

BRIDGING THE GAP BETWEEN K-12 AND COLLEGE READINESS STANDARDS IN TEXAS:

RECOMMENDATIONS FOR U.S. HISTORY

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The **SOCIAL STUDIES FACULTY COLLABORATIVE** is one of four collaboratives established by the Texas Higher Education Coordinating Board to help promote its [College and Career Readiness Standards](#) among faculty at institutions of higher education who prepare pre-service teachers. The activities of the Faculty Collaboratives are designed to ensure that prospective teachers will be able to prepare their students to be college-ready.

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EXECUTIVE SUMMARY

Prospective history teachers in Texas face two daunting challenges. First, there are at least thirty-six relevant sets of standards that govern teaching and assessment. Second, the principal standards for secondary learning outcomes—the *Texas Essential Knowledge and Skills* (TEKS)—have been shown to be inadequate in a number of ways. *College and Career Readiness Standards* (CCRS) were prepared by the Texas Higher Education Coordinating Board but the TEKS fall far short of reaching the college preparation standards. This report aims to bridge the gap between the ineffective TEKS and the under-utilized CCRS.

Bridging the Gap between K-12 and College Readiness Standards in Texas: Recommendations for U.S. History seeks to address both of the problems facing future history teachers by correlating the most important and relevant standards while at the same time offering recommendations designed to connect the TEKS with the CCRS. The recommendations are intended to blend content and skills, the TEKS and the CCRS, into rich and useful “pedagogical content knowledge”—knowledge about that past that cannot be separated from the process of learning about it.

The recommendations are divided into the following eight chronological periods: 1. Contact and Colonization (beginnings-1763), 2. The Revolution and a New Nation (1754–1815), 3. Expansion and Reform (1803–1854), 4. The Civil War and Reconstruction (1850-1877), 5. The Development of Modern America (1865–1920), 6. Modern America and the World Wars (1914–1945), 7. Postwar America (1945-1974), and 8. Contemporary United States (1975 to the present). Two additional sections treat Critical Thinking Skills and Disciplinary Thinking Skills.

It is hoped that the recommendations will prove useful to in-service history teachers, district curriculum designers and coordinators, prospective teachers, novice teachers, and teacher educators throughout the state.

ANALYSIS

Overview

Those who are preparing to become history teachers in the secondary schools in Texas face two daunting challenges. First, there are *at least thirty-six relevant sets of standards* that govern teacher preparation, classroom practice, and student assessment (see Appendices A and B). Any single set may run to more than one hundred pages and the combined mass of all of them is, for all practical purposes, overwhelming.

Second, the *K-12 educational system in Texas is founded upon an inadequate set of standards*. The Texas Essential Knowledge and Skills (TEKS) were first drafted in 1998 to serve as a systemic blueprint for the state's textbooks, curriculum, standardized tests, and teacher certification credentials. However, within less than a decade it became apparent that Texas students were not being adequately prepared for college. In response, the Texas Higher Education Coordinating Board and the Texas Education Agency oversaw the creation of a set of comprehensive College and Career Readiness Standards (CCRS)¹ that were published in January 2008, but these new standards were not incorporated into the revised version of the TEKS prepared in 2010. Because the standards for secondary education (TEKS) fail to meet the state's college readiness standards (CCRS), students—and the teachers who teach them, and those seeking to become teachers—are left facing a gap between the state's secondary curriculum and the realities of the college learning experience. This report aims to bridge the gap between the ineffective TEKS and the under-utilized CCRS.

Bridging the Gap between K-12 and College Readiness Standards in Texas: Recommendations for U.S. History seeks to address both of the problems facing future history teachers. It seeks to correlate the most important and relevant standards for history teaching and learning while at the same time offering recommendations designed to tweak the TEKS into providing better preparation for college. It is hoped that the recommendations will prove useful to in-service history teachers, district curriculum designers and coordinators, prospective teachers, novice teachers, and teacher educators throughout the state.

This report focuses on U.S. History for two significant reasons: U.S. history constitutes the subject of two secondary-level social studies courses (U.S. history to 1877 in eighth grade and U.S. history since 1877 typically offered in eleventh grade) and it forms the backbone for several others (Texas history, government, and economics). The report does not propose to offer a complete and structured curriculum, but rather a series of integrated recommendations that may be useful for all who need to interact with the TEKS, whether as teachers, curriculum designers, prospective teachers, or teacher educators. *Bridging the Gap* aims not to be comprehensive, but thought-provokingly suggestive.

¹ *Texas College and Career Readiness Standards* (Austin: Texas Higher Education Coordinating Board, 2008); online at <http://www.theccb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8>.

College Readiness Left Behind in the New Social Studies Standards

Before one can successfully help high school students arrive at their college destinations, it is necessary to understand their place of departure in the TEKS. Eight years after the TEKS were first implemented in 1998, a study by the Texas Higher Education Coordinating Board revealed the disheartening fact that 40% of Texas students needed remedial college assistance at a cost of more than \$80 million per year to Texas taxpayers. This finding prompted the creation of the state’s college readiness standards and when the state board of education initiated its revision of the TEKS in 2009, it charged the review committees to incorporate the CCRS. However, midway through the process the publicly elected board of education abandoned its committees (composed of practicing educators) and its expert reviewers (some of whom were trained historians and college professors). Over the course of eight months, the lawyers and realtors and dentist on the board made hundreds of changes to the standards. As the politicians squabbled over the politics of who should be in or out, they tacitly adopted a bi-partisan agreement to ignore principles of sound pedagogy. In 2011 the Fordham Institute awarded the 2010 TEKS an overall grade of D, characterizing them as “a politicized distortion of history” that is “both unwieldy and troubling” while “offering misrepresentations and every turn.”² As the process drew to a close, state board of education chairwoman Gail Lowe admitted that the board had failed to follow up on the college readiness effort.³

Even without such a confession, the evidence of inattention to college readiness is apparent throughout the secondary standards. Here are a few clear, illustrative examples of the way that college readiness was almost totally ignored in the revised U.S. history TEKS (emphasis added).

1. The TEKS present history as a body of facts to be memorized.

| <u>CCRS</u> | <u>TEKS</u> |
|--|---|
| • “Examine <i>how and why</i> historians divide the past into eras” [CCRS.1.B.1] | • “ <i>identify the major eras</i> in U.S. history from 1877 to the present and describe their defining characteristics” [11.c.2.B] |

² Sheldon M. Stern and Jeremy A. Stern, *The State of State U.S. History Standards 2011* (Washington, DC: Thomas Fordham Institute, 2011), 141-143; online at http://www.edexcellencemedia.net/publications/2011/20110216_SOSHS/SOSS_History_FINAL.pdf.

³ Gail Lowe is cited in Kate Alexander, “College Readiness Overlooked in Social Studies Fight,” *Austin American-Statesman*, March 19, 2010; see also Holly K. Hacker, “Students Playing Catch-Up as they Hit College,” *Dallas Morning News*, March 21, 2010. The October 2009 draft of the TEKS reveals only twelve changes made in U.S. history courses based on the CCRS—four in eighth grade (standard 20.C, 23.A, 29, and 30.B) and eight in eleventh grade (introduction b.2 and standards 2.A, 6.A, 6.B, 7.F, 7.G, 17.A, and 29.C).

2. The TEKS encourage one-sided analysis.

| <u>CCRS</u> | <u>TEKS</u> |
|---|---|
| <ul style="list-style-type: none">• “evaluate the <i>strengths and weaknesses</i> of different economic systems” [CCRS.I.D.1] | <ul style="list-style-type: none">• “describe the characteristics and the <i>benefits</i> of the U.S. free enterprise system” [8.b.14.B]• “identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the <i>unintended consequences</i> of each” [11.c.17.D] |

3. The TEKS confuse writings with speeches.

| <u>CCRS</u> | <u>TEKS</u> |
|--|--|
| <ul style="list-style-type: none">• “Understand the <i>differences</i> between a primary and secondary source and <i>use each appropriately</i> to conduct research and construct arguments” [CCRS.IV.A.4] | <ul style="list-style-type: none">• “discuss the impact of the <i>writings</i> of Martin Luther King Jr. such as his ‘I Have a Dream’ <i>speech</i> and ‘Letter from Birmingham Jail’ on the civil rights movement” [11.c.9.E] |

These examples are not meant to say that the TEKS do not contain any bright spots—those few instances are duly noted in the recommendations that follow. The examples are meant to illustrate a widespread pattern of neglect of college readiness skills. No student will succeed in college or the workplace if he confuses writings with speeches, conducts a one-sided analysis, or simply spits back a string of memorized information. No Texas parent would desire this for her child and no profit-minded Texas business leader would hire a graduate who had attained only these abysmal standards.

When the College Readiness Standards were created in 2006, 40% of Texas college students were unprepared for college. In 2010, 48% of community college entrants and 14% of incoming university freshmen required remedial courses in at least one subject.⁴ The gap is widening.

⁴ “Achievement Gaps for Texas College Students Still a Challenge,” *Forth Worth Star-Telegram*, August 22, 2011.

How to Bridge the Gap

Showing the TEKS to be insufficient will not help Texas students, teachers, curriculum designers, or teacher educators. During 2011, the Social Studies Faculty Collaborative of the Texas Higher Education Coordinating Board oversaw a multi-stage process for aligning relevant standards and making recommendations on bridging the gap between the TEKS and the CCRS.

The Collaborative commissioned Keith A. Erikson, assistant professor of history at the University of Texas at El Paso, to facilitate a working group and prepare this written report. The working group/advisory committee was composed of Andrew J. Milson, professor of social science education and geography at the University of Texas at Arlington; Wallace D. Johnson, college readiness liaison at South Texas College; and Wendi Miller-Tomlinson, social studies coordinator at the El Paso Independent School District. The committee met in April 2011 and reviewed a draft of Erikson’s proposed recommendation matrix in May. The report was prepared and reviewed over the summer months in preparation for online publication in November.

The recommendation matrix is divided into eight chronological periods based on the periods outlined in the *U.S. History Framework for the 2010 National Assessment of Educational Progress* (NAEP) and the *National Standards for History Education* produced by the National Center for History in the Schools at the University of California in Los Angeles.⁵ The total of eight was selected for the purpose of identifying four periods for the first half of the course (beginnings through 1877) and four periods for the second half (1877 to the present).

In the recommendations that follow, the left hand column presents a chronological outline of U.S. history by dividing the appropriate topics from the TEKS into their respective time period. Thus, the standards for eighth grade U.S. history constitute the backbone of the first four periods while the standards for eleventh grade U.S. history form the outline for the latter four. These eight periods are followed by two sections on critical thinking skills and disciplinary thinking skills. All of the standards for the two U.S. history courses are presented in the matrix, a feat which often required vertical alignment within the course itself! For example, in the second half of U.S. history, the 1920s are treated in TEKS standard 6, the stock market crash in standard 16, and World War II in standard 7—they have been restored to chronological order in the matrix. For purposes of K-12 vertical alignment, relevant standards from fifth grade U.S. history, seventh grade Texas history, tenth grade world history, and twelfth grade government and economics have also been included when they differ from the U.S. history standards.

The right hand column of the matrix presents a variety of college readiness “Recommendations,” ranging from direct integrations from the CCRS to relevant primary sources to thought provoking questions to local and contemporary connections. “TEKS Exemplar” standards are also noted in this column when relevant. The goal of this column is to present a host of

⁵ *U.S. History Framework for the 2010 National Assessment of Educational Progress* (Washington, DC: Department of Education, 2011), online at <http://www.nagb.org/publications/frameworks.htm>; *National Standards for History Education* (Los Angeles: National Center for History in the Schools, 1996), online at <http://www.nchs.ucla.edu/Standards/>.

recommendations that blend content and skills, the TEKS and the CCRS, into rich and useful “pedagogical content knowledge”—knowledge about that past that cannot be separated from the process of learning about it. Where appropriate, these recommendations have also been aligned with national standards and benchmarks prepared by professional and educational groups such as the National Assessment of Educational Progress and the National Center for History in the Schools. The recommendations do not constitute a comprehensive curriculum or even a single lesson plan.⁶ Rather, they provide questions that teachers can ask of the TEKS and to their students to help bridge the gap between the TEKS and college ready skills.

The recommendations are preceded by a variety of italicized stems. Many of these encourage disciplinary-based historical thinking and analysis about change, continuity, causation, context, complexity, narratives, historical comparison, empathy, perspective, impact, significance, relevance, and periodization. Some recommend making connections, debating about history, evaluating historical arguments, exploring paradox. Others point to relevant primary sources and digital history resources.⁷ Some challenge the TEKS directly by pointing to their omissions and the controversies that created them. Some apply critical thinking skills, such as analyzing narrative, conceptual thinking, question forming, consideration of audience, and moving beyond mere comprehension or memorization. Others engage more generic college readiness skills, such as academic integrity, application, extension, word choice, modern debates and impact, and global comparisons and connections. These sixty-seven different stems are not meant to form a catchy acronym or cookie-cutter analytical process. Rather, they represent the range of intellectual reactions that the TEKS prompted in the thinking of one historian and college history professor.

One-by-one, professors and students, current teachers and future teachers, will have to bridge the gap between the inadequate K-12 standards in history and the rigors and requirements of college and career performance. If *Bridging the Gap between K-12 and College Readiness Standards in Texas* can guide educators today, hopefully they will be ready to help their students in the future.

⁶ For an exemplary curriculum based on historical thinking skills see the Stanford History Education Group’s *Reading Like a Historian* curriculum, online at <http://sheg.stanford.edu/?q=node/45>; it is also useful to see the group’s abbreviated *Historical Thinking Matters* website, online at <http://historicalthinkingmatters.org/>. The National History Education Clearinghouse reviews lesson plans online at <http://teachinghistory.org/teaching-materials>. The Texas Education Agency has created OnTRACK for College Readiness with more than 150 lesson plans online at <https://meeting.austin.utexas.edu/p2w7psb6npt>.

⁷ For additional online resources for history and social studies teachers visit www.utep.edu/teachingsocialstudies.

RECOMMENDATIONS

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The eight chronological periods are adapted from the *U.S. History Framework for the 2010 National Assessment of Educational Progress* (NAEP) and the *National Standards for History Education* produced by the National Center for History in the Schools at the University of California in Los Angeles.⁸ The total of eight was selected for the purpose of identifying four periods for the first half of the course (beginnings through 1877) and four periods for the second half (1877 to the present).

⁸ *U.S. History Framework for the 2010 National Assessment of Educational Progress* (Washington, DC: Department of Education, 2011), online at <http://www.nagb.org/publications/frameworks.htm>; *National Standards for History Education* (Los Angeles: National Center for History in the Schools, 1996), online at <http://www.nchs.ucla.edu/Standards/>.

Citation Abbreviations

| | |
|-----------------------------------|---|
| AP.US | Refer to the numbered themes for the Advanced Placement U.S. history curriculum. |
| Arabic numerals (i.e., 11.c.17.B) | Refer to the <i>Texas Essential Knowledge and Skills</i> (TEKS) by grade level (11); followed by section, standard, and clause. |
| CCRS (i.e., CCRS.I.A.1) | Refer to the <i>College and Career Readiness Standards</i> (CCRS) in social studies by key content (I), organizing components (A), and performance expectations (1). |
| Econ | Refer to the <i>Texas Essential Knowledge and Skills</i> (TEKS) for 12 th grade economics; followed by section, standard, and clause. |
| Govt | Refer to the <i>Texas Essential Knowledge and Skills</i> (TEKS) for 12 th grade government history; followed by section, standard, and clause. |
| NAEP | Refer to U.S. history framework of the National Assessment of Education Progress prepared by the National Assessment Governing Board; followed by period and theme numbers. |
| NCHE | Refer to the “History’s Habits of Mind” created by the National Council for History education (NCHE). |
| NCHS.HT | Refer to the historical thinking standards created by the National Center for History in the Schools at the University of California at Los Angeles; followed by standard. |
| NCHS.US | Refer to the U.S. history standards created by the National Center for History in the Schools at the University of California at Los Angeles; followed by era and standard. |
| TX | Refer to the <i>Texas Essential Knowledge and Skills</i> (TEKS) for 10 th grade world history; followed by section, standard, and clause. |
| World | Refer to the <i>Texas Essential Knowledge and Skills</i> (TEKS) for 10 th grade world history; followed by section, standard, and clause. |

Additional information about these sets of standards is provided in Appendix A.

1. Contact and Colonization (beginnings-1763)

| Topics in the Standards | Recommendations |
|---|--|
| <p>Before European Contact</p> <ul style="list-style-type: none"> • Maya, Inca, and Aztec civilizations [world.c.6.A-B; world.c.27.B] • American Indians in Texas prior to colonization [TX.b.2.A] | <p><i>Thinking about omissions:</i> Why don't the TEKS mention this topic in US history courses?</p> <p><i>Change as a process:</i> It is tempting to view the three societies that converged after 1492 as static entities. What long- and short-term political, social, economic, religious, and cultural changes were already underway in Europe, America, and Africa during this era? [CCRS.I.A.3-5; NAEP.1.1; NAEP.1.3; AP.US.1; NCHS.US.1]</p> <p><i>Comparing narratives:</i> Compare the beliefs of Native Americans about their origins with the findings of archeologists and geologists. [CCRS.I.A.2; NCHS.US.1.1A]</p> |
| <p>Contact and Exploration</p> <ul style="list-style-type: none"> • Columbian Exchange as a turning point [world.c.1.D] • Reasons for European exploration of North America [8.b.2.A] | <p><i>Historical analysis:</i> Though not identified in the US history TEKS, the Columbian voyages are generally seen as a significant turning point in history. In what ways did they influence population distribution, trans-oceanic empires, the expansion of capitalism, the spread of representative government, and the perpetuation of forced labor? [CCRS.I.A.2; CCRS.I.A.4; CCRS.II.A.3.a; NAEP.1.2; NCHS.US.1]</p> <p><i>Global connections:</i> How and why did diverse European, American, and African communities interact and become dependent on each other? [CCRS.III.A.3]</p> <p><i>Thinking about omissions:</i> What about the tools, artifacts, livestock, and germs that Europeans brought with them to the Americas? [CCRS.III.A.1; NAEP.1.1]</p> |
| <p>Colonization and Colonial Life</p> <ul style="list-style-type: none"> • Reasons for European settlement of North America [8.b.2.A]; Spanish colonization [TX.b.2.B-C] | <p><i>Global comparison:</i> Compare the English, French, Dutch, and Spanish motives for exploration and colonization. How did national</p> |

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| <ul style="list-style-type: none"> • Compare reasons for establishing 13 English colonies [8.b.2.B] • explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact [8.b.1.c] • <i>Individuals</i>: Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn [8.b.20.A]; William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams [5.b.1.B] | <p>and religious rivalries influence these motives? [CCRS.I.A.4; NAEP.1.2; NAEP.1.3; NAEP.1.4; NCHS.US.1.2A]</p> <p><i>Thinking about omissions</i>: What role did indigenous Americans, Africans, and other Europeans play in the establishment of the English colonies?</p> <p><i>Historical analysis</i>: What changed as a result of the 1607 founding of Jamestown? What remained the same? [CCRS I.B.2]</p> <p><i>Thinking about periodization</i>: What other dates before 1607 could also be considered significant? St. Augustine, FL, was settled in 1565. What difference would it make if narratives of American history began with Spanish settlement instead of English? [CCRS I.B.1]</p> <p><i>Historical analysis</i>: What changed as a result of the 1620 arrival of the Pilgrims? What remained the same? [CCRS I.B.2]</p> <p><i>Complex interaction</i>: How do both environmental and human factors account for the differences in the colonies of New England, mid-Atlantic, Chesapeake, and lower South? [CCRS.I.A.2; CCRS.I.A.5-6; NAEP.2.2; NCHS.US.2.3B]</p> <p><i>Digital history</i>: History Matters: Many Pasts presents over 1,000 primary documents in text, image, and audio about the experiences of ordinary Americans; the site may be browsed chronologically or searched by topic, time period, or keyword [http://historymatters.gmu.edu/browse/manypast/].</p> |
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|--|--|
| <ul style="list-style-type: none"> • <i>Representative government:</i> institutions (VA House of Burgesses), documents (Mayflower Compact, Fundamental Orders of CT), reasons for growth, influence of religion [8.b.3.A-C; 5.b.14.B]; compared to monarchy [5.b.14.A] • Economic patterns and industries [5.b.10.A-B]; Impact of Atlantic slave trade [world.c.7.C] | <p><i>Broader context:</i> How did the rise of individualism, the concept of the “rights of Englishmen,” English politics, tensions between colonists and their governments, tensions between legislative and executive power, and the rise of consumer culture contribute to the development of representative government and participatory democracy? [NEAP.2.1; NCHS.US.2.2A]</p> <p><i>Global comparison:</i> Compare and contrast the governing policies of the British and Spanish empires over time, explaining how each sought to sustain order and stability [CCRS.III.B.1.a; AP.US.2]</p> <p><i>Primary Sources:</i> Mayflower Compact [8.b.3.B; 5.b.14.B; NAEP.2.1]; Fundamental Orders of Connecticut [8.b.3.B]. The Avalon Project presents over 6000 years of documents in law, history, and diplomacy [http://avalon.law.yale.edu/default.asp].</p> <p><i>Global context:</i> How did European economic institutions, such as mercantilism, influence American society? [NCHS.US.2.3A]</p> <p><i>Environment:</i> How did climate, soil conditions, and natural resources influence regional economic development? [CCRS.I.A.2; CCRS.I.A.6]</p> <p><i>Comparison:</i> Compare the characteristics of free labor, indentured servitude, and chattel slavery. What accounts for the shift from indentured servitude to chattel slavery in the southern colonies? [CCRS.I.A.4; NAEP.1.3; NAEP.2.3; NCHS.US.2.3B]</p> <p><i>Global comparison:</i> How did the varieties of slavery in Africa differ from chattel slavery in the English colonies of North America and the Caribbean? [CCRS.I.A.2; NAEP.2.3; NCHS.US.2.3C]</p> <p><i>Digital history:</i> Slaveryimages.org offers a searchable collection of more than 1,200 images of social life, settlements, and material culture in Africa and the Americas [http://www.slaveryimages.org/].</p> |
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2. The Revolution and a New Nation (1754–1815)

| Topics in the Standards | Recommendations |
|--|---|
| <p>Causes of the Revolution</p> <ul style="list-style-type: none"> • Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies [8.b.4.A] • Boston Tea Party [8.b.20.C; 5.b.2.A] • French and Indian War [5.b.2.A] | <p><i>Causation and chronology:</i> What were the critical events that led to the outbreak of armed conflict? When did war become inevitable?</p> <p><i>Empathy and perspective:</i> Why did many white men and women and most African Americans and Native Americans remain loyal to the British? [NAEP.3.1; NCHS.US.3.2C]</p> <p><i>Evaluate historical arguments:</i> How did patriots and loyalists argue for or against the decision to declare independence? [NAEP.3.1; NCHS.US.3.1A]</p> <p><i>Primary sources:</i> The Library of Congress houses political cartoons that reveal the political, social, and economic situation surrounding the Stamp Act. [http://myloc.gov/Education/LessonPlans/Pages/lessonplans/cartoons/index.aspx]</p> |
| <p>Declaration of Independence</p> <ul style="list-style-type: none"> • Grievances listed [8.b.15.C], purpose and importance [5.b.15.A] • explain the significance of the following dates: 1776, adoption of the Declaration of Independence [8.b.1.C] | <p><i>Historical analysis:</i> How did colonists transition from thinking of themselves as British to thinking of themselves as Americans? What economic factors contributed to the decision to declare independence? [NAEP.3.3]</p> <p><i>Primary Source:</i> the Declaration of Independence [8.b.15.C; 11.c.1.A-B]. Did the principles listed in the Declaration of Independence construct a sound justification of independence? [NCHS.US.3.1B]</p> <p><i>Global comparison:</i> How does the Declaration of Independence compare with the French Declaration of the Rights of man and Citizen? [NAEP.3.4; NCHS.US.3.1B]</p> <p><i>Historical analysis:</i> Did the Declaration of Independence mark a radical change from the past? What things remained the same? [CCRS I.B.2]</p> |

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| <ul style="list-style-type: none"> • Strengths and weaknesses of the Articles of Confederation [8.b.15.B; 5.b.3.A] • National identity [8.b.23.D] | <p><i>Turn it inside out:</i> Instead of viewing the Articles of Confederation as the “problem” solved by the Constitution, ask how they were the “answer” to the problems posed by independence. [CCRS.I.C.1-2]</p> <p><i>Conceptual thinking:</i> How is identity created? How does it change over time? [CCRS.II.B.1; CCRS.II.B.6]</p> <p>How did the national culture created by the founding fathers compare with the regional cultures and traditions of the Spanish borderlands (Texas, Arizona, New Mexico, California, and Florida)? [CCRS.II.B.1.c; NAEP.3.2]</p> |
| <p>The Revolutionary War</p> <ul style="list-style-type: none"> • <i>Events:</i> declaring independence, writing the Articles of Confederation, battles (Lexington, Concord, Saratoga, and Yorktown), winter at Valley Forge, Treaty of Paris of 1783 [8.b.4.C] • <i>Individuals:</i> Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington [8.b.4.B]; John Paul Jones [8.b.22.B]; Nathan Hale, the Sons of Liberty [5.b.2.B]; Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter | <p><i>Global connections:</i> What was the relationship of the United States with France, Holland, and Spain during the war? [NAEP.3.4; NCHS.US.3.1C]</p> <p><i>Global connections:</i> how did the terms of the Treaty of Paris influence the relationship of the United States with Native Americans and European nations that held territories in the new world? [NCHS.US.3.1C]</p> <p><i>Thinking about omissions:</i> What were the roles of women, African Americans, and Native Americans in the Revolutionary War? [NAEP.3.2; NCHS.US.3.1C]</p> <p><i>Perspective:</i> Examine the Revolution through the eyes of enslaved and free blacks, Native Americans, white men and women of different social classes, religions, ideological dispositions, regions, and occupations. [NCHS.US.3.2C]</p> |

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| <p>Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr [11.c.1.C]</p> <ul style="list-style-type: none"> • Founding fathers as models of civic virtue [8.b.20.B; 5.b.19.A-C] • <i>Results</i>: founding of U.S., development of military [5.b.2.C] • Compare political revolutions [world.c.9.A-D] | <p><i>Impact</i>: How revolutionary was the Revolutionary War? How did the Revolution call into question long-established social and political relationships between office holder and constituent, master and slave, man and woman, upper class and lower class? [NAEP.3.1; NCHS.US.3]</p> |
| <p>The Constitution and Bill of Rights</p> <ul style="list-style-type: none"> • <i>Influences</i> of previous ideas [8.b.15.A]; biblical law, English common law and constitutionalism, Enlightenment, republicanism [Govt.c.1.B]; Moses, Blackstone, Locke, Montesque [Govt.c.1.C] • <i>Individuals</i>: Hamilton, Henry, Madison, Mason [8.b.17.A]; Pinckney, Sherman [5.b.3.B]; Adams, Hamilton, Jefferson, Madison, Jay, Mason, Sherman, Wilson [Govt.c.1.D] • Compromises during the Convention [8.b.4.D; 8.b.21.C]; debates and compromises [Govt.c.1.E] • Arguments for and against ratification [8.b.4.E; 8.b.17.A] • explain the significance of the following dates: 1607, founding of Jamestown; 1787, writing of the U.S. Constitution [8.b.1.C] | <p><i>Historical analysis</i>: How do philosophical ideas and intellectual concepts influence human behavior? [CCRS.II.B.4]</p> <p><i>Primary Sources</i>: Magna Carta, the English Bill of Rights, the Mayflower Compact [8.b.15.A], the Declaration of Independence [8.b.15.C]. The Library of Congress Primary Documents in American History feature presents thirty-five of the most important documents in the early history of the United States, each with annotations and an image of the original source—including the Declaration of Independence, the Articles of Confederation, the Constitution, and writings of the Federalists. [http://www.loc.gov/tr/program/bib/ourdocs/PrimDocsHome.html]</p> <p><i>Primary Sources</i>: Federalist Papers, anti-Federalist writings [8.B.15.A; 8.B.17.A; Govt.c.7.C; NCHS.US.3.3A]</p> <p><i>Historical analysis</i>: What changed as a result of writing the Constitution? [CCRS I.B.1]</p> <p><i>Unintended consequences</i>: How did the Constitution sidetrack the movement to abolish slavery? [NAEP.3.1; NCHS.US.3]</p> |

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| <ul style="list-style-type: none"> • <i>Principles</i>: limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights [8.b.15.D; 5.b.16.A-C]; Explain political ideas: deism, unalienable rights, divine right of kings, social contract theory, rights of resistance [Govt.c.1.A]; property rights and taxation [econ.c.14.A] • Rights and responsibilities of citizens [8.b.19.A-F; 8.b.21.B; 8.b.25.C; 5.b.18.A-B; 5.b.15.B-C; 5.b.20.A-B] • Process for amending [8.b.16.A] | <p><i>Primary Sources</i>: the Constitution and Bill of Rights [11.c.1.A-B; Govt.c.7-8]; Compare the Constitution with the Articles of Confederation [CCRS.I.C.1.b].</p> <p><i>Comparison and context</i>: How does the U.S. Constitution compare with the various state constitutions? When seen in this context, why might the founders have included the prohibition against a religious test for office (Article IV) and the religious establishment clause (Amendment 1)? [Govt.c.7.G; NCHS.US.3.2A]</p> <p><i>Personal relevance</i>: Why is it important for citizens to exercise the rights protected by the Constitution? [CCRS.I.C.3]</p> <p><i>Significance</i>: Which issue(s) addressed in the Bill of Rights are involved in court cases today? What does it mean to call the Constitution a “living” document? [CCRS.IV.A.3.a; NCHS.US.3.3B]</p> |
| <p>The Early Republic</p> <ul style="list-style-type: none"> • <i>Establishing a new nation</i>: national security, military, economic system, court system, central government [8.b.5.A] • Origins and development of political parties [8.b.5.C] and interest groups [8.b.21.A] • War of 1812 [8.b.5.D; 5.b.4.A] • Foreign policy and leadership from Washington to Monroe [8.b.5.E; 8.b.22.A-B]; Washington, Jefferson, and Marshall as significant in government and politics [Govt.c.1.F] | <p><i>Historical Analysis</i>: Why would Thomas Jefferson organize an opposition party? Why would he name it the Democratic-Republican Party? [NAEP.3.1; NCHS.US.3.3D]</p> <p><i>Primary Sources</i>: Washington’s Farewell Address [8.b.5.E]; Monroe’s 1823 address to Congress [8.b.5.E]</p> |

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| <p>The Industrial/Market Revolution</p> <ul style="list-style-type: none"> • Industrial revolution and urbanization [8.b.13.A-B]; transportation and communication [8.b.27.B]; economics [5.b.11-13] • Manufacturing and marketing [8.b.27.C] • <i>Innovations</i>: steamboat, the cotton gin, and interchangeable parts [8.b.27.A]; factory system, transcontinental railroad [8.b.27.D; 5.b.23.B] • Impact on daily life [8.b.28.A-B; 5.b.4.F; 5.b.23.C] • Government, taxation, and property rights [8.b.14.A-B] • Religious influence on immigration [8.b.25.B]; immigrant groups [5.b.4.D] • Regional economic differences [8.b.12.A-D; 5.b.4.B] | <p><i>Historical analysis</i>: How did the industrial revolution influence society and the growth of cities? How did human activities such as irrigation and land use alter the physical landscape? [CCRS.I.A.2b; CCRS.I.A.3.c]</p> <p><i>Making connections</i>: How did the cotton gin and the opening of new lands in the South and West lead to increased demand for slaves? [NCHS.US.4.2D]</p> <p><i>Change as a process</i>: How did the factory system change the lives of men, women, and children? What different perspectives were held by owners and workers? How did the factory system impact the rise of the labor movement? [NCHS.US.4.2A]</p> <p><i>Making connections</i>: What are the connections between industrialization and immigration? [CCRS.I.A.4; NCHS.US.4.2C]</p> <p><i>Making connections</i>: How did growing immigration complicate the idea of national identity? [NCHS.US.4.2C]</p> <p><i>CCRS Applications</i>: Consider both the positive and negative qualities of a multicultural society [CCRS.II.A.1]; Evaluate the experiences and contributions of diverse groups to multicultural societies [CCRS.II.A.2]</p> <p><i>Thinking about omissions</i>: Compare the North, South, and West in terms of employment, legal rights, and social status. [CCRS.I.A.5; NCHS.US.4.4C]</p> |
| <p>Party Politics in the Age of Jackson</p> <ul style="list-style-type: none"> • Election of 1828 and expanded male suffrage [8.b.5.F]; Jackson as significant in government and politics [Govt.c.1.F] | <p><i>Exploring paradox</i>: How could the movement for universal white male suffrage occur at the same time as the disenfranchisement of free African American and women? [NCHS.US.4.3A]</p> |

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| <ul style="list-style-type: none"> • Debates over tariffs, taxation, and the banking system [8.b.5.B]; Nullification Crisis [8.b.17.B] • Religious, class, and political conflicts and resolution [8.b.23.B-C] • Indian removal policies and practice [8.b.5.G]; Indian groups [5.b.4.D] • <i>Supreme Court cases:</i> Marbury v. Madison, McCulloch v. Maryland, Gibbons v. Ogden [8.b.18.B]; judicial review [8.b.18.A] | <p><i>Change as a process:</i> How did Jefferson and Jackson change the power and practices of the presidency? What caused the rise of interest-group politics? [NAEP.4.1]</p> <p><i>Making connections:</i> What role did the West play in heightening the emphasis on equality in the political process? [NCHS.US.4.3A]</p> <p><i>CCRS Application:</i> Identify and evaluate the sources and consequences of social conflict [CCRS.I.E.4]</p> <p><i>Making connections:</i> How did diverse religious and ethnic groups interact in the West? [CCRS.I.A.6; NCHS.US.4.2E]</p> <p><i>Thinking about omissions:</i> Native Americans have not been mentioned in the standards until now. Where have they been all along? What strategies did they employ to cope with removal? [NCHS.US.4.1B]</p> <p><i>Evaluate historical arguments:</i> Why did Whigs oppose the removal of Native Americans? [NCHS.US.4.1B]</p> <p><i>Digital history:</i> Native Languages of the Americas provides information about the 800+ languages of Native peoples in the United States and Canada. [http://www.native-languages.org/]</p> |
| <p>Religion, Reform, and the Arts</p> <ul style="list-style-type: none"> • Second Great Awakening [8.b.25.B] | <p><i>Impact:</i> In what ways did the Second Great Awakening influence politics, the economy, commercialization, education, and social life? [NCHS.US.4.4B]</p> |

4. The Civil War and Reconstruction (1850-1877)

| Topics in the Standards | Recommendations |
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| <p>Tensions and Causes</p> <ul style="list-style-type: none"> Regional economic differences [8.b.12.A-D]; Tariff policies [8.b.7.A] Congressional conflicts and compromises [8.b.7.D] <i>Individuals:</i> John Quincy Adams, John C. Calhoun, Henry Clay, Daniel Webster [8.b.7.D] <ul style="list-style-type: none"> Slavery [8.b.7.C], slaves and free blacks [8.b.7.B]; Dred Scott v. Sandford [8.b.18.C] <ul style="list-style-type: none"> <i>Causes:</i> sectionalism, states' rights, slavery [8.b.8.B; 8.b.17.B; 5.b.4.E] | <p><i>Chronology and causation:</i> How far back can regional cultural differences be traced? [CCRS.I.A.3; CCRS.I.A.5-6]</p> <p><i>Primary sources:</i> The Documenting the American South website contains nearly 1,400 primary sources from the 18th, 19th, and early 20th centuries. [http://docsouth.unc.edu/]</p> <p><i>Historical analysis:</i> What role did the process of compromise play in the disputes about slavery, the nature of the Union, individual rights, states' rights, and the power of the federal government? [NAEP.5.1]</p> <p><i>Turn it inside out:</i> What beliefs and assumptions did northerners and southerners hold in common? [NCHS.US.5]</p> <p><i>Digital history:</i> The Picturing U.S. History website provides an online "Lessons in Looking;" a guide to Web resources, forums, essays, reviews; and classroom activities—one on popular images of slavery used by abolitionists—to help teachers incorporate visual evidence into their classrooms. [http://picturinghistory.gc.cuny.edu/]</p> <p><i>Historical Analysis:</i> When Texans seceded from the Union they did not talk about states' rights. What reasons did they give in their 1861 "Declaration of Causes"? Why would modern members of the State Board of Education cite a reason that historical Texans did not? [https://www.tsl.state.tx.us/ref/abouttx/secession/2feb1861.html]</p> <p><i>Competing historiographical narratives:</i> What difference does it make to see the war as the breakdown of a democratic political system; as</p> |

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| | <p>the climax of several decades of social reform; as the final, violent phase in a conflict of two regional subcultures; or as a pivotal chapter in American racial history? [NCHS.US.5]</p> <p><i>Thinking about omissions:</i> What role did religion play in debates over slavery and in the quest to understand the meaning of the Civil War? The Divining America website offers essays by leading scholars on the influence of religion throughout American history. [http://nationalhumanitiescenter.org/tserve/divam.htm]</p> |
| <p>The Civil War</p> <ul style="list-style-type: none"> • <i>Events:</i> firing on Fort Sumter, battles (Antietam, Gettysburg, Vicksburg), Emancipation Proclamation, Lee's surrender, Lincoln's assassination [8.b.8.B] • explain the significance of the following dates: 1861-1865, Civil War [8.b.1.C] | <p><i>Digital history:</i> The Civil War in Four Minutes video displays a digital map of the war's events—battles, troop movements, and casualties—that is updated at the pace of one week per second. [http://www.lincolnlibraryandmuseum.com/m5.htm]</p> <p><i>Primary Source:</i> Emancipation Proclamation [8.b.8.B]; Lincoln's inaugural addresses and Gettysburg Address, Davis's inaugural address [8.b.8.C]. Davis talked only vaguely of secession in his inaugural address; a better source of insight into his thinking is his April 1861 "Message to the Confederate Congress." [http://avalon.law.yale.edu/19th_century/csa_m042961.asp]</p> <p><i>Digital history:</i> The iPad app History 3D: Civil War was developed from approximately two dozen images from the Library of Congress. [http://www.history3d.us/]</p> <p><i>Digital history:</i> The Valley of the Shadow project compiles comparable data from two Shenandoah Valley counties that were divided during the Civil War by 200 miles and the institution of slavery—Augusta County, Virginia and Franklin County, Pennsylvania. [http://valley.lib.virginia.edu/]</p> |

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| <ul style="list-style-type: none"> • <i>Individuals:</i> Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, William Carney, Philip Bazaar [8.b.8.A]; Lincoln’s leadership [8.b.22.A]; Stonewall Jackson [8.b.22.B]; Lincoln as significant in government and politics [Govt.c.1.F]; Confederate and neo-Confederate heroes [TX.b.5.C] | <p><i>Historical perspectives:</i> How do the motives for fighting and the daily life experiences of Confederate soldiers compare with those of white and African American Union soldiers? [CCRS.1.F.1.b; NCHS.US.5.2B]</p> <p><i>Thinking of omissions:</i> What were the positions of the major Indian nations on the war? How did the war impact them? [NCHS.US.5.2A]</p> <p><i>Making connections:</i> Why would Union and Confederate leaders limit civil liberties in war time? [NCHS.US.5.2B]</p> <p><i>Global connections:</i> In what ways did other nations influence the course and outcome of the Civil War? How did the Civil War affect Europe, Latin America, and Native American nations? [NAEP.5.4]</p> |
| <p>Reconstruction</p> <ul style="list-style-type: none"> • Economic, political, and social problems [8.b.9.C] • Radical Reconstruction Congress and reconstructed state governments [8.b.9.A] <ul style="list-style-type: none"> • Constitutional amendments 13-15 [8.b.16.B; 5.b.4.E] • 14th amendment and the expansion of federal power [Govt.c.13.F] | <p><i>Making connections:</i> How did the ideals of Reconstruction relate to the early-nineteenth-century impulse of social democratization and perfectionism? [NCHS.US.5.3C]</p> <p><i>Causation and context:</i> Why did corruption increase after the Civil War? [NCHS.US.5.3C]</p> <p><i>Making comparisons:</i> What role did violence play in maintaining southern society, both before and after the emancipation of four million African Americans? [NCHS.US.5.3A]</p> <p><i>Relevance:</i> Why do some twenty-first century Americans want to reverse the fourteenth amendment?</p> |

- *Individuals*: Hiram Rhodes Revels [8.b.9.B]

Thinking about omissions: Why do the TEKS identify only one of the four million freed African Americans? Is it significant that Revels eventually supported white “redeemer” government in the South?

Digital history: The [Freedmen’s Bureau Online](http://www.freedmensbureau.com/) contains government reports, contracts, and civil records about former slaves. [http://www.freedmensbureau.com/]

Making connections: How did Reconstruction change the roles and status of men and women in the north, south, and west? How did it change economic life in the South? [NAEP.5.3; AP.US.13; NCHS.US.5.3C]

Making connections: How did the relationships among slaves translate into networks among freed people?

Digital History: The [After Slavery Project](http://153.9.241.55/atlanticworld/afterslavery/index.html) examines the aftermath of emancipation in the Carolinas, drawing primary sources from dozens of archival collections. [http://153.9.241.55/atlanticworld/afterslavery/index.html]

Impact: In what ways did African Americans lay the foundations for modern black communities during Reconstruction? [NCHS.US.5.3B]

Historical thinking: 1877 is not the “middle” of U.S. history (the midpoint between 1607 and 2011 would be 1809). So why should the “first half” of American history end after Reconstruction? [CCRS.I.B.1]

5. The Development of Modern America (1865–1920)

| Topics in the Standards | Recommendations |
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| <p>Economy and Big Business</p> <ul style="list-style-type: none"> Industrialization, railroads, farm issues, cattle industry, free enterprise, entrepreneurship, big business [11.c.3.B] Innovations in agriculture, the military, and medicine [11.c.27.B]; transportation and communication [11.c.28.A]; electric power, petroleum-based products, steel production [11.c.27.A]; assembly line, time-study analysis [11.c.27.C] Dole [11.c.4.A]; Carnegie [11.c.24.B]; Philanthropy of industrialists [11.c.3.C] <ul style="list-style-type: none"> Federal regulation of industry [11.c.15.B]; monetary policy [11.c.15.E] Foreign trade policy [11.c.15.C]; international trade [econ.c.3.C] | <p><i>TEKS exemplar:</i> Analyze the pros and cons of big business [11.c.3.B; CCRS.I.D.1]; Boom-and-bust business cycle of Texas industries [TX.b.7.B]</p> <p><i>TEKS exemplar:</i> Describe the costs and benefits of laissez-faire government [11.c.15.B; CCRS.I.D.1]</p> <p><i>Thinking about omissions:</i> How did corporations fit into this environment characterized by free enterprise and entrepreneurship? [CCRS.I.D.1.a]</p> <p><i>Debating about history:</i> Did the philanthropy of the industrialists justify the exploitation of labor? Should men like Carnegie and Dole be viewed as “captains of industry” or as “robber barons”? [NAEP.6.3; NCHS.US.6.1A]</p> <p><i>Making connections:</i> How did technological innovations in agriculture contribute to industrialization and urbanization? [CCRS.I.A.2.b; NAEP.6.3]</p> <p><i>Thinking about omissions:</i> What was the role of New York Stock Exchange in regulating the economy? [CCRS.I.D.1.e]</p> <p><i>Making connections:</i> Why would the conservation movement emerge during this time period? [CCRS.I.A.2; NCHS.US.6.1D]</p> |
| <p>Politics and Reform</p> <ul style="list-style-type: none"> <i>Individuals:</i> Lodge, Mahan, Roosevelt [11.c.4.A]; Upton Sinclair, Susan B. Anthony, Ida B. Wells, W. E. B. DuBois [11.c.5.B; 26.D]; Frances Willard, Jane Addams [11.c.26.D] Political machines, civil service reform, Populist movement [11.c.3.A] | <p><i>Exploring paradox:</i> How did Americans embrace a growing economy and the material benefits of the industrial revolution while at the same time attempting to control the forces that brought those benefits? [NAEP.6.1; NCHS.US.7]</p> |

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| <ul style="list-style-type: none"> • Populist Party, Progressive Party [11.c.5.C]; Social gospel [11.c.3.C]; non-electoral participation [11.c.23.A; 11.c.26.A] • <i>Political reforms</i>: initiative, referendum, recall, amendments 16-19 [11.c.5.A; 11.c.21.B; 11.c.23.B] | <p><i>Evaluating historical debates</i>: Despite being from different parties, Presidents Roosevelt, Taft, and Wilson all claimed to be “progressive.” How effective were they at passing reform measures? [NCHS.US.7.1B]</p> <p><i>Thinking about omissions</i>: What ties existed between politicians and big business during this period?</p> <p><i>Thinking about omissions</i>: How did religion lay the groundwork for reforming society? [CCRS.II.B.4.c; NCHS.US.7.1A]</p> <p><i>Digital history</i>: Progressive Era Women is an interactive game that allows players to connect artifacts to women’s involvement in the Progressive Era. [http://www.nwhm.org/media/category/education/interactives/index.html]</p> <p><i>Thinking about omissions</i>: How did the rise of public education and voluntary organizations promote unity and American values in this era? [NAEP.6.2; NCHS.US.6.2C]</p> |
| <p>Natives, Immigrants, and Minorities</p> <ul style="list-style-type: none"> • Urbanization [11.c.3.C]; urban migration [11.c.13.A]; Great Migration [11.c.13.A] • Minorities, immigrants, women, children [11.c.3.C]; optimism of immigrants [11.c.3.D]; Americanization [11.c.26.B] | <p><i>Exploring paradox</i>: How did Americans maintain democracy and national identity amid an increasingly diverse influx of immigrants? [CCRS.II.B.1; NAEP.6.1; NCHS.US.7]</p> <p><i>Change as a process</i>: While it is tempting to see all immigrants as the same, how did immigrants in this period differ from those who had come before? [CCRS.II.A.2; NAEP.6.2; NCHS.US.6.2A]</p> <p><i>Thinking about omissions</i>: How did religion influence the way that Protestant Americans thought about arriving Catholic and Jewish immigrants? [CCRS.I.A.4; NAEP.6.1; NCHS.US.6.2A]</p> <p><i>Relevance</i>: What role did public and parochial schools play in integrating immigrants into the</p> |

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| <ul style="list-style-type: none"> • Federal Indian policy [11.c.3.A] and Indian citizenship [11.c.23.B]; Dawes Act [8.b.9.D] • <i>Plessy v. Ferguson</i> [11.c.21.A] • Chinese exclusion and quotas [11.c.15.C], Legal and illegal immigration [11.c.13.B] | <p>mainstream? What wider social functions do schools serve today? [NCHS.US.6.2A]</p> <p><i>Thinking about omissions:</i> What role did new laws and the federal judiciary play in instituting racial inequality and disenfranchising racial groups? [NCHS.US.6.2B]</p> <p><i>Local/global connection:</i> Chinese exclusion led to overland immigration through Texas, thereby prompting the forerunner of the modern border patrol. [CCRS.I.A.5.a; CCRS.III.A.2]</p> <p><i>Analyzing the Narrative:</i> The story of a “Christian America” finds its most explicit expression in the public religiosity, laws, and social actions of this period—from the social gospel to statements by the courts to the president’s justification for the Spanish-American War. How does the treatment of natives, immigrants, and minorities fit within this narrative?</p> |
| <p>“Expansionism”/American Empire</p> <ul style="list-style-type: none"> • Homestead Act, transcontinental railroad [11.c.15.A]; westward migration [11.c.13.A]; settlement of great plains, Gold Rush [11.c.12.A]; Population growth and the environment [11.c.14.A]; Homestead and Morrill Acts [8.b.9.D] • Spanish-American War, politics, business, missionaries [11.c.4.A]; economic impact of the war [11.c.15.D]; T. Roosevelt as significant in government and politics [Govt.c.1.F] • explain the significance of the following years as turning points: | <p><i>TEKS controversy:</i> The review committee characterized these actions as “imperialism” but the state board of education decided to use “expansionism.” Did the United States behave as an empire? [CCRS.I.A.6]</p> <p><i>Local connection:</i> What was the influence of Mexican culture on the southwest? [CCRS.I.A.5.a; NAEP.6.2]</p> <p><i>Making comparisons:</i> How effective were Roosevelt’s big stick diplomacy, Taft’s dollar diplomacy, and Wilson’s moral diplomacy? [NCHS.US.7.2A]</p> <p><i>Historical analysis:</i> Why did the Spanish American war mark a turning point in U.S.</p> |

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| <p>1898 (Spanish-American War) [11.c.1.D]</p> <ul style="list-style-type: none"> Acquisition of Guam, Hawaii, the Philippines, and Puerto Rico [11.c.4.B; 11.c.12.B], Panama Canal [11.c.12.A]; Changes in political boundaries [11.c.12.B] | <p>history? What things changed and what remained the same? [CCRS.I.B.2]</p> <p><i>Making connections:</i> How might U.S. actions in the Spanish-American War impact future relations between the U.S. and Cuba? [CCRS.I.A.6; NAEP.6.1]</p> <p><i>Thinking about omissions:</i> What were the causes and consequences of the Filipino insurrection? [NCHS.US.6.4B]</p> <p><i>Conceptual thinking:</i> How did contemporary concepts of race, ethnicity, and nationalism influence American business, politics, reform, and foreign policy? [CCRS.II.B.1]</p> |
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6. Modern America and the World Wars (1914–1945)

| Topics in the Standards | Recommendations |
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| <p>World War I</p> <ul style="list-style-type: none"> • Causes of the war [11.c.4.C]; Reasons for U.S. entry [11.c.4.C] • American Expeditionary Forces, Pershing [11.c.4.D]; Argonne Forest [11.c.4.G]; Alvin York [11.c.26.F] • Technological innovations [11.c.4.E] • explain the significance of the following years as turning points: 1914-1918 (World War I) [11.c.1.D] <ul style="list-style-type: none"> • Wilson’s “Fourteen Points,” Treaty of Versailles, isolation and neutrality [11.c.4.F]; U.S. non-participation [11.c.19.E] • Economic impact of the war [11.c.15.D]; Policy changes that raised constitutional issues [11.c.19.B]; Causes and impact of WWI [world.c.10.A-D] | <p><i>Making connections:</i> How did public opinion, economic interest, and foreign policy influence the debate over neutrality or intervention? [NCHS.US.7.2B]</p> <p><i>Digital history:</i> Why would the federal government launch an extensive propaganda campaign aimed at encouraging Americans to support the war effort? [http://www.loc.gov/pictures/collection/wwipos/]</p> <p><i>Global connections:</i> How did the Russian Revolution influence the outcome of World War I? [NCHS.US.7.2C]</p> <p><i>Historical analysis:</i> Why did World War I mark a turning point in U.S. history? [CCRS I.B.1]</p> <p><i>Global connections:</i> What were the conflicting aims and aspirations of the different nations at Versailles?</p> <p><i>Vertical alignment:</i> This is another good place to talk about tension between the president and congress [11.c.20.B]</p> |
| <p>The 1920s</p> <ul style="list-style-type: none"> • Economic growth and prosperity [11.c.16.A]; Teapot Dome scandal [11.c.19.C]; Dust Bowl [11.c.12.A] | <p><i>Thinking about omissions:</i> What role did innovations in managerial practices, corporate structure, advertising, and personal credit play in the economic prosperity of the 1920s? [NCHS.US.7.3B]</p> <p><i>Making connections:</i> How did radio, movies, newspapers, and magazines create a mass American culture? [NCHS.US.7.3C]</p> |

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| <ul style="list-style-type: none"> • <i>Social issues:</i> immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, changing role of women [11.c.6.A] • <i>Individuals:</i> Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh [11.c.6.B] • American Indian Citizenship Act of 1924 [11.c.23.B] • Tin Pan Alley, Harlem Renaissance [11.c.25.B] | <p><i>Making connections:</i> How did technological and managerial innovations relate to the rise of professional sports, amusement parks, and national parks? [NCHS.US.7.3B-C]</p> <p><i>TEKS Exemplar:</i> “explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas” [TX.b.10.B; CCRS.I.A.6]</p> <p><i>Historical analysis:</i> How did the concepts of “assimilation” and “acculturation” impact efforts to preserve American identity? [CCRS.II.B.1.b]</p> <p><i>Thinking about omissions:</i> How was the rise of Protestant fundamentalism related to the influx of Catholic and Jewish immigrants? [NCHS.US.7.3A]</p> <p><i>Digital History:</i> The Sound and Feel of the 1920s uses a matrix and timelines to explore the art of the 1920s. [http://www.hrc.utexas.edu/educator/modules/teachingthetwenties/lesson.php]</p> <p><i>Making connections:</i> How was the Ku Klux Klan of this period related to regional reconciliation after the Civil War, Protestantism, and American patriotism? [NCHS.US.7.3A]</p> |
| <p>Crash and Depression</p> <ul style="list-style-type: none"> • <i>Causes:</i> tariffs, stock market speculation, bank failures, monetary policy of Federal Reserve [11.c.16.B; econ.c.13.A-D]; international trade [econ.c.3.C] • <i>Effects:</i> unemployment, repatriation [11.c.16.C] • explain the significance of the following years as turning points: 1929 (the Great Depression begins) [11.c.1.D] | <p><i>Making connections:</i> How did the policies of Harding and Coolidge impact wealth distribution, investment, and taxes? [CCRS.I.D.1.e; NCHS.US.8.1A]</p> <p><i>Global connections:</i> How was the U.S. economy related to other economies throughout the world? Why did other economies collapse at the same time? [CCRS.I.A.5.a; NCHS.US.8.1A]</p> |

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| <ul style="list-style-type: none"> • New Deal, opponents [11.c.16.D]; attempt to enlarge the Supreme Court [11.c.20.B] • <i>Impact of New Deal</i>: FDIC, SEC, social security [11.c.16.E]; constitutional issues raised [11.c.19.B]; on federalism [11.c.19.A] • Eleanor Roosevelt [11.c.26.D] | <p><i>Historical analysis</i>: Is it possible to separate the crash from the depression? What reasons can be given to unite them? What reasons can be used to distinguish between them?</p> <p><i>Historical analysis</i>: Why did the stock market crash mark a turning point in U.S. history? [CCRS I.B.1]</p> <p><i>Making connections</i>: What are the links between the New Deal and reforms of the Progressive Era? How did the Depression change assumptions about the nature of federalism and the role of government? [CCRS.I.D.1.d; NAEP.7.1; NCHS.US.8.2A]</p> <p><i>Historical analysis</i>: What are the differences between the “first” New Deal of 1933 and the “second” of 1935? [NCHS.US.8.2A]</p> <p><i>Evaluate historical debates</i>: What were the arguments of the leading opponents of the New Deal? [NAEP.7.2; NCHS.US.8.2C]</p> <p><i>Digital history</i>: The Social Security History site presents key documents, photographs, and oral histories about the program. [http://www.ssa.gov/history/]</p> <p><i>Modern debate</i>: Did the New Deal mark a dramatic change in the structure and function of the federal government? [CCRS.I.C.1-2; NCHS.US.8.2]</p> |
| <p>World War II</p> <ul style="list-style-type: none"> • Reasons for involvement [11.c.7.A]; Holocaust [11.c.7.D]; Causes and impact of WWII [world.c.12.A-C] • <i>Military events</i>: Midway, Pacific Islands, Bataan Death March, Normandy, multiple fronts, liberation of concentration camps [11.c.7.E] • Atomic weapons [11.c.7.D] | <p><i>Historical analysis</i>: Why did World War II mark a turning point in U.S. history? [CCRS I.B.1]</p> <p><i>Digital history</i>: The After the Day of Infamy site contains more than twelve hours of audio interviews conducted in the days following December 7, 1941. [http://memory.loc.gov/ammem/afcphtml/]</p> |

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| <ul style="list-style-type: none"> • explain the significance of the following years as turning points: 1939-1945 (World War II) [11.c.1.D] • <i>Home front</i>: industrial mobilization [11.c.7.B]; Office of War Information [11.c.7.C]; Japanese internment [11.c.7.D]; enlistment, volunteerism, war bonds, victory gardens [11.c.7.G]; rationing [11.c.17.A]; constitutional issues raised [11.c.19.B] • <i>Leadership</i>: FDR and Truman [11.c.7.B; Govt.c.1.F]; Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton [11.c.7.F]; Vernon J. Baker [11.c.26.F] • <i>Groups</i>: Tuskegee Airmen, Flying Tigers, Navajo Code Talkers, women, ethnic minorities [11.c.7.G; 11.c.17.A] | <p><i>Digital history</i>: The timeline creator website allows students to build their own timeline of World War II. [http://gmu.mossiso.com/689/?p=home]</p> <p><i>Making connections</i>: How did military experience contribute to changing views on race and gender? [CCRS.II.B.1; NCHS.US.8.3B]</p> <p><i>Digital history</i>: Letters from the Japanese American Internment illustrate what life was like in the camps and provide an interesting counterpart to Ansel Adams's Photographs of Japanese-American Internment at Manzanar. [http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/lesson1_main.html and http://memory.loc.gov/ammem/collections/anseladams/]</p> <p><i>Change and context</i>: Why did World War II and the failures of the League of Nations prompt the formation of the United Nations? [NAEP.7.4; NCHS.US.8.3B]</p> |
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7. Postwar America (1945-1974)

| Topics in the Standards | Recommendations |
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| <p>The Cold War</p> <ul style="list-style-type: none"> • <i>Dividing the world:</i> Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Berlin airlift [11.c.8.A] • <i>Relations with the Soviets:</i> Cuban Missile Crisis [11.c.8.A]; arms race, the space race [11.c.8.B; 5.b.23.B] • <i>Foreign relations:</i> Korean war [11.c.8.C], domino theory [11.c.8.D] • <i>Anti-communism at home:</i> McCarthyism, House Un-American Activities Committee, Venona Papers [11.c.8.B]; Billy Graham, Barry Goldwater [11.c.24.B] • Nixon, China, and détente [11.c.10.A]; Watergate [11.c.19.C] • Impact of Cold War and independence movements [world.c.13.A-E] • explain the significance of the following years as turning points: 1957 (Sputnik launch ignites U.S.-Soviet space race) [11.c.1.D] • <i>Vietnam War:</i> Tet Offensive, Vietnamization, fall of Saigon [11.c.8.E]; draft, amendment 26, media, anti-war movement [11.c.8.F; 11.c.23.B]; Gulf of Tonkin Resolution and War Powers Act [11.c.20.A]; Roy Benavidez [11.c.26.F] | <p><i>Historical analysis:</i> Why is 1945 a significant turning point in U.S. history? [CCRS.I.B.1.b]</p> <p><i>Digital history:</i> The Presidential Recordings Program contains nearly 5,000 hours of White House meetings and conversations by six presidents between 1940 and 1973. [http://millercenter.org/academic/presidentialrecordings]</p> <p><i>Local/global connection:</i> How did the economy of Texas benefit from the space race? [CCRS.III.A.2]</p> <p><i>Historical analysis:</i> Why did the launch of Sputnik mark a turning point in U.S. history? [CCRS.I.B.1]</p> <p><i>Digital history:</i> The Living Room Candidate website contains an archive of U.S. presidential campaign television commercials and web ads from 1956-2008. [NCHS.US.9.3B; http://www.livingroomcandidate.org/]</p> <p><i>Digital history:</i> The Veterans History Project presents video and audio oral histories and additional materials from veterans of twentieth-century wars. [http://www.loc.gov/vets/]</p> <p><i>Global connections:</i> How was U.S. cold war policy influenced by the United Nations, the Chinese Revolution, popular uprisings in Eastern Europe, and regional politics in the Middle East and Latin America? [NAEP.8.4; NCHS.US.9.2A-B]</p> |

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| <ul style="list-style-type: none"> • Legal and illegal immigration [11.c.13.B]; Immigration and Nationality Act of 1965 [Govt.c.17.B]; Immigration Reform and Control Act of 1986 [Govt.c.17.B] • Migration to Sun Belt [11.c.13.A]; population growth and the environment [11.c.14.A] | <p><i>Change over time:</i> How did the new immigration law reflect changing concepts of assimilation, acculturation, and national identity? [CCRS.II.B.1.b]</p> <p><i>Thinking about omissions:</i> How have new immigrants changed religious diversity in America? [NCHS.US.10.2C]</p> <p><i>Local/global connection:</i> The Immigration and Nationality Act of 1965 created the category of “illegal immigrant.” How has that change influenced the history of the Southwest? [CCRS.I.A.4; CCRS.III.A.2]</p> |
| <p>Civil Rights</p> <ul style="list-style-type: none"> • Development since 19th century [11.c.9.A] • <i>Movement leaders:</i> King, Chavez, Parks, Hector P. Garcia, Friedan [11.c.9.C]; Thurgood Marshall [11.c.24.B]; Dolores Huerta [11.c.26.D] • Political organizations [11.c.9.B] and philosophical approaches [11.c.9.D] <ul style="list-style-type: none"> • <i>Opponents:</i> Wallace, Faubus, Maddox, southern Democrats [11.c.9.G] <ul style="list-style-type: none"> • <i>Government actions:</i> desegregation of armed forces, Civil Rights acts of 1957 and 1964, the Voting Rights Act of 1965 [11.c.9.F; Govt.c.17.A] | <p><i>Primary sources:</i> Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham Jail” [11.c.9.E]</p> <p><i>Thinking about social action:</i> How do groups organize and sustain themselves? [CCRS.I.E.1]</p> <p><i>Making connections:</i> How did feminism of mid-century relate to the push for woman suffrage in the late nineteenth century? [NCHS.US.9.4B]</p> <p><i>CCRS Application:</i> Consider both the positive and negative qualities of a multicultural society [CCRS.II.A.1]</p> <p><i>Digital history:</i> The Sorting People game tests a player’s ability to decide a person’s race based on outward appearance. [CCRS.II.B; http://www.pbs.org/race/002_SortingPeople/002_00-home.htm]</p> <p><i>Modern debate:</i> To what degree did affirmative action policies achieved their goals? Do such policies have a place in twenty-first-century America? [NCHS.US.10.2E]</p> |

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| <ul style="list-style-type: none"> • <i>Equal opportunity</i>: Great Society, affirmative action, Title IX [11.c.17.D] • Resultant changes [11.c.9.H]; expanded economic and political rights [11.c.23.C; 11.c.26.A]; contributions of all people [11.c.26.C]; amendment 24 [11.c.23.B]; Chicano Mural Movement [11.c.25.B] • <i>Landmark cases</i>: Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter [11.c.9.I]; White v. Regester [11.c.21.A]; Tinker v. Des Moines, Wisconsin v. Yoder [11.c.21.A] • Judicial interpretation [11.c.21.C]; constitutional issues raised [11.c.19.B] • explain the significance of the following years as turning points: 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon) [11.c.1.D] | <p><i>Making connections</i>: How have the ideas of the founders about the nature of the government, liberty, and sources of political power been maintained and changed? In what ways did liberalism permeate policies of both democrats and republicans? [NAEP.8.1; NCHS.US.9.3B]</p> <p><i>Impact</i>: How did the civil rights movement change American ethical conventions regarding the expression of views on race, ethnicity, and gender? [CCRS.I.F.2.a]</p> <p><i>Impact</i>: How has cultural diversity affected education, media, and popular culture? [CCRS.II.A.2; NAEP.8.2]</p> <p><i>Impact</i>: How did the civil rights movement influence the assertion of rights by the disabled and by homosexuals? [NCHS.US.10.2E]</p> <p><i>Modern impact</i>: Is the United States a multicultural society or a “color-blind” and “hyphenless” nation? Is multiculturalism compatible with the principle “One nation under God”? [CCRS.II.A.1.a; CCRS.II.B.1.a; NCHS.US.10.2E]</p> <p><i>Making connections</i>: How did the desegregation of education influence the creation of private white academies? [NCHS.US.10.2D]</p> <p><i>Historical analysis</i>: Why did the assassination of Martin Luther King mark a turning point in U.S. history? [CCRS.I.B.1]</p> <p><i>Making connections</i>: What were the economic and social effects of the sharp increase in labor force participation of women and new immigrants? [NCHS.US.10.2A]</p> |
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8. Contemporary United States (1975 to the present)

| Topics in the Standards | Recommendations |
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| <p>International Affairs</p> <ul style="list-style-type: none"> • <i>End of the Cold War</i>: Nixon, China, and détente [11.c.10.A]; Reagan’s Peace through Strength [11.c.10.B; 11.c.11.A] • explain the significance of the following years as turning points: 1991 (Cold War ends) [11.c.1.D] • <i>Middle East</i>: support for Israel, Camp David Accords, Iran hostage crisis, Iran-Contra Affair, marines in Lebanon [11.c.10.D]; Persian Gulf Wars [11.c.11.A]; Arab-Israeli conflict [world.c.13.F] • <i>International involvement</i>: Balkan crisis [11.c.11.A], treaties [11.c.11.C]; Significance of the League of Nations and United Nations [world.c.20.D]; Foreign policy relation to geography [Govt.c.4.A-B] and economic policy [Govt.c.6.A-B] | <p><i>Historical analysis</i>: Why did the end of the Cold War mark a turning point in U.S. history? [CCRS.1.B.1]</p> <p><i>Digital history</i>: Making the History of 1989 presents primary sources, multimedia interviews, case studies, and lesson plans about the collapse of communism in Eastern Europe. [http://chnm.gmu.edu/1989/]</p> <p><i>Making connections</i>: What role has the discovery of oil played in international interest in the Middle East? [CCRS.1.B.3.c]</p> <p><i>Causation and complexity</i>: How did the United States become involved in peace negotiations between Israel and its Arab neighbors? Why has it proven so difficult to establish peace in the region?</p> <p><i>Digital history</i>: The Gulf War site contains nineteen oral history interviews with a variety of persons directly involved in decision making, commanding, and analyzing the events of the war. [http://www.pbs.org/wgbh/pages/frontline/gulf/]</p> <p><i>TEKS exemplar</i>: Evaluate the pros and cons of involvement in international treaties and organizations [11.c.19.E; CCRS. II.A.2.d]</p> <p><i>Digital history</i>: The Multilaterals Project contains the text of 300 international multilateral treaties, agreements, and conventions from the Treaty of Westphalia (1648) to the present. [http://fletcher.tufts.edu/multilaterals]</p> |

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| <ul style="list-style-type: none"> • 9-11 and the War on Terror [11.c.11.A; 5.b.5.B]; Patriot Act [11.c.19.D]; constitutional issues raised [11.c.19.B]; Islamic fundamentalism and terrorism [world.c.14.A-B] • explain the significance of the following years as turning points: 2001 (terrorist attacks on World Trade Center and the Pentagon) [11.c.1.D] | <p><i>Digital history:</i> The September 11 Digital Archive contains more than 150,000 stories, 40,000 emails, photographs, and moving images from around the world. [http://911digitalarchive.org/]</p> <p><i>Digital history:</i> The Terrorist Attacks and Organizations database provides information and assessments of terrorist activities. [http://www.washingtonpost.com/wp-dyn/world/issues/terroldata/]</p> <p><i>Historical analysis:</i> Did 9-11 mark a turning point in U.S. history? What things changed and what remained the same? [CCRS 1.B.2]</p> |
| <p>Economy</p> <ul style="list-style-type: none"> • Energy [11.c.10.C]; OPEC oil embargo [11.c.17.E] • Reaganomics [11.c.10.B] • Community Reinvestment Act of 1977, American Recovery and Reinvestment Act of 2009 [11.c.19.D] • Social security and Medicare [11.c.11.F] | <p><i>Historical analysis:</i> How well did the Nixon, Ford, Carter, and Reagan administrations combat recession and inflation? [CCRS.1.D.1.d]</p> <p><i>Digital history:</i> The Bureau of Economic Analysis publishes comprehensive data estimates concerning national, international, and regional economic activity. [http://www.bea.gov/]</p> <p><i>Making connections:</i> How have recurring recessions and the growing national debt influenced domestic politics? [NCHS.US.10.1B]</p> <p><i>Thinking about omissions:</i> What are the consequences of shifting the labor force from manufacturing to service industries? [NCHS.US.10.2A]</p> <p><i>Making connections:</i> Why has labor unionism declined in conjunction with the rise of conservatism? [NCHS.US.10.1B]</p> <p><i>Making connections:</i> How has the relative stagnation of wages since the 1970s contributed to income disparities between rich and poor? What are the social and political consequences? [CCRS. II.B.5.a; NCHS.US.10.2A]</p> |

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| <ul style="list-style-type: none"> • Global economy [11.c.18.B]; global diffusion and impact of American culture [11.c.25.C-D]; the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA) [11.c.17.E]; international trade [econ.c.3.C]; international free-trade agreements [econ.c.4.B]; Economic and social impact of globalization [world.c.17.C] • Telephone and satellite communications, computers [11.c.27.A]; robotics, computer management, just-in-time inventory management [11.c.27.C]; cell phones, personal computers, and GPS [11.c.28.C]; science and technology improves standard of living and quality of life [11.c.28.A-B] • <i>Entrepreneurs</i>: Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa [11.c.18.A] | <p><i>Historical analysis</i>: If Americans have maintained economic relationships with other nations since the seventeenth century, when did a global economy emerge? What kinds of organizations, functions, and social structures constitute a global economy? [CCRS.ID.2.c]</p> <p><i>Making connections</i>: How are national identities likely to be affected by globalization? [CCRS.II.B.1.d]</p> <p><i>Digital/local history</i>: Their Mines, Our Stories explores the business, health, and labor history of international economic interests along the Texas-Mexico border [CCRS.I.A.5.a; http://www.theirminesourstories.org/]</p> <p><i>Digital history</i>: Making the Macintosh presents the history of the Macintosh computer through interviews, patent drawings, product photographs, press releases, and marketing materials. [http://library.stanford.edu/mac/]</p> |
| <p>Culture Wars and Domestic Politics</p> <ul style="list-style-type: none"> • <i>Conservative resurgence</i>: Phyllis Schlafly, Contract with America, Heritage Foundation, Moral Majority, National Rifle Association [11.c.10.E]; American exceptionalism [11.c.22.A-C]; country and western music [11.c.25.B]; Reagan as significant in government and politics [Govt.c.1.F] | <p><i>Thinking about social action</i>: How did conservative groups organize and sustain themselves? How do their organizing efforts compare to the mobilization of civil rights groups? [CCRS.I.E.1]</p> <p><i>Making connections</i>: What are the positions of major religious groups on political and social issues? How have religious organizations used modern telecommunications to promote their faiths? [CCRS.I.E.1; NCHS.US.10.2C]</p> |

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| <ul style="list-style-type: none"> • Clinton impeachment [11.c.19.C] • Election of 2000 [11.c.20.B], Election of 2008 [11.c.11.E; 5.b.5.B], impact of third parties [11.c.11.D] • explain the significance of the following years as turning points: 2008 (election of first black president, Barack Obama) [11.c.1.D] • Social and political advocacy across the political spectrum [11.c.11.B]; Impact of individuals, parties, interest groups, and media [Govt.c.2.A-B] • Women: Sandra Day O'Connor, Hillary Clinton [11.c.24.B]; Sonia Sotomayor, Oprah Winfrey [11.c.26.D] • Hurricane Katrina [11.c.12.A] | <p><i>Historical analysis:</i> What were the arguments for and against Roe v. Wade and the Equal Rights Amendment? How have those arguments changed over time? [CCRS.I.E.4; CCRS.IV.A.3.b; NCHS.US.9.4B]</p> <p><i>Academic integrity:</i> A scholar has demonstrated that the standard on exceptionalism [11.c.22.A-C] was plagiarized from Wikipedia and other sources. Can students correct the standard so that its ideas are properly attributed? Are there other instances of plagiarism in the standards? [CCRS.V.B.1; http://hnn.us/articles/126367.html]</p> <p><i>Digital history:</i> The National Election Studies surveys present data from presidential and congressional election years from 1948-present; raw data files may be downloaded. [http://electionstudies.org/]</p> <p><i>Historical analysis:</i> Did the election of an African American as president mark a turning point in U.S. history? [CCRS I.B.1]</p> <p><i>Thinking about the TEKS:</i> Why do the TEKS list Oprah Winfrey here as a “woman” and not above as an “entrepreneur”?</p> <p><i>Digital history:</i> The Hurricane Digital Memory Bank preserves images and memories related to Hurricanes Katrina and Rita [CCRS.I.A.3.a; http://hurricanearchive.org/]</p> |
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| <ul style="list-style-type: none"> • Support a point of view with historical evidence [11.c.29.G] | <p>gather, organize, and display historical data? [IV.B.3-4]</p> <p><i>Question forming:</i> Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place [NCHS.HT.4E]</p> <p><i>Extension:</i> What kind of research and analytical tools can lead to multiple sources of evidence? [CCRS.I.F.1]</p> <p><i>Breadth:</i> How important is to be thorough and fair? [CCRS.I.F.1]</p> <p><i>Word choice:</i> Is there a difference between supporting a “point of view” with evidence and supporting a “thesis”? [CCRS.IV.D.1; NCHS.HT.4F]</p> <p><i>Thinking about omissions:</i> How do primary sources differ from secondary sources? How do sources fit into a historical argument? [CCRS.IV.A.4]</p> <p><i>Extension:</i> How does it strengthen one’s argument to recognize and evaluate counter-arguments? [CCRS.IV.D.2]</p> <p><i>Application:</i> Why is it best to hold historical interpretations as tentative? [NCHS.HT.3H]</p> |
| <p>Problem Solving</p> <ul style="list-style-type: none"> • <i>Problem solving:</i> identify a problem, gather information, consider options and advantages/disadvantages, choose/implement a solution, evaluate the solution’s effectiveness [11.c.32.A] • <i>Decision making:</i> identify a situation that requires a decision, gather information, identify options, predict consequences, implement a decision [11.c.32.B] | <p><i>Thinking about the TEKS:</i> Why do the TEKS employ these very same problem-solving and decision-making standards for students in kindergarten?</p> <p><i>Thinking about omissions:</i> What role do antecedent circumstances play in historical problem solving? [NCHS.HT.5B-C]</p> <p><i>Thinking about omissions:</i> What is the difference between alternative courses of action and counterfactual history? [NCHS.UT.5D]</p> |

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| | <p><i>Thinking about omissions:</i> What are the ethical dimensions of problems and their solutions? [CCRS.I.F.2]</p> |
| <p>Communication</p> <ul style="list-style-type: none"> • Create written, oral, and visual presentations [11.c.30.A] • Use correct terminology [11.c.30.B] • Use different forms of media [11.c.30.C] | <p><i>Respond to your audience:</i> How would one’s oral communication techniques vary depending on the context or nature of the presentation? [CCRS.V.A.1]</p> <p><i>Turning it inside out:</i> How does one listen to, understand, and interpret presentations of historical data? [CCRS.IV.C.1]</p> <p><i>Extension:</i> Why are there conventions for standard written English? [CCRS.V.A.2]</p> <p><i>Thinking about omissions:</i> What role do citation and integrity play in communicating one’s findings? [CCRS.V.B.1]</p> <p><i>Academic integrity:</i> A scholar has demonstrated that the standard on exceptionalism [11.c.22.A-C] was plagiarized from Wikipedia and other sources. Can students correct the standard so that its ideas and information are properly attributed? Are there other instances of plagiarism in the standards? [CCRS.V.B.1; http://hnn.us/articles/126367.html]</p> |

Disciplinary Thinking Skills

| Skills in the Standards | Recommendations |
|--|---|
| <p>Historical Thinking</p> <ul style="list-style-type: none"> • <i>Periodization</i>: identify the characteristics of an era [11.c.1.A], identify major eras of U.S. history [11.c.1.B], explain turning points [11.c.1.D] | <p><i>Question why</i>: Who do the TEKS divide the past into the periods they do? Are there alternative models for periodization? [NCHS.HT.1G]</p> <p><i>Turn it inside out</i>: Instead of asking “When did X happen?” ask “What happened in [year]?” [CCRS.I.B.1]</p> <p><i>Beyond memorization</i>: Treat the TEKS turning points as points of reference by coaching students to talk about events “before the Civil War” and “after World War II.” [CCRS.I.B.1]</p> <p><i>Thinking about omissions</i>: Invite students to provide reasons why a turning point that was not listed in the TEKS should be considered next time the standards are revised. [CCRS.I.B.1]</p> <p><i>Application</i>: What is the temporal structure used by a particular historical narrative or story? [NCHS.HT.1.B]</p> |
| <ul style="list-style-type: none"> • <i>Procedural concepts</i>: Sequencing, categorizing [11.c.29.B]; absolute and relative sequencing [11.c.1.C] • Identify cause-and-effect relationships [11.c.29.B] | <p><i>Application</i>: What is the difference between something enduring throughout time (duration) and developing over time (succession)?</p> <p><i>Extension</i>: There is more to history than just causes and effects. What makes things change? How do human actions and intentions mingle with ideas, processes, and forces? Why do some things change and others remain the same? How are change and continuity related and connected? How can we grasp the complexity of historical causation, while at the same time respecting particularity, irrationality, and contingency? [NCHS.HT.3C]</p> |

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| <ul style="list-style-type: none"> • Comparing and contrasting [11.c.29.B] | <p><i>Extension:</i> Can students compare sets of ideas? Can they draw comparisons across eras and regions? Can students compare competing historical narratives? [NCHS.HT.3A, D, F]</p> <p><i>Thinking about omissions:</i> One of the most common complaints about history is that it is “boring” and “irrelevant.” What makes the past relevant to the lives of the students?</p> <p><i>Thinking about omissions:</i> One of the ways to move beyond memorization is to teach students to judge all of the ways that the past is significant—to individuals, communities, and society then and now.</p> <p><i>Thinking about omissions:</i> Help students perceive past events and issues as they were experienced by people at the time by developing historical empathy.</p> |
| <ul style="list-style-type: none"> • <i>Inquiry:</i> answer historical questions [11.c.29.A], corroborate with other sources [11.c.29.E] | <p><i>Extension:</i> What are the analytical and conceptual requirements for drawing “lessons” from the past?</p> <p><i>Thinking about omissions:</i> How do the concepts of race [CCRS.II.B.1], gender [CCRS.II.B.2], socioeconomic status and stratification [CCRS.II.B.5], identity [CCRS.II.B.6], and shared human experience assist in historical analysis?</p> <p><i>Life skill:</i> How can the study of history help students live with the uncertainties, problems, and unfinished business of the twenty-first century?</p> |
| <ul style="list-style-type: none"> • <i>Historiography:</i> how historians interpret the past and how interpretations change over time [11.c.29.C] | <p><i>Extension:</i> Why do historians come up with new views of the past? Can students evaluate major debates among historians? [CCRS.IV.B.2; NCHS.HT.3I]</p> |

APPENDICES

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Appendix A: Standards Addressing U.S. History and Social Studies Teaching & Learning

Standards for Teacher Preparation

In Texas

1. SBEC: History 8-12
These four standards were designed by the State Board for Educator Certification to identify what prospective history teachers should both know and be able to do.
<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/8-12hist.pdf>
2. SBEC: Social Studies 8-12
These ten standards incorporate the four history standards mentioned above and were designed by the State Board for Educator Certification to identify what prospective social studies teachers should both know and be able to do.
<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/8-12socstu.pdf>
3. TExES: History 8-12
The Educational Testing Service administers the SBEC certification exam and offers these three domains and nineteen competencies as guidelines for preparation for the History 8-12 exam (number 133).
http://www.texas.ets.org/assets/pdf/test_descriptions/te_facmanappendixc_fld133_r.pdf
4. TExES: Social Studies 8-12
The Educational Testing Service administers the SBEC certification exam and offers these six domains and twenty-three competencies as guidelines for preparation for the Social Studies 8-12 exam (number 132).
http://www.texas.ets.org/assets/pdf/test_descriptions/te_facmanappendixc_fld132_r.pdf

In the Nation

5. NCATE: Professional Standards
The National Council for Accreditation of Teacher Education uses the NCSS student standards (below) to accredit programs that teach the culture, concepts, and theories of social studies. Though not required in Texas, some teacher education programs seek NCATE accreditation.
<http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx#NCSS>
6. NBPTS: Social Studies-History Standards
The National Board for Professional Teaching Standards recently revised their standards to address eight areas and five core propositions (second edition, 2010).
http://www.nbpts.org/the_standards/standards_by_cert?ID=5&x=36&y=8

7. CAEP The Council for the Accreditation of Educator Preparation (CAEP) was created by the merger of the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Accreditation Education Council (TEAC) and the new organization is preparing a new set of standards.
<http://caepsite.org/>

Standards for Secondary Student Performance

In Texas

8. TEKS: Social Studies The Texas Essential Knowledge and Skills (TEKS) were revised by the Texas State Board of Education in August 2010 after a contentious two-year process. They serve as the blueprint for the preparation of textbooks, curriculum, standardized testing, and educator certification standards in all of the social studies subjects except economics.
<http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html>
9. TEKS: Economics The Texas Essential Knowledge and Skills (TEKS) were revised by the Texas State Board of Education in August 2010 and serve as the blueprint for economics education in the state.
<http://ritter.tea.state.tx.us/rules/tac/chapter118/index.html>
10. CCRS: College and Career Readiness Standards These standards were published by the Texas Higher Education Coordinating Board in January 2008 to prepare students for college and careers in the twenty-first century. They were largely ignored in the 2010 revision of the social studies TEKS, thereby shifting the burden of alignment to local administrators and teachers.
<http://www.theccb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8>
11. STAAR: Standardized Assessments The State of Texas Assessment of Academic Readiness (STAAR) is the official criterion-referenced assessment program for the state—the “high stakes” tests that exert an inordinate influence on education. They are being implemented in the 2011-2012 academic year, replacing the TAKS and incorporating the EOC exams.
<http://www.tea.state.tx.us/student.assessment/staar>
12. PSP: Gifted and Talented The Texas Performance Standards Project is a statewide standards and assessment system used for gifted and talented learners.
<http://www.texaspsp.org>

In the Nation

13. NAEP: U. S. History Framework
The National Assessment Governing Board publishes the National Assessment of Education Progress (NAEP), commonly called the “nation’s report card,” based on student performance in connection with the framework for history that includes periods, themes, guiding questions, and ways of thinking about history. Similar frameworks have been implemented for civics, economics, and geography.
<http://www.nagb.org/publications/frameworks.htm>
14. AP: U.S. History
The College Board recently (2010) revised its Advanced Placement (AP) U.S. history course materials, including a list of themes and a topic outline. Similar courses exist for European history, government and politics, human geography, and world history.
http://www.collegeboard.com/student/testing/ap/sub_ushist.html
15. NCHE: Habits of Mind
The National Council for History Education (NCHE) encourages the teaching of thirteen habits of mind that address personal growth, intelligent citizenship, and workforce preparation.
http://www.nche.net/file_download/9557428b-4a59-433f-a092-13507948febfb
16. NCHS: National Standards for History (1996)
The National Center for History in the Schools (NCHS) at the University of California at Los Angeles prepared standards related to U.S. history, world history, and historical thinking. The standards were intended to serve as national standards but after an intensely politicized debate the push for national standards was dropped, though the center went on to publish the standards as guidelines that continue to be referenced.
<http://www.nchs.ucla.edu/Standards/>
17. NCSS: Social Studies
The National Council for Social Studies (NCSS) recently (2010) revised its Curriculum Standards for Social Studies that provide learning outcomes tied to ten themes.
<http://www.socialstudies.org/standards>
18. Civics and Government
The Center for Civic Education created five standards that address politics, history, and global citizenship.
<http://www.civiced.org/index.php?page=stds>
19. Economics
The Council for Economic Education created voluntary National Standards in Economic Education.
<http://www.councilforeconed.org/ea/program.php?pid=19>

20. Geography The National Council for Geographic Education outlined eighteen standards within six essential elements.
<http://netforum.avectra.com/eWeb/DynamicPage.aspx?Site=Test%20One&WebCode=GeographyStandards>
21. Psychology The American Psychological Association created National Standards for High School Psychology Curricula that address seven domains.
<http://www.apa.org/education/k12/national-standards.aspx>
22. Twenty-first Century Skills The Partnership for Twenty-first Century Skills has created a Framework for Twenty-first Century learning that includes history as one of its nine core subjects (also government and geography) that are recommended in conjunction with life and career skills, learning and innovation skills, and information and technology skills.
<http://www.p21.org/>
23. International Baccalaureate History is one of eight subjects related to individuals and societies (also economics and geography) that are part of the Diploma Programme Curriculum for the International Baccalaureate (IB) program of education.
<http://www.ibo.org/>
- Adjacent States*
24. New Mexico The New Mexico Educational Standards treat history among the social studies.
<http://www.mystandards.org/src/mystandards>
25. Oklahoma The Priority Academic Student Skills (PASS) integrate history into social studies.
<http://www.sde.state.ok.us/Curriculum/PASS/default.html>
26. Arkansas The Arkansas Curriculum Framework integrates history into social studies.
<http://arkansased.org/educators/curriculum/frameworks.html>
27. Louisiana The Louisiana comprehensive curriculum integrates history into social studies.
http://www.doe.state.la.us/topics/comprehensive_curriculum.html

Appendix B: Standards Relevant to U.S. History Teaching & Learning

Standards for Teacher Preparation

In Texas

1. SBEC: English, Language Arts, and Reading 8-12
These nine standards were designed by the State Board for Educator Certification to identify what prospective English teachers should both know and be able to do.
<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/8-12elar.pdf>
2. TExES: English, Language Arts, and Reading 8-12
The Educational Testing Service administers the SBEC certification exam and offers these three domains and nineteen competencies as guidelines for preparation for the English, Language Arts, and Reading exam (number 131).
http://www.texas.ets.org/assets/pdf/Test%20Frameworks/131_elar_8_12_framework.pdf

Standards for Secondary Student Performance

In Texas

3. TEKS: English, Language Arts, and Reading
The Texas Essential Knowledge and Skills (TEKS) were revised by the Texas State Board of Education in August 2010 and serve as the blueprint for English, language, and reading education in the state. Because student performance in English is part of high stakes testing, social studies teachers are often asked to integrate these standards into their instruction.
<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>
4. ELPS: English Language Proficiency
These standards are increasingly relevant in twenty-first century classrooms in which minorities and second-language learners are approaching the majority.
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

In the Nation

5. Common Core Standards
The National Governor's Association has created common standards for reading and mathematics. Federal funding now calls for alignment with these standards, though Texas has not formally adopted them.
<http://www.corestandards.org/>

6. Race to the Top Assessment Standards

The Obama administration has created assessment standards for programs that receive federal funding.

<http://www2.ed.gov/programs/racetothetop-assessment/index.html>

7. English

The National Council of Teachers of English (NCTE) has created standards for teachers of English and social studies.

<http://www.ncte.org/standards>

8. Technology

The International Society for Technology in Education has created standards for teachers, students, and administrators.

<http://www.iste.org/standards/nets-for-teachers.aspx>

9. Media Literacy

The National Association for Media Literacy in Education has identified six core principles applicable from kindergarten through college.

<http://namle.net/publications/core-principles>

Appendix C: Topics in U.S. History

This appendix reproduces the topics from this report’s Recommendations section without the recommendations column. The topics could be used by pre-service teachers as a study guide/checklist in university coursework and in preparation for the state certification exams. They could also be used by university educators to verify that teacher education coursework treats all of the topics necessary for the future teachers who are students in their classes.

| |
|---|
| 1. Contact and Colonization (beginnings-1763) |
| Before European Contact <ul style="list-style-type: none">• Maya, Inca, and Aztec civilizations [world.c.6.A-B; world.c.27.B]• American Indians in Texas prior to colonization [TX.b.2.A] |
| Contact and Exploration <ul style="list-style-type: none">• Columbian Exchange as a turning point [world.c.1.D]• Reasons for European exploration of North America [8.b.2.A] |
| Colonization and Colonial Life <ul style="list-style-type: none">• Reasons for European settlement of North America [8.b.2.A]; Spanish colonization [TX.b.2.B-C]• Compare reasons for establishing 13 English colonies [8.b.2.B]• explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact [8.b.1.c]• <i>Individuals</i>: Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn [8.b.20.A]; William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams [5.b.1.B]• <i>Representative government</i>: institutions (VA House of Burgesses), documents (Mayflower Compact, Fundamental Orders of CT), reasons for growth, influence of religion [8.b.3.A-C; 5.b.14.B]; compared to monarchy [5.b.14.A]• Economic patterns and industries [5.b.10.A-B]; Impact of Atlantic slave trade [world.c.7.C]• Racial, ethnic, and religious settlers [8.b.23.A; 5.b.22.A-C], women [8.b.23.E]• First Great Awakening [8.b.25.B] |

2. The Revolution and a New Nation (1754–1815)

Causes of the Revolution

- Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies [8.b.4.A]
- Boston Tea Party [8.b.20.C; 5.b.2.A]
- French and Indian War [5.b.2.A]

Declaration of Independence

- Grievances listed [8.b.15.C], purpose and importance [5.b.15.A]
- explain the significance of the following dates: 1776, adoption of the Declaration of Independence [8.b.1.C]
- Strengths and weaknesses of the Articles of Confederation [8.b.15.B; 5.b.3.A]
- National identity [8.b.23.D]

The Revolutionary War

- *Events*: declaring independence, writing the Articles of Confederation, battles (Lexington, Concord, Saratoga, and Yorktown), winter at Valley Forge, Treaty of Paris of 1783 [8.b.4.C]
- *Individuals*: Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington [8.b.4.B]; John Paul Jones [8.b.22.B]; Nathan Hale, the Sons of Liberty [5.b.2.B]; Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr [11.c.1.C]
- Founding fathers as models of civic virtue [8.b.20.B; 5.b.19.A-C]
- *Results*: founding of U.S., development of military [5.b.2.C]
- Compare political revolutions [world.c.9.A-D]

The Constitution and Bill of Rights

- *Influences* of previous ideas [8.b.15.A]; biblical law, English common law and constitutionalism, Enlightenment, republicanism [Govt.c.1.B]; Moses, Blackstone, Locke, Montesque [Govt.c.1.C]
- *Individuals*: Hamilton, Henry, Madison, Mason [8.b.17.A]; Pinckney, Sherman [5.b.3.B]; Adams, Hamilton, Jefferson, Madison, Jay, Mason, Sherman, Wilson [Govt.c.1.D]
- Compromises during the Convention [8.b.4.D; 8.b.21.C]; debates and compromises [Govt.c.1.E]
- Arguments for and against ratification [8.b.4.E; 8.b.17.A]
- explain the significance of the following dates: 1607, founding of Jamestown; 1787, writing of the U.S. Constitution [8.b.1.C]
- *Principles*: limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights [8.b.15.D; 5.b.16.A-C]; Explain political ideas: deism, unalienable rights, divine right of kings, social contract

theory, rights of resistance [Govt.c.1.A]; property rights and taxation [econ.c.14.A]

- Rights and responsibilities of citizens [8.b.19.A-F; 8.b.21.B; 8.b.25.C; 5.b.18.A-B; 5.b.15.B-C; 5.b.20.A-B]
- Process for amending [8.b.16.A]

The Early Republic

- *Establishing a new nation*: national security, military, economic system, court system, central government [8.b.5.A]
- Origins and development of political parties [8.b.5.C] and interest groups [8.b.21.A]
- War of 1812 [8.b.5.D; 5.b.4.A]
- Foreign policy and leadership from Washington to Monroe [8.b.5.E; 8.b.22.A-B]; Washington, Jefferson, and Marshall as significant in government and politics [Govt.c.1.F]

3. Expansion and Reform (1803–1854)

Westward Expansion

- Northwest Ordinance [8.b.6.A]
- Louisiana Purchase [8.b.6.E; 5.b.4.D]
- explain the significance of the following dates: 1803, Louisiana Purchase [8.b.1.C]
- Manifest Destiny [8.b.6.B-C; 5.b.4.D]
- U.S.-Mexican War [8.b.6.D]
- Geographic characteristics of places and regions [8.b.10.A-C; 5.b.7.A-D], human interaction with the environment [8.b.11.A-C; 5.b.9.A-B]
- Reasons to move west [5.b.4.C], settlement patterns [5.b.8.A-C]
- Painting of *American Progress* [5.b.21.A]
- Myths and realities of the cowboy way of life [TX.b.6.B]

The Industrial/Market Revolution

- Industrial revolution and urbanization [8.b.13.A-B]; transportation and communication [8.b.27.B]; economics [5.b.11-13]
- Manufacturing and marketing [8.b.27.C]
- *Innovations*: steamboat, the cotton gin, and interchangeable parts [8.b.27.A]; factory system, transcontinental railroad [8.b.27.D; 5.b.23.B]
- Impact on daily life [8.b.28.A-B; 5.b.4.F; 5.b.23.C]
- Government, taxation, and property rights [8.b.14.A-B]
- Religious influence on immigration [8.b.25.B]; immigrant groups [5.b.4.D]
- Regional economic differences [8.b.12.A-D; 5.b.4.B]

Party Politics in the Age of Jackson

- Election of 1828 and expanded male suffrage [8.b.5.F]; Jackson as significant in government and politics [Govt.c.1.F]
- Debates over tariffs, taxation, and the banking system [8.b.5.B]; Nullification Crisis [8.b.17.B]

- Religious, class, and political conflicts and resolution [8.b.23.B-C]
- Indian removal policies and practice [8.b.5.G]; Indian groups [5.b.4.D]
- *Supreme Court cases*: Marbury v. Madison, McCulloch v. Maryland, Gibbons v. Ogden [8.b.18.B]; judicial review [8.b.18.A]

Religion, Reform, and the Arts

- Second Great Awakening [8.b.25.B]
- Development and impact of abolition movement [8.b.24.A]
- *Reform*: education, temperance, women's rights, prison, labor, disabled [8.b.24.B], impact of religion on [8.b.25.B]
- *Individuals*: Frederick Douglass, Susan B. Anthony, and Elizabeth Cady Stanton [8.b.22.B]; Thoreau's refusal to pay a tax [8.b.20.C]; John James Audubon [8.b.26.A]
- *Arts*: reflection of time period [8.b.26.B-C]; Hudson River School artists, "Battle Hymn of the Republic," transcendentalism [8.b.26.A]

4. The Civil War and Reconstruction (1850-1877)

Tensions and Causes

- Regional economic differences [8.b.12.A-D]; Tariff policies [8.b.7.A]
- Congressional conflicts and compromises [8.b.7.D]
- *Individuals*: John Quincy Adams, John C. Calhoun, Henry Clay, Daniel Webster [8.b.7.D]
- Slavery [8.b.7.C], slaves and free blacks [8.b.7.B]; Dred Scott v. Sandford [8.b.18.C]
- *Causes*: sectionalism, states' rights, slavery [8.b.8.B; 8.b.17.B; 5.b.4.E]

The Civil War

- *Events*: firing on Fort Sumter, battles (Antietam, Gettysburg, Vicksburg), Emancipation Proclamation, Lee's surrender, Lincoln's assassination [8.b.8.B]
- explain the significance of the following dates: 1861-1865, Civil War [8.b.1.C]
- *Individuals*: Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, William Carney, Philip Bazaar [8.b.8.A]; Lincoln's leadership [8.b.22.A]; Stonewall Jackson [8.b.22.B]; Lincoln as significant in government and politics [Govt.c.1.F]; Confederate and neo-Confederate heroes [TX.b.5.C]

Reconstruction

- Economic, political, and social problems [8.b.9.C]
- Radical Reconstruction Congress and reconstructed state governments [8.b.9.A]
- Constitutional amendments 13-15 [8.b.16.B; 5.b.4.E]
- 14th amendment and the expansion of federal power [Govt.c.13.F]
- *Individuals*: Hiram Rhodes Revels [8.b.9.B]

5. The Development of Modern America (1865–1920)

Economy and Big Business

- Industrialization, railroads, farm issues, cattle industry, free enterprise, entrepreneurship, big business [11.c.3.B]
- Innovations in agriculture, the military, and medicine [11.c.27.B]; transportation and communication [11.c.28.A]; electric power, petroleum-based products, steel production [11.c.27.A]; assembly line, time-study analysis [11.c.27.C]
- Dole [11.c.4.A]; Carnegie [11.c.24.B]; Philanthropy of industrialists [11.c.3.C]
- Federal regulation of industry [11.c.15.B]; monetary policy [11.c.15.E]
- Foreign trade policy [11.c.15.C]; international trade [econ.c.3.C]

Politics and Reform

- *Individuals*: Lodge, Mahan, Roosevelt [11.c.4.A]; Upton Sinclair, Susan B. Anthony, Ida B. Wells, W. E. B. DuBois [11.c.5.B; 26.D]; Frances Willard, Jane Addams [11.c.26.D]
- Political machines, civil service reform, Populist movement [11.c.3.A]
- Populist Party, Progressive Party [11.c.5.C]; Social gospel [11.c.3.C]; non-electoral participation [11.c.23.A; 11.c.26.A]
- *Political reforms*: initiative, referendum, recall, amendments 16-19 [11.c.5.A; 11.c.21.B; 11.c.23.B]

Natives, Immigrants, and Minorities

- Urbanization [11.c.3.C]; urban migration [11.c.13.A]; Great Migration [11.c.13.A]
- Minorities, immigrants, women, children [11.c.3.C]; optimism of immigrants [11.c.3.D]; Americanization [11.c.26.B]
- Federal Indian policy [11.c.3.A] and Indian citizenship [11.c.23.B]; Dawes Act [8.b.9.D]
- *Plessy v. Ferguson* [11.c.21.A]
- Chinese exclusion and quotas [11.c.15.C], Legal and illegal immigration [11.c.13.B]

“Expansionism”/American Empire

- Homestead Act, transcontinental railroad [11.c.15.A]; westward migration [11.c.13.A]; settlement of great plains, Gold Rush [11.c.12.A]; Population growth and the environment [11.c.14.A]; Homestead and Morrill Acts [8.b.9.D]
- Spanish-American War, politics, business, missionaries [11.c.4.A]; economic impact of the war [11.c.15.D]; T. Roosevelt as significant in government and politics [Govt.c.1.F]
- explain the significance of the following years as turning points: 1898 (Spanish-American War) [11.c.1.D]
- Acquisition of Guam, Hawaii, the Philippines, and Puerto Rico [11.c.4.B; 11.c.12.B], Panama Canal [11.c.12.A]; Changes in political boundaries [11.c.12.B]

6. Modern America and the World Wars (1914–1945)

World War I

- Causes of the war [11.c.4.C]; Reasons for U.S. entry [11.c.4.C]
- American Expeditionary Forces, Pershing [11.c.4.D]; Argonne Forest [11.c.4.G]; Alvin York [11.c.26.F]
- Technological innovations [11.c.4.E]
- explain the significance of the following years as turning points: 1914-1918 (World War I) [11.c.1.D]
- Wilson’s “Fourteen Points,” Treaty of Versailles, isolation and neutrality [11.c.4.F]; U.S. non-participation [11.c.19.E]
- Economic impact of the war [11.c.15.D]; Policy changes that raised constitutional issues [11.c.19.B]; Causes and impact of WWI [world.c.10.A-D]

The 1920s

- Economic growth and prosperity [11.c.16.A]; Teapot Dome scandal [11.c.19.C]; Dust Bowl [11.c.12.A]
- *Social issues*: immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, changing role of women [11.c.6.A]
- *Individuals*: Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh [11.c.6.B]
- American Indian Citizenship Act of 1924 [11.c.23.B]
- Tin Pan Alley, Harlem Renaissance [11.c.25.B]

Crash and Depression

- *Causes*: tariffs, stock market speculation, bank failures, monetary policy of Federal Reserve [11.c.16.B; econ.c.13.A-D]; international trade [econ.c.3.C]
- *Effects*: unemployment, repatriation [11.c.16.C]
- explain the significance of the following years as turning points: 1929 (the Great Depression begins) [11.c.1.D]
- New Deal, opponents [11.c.16.D]; attempt to enlarge the Supreme Court [11.c.20.B]
- *Impact of New Deal*: FDIC, SEC, social security [11.c.16.E]; constitutional issues raised [11.c.19.B]; on federalism [11.c.19.A]
- Eleanor Roosevelt [11.c.26.D]

World War II

- Reasons for involvement [11.c.7.A]; Holocaust [11.c.7.D]; Causes and impact of WWII [world.c.12.A-C]
- *Military events*: Midway, Pacific Islands, Bataan Death March, Normandy, multiple fronts, liberation of concentration camps [11.c.7.E]
- Atomic weapons [11.c.7.D]
- explain the significance of the following years as turning points: 1939-1945 (World War II) [11.c.1.D]
- *Home front*: industrial mobilization [11.c.7.B]; Office of War Information [11.c.7.C]; Japanese

internment [11.c.7.D]; enlistment, volunteerism, war bonds, victory gardens [11.c.7.G]; rationing [11.c.17.A]; constitutional issues raised [11.c.19.B]

- *Leadership*: FDR and Truman [11.c.7.B; Govt.c.1.F]; Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton [11.c.7.F]; Vernon J. Baker [11.c.26.F]
- *Groups*: Tuskegee Airmen, Flying Tigers, Navajo Code Talkers, women, ethnic minorities [11.c.7.G; 11.c.17.A]

7. Postwar America (1945-1974)

The Cold War

- *Dividing the world*: Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Berlin airlift [11.c.8.A]
- *Relations with the Soviets*: Cuban Missile Crisis [11.c.8.A]; arms race, the space race [11.c.8.B; 5.b.23.B]
- *Foreign relations*: Korean war [11.c.8.C], domino theory [11.c.8.D]
- *Anti-communism at home*: McCarthyism, House Un-American Activities Committee, Venona Papers [11.c.8.B]; Billy Graham, Barry Goldwater [11.c.24.B]
- Nixon, China, and détente [11.c.10.A]; Watergate [11.c.19.C]
- Impact of Cold War and independence movements [world.c.13.A-E]
- explain the significance of the following years as turning points: 1957 (Sputnik launch ignites U.S.-Soviet space race) [11.c.1.D]
- *Vietnam War*: Tet Offensive, Vietnamization, fall of Saigon [11.c.8.E]; draft, amendment 26, media, anti-war movement [11.c.8.F; 11.c.23.B]; Gulf of Tonkin Resolution and War Powers Act [11.c.20.A]; Roy Benavidez [11.c.26.F]

Economic Prosperity

- *Causes*: baby boom, GI bill [11.c.17.B]; defense spending [11.c.17.C]
- *Effects*: consumption, growth of agriculture and business [11.c.17.B]; Beat Generation, rock and roll [11.c.25.B]
- *Environmental management*: NPS, EPA, endangered species [11.c.14.B]; government actions and property rights [11.c.14.C]
- Legal and illegal immigration [11.c.13.B]; Immigration and Nationality Act of 1965 [Govt.c.17.B]; Immigration Reform and Control Act of 1986 [Govt.c.17.B]
- Migration to Sun Belt [11.c.13.A]; population growth and the environment [11.c.14.A]

Civil Rights

- Development since 19th century [11.c.9.A]
- *Movement leaders*: King, Chavez, Parks, Hector P. Garcia, Friedan [11.c.9.C]; Thurgood Marshall [11.c.24.B]; Dolores Huerta [11.c.26.D]
- Political organizations [11.c.9.B] and philosophical approaches [11.c.9.D]
- *Opponents*: Wallace, Faubus, Maddox, southern Democrats [11.c.9.G]

- *Government actions*: desegregation of armed forces, Civil Rights acts of 1957 and 1964, the Voting Rights Act of 1965 [11.c.9.F; Govt.c.17.A]
- *Equal opportunity*: Great Society, affirmative action, Title IX [11.c.17.D]
- Resultant changes [11.c.9.H]; expanded economic and political rights [11.c.23.C; 11.c.26.A]; contributions of all people [11.c.26.C]; amendment 24 [11.c.23.B]; Chicano Mural Movement [11.c.25.B]
- *Landmark cases*: Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter [11.c.9.I]; White v. Regester [11.c.21.A]; Tinker v. Des Moines, Wisconsin v. Yoder [11.c.21.A]
- Judicial interpretation [11.c.21.C]; constitutional issues raised [11.c.19.B]
- explain the significance of the following years as turning points: 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon) [11.c.1.D]

8. Contemporary United States (1975 to the present)

International Affairs

- *End of the Cold War*: Nixon, China, and détente [11.c.10.A]; Reagan's Peace through Strength [11.c.10.B; 11.c.11.A]
- explain the significance of the following years as turning points: 1991 (Cold War ends) [11.c.1.D]
- *Middle East*: support for Israel, Camp David Accords, Iran hostage crisis, Iran-Contra Affair, marines in Lebanon [11.c.10.D]; Persian Gulf Wars [11.c.11.A]; Arab-Israeli conflict [world.c.13.F]
- *International involvement*: Balkan crisis [11.c.11.A], treaties [11.c.11.C]; Significance of the League of Nations and United Nations [world.c.20.D]; Foreign policy relation to geography [Govt.c.4.A-B] and economic policy [Govt.c.6.A-B]
- 9-11 and the War on Terror [11.c.11.A; 5.b.5.B]; Patriot Act [11.c.19.D]; constitutional issues raised [11.c.19.B]; Islamic fundamentalism and terrorism [world.c.14.A-B]
- explain the significance of the following years as turning points: 2001 (terrorist attacks on World Trade Center and the Pentagon) [11.c.1.D]

Economy

- Energy [11.c.10.C]; OPEC oil embargo [11.c.17.E]
- Reaganomics [11.c.10.B]
- Community Reinvestment Act of 1977, American Recovery and Reinvestment Act of 2009 [11.c.19.D]
- Social security and Medicare [11.c.11.F]
- Global economy [11.c.18.B]; global diffusion and impact of American culture [11.c.25.C-D]; the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA) [11.c.17.E]; international trade [econ.c.3.C]; international free-trade agreements [econ.c.4.B]; Economic and social impact of globalization [world.c.17.C]
- Telephone and satellite communications, computers [11.c.27.A]; robotics, computer

management, just-in-time inventory management [11.c.27.C]; cell phones, personal computers, and GPS [11.c.28.C]; science and technology improves standard of living and quality of life [11.c.28.A-B]

- *Entrepreneurs*: Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa [11.c.18.A]

Culture Wars and Domestic Politics

- *Conservative resurgence*: Phyllis Schlafly, Contract with America, Heritage Foundation, Moral Majority, National Rifle Association [11.c.10.E]; American exceptionalism [11.c.22.A-C]; country and western music [11.c.25.B]; Reagan as significant in government and politics [Govt.c.1.F]
- Clinton impeachment [11.c.19.C]
- Election of 2000 [11.c.20.B], Election of 2008 [11.c.11.E; 5.b.5.B], impact of third parties [11.c.11.D]
- explain the significance of the following years as turning points: 2008 (election of first black president, Barack Obama) [11.c.1.D]
- Social and political advocacy across the political spectrum [11.c.11.B]; Impact of individuals, parties, interest groups, and media [Govt.c.2.A-B]
- Women: Sandra Day O'Connor, Hillary Clinton [11.c.24.B]; Sonia Sotomayor, Oprah Winfrey [11.c.26.D]
- Hurricane Katrina [11.c.12.A]



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