

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025. **By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025 we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The plan, the Comprehensive Literacy Improvement Plan, and TN State Standards establish common goals and expectations for student learning across schools and are the underpinning for the development of the curriculum frameworks/maps.

Purpose - This curriculum framework or map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The framework is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or prescribe pacing or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, topic, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected—with the support of their colleagues, coaches, leaders, and other support providers—to exercise their professional judgement aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas.

It is essential for students to strategically leverage their literacy skills to comprehend informational texts and explicitly demonstrate competence in thinking, reading, writing, and communicating.

Integration of literacy skills is critical for student success in post-secondary education and to prepare students, teachers must regularly engage students with:

- (1) Regular practice with complex text and vocabulary.
- (2) Reading, writing, and speaking grounded in evidence from texts.
- (3) Using literacy skills to gain knowledge and demonstrate competence in rigorous activities and tasks.

Effective Social Studies instruction should model and teach students to effectively manage and analyze information using literacy skills and strategies. This requires consistent demonstration and practice of how to use literacy skills with Social Studies content. Document–Based Questions (DBQs) and Text Dependent Questions (TDQs) are included in the suggested activities throughout this document. “Best Practice” requires student to regularly engage with challenging texts and requires students to substantiate their answers using evidence taken from the text/passage.

“The implementation of Common Core State Standards is a full-school endeavor, not just a project for math and ELA teachers. The Common Core State Standards, in addition to the English Language Arts (ELA) Standards, includes Literacy (reading and writing) standards for the “specialized disciplines” of history, social studies, science, and technical subjects for grades 6-12. Teachers of all grades and subjects can integrate math and literacy skills and activities into their disciplines in order to harness the power of the Common Core to improve student learning across the board.”

Source: TN Core

http://www.tncurriculumcenter.org/social_studies

To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity--Quantitative, Qualitative, and Reader & Task Factors. Lexile Levels are listed on the Curriculum Maps, and additional information is cited, where available.

Common Scale for Band Level Text Difficulty Ranges						
Common Core Bands	Text-Analyzer Tools					
	ATOS	DRP	FK	Lexile	SR	RM
2nd–3rd	2.75–5.14	42–54	1.98–5.34	420–820	0.05–2.48	3.53–6.13
4th–5th	4.97–7.03	52–60	4.51–7.73	740–1010	0.84–5.75	5.42–7.92
6th–8th	7.00–9.98	57–67	6.51–10.34	925–1185	4.11–10.66	7.04–9.57
9th–10th	9.67–12.01	62–72	8.32–12.12	1050–1335	9.02–13.93	8.41–10.81
11th–CCR	11.20–14.10	67–74	10.34–14.2	1185–1385	12.30–14.50	9.57–12.00

Key

ATOS: ATOS (Renaissance Learning); **DRP:** Degrees of Reading Power (Questar); **FK:** Flesch Kincaid (public domain, no mass analyzer tool available); **Lexile:** Lexile Framework (MetaMetrics); **SR:** Source Rater (ETS); **RM:** Pearson Reading Maturity Metric (Pearson Education)

What is a DBQ/TDQ?

Document-Based Questions (DBQs) and Text-Dependent Questions (TDQs) are for all students, from elementary school through high school. They are a type of authentic assessment and a way for students to interact with historical records and information.

DBQs/TDQs, may not only be in the form of an actual question, but rather in the form of tasks or activities that require students to read, analyze, gather information, complete scaffolding responses, assimilate or synthesize information from the listed resources, text or documents.

Throughout this map, the suggested activities are designed to help students gain strength in content knowledge and to provide opportunities at high levels of thinking as they develop life skills.

If hyperlinks in this document are not active due to digital translation issues, the user should copy and paste the link into the address bar of a web browser such as **Google Chrome or **Mozilla Firefox**.*

Vocabulary Instruction

Effective vocabulary development occurs both incidentally and through explicit instruction. Mastery requires daily immersion in word-rich environments, while teaching and modeling word learning strategies—from the use of context clues and concept maps (to connect related ideas) to understanding the nuance of words: origin, root, and/or affixes. In all content areas, terms should be integrated into tasks and reinforced over time and across contexts.

Basic Vocabulary (Tier 1) - Words that commonly appear in spoken language and are heard frequently in numerous contexts. Tier 1 words rarely require explicit instruction. (Ex: write, read and gather)

Academic Vocabulary (Tier 2) - High frequency words used across content areas. (Ex: expose, establish and verify.) Tier Two words are general academic words and appear in all sorts of texts: informational, technical, and literary texts. Explicit instruction of the Tier 2 academic words, typically occurs within the context of the text is required in order for students to know and use these words. Tier Two words often represent precise ways to say relatively simple things (Ex: “saunter” vs. “walk”). (For more information consult the *BUSD Grade Level Academic Vocabulary*, http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf)

Content Vocabulary (Tier 3) - Words are used in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and are an integral part of content instruction. (Ex: lynching, abolitionist, slavery) Tier Three words are what the standards refer to as “domain-specific” words are specific to a particular field of study (Ex: legislature, Angora, slavery) and key to understanding a new concept within a text. These words are often explicitly defined by the text, repeatedly used, and heavily front-loaded by the teacher.

Teaching Vocabulary for Mastery...

Vocabulary mastery means that students know and use the words accurately without hesitation. This requires explicit instruction: practice, review, and deep processing. Instruction must be cumulative; teachers must integrate the terms into complex tasks and require them to be used when discussing/using text. For an example of integrating explicit teaching of vocabulary strategies, watch this [video](#) of an 11th grade US History teacher using the close reading strategy for explicit use of academic vocabulary.

Here is another resource to provide support for vocabulary instruction, <http://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger>

1. Create an interactive vocabulary wall.....use the following prompts when discussing with students.
2. Oral Discourse- develop a balance in student talk and teacher talk to promote meaningful language learning opportunities.
3. Vocabulary Journals - Students can revisit and add to their entries as their understandings develop.
4. Concept Sort - identify the key vocabulary terms of an overarching concept or topic
5. Provide a student-friendly definition of the word and students suggest synonyms or antonyms for the word.
7. Use the new word on multiple occasions and in multiple contexts (e.g., sentence starters, games, student writing).
9. Use the new words in context of the lesson.
8. Provide questions that contain the new word; so, students must process its meaning in multiple ways.

WIDA

WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards. By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.

WIDA

https://www.wida.us/standards/ELP_standardlookup.aspx

Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.

Example: Reading 9-12 Behavior of individuals & groups				
Entering: Locate visually supported information on social issues (e.g., from photographs, headlines, and bylines in newspapers, magazines, or on the Internet)	Beginning: Locate visually supported information on social issues (e.g., in newspaper, magazine, or website articles)	Developing: Compare and contrast visually supported information on social issues or inequities from various news sources	Expanding: Interpret visually supported information on social issues or inequities from various news sources	Bridging: Evaluate authenticity of information on social issues or inequities from various news sources
Example: Speaking 9-12 Social issues & inequities				
Entering: Name major social issues or inequities depicted in illustrations (e.g., war)	Beginning: Characterize major social issues or inequities depicted in illustrations (e.g., slavery)	Developing: Give examples or descriptions of social issues or inequities depicted in illustrations or political cartoons	Expanding: Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives	Bridging: Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives

U.S. History & Geography

Suggested Time	1 st Quarter	Suggested Time	2 nd Quarter
Weeks 1-3	The Rise of Industrial America (1877-1914) Big Idea: From the farm to the factory	Weeks 1-4	The 1920's (1920-1929) Big Ideas: The Roaring 20s: Prohibition and Women's suffrage
Weeks 4-5	The Progressive Era (1890-1920) Big Ideas: The Progressive Movement: The challenges of industrialization and urbanization	Weeks 5-6	The Great Depression (1929-1932) Big Idea: From the best of times to the worst of times
Weeks 6-7	American Imperialism (1914-1920) Big Idea: America becomes a world power	Weeks 7-9	Roosevelt and the New Deal (1922-1941) Big Idea: America's most beloved President, FDR
Weeks 8-9	World War I (1914-1920) Big Idea: The World at War: WWI	Week 9	Semester Summary
Suggested Time	3 rd Quarter	Suggested Time	4 th Quarter
Weeks 1-4	Between the Wars and WWII (1921-1947) Big Idea: The Treaty of Versailles, the spark that ignited World War II.	Weeks 1-6	Modern United States (1945-1979) Big Ideas: Students analyze the economic boom and social transformation of post-World War II America; Students examine the origins, goals, key events and accomplishments of Civil Rights movement in the United States, and important events and trends.
Weeks 5-8	The Cold War (1945-1975) Big Idea: Battle of the Super Powers: America vs. the Soviet Union	Weeks 7-8	Postwar America (1945-1968) Big Ideas: Welcome to the global society
Week 9	Summary & EOC Preparation	Week 9	Students describe important events and trends since 1980. United States Citizenship & Citizenship Exam

* Please note that these time frames are suggested/estimated times. Instructional timing may vary due to schedule complications, remediation efforts or other factors

Modern United States 1945-1979

Weeks 1-4

Textbook Reference: McGraw Hill: Tennessee United States History & Geography – Modern Times

TN State recommended Primary Documents and Supporting Readings:

Excerpts from:

“Silent Spring” by Rachel Carson Lexile-1340 <https://nationalhumanitiescenter.org/ows/seminars/tcentury/FeminineMystique.pdf>

“Feminine Mystique” by Betty Friedan Lexile-1550 <https://nationalhumanitiescenter.org/ows/seminars/tcentury/FeminineMystique.pdf>

Baby Boomers effecting the Economy Lexile – 1430L

<http://www.mckinsey.com/global-themes/employment-and-growth/talkin-bout-my-generation>

The Impact of Pesticides in Agriculture Lexile - 1450L <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2984095/>

The Five Ways News Media is Changing Politics Lexile - 1310L

<http://www.usnews.com/opinion/articles/2010/02/04/5-ways-new-media-are-changing-politics>

Youth Culture <http://theyouthculturereport.com/video/>

pop music

<https://www.youtube.com/playlist?list=PLDcnymzs18LWrKzHmzrGH1JzLBqrHi3xQ>

Swing <https://www.youtube.com/watch?v=bMnuINC-3HM>

rock n roll

https://www.google.com/search?q=rock+n+roll&safe=strict&espv=2&biw=1920&bih=890&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjUmPqCwu_QAhVByFQKHVdAAjwQsAQIWg&dpr=1

stax <http://staxmuseum.com/>

Sun Studio <https://www.sunstudio.com/>

Elvis Presley <http://www.elvis.com/>

TN State Social Studies Standards

Big Ideas, Questions and Vocabulary

DBQs, TDQs, Activities and Resources

<p>US.82 Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill,</p>	<p>US.82-83 Use Chapter 14 to analyze the economics of the G.I. Bill by listing the economic effects.</p> <p>Cite the impact if white-collar jobs, the suburban deals and the increased dependence on foreign oil.</p>	<p>TDQs & Daily Analysis - TLW analyze various primary sources and informational texts on a daily basis in an effort to strengthen their core reading, writing and critiquing skills. In preparation for College and Careers, TNReady and various other assessments, teachers will utilize different resources as a means of increasing rigor in the classroom. As these sources are referenced, students are encouraged to: engage in “Active Listening” by taking notes in graphic form on their own paper, conducting short, sustained research of information and topics, citing/evaluating conclusions using evidence (from primary and secondary sources), determining the meaning of words and phrases from historical texts and analyzing historians’ points of view. These are skills that will be vital in the post-secondary classroom.</p> <p>Suggested Activities:</p> <p>US.82-83</p> <ul style="list-style-type: none"> • Open up this unit with this video:
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<p>and increased reliance on foreign oil.</p>	<p>What paved the path to prosperity and consumerism in the 1950s?</p>	<p>http://www.history.com/topics/1950s/videos</p> <ul style="list-style-type: none"> • Citing the information in the text (Chapter 14) have partners work in class to create a graphic that details ways in which prosperity increased in the 1950s. <p>Textbook Reference: Chapter 14- <i>Postwar America</i> pages 341-358</p> <p>Partners should also cite evidence on the effects of:</p> <ol style="list-style-type: none"> 1. How the G.I. Bill benefitted returning veterans, returning American veterans, women, and American society as a whole. Pg.345 2. How White collar jobs increased. 3. How suburbia grew. 4. The increased dependence on foreign oil, using the primary source picture on pg.348. <p>Culminating Activity: After gather information, students should independently write a comparison/contrasting essay on the economic impact of WWII and the prosperity of the 1950s.</p> <p>Literacy RH.11-12.1,2; WHST 11-12.1,1.B</p> <p>Lesson Review Question: Chapter 14 pages 348,354,358</p> <p>Essential Question - DBQ: Cite factors that caused the percent of suburban dwellers to increase from 1910 to 1980. Pg.358</p> <p>Literacy RH.11-12.1,2; WHST.11-12.1,1.B</p>
<p>US.83 Examine multiple sources presented in different media and formats to explain the impact of the baby boom generation on the American economy and culture.</p>	<p>What was the impact of the baby boom generation on the American economy and culture?</p>	<p>Culminating Task: Consider the economic and social conditions in the 1950s and question the happy housewife stereotype. Discussion Questions: Were most women satisfied being the happy housewife? ; How are things different and similar for women today?</p> <p>Use: Video: https://www.youtube.com/watch?v=ru06STUYuXI</p> <p>Pictures: https://www.google.com/search?q=pics+of+1950s+women&safe=strict&espv=2&biw=1920&bih=890&tbn=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwirkKfGue_QAhXHErwKHWX0BaYQsAQIGQ</p> <p><u>Baby Boomers effecting the Economy – Lexile 1430L</u> http://www.mckinsey.com/global-themes/employment-and-growth/talkin-bout-my-generation</p>

		<p><u>Women in the 1950s</u></p> <p>Teacher should reading aloud the introduction to The Feminine Mystique and then allow groups reading on their own.</p> <p>TN State recommended Primary Documents and Supporting Readings:</p> <p>“Feminine Mystique” by Betty Friedan Lexile-1550</p> <p>Text Specific questions:</p> <p>What is “the problem that has no name” of which Friedan writes?</p> <p>How did the media portray the role of women in the 1930s and 1940s, versus during the 1950s?</p> <p>The Feminine Mystique: Lexile - 1550L</p> <p>https://nationalhumanitiescenter.org/ows/seminars/tcentury/FeminineMystique.pdf</p> <p>Women are dissatisfied with what they are told should make them happy, which is an identity formed and shaped by marriage, parenting, and housekeeping. They are discouraged from using their minds or asserting their independence, and the media both promotes this lifestyle and assumes that women don't have any interests beyond their roles as spouses and mothers.</p> <p>Write a Comparison/Contrasting paper on Women's rights and concerns during the 1950s and the impact of the baby boom generation on the American economy and culture.</p>
<p>US.84 Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system.</p>	<p>What were the effects of technological developments during the New Frontier?</p>	<p>US.84 Complete a table of technological developments with rows labeled; medicine, agricultural technology, and the interstate highway system and a column next to each in order to explain the environmental impact of these advances. Use the question: “When Carson thought of new questions about the insecticide, DDT, what did she do to answer them?”</p> <p>“Silent Spring” by Rachel Carson Lexile-1340</p> <p>https://nationalhumanitiescenter.org/ows/seminars/tcentury/FeminineMystique.pdf</p> <p>Group Reading:</p>

		<p>The Impact of pesticides use in agriculture: their benefits and hazards https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2984095/</p> <p>After students read the text, have the groups go back into the article and analyze the fourth paragraph and explore the Primary benefits of insecticides and the secondary benefits.</p> <p>Literacy RH.11-12.2,3,4</p>
<p>US.85 Analyze the increasing impact of television and mass media on the American home, American politics, and the American economy.</p> <p>US.86 Describe the emergence of a youth culture, including beatniks and the progression of popular music from swing to rhythm and blues to rock 'n roll and the significance of Tennessee, including Sun Studios, Stax Records, and Elvis Presley.</p>	<p>How did television and mass media impact the American home, politics, and the economy?</p> <p>What led to the emergence of a youth culture and the progression of popular music from swing to rhythm and blues to rock 'n roll?</p> <p>What impact did Tennessee's Sun Studios, Stax Records, and Elvis Presley have on American music?</p>	<p>US.85-86 After discussing the social aspects of the 1950s, have your students to create graphic organizers on their own that cite evidence of the expansion of TV and mass media's influence on:</p> <ol style="list-style-type: none"> 1. American homes, 2. American politics and 3. American Economy <p>Chapter 15 pp.360-376</p> <p>The Five Ways New Media is Changing Politics - Lexile 1310L http://www.usnews.com/opinion/articles/2010/02/04/5-ways-new-media-are-changing-politics</p> <p>Literacy RH.11-12.2,3,4</p> <p>In groups – Assign teams to research and report on one of topics listed: youth culture, beatniks, pop music (from Swing to Rock 'n Roll), to the significance of Sun Studios, Stax Records and Elvis Presley. Have teams to create and present a power point presentations which includes a visual and audio component based on their group assignment.</p> <p>http://theyouthculturereport.com/video/ Youth Culture https://www.google.com/search?q=beatniks&safe=strict&espv=2&biw=1920&bih=890&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwj6-6SBwe_QAhXng1QKHegLAhMQsAQIPw Beatniks Pics. https://www.youtube.com/playlist?list=PLDcnymzs18LWrKzHmzrGH1JzLBqrHi3xQ pop music https://www.youtube.com/watch?v=bMnuINC-3HM Swing https://www.google.com/search?q=rock+n+roll&safe=strict&espv=2&biw=1920&bih=890&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjUmPqCwu_QAhVByFQKHVdAAjwQsAQIWg&dpr=1 rock n roll</p> <p>http://staxmuseum.com/ stax Elvis Presley http://www.elvis.com/ https://www.sunstudio.com/ Sun Studio</p>

		Literacy RH.11-12.1,2,7,9
US.87 Explain the events related to labor unions, including the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa.	US.87 How are the events of labor unions, the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa related?	US.87 Use a graphic to note the events of related to labor unions, the immergence of the AFL-CIO, the Taft-Hartley Act, Estes Kefauver, Robert Kennedy, and Jimmy Hoffa to one another. Text pg. 345-376 Literacy RH.11-12.1,2
US.88 Describe President Kennedy's New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority in the Space Race.	US.88 What were the details of President Kennedy's New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority in the Space Race? Were they successful?	US.88 Have students to research Kennedy's presidency in their textbook and on the internet. List his administration's actions and decide whether each of the items listed was a success or failure for the Kennedy Administration. Chapter 14,15 Literacy RH.11-12.1,2

Continued:

- **Civil Rights, Political and Social Movements (1954-1980)**
- **Contemporary United States (1980-Present Day)**

Week 5-8

Text: McGraw-Hill - United States History and Geography: Modern Times

TN State recommended Primary Documents and Supporting Readings:

"Letter from a Birmingham Jail" by Dr. Martin Luther King, Jr. - Lexile-1220 http://okra.stanford.edu/transcription/document_images/undecided/630416-019.pdf

"I Have a Dream Speech" by Dr. Martin Luther King, Jr. - Lexile-1120 <https://www.archives.gov/press/exhibits/dream-speech.pdf>

Malcolm X's "The Ballot or the Bullet" - Lexile-1130 <http://americanradioworks.publicradio.org/features/blackspeech/mx.html>

"The Autobiography of Malcolm X" - Lexile -1120 http://al-rasid.com/shared_uploads/The.Autobiography.of.MalcolmX.pdf

Civil Rights Act of 1964 - Lexile 1450L <http://sheg.stanford.edu/civil-rights-act-1964>

Voting Rights Act of 1965 - Lexile - 1410L <http://www.history.com/topics/black-history/voting-rights-act>

Civil Rights Act of 1968 – Lexile 1130L <http://www.history.com/topics/black-history/fair-housing-act>

24th Amendment - Lexile 1250L http://www.americaslibrary.gov/jb/modern/jb_modern_polltax_1.html

"The Great Silent Majority" Speech by Richard Nixon Lexile -1120L <http://www.americanrhetoric.com/speeches/richardnixongreatsilentsilentmajority.html>

TN State Social Studies Standards

Big Ideas, Questions & Vocabulary

TDQs, DBQs, Suggested Activities and Resources

US.89 Examine court cases in the evolution of civil rights, including Brown v. Board of Education and Regents of the

US.89 What were the most momentous events and rulings of the court cases in the evolution of civil rights?

Suggested Activities:

US.89 Whole-Group Activity-Read articles explaining both Brown v. Board of Education as well as Regents of the University of California v. Bakke. Divide into

University of California v. Bakke.

small groups to list specific facts, events and other pertinent information about their specific court case. Reconvene as a whole group using the information to compare and contrast the two court cases using the Venn diagram.

Chapter 16 –*The Civil Rights’ Movement* pages 377- 396

<http://achievethecore.org/search?q=brown+vs+board+of+ed>

Achieve The Core Lesson pdf

http://achievethecore.org/content/upload/Manhattan_Project_Text_Set_9MA.pdf

“Letter from a Birmingham Jail” by Dr. Martin Luther King, Jr

“I Have a Dream Speech” by Dr. Martin Luther King, Jr

Achieve the Core Lesson “Glory and Hope” Close read Lesson

<http://achievethecore.org/search?q=i+have+a+dream+speech>

Malcolm X’s “The Ballot or the Bullet” - Lexile-1130

“The Autobiography of Malcolm X”

<http://achievethecore.org/search?q=Malcolm+x>

Civil Rights Act of 1964

<http://achievethecore.org/search?q=civil+rights+of+1964>

Voting Rights Act of 1965

<http://achievethecore.org/search?q=voting+rights>

Civil Rights Act of 1968

<http://achievethecore.org/search?q=civil+rights>

24th Amendment

<https://www.engageny.org/resource/grade-11-ela-module-2-unit-1-lesson-3>

The Great Silent Majority” Speech by Richard Nixon

<http://www.history.com/this-day-in-history/nixon-calls-on-the-silent-majority>

Textbook Reference: Chapter 16 –*The Civil Rights’ Movement* pages 377- 396;

Chapter 18 –*The Politics of Protest* pages 415-430 **Chapter 19** –*Politics and Economics* pages 431-456

Lesson Review Questions: Chapter 16 pages 385,391,395; **Chapter 18** pages 420,425,429; **Chapter 19** pages 438,442,446,451

		<p>Chapter 16 Assessments: Lesson Review Questions- page 396; Exploring Essential Questions (Analyzing Ethical Issues); Analyzing Historical Documents (Analyzing Primary Sources), Extended Response Question (Informative/Explanatory) Chapter 18 Assessments: Lesson Review Questions- page 430; Exploring Essential Questions (Identifying Cause and Effect); Analyzing Historical Documents (Drawing Conclusions, Making Connections, Analyzing Visuals), Extended Response Question (Informative/ Explanatory) Chapter 19 Assessments: Lesson Review Questions- page 456; Exploring Essential Questions (Drawing Conclusions); Analyzing Historical Documents (Analyzing Visuals), Extended Response Question (Informative/Explanatory)</p> <p>Literacy.RH.11-12.1,2,4</p>
<p>US.90 Examine the roles of civil rights advocates, including the following: · Martin Luther King, Jr. · Malcolm X · Thurgood Marshall · Rosa Parks · Stokely Carmichael · President John Kennedy · Robert Kennedy · President Lyndon Johnson · James Meredith · Jim Lawson</p>	<p>US.90 What were the roles of the following: Martin Luther King, Jr., Malcolm X, Thurgood Marshall, Rosa Parks, Stokely Carmichael, President John Kennedy, Robert Kennedy, President Lyndon Johnson, James Meredith, Jim Lawson in advocating civil rights?</p>	<p>US.90 Teacher should view the following: https://vimeo.com/27056255 Text Chapter 14-15 Research to complete an identity chart and summary about contributions of one the following people and the civil rights movements: Martin Luther King, Jr., Malcolm X, Thurgood Marshall, Rosa Parks, Stokely Carmichael, President John Kennedy, Robert Kennedy, President Lyndon Johnson, James Meredith, or Jim Lawson. Culmination activity - TN State recommended Primary Documents and Supporting Readings: The Autobiography of Malcolm X” by Alex Haley Leixle-1120 http://al-rasid.com/shared_uploads/The.Autobiography.of.MalcolmX.pdf</p> <p>Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.9</p>
<p>US.91 Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK.</p>	<p>US.91 What role did Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK play as civil rights opponents?</p>	<p>US.91 Use a graphic organizer to show the steps of civil rights opponents Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK followed to fight against the civil rights movements. Chapter 15 Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.7</p>
<p>US.92 Describe significant events in the struggle to secure civil rights for African Americans, including the following: · Columbia Race Riots · Tent Cities of Haywood and Fayette Counties · Influence of the Highlander Folk School and civil rights</p>	<p>US.92 What were the most significant events in the struggle to secure civil rights for African Americans?</p>	<p>US.92</p> <p>A close read of A Letter From Birmingham Jail https://www.engageny.org/resource/grade-10-ela-module-2-unit-1-lesson-10</p>

<p>advocacy groups, including the SCLC, SNCC, and CORE · Integration of Central High School in Little Rock and Clinton High School in Clinton, Tennessee · Montgomery Bus Boycott · Birmingham bombings 1963 · Freedom Rides, including the opposition of Bull Connor and George Wallace · March on Washington · Sit-ins, marches, demonstrations, boycotts, Nashville Sit-ins, Diane Nash · Assassination of Martin Luther King, Jr.</p>		<p>Literacy.RH.11-12.1, RH.11-12.3, RH.11-12.5</p>
<p>US.93 Cite textual evidence, determine the central meaning, and evaluate the explanations offered for various events by examining excerpts from the following texts: Martin Luther King, Jr. (“Letter from a Birmingham Jail” and “I Have a Dream” speech) and Malcolm X (“The Ballot or the Bullet”).</p>	<p>US.93 Why are the writings from the following texts: Martin Luther King, Jr. (“Letter from a Birmingham Jail” and “I Have a Dream” speech) and Malcolm X (“The Ballot or the Bullet”) important?</p>	<p>US.93 Cite textual evidence, determine the central meaning, and evaluate the explanations offered for various events by examining excerpts from the following texts: Martin Luther King, Jr. (“Letter from a Birmingham Jail” and “I Have a Dream” speech) and Malcolm X (“The Ballot or the Bullet”).</p> <p>Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.3</p> <p>TN State recommended Primary Documents and Supporting Readings: “I Have a Dream Speech” by Dr. Martin Luther King, Jr. Lexile-1120 https://www.archives.gov/press/exhibits/dream-speech.pdf “Letter from a Birmingham Jail” by Dr. Martin Luther King, Jr. Lexile-1220 http://okra.stanford.edu/transcription/document_images/undecided/630416-019.pdf Malcolm X’s “The Ballot or the Bullet” Lexile-1130 http://americanradioworks.publicradio.org/features/blackspeech/mx.html</p>
<p>US.94 Analyze the civil rights and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment.</p>	<p>US.94 How did civil rights and voting rights legislation transform American society?</p>	<p>US.94 Small group assignment- Write a summary describing parts of the civil rights and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment to present to the class.</p> <p>Literacy.RH.11-12.1, RH.11-12.2</p> <p>TN State recommended Primary Documents and Supporting Readings: Civil Rights Act of 1964: http://sheg.stanford.edu/civil-rights-act-1964 Voting Rights Act of 1965 http://www.history.com/topics/black-history/voting-rights-act</p>

		Civil Rights Act of 1968 http://www.history.com/topics/black-history/fair-housing-act 24 th Amendment http://www.americaslibrary.gov/jb/modern/jb_modern_polltax_1.html
US.95 Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals.	US.95 What were the purposes and goals of the Chicano Movement, American Indian Movement, and Feminist Movement?	US.95 Create a 1960s protest button and speech to support one of the following particular movements; the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.9 TN State recommended Primary Documents and Supporting Readings: Speeches by Cesar Chavez http://www.chavezfoundation.org/cms.php?code=001008000000000
US.96 Evaluate the impact of Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty.	US.96 What was the impact of Johnson’s Great Society programs on American culture?	US.96 Have students create a chart identifying the programs created by LBJ under the Great Society that are still in existence today. The chart should include the changes the programs have undergone and the amount of people that currently benefit under President Obama compared to the amount that benefitted under President Johnson. Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.6, RH.11-12.7
US.97 Interpret different points of view that reflect the rise of social activism and the counterculture, hippies, generation gap, and Woodstock.	US.97 What were the causes and effects social activism? US.97 What was the connectedness of the counterculture, hippies, generation gap, and Woodstock? Content Vocabulary (Tier 3): “Separate-but-equal”, filibuster, De facto segregation, cloture, “Black Power”, Hippies, counter culture, Communes Feminism, Repatriation, bilingualism, revenue Sharing, impound, De’tente Summit, executive privilege, inflation, special prosecutor, embargo, Stagflation, busing, Affirmative Action, smog, Fossil Fuel Academic Vocabulary (Tier2):	US.97 Interpret different points of view that reflect the rise of social activism and the counterculture, hippies, generation gap, and Woodstock in an essay or visual presentation format. Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.6, RH.11-12.7 US.97 EOC Practice Activity Have students to complete the McGraw-Hill Tennessee Edition: United States History and Geography Modern Times: End of Course Exam Practice Book page 18, items 43-45

	<p>Facility, register, enforcement, conformity, rationality, gender, Compatible, likewise, adequate, Welfare, liberal, Incident, Challenger Theory, De-regulation Criteria, Intensify, Appropriate Alternative</p>	
<p>US.98 Identify and explain significant achievements of the Nixon administration, including his appeal to the “silent majority” and his successes in foreign affairs.</p>	<p>US.98 What is considered the legacy of Nixon’s administration, what were the greatest accomplishments of the Nixon administration?</p>	<p>US.98 Analyze images and read articles about President Nixon’s visit to China in 1972. Use a graphic organizer to display noted differences and similarities in American and Chinese culture at that time.</p> <p>Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.6</p>
<p>US.99 Analyze the Watergate scandal, including the background of the break-in, the importance of the court case United States v. Nixon, the changing role of media and journalism, the controversy surrounding Ford’s pardon of Nixon, and the legacy of distrust left in its wake.</p>	<p>US.99 What were the failures of Nixon’s administration amidst the Watergate Scandal?</p> <p>US.99 How did the Watergate Scandal and the Nixon administration impact people’s perceptions towards the United States government?</p>	<p>US.99 Review the court case of United States v. Nixon. Write to explain why Nixon’s presidency was referred to as an “Imperial Presidency”. Then discuss executive privilege, and the ways in which Nixon’s actions limited the power of the president as well as their effects on public perception of the federal government.</p> <p>Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.6, RH.11-12.7</p> <p>TN State recommended Primary Documents and Supporting Readings: “The Great Silent Majority” Speech by Richard Nixon http://www.americanrhetoric.com/speeches/richardnixongreatsilentmajority.html</p>
<p>US.100 Describe the causes and outcomes of the energy crisis of the 1970’s.</p>	<p>US.100 During the 1970s, what problems plagued the US that led to a stagnant economy?</p>	<p>US.100 Describe the sources and outcomes of the energy crisis of the 1970’s using a cause and effect chart.</p> <p>Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.7</p>
<p>US.101 Investigate the life and works of Alex Haley and his influence on American Culture, including The Autobiography of Malcolm X and Roots: The Saga of an American Family.</p>	<p>US.101 How was Alex Haley’s “The Autobiography of Malcolm X” and “Roots: The Saga of an American Family” received throughout American society?</p>	<p>US.101 Research the life and works of Alex Haley and his influence on American Culture, including The Autobiography of Malcolm X and Roots: The Saga of An American Family. Create a book jacket that includes a summary of one of his works. Alex Haley’s literary works on American Society http://www.tennesseehistory.com/class/Ahaley.htm</p> <p>Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.6</p> <p>TN State recommended Primary Documents and Supporting Readings: “Roots: The Saga of an American Family” by Alex Haley http://www.enotes.com/topics/roots</p>
<p>US.102 Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, Rachel Carson’s <i>Silent Spring</i>, and</p>	<p>US.102 What major environmental challenges such as Love Canal and Rachel Carson’s <i>Silent Spring</i> caused America’s large scale concern for</p>	<p>US.102 Read an article or view the video on the energy crisis of the 1970s. Then discuss the events and write what would occur if this crisis had happened in their lifetime.</p> <p>Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.7</p>

<p>disasters such as Love Canal, Three Mile Island, and the Exxon Valdez.</p>	<p>the environment and the creation of environmentalism?</p>	
<p>US.102 Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, Rachel Carson’s Silent Spring, and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez.</p>	<p>US.102 How did the emergence of environmentalism lead to the creation of the Environmental Protection Agency?</p> <p>US.102 How did Rachel Carson’s Silent Spring, and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez relate to environmentalism?</p> <p>Content Vocabulary (Tier 3): Closed shop, Baby boom, Right-to-work laws, franchise, union shops, Rock’ n ’roll, White collar job, Poverty line, Blue collar worker, Urban renewal, generation gap, Multinational corporation, dynamic conservatism, termination policy, juvenile delinquency, missile gap, reapportionment, due process, flexible response, space race, consensus</p> <p>Academic Vocabulary (Tier 2): Legislator, abandon, phenomenon, Conform, income, entity, arbitrary, institute, Commentator, remove, confine, Conventional, subsidy</p>	<p>US.102 Rachel Carson’s Silent Spring – Have the class to read the first chapter (length: about 3 pages), "A Fable for Tomorrow" from Rachel Carson's Silent Spring. Using the reading, have students to react in writing to what they've read. TDQs: What "evil spell" could have settled on and silenced the community? How could the people have brought this destruction on themselves? Rachel Carson’s Silent Spring (An excerpt of the first chapter, A Fable for Tomorrow) http://wilderness.nps.gov/idea61.cfm and use</p> <p>TN State recommended Primary Documents and Supporting Readings:</p> <p>Silent Spring” by Rachel Carson Lexile-1340 http://thebestnotes.com/booknotes/Silent_Spring/Silent_Spring_Rachel_Carson01.html</p> <p>Literacy RH.11-12.1,2</p>
<p>US.103 Identify and explain significant events of the Carter administration, including the Camp David Accords, the Panama Canal Treaty, poor economy, SALT treaties, and the Iran Hostage Crisis.</p>	<p>US.103 What were the major scientific innovations and technological advances of the new, modern America?</p>	<p>US.103 Analyze documents, photos, and political cartoons related to the Camp David Accords. Write a summary to explain how and why the U.S., Israel, and Egypt negotiated this historic peace agreement.</p> <p>Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.5, RH.11-12.7</p> <p>US.103 Read primary source documents related to the Iranian Hostage Crisis. Pretend to be advisors to President Carter and make recommendations about how he should respond to the crisis.</p>

Contemporary United States 1980 to the Present

Week 8-9

Textbook Reference: McGraw Hill: Tennessee United States History & Geography – Modern Times

TN State recommended Primary Documents and Supporting Readings:

“Speech at Brandenburg Gate” Ronald Reagan <http://www.americanrhetoric.com/speeches/ronaldreaganbrandenburggate.htm>

George W. Bush’s Speech September 11, 2001 <http://www.americanrhetoric.com/speeches/gwbush911addresstothenation.htm>

President Barack Obama’s acceptance Speech <http://www.americanrhetoric.com/barackobamaspeeches.htm>

First Inaugural Address of Ronald Regan and Bill Clinton <http://millercenter.org/president/speeches>

The World is Flat, Thomas Friedman-Lexile-1460L- <http://www.enotes.com/topics/world-flat>

TN State Social Studies Standards

Big Ideas, Questions & Vocabulary

TDQs, DBQs, Suggested Activities & Resources

US.104 Evaluate technological and scientific advances, including the work of significant innovators and entrepreneurs, in the fields of medicine, transportation, communication, food services, and geographic information systems.

US.104 What were the technological and scientific advances developed during Contemporary US?

Textbook Reference: Chapter 20 –*The Resurgence of Conservatism* pages 457-478; Chapter 21 –*A Time of Change* pages 479-496; Chapter 22 –*America’s challenge for a new century* pages 497-524

Lesson Review Questions: **Chapter 20** pages 463,468,472,477; **Chapter 21** pages 487,491,495; **Chapter 22** pages 504,509,513,523

Chapter 20 Assessments: Lesson Review Questions- page 478; Exploring Essential Questions (Identifying Bias); Analyzing Historical Documents (Analyzing Primary Sources/Making Inferences), Extended Response Question (Argument)

Chapter 21 Assessments: Lesson Review Questions- page 496; Exploring Essential Questions (Exploring Issues); Analyzing Historical Documents (Analyzing Visuals/Drawing Conclusions), Extended Response Question

(Informative/Explanatory) **Chapter 22 Assessments:** Lesson Review Questions- page 524; Exploring Essential Questions (Evaluating Counter Arguments); Analyzing Historical Documents (Analyzing Primary Sources), Extended Response Question (Informative/Explanatory)

Suggested Activities:

US.104 Create a foldable or a poster to evaluate one of technological and scientific advances, including the work of significant innovators and entrepreneurs, in the fields of medicine, transportation, communication, food services, and geographic information systems. (Student Presentations)

TN State recommended Primary Documents and Supporting Readings:

The World is Flat, Thomas Friedman-Lexile-1460L-

<http://www.enotes.com/topics/world-flat>

		Literacy RH.11-12.1
US.105 Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to the Challenger disaster, Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada.	US.105 What were the significant events and achievements of the Reagan administration?	US.105 Create an outline of significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to the Challenger disaster, Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada. Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.6, RH.11-12.7 TN State recommended Primary Documents and Supporting Readings: “Speech at Brandenburg Gate” Ronald Reagan http://www.americanrhetoric.com/speeches/ronaldreaganbrandenburggate.htm
US.106 Describe the significant events of the foreign policy of the George H. W. Bush administration, including the invasion of Panama and the Gulf War.	US.106 Why were events in the foreign policy of the George H.W. Bush administration, including the invasion of Panama and the Gulf War important?	US.106 Write a description of noteworthy events in the foreign policy of the George H.W. Bush administration, including the invasion of Panama and the Gulf War. George W. Bush’s Speech September 11, 2001 http://www.americanrhetoric.com/speeches/gwbush911addresstothetation.htm Literacy.RH.11-12.1, RH.11-12.2
US.107 Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt.	US.107 How was census data and population pyramids used to describe the demographic changes in the United States since 1980?	US.107 Analyze a graph expressing the migration of African Americans from 1965-70 and then from 1975-80 from several different areas within the US. Choose one of those cities and explain the information the graph is giving about that city and what they believe the implications of the name Rust Belt vs. Sun belt. http://study.com/academy/lesson/migration-from-the-rust-belt-to-the-sun-belt.html Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.7
US.108 Summarize the significant events and achievements of the Clinton administration, including Welfare-to-Work, Brady Bill, reduction of the federal debt, NAFTA, and the scandals and subsequent impeachment proceedings.	US.108 What were some of the significant events and achievements of the Clinton administration?	US.108 Define and explain globalization. List its advantages and disadvantages of economic globalization through the NAFTA Treaty. US.108 Examine the second impeachment process of an American president (Clinton) through the use of newspaper articles and primary sources. Take notes that highlight key events and decisions made by the courts. Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.7, RH.11-12.9 TN State recommended Primary Documents and Supporting Readings: First Inaugural Address of Ronald Regan and Bill Clinton http://millercenter.org/president/speeches

<p>US.109 Analyze the late 20th century foreign policy of intervention by the United States in Somalia, Bosnia-Herzegovina, Kosovo and particular attempts to keep peace in the Middle East.</p>	<p>US.109 How did the late 20th century foreign policy of intervention by the United States in Somalia, Bosnia-Herzegovina, Kosovo and particular attempts to keep peace in the Middle East impact the world?</p>	<p>US.109 Analyze the late 20th century foreign policy of intervention by the United States in Somalia, Bosnia-Herzegovina, Kosovo, and actions in the Middle East. Identify and extract components that attempt to keep peace and/or aid each foreign country. Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.9</p>
<p>US.110 Explain the reasons for and the outcome of the Supreme Court case Bush v. Gore.</p>	<p>US.110 What were the reasons and the outcome of the Supreme Court case Bush v. Gore?</p>	<p>US.110 Identify and focus on the events that led up to the Supreme Court ruling by which the election of Bush vs Gore was decided using a flow or sequence chart. Literacy.RH.11-12.1, RH.11-12.7</p>
<p>US.111 Describe the impact of the September 11, 2001 terrorist attack on the World Trade Center and Pentagon, including the response of President George W. Bush, the wars in Afghanistan and Iraq, and continuing efforts to combat terrorism globally.</p>	<p>US.111 What impact did the September 11, 2001 terrorist attack on the World Trade Center and Pentagon have on American society?</p>	<p>US.111 Create a poster or stamp to commemorate the events of 9/11. Focus on civic values which enable people to react to horrific events both individually and societal in a positive or empathetic manner.</p> <p>TN State recommended Primary Documents and Supporting Readings: George W. Bush’s Speech September 11, 2001 http://www.americanrhetoric.com/speeches/gwbush911addresstothenation.htm</p>
<p>US.112 Describe the increasing role of women and minorities in American society, politics, and economy, including the achievements of Sandra Day O’Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and the election of President Barack Obama.</p>	<p>US.112 How has the role of women and minorities in American society, politics, and economy changed from the 1980s to the present?</p> <p>Content Vocabulary (Tier 3): Liberal, conservative, televangelist, deficit, yuppie, Perestroika, Glasnost, downsizing, grass roots, movement, Capital gains tax, discount, retailing, Mutual Assured Destruction, supply side economics, perjury ethnic cleansing, refugee, migration chains, amnesty, telecommute, euro, global warming, terrorism, earmark, Anthrax, swing vote, state-sponsored terrorism weapon of mass destruction (WMD)</p> <p>Academic Vocabulary (Tier 2): Indicate, stability, confirmation, visible, via, orientation, repress, retain, modify,</p>	<p>US.112 Make a Before/After poster or power point to describe one of the increasing role of women and minorities in American society in politics, economy, achievements using either Sandra Day O’Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, or the election of President Barack Obama. Literacy.RH.11-12.1, RH.11-12.2, RH.11-12.7</p> <p>TN State recommended Primary Documents and Supporting Readings: President Barack Obama’s acceptance Speech http://www.americanrhetoric.com/barackobamaspeeches.htm</p>

	participant, unprecedented, illegal, resident, allocate, cited, awareness, resolve, obtain, Interpretation, inspectors, significantly, controversial, monitor, procedure	
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Postwar America (1945-1968) & The New Frontier (1960-1968)

Mass Media Activity <https://www.dropbox.com/home/Era%207.1%20Curriculum>

Rachel Carson's Silent Spring (An excerpt of the first chapter, A Fable for Tomorrow) <http://wilderness.nps.gov/idea61.cfm>

The significance of the G.I. Bill of Rights – This site is more of a teacher resource due to the length of the article

<http://iipdigital.usembassy.gov/st/english/publication/2008/04/20080423213340eaifas0.8454951.html#axzz31hr57akr>

Kennedy's New Frontier <https://www.dropbox.com/home/Era%207.1%20Curriculum>

Women in the 1950s <http://sheg.stanford.edu/women-1950s>

Civil Rights, Political, and Social Movements (1954- 1980)

The Supreme Court and Civil Rights - <https://www.dropbox.com/home/Era%207.2%20Curriculum>

http://www.pbs.org/wnet/supremecourt/rights/landmark_brown.html http://www.pbs.org/wnet/supremecourt/rights/landmark_regents.html

"Letter from Birmingham Jail" http://www.tncore.org/literacy_in_social_studies/curricular_resources/grades_9-12/tasks912.aspx

(You must sign up and register on the website in order to have access to the activities. Sign in and then click the link to get you directly to the desired activity.)

Montgomery Bus Boycott: <http://sheg.stanford.edu/montgomery-bus-boycott> Great Society: <http://sheg.stanford.edu/great-society> Civil Rights Act of 1964:

<http://sheg.stanford.edu/civil-rights-act-1964>

1960s Protest Button: <https://www.dropbox.com/home/Era%207.2%20Curriculum>

The Struggle for Black Equality" - Children and Civil Rights, The Watts Riots, and Cesar Chavez <https://www.dropbox.com/sh/k9ufbff1jsphzlm/AAA9iPV55LilykN19SL-UxtWa?n=289817720>

Informational reference on the Columbia Race Riots <http://tennesseencyclopedia.net/entry.php?rec=296>

Informational reference on the Tent Cities of Fayette and Haywood Counties'

Informational reference on Malcolm X's, The Ballot or the Bullet speech <http://teachingamericanhistory.org/library/document/the-ballot-or-the-bullet/>

Informational reference on MLK's, I Have a Dream speech

http://mlkpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_i_have_a_dream_28_august_1963/ Informational reference on the effects of Alex Haley's

literary works on American Society <http://www.tennesseehistory.com/class/Ahaley.htm> Informational resource of the AFL-CIO Merger in relation to the Civil Rights

Movement http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_afl_cio Informational resource on Robert Kennedy's involvement in the

merger of AFL-CIO and Chicano Movement http://www.pbs.org/wgbh/amex/rfk/peopleevents/p_chavez.html

Nixon Visits China. <http://docsteach.org/activities/13326/detail> Watergate Scandal http://www.pbs.org/newshour/extra/lessons_plans/watergate-lesson-plan-the-limits-of-presidential-power/

How will Nixon be remembered: This resource is full of primary sources, which would allow for teachers to use them in several different ways. You will navigate the site by the headings on the left: Introduction, Context, Evidence, Assignments, Conclusion and Resources.

http://www.dhr.history.vt.edu/modules/us/mod10_nixon/index.htm Ford's Pardon of Nixon: <http://www.presidency.ucsb.edu/ws/?pid=4696>

The energy crisis of the 1970s: Once you get to the doc teach website you will go to "Some Groovy Primary Sources" and choose the energy crisis.

<http://www.history.com/topics/energy-crisis> <http://docsteach.org/home/70s> Camp David Accords: <http://www.nps.gov/jica/forteachers/classrooms/a-pathway-to-peace.htm>

Iranian Hostage Crisis: <http://www.trumanlibrary.org/whistlestop/lessons/full.php?lessonID=268> The Panama Canal and the Torrijos-Carter Treaties:

Informational resource on the Panama Canal Treaties. <https://history.state.gov/milestones/1977-1980/panama-canal>

Contemporary United States 1980- Today

From the Rust Belt to the Sun Belt - the 2010 census map is also attached which will allow students to scroll over states and see the population of the state as well as the breakdown of the demographics of each state.

<http://www.inmotionaame.org/migrations/topic.cfm;jsessionid=f8301069261402810553071?migration=11&topic=4&bhcp=1>

<https://www.dropbox.com/home/Era%208%20Curriculum> Bill Clinton - Pro/Con- <http://clinton.procon.org>

NAFTA- http://www.eastconn.org/tah/1011SM2_NAFTAlessonplan.pdf Clinton's Impeachment- <http://billofrightsinstitute.org/resources/educator-resources/lessons-plans/presidents/clinton-impeachment/> Bush v. Gore- <http://billofrightsinstitute.org/resources/educator-resources/lessons-plans/presidents/bush-v-gore/> September 11, 2001 - Lesson plans from listed above as well as a video timeline of the events of that morning. <http://www.911memorial.org/lesson-plans-9-12> <http://www.history.com/topics/9-11-attacks> Civics and 9/11- <http://billofrightsinstitute.org/resources/educator-resources/lessons-plans/bill-of-rights-in-the-news/9-11-civic-values/> Informational resource on Bill Clinton- <http://millercenter.org/president/clinto>

General Everyday Use:

Worksheet Works – This resource allows teachers to generate their own graphic organizers in several different styles such as Venn diagrams, fishbone diagrams, T-Charts, Y-Charts, and several more. <http://www.worksheetworks.com/miscellanea/graphic-organizers.html>

Document Analysis Worksheets – This resource was created by the National Archives for educators to utilize in helping students to analyze different forms of primary sources. <http://www.archives.gov/education/lessons/worksheets/>

Power point Palooza/American History – These resources have hundreds of power points broken down by era or subject matter. <http://americanhistory.pppst.com/index.html> <http://www.pptpalooza.net/>

Crash Course: US History – This resource is a series of informational videos covering the span on US history narrated by YA author John Green. He is the author of The Fault in our Stars, which was just made into a movie, and so he is relevant to high school students. This excellent resource can be used many ways inside and outside the classroom. <https://www.youtube.com/playlist?list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>

Online Jeopardy – This resource allows teachers to create subject specific games of jeopardy, which could be played in class or students can access and play at home. It is a good study tool. <https://www.superteachertools.net/jeopardyx/brandnewgame.php>