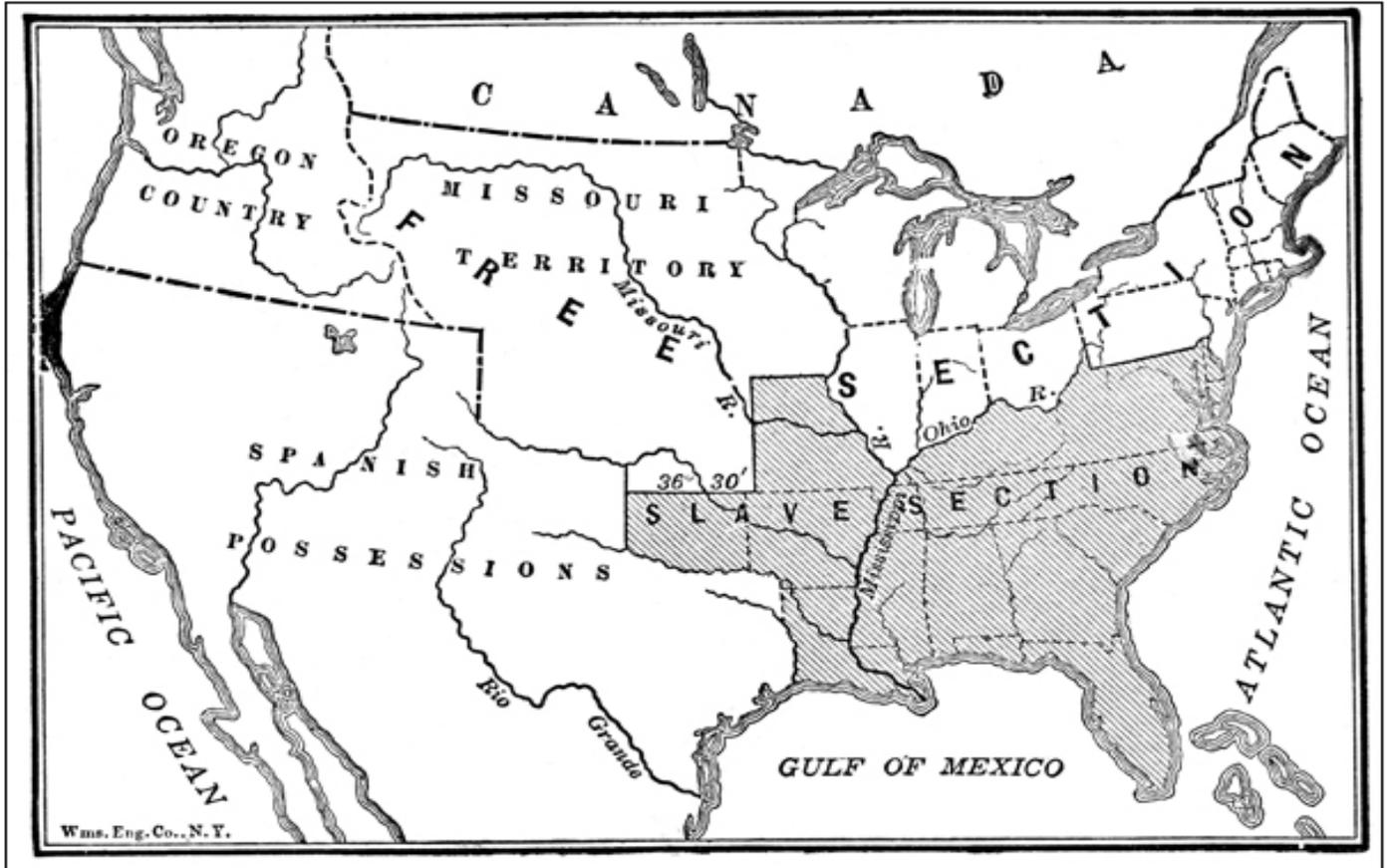
Drawings American
Progress Digital
(American Progress)

- Photos, Prints,
file from original print
[http://www.loc.gov/
resource/ppmsca.09855/](http://www.loc.gov/resource/ppmsca.09855/)

Era: Slavery in America (1800-1850)

Standard: 8.65

Missouri Compromise, 1820



- American Slavery (American Slavery)
<http://ushistoryimages.com/american-slavery.shtm>

The Narrative of the Life of Frederick Douglass: An American Slave

I did not, when a slave, understand the deep meaning of those rude and apparently incoherent songs. I was myself within the circle; so that I neither saw nor heard as those without might see and hear. They told a tale of woe which was then altogether beyond my feeble comprehension; they were tones loud, long, and deep; they breathed the prayer and complaint of souls boiling over with the bitterest anguish. Every tone was a testimony against slavery, and a prayer to God for deliverance from chains. The hearing of those wild notes always depressed my spirit, and filled me with ineffable sadness. I have frequently found myself in tears while hearing them. The mere recurrence to those songs, even now, afflicts me; and while I am writing these lines, an expression of feeling has already found its way down my cheek. To those songs I trace my first glimmering conception of the dehumanizing character of slavery. I can never get rid of that conception. Those songs still follow me, to deepen my hatred of slavery, and quicken my sympathies for my brethren in bonds. If any one wishes to be impressed with the soul-killing effects of slavery, let him go to Colonel Lloyd's plantation, and, on allowance-day, place himself in the deep pine woods, and there let him, in silence, analyze the sounds that shall pass through the chambers of his soul, -- and if he is not thus impressed, it will only be because "there is no flesh in his obdurate heart. . . ."

Very soon after I went to live with Mr. and Mrs. Auld, she very kindly commenced to teach me the A, B, C. After I had learned this, she assisted me in learning to spell words of three or four letters. Just at this point of my progress, Mr. Auld found out what was going on, and at once forbade Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful, as well as unsafe, to teach a slave to read. To use his own words, further, he said, "If you give a nigger an inch, he will take an ell. A nigger should know nothing but to obey his master -- to do as he is told to do. Learning would SPOIL the best nigger in the world. Now," said he, "if you teach that nigger (speaking of myself) how to read, there would be no keeping him. It would forever unfit him to be a slave. He would at once become unmanageable, and of no value to his master. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy." These words sank deep into my heart, stirred up sentiments within that lay slumbering, and called into existence an entirely new train of thought. It was a new and special revelation, explaining dark and mysterious things, with which my youthful understanding had struggled, but struggled in vain. I now understood what had been to me a

most perplexing difficulty -- to wit, the white man's power to enslave the black man. It was a grand achievement, and I prized it highly. From that moment, I understood the pathway from slavery to freedom. It was just what I wanted, and I got it at a time when I the least expected it. Whilst I was saddened by the thought of losing the aid of my kind mistress, I was gladdened by the invaluable instruction which, by the merest accident, I

had gained from my master. Though conscious of the difficulty of learning without a teacher, I set out with high hope, and a fixed purpose, at whatever cost of trouble, to learn how to read. The very decided manner with which he spoke, and strove to impress his wife with the evil consequences of giving me instruction, served to convince me that he was deeply sensible of the truths he was uttering. It gave me the best assurance that I might rely with the utmost confidence on the results which, he said, would flow from teaching me to read. What he most dreaded, that I most desired. What he most loved, that I most hated. That which to him was a great evil, to be carefully shunned, was to me a great good, to be diligently sought; and the argument which he so warmly urged, against my learning to read, only served to inspire me with a desire and determination to learn. In learning to read, I owe almost as much to the bitter opposition of my master, as to the kindly aid of my mistress. I acknowledge the benefit of both. . . .

I was now about twelve years old, and the thought of being A SLAVE FOR LIFE began to bear heavily upon my heart. Just about this time, I got hold of a book entitled "The Columbian Orator." Every opportunity I got, I used to read this book. Among much of other interesting matter, found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master -- things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

Era: Civil War (1830-1865)
Standard: 8.76

Emancipation Proclamation (Excerpt)

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom."

...I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do....order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free

...And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

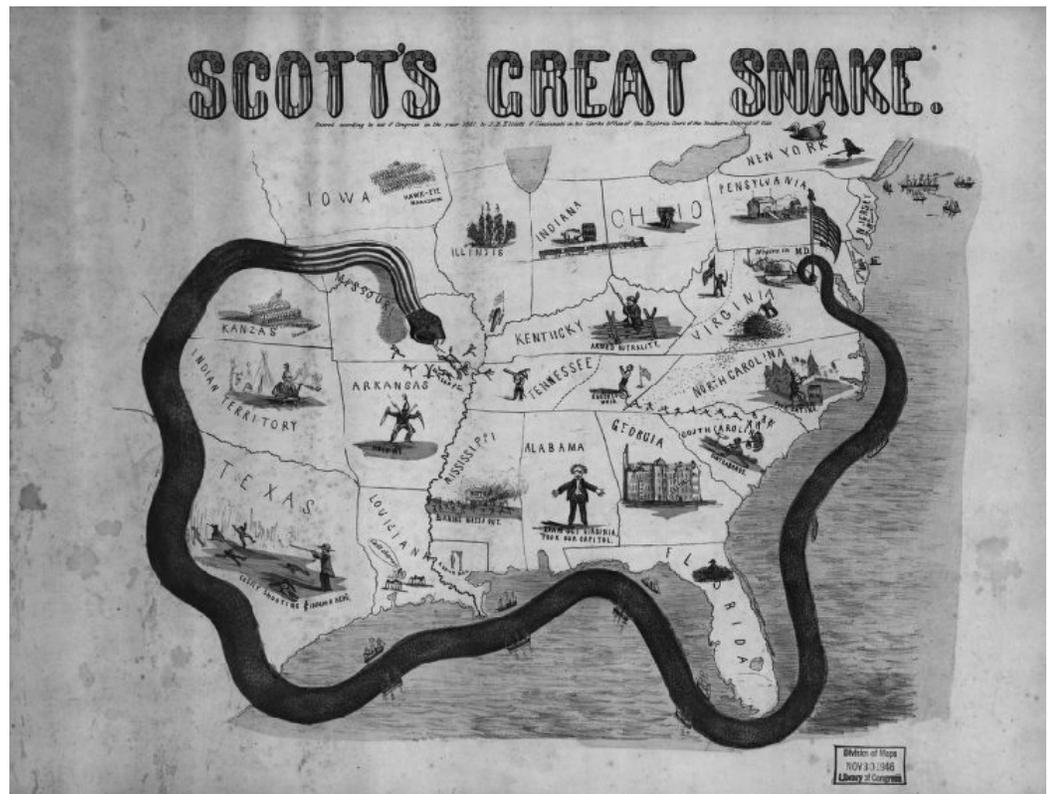
And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State.

- Emancipation Proclamation (National Archives and Records Administration)
http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html

Era: Civil War (1830-1865)
Standard: 8.80



- Maps Scott's great snake. Entered according to Act of Congress in the year 1861 (Scott's great snake. Entered according to Act of Congress in the year 1861) <http://www.loc.gov/resource/g3701s.cw0011000/>

Era: Reconstruction (1865-1877)

Standard: 8.82

AMENDMENT XIII

Passed by Congress January 31, 1865. Ratified December 6, 1865.

Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2.

Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT XIV

Passed by Congress June 13, 1866. Ratified July 9, 1868.

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2.

Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age,* and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3.

No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4.

The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

AMENDMENT XV

Passed by Congress February 26, 1869. Ratified February 3, 1870.

Section 1.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude--

Section 2.

The Congress shall have the power to enforce this article by appropriate legislation.

**Era: Reconstruction
(1865-1877) Standard: 8.85**

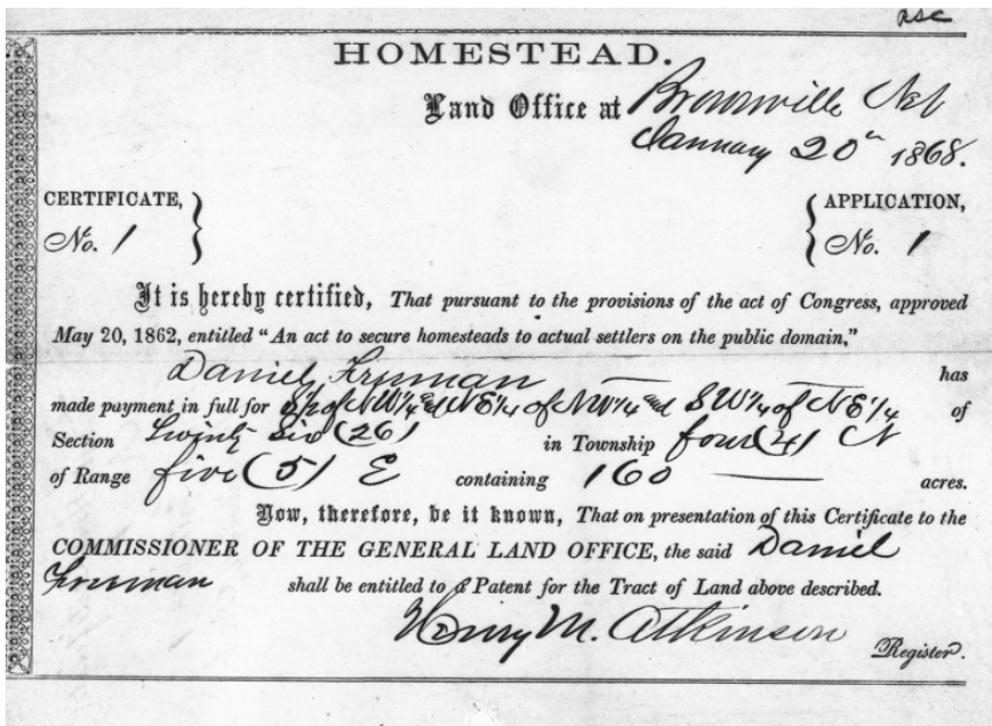
Jim Crow Laws in Georgia

- The Constitution of the United States: Amendments 11-27 (National Archives and Records Administration) http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html

Barbers. No colored barber shall serve as a barber (to) white girls or women (Georgia).

Blind Wards. The board of trustees shall...maintain a separate building...on separate ground for the admission, care, instruction, and support of all blind persons of the colored or black race (Louisiana).

- Burial. The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons (Georgia).
- Buses. All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races (Alabama).
- Child Custody. It shall be unlawful for any parent, relative, or other white person in this State, having the control or custody of any white child, by right of guardianship, natural or acquired, or otherwise, to dispose of, give or surrender such white child permanently into the custody, control, maintenance, or support, of a negro (South Carolina).
- Education. The schools for white children and the schools for negro children shall be conducted separately (Florida).
- Libraries. The state librarian is directed to fit up and maintain a separate place for the use of the colored people who may come to the library for the purpose of reading books or periodicals (North Carolina).
- Mental Hospitals. The Board of Control shall see that proper and distinct apartments are arranged for said patients, so that in no case shall Negroes and white persons be together (Georgia).
- Militia. The white and colored militia shall be separately enrolled, and shall never be compelled to serve in the same organization. No organization of colored troops shall be permitted where white troops are available and where whites are permitted to be organized, colored troops shall be under the command of white officers (North Carolina).
- Nurses. No person or corporation shall require any White female nurse to nurse in wards or rooms in hospitals, either public or private, in which negro men are placed (Alabama).
- Prisons. The warden shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts (Mississippi).
- Reform Schools. The children of white and colored races committed to the houses of reform shall be kept entirely separate from each other (Kentucky).
- Teaching. Any instructor who shall teach in any school, college or institution where members of the white and colored race are received and enrolled as pupils for instruction shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined... (Oklahoma).
- Wine and Beer. All persons licensed to conduct the business of selling beer or wine...shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room at any time (Georgia).

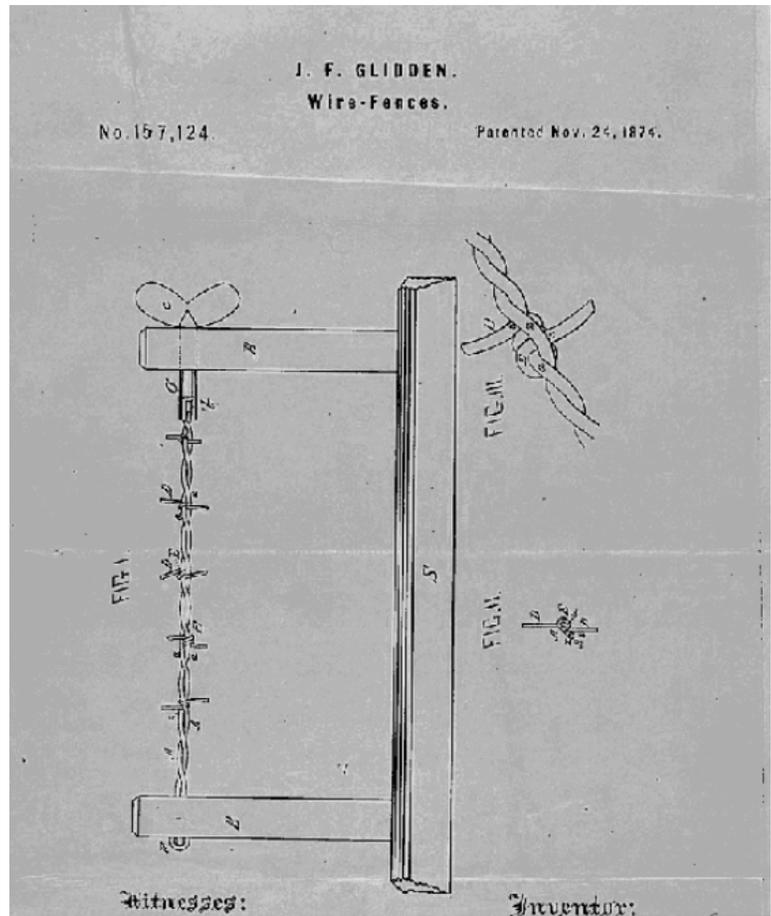


- Jim Crow Laws (National Parks Service)
By: United States. National Park Service.
http://www.nps.gov/malu/learn/education/jim_crow_laws.htm

**Era: Westward Expansion
after the Civil War
(1865-1890)
Standard: 8.94**

-The Homestead Act of 1862
(National Archives and Records Administration)
<http://www.archives.gov/education/lessons/homestead-act/>
#documents

Era: Westward Expansion after the
Civil War (1865-1890)
Standard: 8.98



- Glidden's Patent Application for Barbed Wire (National Archives and Records Administration) <http://www.archives.gov/education/lessons/barbed-wire/index.html#documents>

High School U.S. History Primary Source Samples

The Rise of Industrial America

The Gospel of Wealth

By Andrew Carnegie

<http://legacy.fordham.edu/halsall/mod/1889carnegie.asp>

The problem of our age is the administration of wealth, so that the ties of brotherhood may still bind together the rich and poor in harmonious relationship. The conditions of human life have not only been changed, but revolutionized, within the past few hundred years. In former days there was little difference between the dwelling, dress, food, and environment of the chief and those of his retainers. . . . The contrast between the palace of the millionaire and the cottage of the laborer with us today measures the change which has come with civilization.

This change, however, is not to be deplored, but welcomed as highly beneficial. It is well, nay, essential for the progress of the race, that the houses of some should be homes for all that is highest and best in literature and the arts, and for all the refinements of civilization, rather than that none should be so. Much better this great irregularity than universal squalor. Without wealth there can be no Maecenas [*Note: a rich Roman patron of the arts*]. The "good old times" were not good old times . Neither master nor servant was as well situated then as to day. A relapse to old conditions would be disastrous to both-not the least so to him who serves-and would sweep away civilization with it....

...

We start, then, with a condition of affairs under which the best interests of the race are promoted, but which inevitably gives wealth to the few. Thus far, accepting conditions as they exist, the situation can be surveyed and pronounced good. The question then arises-and, if the foregoing be correct, it is the only question with which we have to deal-What is the proper mode of administering wealth after the laws upon which civilization is founded have thrown it into the hands of the few? And it is of this great question that I believe I offer the true solution. It will be understood that fortunes are here spoken of, not moderate sums saved by many years of effort, the returns from which are required for the comfortable maintenance and education of families. This is not wealth, but only competence, which it should be the aim of all to acquire.

There are but three modes in which surplus wealth can be disposed of. It can be left to the families of the decedents; or it can be bequeathed for public purposes; or, finally, it can be administered during their lives by its possessors. Under the first and second modes most of the wealth of the world that has reached the few has hitherto been applied. Let us in turn consider each of these modes. The first is the most injudicious. In monarchical countries, the estates and the greatest portion of the wealth are left to the first son, that the vanity of the parent may be gratified by the thought that his name and title are to descend to succeeding generations unimpaired. The condition of this class in Europe today teaches the futility of such hopes or ambitions. The successors have become impoverished through their follies or from the fall in the value of land.... Why should men leave great fortunes to their children? If this is done from affection, is it not misguided affection? Observation teaches that, generally speaking, it is not well for the children that they should be so burdened. Neither is it well for the state. Beyond providing for the wife and daughters moderate sources of income, and very moderate allowances indeed, if any, for the sons, men may well hesitate, for it is no longer questionable that great sums bequeathed oftener work more for the injury than for the good of the recipients. Wise men will soon conclude that, for the best interests of the members of their families and of the state, such bequests are an improper use of their means.

...

As to the second mode, that of leaving wealth at death for public uses, it may be said that this is only a means for the disposal of wealth, provided a man is content to wait until he is dead before it becomes of much good in the world.... The cases are not few in which the real object sought by the testator is not attained, nor are they few in which his real wishes are thwarted....

The growing disposition to tax more and more heavily large estates left at death is a cheering indication of the growth of a salutary change in public opinion.... Of all forms of taxation, this seems the wisest. Men who continue hoarding great sums all their lives, the proper use of which for public ends would work good to the community, should be made to feel that the community, in the form of the state, cannot thus be deprived of its proper share. By taxing estates heavily at death, the state marks its condemnation of the selfish millionaire's unworthy life.

... This policy would work powerfully to induce the rich man to attend to the administration of wealth during his life, which is the end that society should always have in view, as being that by far most fruitful for the people....

There remains, then, only one mode of using great fortunes: but in this way we have the true antidote for the temporary unequal distribution of wealth, the reconciliation of the rich and the poor—a reign of harmony—another ideal, differing, indeed from that of the Communist in requiring only the further evolution of existing conditions, not the total overthrow of our civilization. It is founded upon the present most intense individualism, and the race is prepared to put it in practice by degrees whenever it pleases. Under its sway we shall have an ideal state, in which the surplus wealth of the few will become, in the best sense, the property of the many, because administered for the common good, and this wealth, passing through the hands of the few, can be made a much more potent force for the elevation of our race than if it had been distributed in small sums to the people themselves. Even the poorest can be made to see this, and to agree that great sums gathered by some of their fellowcitizens and spent for public purposes, from which the masses reap the principal benefit, are more valuable to them than if scattered among them through the course of many years in trifling amounts.

...

This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial result for the community—the man of wealth thus becoming the sole agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer—doing for them better than they would or could do for themselves.

The Progressive Era

President Woodrow Wilson's 14 Points (1918)

It will be our wish and purpose that the processes of peace, when they are begun, shall be absolutely open and that they shall involve and permit henceforth no secret understandings of any kind. The day of conquest and aggrandizement is gone by; so is also the day of secret covenants entered into in the interest of particular governments and likely at some unlooked-for moment to upset the peace of the world. It is this happy fact, now clear to the view of every public man whose thoughts do not still linger in an age that is dead and gone, which makes it possible for every nation whose purposes are consistent with justice and the peace of the world to avow now or at any other time the objects it has in view.

We entered this war because violations of right had occurred which touched us to the quick and made the life of our own people impossible unless they were corrected and the world secure once for all against their recurrence. What we demand in this war, therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. The programme of the world's peace, therefore, is our programme; and that programme, the only possible programme, as we see it, is this:

I. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.

II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.

III. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.

IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.

V. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined.

VI. The evacuation of all Russian territory and such a settlement of all questions affecting Russia as will secure the best and freest cooperation of the other nations of the world in obtaining for her an unhampered and unembarrassed opportunity for the

independent determination of her own political development and national policy and assure her of a sincere welcome into the society of free nations under institutions of her own choosing; and, more than a welcome, assistance also of every kind that she may need and may herself desire. The treatment accorded Russia by her sister nations in the months to come will be the acid test of their good will, of their comprehension of her needs as distinguished from their own interests, and of their intelligent and unselfish sympathy.

VII. Belgium, the whole world will agree, must be evacuated and restored, without any attempt to limit the sovereignty which she enjoys in common with all other free nations. No other single act will serve as this will serve to restore confidence among the nations in the laws which they have themselves set and determined for the government of their relations with one another. Without this healing act the whole structure and validity of international law is forever impaired.

VIII. All French territory should be freed and the invaded portions restored, and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine, which has unsettled the peace of the world for nearly fifty years, should be righted, in order that peace may once more be made secure in the interest of all.

IX. A readjustment of the frontiers of Italy should be effected along clearly recognizable lines of nationality.

X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity to autonomous development.

XI. Rumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.

XII. The Turkish portion of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of autonomous development, and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.

XIII. An independent Polish state should be erected which should include the territories inhabited by indisputably Polish populations, which should be assured a free and secure access to the sea, and whose political and economic independence and territorial integrity should be guaranteed by international covenant.

XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

In regard to these essential rectifications of wrong and assertions of right we feel ourselves to be intimate partners of all the governments and peoples associated together against the Imperialists. We cannot be separated in interest or divided in purpose. We stand together until the end.

For such arrangements and covenants we are willing to fight and to continue to fight until they are achieved; but only because we wish the right to prevail and desire a just and stable peace such as can be secured only by removing the chief provocations to war, which this programme does remove. We have no jealousy of German greatness, and there is nothing in this programme that impairs it. We grudge her no achievement or distinction of learning or of pacific enterprise such as have made her record very bright and very enviable. We do not wish to injure her or to block in any way her legitimate influence or power. We do not wish to fight her either with arms or with hostile arrangements of trade if she is willing to associate herself with us and the other peace-loving nations of the world in covenants of justice and law and fair dealing. We wish her only to accept a place of equality among the peoples of the world, -- the new world in which we now live, -- instead of a place of mastery.

1920s

"Harlem Night Song"

Langston Hughes

https://books.google.com/books?id=shVv_NMLVM4C&printsec=frontcover&dq=langston+hughes+poetry&hl=en&sa=X&ei=MRg5VdPuKONIsQTnnoHQDQ&ved=0CCMQ6AEwAQ#v=onepage&q=langston%20hughes%20poetry&f=false

Come,
Let us roam the night together
Singing.

I love you.

Across
The Harlem roof-tops
Moon is shining.
Night sky is blue.
Stars are great drops
Of golden dew.

Down the street
A band is playing.

I love you.

Come,
Let us roam the night together
Singing.

The Great Depression

Rugged Individualism – Herbert Hoover

I intend... to discuss some of those more fundamental principles upon which I believe the government of the United States should be conducted....

During one hundred and fifty years we have builded up a form of self government and a social system which is peculiarly our own. It differs essentially from all others in the world. It is the American system.... It is founded upon the conception that only through ordered liberty, freedom and equal opportunity to the individual will his initiative and enterprise spur on the march of progress. And in our insistence upon equality of opportunity has our system advanced beyond all the world.

During [World War I] we necessarily turned to the government to solve every difficult economic problem. The government having absorbed every energy of our people for war, there was no other solution. For the preservation of the state the Federal Government became a centralized despotism which undertook unprecedented responsibilities, assumed autocratic powers, and took over the business of citizens. To a large degree, we regimented our whole people temporally into a socialistic state. However justified in war time, if continued in peace-time it would destroy not only our American system but with it our progress and freedom as well.

When the war closed, the most vital of issues both in our own country and around the world was whether government should continue their wartime ownership and operation of many [instruments] of production and distribution. We were challenged with a... choice between the American system of rugged individualism and a European philosophy of diametrically opposed doctrines of paternalism and state socialism. The acceptance of these ideas would have meant the destruction of self-government through centralization... [and] the undermining of the individual initiative and enterprise through which our people have grown to unparalleled greatness.

The Republican Party [in the years after the war] resolutely turned its face away from these ideas and war practices.... When the

Republican Party came into full power it went at once resolutely back to our fundamental conception of the state and the rights and responsibility of the individual. Thereby it restored confidence and hope in the American people, it freed and stimulated enterprise, it restored the government to a position as an umpire instead of a player in the economic game. For these reasons the American people have gone forward in progress....

There is [in this election]... submitted to the American people a question of fundamental principle. That is: shall we depart from the principles of our American political and economic system, upon which we have advanced beyond all the rest of the world....

I would like to state to you the effect that... [an interference] of government in business would have upon our system of self-government and our economic system. That effect would reach to the daily life of every man and woman. It would impair the very basis of liberty and freedom....

Let us first see the effect on self-government. When the Federal Government undertakes to go into commercial business it must at once set up the organization and administration of that business, and it immediately finds itself in a labyrinth.... Commercial business requires a concentration of responsibility. Our government to succeed in business would need to become in effect a despotism. There at once begins the destruction of self-government....

It is a false liberalism that interprets itself into the government operation of commercial business. Every step of bureaucratizing of the business of our country poisons the very roots of liberalism that is political equality, free speech, free assembly, free press and equality of opportunity. It is not the road to more liberty, but to less liberty. Liberalism should not be striving to spread bureaucracy but striving to set bounds to it....

Liberalism is a force truly of the spirit, a force proceeding from the deep realization that economic freedom cannot be sacrificed if political freedom is to be preserved. [An expansion of the government's role in the business world] would cramp and cripple the mental and spiritual energies of our people. It would extinguish equality and opportunity. It would dry up the spirit of liberty and progress... For a hundred and fifty years liberalism has found its true spirit in the American system, not in the European systems.

I do not wish to be misunderstood.... I am defining general policy.... I have already stated that where the government is engaged in public works for purposes of flood control, of navigation, of irrigation, of scientific research or national defense... it will at times necessarily produce power or commodities as a by-product.

Nor do I wish to be misinterpreted as believing that the United States is a free-for-all and devil-take-the-hindmost. The very essence of equality of opportunity and of American individualism is that there shall be no domination by any group or [monopoly] in this republic.... It is no system of laissez faire....

I have witnessed not only at home but abroad the many failures of government in business. I have seen its tyrannies, its injustices, its destructions of self-government, its undermining of the very instincts which carry our people forward to progress. I have witnessed the lack of advance, the lowered standards of living, the depressed spirits of people working under such a system....

And what has been the result of the American system? Our country has become the land of opportunity to those born without inheritance, not merely because of the wealth of its resources and industry but because of this freedom of initiative and enterprise. Russia has natural resources equal to ours.... But she has not had the blessings of one hundred and fifty years of our form of government and our social system.

By adherence to the principles of decentralized self-government, ordered liberty, equal opportunity, and freedom to the individual, our American experiment in human welfare has yielded a degree of well-being unparalleled in the world. It has come nearer to the abolition of poverty, to the abolition of fear of want, than humanity has ever reached before. Progress of the past seven years is proof of it....

The greatness of America has grown out of a political and social system and a method of [a lack of governmental] control of economic forces distinctly its own our American system which has carried this great experiment in human welfare farther than ever before in history.... And I again repeat that the departure from our American system... will jeopardize the very liberty and freedom of our people, and will destroy equality of opportunity not only to ourselves, but to our children.

Between the Wars and World War Two

Transcript of Joint Address to Congress Leading to a Declaration of War Against Japan (1941)

Mr. Vice President, and Mr. Speaker, and Members of the Senate and House of Representatives:

Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that Nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in the American Island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.

Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands.

Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our Nation.

As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense.

But always will our whole Nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory. I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces—with the unbounding determination of our people—we will gain the inevitable triumph—so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.

Cold War

Inaugural Address by John F. Kennedy

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice president Nixon, President Truman, Reverend Clergy, fellow citizens:

We observe today not a victory of party but a celebration of freedom--symbolizing an end as well as a beginning--signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly

a century and three quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe--the belief that the rights of man come not from the generosity of the state but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans--born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage--and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

This much we pledge--and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do--for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom--and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those peoples in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required--not because the communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge--to convert our good words into good deeds--in a new alliance for progress--to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this Hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support--to prevent it from becoming merely a forum for invective--to strengthen its shield of the new and the weak--and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course--both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew--remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms--and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah--to "undo the heavy burdens . . . (and) let the oppressed go free."

And if a beach-head of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again--not as a call to bear arms, though arms we need--not as a call to battle, though embattled we are--but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation"--a struggle against the common enemies of man: tyranny, poverty, disease and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility--I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it--and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you--ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

Modern United States

Excerpt from *The Feminine Mystique*

Betty Friedan

<https://books.google.com/books?id=GYV-63KHxQ4C&printsec=frontcover&dq=feminine+mystique&hl=en&sa=X&ei=pRU5VcT4K9TZsASWvIGgAQ&ved=0CB4Q6AEwAA#v=onepage&q=feminine%20mystique&f=false>

The problem lay buried, unspoken, for many years in the minds of American women. It was a strange stirring, a sense of dissatisfaction, a yearning that women suffered in the middle of the 20th century in the United States. Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night—she was afraid to ask even of herself the silent question—"Is this all?"

Over and over women heard in voices of tradition and of Freudian sophistication that they could desire no greater destiny than to glory in their own femininity. They were taught to pity the neurotic, unfeminine, unhappy women who wanted to be poets or physicists or presidents. They learned that truly feminine women do not want careers, higher education, political rights—the independence and the opportunities that the old-fashioned feminists fought for. Some women, in their 40s and 50s, still remembered painfully giving up those dreams, but most of the younger women no longer even thought about them. A thousand expert voices applauded their femininity, their adjustment, their new maturity. All they had to do was devote their lives from earliest girlhood to finding a husband and bearing children.

Fulfillment as a woman had only one definition for American women after 1949—the housewife-mother. As swiftly as in a dream, the image of the American woman as a changing, growing individual in a changing world was shattered. Her solo flight to find her own identity was forgotten in the rush for the security of togetherness. Her world shrank to the cozy walls of home.

In the 15 years after the second world war, this mystique of feminine fulfillment became the cherished and self-perpetuating core of contemporary American culture. Words like "emancipation" and "career" sounded strange and embarrassing; no one had used them for years. When a Frenchwoman named Simone de Beauvoir wrote a book called *The Second Sex*, an American critic commented that she obviously "didn't know what life was all about," and besides, she was talking about French women. The "woman problem" in America no longer existed.

If a woman had a problem in the 1950s and 1960s, she knew that something must be wrong with her marriage, or with herself. Other women were satisfied with their lives, she thought. What kind of a woman was she if she did not feel this mysterious fulfillment waxing the kitchen floor? She was so ashamed to admit her dissatisfaction that she never knew how many other women shared it. If she tried to tell her husband, he didn't understand what she was talking about. She did not really understand it herself.

No other road to fulfillment was offered to American women in the middle of the 20th century. Most adjusted to their role and suffered or ignored the problem that has no name. It can be less painful for a woman not to hear the strange, dissatisfied voice stirring within her. Gradually I came to realize that the problem that has no name was shared by countless women in America. Just what was this problem that has no name? What were the words women used when they tried to express it? Sometimes a woman would say "I feel empty somehow...incomplete." Or she would say, "I feel as if I don't exist." Sometimes she blotted out the feeling with a tranquilizer. Sometimes she thought the problem was with her husband or her children, or that what she really needed was to redecorate her house or move to a better neighborhood, or have an affair, or another baby.

If I am right, this problem stirring in the minds of so many American women today is not a matter of loss of femininity or too much education, or the demands of domesticity. It is far more important than anyone recognizes. It may well be the key to our future as a nation and a culture. We can no longer ignore that voice within women that says: "I want something more than my husband and my children and my home."

The problem that has no name—which is simply the fact that American women are kept from growing to their full human capacities—is taking a far greater toll on the physical and mental health of our country than any known disease. If we continue to produce millions of young mothers who stop their growth and education short of identity, without strong core of human values to pass on to their children, we are committing, quite simply, genocide, starting with the mass burial of American women and ending with the progressive dehumanization of their sons and daughters. These problems cannot be solved by medicine or even by psychotherapy.

A woman today who has no goal, no purpose, no ambition patterning her days into the future, making her stretch and grow beyond that small score of years in which her body can fill its biological function, is committing a kind of suicide. The feminine mystique has succeeded in burying millions of American women alive. There is no way for these women to break out of their comfortable concentration camps except by finally putting forth an effort—that human effort which reaches beyond biology, beyond the narrow walls of the home, to help shape the future.

Contemporary United States

Address to the Nation on the Terrorist Attacks
George W. Bush

Good evening. Today our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts. The victims were in airplanes or in their offices: secretaries, business men and women, military and Federal workers, moms and dads, friends and neighbors. Thousands of lives were suddenly ended by evil, despicable acts of terror.

The pictures of airplanes flying into buildings, fires burning, huge structures collapsing have filled us with disbelief, terrible sadness, and a quiet, unyielding anger. These acts of mass murder were intended to frighten our Nation into chaos and retreat, but they have failed. Our country is strong.

A great people has been moved to defend a great nation. Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shattered steel, but they cannot dent the steel of American resolve. America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining.

Today our Nation saw evil, the very worst of human nature. And we responded with the best of America, with the daring of our rescueworkers, with the caring for strangers and neighbors who came to give blood and help in any way they could.

Immediately following the first attack, I implemented our Government's emergency response plans. Our military is powerful, and it's prepared. Our emergency teams are working in New York City and Washington, DC, to help with local rescue efforts.

Our first priority is to get help to those who have been injured and to take every precaution to protect our citizens at home and around the world from further attacks.

The functions of our Government continue without interruption. Federal agencies in Washington which had to be evacuated today are reopening for essential personnel tonight and will be open for business tomorrow. Our financial institutions remain strong, and the American economy will be open for business as well.

The search is underway for those who are behind these evil acts. I've directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them.

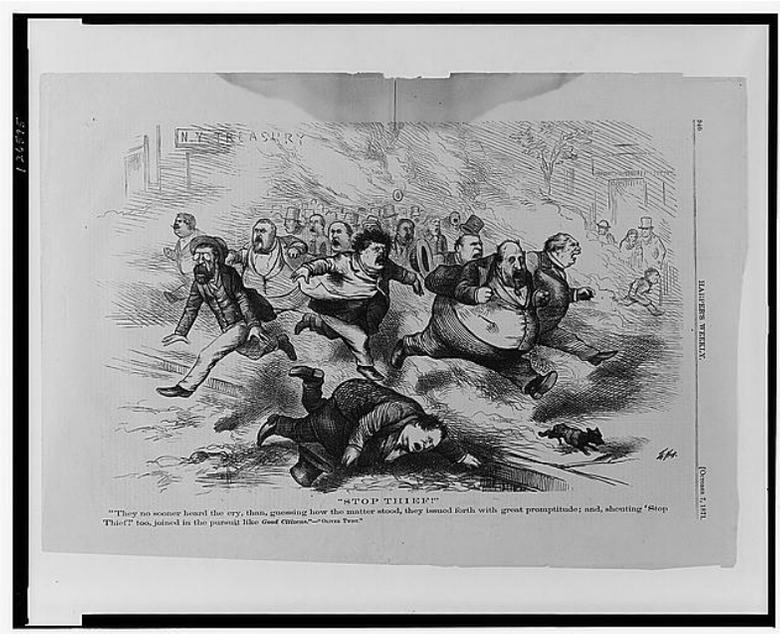
I appreciate so very much the Members of Congress who have joined me in strongly condemning these attacks. And on behalf of the American people, I thank the many world leaders who have called to offer their condolences and assistance.

America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism.

Tonight I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened. And I pray they will be comforted by a power greater than any of us, spoken through the ages in Psalm 23: "Even though I walk through the valley of the shadow of death, I fear no evil, for You are with me."

This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time. None of us will ever forget this day. Yet, we go forward to defend freedom and all that is good and just in our world. Thank you. Good night, and God bless America.

Rise of Industrial America



The Progressive Era

Representative Burn, in a communication to the House today, which was ordered spread on the journal, declared that he had changed his vote in favor of suffrage because of his conviction that justice demanded it.

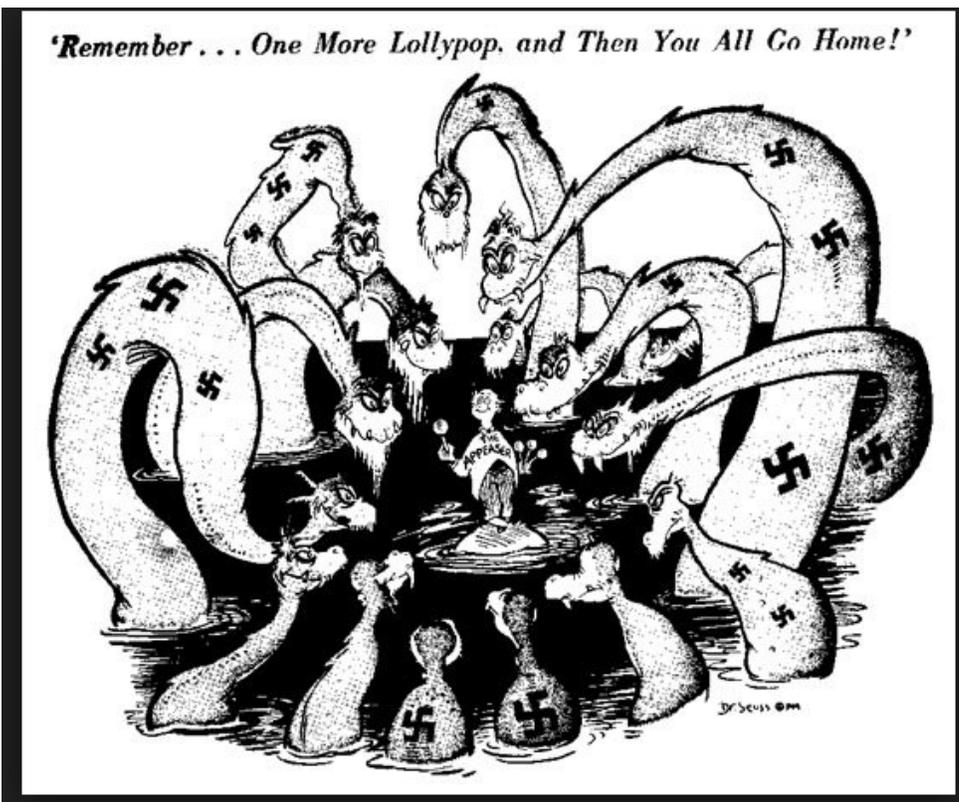
"I know that a mother's advice is always safest for her boy to follow," he declared, "and my mother wanted me to vote for ratification."



The Great Depression



Between the Wars and World War II



Cold War

Phoenix Weather: High 65, low 45. Today's Chuckle: [Humorous cartoon]

THE ARIZONA REPUBLIC
THE STATE'S GREATEST NEWSPAPER

33rd Year, No. 57, 40 Pages Phoenix, Arizona, Tuesday, October 23, 1962 TELEPHONE 254-0000

U.S. BLOCKADES CUBA, TELLS RUSS 'LAY OFF'

Will Sink Ships That Won't Halt

WASHINGTON (AP)—President Kennedy today announced that the United States will sink any Soviet ships that attempt to deliver military supplies to Cuba.

President's Cuba Stand Far-Reaching

By MICHAEL ROSEN, Republic Foreign Editor

WASHINGTON—President Kennedy's speech on Cuba is without doubt the most serious and far-reaching statement from any American president since Franklin D. Roosevelt announced the United States' decision to fight last against Germany.

Southeast Gears To War Pace

MIAMI, Fla. (UPI)—Military leaders in the Southeast today said they were prepared to warlike activity high right at the moment.

President Acts Island's A-Missile Build-Up Cited

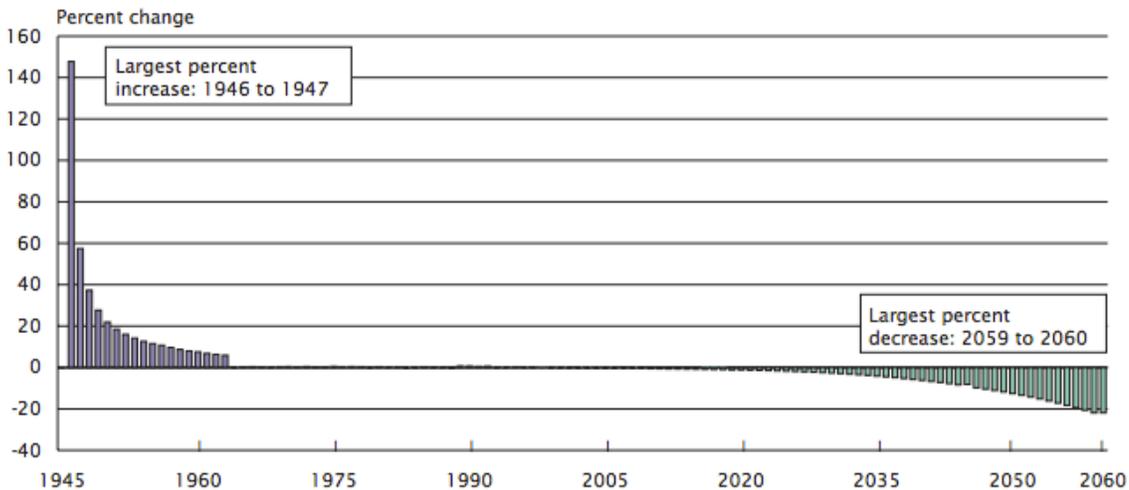
WASHINGTON (AP)—President Kennedy today announced a "quarantine" blockade of Cuba last night, saying the Soviet new missile from Moscow. The Cuban offensive troops sent to Cuba would be the first since 1959.



PRESIDENTIAL CLOSURE—President Kennedy today said he would block any Soviet ships that attempt to deliver military supplies to Cuba.

Modern US

Annual growth rate of population change



Source: U.S. Census Bureau, 1946 to 2012 Population Estimates and 2012 National Projections.

Contemporary United States

Metropolitan Area	Percent Mfg Jobs (rank of 11)		Real PCY Growth (rank of 11)	Total Employment Growth (rank of 11)
	1969	2006	Pct. Chg. 1969-2006	Pct. Chg. 1969-2006
Buffalo, NY	31% (4th)	10% (4th)	92% (9th)	13% (11th)
Chicago, IL	30% (5th)	9% (8th)	100% (8th)	51% (7th)
Cincinnati, OH	29% (6th)	10% (5th)	114% (3rd)	81% (4th)
Cleveland, OH	33% (3rd)	11% (2nd)	88% (10th)	22% (10th)
Columbus, OH	23% (11th)	7% (11th)	112% (4th)	124% (2nd)
Detroit, MI	34% (1st)	11% (3rd)	87% (11th)	34% (8th)
Indianapolis, IN	26% (9th)	9% (7th)	108% (6th)	101% (3rd)
Milwaukee, WI	33% (2nd)	14% (1st)	106% (7th)	55% (5th)
Pittsburgh, PA	28% (7th)	7% (10th)	128% (1st)	26% (9th)
Twin Cities, MN	24% (10th)	9% (6th)	125% (2nd)	132% (1st)
St. Louis, MO	26% (8th)	8% (9th)	110% (5th)	52% (6th)
U.S.	23%	8%	114%	96%

Note: Employment figures undergo a classification change (SIC to NAICS) in 2001.

Source: BEA

8th Grade Practice Test Guide

Question	Era	Standard	Question Type	Answer	Comments
1	Young Nation	8.55	Stand Alone	A	
2	Colonialism	8.7	Text Chart	B	
3	Civil War, Reconstruction, and West	8.94	Photograph	B	
4	Developing the American Republic	8.13	Text Chart	C	
5	Civil War, Reconstruction, and West	8.86	Chart	D	
6	Developing the American Republic	8.36	Stand Alone	A	
7	Civil War, Reconstruction, and West	8.83	Image/Political Cartoon	B	
8	Young Nation	8.36	Map	C	
9	Young Nation	8.47	Flow Chart	B	
10	Young Nation	8.66	Text	C	
11	Civil War, Reconstruction, and West	8.91	Photograph	C	
12	Colonialism	8.2	Excerpt	D	
13	Young Nation	8.39	Map	A	
14	Developing the American Republic	8.20 & 8.22	Map	B	
15	Young Nation	8.64	Excerpt	B	
16	Civil War, Reconstruction, and West	8.84	Stand Alone	C	
17	Civil War, Reconstruction, and West	8.98	Text	A	
18	Developing the American Republic	8.36	Text	C	
19	Civil War, Reconstruction, and West	8.78	Flow Chart	C	
20	Developing the American Republic	8.30	Text Chart	D	
21	Developing the American Republic	8.31	Stand Alone	C	
22	Colonialism	8.50	Text	C	
23	Civil War, Reconstruction, and West	8.95	Text	C	
24	Civil War, Reconstruction, and West	8.73	Map	A	
25	Colonialism	8.5	Stand Alone	C	
26	Developing the American Republic	8.25	Text	B	Strong ?
27	Young Nation	8.64	Stand Alone	C	
28	Colonialism	8.8	Stand Alone	B	
29	Young Nation	8.63	Stand Alone	C	
30	Young Nation	8.45	Stand Alone	B	
31	Young Nation	8.39	Map	C	
32	Colonialism	8.13	Text	B	

33	Young Nation	8.61	Text	A	
34	Civil War, Reconstruction, and West	8.97 & 8.98	Photograph	B	
35	Developing the American Republic	8.64	Text	B	
36	Young Nation	8.72	Chart	B	
37	Developing the American Republic	8.18	Newspaper/Graphic	C	
38	Young Nation	8.48	Flow Chart	C	
39	Civil War, Reconstruction, and West	8.79	Text	C	
40	Colonialism	8.3	Artistic Rendering	A	
41	Young Nation	8.62	Text	B	
42	Civil War, Reconstruction, and West	8.93	Text	B	
43	Developing the American Republic	8.25	Stand Alone	C	
44	Young Nation	8.65	Map	D	
45	Development of a New Nation	8.21 & 8.26	Stand Alone	A	
46	Civil War, Reconstruction, and West	8.96	Photograph	D	
47	Civil War, Reconstruction, and West	8.87	Text	C	
48	Civil War, Reconstruction, and West	8.93	Text	B	
49	Young Nation	8.69	Text	D	
50	Colonialism	8.13	Text	A	
51	Developing the American Republic	8.32	Flow Chart	B	
52	Young Nation	8.59	Text Chart	C	
53	Developing the American Republic	8.13	Text	D	
54	Young Nation	8.72 & 8.73	Text Chart	C	
55	Civil War, Reconstruction, and West	8.85	Political Cartoon	A	
56	Young Nation	8.42	Text	C	
57	Civil War, Reconstruction, and West	8.76	Text	D	
58	Developing the American Republic	8.37	Stand Alone	B	
59	Colonialism	8.5	Stand Alone	B	
60	Colonialism	8.9	Stand Alone	C	

U.S. History Practice Test Guide

Question	Era	Standard	Question Type	Answer	Comments
1	Contemporary US 1980	US 94 & 96	Image	B	
2	Contemporary US 1980	US 108	Graph	D	
3	The Progressive Era	US 15	Text Chart	C	
4	The Progressive Era	US 30	Stand Alone	A	
5	Rise of Industrial America	US 4	Graphic/Newspaper	C	
6	Cold War	US 78	Image & Text	C	
7	Cold War	US 74	Venn Diagram	C	
8	Between the Wars	US 70'ish	Text Chart	A	Not a strong example
9	Contemporary US 1980	US 104 & 107	Bar Graph	B	Group answer: C
10	Rise of Industrial America	US 5	Text	D	
11	Cold War	US 73 & 88	Text & Photograph	B	
12	Cold War	US 79	Stand Alone	D	
13	Between the Wars	US 55	Text Chart	B	
14	1920's	US 33 & 34	Image	D	
15	Modern US	US 92	Text	C	
16	Rise of Industrial America	US 9	Stand Alone	B	
17	Modern US	US 95	Stand Alone	A	
18	Cold War	US 76	Text	C	
19	Great Depression	US 49	Chart Text	C	
20	The Progressive Era	US 13	Stand Alone	A	
21	Between the Wars	US 61	Stand Alone	A	
22	Modern US	US 87	Text	B	
23	1920's	US 35	Stand Alone	C	
24	Contemporary US 1980	US 105	Text	C	
25	The Progressive Era	US 20	Text	C	Don't use as example
26	Cold War	US 79	Stand Alone	B	
27	The Progressive Era	US 12 & 17	Text	B	
28	Great Depression	US 45 & 48	Text	D	
29	Modern US	US 96	Text	C	
30	1920's	US 31 & 43	Stand Alone	B	
31	Modern US	US 86	Stand Alone	C	
32	Modern US	US 89 & 90	Text Chart	C	
33	Great Depression	US 49, 50, & 51	Graphic & Text	B	
34	1920's	US 41	Graphic & Text	A	
35	1920's	US 36	Multiple Texts	D	
36	Rise of Industrial America	US 1	Text Chart	A	
37	Contemporary US 1980	US 104	Text	D	
38	Between the Wars	US 62	Stand Alone	A	
39	The Progressive Era	US 16, 24, & 25	Multiple Texts	B	
40	Modern US	US 94 & 95	Multiple Texts	A	

41	Between the Wars	US 72	Text	C	
42	1920's	US 38	Stand Alone	B	
43	The Progressive Era	US 15	Text	C	
44	Between the Wars	US 59 & 60	Map	A	
45	Modern US	US 94	Text	A	
46	The Progressive Era	US 13	Graphic/Text	D	
47	1920's	US 40	Text	A	
48	Rise of Industrial America	US 8	Political Cartoon	A	
49	Great Depression	US 45	Timeline	C	
50	Between the Wars	US 72	Text	A	
51	Between the Wars	US 57	Stand Alone	A	
52	The Progressive Era	US 29	Text	D	
53	Modern US	US 88	Stand Alone	C	
54	The Progressive Era	US 11	Text	D	
55	Great Depression	US 49	Stand Alone	A	
56	Between the Wars	US 67	Stand Alone	B	
57	The Progressive Era	US 27	Images	A	
58	Between the Wars	US 57	Photographs	C	
59	Contemporary US 1980	US 104	Stand Alone	A	
60	Modern US	US 84	Map	C	

8th Grade U.S. History Practice Test Guide

Question	Era	Standard	Question Type	Answer	Comments
1	Young Nation	8.55	Stand Alone	A	
2	Colonialism	8.7	Text Chart	B	
3	Civil War, Reconstruction, and West	8.94	Photograph	B	
4	Developing the American Republic	8.13	Text Chart	C	
5	Civil War, Reconstruction, and West	8.86	Chart	D	
6	Developing the American Republic	8.36	Stand Alone	A	
7	Civil War, Reconstruction, and West	8.83	Image/Political Cartoon	B	
8	Young Nation	8.36	Map	C	
9	Young Nation	8.47	Flow Chart	B	
10	Young Nation	8.66	Text	C	
11	Civil War, Reconstruction, and West	8.91	Photograph	C	
12	Colonialism	8.2	Excerpt	D	
13	Young Nation	8.39	Map	A	
14	Developing the American Republic	8.20 & 8.22	Map	B	
15	Young Nation	8.64	Excerpt	B	
16	Civil War, Reconstruction, and West	8.84	Stand Alone	C	
17	Civil War, Reconstruction, and West	8.98	Text	A	
18	Developing the American Republic	8.36	Text	C	
19	Civil War, Reconstruction, and West	8.78	Flow Chart	C	
20	Developing the American Republic	8.30	Text Chart	D	
21	Developing the American Republic	8.31	Stand Alone	C	
22	Colonialism	8.50	Text	C	
23	Civil War, Reconstruction, and West	8.95	Text	C	
24	Civil War, Reconstruction, and West	8.73	Map	A	
25	Colonialism	8.5	Stand Alone	C	
26	Developing the American Republic	8.25	Text	B	Strong ?
27	Young Nation	8.64	Stand Alone	C	
28	Colonialism	8.8	Stand Alone	B	
29	Young Nation	8.63	Stand Alone	C	
30	Young Nation	8.45	Stand Alone	B	
31	Young Nation	8.39	Map	C	
32	Colonialism	8.13	Text	B	

33	Young Nation	8.61	Text	A	
34	Civil War, Reconstruction, and West	8.97 & 8.98	Photograph	B	
35	Developing the American Republic	8.64	Text	B	
36	Young Nation	8.72	Chart	B	
37	Developing the American Republic	8.18	Newspaper/Graphic	C	
38	Young Nation	8.48	Flow Chart	C	
39	Civil War, Reconstruction, and West	8.79	Text	C	
40	Colonialism	8.3	Artistic Rendering	A	
41	Young Nation	8.62	Text	B	
42	Civil War, Reconstruction, and West	8.93	Text	B	
43	Developing the American Republic	8.25	Stand Alone	C	
44	Young Nation	8.65	Map	D	
45	Development of a New Nation	8.21 & 8.26	Stand Alone	A	
46	Civil War, Reconstruction, and West	8.96	Photograph	D	
47	Civil War, Reconstruction, and West	8.87	Text	C	
48	Civil War, Reconstruction, and West	8.93	Text	B	
49	Young Nation	8.69	Text	D	
50	Colonialism	8.13	Text	A	
51	Developing the American Republic	8.32	Flow Chart	B	
52	Young Nation	8.59	Text Chart	C	
53	Developing the American Republic	8.13	Text	D	
54	Young Nation	8.72 & 8.73	Text Chart	C	
55	Civil War, Reconstruction, and West	8.85	Political Cartoon	A	
56	Young Nation	8.42	Text	C	
57	Civil War, Reconstruction, and West	8.76	Text	D	
58	Developing the American Republic	8.37	Stand Alone	B	
59	Colonialism	8.5	Stand Alone	B	
60	Colonialism	8.9	Stand Alone	C	

Module 3

Writing like a Historian

Tennessee Social Studies Extended Response (Grade 8)

GRADE 8 SOCIAL STUDIES PRACTICE TEST / SECTION 2 / 1 OF 1

The photograph and the excerpts below provide information about the life of the cowboy in the United States.

Write an essay examining the life of the cowboy.

- Include details about his daily life, describing his skills, clothes, shelter, and day-to-day existence.
- Use evidence from the photograph and the excerpts and your knowledge of the life of the cowboy to support your answer.



Camp Wagon on a Texas Roundup, ca. 1900

Source: Public Domain/Library of Congress

The cowboy became the symbol for the West of the late 19th century, often depicted in popular culture as a glamorous or heroic figure. The stereotype of the heroic white cowboy is far from true, however. The first cowboys were Spanish vaqueros, who had introduced cattle to Mexico centuries earlier. Black cowboys also rode the range. Furthermore, the life of the cowboy was far from glamorous, involving long, hard hours of labor, poor living conditions, and economic hardship.

Source: Public Domain/Library of Congress—The American West, 1865-1900

John Robinson

John Robinson, 77, living at Fort Worth, Texas, R.R. 2, was born April 7, 1861, at Waxahachie, Ellis Co., Texas. . . . John Robinson worked on his father's ranch, beginning at the age of seven years. When at the age of 13, he and an older brother drove a herd of their father's cattle, to Hamilton Co. . . .

“ . . . Folks didn't think a family could live on the prairie land, because of inability to secure water.

“When father announced that he was going to move to Fannin Co., and locate on the prairie land for the purpose of establishing a cattle ranch, folks pronounced the move as foolish. Because, as they thought, he would not be able to find water for his family's supply.

“Father, never-the-less, moved and succeeded in putting down a well to water and secured a sufficient supply for all our family's needs and for our domestic stock. This well was the first well dug in the prairie section of Fannin Co., and disproved the, then prevailing, idea that water could not be obtained there. . . .

“At the age of seven, I was able to assist and rode the range doing such work as I was able to perform. My brother, Jack, then 14 years old, my father and three hired cowhands did the necessary work attending to our herd. It was necessary for one hand to watch for injured critters, and for bogged cattle in the river bottom. This work was assigned to me. . . . I could attend to the bogged critters, because the hoss did the pulling. All I had to do was place the loop over the critter's horns, and with the lasso tied to the saddle's nub, the hoss did the rest. . . .

“ . . . What we called the general roundup, was held each Spring and Fall. The crews of those ranches in the immediate vicinity worked together under an appointed roundup boss. . . .

“Under the conditions we raised cattle those days, it was a difficult problem to keep a sufficient watch to prevent rustling. . . .

“ . . . Some of the ranchers in the Fannin Co., territory were troubled with Indians molesting their herds to secure beef. The Indians would stampede a herd by driving into it suddenly and thus scaring the herd. Their object was to gather the strays for meat supply. We were not molested, however, because father and us boys treated the Indians with kindness. We did not allow our actions to indicate that we were above them, and had superior rights. Also, we would occasionally give a beef to them. . . .

"We used a tent for our shelter, and between it and the chuckwagon we had our home. . . . The cooking was done by the one who reached the camp first. . . .

". . . The Texas Longhorn were always waiting for an excuse to go on a run, especially when driving the cattle away from their home range. While on their home range, the Longhorn was not so prone to go on a stampede, except during a storm."

Lee D. Leverett

Lee D. Leverett, 71, living at the Old Folks' Home, Tarrant Co., Tex., was born Feb. 6, 1866, on a small ranch in Rusk Co., Tex.

His father, Joseph D. Leverett, operated a combination stock ranch and farm. . . .

"Our sales was made to buyers that traveled through the country. The buyers would buy from different small ranchers until they had enough to make a herd, then drive the critters to a range. . . .

". . . I couldn't help but learn how to handle the critters.

"Well, when I was 10 years old, I could ride a hoss and smear a critter with the rope, and the other things that a cowhand was called upon to do. . . .

"During all the five years on the Graham outfit there was no rustler trouble, or Indian trouble, to deal with. But, after I quit the outfit, the Indians gave a lot of trouble for a spell. . . .

"The cold spells in the winter gave us a heap of trouble. . . . A number of the winters we had considerable numbers freeze to death. . . .

"When a stampede started we would herd the critters into the timber and the woods would soon slow the critters down, also bust up the run so we could hold the animals. After the herd hit the timber we would circle the woods and hold the animals in the woods. Because of the situation we never had a hard job trying to stop a run. . . .

“ . . . We would have beans and beef for breakfast, then beef and beans for dinner, and at supper time we would get some more beef and beans. . . .

“ . . . The bread was a hit and miss proposition, with more misses than hits. . . .

“ . . . There was no place to go for amusement, so we had to amuse ourselves. That we did by putting up targets and shooting against each other. We also threw the loop, did bull-dogging, and anything else that struck our fancy. We always tried to see who could tell the biggest lies. . . .

“When I quit the Graham outfit, I returned to Rusk county and went in business with my father, buying and selling cattle, which I did for several years.”

—Library of Congress, Manuscript Division,
WPA Federal Writers' Project Collection, 1936–1940

Source: Public Domain/Library of Congress–American Memory



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Achievement Social Studies Grade 8 Extended Response Exemplar

<p>Exemplar</p>	<p>U.S. traditions and folklore are full of iconic characters. Many of these colorful characters originated from life in the West, including the iconic cowboy, now glamorized in stories and movies. However, the truth about the lifestyle of the cowboy indicates very little glamour.</p> <p>With the opening of the western frontier following the Civil War, thousands of exsoldiers and their families made their way to territories beyond the Mississippi. Many former slaves and their families made the same trek. They discovered that opportunities were waiting for them, as long as they were willing to work long, hard hours each day. The West provided huge tracts of land that had once been controlled by American Indians and were often still troubled by raids and attacks. Because there was a great need for food to be shipped back East to the ever-growing cities, these wide-open spaces were claimed by pioneers to farm or ranch. Wild longhorn cattle roamed the open ranges of the prairies, seemingly waiting for ranchers to round them up and drive them to railroad junctions for shipment to the new markets.</p> <p>The day-to-day care of the cattle herds fell to the cowboys, working in all kinds of weather with little rest, the stars (or sometimes a tent) for shelter, and beef and beans for breakfast, lunch, and supper. The U.S. cowboys, more than 25% of whom were African Americans, followed in the footsteps of the Spanish vaqueros who had set the standard for the skills necessary to survive the plains. The cowboys copied the clothing of the vaqueros, from wide-brimmed hats for protection from the Sun to bandanas for protection from the dust kicked up by the cattle herds. Chaps made the long days in the saddle a little easier. The six-shooter was necessary in case rustlers unexpectedly showed up. Many cowboys, such as John Robinson and Lee D. Leverett, started their careers at an early age. They quickly learned to ride and rope and do all the jobs required of a cowhand, like stopping a dangerous stampede or dealing with rustlers. While on the range, cowboys had to make their own entertainment—cards, roping, target shooting, or, as Leverett stated, “anything else that struck our fancy.” Modern rodeos are the result of their attempts to entertain themselves.</p> <p>Even though the cowboys’ lifestyle became glamorized through stories, movies, and television, the truth was that their life was difficult. Long, hard days, sometimes with little or no water, were typical of the cattle drives. Dangerous storms arrived with little warning; the winters were cold and the summers were hot. But most cowboys survived these difficulties, helping to open the West for thousands of settlers who built thriving towns and cities. Throughout the western United States, cities such as Ft. Worth, Texas, are still influenced by the culture and traditions of the iconic cowboy.</p>
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Tennessee Social Studies Extended Response (US History – High School)

2015 EOC US HISTORY PRACTICE TEST / SECTION 2 / 1 OF 1

The excerpts below address the presidential election of 2000, the 14th Amendment of the Constitution, and the Supreme Court decision in *Bush v. Gore*. The table below contains the 2000 presidential election results.

Explain the Supreme Court decision that decided the 2000 election.

- Why did the case revolve around voting rights and the Equal Protection clause?
- How did the decision impact future elections?
- Use evidence from these sources and your content knowledge to support your answer.

Florida also discounted 175,000 improperly cast ballots, which came disproportionately from African-American districts. Outdated equipment and poorly designed ballots were faulted. Some counties in Florida used new optical-scan machines, while others used decades-old punch cards, lever machines, and paper ballots. Confusing “butterfly” or “caterpillar” ballots—where names of candidates were listed on multiple pages—also made it hard for people to be sure they had voted for the candidate of their choice. Some ballots were disqualified for “overvotes,” selecting too many candidates, while others had incomplete punches such as dimples and “hanging chads.” The automatic recount did not re-evaluate the discounted ballots, and on November 26, the Florida Secretary of State certified that Bush had won the state by 537 votes. Bush accepted the results and appointed a transition team. Gore demanded a hand count. The election was not yet over.

Working on a laptop computer out of the Vice President’s mansion, Gore gathered the latest political reports and plotted his legal and political strategy. *Gore v. Harris* went to the Florida State Supreme Court, which ruled unanimously in Gore’s favor for a full statewide review of all the “undercounted” ballots. Bush’s attorneys appealed to the U.S. Supreme Court, which on December 12, ruled 5 to 4, in *Bush v. Gore*, that insufficient time remained to conduct a recount that would not violate the equal protection clause of the Constitution.

Source: Public Domain/U.S. Senate

14th Amendment
Section 1

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States, and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Source: Public Domain/U.S. National Archives and Records Administration

Having once granted the right to vote on equal terms, the state may not, by later arbitrary and disparate treatment, value one person's vote over another.

Source: Public Domain/U.S. House of Representatives

2000 Electoral Votes

	George W. Bush Republican	Al Gore Jr. Democrat
Popular vote	50,456,062	50,996,582
Electoral vote	271	266
Florida popular vote	2,912,790	2,912,253
Florida electoral votes	25	0

Source: Public Domain/U.S. National Archives and Records Administration

End of Course U.S. History Extended Response Exemplar

<p>Exemplar</p>	<p>The election of 2000 was historic in many ways. First of all, it was one of the few presidential elections in which the candidate that won the popular vote did not win the majority the electoral college votes. More importantly, it is the only presidential election where the Supreme Court directly affected the outcome. The main issue in the election was the counting of votes in Florida, where only 500 or so votes separated the candidates. However, there were irregularities in the voting due to different voting machines, and Al Gore wanted the votes recounted. Though the courts initially ruled in Gore’s favor to ensure that no voters were accidentally disenfranchised, the Supreme Court overturned the decision, ruling that the recount must stop.</p> <p>The Supreme Court argued that although the Constitution requires that the right to vote be protected, voting rights do not end once the vote is cast. Since the state did not have a clear, statewide procedure for recounting the votes, the Court argued that the recounting process might disenfranchise voters in a random way by valuing “one person’s vote over that of another.” The decision explained that statewide consistency was necessary, both in voting and in the recounting process. Recounting the votes without consistent procedures would violate the equal protection clause of the Constitution. Therefore all of the votes must be recounted or none of them, and there was not time to recount them all.</p> <p>As a result of the election and the Supreme Court decision, many states revisited their voting procedures. In doing so, many states adopted statewide procedures for voting. This eliminated the situation that had arisen in Florida in which different districts were using different methods or machines for voting. Many states also created standardized procedures for recounting votes in the case of disputed elections.</p>
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8th Grade Writing Samples

Sample A

What is a cowboy? Most likely what was the life of a cowboy in the 19th Century. John Robinson was a seven year old cowboy who worked on his fathers ranch. His older brother and him drove a herd of their fathers cattle to Hamiton Co.

John Robinson's father decided to move to a place called Fannin Co. on the prairie land people thought that it was a folish move because you could barely find water there. As said on 4th paragraph, "Folks pronounced the move as foolish, because as they thought he would not be able to find water for his family's supply. John Robinsons life had many obstacles like risking money on building a well.

John Robinson's family most likely depended on cattle for money because he state on paragraph 7 "under the conditions we raised cattle those days." In the 19 Centrary cattle was important to cowboys to have a sette life. Also they had beef and those was the majorty things they had in the 19 century. The people were John Robinson used to live helped each othe as it states in paragraph 6 lines 2 "The crews of those ranches in immediate vincinity worked together under an appointed roundup boss!

Some of those ranchers were John Robinson lived were attacked. Indians attacked the ranches and taking there beef as said on paragraph 8 lines 1-4 "Territory were troubled with Indians molesting their herds." For the indians not to malest the ranches or attack the cowboys they treated them with kindness. They would occasionally give beef to them as said on paragraph 8 lines 4-5 "We would occasinally give beef to them.

Living in Texas was dificalt for the cowboys. They had to give what little they had to some Indians but also they worked together. John Robinsons life was mostly dry also the place were he lived. John Robinson ended up working in business with his father buying and settling cattle.

Sample B

The cowboy is an iconic figure of the west, to say the least. They were often pictured as a gun-slinging, Indian wrangling, hero. Through most people don't know, the average cowboy was Spanish or black. All kinds of people "rode the ranges."

Cowboys often lived in very harsh conditions with constant dangers of dehydration, starvation, and Indian attack plaguing their lives. John Robinson, a famous cowboy from Fort Worth, TX, said "When father announced that he was going to move to Franning Co. and locate on the prairie land for the purpose of establishing a cattle ranch, folks pronounced the more foolish. Because, as they thought, he would not be able to find water for his family's supply. "Fortunately, their family was able to dig a well and gain a steady supply of water for themselves and their herd."

ON a large dry prairie, amusement was hard to find. Robinson also stated, "There was no place for amusement, so we had to amuse ourselves. That we did by putting up targets and shooting against each other. We also throw the loop, did bull dogging, and anything else that struck our fancy. We always tried to see who could tell the biggest lies."

Indians attack was a long threat. They were often forced out of their land without courtesy and without a 'thank you.' Indians would often attack herds to gain a meat supply. Though vandalism wasn't uncommon. Robinson's family believed it was just a simple task of being nice to them.

Being a western cowboy definitely took a big amount of skill and knowledge to survive. But this job was very rewarding. Enduring the harsh conditions and dangerous environment had a big turnout. Unlike the movies, it didn't just take a gun and a hat.

Sample C

How do you see the life of a cowboy? A heroic life with him riding off into the sunset after defeating a Native American? Well that's not how most cowboys were. They lived in terrible conditions, and economic hardship. In this essay the life of a cowboy will be showed.

John Robinson grew up to be a cowboy. He dressed like one. He rode horses like one. He did almost everything most people would call cowboy-like. He was the basic cowboy that rode of with his family's cattle.

So, what made him different from cowboy from movies? Well Robinson's family didn't get to eat different foods. Even if they got to eat they ate the same exact thing, beef and beans. They didn't have a supplying amount of water. His life wasn't glamerous. It was the same exact thing, same clothing, same food, same work.

One huge difference between Robinson and cowboys is that they are portrayed as Native hating people. Robinson's family was actually at peace with the Natives. Through they still had to keep watch of Native attacks on their cattle they could rest easy that there probably wouldn't be attacks.

So do you still see the life of a cowboy the same way? The life has been portrayed so differently from the truth that most people forget these were really hard lives. They did the same exact thing, wore the same exact thing, ate the exact thing. Some how they pushed through the boredom and fear of that life and survived.

Sample D

The life of a cowboy is hard. Cowboys moved their cattle for a better life. They took care of their cattle so that the cattle wouldn't die. Cowboys were the symbol of the West in the 19th Century.

John Robinson was a cowboy himself. He was born in April 7, 1861 and at the age of 7 he started to work. John worked in his father's ranch. At age 13 he and an older brother drove a herd of their father according to line 3 paragraph 1.

When John's father announced he would move the ranch to the prairie people said it was foolish according to lines 1 and 2 in paragraph 3. People thought it was foolish because the inability to secure water was not easy. But John's father was able to put a well for his family. Now there was water for his family and their stock according to line 2 paragraph 4. The picture shows cowboys camping.

When moving cattle his father hired three cowhand to assist. There are a lot of positions to move a herd. Some ranchers were troubled by the Indians because Indians molested the ranchers cattle John's family were not bothered because they were kind. Being a cowboy can be hard. They have to pass several tests of life. They sacrifice a lot like a steady place to stay in. They enjoy themselves and make a lot of their situation. Then bought and sold cattle in his father's business. At the end it takes a lot being a cowboy.

Sample E

Have you ever thought about what it would be like to be a cowboy? There are many stories and tales about cowboys, but they aren't true. The life of a cowboy is far more glamorous. Cowboys back then aren't the same as the cowboys today.

The cowboys had a lot of work they did, the work could be very dangerous. They sleep on the ground and often wore the same clothes for days or maybe the whole trip. Of course they washed them in a creek or river when they ran upon one. Living conditions for cowboys during round ups weren't always the best.

The first cowboys were Spanish vaqueros, but over time more white people became cowboys. Cowboys were always on the lookout for Indians because not all cowboys were nice to the Indians like John Robinson's family. Indians would molest their herds to secure beef. Cowboys had to be able to shoot a gun and be ready for the unexpected.

Cowboys had to provide their own entertainment while they were on the Spring and Fall round ups. They would play games like bull-dogging, throw the loop, they would put up targets and see who was the best shooters. Their food wasn't always the best they could eat beans and beef for every meal for a week. There wasn't berries on the round up because they were in the prarie.

Do you still think you would want to be a cowboy? It takes a lot of skill and patience to be a cowboy. You would have to sleep on the ground and possibly eat the same thing everyday. Cowboys back then and cowboys today are very different.

Sample F

John Robinson worked on his father's ranch. He was a cowboy and started working at the age of 7. John's family moved to prairie land where people thought they couldn't live. They built a well to get water.

John went through hard times. He had to do a lot of work to help his family. He had to get cattle and other animals at swamps. They didn't have anything to amuse himself so he shot guns at targets in his spare time.

The Indians would attack their cattle to secure beef. John's family didn't get attacked because they would give the Indians food and they treated them well.

John was one of the last cowboys in the west. He was like most of them living in poor conditions, doing hard work, and having little money. His family was together, but they knew they could make it. His father moving to prairie land only made it worse for them.

John didn't have much he was in hard times. He didn't have much. He had to shoot a gun for fun, which seems fun, and eventually it'd get boring. Also the shooting of the gun would cost money for the ammo.

Sample G

In the late 19th Century, the cowboy became the symbol for the West. Even though the first cowboys were Spanish vaqueros who had introduced cattle to Mexico centuries earlier. A cowboy named John Robinson lived his life far from glamorous involved long hard hours of labor, poor living conditions, and economic hardships.

John Robinson born in Texas worked on his father's ranch at the age of seven. Cowboys would usually begin to work at an early age in the ranches. John Robinson's father decided to move somewhere else so they established a cattle ranch in the prairie lands. It states, "When father announced that he was going to move to Fanin Co., and locate on the prairie land for the purpose of establishing a cattle ranch." They need water to survive since in Fanin Co., there wasn't water. His dad made a well, and it was the first one in the prairie land.

John was able to attend to the bagged critters, because with the hoss did the pulling. He had to place a loop over the critters horns and with the lasso they tied the saddle's nub. It states, "All I had to do was place the loop over the critter's horns, and with the lasso tied the saddle's nub, the hoss did the rest..." This was called a round up that was held every spring and fall.

There became trouble with the Indians that molested the herds of other rancher's territory. The Indians would stampede by going through the herds and scaring them. It states, "The Indians would stampede a herd by driving into it suddenly and thus scaring the herd." Indians just wanted beef. The Indians did attack them because they treated them with kindness. They would trade beef for beans.

John Robinson had tough times with herds. Since his family had experience with ranches; it was easy for them. They didn't have amusement; they had to entertain themselves. He began to have a business with his father by buying and selling cattle. His life continued that was for several years.

Sample H

John Robinson was 7 years old and was a cowboy. Him and his family announced that they were moving to the prairie land. Everyone thought they were foolish. A lot fo things changed for John and his family.

On the prairie land John was responsible for attending to the bogged critters at the river bottom. All John had to do was to put the rope over the horns. He also had to tie the lasso to the horses saddle and the horse did all the pulling.

Another difficult problem they had was Indians. These Indians would go around attacking the cows for beef. However, the Indians never attacked John's cattle. John and his family always treated the Indians with kindness. They did not indicate they were above the Indians. John often gave the Indians beef and beans.

The family was worried about secure water. When the family got to their new place Father put a well for water. He also secured a sufficient supply for all our family's needs. They were all ready for them to live there.

The cowboy and his family also had to amuse themselves. There was no entertainment near them. They did the best they could. The family made, what was probably a miserable place to live, turn out to be not so bad.

Sample I

The life of a cowboy was a hard life. The cowboy watched over the herds, helped the bogged critters, and drove cattle. The work the cowboy did depended on his age. The older he was, the harder the work they were able to do. At young ages, such as 7, they would help bogged critters because they only had to put the loop over their horns and the horse did the rest.

The cowboys wore long pants and long sleeved shirts while doing their work. Shelter for a cowboy was not very good. Their food was always the same thing for breakfast, lunch, and dinner. They always ate beef and beans. A cowboy's life was very poor.

Their skills were impressive, some people didn't believe a cowboy could live out on the prairie because of the need for water. But, the cowboy dug a well and was able to have water, this is just one skill of the cowboy. They were also very skilled at driving cattle on their horses. Lassoing cattle was also a very hard skill they were good at.

From day to day a cowboy had many challenges. They had to deal with getting food, getting shelter, and fire. The cowboys also had to deal with the Indians making beef and harming their herds. A cowboy had to protect herds from predators and also sometimes other groups.

In conclusion a cowboy was very poor. They had very hard day to day lives dealing with all the different things that could mess with the herd. Also having to live on beans and beef for every meal could be hard. A cowboy had many things to take care of to provide for their families, themselves, and their herd.

Sample J

The cowboy was the symbol of the West in the late 19th century. Most cowboys just drove herds of cattle, they started at an early age. Cowboys had to be good with animals, because when their cattle became injured or bogged and they had to help them. To survive they had to find a town with a water supply and food.

Cattle to cowboys were like their family. Sometimes they had to keep watch over them to prevent people from stealing them. Most of the time it was the Indians stealing or taking their cattle. Since they were already settled there.

But if you treated the Indians with kindness they wouldn't hurt you or steal your cattle. Most people that treated them nicely would give them food so they wouldn't starve. Normally they would have beans and beef for every meal of the day. Cowboys most likely would work together on herding cattle or getting food.

They didn't have a place to go to get amusement so, they had to amuse themselves. Most of the time they would put up targets and shoot them. Or they would just shoot against each other. Bull-dogging and throwing the loop were also something they did.

Cowboys had a rough time in my opinion. They didn't have a lot of food to survive on they only had beef or beans. Life as a kid must have been very boring. Unless you had a very creative mind. Or you could have a family business and work there and make some money.

11th Grade Writing Samples

Sample A

The 2000 election was very controversial. It came down to the state of Florida. Florida's voting equipment was outdated in its less affluent parts causing ballots to be thrown out because voters had overvoted or caused hanging chads. The election and state was one by Bush. Gore took the case to the Florida State Supreme Court where he demanded a recount based on the Equal Protection clause and voting rights. Gore won at the state level because Florida was showing favor to citizens in parts of the state with newer voting equipment. This violates that all citizens vote will be valued the same. This comes from the voting rights. It also does not give citizens "equal protection under the law." This comes from the 14th amendment. This set a precedence that all voting equipment should be up to date and that all votes should be counted equally.

Both the Equal Protection clause and the voting rights clause promises citizens that they will be treated equally and that no one citizen is valued over another. However, this election in Florida favored people who lived in more affluent districts because their voting equipment was easier to use. On the other hand, people who lived in affluent districts were passed over because a lot of their ballots were thrown out; this occurred because the ballots were hard to understand and use. In this case, Florida was not giving the people who lived in less influential districts the same protection and validity that they were giving to people in more affluent districts. Gore case was even stronger because most people in these less affluent districts would have voted for him. This is because less affluent people usually vote democratic. So all in all, Gore's case had real legitimacy because Florida was not giving equal protection to each of its citizens votes; therefore, they were violating voting rights and the equal protection clause.

This election set a precedence for elections to come. From now on, all states had to make sure that all voting equipment was up to date. No one voting place could have better equipment than the other. This way no group of votes gets more weight than another. Also, all states are now very careful to make sure that everyone is counted equally and receive equal protection.

All in all, the election of 2000 was a nightmare. However, Gore was able to sue on the grounds of the 14th and voting rights because a population of votes had to be thrown out. However, even though he did not win the legal battle, he set a precedence that measures should be taken to make sure all votes should be counted equally.

Sample B

Florida, still a little iffy about African-Americans, discounted their votes but some votes but some votes from white people were discounted also because of the faulty ballots.

Sample C

I don't think that this case does involve voting rights at all because we aren't even dealing with the voters in this case. Even though it might be a direct effect of improper casting of the ballots, That's not the main concern and its' involving limiting of people right to vote. This case did maybe involve the rights for Gore to demand a recount, but I also don't see where equal protection comes into play. It seems like there is either information missing or the prompt has nothing to do with the document. I don't even think that this had an effect on any of the 3 elections that happened afterward, but I could just not have all the information pertaining to that.

Sample D

The 2000 election was a disputed topic; many people had differing opinions over the legitimacy of Bush's election. The opposing candidate, Al Gore, felt the most displeased with the results. His objection to the counting of the votes of Florida made its way into the court rooms of the supreme court. Ultimately, the decision was made so that the constitution would not be undermined and caused a modernization in voting.

Because the state of Florida had inferior and problematic means to count votes, Al Gore believed that they were not giving Floridians an equal right to vote. This is a serious issue, and is a right granted to all citizens of the US. If Florida had, by doing this, denied the right to vote for important demographics to Gore, the entire election could've been swayed. This set the importance of the case even higher.

However, when the Supreme Court came to rule over the dispute they were faced with two decisions; they could let the vote stand and not investigate increment, or they could face the recount which would be rushed, unfinished, or even biased given the short amount of time available. This was a catch22 for the Supreme Court. If they were to investigate into the breach of one right there was the risk of breaching another in the process. This is why the court did not give a recount and settled on this decision.

The situation in 2000 was incredibly sticky for everyone involved. It was for this reason that voting states started to improve their voting technology. The best solution to a miscounted election is the prevention of a miscounted election. New advancements of the voting booth help to prevent the same dispute from happening. Because of the complexity involved with trials and elections it can sometimes be impossible to have a recount. It was this case that made Americans realize this and change the ways they vote.

These advancements act like straighteners to a tangled web of politics. These tangles can constrict the abilities of some to find justice. Ultimately the supreme court decided based upon what they thought would be the lesser of two poor outcomes. The advancements and changes that have let voting facilities become more advanced also keep situations like the election of 2000 from happening again.

Sample E

In the election of 2000, there many new situations that the U.S. had never expererenced before. The race was extremely close, and it all came down to one state: Florida. They soon ran into a problem. Due to confusion dealing with ballot methods, votes could not be counted accurately. Methods were outdated, and at times undeterminable. The Due Process Clause revolved around this case and change future elections forever because of voting rights.

The Due Process Clause states that all citizens (over 18) have the right to vote. And that every citizen right to vote should be equally protected. However, in the 2000 election, not all votes were considered. Therefore, those whose votes could not be counted were stripped of their right. Because of this, elections were changed forever.

In future elections, ballots were required to be up to date, easy to count, and easy to use. Otherwise, it would risk not only a miscount, but a violation of rights given to the people. Since 2000, elections have been much more clear and miscounting problems have been minimized. In conclusions, everyone deserves the right to vote. A frank situation awoke the problem of out-dated ballots and prevent some people from displaying their honest opinion. An honest mistake,that our country learned from and immediately improved.

Sample F

The Equal Protection clause guarantees that a persons ballot cannot be shown/devalued by "later arbitrary and disparate treatment." Gore v. Harris went to the Florida State Supreme Court which ruled in Gores favor. This "scheme was unconstitutional, even if the recount was fair. I understand that Gord demanded a recount due to the lack of consistency and organization, but it was unfair in practice. Given the circumstances that different standards were applied from ballot to ballot the recount couldn't be done in that short time frame.

The Florida Court's recount violated the Equal Protection Clause, but they believed that a constitutional recount could happen. I guess they just didn't understand that time is important when constitutional rights are at stake. As stated "in Bush v. Gore, that insufficient time remained to conduct a recount that would not violate the equal protection clause of the Constitution." Also it seems as if Florida tired to bend the rules and develop their own standards which violates Article 1 or 2 of the Constitution. Besides it is said that about 2% of votes are wrong. Either someone didn't vote or marked wrong somehow. In this very close election maybe the mistakes and mismarkings made a difference.

Because of this it is highly likely that the voting system has changed. Punching cards may some times result in mis markings, which could hurt an election. It is pertinent that they examine improving mechanisms which will help future elections.

Sample G

- The case revolved around Equal Protection because 175,000 ballots that were improperly cast came from marginalized and oppressed people disproportionately which could be poor as well; their equipment was faulty possibly due to funding
- The gov't learned new ways to take advantage of the black and poor communities to prevent their ballots from being cast
- (Lines 1-2)

Sample H

It was not so much that this case was about voting rights, but in that Gore felt that because some votes were denied, he may have believed that those votes could have made or broken his chance at getting elected. Those votes were found to be cast incorrectly which is why he is using the fairness of voting rights to show his case.

Although he was denied a recount of those votes, future elections have learned a lesson – that every vote counts. From now on it's less likely for votes to be cast to be discounted, as now people are further aware of how important it could turn out to be.

Future candidates now understand what may happen in a similar event, and could act sooner.

Or those who manage voting stations could ensure that votes are valid

I agree discounting the votes was a mistake, but it was indeed too late to fix the problem.

Sample I

The time for a new presidential election was present in the year 2000. The candidates were Bush and Gore competing for the presidency. Bush won Florida by 537 votes, but Gore wanted a hand count vote. Allegedly voting machines in Florida were insufficient and “old-timey” messing up the votes. This case revolved around voting rights and the Equal Protection clause, because of Gore’s time running for presidency could have falsely lost Florida.

Florida discounted 175,000 cast ballots, most came from poorer districts. These districts were still equipped with punch cards, lever machines and paper ballots. Gore could have lost votes that counted toward his run. This was not seen as equal or fair to Gore so he demanded a recount. The 14th Amendment was put forward which protects a person’s life, liberty, and property from the state.

In Florida State Supreme Court, *Gore v. Harris* ruled unanimously that Gore should have Florida recount the votes. Bush’s attorneys won through leaving Bush with Florida’s election vote. This impacted future elections by making sure everybody had a fair voting system. Meaning that we eliminated “old-timey” punch cards. To prevent another case like this to happen in the future.

Sample J

IN BUSH VS. GORE 2000, FLORIDA DISCOUNTED 175,000 BALLOT DUE TO OUTDATED EQUIPMENT AND POORLY DESIGNED BALLOTS. THIS CASE REVOLVES AROUND THE EQUAL PROTECTION BECAUSE THE VOTE WAS NOT COUNTED EQUALLY. THE 14TH AMENDMENT STATES THAT "NO STATE SHALL MAKE OR ENFORCE ANY LAW WHICH SHALL ABRIDGE ITS PRIVILEGES OR IMMUNITIES OF CITIZENS OF THE UNITED STATES." THE SUPREME COURT'S FINAL DECISION LED TO THE RIGHT IN WHICH THE STATE MAY NOT VALUE ONE VOTES OVER ANOTHER. THIS DECISION IMPACTS FUTURE ELECTIONS BY INFLUENCING THEM TO BE MORE EQUAL OVERALL.

Sample K

In the election of 2000 between Gore and Bush the question arose when a large sum 175,000 ballots were thrown out. Taking this to Florida's Supreme Court, Gore noted there was a lack of Equal Protection and voting rights. This lack was with failure in outdated equipment as well as a failure in the Design of the ballot that caused a need for Equal Protection.

Florida had some counties using the new scanning technologies; the other counties used "decade-old punch cards" that were insufficient. These insufficient ways to vote created many thrown-out votes because many could not understand how to vote, or the punch card did not go through. Gore saw this wrong in the voting and decided to take it to the Supreme Court. He believed this violated Voting Rights where every citizen has the opportunity to vote. Because of the lack in technologies and voting systems, Gore believed this violated voting rights.

With taking the election to the Supreme Court, the higher issue arose from the 175,000 votes that were thrown out. Gore winning the case, Bush took the case to the Supreme Court. There is where the 14th amendment grew into what would help future elections. Not only would it allow all people to vote, but made all votes equal. This was a drastic change and those who felt discriminated towards would finally get a vote.

All in all, the case Gore v. Bush allowed not only a realization in elections but created a higher sense of equal rights. Now without being able to discriminate votes because they may be hard to read, elections have become ever more equal.

Sample L

In 2000, George W. Bush was running as Republican president, and Al Gore was running for Democratic President. During this election, Al Gore won the popular vote and Bush won the electoral college vote- barely. African-American voting rights were not upheld, which violated the Equal Protection Act. Had these rights been upheld, Al Gore and George W. Bush would have run a fair campaign.

In the 2000 election, Florida was a swing state – they could vote democrat or republican, and they didn't stick to one party. When the votes for president were tallied, Bush had won. However, many important ballots were thrown out, especially from African-American districts. These districts were using centuries old equipment that made voting a challenging process. Due to errors made by voters (as it was confusing) bad ballots had to be thrown out. These ballots were not recounted, so Al Gore raised a case. The Florida State Supreme Court approved this, upholding the Equal Protection Clause. This would keep votes equal in value, as required by section one of the 14th Amendment.

However, their rights were violated by the Supreme Court when Bush appealed saying there was not enough time to recount. The rights of the voters had been violated, violating the 14th Amendment, as voting is an important right. George Bush won the election 271-266, and remained president for two terms.

African-Americans had their rights violated, and the Supreme Court violated the Equal Protection Act. Had the vote failed, the results of the election may have been very different.

Sample M

The Bush v. Gore case revolved around voting rights and Equal Protection because due to certain difficulties with the voting ballots, there was question as to if uneducated people in some predominately "African-American" districts should have been allowed to vote seeing as many of the voters lacked the education and experience to understand the ballots.

This certainly impacted future elections by ensuring that voting ballots became standardized across the U.S. There was now evidence proving that older fashioned ballot systems were inefficient and could lead to inaccuracy.

Many people most likely argued that the people of those districts should not be permitted to vote. The fourteenth amendment guarantees the rights of all citizens to vote including people of those districts.

TN SS Extended Response Rubric Grade 8-U.S. History

Score	Social Studies Content	Literacy in Social Studies
4	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through clear, focused explanations and thoughtful analysis. • Demonstrates a comprehensive, focused understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Addresses all aspects of the question. • Cites evidence from the stimulus (or stimuli) to support all facets of the response. • Consistently exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions. • May include minor content errors that do not reflect a misunderstanding of primary social studies concepts. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims directly related to the question. • Introduces the topic or claim with accuracy and clarity. • Provides an analysis of the topic or claim consistently using relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Creates cohesion and clarity of relationships among ideas and concepts. • Utilizes appropriate social studies terminology to inform about or explain the topic. • Establishes and maintains an objective tone. • Provides a conclusion that follows from and is supported by the information or explanation presented. • May contain minor errors in grammar and mechanics that do not detract from overall comprehensibility.
3	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through adequate explanation and analysis. • Demonstrates a general understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection referenced in the question. • Addresses many aspects of the question. • Cites evidence from the stimulus (or stimuli) to support some facets of the response. • Frequently exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or predictions. • May include content errors that indicate a minor misunderstanding of primary social studies concepts. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims generally related to the question. • Introduces the topic or claim with adequate clarity. • Provides an analysis of the topic or claim frequently using relevant facts, definitions, details, or other information and examples. • Identifies relationships among ideas and concepts. • Misuses some social studies terminology, creating minor flaws in the information or explanation of the topic. • Establishes and maintains an objective tone. • Provides a conclusion that offers some support for the information or explanation presented. • Produces information generally appropriate for the task, purpose, and audience. • May contain a few errors in grammar and mechanics that detract little from overall comprehensibility.

2	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates some historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, but explanations often lack depth and detail, and analysis lacks focus and clarity. • Demonstrates a partial understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Addresses few aspects of the question. • Cites little evidence from the stimulus (or stimuli) to support the response. • Occasionally exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions. • May arrive at an acceptable conclusion, but the response might be incomplete, contain content errors, or misuse social studies terminology. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims partially related to the question. • Introduces the topic or claim, but with limited clarity. • Provides an analysis of the topic or claim occasionally using adequate support of facts, definitions, details, or other information and examples. • Describes some of the relationships among ideas and concepts. • Misuses social studies terminology. • Establishes an objective tone, but introduces some unsupported conjectures. • Provides a conclusion with little support for the information or explanation presented. • Produces some information inappropriate to the task, purpose, or audience. • May contain errors in grammar and mechanics that partially detract from overall comprehensibility.
1	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates little to no historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, with explanations that contain little depth and detail, and analysis that has little focus or clarity. • Demonstrates little to no understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • May address some of the elements of the question, but the conclusions are inadequate or inaccurate. • Rarely exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions. • May contain many content errors, flaws in reasoning, or misuse of social studies terminology. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims unrelated to the question. • Fails to introduce the topic or claim or introduction lacks clarity. • Provides an analysis of the topic or claim using little or no support of facts, definitions, details, quotations, or other information and examples. • Fails to describe relationships among ideas and concepts. • Misuses social studies terminology. • Fails to establish and maintain an objective tone, introducing opinions and unsupported conjectures. • Fails to provide a conclusion that contains support for the information or explanation presented. • Produces information inappropriate to the task, purpose, or audience. • Contains errors in grammar and mechanics that detract from overall comprehensibility.

Module 4

Planning for the New

Rigor

TCAP-ACH Grade 8 United States History and Geography: Colonization of North America to Reconstruction and the American West Framework

The test will include multiple choice items and one constructed response item drawn from a standard in one of the four reporting categories

Reporting Category 1: Colonialism (1600–1750)		%	# of Items
		14%	5-9
Standard 1: Colonialism (1600–1750) —Students will understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.			
8.1	Explain the primary motivations for English colonization of the New World, including the rise of the middle class (joint stock companies), the need to move surplus population, and the search for religious freedom. (E, G, H)		
8.2	Trace and explain the founding of Jamestown, including: Virginia Company, James River, John Smith, Pocahontas, Powhatan, John Rolfe, "starving time," Tobacco, Bacon's Rebellion, Indentured servants and slaves, The arrival of women, House of Burgesses. (E, G, H)		
8.3	Explain the founding of the Plymouth Colony, including the Separatists, William Bradford, Mayflower, Mayflower Compact, and Squanto. (C, G, H, P)		
8.4	Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including: Non-Separatists/Puritans, John Winthrop, theocracy, Town meetings, Anne Hutchinson and Roger Williams-Rhode Island, Thomas Hooker-Connecticut, Salem Witchcraft Trials. (C, E, G, H, P)		
8.5	Describe the settlement of New Netherlands and the subsequent possession of the colony by the English, including: Dutch influences, Peter Stuyvesant, Patroon System, Renaming to New York, Diverse population. (C, E, G, H)		
8.6	Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including: William Penn, Philadelphia, Role of women, Relationship with Indians. (C, E, H, P)		
8.7	Explain the reasons behind the settlement of the Georgia Colony, including the role of John Oglethorpe and Georgia as a "debtor" colony and a "buffer" colony. (C, E, G, H)		
8.8.	Describe the location and reasons for French exploration and settlements in North America, including the Huguenots. (E, G, H, P)		
8.9	Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts. (C, E, G, H, P)		
8.10	Locate and identify the first 13 colonies, and describe how their location and geographic features influenced their development. (E, G, H, P)		
8.11	Describe the significance of and the leaders of the First Great Awakening, and the growth in religious toleration and free exercise of religion. (C, H, P)		
8.12	Compare and contrast the day-to-day colonial life for men, women, and children in different regions and of different		

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	ethnicities, including the system of indentured servitude, as well as their connection to the land. (C, E, G, H, P)	
8.13	Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following documents: The First Virginia Charter, 1606; The Mayflower Compact, 1620; Charter of the Massachusetts Bay Colony, 1629; The Fundamental Orders of Connecticut, 1639; The New England Articles of Confederation, 1643; The Maryland Toleration Act, 1649. (C, H, P)	
8.14	Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C, E, G, H, P)	

Reporting Category 2: Development of an American Republic (1720–1789)		# of Items
Standard 2: Development of a New Nation (1720–1787) — Students will understand the major events preceding the founding of the nation and relate their significance to the development of the American Republic.	%	10-14
8.15	Compare the government structures and economic base and cultural traditions of New France and the English colonies. (C, E, G, H, P)	
8.16	Explain how the practice of salutary neglect, experience with self-government, and widespread ownership of land fostered individualism and contributed to the American Revolution. (C, E, H, P)	
8.17	Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard's Almanack, <i>The Autobiography of Benjamin Franklin</i> , the Albany Plan of Union and the Join or Die cartoon. (C, H, P)	
8.18	Describe the impact of the John Peter Zenger trial on the development of the principle of a free press. (C, P)	
8.19	Describe the causes, course, and outcome of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN)	
8.20	Explain the impact of individuals who created interest in the land west of the Appalachian Mountains, including: long hunters, Wilderness Road, Daniel Boone, William Bean, Thomas Sharpe Spencer, Dr. Thomas Walker. (C, G, H, TN)	
8.21	Summarize the major events of the Watauga Settlement, including: Battle of Alamance and Regulators; Watauga Purchase and Compact; James Robertson; Little Carpenter, Dragging Canoe. (E, P, TN)	
8.22	Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: Mercantilism; Pontiac's Rebellion; The Proclamation of 1763; The Sugar Act, 1764; The Quartering Act, 1765; The Stamp Act, 1765; The Declaratory Act, 1766; The Townshend Act, 1767; The Boston Massacre, 1770; The Boston Tea Party, 1773; The Intolerable Acts, 1774; Patrick Henry; Benjamin Franklin; John Adams; Sam Adams; John Hancock; Thomas Jefferson; Sons of Liberty. (C, E, H, P)	
8.23	Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text. (H, P)	

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8.24	Using Thomas Paine's <i>Common Sense</i> and <i>The Crisis</i> , identify aspects of the texts that reveal the author's point of view and purpose including loaded language. (H, P)	
8.25	Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: Battles of Lexington and Concord, Capture of Fort Ticonderoga, Battle of Bunker Hill (Breed's Hill), Battle of Trenton and Princeton, Battle of Saratoga, Valley Forge, Battle of King's Mountain, Battle of Yorktown, George Washington, Benedict Arnold, Hessians, Marquis de La Fayette, Friedrich von Steuben, George Rogers Clark, Francis Marion. (C, E, H, P, TN)	
8.26	Summarize the effect of the Revolution on the Wataugans and the reasons, plans, and struggles in creating the Cumberland Settlement, including: formation of Washington District, Cherokee War, Nancy Ward, Watauga Petitions, Transylvania Purchase, Richard Henderson, James Robertson, John Donelson, severe winter and river travel, Cumberland Compact, Indian attacks, Battle of the Bluffs. (G, P, TN)	
8.27	Compare the points of views of the Loyalists and Patriots by integrating visual information through charts, graphs, or images with print texts. (C, E, G, H, P)	
Standard 3: The Constitution and Foundation of the American Political System (1777–1789) —Students analyze the political principles underlying the Constitution, compare the enumerated and implied powers of the federal government, and understand the foundation of the American political system and the ways in which citizens participate.		
8.28	Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P)	
8.29	Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery. (E, G, P)	
8.30	Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays' Rebellion. (C, E, H, P, TN)	
8.31	Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: distribution of power between the states and federal government, Great Compromise, Slavery and the 3/5 Compromise, George Washington and James Madison. (C, E, H)	
8.32	Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state's rights, citing evidence from the Federalist Papers No.10 and 51 and other primary source texts. (H, P)	
8.33	Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, checks and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. (P)	
8.34	Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence from the Bill of Rights and contemporary informational text. (P)	

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8.35	Analyze the major events of George Washington's presidency, including Pinckney's Treaty, Jay's Treaty, Whiskey Rebellion, and precedents set in the Farewell Address. (G, P)	
8.36	Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views of foreign policy, economic policy (including the National Bank), funding, and assumption of the revolutionary debt. (C, E, G, H, P)	
8.37	Explain the controversies that plagued the administration of John Adams, including the conflicts with England and France and the Alien and Sedition Acts. (H, P)	

Reporting Category 3: The Young Nation to the Divided Nation (1789–1850)		%	# of Items
		34%	15-19
Standard 4: Growth of the Young Nation (1789–1849) —Students analyze the aspirations and ideals of the people of the new nation.			
8.38	Describe daily life—including traditions in art, music, and literature—of early national America by examining excerpts from the stories of Washington Irving and James Fenimore Cooper. (C, H, P)		
8.39	Identify the leaders and events and analyze the impact of western expansion to the development of Tennessee statehood, including: William Blount, John Sevier, Rocky Mount, Treaty of Holston, Cumberland Gap, River systems, Natchez Trace, Jackson Purchase. (G, H, P, TN)		
8.40	Analyze the role played by John Marshall in strengthening the central government, including the key decisions of the Supreme Court—Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland. (H, P)		
8.41	Explain the major events of Thomas Jefferson's presidency, including his election in 1800, Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act. (E, G, H)		
8.42	Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals. (C, E, G, H)		
Standard 5: The United States' Role on the World Stage (1789–1849) —Students analyze United States foreign policy in the early Republic.			
8.43	Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee: Impressment, War Hawks, Henry Clay, Burning of Washington, Fort MCHenry, William Henry Harrison, Tecumseh, Andrew Jackson, Battle of Horseshoe Bend, Battle of New Orleans. (E, H, P, TN)		
8.44	Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onis Treaty. (G, P)		
8.45	Analyze the relationship the United States had with Europe, including the influence of The Monroe Doctrine. (E, G, P)		
Standard 6: The Sectionalism of the American North, South, and West (1800–1850) —Students analyze the paths of the American			

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<p>people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized.</p>	
8.46	<p>Analyze the physical obstacles to and the economic and political factors involved in building a network of roads, canals and railroads, including Henry Clay's American System. (E, G, H, P)</p>
8.47	<p>Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and spatial arrangements of cities as a result of events such as the Great Potato Famine. (C, E, G, P)</p>
8.48	<p>Analyze the 19th century reforms influenced by the 2nd Great Awakening such as the Temperance Movement, Prison Reform, Mental Health Reform, and education, including tent meetings, establishment of new churches, Horace Mann, Dorothea Dix, and temperance societies. (C, P)</p>
8.49	<p>Analyze the women's suffrage movement and its major proponents, including Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony and examine excerpts from the writings of Stanton, Anthony and Sojourner Truth. (C, P)</p>
8.50	<p>Identify common themes in American art and literature, including transcendentalism and individualism by analyzing essays and stories by Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Nathaniel Hawthorne and Henry Wadsworth Longfellow. (C)</p>
8.51	<p>Trace the development of the agrarian economy in the South, the locations of the cotton-producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South. (C, E, G, P, TN)</p>
8.52	<p>Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (C, E, G)</p>
8.53	<p>Write a narrative with supporting text describing the effects of the New Madrid Earthquakes of 1811–12 on the land and people of Tennessee. (G, H, TN)</p>
8.54	<p>Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P)</p>
8.55	<p>Explain the events and impact of the presidency of Andrew Jackson, including the "corrupt bargain," the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN)</p>
8.56	<p>Analyze the contributions of Sequoyah to the Cherokee. (C, TN)</p>
8.57	<p>Write a narrative piece that describes the impact of the Indian Removal Act of 1830 and the struggle between the Cherokee Nation and the United States government and cite evidence from primary source accounts of the Trail of Tears. (C, G, H, TN)</p>
8.58	<p>Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion. (C, E, G, H, P)</p>
8.59	<p>Describe American settlements in Texas after 1821 and the causes for the Texas War of Independence, including the</p>

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	roles of David Crockett and Sam Houston in the war and the legacy of the Alamo. (G, H, P, TN)
8.60	Analyze the reasons, outcome and legacy of groups moving west including the mountain men/trail blazers, Mormons, missionaries, settlers, and the impact of the Oregon Trail and John C. Frémont. (C, G, H)
8.61	Describe the major events and impact of the presidency of James K. Polk, including his "Dark Horse" nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition of California through the Mexican War. (E, G, H, P)
8.62	Describe the causes, course, and consequences of the Mexican War, including the controversy over the Rio Grande boundary, the roles played by Zachary Taylor and Winfield Scott, the Mexican Cession and the Wilmot Proviso. (C, E, G, H, P)
8.63	Trace the major figures and events in the discovery of gold in California and its impact on the economy of the United States, including John Sutter, and 49'ers. (C, E, G, H)
	Standard 7: Slavery in America (1800–1850) —Students analyze the growth of slavery and the resulting controversies.
8.64	Describe the significance of the Northwest Ordinance and the banning of slavery in new states north of the Ohio River. (C, E, P)
8.65	Describe the reasons for and the impact of the Missouri Compromise of 1820. (G, H, P)
8.66	Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and <i>The Liberator</i> ; Frederick Douglass and the <i>Slave Narratives</i> ; and Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> , Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree's <i>The Emancipator</i> . (C, E, H, P, TN)
8.67	Explain the reasons for and the impact of the Compromise of 1850, including the roles played by Daniel Webster and John C. Calhoun and the Fugitive Slave Law. (C, E, G, H, P)
8.68	Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, "Bleeding Kansas," the Sumner Brooks incident, and the John Brown raid on Harper's Ferry. (H, P)
8.69	Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South. (C, H, P)
8.70	Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858. (H, P)
8.71	Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. (C, H)

Reporting Category 4: The Civil War, Reconstruction, and Westward Expansion (1830–1890)	%	# of Items
Standard 8: Civil War (1830–1865) —Students analyze the multiple causes, key events, and complex consequences of the Civil	27%	12-16

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War.	
8.72	Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists. (E, G, P)
8.73	Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions—growth of cities, deforestation, farming and mineral extraction. (E, G, H, P)
8.74	Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country. (G, P, TN)
8.75	Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County. (P, TN)
8.76	Describe Abraham Lincoln's presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865. (C, H, P)
8.77	Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow. (C, E, H, P, TN)
8.78	Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville. (C, H, TN)
8.79	Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis. (C, H, TN)
8.80	Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles: Anaconda Plan, First Battle of Bull Run, Fort Henry and Fort Donelson, Shiloh, Antietam, Stones River, Fredericksburg, Chancellorsville, Gettysburg, Vicksburg, Chickamauga, Lookout Mountain, Franklin, Nashville, Sherman's "March to the Sea," Appomattox Court House.
8.81	Assess the impact of the assassination of President Abraham Lincoln on both the North and the South. (C, E, H, P)
Standard 9: Reconstruction (1865–1877) —Students analyze the character and lasting consequences of Reconstruction.	
8.82	Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution. (P)
8.83	Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans. (H, P, TN)
8.84	Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction. (C, P)
8.85	Explain the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen,

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	including racial segregation and Jim Crow laws. (C, H, P)	
8.86	Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee. (C,P, TN)	
8.87	Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South. (C, E, P)	
8.88	Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South. (H, P)	
8.89	Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton. (C, E, G, H, TN)	
8.90	Describe 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. (G, P, TN)	
Standard 10: Westward Expansion (1865–1890) —Students analyze the social, political, and economic transformation of America as a result of westward expansion.		
8.91	Explain patterns of agricultural and industrial development after the Civil War as they relate to climate, use of natural resources, markets and trade and the location of such development on a map. (E, G)	
8.92	Trace the evolution of federal policies toward American Indians, including movement to reservations; assimilation, boarding schools, wars with Indians (Little Big Horn and Wounded Knee), and the impact of the railroad and settlement patterns of pioneers, Buffalo Soldiers (George Jordan), and the Dawes Act. (C, E, G, H, P, TN)	
8.93	Explain the significance of various American Indian leaders, including: Crazy Horse, Geronimo, Sitting Bull, Chief Joseph. (H)	
8.94	Explain the impact of the Homestead Act. (E, H, P)	
8.95	Analyze how significant inventors and their inventions, including barbed wire, the six shooter, windmills, sod housing, and the steel plow changed life in the West. (C, E, H, P)	
8.96	Trace the expansion and development of the Transcontinental Railroad, including the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction. (C, E, G, P)	
8.97	Examine the development and life of the iconic American cowboy, including his skills, clothes and daily life and work. (C, H)	
8.98	Explain the concepts of the Open Range, Long Drive and cow towns in the development of the American ranching industry. (E, G, H)	

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Reporting Category 1: The Rise of Industrial America and the Progressive Era (1877–1920)		%	# of Items
		27%	12-16
<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>			
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 the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)		
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)		
US.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)		
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)		
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)		
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)		
US.7	Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)		
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)		
US.9	Describe the difference between “old” and “new” immigrants and analyze the assimilation process and consequences for the “new” immigrants and their impact on American society, including ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, Chinese Exclusion Acts, and the Gentlemen’s Agreement. (C, E, G)		

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	<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>	
US.10	Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel. (C, E, P)	
US.11	Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, 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)	
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)	
US.14	Describe working conditions in industries, including the use of labor by women and children. (C, E)	
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, collective bargaining, blacklisting, and open v. closed shops. (C, E, H, P, TN)	
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)	
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; 16 th Amendment; 17 th Amendment; impact on the relationship between the citizen and the government. (C, E, H, P)	
US.18	Describe the movement to achieve suffrage for women, including its leaders, the activities of suffragettes, the passage of the 19 th Amendment, and the role of Tennessee in the suffrage effort (Anne Dallas Dudley, Harry Burn, Josephine Pearson, ‘Perfect 36’). (C, H, P, TN)	
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)	
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)	
US.21	Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (C, E, G, H)	
US.22	Assess the causes of American imperialism in the late 19 th and early 20 th 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)	
US.23	Evaluate the arguments of interventionists and noninterventionists of the period, including Alfred T. Mahan,	

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	Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt. (C, E, 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)
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)
US.26	Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States’ neutrality. (G, H, 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)
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, and Alvin C. York. (G, H, P, TN)
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)
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 <i>Schenck v. United States</i> . (C, E, H, P)

Reporting Category 2: The 1920s and The Great Depression (1920–1940)		%	# 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.			
US.31	Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (C, G)		
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)		
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)		
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)		

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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)
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 the rise of the NAACP. (C, H, P, TN)
US.37	Explain the background of the Temperance Movement, the passage of the 18 th 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 21 st Amendment. (E, C, H, 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)
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)
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)
US.41	Analyze the emergence of the "Lost Generation" in American literature, including the impact of Ernest Hemingway and F. Scott Fitzgerald. (C)
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)
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)
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)
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.	
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)
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)
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)
US.48	Analyze the causes and consequences of the Dust Bowl of the 1930s. (C, E, H, G)
US.49	Identify and explain the following New Deal programs and assess their past or present impact: Works Progress

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	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)
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)
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)
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 (<i>The Grapes of Wrath</i>). (C, P)
US.53	Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal. (P)

Reporting Category 3: U.S. Policy between the Wars, World War II, and The Cold War (1921–1975)		%	# of Items
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.		25%	10-14
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)		
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)		
US. 56	Analyze the reasons for, and the consequences of, the rise of fascism and totalitarianism in Europe during the 1930’s, including the actions of Hitler, Mussolini, and Stalin. (H, 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)		
US. 58	Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. (H, P)		
US. 59	Identify and locate on a map the Allied and Axis countries and the major theaters of the war. (G)		
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		

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	Bulge. (C, G, H, 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 442 nd Regimental Combat team, the 101 st Airborne, and the Navajo Code Talkers. (C, H)	
US. 62	Identify the roles played and significant actions of the following individuals in World War II: Franklin Roosevelt, Winston Churchill, Joseph Stalin, Harry Truman, Adolph Hitler, Benito Mussolini, Hideki Tojo, Dwight Eisenhower, George C. Marshall, Douglas MacArthur. (H, P)	
US. 63	Describe the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America). (C, 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 U.S. 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)	
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 in the workforce, and the eventual integration of the armed forces by President Truman. (C, E, H, 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)	
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)	
US. 68	Explain the importance of the establishment and the impact of the Fort Campbell base, the Oak Ridge nuclear facilities, TVA, the Alcoa influences, and Camp Forrest as a POW center. (E, G, P, TN)	
US. 69	Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war. (H)	
US. 70	Examine the American reaction and response to the Holocaust. (C, H, P)	
US. 71	Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)	
US. 72	Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. (P, H, TN)	
Standard 6: Cold War (1945–1975) — Students analyze the response of the United States to communism after World War II.		
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)	
US.74	Explain examples of containment policies, including the Marshall Plan, the Berlin Airlift, and the Truman Doctrine. (E, G, H, P)	
US.75	Draw evidence from informational text to analyze the progression of American foreign policy from containment to	

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	retaliation and brinkmanship to the domino theory to flexible response. (H, P)
US.76	Analyze the causes and effects of the Red Scare that followed World War II, 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)
US.77	Describe the causes, course, and consequences of the Korean War, including the 38 th parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreans. (G, H, P)
US.78	Integrate multiple sources of information presented in diverse formats of the fears of U.S. citizens 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)
US.79	Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and the Cuban Missile Crisis. (G, H, P)
US.80	Describe the causes, course, and consequences of the Vietnam War, including the following: the Geneva Accords; the Gulf of Tonkin Resolution; the Tet Offensive; the roles played by Presidents Kennedy, Johnson, and Nixon; Vietnamization; Ho Chi Minh; the bombing of Cambodia; Henry Kissinger; napalm and Agent Orange. (C, G, H, P)
US.81	Present information, findings, and supporting evidence evaluating the impact of the Vietnam War on the home front, including the antiwar movement, draft by lottery, and the role of television and the media. (C, H, P)

Reporting Category 4: The Post-War Years to Contemporary United States (1945–the Present)		%	# of Items
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.		28%	12-16
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)		
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)		
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)		
US.85	Analyze the increasing impact of television and mass media on the U.S. home, U.S. politics, and the U.S. economy.		

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	(C, E, 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)	
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)	
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)	
US.89	Examine court cases in the evolution of civil rights, including <i>Brown v. Board of Education</i> and <i>Regents of the University of California v. Bakke</i> . (C, H, P)	
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)	
US.91	Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK. (C, H, P)	
US.92	Describe significant events in the struggle to secure civil rights for African Americans, including the following: 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; the Birmingham bombings of 1963; Freedom Rides, including the opposition of Bull Connor and George Wallace; March on Washington; Sit-ins, marches, demonstrations, boycotts, Nashville sit-ins, and Diane Nash; and the assassination of Martin Luther King, Jr. (C, H, P, TN)	
US.93	Cite textual evidence for, determine the central meaning for, 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)	
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 24 th Amendment. (C, E, H, P)	
US.95	Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. (C, E, P)	
US.96	Evaluate the impact of Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, P)	
US.97	Interpret different points of view that reflect the rise of social activism and the counterculture, hippies, the generation gap, and Woodstock. (C, P)	
US.98	Identify and explain significant achievements of the Nixon administration, including his appeal to the “silent	

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	majority” and his successes in foreign affairs. (E, H, P)	
US.99	Analyze the Watergate scandal, including the background of the break-in, the importance of the court case <i>United States v. Nixon</i> , 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)	
US.100	Describe the causes and outcomes of the energy crisis of the 1970s. (E,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)	
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)	
US.103	Identify and explain significant events of the Carter administration, including the Camp David Accords, the Panama Canal Treaty, the poor economy, the SALT treaties, and the Iran hostage crisis. (G, H, 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.		
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)	
US.105	Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, the War on Drugs, the response to the Challenger disaster, the Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada. (C, E, H, 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)	
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)	
US.108	Summarize the significant events and achievements of the Clinton administration, including Welfare-to-Work, the Brady Law, the reduction of the federal debt, NAFTA, and the scandals and subsequent impeachment proceedings. (C, E, H, P)	
US.109	Analyze the late 20 th -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)	
US.110	Explain the reasons for and the outcome of the Supreme Court case <i>Bush v. Gore</i> . (H, P)	
US.111	Describe the impact of the September 11, 2001, terrorist attack on the World Trade Center and the 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)	

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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)	
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***The assessment will also consist of one constructed response item drawn from an SPI in one of the four reporting categories.**

Social Studies Grade 8 Performance Level Descriptors

U.S. History and Geography: Colonization of North America to Reconstruction and the American West

Reporting Category	Below Basic	Basic	Proficient	Advanced
Generic Descriptors	Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are significantly prepared for the next level of study.
Colonialism (1600–1750)	A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the Colonial period in America, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of	A student at this level demonstrates partial mastery by identifying and comprehending aspects of the Colonial period in America below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political,	A student at this level demonstrates mastery by analyzing and drawing conclusions about the Colonial period in America at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw	A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the Colonial period in America beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise a historical argument; make inferences based on content knowledge; and apply

<p>Development of an American Republic</p>	<p>performance are not prepared for the next level of study.</p>	<p>and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>conclusions about social, economic, political, and cultural patterns from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by analyzing and explaining the migratory, social, religious, political, and economic reasons for the founding of the original thirteen colonies; the impact of colonization on American Indians; and the impact of colonization on the development of the land that eventually became the United States. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	<p>knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>	<p>A student at this level demonstrates little to no</p> <p>A student at this level demonstrates mastery by</p> <p>A student at this level demonstrates superior</p>
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<p>(1720–1789)</p>	<p>mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the development of the Republic, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>mastery by identifying and comprehending aspects of the development of the Republic below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>analyzing and drawing conclusions about the development of the Republic at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw conclusions about social, economic, political, and cultural patterns from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by analyzing and explaining the social, economic, and political events leading to the founding of the nation, with particular emphasis on events leading to U.S. independence. Students who achieve this level of academic performance, thinking</p>	<p>mastery by evaluating and applying information and drawing conclusions about the development of the Republic beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise a historical, argument; make inferences based on content knowledge; and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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<p>The Young Nation to the Divided Nation (1789–1850)</p>	<p>A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the United States from the Early Republic through the Antebellum period, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the United States from the Early Republic through the Antebellum period below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and</p>	<p>ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	<p>A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the United States from the Early Republic through the Antebellum period beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise a historical, argument; make inferences based on content knowledge; and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of</p>
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		<p>course-level content standards are minimally prepared for the next level of study.</p>	<p>social studies content by analyzing and explaining the struggles of a new nation, the political principles underlying the Constitution and the role of expanding the Constitution through Supreme Court decisions. The student also evaluates territorial expansion from the Louisiana Purchase up to the Compromise of 1850, the early development of U.S. foreign policy, with emphasis on the War of 1812, and the growth of slavery and the resulting controversies. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	<p>understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
<p>The Civil War, Reconstruction, and Westward Expansion (1830–1890)</p>	<p>A student at this level demonstrates little to no mastery in identifying or comprehending historical</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of</p>	<p>A student at this level demonstrates mastery by analyzing and drawing conclusions about the U.S.</p>	<p>A student at this level demonstrates superior mastery by evaluating and applying information and</p>

	<p>events and concepts. The student does not show a basic understanding of the U.S. Civil War, Reconstruction, and westward expansion, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>the U.S. Civil War, Reconstruction, and westward expansion below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>Civil War, Reconstruction, and westward expansion at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw conclusions about social, economic, political, and cultural patterns from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by analyzing and explaining the causes, key events, and consequences of the Civil War and the political and social response to the character and lasting consequences of slavery through the reconstruction of United States. The student also evaluates of the social, political, and</p>	<p>drawing conclusions about the U.S. Civil War, Reconstruction, and westward expansion beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise a historical, argument; make inferences based on content knowledge; and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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**Draft U.S. History EOC Performance Level Descriptors (PLDs)
U.S. History and Geography: Post-Reconstruction to the Present**

Reporting Category	Below Basic	Basic	Proficient	Advanced
<p>Generic Descriptors</p>	<p>Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are not prepared for the next level of study.</p>	<p>Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are minimally prepared for the next level of study.</p>	<p>Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are significantly prepared for the next level of study.</p>	<p>Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are significantly prepared for the next level of study.</p>
<p>The Rise of Industrial America and The Progressive Era (1877-1920)</p>	<p>A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the Industrial Revolution and the Progressive Era, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the Second Industrial Revolution and the Progressive Era below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify</p>	<p>A student at this level demonstrates mastery by analyzing and drawing conclusions about the Second Industrial Revolution and the Progressive Era at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand complex cause-and-effect relationships</p>	<p>A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the Second Industrial Revolution and the Progressive Era beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on</p>

	<p>Basic level of performance are not prepared for the next level of study.</p>	<p>social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content such as agrarian-to-urban shift, immigration patterns, the rise of the political machine the impact of the growth of cities, and social reforms in regard to labor, immigration, and the women's suffrage movement; the motivations influencing American Imperialism; and the U.S. involvement in World War I. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	<p>researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course level concept. Standards are well prepared for the next level of study.</p>
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<p>The 1920s and The Great Depression (1920-1940)</p>	<p>A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the 1920s and the Great Depression, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the 1920s and the Great Depression below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>A student at this level demonstrates mastery by analyzing and drawing conclusions about the 1920s and the Great Depression at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand complex cause-and-effect relationships between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content, such as how the struggle between traditionalism and modernism manifested itself after World War I. Particular focus is on major political scandals and their impact, Prohibition, the</p>	<p>A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the 1920s and the Great Depression beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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<p>U.S. Foreign and Domestic Policy Between the Wars, World War II,</p>	<p>A student at this level demonstrates little to no mastery in identifying or</p>	<p>A student at this level demonstrates partial mastery by identifying and</p>	<p>A student at this level demonstrates mastery by analyzing and drawing</p>	<p>A student at this level demonstrates superior</p>
			<p>Harlem Renaissance, and other aspects of 1920s popular culture. In addition, the student demonstrates an understanding of how the Great Depression and the New Deal fundamentally changed the role of the federal government, including President Hoover’s philosophy on economic recovery versus President Roosevelt’s; the causes, effect, and consequences of the Dust Bowl; and President Franklin Roosevelt’s critics and supporters. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	

<p>and The Cold War (1921-1975)</p>	<p>comprehending historical events and concepts. The student does not show a basic understanding of U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>comprehending aspects of U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>conclusions about U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand complex cause-and-effect relationships between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content such as the United States' response to World War II, with particular focus on attempts to maintain international peace, the rise of dictators, attempts at intervention, the declaration of war, and its</p>	<p>mastery by evaluating and applying information and drawing conclusions about the U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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<p>The Post-War Years to Contemporary United States (1945-the Present)</p>	<p>A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the United States from the post-war years to the contemporary period, and his or her academic</p>	<p>impact on the home front. In addition, the student demonstrates knowledge of the response of the United States to communism after World War II, including the roots of the Cold War; the reaction to communism in foreign and domestic policy; and the conflicts that arose over the conflicting ideologies. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	<p>A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the United States from the post-war years to the contemporary period beyond the proficient level and at a consistently higher depth of knowledge</p>
	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the United States from the post-war years to the contemporary period below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and</p>	<p>A student at this level demonstrates mastery by analyzing and drawing conclusions about the United States from the post-war years to the contemporary period at a proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The</p>	

	<p>performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>student can organize and compare and contrast historical information; understand complex cause-and-effect relationships between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content such as the causes, effects, and consequences of the economic boom and social transformation of post-World War United States. Particular focus is on the Civil Rights movement, the Great Society, Watergate, the energy crisis, environmentalism, and the Carter Administration. In addition, the student demonstrates knowledge of important events and trends from the 1980s to today, including high-tech advances, the fall of the</p>	<p>(DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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Extended Response Information
TCAP Grade 8 ACH Blueprint
Standards Assessed on Part I
(Essay section)

Overview of Extended Response Items

Extended response items for Grade 8 consist of 1-5 stimuli to inform the student’s response. Items with less stimuli tend to demand more content knowledge to answer the question. The student’s response is directed by 1-4 prompts with 0-3 guiding questions.

Potential Stimuli found in extended response items:

- 1 informational text
- 1 primary source document
- 2 primary source documents and 2 legal documents
- 1 map, 1 informational text, and 2 primary source documents
- 1 photograph, 1 informational text, and 2 primary source documents
- 1 information text, 1 primary source document, and 1 legal document
- 1 map, 1 photograph, 1 informational text, and 1 primary source document

Standards that Extended Response items may be written to:

8.1	Explain the primary motivations for English colonization of the New World, including the rise of the middle class joint-stock companies), the need to move surplus population, and the search for religious freedom.
8.2	Trace and explain the founding of Jamestown, including: Virginia Company, James River, John Smith, Pocahontas, Powhatan, John Rolfe, "starving time", Tobacco, Bacon's Rebellion, Indentured servants and slaves, The arrival of women, House of Burgesses.
8.6	Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including: William Penn, Philadelphia, role of women, relationship with Indians.
8.9	Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts.
8.13	Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following documents: The First Virginia Charter, 1606; The Mayflower Compact, 1620; Charter of the Massachusetts Bay Colony, 1629; The Fundamental Orders of Connecticut, 1639; The New England Articles of Confederation, 1643; The Maryland Toleration Act, 1649.
8.17	Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard's Almanack, <i>The Autobiography of Benjamin Franklin</i> , the Albany Plan of Union and the Join or Die cartoon.
8.23	Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text.

8.32	Explain the ratification process and describe the conflict between Federalists and Anti Federalists over ratification, including the need for a Bill of Rights and concern for state's rights, citing evidence from the Federalist Papers No.10 and 51and other primary source texts.
8.34	Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence from the Bill of Rights and contemporary informational text.
8.42	Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals.
8.45	Analyze the relationship the United States had with Europe, including the influence of the Monroe Doctrine.
8.53	Write a narrative with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee.
8.57	Write a narrative piece that describes the impact of the Indian Removal Act of 1830 and the struggle between the Cherokee Nation and the United States government and cites evidence from primary source accounts of the Trail of Tears.
8.58	Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion.
8.59	Describe American settlements in Texas after 1821and the causes for the Texas War of Independence, including the roles of David Crockett and Sam Houston in the war and the legacy of the Alamo.
8.69	Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South.
8.70	Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858.

Extended Response Information
TCAP US History EOC Blueprint
Standards Assessed on Part I
(Essay section)

Overview of Extended Response Items

Extended response items for US History consist of 3-6 stimuli to inform the student’s response. Items with fewer stimuli tend to demand more content knowledge to answer the question. The student’s response is directed by 1-2 prompts with 2-4 guiding questions.

Potential Stimuli combinations found in extended response items:

- 1 chart, 2 advertisements, and 1 informational text
- 1 photograph, 1 informational text, and 1 primary source document
- 1 poster, 1 newspaper headline, 1 primary source document, and 1 newspaper article excerpt

*all photographs, newspaper articles, and advertisements are primary sources.

Standards that Extended Response items may be written to:

US.11	Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois.
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.
US.23	Evaluate the arguments of interventionists and non-interventionists of the period, including Alfred T. Mahan, Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt.
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.
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.
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.
US.47	Write a narrative piece that includes multiple media components to describe the toll of the Great Depression on the American people, including massive unemployment, migration, and Hoovervilles.
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.
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).
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.

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).
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.
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.
US.69	Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war.
US.70	Examine the American reaction and response to the Holocaust.
US.71	Explain major outcomes of the Yalta and Potsdam Conferences.
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.
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.

Process Guide

The NEW TCAP Social Studies & US History Test: A Process Guide for Instructional Planning

This document is designed to assist your teacher team with preparing for the upcoming TCAP social studies/US History field test and beyond. It includes the following components:

1. Summary of the design of the field test
2. Process guide to facilitate discussion amongst teacher teams about the new assessment. Includes tips for breaking down and interpreting the new standards, assessment frameworks, Performance Level Descriptors (PLDs), and the extended response scoring rubric

Summary of the design of the field test:

More information about design, administration dates, and supporting resources for the field test can be found at http://www.tennessee.gov/education/assessment/doc/2015_tcap_social_studies_design.pdf

- The new assessments consists of **two** parts:
 1. Multiple choice questions at various levels of difficulty
 - Many of these items have one or more stimuli such as a map, political cartoon, reading excerpt, etc. that should be used in addition to prior knowledge to help the student successfully answer the question.
 - The higher level questions require students to make a deeper analysis of the content.
 - There is a shift away from questions that only ask students to recall information.
 2. One extended response question
 - This question provides several stimuli and also expects prior content knowledge to be referenced.
 - The response will be typed online in the TestNav8 platform and should thoroughly address the question/questions asked by the prompt.
 - The extended response question will be evaluated with a rubric.

Process Guide

The following is a sample protocol that teacher teams might use to help plan next instructional steps for the school year.

<p>Step 1:</p>	<p>Review the current standards individually as a learner. Discuss with team members the similarities and differences in skills and content knowledge necessary between the old and current standards. Focus on understanding the instructional shifts necessary for student success.</p> <ul style="list-style-type: none"> • Current standards: http://tn.gov/education/standards/social_studies.shtml • “Old” standards: http://tn.gov/education/standards/archives.shtml • Process standards and content coding should also be discussed <p>The new standards have a much greater focus on Tennessee’s contribution to history. Look through the standards and collaboratively build and expand your content knowledge of any names, locations and events that teachers are not familiar with.</p>
<p>Step 2:</p>	<p>Explore the assessment frameworks – under Design section http://www.tennessee.gov/education/assessment/social_studies.shtml for relevant grade levels and identify what percentage of questions will come from each area of the standards.</p> <p>Discuss options for how to approach instructional planning over the school year. If your district has created a pacing guide, be sure to reference it as a resource. Areas for discussion might be:</p> <ul style="list-style-type: none"> • Where are the main areas of focus? • How can this provide helpful guidelines for planning? • How will this impact instruction?
<p>Step 3:</p>	<p>Have team members individually explore the Performance Level Descriptors (PLDs) – under Scoring section http://www.tennessee.gov/education/assessment/social_studies.shtml for relevant grade levels and identify what skills and capacities are necessary to successfully demonstrate mastery. Pinpoint the skills that students will need to be proficient or advanced and note differences between the two levels.</p> <p>Based on the details, as a team, add to the list generated in Step 1 with any further points of emphasis for your students: what will they need to do to succeed on the Spring 2015 field test? Consider using this information to create essential questions or “I can” statements for students.</p>
<p>Step 4:</p>	<p>Print the “2015 TCAP Social Studies/U.S. History: Design and Administration Information” at http://www.tennessee.gov/education/assessment/doc/2015_tcap_social_studies_design.pdf and share with teacher team members to review together. Based on the details, add to the list generated in steps 1 and 4 with any further points of emphasis for your students.</p>

<p>Step 5:</p>	<p>Work with team members to plan a common writing activity with students to build student success on extended response item types. As a grade level, choose a primary source listed in social studies standards (Note: 3rd grade will need to choose a text, as there are no primary sources listed).</p> <p>Consider using the released sample practice items for Grade 3, Grade 7, and US History as a model. These practice items are available in ePATs for online practice and can be accessed on the assessment page.</p> <p>Create a writing stimulus/prompt to accompany the chosen primary text listed in the standards. Sample literacy units and instructional resources can be found on the TNCore website at http://www.tncore.org/literacy_in_social_studies.aspx</p>
<p>Step 6:</p>	<p>Review the social studies extended response rubrics – under Scoring section from http://www.tennessee.gov/education/assessment/social_studies.shtml focusing on both the content and the literacy components. Identify skills on the rubric that you can use to help move a student towards a higher score point (e.g. from a 2 to a 3).</p> <p>Review the appropriate grade-level rubrics. Compare the TCAP Writing rubric with the social studies rubric and discuss how this will affect instruction and collaborative planning with ELA teachers.</p>
<p>Step 7:</p>	<p>Rewrite social studies extended response rubric in student friendly language and share with students. Model social studies literacy tasks for students. Have students use text in a picture, analyze map, and/or passage by using prior knowledge to come to a conclusion and answer as many parts of the question as they can. Practice using blank paper for pre- writing skills and organization/outline of thoughts when answering a prompt.</p>
<p>Step 8:</p>	<p>Have students complete the common writing activity (see Step 6). Collect student work samples and bring to discuss with team. Score the student work using the released extended response rubrics – under Scoring section here. Share results and observations with colleagues. Create strengths/needs chart to frame further instruction. You might want to consider the following questions:</p> <ul style="list-style-type: none"> • What evidence can you draw from these student samples about your students' capabilities? • Where do students still need to grow more? • What are strategies you can use to help bridge those deficits and improve student writing?
<p>Step 9:</p>	<p>Assign the full practice test (ePATs) or relevant sections as a pre-assessment. If possible, have students complete the practice test on TestNav8 to practice in an online testing format.</p> <p>Score the practice tests and share results and observations with colleagues. Discuss how the data/findings from the February practice tests can help drive instruction throughout February and March?</p>

Step 10:	<p>As a teacher team, work together to create additional sample questions. Use appropriate grade-level vocabulary and focus on writing higher-order questions. Revisit PLDs to ensure questions measure full range of ability.</p> <p>Consider using the released sample practice items for Grade 3, Grade 7, and US History as a model. These practice items are available in ePATs for online practice and can be accessed here.</p>
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Civics Resources

The Tennessee Center for Civic Learning and Engagement (TCCLC) has available resources needed to meet the requirements of the new legislation.

- <http://www.tcclc.org/index.html>

Some suggestions include:

- Project Citizen
- We the People



Tennessee Center for Civic Learning and Engagement

203 Rocky Road
Dunlap, Tennessee 37327
423-593-1444

The belief and mission of TCCLE is to: a) establish and promote competent and responsible participation in local and state government by students and teachers b) provide programs designed to develop the knowledge, skills and understanding of pupils regarding matters of public policy c) while engaging them in interactive, stimulating, wide ranging and interconnected topics so that d) teachers and students are empowered to create change in the communities e) with the knowledge and experience and the acquisition of the leadership skills they need to make a positive impact on society.

Project Citizen



Project Citizen is a project-based civic education program for grades 4-12 that involves students in understanding public policy and emphasizes responsible participation in local and state government. Students learn how to interact with government agencies to effect change.

Project Citizen:

- Is interdisciplinary
- Is based on cooperative learning
- Is an excellent model for performance assessment
- Is an excellent method for implementing project based learning
- Focuses on state and local government
- Applies student learning to real public policy issues that concern them
- Develops participatory skills

Project Citizen is an interdisciplinary curriculum for upper elementary, middle and high school students designed to teach responsible participation in local and state government. Students work cooperatively to identify a public policy problem in their community, evaluate possible solutions, and develop an action plan for local government leaders to use in addressing the problem. The work culminates with a class portfolio and mock public hearing that can be part of the Tennessee Project Citizen Showcase.

- www.tccle.org

Examples from Project Citizen digital portfolios from students across the United States: <https://sites.google.com/a/students.hpschools.net/hydraulic-fracturing/home>
Fracking: Stop the Leaks
<http://www.civiced.org/digitalPortfolio> digital portfolio with sections as "hotspots"

iCivics

iCivics is a non-profit organization dedicated to reinvigorating civic learning through interactive and engaging learning resources. The educational resources empower teachers and prepare the next generation of students to become knowledgeable and engaged citizens. TCCLE provides training for iCivics in Tennessee.

Founded and led by Justice Sandra Day O'Connor, iCivics provides students with the tools they need for active participation and democratic action, and teachers with the materials and support to achieve this. Our free resources include print-and-go lesson plans, award-winning games, and digital interactives.

The iCivics games place students in different civic roles and give them agency to address real-world problems and issues. They are rooted in clear learning objectives and integrated with lesson plans and support materials.

iCivics supports individual, small group, and whole-class learning across a variety of settings. With a mix of readings, activities, discussions and games, our resources introduce and explain complex concepts. Drafting Board offers students the opportunity to learn and develop argumentative writing skills in a scaffolded digital environment.

- <https://www.icivics.org>

Civic Action Project, CAP, sponsored by the Constitutional Rights Foundation, directed and trained in Tennessee by TCCLE, is project-based learning for civics and government. CAP serves as a culmination of students' social studies education, a chance for them to apply what they have learned to the real world and impact an issue that matters to them. CAP lessons provide key government content that students need to be able to make connections between public issues/problems, public policy, government, and the role that citizens play.

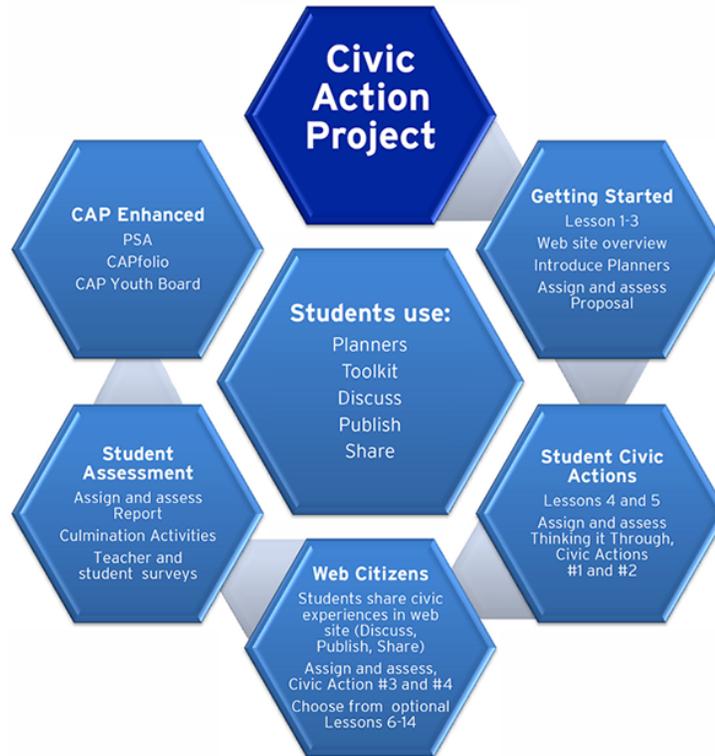
CAP requires students to engage in a long-term project that is guided by the inquiry "How can I impact *(CAP issue/problem/policy)*." As students dive more deeply into their inquiries, new questions will emerge requiring them to:

- Analyze root causes and effects of problems.
- Conduct cost-benefit analyses.
- Research a variety of sources and identify bias in the sources.
- Communicate with policymakers and community members.

The CAP website, designed to engage students in public conversations about their issues and civic actions, provides hundreds of resources to help students with the CAP process and is available 24/7. Rather than a "lecture" approach, CAP provides documents, videos, and student-created resources specific to the tasks at hand.

<http://www.crfcap.org>

<http://www.crfcap.org/mod/page/view.php?id=81> (short video)



Peaceable Schools Tennessee,

Peaceable Schools, an evidenced based widely used conflict resolution program designed for use with upper elementary and middle school students, is intended to reduce violence by providing children and adults with the skills, information, and practice needed to appropriately resolve conflicts. Some of the skills taught in *Peaceable Schools* include empathy development, impulse control, and problem solving, cooperation and anger management. Students and adults learn to define conflict and determine where conflict originates. While initially created to reduce incidents of aggressive and impulsive behaviors, *Peaceable Schools* is also effective in decreasing disruptive behaviors and improving the social and emotional climate of the school. Peaceable Schools will offer on a priority basis basic conflict resolution, classroom management, peer mediation and social emotional training

Through the *Peaceable Schools* Program, students learn to resolve normal conflicts by using intervention skills such as, **compromise, negotiation, peer mediation, active listening, and group problem-solving strategies**. Conflict is a natural, vital part of life. When conflict is understood, it can become an opportunity to learn and create. The challenge for people in conflict is to apply the principles of creative cooperation in their human relationships.

Tennessee Peaceable Schools has been identified as a model for statewide implementation by the U.S. Department of Justice and the National Center for Conflict Resolution Education. Three day professional development opportunities are available.

- www.tccle.org For training and prices contact Janis Kyser by email at tccle111@gmail.com or call 423-593-1444.

Annotated Bibliography

Gavin, Michael Thomas. *A History of the 13th Infantry Regiment USCT*. Tennessee Civil War National Heritage Area. May 2007.

Gavin's article goes over the origins of the 13th Infantry Regiment which was an African-American Unit founded in Murfreesboro in 1863 and its participation in helping to complete the Nashville & Northwestern Railroad and its role in the Battle of Nashville in December 1864.

Gavin's article could be incorporated into 8th grade Social Studies as it addresses Standard 8.78 and the article is four pages long which would allow students in middle school the ability to use this source within a daily lesson.

Gavin has also written about the 17th Infantry which was also organized in Tennessee and was comprised of African- American soldiers and could serve as a companion piece to the study of this standard.

Hamlet, Janice D. *Word! The African American Oral Tradition and its Rhetorical Impact on American Popular Culture*. Black History Bulletin Vol 74 No 1 Spring 2011

Hamlet's article goes over the aspects that African and African-American Oral Traditions have had on culture. Hamlet explains the origins of African culture and oral traditions to its use by slaves in the Americas which served for both expression and survival.

Hamlet's article includes a lesson plan that incorporates many goals and objectives and uses National Council for the Social Studies Standards. This article allows for a global perspective in World History standard 7.15 involving written and oral traditions in the transmission of African History and Culture while also using US History standard 8.71.

"Quilting." *The Greenwood Encyclopedia of African American Folklore : Volume III*. Westport, CT: Greenwood Publishing Group, 2006. The African American Experience. Greenwood Publishing Group. 15 December 2014.

This entry summarizes the tradition African-Americans have played in the making of quilts. It highlights how quilting was very similar to writing and its use by the Underground Railroad and its incorporation of West African symbols.

A number of books and articles are used throughout this entry that highlight the significance that quilting played in the folk art of African-American Tradition. Aspects and examples listed in this entry could be used for standards 8.66 and 8.71 while also incorporating broad aspects of art and literature.

Teaching with Primary Sources MTSU. Civil War Resources. Middle Tennessee State University.<http://library.mtsu.edu/tps/civilwar.php> November 2014

A detailed website compiled by Middle Tennessee State University in association with The Library of Congress. This website has a number of excellent links and lesson plans that would be a very valuable tool for any Social Studies Tennessee educator.

The use of primary sources, literacy standards, and Tennessee Social Studies curriculum within the lessons compiled by MTSU is very impressive. For example, Freedmen's Bureau 5.20 and 8.85 effectively covers two different grade levels and there are Primary Source sets covering the Underground Railroad and Emancipation Proclamation.

"This Honorable Body" African-American Legislators in 19th Century Tennessee. Tennessee State Library and Archives.<http://www.tennessee.gov/tsla/exhibits/blackhistory/index.htm> 2013

This website is a comprehensive collection by the Tennessee State Library and Archives detailing the fourteen African-American Legislators who were elected to the Tennessee Legislature in the 19th century.

The strengths of this website include extensive and detailed biographies on each African-American Legislator using a number of primary sources and photographs as well as a section for educators that has a powerpoint and sets of quizzes identifying the legislators from this website. This site can be used to teach

Reconstruction with a focus on 8.82 and 8.90 in 8th grade, or 5.20 and 5.26 in 5th grade with a particular focus on Tennessee History at both grade levels.

African American Resources (U.S. History) High School

Benjamin "Pap" Singleton

The Kansas Historical Society offers an overview of Pap Singleton. The article explains about his life before and after the Civil War, including his escape from slavery. It also illustrates how why he chose to lead people to Kansas, and what he did such as establishing settlements, when he got there. Pap Singleton's nickname, "Father of the Negro Exodus" is firmly established with this article.

This article put forth by the Kansas Historical Society give a concise and easily accessible history of Benjamin "Pap" Singleton. It is easy for the reader to follow and offers many details into his life. The reader is also able to easily garner why Singleton is a significant figure in history given his accomplishments from operating an underground boarding house for escaped slaves in Detroit to leading newly freed men and women to Kansas to help people not succumb to sharecropping out of necessity.

This article could be used as an informational text piece when covering standard US 3 at the high school level. The Lexile measure of 990L means that it is accessible for students in middle and high school. An article such as this leads to discussion about the era, what the implications were for the newly freed slaves in America without much front loading of information. There are many ways to use this article to engage students.

- Benjamin "Pap" Singleton." *Kansas Historical Society*. 1 Jan. 2013. Web. 26 Nov. 2014. htMi

Harlem Renaissance

The reference article "Harlem Renaissance" gives an overview of the what the Harlem Renaissance was, why it happened, and the accomplishments of some of the most well know contributors of the era. This article offers a time line of sorts to the evolution of the Harlem Renaissance.

This reference article offers the reader insights into what the Harlem Renaissance was without being too difficult for the reader. It is easy to follow and gives the main details without overloading the reader trivial details, It clearly evokes to the reader why this era was a turning point in culture for the African American community and the many accomplishments as well.

Although the article has a quantitative Lexile score of 1450, qualitatively it is not as difficult as the Lexile score suggests. This article serves as a good way to introduce the standard, US 40, to students without the teacher frontloading the content. It also introduces students to prominent figures of the Harlem Renaissance giving the teacher a natural segue to reading some of their works and listening to their music.

- Harlem Renaissance." *American History*. ABC-CLIO, 2014. Web. 15 Dec. 2014.

Middle School

African Americans in the Union Army

"African Americans in the Union Army" is a reference article from ABC-CLIO that offers the reader a concise history of the accomplishments of African Americans during the Civil war. One section of the entry details the Massachusetts 54th Regiment which demonstrated to the people in Washington that the African Americans were indeed ready, willing, and able to fight. This willingness to fight had previously been questioned by commanders, as stated in the entry.

This reference article on ABC-CLIO gives the reader a very clear history and accomplishments of African Americans in that served in the Union Army during the Civil War. It is detailed without being overwhelming to the reader.

The reference article "African Americans in the Union Army" can be used as an information text while teaching standard 8.78. It does have a Lexlie level of 1150L which many make it harder for some struggling 8th grade students. If that is the case, there is the option to listen to the entry. This engages the students in the written word while also paying attention to the fluency of someone reading it. The educator could use the entire article or just the paragraph about the Massachusetts 54th Regiment and/or the third to the last paragraph that outlines the accomplishments of African Americans during the Civil War.

- Avila, Rolando. "African Americans in the Union Army." *American History*. ABC-CLIO, 2014. Web. 1 Dec. 2014.

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This article could be used as an informational text piece when covering standard US 8.89 at the 8th grade level. The Lexile measure of 990L which means that it is accessible for students in middle and high school. An article such as this leads to discussion about the era, what the implications were for the newly freed slaves in America without much front loading of information. There are many ways to use this article to engage students.

- Benjamin "Pap" Singleton." *Kansas Historical Society*. 1 Jan. 2013. Web. 26 Nov. 2014 <http://www.kshs.org/kansapedia/benjamin-pap-singleton/12205>>.

Elementary School

The Harlem Renaissance

"Harlem Renaissance" gives a succinct history of the Harlem Renaissance identifying some of its key players. It starts out as a flashback from Langston Hughes, which grabs the reader by getting a first hand account of the era. From there the article goes on to describe what Harlem was like during this era, evoking a sense of being there for the reader. The article also brings in the Jazz Age with the music developed during this time, and the musicians that made this era possible such as Duke Ellington and Louis Armstrong. Accomplishments from African Americans are abundant in this article.

The Scholastic News article from February 14, 2014, is a great overview of the Harlem Renaissance for younger students. It brings the Harlem Renaissance to life with a quote from Langston Hughes. This hooks the reader into the article by giving a first person perspective. The writer of the article brings Harlem in the 1920s to life with his word usage. He really engages the reader in the achievements of the African American community of the time period such as the music, poetry, novels, and essays.

This article is a good way to engage younger students in the achievements of African Americans during the Harlem Renaissance. It could be used to start a lesson to give students a glimpse at what Harlem was like from the voice of Langston Hughes, who is quoted several times in the article. The teacher would then have an opening to talk about other influential African Americans during the movement due to the mention of their works in the article.

- Brown, Bryan. "The Harlem Renaissance." *News for Your Classroom*. Scholastic, 14 Feb. 2014. Web. 22 Nov. 2014. <<http://magazines.scholastic.com/news/2014/02/The-Harlem-Renaissance>>.

Heroes of the Civil Rights

David Adler's book *Heroes of the Civil Rights* is a book that offers younger students short one page biographies about some of the major figures of the Civil Rights era in the United States. This book highlights the accomplishments of individuals such as Martin Luther King, Jr., Fannie Lou Hamer, Medgar Evers, James Meredith, Thurgood Marshall, and Rosa Parks. However, it also includes the actions of different groups: The Little Rock Nine and the Greensboro Four.

Heroes of the Civil Rights is a well written book about that highlights some of the important people during the Civil Rights era. The illustrations also help to capture the reader's attention. The book is not imposing to a younger student as it only has 32 pages. The Lexlie measure is 970L, but qualitatively that is high. Younger students will be able to read and comprehend, maybe needing some adult assistance, the meaning in the book.

This book can be used over a period of days with students as a teacher read aloud. Then students can engage in follow up tasks about the figures and their achievements to the Civil Rights era. Student can also read this book on their own as a way to research different figures and identify what he or she contributed to the advancement of Civil Rights in the United States.

- Adler, David. *Heroes of the Civil Rights*. Holiday House, 2007. Print.

Elementary: African American History Resources

Tennessee

Bessie Smith (standard 5.47)

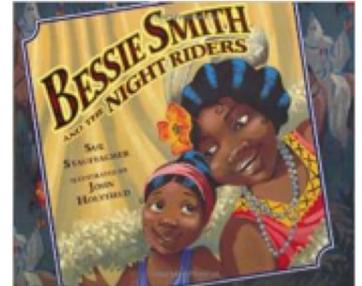
Stauffacher, Sue. *Bessie Smith and the Night Riders*. New York: Penguin Young Readers Group, 2006. Print.

Bessie Smith was born in Chattanooga, Tennessee on April 15, 1894. She began to sing at a young age and in 1923 signed a contract with Columbia Records. Soon she was among the highest-paid black performers of her time. Smith was nicknamed "The Empress of the Blues."

Based on a true incident, *Bessie Smith and the Night Riders* is a powerful story. Author Sue Stauffacher changes one significant detail in the true story of the encounter between "Empress of the Blues" Bessie Smith and the Ku Klux Klan-- adding a child, Emmarene Johnson, who witnesses, takes part in, and tells the story.

Lexile 960

ISBN-13: 9780399242373



Wilma Rudolph (standard K.30, 2.32)

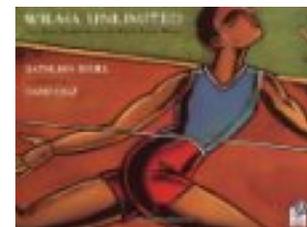
Krull, Kathleen. *Wilma Unlimited*. New York: Voyager Books, 1996. Print.

Wilma Rudolph was born in 1940 in Clarksville, Tennessee. Throughout her childhood she fought disease and sickness. In 1945 she was diagnosed with polio and told she would never walk again. Through determination and hard work, Wilma overcame the odds. At the age of twenty, she became the first American woman to win three gold medals at a single Olympic games.

This book tells the dramatic and inspiring true story of runner Wilma Rudolph, who overcame incredible odds to become one of the world's finest athletes.

Lexile 730

ISBN 0-15-202098-5



United States

Rosa Parks (standard 2.32, 3.16, 5.65)

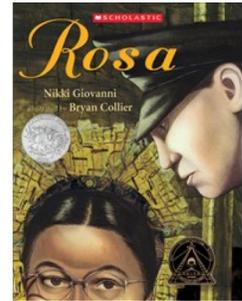
Giovanni, Nikki. *Rosa*. New York: Henry Holt and Company, 2005. Print.

Rosa Parks is one of the most famous figures in American history. On December 1, 1955, she got on a Montgomery, Alabama, city bus after work and refused to give up her seat to a white man, an act that sparked a revolution.

Written by Nikki Giovanni, an award winning poet, writer and activist, and illustrated by Bryan Collier, *Rosa* was a 2006 Caldecott Honor Book and a 2006 King Illustrator Award Winner.

Lexile 900

ISBN 978-0-8050-7106-7



World History

George Washington Carver (standard 3.16, 5.37)

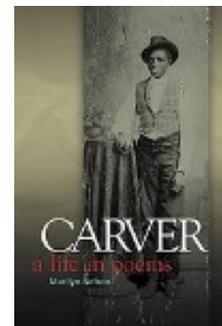
Nelson, Marilyn. *Carver a Life in Poems*. Asheville, North Carolina: Front Street, 2001. Print.

George Washington Carver was born a slave in Missouri around 1864. He eventually earned a master's degree and, in 1896, began the agricultural department at Tuskegee Institute. Carver is best known for his work as a botanist and an inventor, but he was also a talented painter, musician and teacher.

This collection of poems follows the life and accomplishments of Carver. Poems include selections such as "Drifter," "Four a.m. in the Woods," and "Green-Thumb Boy."

Lexile 890

ISBN13: 9781886910539



Benjamin Banneker (standard 2.32)

Pinkney, Andrea Davis. *Dear Benjamin Banneker*. Chicago: Harcourt, 1994. Print.

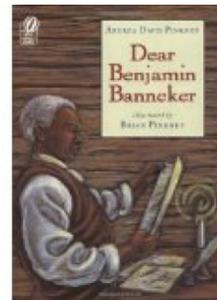
Throughout his life Banneker was troubled that all black people were not free. And so, in 1791, he wrote to Secretary of State Thomas Jefferson, who had signed the Declaration of Independence.

Banneker attacked the institution of slavery and dared to call Jefferson a hypocrite for owning slaves. Jefferson responded. This is the story of Benjamin Banneker--his science, his politics, his morals, and his extraordinary correspondence with Thomas Jefferson.

Illustrated in full-page scratchboard and oil paintings by Caldecott Honor artist Brian Pinkney.

Lexile 1100

ISBN 0-15-3143967



8th Grade History in the Public Domain

Document	Public Domain Source
Colonialism (1600-1750)	
Excerpts from The First Virginia Charter, 1606	http://avalon.law.yale.edu/17th_century/va01.asp
The Mayflower Compact, 1620	http://avalon.law.yale.edu/17th_century/mayflower.asp
Excerpts from the Charter of Massachusetts Bay Colony,	http://avalon.law.yale.edu/17th_century/mass03.asp
Excerpts from The Fundamental Orders of Connecticut, 1639	http://avalon.law.yale.edu/17th_century/order.asp
Excerpts from The Maryland Toleration Act, 1649	http://avalon.law.yale.edu/18th_century/maryland_toleratation.asp
Excerpts from The New England Articles of Confederation	http://avalon.law.yale.edu/17th_century/art1613.asp
A Histone of Virginia, ("Starving Time") John Smith	https://books.google.com/books?id=z77xqkcCBOwC&printsec=frontcover&dq=John+smith+virginia&hl=en&sa=X&ei=L5TKVLq9A9ehyATEmlHgAw&ved=0CCcQ6wEwAA#v=onepage&q=scarce&f=false
Excerpts from Of Plymouth Plantation, William Bradford	https://archive.org/details/bradfordshistory00brawi
Development of a New Nation (1720-1787)	
Excerpts from "Give Me Liberty or Give Me Death" speech, Patrick Henry	http://avalon.law.yale.edu/18th_century/patrick.asp
The Declaration of Independence	http://www.archives.gov/exhibits/charters/declaration_transcript.html
Excerpts from "Common Sense"	https://books.google.com/books?id=e0oqAAAAAYAAJ&printsec=frontcover&dq=common+sense+thomas+paine&hl=en&sa=
Excerpts "The Crisis," Thomas Paine	http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/north/paine.html

Autobiography of Benjamin Franklin	https://books.google.com/books?id=IBYZAAAAYAAJ&printsec=frontcover&dq=autobiography+of+benjamin+franklin&hl=en&sa=X&ei=cvrUVly1INO0yATy04L4Dg&ved=0CCgQ6AEwAA#v=onepage&q=autobiography%20of%20benjamin%20franklin&f=false
	The Constitution and Foundation of the American Political System (1777-1789)
Excerpts from The Articles of Confederation	http://memory.loc.gov/cgi-bin/ampage?collid=llsl&fileName=001/llsl001.db&recNum=127
The U.S. Constitution	http://www.archives.gov/exhibits/charters/constitution_transcript.html
The Federalist Paper #10	http://thomas.loc.gov/home/histdox/fed_10.html
The Federalist Paper #51	http://thomas.loc.gov/home/histdox/fed_51.html
The Bill of Rights	http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html
Washington's Farewell	http://avalon.law.yale.edu/18th_century/washing.asp
	Growth of the Young Nation (1789-1849)
Excerpts from the journals of Lewis and Clark	http://www.gutenberg.org/files/8419/8419-h/8419-h.htm
Excerpts from decision in Marbury vs. Madison, John Marshall	http://www.ourdocuments.gov/doc.php?flash=true&doc=19&page=transcript
	The United States' Role on the World Stage (1789-1849)
Excerpts from the Journal of Lewis and Clark	http://www.gutenberg.org/files/8419/8419-h/8419-h.htm
	The Sectionalism of the American North, South, and West (1800-1850)
Excerpts from "The Declaration of Sentiments," Seneca Falls Convention	http://www.nps.gov/wori/historyculture/declaration-of-sentiments.htm
Excerpts from "Nature" Ralph Waldo Emerson	https://books.google.com/books?id=G00hAAAAMAAJ&printsec=frontcover&dq=nature+ralph+waldo+emerson&hl=en&sa=X&ei=dwLVVObNHsOdygSt6oCYAg&ved=0CCAQ6wEwAA#v=onepage&q=nature%20ralph%20waldo%20emerson&f=false

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Social Studies Assessment Video

Hello. My name is Sonya Hudgens Cox, and I have taught in Rutherford County for the past 18 years at both the elementary and middle school level. I currently serve as a Response to Intervention and Instruction Coach in Rutherford County.

I will be your guide to Tennessee's new assessments in social studies and U.S. History. These new assessments will begin in the 2015-16 school year and are aligned to the new standards.

We want to share this information in order to be transparent about the direction of the assessment and provide information that can support your planning for the coming year.

As an introduction to the new assessments in social studies and U.S. History, this video will share:

- Basic information about the new standards and assessment,

- What resources have been released, and

- Additional information about the multiple choice and extended response portions of the test

Let's start with the basics about the new social studies standards and assessments...

New social studies standards went into effect during the 2014-15 school year. The revised standards are more rigorous. They also include more primary documents, opportunities for higher cognitive demand, and additional focus on Tennessee History and Civics.

The state's new social studies TCAP Achievement and End of Course tests are aligned to the new standards, not the old standards. The first operational assessment will be given during the 2015-16 school year. This spring, students across the state took a field test. Like most field tests, the goal is to ensure that potential questions are fully vetted. The field test is what helps ensure that the operational test uses appropriate questions to assess students learning. After the field test results are analyzed, educators groups will select final questions.

There are a number of different documents about the new assessments. I will walk through each in a moment. You can find all released information on the department's assessment webpage.

For each grade level, you can find Performance Level Descriptors, Assessment Frameworks, and online practice items.

First, performance level descriptors, or PLDs. PLDs outline the specific skills/content students will need to demonstrate at each proficiency level. The PLDs for each grade level were created by TN educators.

Let's take a look at a sample PLD together.

This is Grade 6 but the structure of each grade level looks similar. Across the top row, you will see a total of four proficiency levels: Below Basic, Basic, Proficient, and Advanced. All assessments now have four proficiency levels. In the first column of every grade level, the Generic Descriptors are listed - these are the same across all grades. On the remaining rows, the reporting categories are listed. The snapshot on this slide shows the General Descriptors and the first reporting category in Grade 6. You can see that working from left to right, the PLD describes the specific skills/content students will need to demonstrate at each proficiency level.

You can find the full Grade 6 PLD and all grades on the Social Studies/U.S. History assessment page under the Scoring section.

Second, frameworks. Frameworks that list the number of items assessed in each reporting category are also available. For each grade, the frameworks organize the standards into reporting categories and outline the total percentage of the test that will assess each reporting category. You can view the preliminary frameworks now. This summer, educators and measurement experts will come together to review the results of the field test and finalize the design of the operational test. You can find these documents on the Social Studies/U.S. History assessment page under the Test Design section.

Online practice items at each grade level are also available to support planning and instruction. In preparation for the field test, practice items were released to ensure teachers had an idea of the types of questions that would be on the field test. The practice items range in rigor. The items are designed for students and teachers to get practice with the content and format of the new assessment. Before the start of the new school year, the department will provide final practice tests to allow teachers, parents, and students a look into the operational test design. You can find these resources on the Social Studies/U.S. History assessment page under the Practice Resources section.

The department is committed to providing districts with transparent and detailed information regarding the test design of the new assessments in social studies and U.S. History.

Now that we have covered what information is available about the new standards and assessments, let's discuss the overall test design.

Let's start with how and when the new tests will be administered.

The new tests will be given primarily online. A paper-pencil option will also be available for students when required by an IEP.

The operational test will be administered at two separate times during the school year. Part I will be administered in February/March 2016 and require students to write one essay. Part II will only include multiple-choice questions and will be administered in April/May 2016. There will be a fall and a spring block schedule administration option for U.S. History.

We will now talk specifically about what Part I and Part II will assess. First, we'll discuss Part I.

The new Social Studies assessments will include extended response questions on Part I. This is the biggest change in the test design. Part I is the extended response portion of the test. There will be no multiple choice questions on Part I. The extended response prompt will ask students to analyze passages, timelines, maps, and/or graphics and write an essay. Texts will be chosen based on a variety of factors, including quality, style, and subject matter. All texts will be reviewed by teachers for content and sensitivity.

Not all standards will be assessed on Part I. The department webpage includes more information to help guide planning. For each grade, you can find specific information about the design of the extended response questions including the standards assessed on Part I. The final rubrics that will be used to assess the written responses are also available. You can find grade-level information about extended response standards on the Social Studies/U.S. History assessment page under the Test Design section.

Students' essays will be scored for content and for literacy. This is designed to reflect the emphasis of the standards. The rubrics are built directly from the language of the new content and literacy standards. For grades without social studies literacy standards, the rubrics incorporate the Writing Strand from the Tennessee standards for English language arts.

You can find the scoring rubrics for extended response in social studies on the Social Studies/U.S. History assessment page under the Scoring section.

This summer, teachers will come together through a process called range finding to score student work against the rubric. This is the group that will establish guidelines for each score point. Their decisions will directly inform how the testing vendor trains their scorers for the operational test.

Scorers for the operational test will be monitored to ensure accuracy and consistency. All scorers receive extensive training, and must successfully score several practice sets before being permitted to score live student responses. All essays will be double scored.

Now that we have discussed Part I, let's move on to Part II.

Part II will not include any essays, only multiple choice questions. However, students will still have to analyze text excerpts, timelines, maps, and/or graphics to provide a multiple choice response. Any standards not listed as extended response could be assessed on Part II.

This summer, after the field test results are analyzed and range finding, we will share final information about how Part I and Part II will be scored and reported.

Remember the new social studies standards aim to integrate historical knowledge and literacy. The new test is designed to reflect this.

While transitioning to more rigorous assessments is hard work for both our students and us, as educators, with the new assessment comes new opportunity.

Social studies is an important subject that is fundamental to an informed citizenry.

The new assessment represents a step forward. It is designed to measure the skills student need to be successful beyond graduation from high school.

And finally, the new assessment will fully assess the new standards and give students and teachers actionable information.

We have seen, with multiple examples, that student performance does rise over time to meet our high expectations. We hope this training provides helpful information and resources to support instruction that sets students up for success.

Thank you. Please send any questions about this information or other instructional topics to TNCore.Questions@tn.gov.



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