

CURRICULUM GUIDE

to the Alabama Course of Study

Social Studies

GRADES K-12



Joseph B. Morton, State Superintendent of Education • Alabama Department of Education

February 2006

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2006

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***Curriculum Guide
to the
Alabama Course of Study: Social Studies***

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Acknowledgments

This document was developed by the 2004 Social Studies Curriculum Guide Task Force. Task Force members included special and general education teachers, coordinators, parents of children with disabilities, and representatives of parent advocacy groups.

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Introduction

The 2005 *Curriculum Guide to the Alabama Course of Study: Social Studies* is a companion document to the *Grades K-12 Alabama Course of Study: Social Studies* (Bulletin 2004, No. 18). The *Alabama Course of Study: Social Studies* was developed by members of the Social Studies State Course of Study Committee and Task Force and was adopted by the Alabama State Board of Education in April 2005. These standards can be accessed from the Alabama Department of Education Web site at www.alsde.edu. On the home page, select Sections and then Classroom Improvement. Click on Publications, scroll down to Courses of Study and click on Social Studies.

Educators are reminded that content standards indicate minimum content—what all students should know and be able to do by the end of each grade or course. Local school systems may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

The *Curriculum Guide to the Alabama Course of Study: Social Studies* prepares students for study of grade-level content standards through the teaching of prerequisite and enabling skills necessary for learning each content standard. This allows students to work toward grade-level standards while working at individual ability levels. By identifying the prerequisites and enabling skills for each standard, teachers may plan instruction to address the achievement gap experienced by some students while still working with all students toward achievement of the same standards. Some uses of the guide include, but are not limited to, the following: (1) lesson planning, (2) Building-Based Student Support Team (BBSST) considerations, (3) Individual Educational Program (IEP) development, (4) collaborative teaching, (5) tutorials, (6) planning for instructional groupings, (7) parent information and conferences, (8) development of curriculum-based assessments, and (9) preparation for state assessments.

Organization of the Curriculum Guide

The organizational components of this guide include standards, instructional objectives, examples, and bullets. **Content standards** are statements that define what all students should know and be able to do at the conclusion of a course or grade. Content standards contain minimum required content and complete the phrase “*Students will.*”

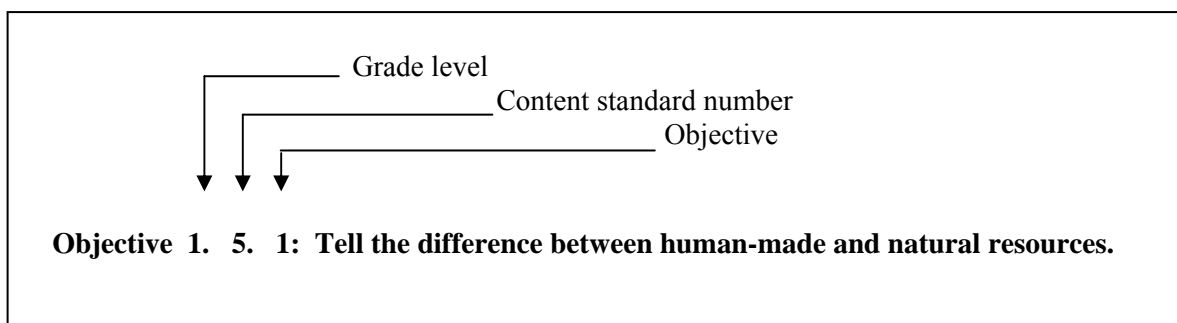
Content standards for a grade level or course should be clearly written, reasonable, measurable, developmentally appropriate, and sufficiently rigorous to enable Alabama students to achieve at levels comparable to other students in the nation and the world. They should also provide proportional emphasis to the essential knowledge, skills, and processes of a given grade level or course.

Bullets denote content that is related to the standards and required for instruction. Bulleted content is listed under a standard.


Examples clarify certain components of content standards or bullets. They are illustrative but not exhaustive. Examples are not part of the minimum required content.

Instructional objectives divide the standards into smaller instructional units that serve as foundational skills for the standards. Instructional objectives are useful in lesson planning, classroom instruction, and IEP development. Utilization of instructional objectives facilitates having all students working toward grade-level standards while also working at individual ability levels. Instructional objectives preceded by a diamond shape (◆) indicate content required for earning Grades 9 – 12 course credit for the *Alabama Occupational Diploma (AOD)*.

Instructional objectives within this document are numbered according to grade level, content standard number, and the order in which the instructional objective is listed. The system for numbering **instructional objective 1.5.1.**, for example, is based upon the following:



In addition, the numbering system in this document for seventh- and twelfth-grade instructional objectives contains a letter immediately after the grade-level to indicate citizenship (C) or geography (G) content in Grade 7 and economics (E) or United States government (G) content in Grade 12. In seventh grade, for example, the “C” in **instructional objective 7C.3.1.** indicates citizenship content; while in twelfth grade, the “G” in **instructional objective 12G.7.2.** reflects United States government content.

Grids to the left of each content standard indicate the dominant strands that are addressed in the standard or related content found in the bullets—economics (E), geography (G), history (H), or political science (PS). The Alabama **map icon**  indicates content related to Alabama history and geography.

How Can Teachers Most Effectively Use This Document?

- Become familiar with the *Alabama Course of Study: Social Studies* (Bulletin 2004, No. 18).
- Review the supporting 2005 *Curriculum Guide to the Alabama Course of Study: Social Studies* for Grades K – 12.
- Correlate standards and instructional objectives in the guide with the *Compendium Supplement for the Stanford Achievement Test, 10th Edition*.
- Correlate the standards and instructional objectives in the guide with the *Item Specifications for Social Studies* for the *Alabama High School Graduation Exam*.
- Use the guide and correlations for instructional planning.
- Teach all content specified in courses of study for each grade level or course.
- Emphasize the importance of vocabulary in all content areas.
- Connect students' prior knowledge to social studies concepts.
- Develop curriculum-based assessments based on the standards.
- Make content relevant to real life situations.
- Use the instructional objectives followed by a diamond-shape (◆) as the required course content for earning Grades 9 – 12 course credit for the *AOD*.
- Emphasize the importance of collaborative teaching and planning between general and special education faculty.
- Plan and implement activities that address all learning styles—auditory, visual, kinesthetic, and tactile.
- Provide opportunities for cooperative learning.
- Use graphic organizers and timelines when teaching social studies.
- Include hands-on and other active learning experiences to increase student understanding.
- Provide guided and independent practice.

KINDERGARTEN

Self and Family

Students will:

E	G	H	PS
		✓	

1. Use daily schedules and timelines from birth to present to relate self and family to changes over time.

Objective K.1.1: Relate pictorially, orally, or in writing important events in one’s life and family over time.

Objective K.1.2: Identify activities that occur on specific days of the week on a weekly or monthly calendar.

Examples: today—soccer practice, tomorrow—art class

Additional content to be taught:

- Using vocabulary to describe periods of time
Examples: *long ago, yesterday, today, tomorrow*

E	G	H	PS
✓		✓	

2. Compare families of today with families of the past in relation to work, home, and school.

Examples: present—one or both parents working outside the home, families sharing household responsibilities, students having choices of transportation; past—parents working together on family-owned farms, family responsibilities assigned by gender, students walking to school

Objective K.2.1: Compare pictures of families of today to pictures of families of the past.

Objective K.2.2: Describe what life was like during the childhood of a family member based on information gained from an interview.

E	G	H	PS
		✓	

3. Identify historically significant events as they relate to self and family.

Examples: Veterans Day, Independence Day


Objective K.3.1: Tell about an important event that relates to self and family.

Objective K.3.2: Draw a picture illustrating family activities associated with celebrating a holiday.

Additional content to be taught:

- Identifying famous individuals associated with holidays and celebrations

Examples: Presidents’ Day—George Washington, Abraham Lincoln;

Thanksgiving—Squanto, Pilgrims;
Black History Month—Rosa Parks, Martin Luther King, Jr., Booker T. Washington 

- Describing personal and family experiences related to holidays and celebrations

E	G	H	PS
✓			✓

4. Identify personal use of goods and services.

Objective K.4.1: Identify ways to use money.

Objective K.4.2: Identify ways community helpers can assist you and your family.

Additional content to be taught:

- Demonstrating ways money is used in everyday life
Examples: saving money in piggy banks, using money to buy pencils at the school supply store
- Identifying various community helpers and their roles in the community
Examples: farmers providing food, firefighters putting out fires, health care professionals giving vaccinations, police officers protecting citizens

E	G	H	PS
✓			

5. Identify personal wants and needs.

Objective K.5.1: Compare personal wants with personal needs.

Examples: wanting a toy, needing a pencil for school

Additional content to be taught:

- Discussing differences between purchasing and bartering for materials
Examples: purchasing candy at the grocery store, trading candy for baseball cards
- Discussing reasons for making choices

E	G	H	PS
	✓		

6. Identify vocabulary related to location and direction.

Objective K.6.1: Demonstrate the ability to follow directions.

Example: playing the game “Simon Says”

Objective K.6.2: Use appropriate direction words in a sentence.

Additional content to be taught:

- Locating objects and places to the *right* or *left*, *up* or *down*, *in* or *out*, and *above* or *below*
- Giving directions
- Following directions

K

E	G	H	PS
	✓		

7. Identify representations of Earth using technology, maps, and globes.

Objective K.7.1: Differentiate between land mass and water on a computer, map, or globe.

Additional content to be taught:

- Creating simple maps
Examples: home, classroom, school

E	G	H	PS
✓	✓		

8. Describe effects of different seasons on self and family.

Example: needing to wear a coat in winter

Objective K.8.1: Name the four seasons of the year, including the weather conditions associated with each season.

Objective K.8.2: Describe recreational activities associated with each season of the year.

Additional content to be taught:

- Discussing economic factors impacted by seasonal changes
Example: heating and cooling expenses

E	G	H	PS
	✓	✓	

9. Describe ways people celebrate their diverse cultural heritages.

Examples: literature, language, games, songs, dances, holidays

Objective K.9.1: Tell about a special day or holiday celebrated with your family.

E	G	H	PS
			✓

10. Discuss rights and responsibilities of individuals in relation to different social groups, including family, peer group, and classmates.

Objective K.10.1: Describe responsibilities at home and at school.

Examples: home—putting away toys,
school—cleaning erasers

Objective K.10.2: Explain ways others help at home and school.

Examples: home—sister babysitting new baby,
school—classmate watering plants


Additional content to be taught:

- Explaining the importance of manners and social etiquette
- Explaining the necessity for rules and laws and consequences of failing to obey them

Examples: raising hand before speaking to eliminate noise and allow every person to be heard, obeying traffic signs and signals to avoid traffic tickets and accidents, recognizing that playing with matches could lead to getting burned

E	G	H	PS
		✓	✓

11. Identify historic symbols of patriotism.

Examples: Alabama state flag; the flag of the United States; eagle; Pledge of Allegiance; red, white, and blue; the song “America”; the national anthem “The Star-Spangled Banner” 

Objective K.11.1: Locate common patriotic symbols in the local community.

Example: state and United States flags at post office, school, and courthouse

FIRST GRADE

Exploring Our Community and State

Students will:

E	G	H	PS
		✓	

1. Identify past and present modes of air, land, and water transportation.

Examples: airplane, spacecraft; horse and buggy, subway

Objective 1.1.1: Locate pictures that represent present and past modes of transportation.

Additional content to be taught:

- Identifying past and present forms of communication
Examples: past—letter, radio, rotary-dial telephone;
present—e-mail, television, cellular telephone
- Identifying past and present types of apparel
- Identifying past and present types of technology
Examples: past—record players, typewriters, conventional ovens;
present—CD and DVD players, VCRs, computers, microwave ovens
- Identifying past and present types of recreation
Examples: past—marbles, hopscotch, jump rope;
present—video games, computer games
- Identifying primary documents of the past and present
Examples: past—letters, newspapers;
present—e-mail, Internet articles

E	G	H	PS
		✓	

2. Describe how primary sources serve as historical records of families and communities.

Examples: oral histories, vacation pictures in scrapbooks, videos, timelines

Objective 1.2.1: Tell about the personal history of a family or community member based on information gained from an interview.

Objective 1.2.2: Describe, using a family picture, the role of a person in your family.

E	G	H	PS
✓	✓	✓	

3. Identify historical events and celebrations in communities and cities throughout Alabama. 

Examples: Mardi Gras, Helen Keller Day, National Shrimp Festival, Boll Weevil Festival

Objective 1.3.1: Draw a picture illustrating a historical event in

Alabama. 

Objective 1.3.2: Describe a historical event celebrated in your town or community.

E	G	H	PS
✓			

4. Describe the role of money in everyday life.

Examples: using money to purchase goods such as groceries, using money to pay for services such as babysitting

Objective 1.4.1: Identify personal wants and needs.

Objective 1.4.2: Identify ways to earn money for purchasing items based on one’s wants and needs.

Additional content to be taught:

- Explaining differences between wants and needs
- Explaining concepts of saving and borrowing
- Explaining differences between buyers and sellers

E	G	H	PS
✓	✓		

5. Label human-made and natural resources in Alabama. 

Examples: human-made—plastic, rayon; natural—cotton, coal, trees

Objective 1.5.1: Define human-made resources and natural resources.

E	G	H	PS
	✓		

6. Identify land masses, bodies of water, and other physical features of Earth on maps and globes.

Objective 1.6.1: Describe maps and globes as representations of physical features of Earth.

Objective 1.6.2: Locate land masses and bodies of water on a map and on a globe.

Additional content to be taught:

- Explaining uses of cardinal directions on the compass rose
 - Measuring distances using nonstandard means
- Example: measuring with pencils, strings, hands, or feet

1st

E	G	H	PS
	✓		✓

7. Identify ways to take personal action to protect the environment.

Examples: cleaning up litter, recycling, participating in Earth Day and Arbor Day activities

Objective 1.7.1: Identify reasons for the importance of protecting the environment.

E	G	H	PS
✓	✓		

8. Identify how occupational and recreational opportunities in Alabama and local communities are impacted by the physical environment.

Examples: occupational—jobs provided by shrimping industry in coastal communities;
recreational—swimming at the beach, hiking in the mountains

Objective 1.8.1: Describe job opportunities and recreational opportunities in the community as related to the physical environment.

E	G	H	PS
	✓	✓	

9. Identify traditions of a variety of cultures in Alabama and local communities.

Examples: marriage customs, religious celebrations

Objective 1.9.1: Describe ways people celebrate their diverse cultural heritages.

Additional content to be taught:

- Identifying common and unique characteristics of individuals in societal groups, including age, religious beliefs, ethnicity, disability, and gender

E	G	H	PS
			✓

10. Discuss civic responsibilities of participating members of a community and state.

Examples: paying taxes, voting

Objective 1.10.1: Discuss the rights and responsibilities of individuals in relation to different social groups, including family, peer group, and classmates.

Additional content to be taught:

- Discussing the meaning of patriotism

E	G	H	PS
			✓

11. Identify roles and responsibilities of leaders within the community and state.

Examples: recognizing the mayor as city leader, recognizing the governor as state government leader

Objective 1.11.1: Identify leaders in the local community.

Examples: mayor, city council members, chief of police

Objective 1.11.2: Identify leaders in state government.

Examples: governor, attorney general

Additional content to be taught:

- Recognizing how laws protect rights and property
- Identifying reasons for having rules at home and at school

SECOND GRADE

Exploring Our Nation and World: People and Places

Students will:

E	G	H	PS
		✓	

1. Compare features of modern-day living to those of the past.

Examples: past—shopping in general stores, attending frontier schools in one-room buildings;
present—shopping in national chain superstores, attending contemporary schools with multiple classrooms


Objective 2.1.1: Compare families of today with families of the past in relation to work, home, and school.

Additional content to be taught:

- Using vocabulary to describe segments of time
- Examples: *year, decade, century*

E	G	H	PS
		✓	

2. Identify past and present contributions of a variety of individuals who have overcome difficulties or obstacles to achieve goals.

Examples: Abraham Lincoln rising from poverty and achieving position of President of the United States, Heather Whitestone coping with hearing loss and achieving title of Miss America, Nat “King” Cole struggling with segregation and becoming a world-renowned singer, Arthur George (A. G.) Gaston overcoming lack of completion of high school education and becoming exceptional businessman and developer and owner of one of the largest African-American businesses in the United States, Nelson Mandela confronting apartheid and receiving the Nobel Peace Prize 

Objective 2.2.1: Describe what it means to overcome difficulties or obstacles.

Objective 2.2.2: Identify an individual who has overcome difficulties or obstacles.

E	G	H	PS
		✓	

3. Discuss historical and current events within the state and the nation that are recorded in a variety of resources.

Examples: interviews with grandparents, Martin Luther King, Jr.’s “I Have a Dream” speech, video of Neil Armstrong’s walk on the moon, newspaper reports of current elections, video about Sheyann Webb and her involvement in Selma’s voting rights

Objective 2.3.1: List ways to document historical and current events.

4. Discuss celebrations in the United States and around the world.

E	G	H	PS
		✓	

Examples: Children’s Day in Japan, Veterans Day in the United States, Bastille Day in France, Cinco de Mayo in Mexico, New Year celebrations in China

Objective 2.4.1: Identify celebrations in which your family participates.

Objective 2.4.2: Identify celebrations in communities and cities throughout Alabama.

E	G	H	PS
✓			

5. Explain the relationship between the production and distribution processes.

Examples: tracing milk supply from production on the farm to grocery stores and to consumers, tracing the manufacturing of technological components in other countries to consumers in the United States

Objective 2.5.1: Identify examples of production and distribution.

Examples: production —constructing automobiles on plant assembly lines, preparing hamburgers at fast food restaurants; distribution—shipping via trucking companies, railways, United States Postal Service

Additional content to be taught:

- Discussing the impact of consumer choices and decisions
Example: cost of buying and caring for a pet
- Making informed decisions about borrowing and saving

E	G	H	PS
✓	✓		

6. Identify human-made and natural resources in the world.

Examples: human-made—paper, natural—crude oil

Objective 2.6.1: Identify human-made and natural resources in Alabama.

Objective 2.6.2: Compare natural resources in Alabama to natural resources in the United States and in the world.

E	G	H	PS
	✓		

7. Describe ways people throughout the world are impacted by their geographic environments.

Examples: land use, housing, occupations

Objective 2.7.1: Describe effects of different seasons on communities in various geographic environments.

Objective 2.7.2: Identify how occupational and recreational opportunities in Alabama and in local communities are impacted by the geographic environment. 🗺️

Additional content to be taught:

- Comparing physical features of regions throughout the world
Example: discussing differences in a desert environment, a tropical rainforest, and a polar region
- Identifying positive and negative ways people affect the environment
Examples: positive—restocking fish in lakes, oceans, and rivers; reforesting cleared land;
negative—polluting water; throwing trash on roadways; causing erosion

E	G	H	PS
	✓		

8. Identify continents, oceans, and the equator using technology, maps, and globes.

Objective 2.8.1: Identify land, water, and the equator on maps and globes.

Additional content to be taught:

- Identifying map elements, including title, legend, and scale
- Identifying intermediate directions
- Utilizing key elements on maps and globes to estimate routes
Example: using a map scale to estimate the shortest route from one state to another or from Birmingham, Alabama, to Athens, Greece 🗺️

E	G	H	PS
			✓

9. Describe rights and responsibilities of citizens of the United States.

Examples: rights—voting, freedom of speech;
responsibilities—paying taxes

Objective 2.9.1: Discuss rights and responsibilities of individuals in relation to different social groups, including family, peer group, and classmates.

Objective 2.9.2: Discuss civic responsibilities of members of a community and of a state.

Additional content to be taught:

- Explaining the voting process and the use of results
Example: telling how some national and world issues are settled by voting
- Identifying acts of patriotism and symbols of the United States
Examples: acts—reciting the Pledge of Allegiance to the flag, standing during the national anthem;
symbols—Statue of Liberty, Liberty Bell
- Describing responsibilities of state, national, and world leaders

E	G	H	PS
			✓

10. Discuss ways in which people in authority gain the right to direct or control others.

Examples: being an appointed or elected official, being a parent or guardian, being a police officer

Objective 2.10.1: Describe how people become leaders or authority figures.

Additional content to be taught:

- Describing the appropriate use as well as the misuse of power and authority
Examples: use—determining safety rules,
misuse—showing disrespect for personal freedoms

E	G	H	PS
	✓	✓	

11. Explain how the diversity of people and customs in the United States and the world affect viewpoints and ideas.

Objective 2.11.1: Identify similarities and differences among cultures and customs represented in the school or classroom.

Objective 2.11.2: Describe the relationship between the customs and viewpoints and ideas of diverse persons in the United States.

Additional content to be taught:

- Discussing how and why people from various cultures immigrated to the United States
Examples: how—ships, planes, automobiles;
why—improved quality of life, family connections, agricultural disasters


THIRD GRADE

People, Places, and Regions: Geographic Studies

Students will:

E	G	H	PS
	✓		

1. **Locate the prime meridian, equator, tropic of Capricorn, tropic of Cancer, international date line, and lines of latitude and longitude on maps and globes.**

Objective 3.1.1: Identify on a community map where students live; on a state map where their town is; and on a United States map where Alabama is located. 

Objective 3.1.2: Identify continents, oceans, and the equator on maps and globes, including representations created with the use of technology.

Additional content to be taught:

- Using cardinal and intermediate directions to find a location on a map or globe
- Demonstrating an understanding of simple grid lines
- Measuring distance between two locations using a scale of miles
- Locating physical and human features on a map using labels, symbols, and legends
- Identifying limitations of maps

Examples: projections and distortions of maps

E	G	H	PS
	✓	✓	


2. **Describe physical characteristics, including landforms, bodies of water, soil, and vegetation of various places on Earth.**

Examples: landforms—mountains, hills, plateaus; bodies of water—oceans, rivers, lakes; soil—silt, clay, sand; vegetation—tropical, desert, plains

Objective 3.2.1: Define vocabulary words that describe physical characteristics of various places on earth, including plateaus, silty soils, and plains.

Objective 3.2.2: Describe physical characteristics of the local community.

Additional content to be taught:


- Locating countries in the Western Hemisphere
 - Locating historical landmarks on maps
- Examples: the capitol of the United States, the Alabama state capitol, previous site of the twin towers of the World Trade Center in New York, Statue of Liberty, Pearl Harbor 
- Identifying processes of Earth, including continental drift, erosion, natural hazards, weather, and climate

E	G	H	PS
	✓		

3. Identify components of various ecosystems.

Example: discussing differences in soil, climate, vegetation, or wildlife

Objective 3.3.1: Define ecosystem.

Objective 3.3.2: Compare the physical characteristics of north Alabama to those of south Alabama. 

Example: mountains to sandy beaches

Objective 3.3.3: Describe ways people throughout the world are impacted by their environment.

Additional content to be taught:

- Identifying ways in which humans alter the physical environment
Examples: oil spills, landfills, clearing of forests, urbanization, replacement of wetlands with farms, reforestation of cleared land, restocking of fish in waterways, planting of nitrogen-fixing crops such as legumes to restore nitrogen to the soil, planting of cover crops to prevent erosion

E	G	H	PS
✓	✓	✓	

4. Locate population shifts due to geographic, economic, and historic changes in the Western Hemisphere.

Examples: geographic—floods, hurricanes; economic—crop failures; historic—disease, war

Objective 3.4.1: Describe ways people are impacted by geographic, economic, and historic changes.

Additional content to be taught:

- Identifying human and physical criteria used to define regions
Examples: human—city boundaries, school district lines; physical—hemispheres, regions within continents or countries

E	G	H	PS
✓	✓		

5. Identify national and international trading patterns of the United States.

Objective 3.5.1: Identify products brought in from other countries and products sent from the United States to other countries.

Objective 3.5.2: Identify products brought in from other states and products sent from Alabama to other states. 

Additional content to be taught:

- Differentiating between producers and consumers and imports and exports

Examples: producers—suppliers, sellers; consumers—buyers; imports—coffee from Colombia, pineapples from Hawaii; exports—corn from Iowa

E	G	H	PS
✓	✓		✓

6. Identify conflicts involving use of land, economic competition for scarce resources, different political views, boundary disputes, and cultural differences within and between different geographic areas.

Example: disputes over water rights, landfill locations, or prison locations

Objective 3.6.1: Discuss ways geography has influenced or caused conflicts over resources such as land and water in the state or local community.

Additional content to be taught:

- Identifying examples of cooperation within and between different geographic areas
Examples: participation in Neighborhood Watch programs, provision of emergency assistance, participation in America’s Missing: Broadcast Emergency Response (AMBER) Alert programs
- Locating areas of political conflict on maps and globes
- Explaining different viewpoints on contemporary issues at the local, state, national, and international levels



E	G	H	PS
✓	✓		

7. Describe the relationship between locations of resources and patterns of population distribution in the Western Hemisphere.

Examples: presence of trees for building homes, availability of natural gas supply for heating and water supply for drinking and for irrigating crops

Objective 3.7.1: Describe ways people throughout the world are impacted by their geographic environments.

Additional content to be taught:

- Locating major natural resources and deposits throughout Alabama, the United States, and the Western Hemisphere 
Examples: Alabama—iron, , United States—timber, Western Hemisphere—fish from Canada
- Describing present-day mechanization of labor as opposed to the historical use of human labor to harvest natural resources
Example: present-day practices of using machinery to mine coal and to harvest cotton and pecans
- Evaluating the geographic impact of using major energy and technological resources in the twenty-first century

E	G	H	PS
✓	✓		✓


8. Identify geographic links of land regions, river systems, and interstate highways between Alabama and other states. 

Example: Tombigbee River

Objective 3.8.1: Identify Alabama’s primary rivers and interstate highways. 

Objective 3.8.2: Identify the specific geographic region of the local community.

Additional content to be taught:

- Locating the five geographic regions of Alabama 
- Comparing laws that pertain to citizens of the United States, including pollution laws, highway speed limit laws, seat belt laws, and interstate trade laws
- Describing cultural, political, and economic characteristics of people in the Western Hemisphere

Examples: cultural—types of clothes, homes, languages, religions;
political—functions of political units at different levels such as cities, states, and nations;
economic—natural resources, industrialization, living standards

E	G	H	PS
	✓		

9. Identify ways to prepare for natural disasters in the United States.

Examples: preparing for earthquakes by identifying structural needs of homes before building, constructing houses on stilts in flood-prone areas, buying earthquake and flood insurance, providing hurricane or tornado shelters, establishing evacuation routes

Objective 3.9.1: Discuss different types of natural disasters that occur in the United States.

Objective 3.9.2: Describe ways people in the United States and throughout the world are impacted by natural disasters.

E	G	H	PS
	✓		

10. Describe characteristics and migration patterns of human populations in the Western Hemisphere.

Examples: characteristics—birth rate, death rate, life expectancy, population density, food, clothing, shelter;
migration—movement of migrant workers to other locations

Objective 3.10.1: Identify factors that contribute to the migration patterns of people in the Western Hemisphere.

E	G	H	PS
	✓	✓	

11. Identify significant historical sites in Alabama, including locations of civil rights activities.

Examples:

Montgomery—birthplace of the Confederacy, birthplace of the modern Civil Rights Movement;
 Tuskegee—home of Tuskegee Institute;
 Mobile—site of Fort Morgan and the Battle of Mobile Bay;
 Huntsville—home of the United States Space and Rocket Center;
 Tusculumbia—location of Ivy Green (birthplace of Helen Keller);
 Moundville—location of Moundville Archaeological Park;
 Birmingham—home of Vulcan and Vulcan Park, Birmingham Civil Rights Institute, and Sloss Furnaces National Historic Landmark;
 Selma—site of voting rights activities

Objective 3.11.1: Identify historical events and sites in communities and cities throughout Alabama. 

Objective 3.11.2: Locate on a map of Alabama sites of historic and current events. 

FOURTH GRADE

Alabama Studies

Students will:

E	G	H	PS
✓	✓	✓	✓

1. Identify historical and current economic, political, and geographic information about Alabama on thematic maps.

Examples: weather/climate maps, physical relief maps, waterway maps, transportation maps, political boundary maps, economic development maps, land-use maps, population maps

Objective 4.1.1: Identify Alabama’s land use and waterways on thematic maps.

Objective 4.1.2: Describe how Alabama’s geographic characteristics affect economic development and population.

Additional content to be taught:

- Discussing patterns and types of migrations as they affect the environment, agriculture, economic development, and population changes in Alabama

E	G	H	PS
✓	✓	✓	✓

2. Describe cultures, governments, and economies of prehistoric and historic Native Americans in Alabama.

Examples: prehistoric Native Americans—Paleo-Indian, Archaic, Woodland, Mississippian;
historic Native Americans—Choctaw, Chickasaw, Cherokee, Creek

Objective 4.2.1: Compare prehistoric and historic Native Americans who lived in Alabama.

Objective 4.2.2: Describe characteristics of the culture, government, and economy of Native Americans in your region of the state.

Additional content to be taught:

- Identifying locations of prehistoric and historic Native Americans in Alabama
- Describing types of prehistoric life in Alabama
Examples: plants, animals, people
- Identifying roles of archaeologists and paleontologists

E	G	H	PS
✓	✓	✓	✓

3. List reasons for European exploration and settlement in Alabama and the impact of Europeans on trade, health, land expansion, and tribal reorganization of Native American populations in Alabama.

Objective 4.3.1: List reasons for European exploration and settlement in Alabama.

Objective 4.3.2: Explain the impact of European settlements in Alabama on trade, health, and land expansion in Alabama.

Objective 4.3.3: Describe the effects of European settlements on tribal reorganization of Native American populations in Alabama.

Additional content to be taught:

- Locating European settlements in early Alabama
- Explaining reasons for conflicts between Europeans and Native Americans in Alabama from 1519 to 1840
Examples: differing beliefs regarding land ownership, religious differences, cultural differences, broken treaties
- Identifying main causes, key people, and historical documents of the American Revolution and the new nation
Examples: main causes—taxation, lack of representation, distrust of centralized power;
key people—George Washington, Thomas Jefferson, Benjamin Franklin;
historical documents—Declaration of Independence, Constitution of the United States
- Naming social, political, and economic outcomes of the Creek Civil War and the Creek War in Alabama
Examples: social—adoption of European culture by Native Americans, opening of Alabama land for settlement;
political—breaking of power of Native Americans, labeling of Andrew Jackson as a hero and propelling him toward presidency;
economic—acquisition of tribal land in Alabama by the United States
- Identifying the impact of the Trail of Tears on Alabama’s Native Americans

E	G	H	PS
	✓	✓	

4. Describe the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century.

Objective 4.4.1: Describe the five geographic regions of Alabama, including their location.

Objective 4.4.2: Describe how Alabama’s natural resources impacted the movement of Alabama settlers during the early nineteenth century.

Additional content to be taught:

- Describing natural resources of Alabama
Examples: water, trees, coal, iron, limestone, petroleum, natural gas, soil
- Describing the natural environment of Alabama
Examples: wildlife, vegetation, climate, bodies of water
- Describing human environments created by settlement
Examples: housing, roads, place names

E	G	H	PS
	✓	✓	✓

5. Describe Alabama’s entry into statehood, including Alabama’s constitutions and the three branches of government.

Objective 4.5.1: Identify the events that lead to Alabama’s entry into statehood and the development of the state’s constitutions.

Objective 4.5.2: Identify the roles of the three branches of government of Alabama.

Additional content to be taught:

- Explaining political and geographic reasons for changes in location of Alabama’s state capital
- Identifying prominent political leaders during early statehood in Alabama
Examples: William Wyatt Bibb, Thomas Bibb, Israel Pickens, William Rufus King

E	G	H	PS
✓	✓	✓	✓

6. Identify cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.

Examples: cultural—housing, education, religion, recreation;
economic—transportation, livelihood;
political—inequity of legal codes

Objective 4.6.1: Identify major economic factors that impacted the lifestyles of early settlers in Alabama.

Objective 4.6.2: Identify cultural factors that impacted the lifestyles of farmers and townspeople..

Objective 4.6.3: Compare the lifestyles of plantation owners and slaves.

Additional content to be taught:

- Recognizing the impact of slavery on Alabama during the early nineteenth century
- Identifying major areas of agricultural production using an Alabama map

Example: cotton raised in the Black Belt and fertile river valleys

E	G	H	PS
✓		✓	✓

7. Identify reasons for Alabama’s secession from the Union, including sectionalism, slavery, state rights, and economic disagreements.

Objective 4.7.1: Discuss viewpoints of state rights advocates in Alabama and how they influenced secession.

Objective 4.7.2: Identify the economic impact of slavery and its impact on secession.

Objective 4.7.3: List the reasons for sectionalism in relation to Alabama’s secession from the Union.

Additional content to be taught:

- Identifying Alabama’s role in the organization of the Confederacy

Examples: secession convention, Montgomery as first state capital, inauguration ceremony for leaders

E	G	H	PS
✓		✓	

8. Explain Alabama's role in and economic support of the Civil War.

Examples: provision of supplies through the Port of Mobile; armament center at Selma; production of iron products, munitions, textiles, and ships

Objective 4.8.1: Describe factors that led to Alabama's participation in the Civil War.

Objective 4.8.2: Identify products made from Alabama's natural resources that provided economic support during the Civil War.

Additional content to be taught:

- Explaining resulting economic conditions of the Civil War, including the collapse of economic structure, destruction of the transportation infrastructure, and high casualty rates

E	G	H	PS
✓		✓	✓

9. Describe political, social, and economic conditions in Alabama during Reconstruction.

Examples: political—military rule, presence of Freedmen's Bureau, Alabama's readmittance to the Union, sharecropping;
social—carpetbaggers, scalawags, Ku Klux Klan (KKK);
economic—sharecropping, scarcity of goods and money

Objective 4.9.1: Explain the effects of the Civil War on Alabama's economy during the period of Reconstruction.

Objective 4.9.2: Define the roles of individuals such as carpetbaggers and organizations such as the KKK on the social and political structures of Alabama during Reconstruction.

Additional content to be taught:

- Describing the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States
- Identifying the role of African Americans in politics during Reconstruction in Alabama

Examples: Benjamin Sterling Turner, United States House of Representatives (1871-1873);
Jeremiah Haralson, Alabama State Legislature (1870-1874) and United States House of Representatives (1875-1877);
James Rapier, United States House of Representatives (1873-1875)

- Describing policies of major political parties in Alabama

E	G	H	PS
✓		✓	✓

10. Describe significant social and educational changes in Alabama during the late nineteenth and early twentieth centuries.

Examples: social—implementation of “separate but equal” court decision (*Plessy versus Ferguson*), birth of National Association for Advancement of Colored People (NAACP) through Niagara Movement;
 educational—establishment of normal schools and land-grant colleges such as Alabama Agricultural and Mechanical (A & M) University, Auburn University, and Tuskegee University

Objective 4.10.1: Identify major advances in education in Alabama from 1870 to 1920.

Objective 4.10.2: Explain developments that lead to populism and to the revision of voting rights in Alabama.

Additional content to be taught:

- Explaining the development and changing role of industry, trade, and agriculture in Alabama during the late nineteenth and early twentieth centuries, including the rise of populism
- Explaining the impact of the voting rights revision in the Alabama Constitution of 1901, including Jim Crow Laws
 Example: restriction of eligible voters
- Identifying Alabamians who made contributions in the fields of science, education, the arts, the military, politics, and business during the late nineteenth and early twentieth centuries
 Examples: science—George Washington Carver, William Gorgas, Robert Van de Graff;
 education—Booker T. Washington, Julia Tutwiler, Helen Keller, Maria Fearing;
 arts—William Christopher (W. C.) Handy;
 military—Joe Wheeler, Richmond Pearson Hobson;
 politics—John Tyler Morgan, Patti Ruffner Jacobs, Thomas E. Kilby;
 business—William Pettiford
- Discussing cultural contributions from various regions of Alabama that contributed to the formation of a state heritage
 Examples: folklore, folk art, vernacular architecture

E	G	H	PS
		✓	

11. Describe the impact of World War I on Alabamians.

Examples: migration of African Americans to the North and West, utilization of Alabama’s military installations and training facilities, increased production of goods for war effort

Objective 4.11.1: Discuss Alabama’s role in training the military.

Objective 4.11.2: Discuss Alabama’s role in the production of goods for World War I.

Additional content to be taught:

- Recognizing Alabama participants in World War I
Example: Alabama Rainbow Division
- Identifying the use of new technology in World War I
Examples: airplanes, machine guns, chemical warfare

E	G	H	PS
✓		✓	

12. Explain effects of the events of the 1920s and the Great Depression on different socioeconomic groups.

Examples: effects of 1920s—increase in availability of electricity and employment opportunities, increase in wages and product consumption, overproduction of goods, stock market crash;
effects of Great Depression—over cropping of land, unemployment, poverty, establishment of new federal programs

Objective 4.12.1: Identify the major events of the 1920s and their effects on different socioeconomic groups in Alabama.

Examples: employment opportunities, increase in wages, overproduction of goods

Objective 4.12.2: Identify the major events that led to the Great Depression and their effects on different socioeconomic groups in Alabama.

Additional content to be taught:

- Describing effects of supply and demand on the economy

E	G	H	PS
✓	✓	✓	

13. Describe the economic and social impact of World War II on Alabamians.

Examples: entry of women into workforce, increase in job opportunities, rationing, utilization of Alabama’s military installations

Objective 4.13.1: Describe the increase in job opportunities in Alabama as a result of World War II.

Objective 4.13.2: Identify changes in lifestyles of Alabamians that resulted from World War II.

Additional content to be taught:

- Recognizing Alabama participants in World War II
Examples: Tuskegee Airmen, women in the military
- Locating military bases in Alabama

E	G	H	PS
✓		✓	✓

14. Describe the social, political, and economic impact of the modern Civil Rights Movement on Alabama.

Objective 4.14.1: Identify events that lead to the passage of the Civil Rights Act and the Voting Rights Act in Alabama.

Objective 4.14.2: Locate on a map of Alabama significant sites related to the modern Civil Rights Movement.

Additional content to be taught:

- Identifying important people and events of the modern Civil Rights Movement
Examples: people—Martin Luther King, Jr., George C. Wallace, Rosa Parks;
events—Montgomery bus boycott, Birmingham church bombing, Selma-to-Montgomery march
- Identifying benefits of the 1964 Civil Rights Act and the 1965 Voting Rights Act

E	G	H	PS
		✓	

15. Identify major world events that have impacted Alabama since 1950.

Examples: Korean Conflict, Vietnam War, Persian Gulf War, War on Terrorism

Objective 4.15.1: Discuss ways major wars since 1950 have impacted the economics, politics, and population of Alabama.

Objective 4.15.2: Identify major world events occurring in each decade since the 1950s.

Additional content to be taught:

- Recognizing Alabamians who have made significant contributions to society since 1950

Examples: Henry “Hank” Aaron, Hugo Black, Paul “Bear” Bryant, Nat “King” Cole, Marva Collins, Jeremiah Denton, A. G. Gaston, Mae C. Jemison, Harper Lee, Willie Mays, Harold (Hal) Moore, Thomas Moorer, Jesse Owens, Condoleezza Rice, Wernher von Braun, George C. Wallace, Lurleen B. Wallace, Hank Williams, Kathryn Tucker Windham

E	G	H	PS
✓	✓	✓	

16. Describe the impact of population growth on cities, major road systems, demographics, natural resources, and the natural environment of Alabama during the twentieth century.

Objective 4.16.1: Identify the major shifts in population in Alabama during the twentieth century.

Example: small rural communities becoming major metropolitan cities

Objective 4.16.2: Discuss how Alabama’s natural resources attracted economic advancement during the twentieth century.

Objective 4.16.3: Describe the impact of the growth of Alabama’s highway system during the twentieth century.

Additional content to be taught:

- Describing how technological advancements brought change to Alabamians during the twentieth century

Examples: improvement of quality of life and expanded employment opportunities through use of electricity, improvement of transportation through introduction of automobiles and airplanes, improvement of communication through use of satellites and cellular telephones

- Describing the growing influence of foreign-based companies

FIFTH GRADE

United States Studies: Beginnings to 1877

Students will:


E	G	H	PS
✓	✓	✓	

1. **Locate physical features that impacted the exploration and settlement of the Americas.**

Examples: ocean currents, prevailing winds, large forests, major rivers, significant mountain ranges


Objective 5.1.1: Identify major settlements in America, including the physical features that impacted exploration and settlement.

Additional content to be taught:

- Locating states, capitals, and important geographic features east of the Mississippi River
 - Identifying major ports in the United States
- Examples: Mobile, Boston, New York, New Orleans, Savannah 

E	G	H	PS
	✓	✓	

2. **Identify causes and effects of prehistoric migration and settlement in North America.**

Objective 5.2.1: Describe how prehistoric migration patterns of human populations impacted the southern region of the United States and Alabama. 

E	G	H	PS
✓	✓	✓	✓

3. **Compare major Native American cultures in respect to geographic region, natural resources, government, economy, and religion.**

Examples: Southeast, Northeast, Southwest, Pacific Northwest, Plains

Objective 5.3.1: Describe how geography and natural resources of different regions of North America impacted different groups of Native Americans.

Objective 5.3.2: Describe cultures, governments, economies, and religions of different groups of Native Americans.

Additional content to be taught:

- Locating Native American groups by geographic region

E	G	H	PS
✓	✓	✓	✓

4. Explain effects of European exploration during the Age of Discovery upon European society and Native Americans, including the economic and cultural impact.

Objective 5.4.1: Identify reasons for European exploration and settlement during the Age of Discovery in the United States, including the impact of European exploration and settlement upon Native Americans.

Objective 5.4.2: Identify reasons for European exploration during the Age of Discovery, including its impact on European society.

Additional content to be taught:

- Identifying significant early European patrons and explorers and early settlements

Examples: patrons—King Ferdinand and Queen Isabella, Prince Henry the Navigator;
 explorers—Ferdinand Magellan, Christopher Columbus, Hernán Cortés, Francisco Vázquez de Coronado, Juan Ponce de León, Hernando de Soto, Francisco Pizarro;
 early settlements—Roanoke (the Lost Colony), Jamestown, Plymouth

- Locating the countries of origin of early European patrons and explorers including Prince Henry the Navigator, Ferdinand Magellan, Christopher Columbus, Hernán Cortés, Juan Ponce de León, Hernando de Soto, and Francisco Pizarro

E	G	H	PS
✓	✓	✓	✓

5. Describe the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies.

Examples: colonization of Pennsylvania and Rhode Island for religious freedom, establishment of Georgia as a prison colony, immigration of Europeans in pursuit of greater civil rights and wealth

Objective 5.5.1: Identify purposes for European selection of areas in which to settle.

Examples: Jamestown—tobacco cash crops, Boston Harbor—ease of shipping, Pennsylvania and Rhode Island—religious freedom

Additional content to be taught:

- Identifying major leaders, economic impact, and social changes in colonial society

Examples: major leaders—John Winthrop, Roger Williams, John Smith, James Oglethorpe, William Penn, Anne Hutchinson, John Rolfe; economic impact—tobacco and cotton crops as mainstays of economy; social changes—effects of establishment of House of Burgesses on colonial society

- Identifying reasons for the French and Indian War
- Describing the impact of the French and Indian War on the settlement of the colonies
- Identifying geographic features, landforms, and differences in climates among the colonies
- Describing emerging colonial governments

Examples: representative government, town meetings, role of laws
- Describing the development of the emerging labor force in the colonies

Examples: slaves, indentured servants
- Identifying on a map changes in North American boundaries as a result of the French and Indian War

E	G	H	PS
✓	✓	✓	

6. Identify the impact of trade routes on emerging colonies in the Americas.

Examples: spread of Christianity, increase in trading of cotton and indigo

Objective 5.6.1: Identify trade routes during the time of early colonization in the Americas.

Additional content to be taught:

- Tracing the result of slave trading in the Americas

Example: establishment of the Triangular Trade Route
- Locating centers of slave trade in the Western Hemisphere

E	G	H	PS
✓		✓	✓

- 7. Identify events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.**

Objective 5.7.1: Tell the sequence of events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.

E	G	H	PS
✓	✓	✓	✓

- 8. Identify major events of the American Revolution, including the Battles of Lexington and Concord, the Battle of Bunker Hill, the Battle of Saratoga, and the Battle of Yorktown.**

Objective 5.8.1: Describe major events of the American Revolution, including the Battles of Lexington and Concord, the Battle of Bunker Hill, the Battle of Saratoga, and the Battle of Yorktown.

Additional content to be taught:

- Describing the social and political impact of the Declaration of Independence
- Explaining contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, and ordinary citizens
- Describing efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, boycotts, and the Second Continental Congress
- Locating on a map major battle sites of the American Revolution

E	G	H	PS
		✓	✓

- 9. List steps involved in the development of the Constitution of the United States, including inadequacies of the Articles of Confederation and struggles over the ratification of the Constitution.**

Objective 5.9.1: Identify major events leading to the development of the Constitution of the United States.

Objective 5.9.2: Identify the inadequacies of the Articles of Confederation leading to the development of the Constitution.

Objective 5.9.3: Describe the ratification process of the Constitution.

Additional content to be taught:

- Listing powers granted to Congress, the President, and those reserved for states or for the people
- Discussing major ideas and concepts of the Constitution of the United States, including duties and powers of the three branches of government
- Identifying main principles in the Bill of Rights
- Describing the process by which territories achieve statehood under the Constitution

E	G	H	PS

- 10. Describe political, social, and economic events between 1803 and 1860**

✓	✓	✓	✓
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that led to the expansion of the territory of the United States.

Examples: Louisiana Purchase, Indian Removal Act, Texas-Mexican Wars, Mexican-American War, Gold Rush of 1849

Objective 5.10.1: Identify political events between 1803 and 1860

that led to the expansion of the territory of the United States.

Objective 5.10.2: Describe social events between 1803 and 1860 that led to the expansion of the territory of the United States.


Objective 5.10.3: Discuss economic events between 1803 and 1860 that led to the expansion of the territory of the United States.

Additional content to be taught:

- Tracing expeditions of Meriwether Lewis and William Clark in the American West, including the role of Sacagawea
- Identifying the purpose of the Monroe Doctrine

E	G	H	PS
	✓	✓	✓

11. Explain causes of and major events occurring during the War of 1812.

Examples: causes—impressment, territorial disputes; events—burning of Washington, D.C.; creation of War Hawks; composition of “Star-Spangled Banner”; Battle of Horseshoe Bend; Battle of New Orleans 

Objective 5.11.1: Identify the issues that led to the War of 1812.

Objective 5.11.2: Describe major events occurring during the War of 1812.

Additional content to be taught:

- Locating on a map major areas of conflict in the War of 1812, including Washington, D.C.

E	G	H	PS
✓	✓	✓	✓

12. Identify causes of the Civil War from the northern and southern viewpoints.


Examples: states' rights, slave versus free states

Objective 5.12.1: Compare life in the South to life in the North prior to the Civil War.

Additional content to be taught:

- Describing the importance of the Missouri Compromise, the Compromise of 1850, John Brown's Rebellion, and the Emancipation Proclamation
- Describing the impact of the Civil War on the social, economic, and political life of the United States

• Identifying on a map locations important to the Civil War

Examples: Mason-Dixon Line, Fort Sumter, Appomattox, Confederate states, Union states, Confederate capitals 

E	G	H	PS
✓		✓	✓

13. Identify social, political, and economic changes that occurred during Reconstruction.

Objective 5.13.1: Explain how Reconstruction impacted lifestyles of women and African Americans.

Objective 5.13.2: Identify changes in the political climate of the United States during Reconstruction.

Objective 5.13.3: Describe the economic impact of Reconstruction.

Additional content to be taught:

- Describing the effects of Reconstruction on women and African Americans
Examples: voting rights for African-American males, women as heads of households, stabilization of the African-American family, role of self-help and mutual aid
- Identifying the impact of Reconstruction on education in the United States
Example: education of African-American children

SIXTH GRADE

United States Studies: 1877 to the Present

Students will:

E	G	H	PS
✓	✓	✓	

- 1. Describe the Westward Expansion and its technological, economic, and social influence on the people of the United States prior to World War I.**

Examples: development of railroads, conflicts with Native Americans, location of reservations, end of frontier, Manifest Destiny

Objective 6.1.1: Trace major events that led to the Western Expansion of the United States.

Objective 6.1.2: Identify the technological, economic, and social influences of Westward Expansion made prior to World War I.

Additional content to be taught:

- Locating states, capitals, and important geographic features west of the Mississippi River
- Identifying major groups and individuals involved with the Westward Expansion
- Identifying groups of western settlers engaged in areas of conflict and cooperation and trading practices, including farmers, ranchers, Mormons, and Hispanics
- Analyzing the impact of closing the frontier on Native Americans
- Locating areas settled in the United States between 1877 and 1900

E	G	H	PS
✓	✓	✓	✓

- 2. Describe the impact of industrialization, free markets, urbanization, communication, and cultural changes in the United States prior to World War I.**

Objective 6.2.1: Define industrialization, free market, and urbanization.

Objective 6.2.2: Describe the impact of industrialization, free markets, and urbanization on pre-World War I America.

Objective 6.2.3: Explain the impact of cultural and communication changes in the United States prior to World War I.

Additional content to be taught:

- Discussing the construction of the Panama Canal
- Explaining how the United States acquired Alaska and Hawaii

E	G	H	PS
	✓	✓	✓

3. Identify causes and consequences of the Spanish-American War.

Objective 6.3.1: Describe the sequence of events that led to the Spanish-American War.

Objective 6.3.2: Describe the consequences of the Spanish-American War on the United States.

Additional content to be taught:

- Identifying major people involved in the Spanish-American War
Examples: Teddy Roosevelt and the Rough Riders, William Gorgas
- Locating major territories that were part of the treaty ending the Spanish-American War

E	G	H	PS
✓	✓	✓	✓

4. Describe changing social conditions during the Progressive Period.

Examples: eight-hour workday, child labor laws, workmen's compensation laws

Objective 6.4.1: Define the Progressive Period.

Objective 6.4.2: Identify factors that led to social change during the Progressive Period.

Additional content to be taught:

- Describing countries of origin and experiences of new immigrants to the United States
Example: Ellis Island experience
- Identifying political and social leaders of the Progressive Movement
Examples: Theodore Roosevelt, William Howard Taft, Woodrow Wilson, Robert LaFollette, Jane Addams, Mary Harris "Mother" Jones, Clara Barton, Grover Cleveland
- Analyzing the impact of early civil rights movements on the lives of Americans
- Identifying cultural changes from 1900-1920 resulting from religious beliefs, industrialization, urbanization, and changes in communication and technology

E	G	H	PS
✓	✓	✓	✓

5. Identify causes of World War I and reasons for entry into the war by the United States.

Objective 6.5.1: Identify the events leading to the involvement of the United States in World War I.

Additional content to be taught:

- Describing the role of the United States in World War I both militarily and on the home front
- Identifying important people involved in World War I
Examples: Sergeant Alvin York, President Woodrow Wilson, Baron von Richthofen (Red Baron), Archduke Franz Ferdinand, Kaiser Wilhelm II, Prime Minister David Lloyd George, French statesman Georges Clemenceau
- Discussing technological advances and their impact on the economy of the United States
Examples: machine gun, tank, submarine, airplane, poisonous gas, gas mask, and industrial support necessary for their manufacture
- Locating on a map or globe major countries involved in World War I and boundary changes after the war
- Explaining rejection of world leadership by the United States after World War I
Example: reaction of Congress to Treaty of Versailles and League of Nations


E	G	H	PS
✓		✓	

6. Identify cultural and economic developments in the society of the United States from 1877 through the 1930s.

Examples: impact of Harlem Renaissance, Jazz Age, radio, movies, automobiles, flappers, household appliances, and speakasies; Prohibition; leadership of the United States in international trade

Objective 6.6.1: Identify major societal changes that occurred in the United States from 1877 through the 1930s.

Additional content to be taught:



- Discussing contributions of inventors from 1877 to World War I
Examples: George Washington Carver, Henry Ford, Thomas Edison, Wilbur and Orville Wright
- Describing development of the modern woman
Examples: Amelia Earhart, Zelda Fitzgerald 
- Identifying notable people of the 1920s
Examples: Babe Ruth, Charles Lindbergh, Ernest Hemingway, F. Scott Fitzgerald, Andrew Wyeth, Frederic Remington, Langston Hughes, Louis Armstrong, Henry Ford
- Describing results of the economic policies of the Harding, Coolidge, and Hoover Administrations
Examples: higher wages, more consumer goods, collapse of the farm economy; extension of personal credit, stock market crash

7. Identify causes of the Great Depression.

Objective 6.7.1: Define the Great Depression.

Objective 6.7.2: Identify events leading to the Great Depression.

Additional content to be taught:

- Describing the effect of the Great Depression on the people of the United States
Examples: closing of farms, rising unemployment, building of Hoovervilles, migration of Okies
- Locating on a map the area of the United States known as the Dust Bowl
- Describing the importance of the election of Franklin D. Roosevelt as President of the United States
Examples: Hundred Days, New Deal, National Recovery Administration, Civilian Conservation Corps, Social Security Act, Agricultural Adjustment Act, Works Progress Administration
- Describing the impact of the Tennessee Valley Authority (TVA) on the life of Alabamians 
- Locating river systems utilized by TVA 

E	G	H	PS
✓	✓	✓	✓

E	G	H	PS
✓	✓	✓	✓

8. List key figures, significant events, and reasons for the involvement of the United States in World War II.

Examples: key figures—Franklin D. Roosevelt, Winston Churchill, Harry S. Truman, Joseph Stalin, Adolph Hitler, Benito Mussolini, Michinomiya Hirohito, Hideki Tojo;
 significant events—Battles of Normandy, Stalingrad, and Midway; Battle of the Bulge;
 reasons—Pearl Harbor, threat by Axis powers to Europe and Asia

Objective 6.8.1: Identify events leading to the involvement of the United States in World War II.

Additional content to be taught:

- Locating on a map or globe countries controlled by the Axis powers from 1939-1942
 - Locating on a map or globe Allied countries and key battles in World War II
 - Describing the development and use of the atomic bomb
 - Describing social costs associated with World War II
- Examples: Holocaust, civilian and military casualties
- Explaining the importance of treaties ending World War II


E	G	H	PS
✓		✓	✓

9. Identify changes in the American home front during World War II.

Examples: rationing; retooling of factories to change from production of consumer items to production of military equipment

Objective 6.9.1: Describe major changes in the economy of the United States during World War II.

Additional content to be taught:

- Describing the changing role of women in the society of the United States during World War II
- Example: members of workforce, Women’s Army Corps (WAC), Women Accepted for Volunteer Emergency Service (WAVES), and United Service Organization (USO)
- Describing the changing role of African Americans and Japanese Americans in the society of the United States during World War II
- Examples: Tuskegee Airmen as a segregated military unit, separation of Japanese Americans into internment camps 

E	G	H	PS
		✓	

10. Identify major social and cultural changes in the United States from 1945 to 1960.

Examples: movement to suburbs, introduction of television and rock and roll, increased birth rate during baby boom, changes in transportation due to the Federal Highway Act

Objective 6.10.1: Describe major changes in American lifestyles following World War II (1945-1960).


E	G	H	PS
	✓	✓	✓

11. Identify critical events occurring in the United States and throughout the world from the Truman through the Johnson Administrations, including the Cold War, Berlin Airlift, Korean Conflict, space race, construction of Berlin Wall, Bay of Pigs invasion, Cuban Missile Crisis, and Vietnam War.

Objective 6.11.1: Identify critical events occurring in the United States and throughout the world from the Truman through Eisenhower Administrations.

Objective 6.11.2: Identify critical events occurring in the United States and throughout the world from the Kennedy through the Johnson Administrations.

Additional content to be taught:

- Identifying Alabama's role in the Cold War 
- Examples: rocket production at Redstone Arsenal, helicopter training at Fort Rucker
- Locating on a map areas of international conflict from 1945-1969

E	G	H	PS
✓		✓	✓

12. Identify components of John F. Kennedy's New Frontier and Lyndon B. Johnson's Great Society.

Examples: New Frontier—Peace Corps, tax cuts, space program; Great Society—Medicare, Medicaid, War on Poverty, Job Corps, Head Start program, federal funding for education

Objective 6.12.1: Define Kennedy's New Frontier and Johnson's Great Society.

Objective 6.12.2: Identify components of Kennedy's New Frontier.

E	G	H	PS
		✓	✓

13. Describe the role of major civil rights leaders and significant events occurring during the modern Civil Rights Movement.

Examples: civil rights leaders—Rosa Parks; Martin Luther King, Jr.; events—*Brown versus Board of Education*; Montgomery bus boycott; student sit-ins; march on Washington, D.C.; Freedom Rides; Civil Rights Act of 1964; Malcolm X; voter registration efforts; Selma-to-Montgomery march 

Objective 6.13.1: Locate on a state map the sites of major events of the modern Civil Rights Movement in Alabama. 

Objective 6.13.2: Identify major civil right leaders during the modern Civil Rights Movement.

Objective 6.13.3: Identify significant events occurring during the modern Civil Rights Movement associated with major civil rights leaders.

E	G	H	PS
✓		✓	

14. Identify cultural and economic changes throughout the United States from 1960 to the present.

Examples: cultural—rock and roll, antiwar protests, counter-culture, hippies, fashion, cellular telephones, rise in single-parent families; economic—War on Poverty, Elementary and Secondary Education Act (ESEA), inflation, budget deficits

Objective 6.14.1: Describe cultural and economic changes throughout the United States from 1960 through the 1970s.

Objective 6.14.2: Describe cultural and economic changes throughout the United States from 1980 to the present.

Additional content to be taught:

- Describing the impact of technological and social changes on the society of the United States from 1970 to the present

E	G	H	PS
	✓	✓	✓

- 15. Explain major political events from the Nixon Administration to the present, including the Vietnam War; Watergate; the collapse of the Soviet Union; the Gulf War; the September 11, 2001, terrorist attacks; and the War on Terrorism.**

Objective 6.15.1: Describe major political events in the United States from the Nixon through the Reagan Administrations.

Objective 6.15.2: Describe major political events in the United States from the George H. W. Bush through the George W. Bush Administrations.

Additional content to be taught:

- Identifying important legislation created from the Nixon Administration to the present
Examples: Clean Air Act, Environmental Protection Act, Endangered Species Act, Patriot Act, Americans with Disabilities Act (ADA)
- Describing the changing role of women and minorities in society from 1970 to the present
- Locating on a map sites of significant historical events occurring between 1970 and the present

SEVENTH GRADE

Citizenship

Students will:

E	G	H	PS
		✓	✓

1. Describe influences of ancient Greece, the Magna Carta, and the Mayflower Compact on the government of the United States.

Objective 7C.1.1: Identify influences of ancient Greece found in American government.

Objective 7C.1.2: Describe the influence of the Magna Carta on the development of American government.

Objective 7C.1.3: Explain the influence of the Mayflower Compact on the development of American government.

Additional content to be taught:

- Identifying essential characteristics of the Declaration of Independence, the Constitution, and the Bill of Rights as the foundation of the government of the United States
- Describing the influence of John Locke
- Explaining essential characteristics of the political system of the United States

Examples: organization and functions of political parties, process of selecting political leaders

E	G	H	PS
			✓

2. Compare the government of the United States with other governmental systems.

Examples: monarchy, limited monarchy, oligarchy, dictatorship, theocracy, pure democracy

Objective 7C.2.1: Describe the American government system.


Objective 7C.2.2: Define the governmental systems of democracy, monarchy, oligarchy, dictatorship, and theocracy.

3. Describe essential characteristics of state and local governments in the United States.

Objective 7C.3.1: Identify essential characteristics at the state level of government, including major elected offices.

Objective 7C.3.2: Identify essential characteristics at the local level of government, including major elected offices.

Additional content to be taught:

- Identifying major offices and officeholders of state and local governments
- Explaining the historical background of the 1901 Constitution of Alabama and its impact on state and local governments 
- Describing how local and state governments are funded

E	G	H	PS
✓		✓	✓

7th-Citizenship

E	G	H	PS
	✓		✓

4. Compare duties and functions of members of legislative, executive, and judicial branches of local, state, and national governments.

Objective 7C.4.1: Identify the duties and functions of the legislative, executive, and judicial branches of national government.

Additional content to be taught:

- Identifying geographic and political districts of legislative, executive, and judicial branches of national, state, and local governments
- Describing the organization and jurisdiction of courts within the judicial system of the United States at local, state, and national levels
- Explaining concepts of separation of powers and checks and balances among the three branches of state and national governments

E	G	H	PS
		✓	✓

5. Explain the importance of juvenile, adult, civil, and criminal laws within the judicial system of the United States.

Objective 7C.5.1: Explain the difference between juvenile and adult offenders, including the consequences for each for breaking laws.

Objective 7C.5.2: Discuss differences between civil and criminal laws within the judicial system of the United States.

Additional content to be taught:

- Explaining rights of citizens under the Constitution
Examples: due process, right to keep and bear arms, private property right, right to privacy, equal protection, religious expression, habeas corpus
- Explaining what is meant by the term *rule of law*
- Understanding consequences of breaking the law
- Contrasting juvenile and adult laws and their respective court systems
- Identifying laws that most affect youth at home, school, and in the community

E	G	H	PS
✓	✓	✓	

- 6. Describe how people organize economic systems for the production, distribution, and consumption of goods and services to address the basic economic questions of which goods and services will be produced, how they will be produced, and who will consume them.**

Objective 7C.6.1: Describe how production, consumption, and distribution work in the economic system.

Additional content to be taught:

- Using economic concepts to explain historical and current developments and issues in global, national, or local contexts
Example: increase in oil prices resulting from supply and demand
- Analyzing the distribution of urban areas to determine how they are linked together
Example: using distribution maps to examine population flows among cities, suburbs, and small towns

E	G	H	PS
✓	✓		✓

- 7. Describe the relationship between the consumer and the marketplace in the economy of the United States regarding scarcity, opportunity cost, trade-off decision making, characteristics of a market economy, and supply and demand.**

Objective 7C.7.1: Define consumer, scarcity, opportunity cost, trade-off decision making, market economy, and supply and demand.

Additional content to be taught:

- Describing the influence of the stock market upon individuals and the economy
- Analyzing distribution and production maps to determine patterns of supply and demand
- Describing effects of government policies on the free market
- Identifying laws protecting rights of consumers and avenues of recourse when those rights are violated

E	G	H	PS
✓			

- 8. Apply principles of money management to the preparation of a personal budget that addresses housing, transportation, food, clothing, medical expenses, and insurance as well as checking and savings accounts, loans, investments, credit, and comparison shopping.**

Objective 7C.8.1: Develop a personal budget that includes major household expenses and loan and credit card expenses based on a monthly salary.

Objective 7C.8.2: Explain the use of comparison shopping to illustrate ways to maintain a personal budget and to save money.

Objective 7C.8.3: Explain the use of checking, savings, and investment accounts as tools for money management.

7th-Citizenship

E	G	H	PS
	✓		✓

9. Identify individual and civic responsibilities of citizens of the United States.

Examples: individual—respect for rights of others, self-discipline, negotiation, compromise;
civic—respect for the law, patriotism, participation in the political process

Objective 7C.9.1: Identify individual and civic responsibilities in the community.

Examples: respecting rights and property of others, exhibiting good sportsmanship, participating in community projects

Additional content to be taught:

- Describing differences in rights, privileges, duties, and responsibilities between citizens and noncitizens
- Explaining how United States citizenship is acquired
- Interpreting an immigration map
- Identifying character traits that are beneficial to individuals and to the republic of the United States

Examples: honesty, courage, compassion, civility

E	G	H	PS
✓			✓

10. Describe changes in social and economic conditions in the United States during the twentieth and twenty-first centuries.

Examples: social—family values, peer pressures, educational opportunities;
economic—career opportunities, disposable income

Objective 7C.10.1: Describe changes in family values and educational opportunities between your generation and your parents' generation.

Objective 7C.10.2: Describe changes in career opportunities between your generation and your parents' generation.

Additional content to be taught:

- Describing the impact of print and electronic media and the Internet on the American way of life

Examples: fashion trends, consumer spending, increased debt, speed of communication, changes in language and social skills


7th-Citizenship

E	G	H	PS
		✓	✓

11. Describe examples of conflict, cooperation, and interdependence of groups, societies, and nations, using past and current events.

Objective 7C.11.1: Describe examples of conflict, cooperation, and interdependence of people living in the same community.

Additional content to be taught:

- Tracing the political and social impact of the modern Civil Rights Movement from 1954 to the present, including Alabama’s role 

E	G	H	PS
			✓

12. Explain how the United States can be improved by individual and collective participation and by public service.

Objective 7C.12.1: Define collective participation and public service.

Objective 7C.12.2: List groups that are dedicated to improving the community.

Examples: Boy Scouts of America, Girl Scouts of the United States of America, Kiwanis International, Neighborhood Watch program, Boys & Girls Clubs of America

Objective 7C.12.3: List ways to participate in public service initiatives.

Examples: donating food to food drives, donating personal time to assist the elderly, donating personal time to work to raise money for special causes

Additional content to be taught:

- Identifying options for civic and community action
Examples: investigating the feasibility of a specific solution to a traffic problem, developing a plan for the construction of a subdivision, using maps to make and justify decisions about the best location for facilities
- Participating in the political process
Examples: writing letters, being involved in political campaigns and issues
- Identifying ways adults participate in the political process
Examples: voting, running for office, serving on a jury
- Applying a problem-solving model to a community project, including constructing a policy statement, budget, and an action plan to achieve one or more goals related to an issue of public concern

SEVENTH GRADE

Geography

Students will:

E	G	H	PS
✓	✓		✓

1. Describe the world in spatial terms using maps, major physical and human features, and urban and rural land-use patterns.

Objective 7G.1.1: Describe the local community in spatial terms using maps.

Example: creating a map showing the route from home to school

Objective 7G.1.2: Describe the local community in spatial terms using major physical and human features.

Example: identifying local land features, including mountains, rivers, streams, caves, bridges, residential dwellings, and major highways

Objective 7G.1.3: Describe the local community in spatial terms using urban and rural land-use patterns.

Example: identifying local land used for commercial, residential, and agricultural purposes

Additional content to be taught:

- Explaining the use of map essentials, including type, size, shape, distance, direction, location, scale, and symbols
Examples: reference and thematic maps; topographic maps, globes, and map projections; aerial photographs; satellite images; lines of latitude and longitude; cardinal and intermediate directions; fractional, graphic, and verbal scales; conventional symbols used in atlases; Global Positioning System (GPS); Geographic Information Systems (GIS)
- Using geographic technology to acquire, process, and report information from a spatial perspective
- Analyzing relationships among people, places, and the environment by mapping information about them, including trade patterns, governmental alliances, and immigration patterns

E	G	H	PS
	✓		

2. Analyze regional characteristics for factors that contribute to change and for their relative importance.

Examples: economic development, accessibility, migration, media image, technological developments

Objective 7G.2.1: Describe local community characteristics, including opportunities for employment and education as well as the availability of resources.

Additional content to be taught:

- Using field observations, maps, and other tools to identify and compare physical characteristics of places
Examples: soils, vegetation, climate
- Comparing physical and human characteristics of various places using observational data and geographic resources

E	G	H	PS
	✓		

3. Describe processes that shape the physical environment, including long-range effects of extreme weather phenomena and human activity.

Examples: plate tectonics and continental drift; ocean and atmospheric circulation; erosion; movements of the sun, moon, and Earth; renewable and nonrenewable resources; impact of hurricanes or typhoons on coastal ecosystems; heavy rainfall on hill slopes after deforestation

Objective 7G.3.1: List extreme weather phenomena that cause long-term environmental effects.

Examples: hurricanes, tsunamis, earthquakes, floods

Objective 7G.3.2: Describe human activity that can reshape the physical environment.

Example: clearing and logging of trees causing destruction of forests and rainforests, being negligent about fire safety and causing forest fires, using strip mining techniques and causing soil erosion

Additional content to be taught:

- Comparing how ecosystems vary from place to place and over time
Examples: place to place—differences in soils, climates, and topography;
over time—destruction of natural habitats due to effects of floods and forest fires, reduction of species diversity due to loss of natural habitats, reduction of wetlands due to replacement by farms, reduction of forests and farmland due to replacement by housing developments, reduction of previously cleared land due to reforestation efforts

7th-Geography

E	G	H	PS
	✓		✓

4. Locate cultural hearths in Europe, Asia, and Africa on maps, globes, and satellite images.

Objective 7G.4.1: Define cultural hearth.

Objective 7G.4.2: Name cultural hearths in Europe, Asia, and Africa.

Additional content to be taught:

- Describing physical and human characteristics used to define regions in the Eastern Hemisphere
Examples: physical—landforms, climates, oceans, rivers;
human—government, economy, language, religion, culture
- Relating place names to cultural and/or political perspectives

E	G	H	PS
✓	✓		✓

5. Identify physical, economic, political, and cultural characteristics of selected regions in the Eastern Hemisphere, including Europe, Asia, and Africa.

Examples: physical—principal features, natural resources, weather phenomena;
economic—agriculture, industry, imports and exports;
political—distribution and movement of human populations;
cultural—architecture, foods, clothes, languages, religions

Objective 7G.5.1: List the continents that make up the Eastern Hemisphere.

E	G	H	PS
✓	✓		✓

6. Explain factors that contribute to conflict within and between countries of the Eastern Hemisphere.

Examples: economic competition for scarce resources, boundary disputes, cultural differences, control of strategic locations

Objective 7G.6.1: List the countries that make up the Eastern Hemisphere.

Objective 7G.6.2: List factors that contribute to conflict among the countries of the Eastern Hemisphere.

E	G	H	PS
✓	✓	✓	

7. Describe historical and contemporary economic trade networks of regions in the Eastern Hemisphere based upon their geographic location and available resources.

Examples: Silk Road, Sahara salt trade of the 1300s, spice trade of the 1400s-1600s, imperialistic relationships, petroleum production, satellite-based communication systems

Objective 7G.7.1: Describe economic trade networks.

Objective 7G.7.2: List historical and contemporary economic trade networks of the Eastern Hemisphere.

Objective 7G.7.3: Identify geographic locations of the historical and contemporary economic trade networks in the Eastern Hemisphere.

Objective 7G.7.4: Describe available resources of the geographic regions of the Eastern Hemisphere.

E	G	H	PS
	✓		

8. Describe positive and negative environmental effects of human actions on the four basic components of Earth’s physical systems: atmosphere, biosphere, lithosphere, and hydrosphere.

Examples: atmosphere—possible ozone depletion, Clean Air Act; biosphere—deforestation, reduction in biodiversity, expansion of the savanna, desertification, prevention of forest fires by proper forest management; lithosphere—land degradation, weathering by polluted air and water, reforestation, restocking of fish, water purification; hydrosphere—pesticides washing into river systems, decline of quality groundwater

Objective 7G.8.1: Identify the four basic components of Earth’s physical systems.

Objective 7G.8.2: List examples of human actions that improve or damage Earth’s environment.

E	G	H	PS
	✓	✓	

9. Analyze environmental consequences of major technological changes in human history for both intended and unintended outcomes.

Examples: nuclear waste storage, depletion of fossil fuel by automobiles, protecting the soil through crop rotation, soil degradation after the invention of the steel-tipped plow, increased food supply

Objective 7G.9.1: List major technological advances that have both intended and unintended outcomes.

Examples: automobiles providing transportation while creating air pollution, nuclear power preserving natural resources while creating nuclear waste, industry producing mass amounts of goods while creating air and water pollution

Additional content to be taught:

- Identifying the impact of urban growth on the environment

7th-Geography

E	G	H	PS
	✓		

10. Describe ways people in the Eastern Hemisphere prepare for natural hazards and disasters.

Examples: earthquake drills in Japan, construction of houses on stilts in typhoon-prone areas

Objective 7G.10.1: List natural hazards and disasters for which people should prepare.

Examples: earthquakes, hurricanes, tsunamis, tornadoes, floods, fires

E	G	H	PS
✓	✓		✓

11. Compare the distribution of natural resources in various parts of the world by mapping locations of major deposits.

Objective 7G.11.1: Locate on a map or globe the locations of major deposits of natural resources in various parts of the world.

Examples: coal in Great Britain, natural gas in the United States, oil in Saudi Arabia

Additional content to be taught:

- Relating the importance of energy resources to the development of human societies
- Discussing the relationship between a country's standard of living and its accessibility to natural resources

E	G	H	PS
✓	✓		✓

12. Describe problems involved in balancing the impact of human habitation on the environment and the need for natural resources essential for sustaining human life.

Objective 7G.12.1: Explain the difference between renewable and nonrenewable resources.

Objective 7G.12.2: List ways humans conserve or deplete natural resources necessary for sustaining human life.

Additional content to be taught:

- Assessing differing attitudes of people regarding the use and misuse of resources
- Predicting the future spatial organization of Earth if present conditions and patterns of consumption, problem-solving innovations, production, and rates of population growth and decline continue
- Applying a problem-solving model to a geographic issue, including the development of sound arguments for specific actions on the issue

Examples: building a dam and reservoir, constructing a revitalized downtown area, choosing the site of a new landfill

EIGHTH GRADE

World History to 1500

Students will:

E	G	H	PS
	✓	✓	

- 1. Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.**

Examples: cave paintings, Ice Man, Lucy, fossils, pottery

Objective 8.1.1: Define artifact and archaeology.

Objective 8.1.2: List artifacts and archaeological findings that have been used as evidence of the existence and movement of prehistoric groups of people.

Additional content to be taught:

- Identifying the founding of Rome as the basis of the calendar established by Julius Caesar, which was used in early Western civilization for over a thousand years
- Identifying the birth of Christ as the basis of the Gregorian calendar used in the United States since its beginning and in most countries of the world today, signified by B.C. and A.D.
- Using vocabulary terms other than B.C. and A.D. to describe time
Examples: B.C.E., C.E.
- Identifying terms used to describe characteristics of early societies and family structures
Examples: monogamous, polygamous, nomadic

E	G	H	PS
✓	✓	✓	✓

- 2. Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.**

Objective 8.2.1: Identify common characteristics that form the basis of early civilizations.

Additional content to be taught:

- Comparing significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang He River valleys
Examples: natural environment, urban development, social hierarchy, written language, ethical and religious belief system, government and military institutions, economic systems
- Identifying on a map locations of cultural hearths of early civilizations
Examples: Mesopotamia, Nile Valley

E	G	H	PS
		✓	

3. Compare the development of early world religions, philosophies, and their key tenets.

Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods

Objective 8.3.1: Define philosophy, religion, and tenets.

Objective 8.3.2: Identify the key tenets of early world religions and philosophies.

Additional content to be taught:

- Identifying cultural contributions of early world religions and philosophies

Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods, Phoenicians

E	G	H	PS
		✓	✓

4. Identify cultural contributions of Classical Greece, including politics, intellectual life, arts, literature, architecture, and science.

Objective 8.4.1: Identify cultural contributions of Classical Greece that have influenced modern life.

E	G	H	PS
✓	✓	✓	✓

5. Describe the role of Alexander the Great in the Hellenistic world.

Examples: serving as political and military leader, encouraging cultural interaction, allowing religious diversity

Objective 8.5.1: List the major accomplishments of Alexander the Great.

Additional content to be taught:

- Defining boundaries of Alexander the Great's empire and its economic impact
- Identifying reasons for the separation of Alexander the Great's empire into successor kingdoms
- Evaluating major contributions of Hellenistic art, philosophy, science, and political thought

E	G	H	PS
✓	✓	✓	✓

6. Trace the expansion of the Roman Republic and its transformation into an empire, including key geographic, political, and economic elements.

Examples: expansion—illustrating the spread of Roman influence with charts, graphs, timelines, or maps; transformation—noting reforms of Augustus, listing effects of Pax Romana

Objective 8.6.1: Define republic and empire.

Objective 8.6.2: Locate the Roman Republic and the Roman Empire on historical maps.

Objective 8.6.3: Identify changes in the Roman Republic as it became an empire.

Additional content to be taught:

- Interpreting spatial distributions and patterns of the Roman Republic using geographic tools and technologies

E	G	H	PS
✓	✓	✓	✓

7. Describe the widespread impact of the Roman Empire.

Example: spread of Roman law and political theory, citizenship and slavery, architecture and engineering, religions, sculpture and paintings, literature, and the Latin language

Objective 8.7.1 Describe how major contributions of the Roman Empire have influenced modern life in the local community.

Examples: paintings, architecture, Roman numerals, religion

Additional content to be taught:

- Tracing important aspects of the diffusion of Christianity, including its relationship to Judaism, missionary impulse, organizational development, transition from persecution to acceptance in the Roman Empire, and church doctrine
- Explaining the role of economics, societal changes, Christianity, political and military problems, external factors, and the size and diversity of the Roman Empire in its decline and fall

E	G	H	PS
	✓	✓	

8. Describe the development of a classical civilization in India and China.

Examples: India—religions, arts and literature, philosophies, empires, caste system;
China—religions, politics, centrality of the family, Zhou and Han Dynasties, inventions, economic impact of the Silk Road and European trade, dynastic transitions

- Objective 8.8.1:** Define classical civilization.
Objective 8.8.2: Describe the development of classical civilization in India.
Objective 8.8.3: Describe the development of classical civilization in China.

Additional content to be taught:

- Identifying the effect of the monsoons on India
- Identifying landforms and climate regions of China
 Example: marking landforms and climate regions of China on a map

E	G	H	PS
		✓	✓

9. Describe the rise of the Byzantine Empire, its institutions, and its legacy, including the influence of the Emperors Constantine and Justinian, and the effect of the Byzantine Empire upon art, religion, architecture, and law.

- Objective 8.9.1:** Identify the Byzantine Empire.
Objective 8.9.2: Describe the influences of the Byzantine Empire on modern life.

Additional content to be taught:

- Identifying factors leading to the establishment of the Eastern Orthodox Church

E	G	H	PS
✓	✓	✓	✓

10. Trace the development of the early Russian state and the expansion of its trade systems.

Examples: rise of Kiev and Muscovy, conversion to Orthodox Christianity, movement of peoples of Central Asia, Mongol conquest, rise of czars

- Objective 8.10.1:** Describe events leading to the rise of czars.
Objective 8.10.2: Identify ways the early Russian state expanded its trade systems.

E	G	H	PS
	✓	✓	✓

11. Describe early Islamic civilizations, including the development of religious, social, and political systems.

Objective 8.11.1: Identify early Islamic civilizations.

Objective 8.11.2: Describe early Islamic religious and political beliefs.

Additional content to be taught:

- Tracing the spread of Islamic ideas through invasion and conquest throughout the Middle East, northern Africa, and western Europe

E	G	H	PS
✓		✓	✓

12. Describe China's influence on culture, politics, and economics in Japan, Korea, and Southeast Asia.

Examples: culture—describing the influence on art, architecture, language, and religion;
politics—describing changes in civil service;
economics—introducing patterns of trade

Objective 8.12.1: Describe how China's influence on culture, politics, and economics affect today's world.

Example: worldwide petroleum shortages created by economic and population growth in China

E	G	H	PS
✓	✓	✓	✓

13. Compare the African civilizations of Ghana, Mali, and Songhai to include their geography, religions, slave trade, economic systems, empires, and cultures.

Objective 8.13.1 Identify the geography, religions, slave trade, economic systems, empires, and cultures of Ghana.

Objective 8.13.2: Identify the geography, religions, slave trade, economic systems, empires, and cultures of Mali.

Objective 8.13.3: Identify the geography, religions, slave trade, economic systems, empires, and cultures of Songhai.

Additional content to be taught:

- Tracing the spread of language, religion, and customs from one African civilization to another
- Illustrating the impact of trade among Ghana, Mali, and Songhai
Examples: using map symbols, interpreting distribution maps, creating a timeline

E	G	H	PS
	✓	✓	

14. Describe key aspects of pre-Columbian cultures in the Americas including the Olmecs, Mayans, Aztecs, Incas, and North American tribes.

Examples: pyramids, wars among pre-Columbian people, religious rituals, irrigation, Iroquois Confederacy

Objective 8.14.1: Define pre-Columbian.

Objective 8.14.2: Discuss the religion, politics, architecture, and agriculture of pre-Columbian cultures.

Additional content to be taught:

- Locating on a map sites of pre-Columbian cultures

Examples: Mayan, Inca, Inuit, Creek, Cherokee

E	G	H	PS
✓		✓	✓

15. Describe military and governmental events that shaped Europe in the early Middle Ages (600-1000).

Examples: invasions, military leaders

Objective 8.15.1: Determine the sequence of significant military and governmental events that shaped Europe during the early Middle Ages.

Additional content to be taught:

- Describing the role of the early medieval church
- Describing the impact of new agricultural methods on manorialism and feudalism

E	G	H	PS
✓		✓	✓

16. Describe major cultural changes in Western Europe in the High Middle Ages (1000-1350).

Examples: the Church, scholasticism, Crusades

Objective 8.16.1: Trace major cultural changes in Western Europe during the High Middle Ages.

Additional content to be taught:

- Describing changing roles of church and governmental leadership
- Comparing political developments in France, England, and the Holy Roman Empire, including the signing of the Magna Carta
- Describing the growth of trade and towns resulting in the rise of the middle class

E	G	H	PS
✓		✓	✓

17. Explain how events and conditions fostered political and economic changes in the late Middle Ages and led to the origins of the Renaissance.

Examples: Crusades, Hundred Years' War, Black Death, rise of middle class, commercial prosperity

Objective 8.17.1: Identify the political and economic events and conditions in the late Middle Ages that led to the Renaissance.

Additional content to be taught:

- Identifying changes in the arts, architecture, literature, and science in the late Middle Ages

NINTH GRADE

World History: 1500 to the Present

Students will:

E	G	H	PS
		✓	

1. **Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.**

- ◆ **Objective 9.1.1:** Define humanism.
- ◆ **Objective 9.1.2:** Describe the contributions of the Renaissance with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.

Examples: invention of the printing press, works of Michelangelo and Leonardo da Vinci, Christopher Columbus's route to Asia

E	G	H	PS
✓	✓	✓	✓

2. **Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.**

- ◆ **Objective 9.2.1:** Describe the effects of mercantilism and imperialism on exploration and colonization in the sixteenth century.

Examples: imports, exports, supply and demand, employment opportunities, raw materials, finished products

- Objective 9.2.2:** Describe the impact of the Columbian Exchange on Native Americans.

Example: exchange of foods and diseases

Additional content to be taught:

- Describing the impact of the Commercial Revolution on European society
- Identifying major ocean currents, wind patterns, landforms, and climates affecting European exploration

Example: marking ocean currents and wind patterns on a map

E	G	H	PS
		✓	

3. **Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and wars of religion.**

- ◆ **Objective 9.3.1:** Define Reformation, counter-Reformation, English Reformation, and religious and secular authorities.
- ◆ **Objective 9.3.2:** Compare viewpoints of religious and secular authorities..

Examples: Roman Catholic Church and Protestant Reformation, Martin Luther and the Ninety-five Theses, John Calvin and Calvinism

E	G	H	PS
✓	✓	✓	

4. Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas.

- ◆ **Objective 9.4.1:** Relate cultural development to physical geography in India, Africa, Japan, and China.
Examples: religious beliefs, races, languages

Additional content to be taught:

- Depicting the general location of, size of, and distance between regions in the early Global Age
Example: drawing sketch maps

E	G	H	PS
		✓	✓

5. Describe the rise of absolutism and constitutionalism and their impact on European nations.

- ◆ **Objective 9.5.1:** Define absolutism according to Thomas Hobbes and constitutionalism according to John Locke.
- ◆ **Objective 9.5.2:** Identify the Petition of Rights and the English Bill of Rights.
Example: comparing the English Bill of Rights with the United States Bill of Rights

Additional content to be taught:

- Contrasting philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings
- Comparing absolutism as it developed in France, Russia, and Prussia, including the reigns of Louis XIV, Peter the Great, and Frederick the Great
- Identifying major provisions of the Petition of Rights and the English Bill of Rights

E	G	H	PS
		✓	

6. Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.

Examples: Scientific Revolution—astronomical theories of Copernicus and Galileo, Newton’s law of gravity;
Age of Enlightenment—philosophies of Montesquieu, Voltaire, and Rousseau

- ◆ **Objective 9.6.1:** Describe the Scientific Revolution and the Age of Enlightenment.
- Objective 9.6.2:** Identify significant ideas and achievements of scientists during the Scientific Revolution.
- Objective 9.6.3:** Identify significant ideas of philosophers during the Age of Enlightenment.

E	G	H	PS
	✓	✓	✓

7. Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism.

- ◆ **Objective 9.7.1:** Describe events leading to the French Revolution.

Additional content to be taught:

- Identifying causes of the French Revolution
- Describing the influence of the American Revolution upon the French Revolution
- Identifying objectives of different groups participating in the French Revolution
- Describing the role of Napoleon as an empire builder

E	G	H	PS
	✓	✓	✓

8. Compare revolutions in Latin America and the Caribbean, including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico.

- ◆ **Objective 9.8.1:** Explain significant factors leading to revolutions in Latin America and the Caribbean.

Additional content to be taught:

- Identifying the location of countries in Latin America

E	G	H	PS
✓		✓	✓

9. Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economics, society, and politics of Europe.

Objective 9.9.1: Define capitalism, liberalism, socialism, and Marxism.

- ◆ **Objective 9.9.2:** Identify reasons why the Industrial Revolution began in England and spread to other parts of Europe.

Additional content to be taught:

- Identifying important inventors in Europe during the Industrial Revolution
- Comparing the Industrial Revolution in England with later revolutions in Europe

E	G	H	PS
	✓	✓	✓

10. Describe the influence of urbanization during the nineteenth century on the Western World.

Examples: interaction with the environment, provisions for public health, increased opportunities for upward mobility, changes in social stratification, development of Romanticism and Realism, development of Impressionism and Cubism

◆ **Objective 9.10.1:** Identify leaders and major effects of nineteenth-century social reform movements on the Western World.

Examples: leaders—Susan B. Anthony, Elizabeth Cady Stanton, Abraham Lincoln, Frederick Douglass; effects—Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments; Emancipation Proclamation

Additional content to be taught:

- Describing the search for political democracy and social justice in the Western World

Examples: European Revolution of 1848, slavery and emancipation in the United States, emancipation of serfs in Russia, universal manhood suffrage, women's suffrage

E	G	H	PS
✓		✓	✓

11. Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East Asia, economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States imperialism.

◆ **Objective 9.11.1:** Define nationalism and imperialism.

◆ **Objective 9.11.2:** Describe factors that caused European nationalism and Western imperialism to become forces of global transformation.

Additional content to be taught:

- Describing resistance to European imperialism in Africa, Japan, and China

E	G	H	PS
	✓	✓	✓

12. Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.

- ◆ **Objective 9.12.1:** Define militarism, Communism, alliance system, and the Central and Allied Powers.
- Objective 9.12.2:** Describe the Fourteen Points and the Treaty of Versailles of 1919, including their role in the establishment of the League of Nations.
- ◆ **Objective 9.12.3:** Explain the involvement of the United States in World War I.
Examples: sinking of the *Lusitania*, submarine warfare, the Zimmerman Note

Additional content to be taught:

- Describing the rise of Communism in Russia during World War I
Examples: return of Vladimir Lenin, rise of Bolsheviks
- Describing military technology used during World War I
- Identifying problems created by the Treaty of Versailles of 1919
Examples: Germany's reparations and war guilt, international controversy over the League of Nations
- Identifying alliances during World War I and boundary changes after World War I

E	G	H	PS
✓		✓	✓

13. Explain challenges of the post-World War I period.

Examples: 1920s cultural disillusionment, colonial rebellion and turmoil in Ireland and India, attempts to achieve political stability in Europe

- ◆ **Objective 9.13.1:** Describe post-World War I American culture.
Examples: decline of farm incomes, poverty, unorganized labor force
- ◆ **Objective 9.13.2:** Explain the causes and effects of the Great Depression.
Examples: causes—stock market crash, collapse of farm economy, collapse of savings and loan banks; effects—inflation, poverty

Additional content to be taught:

- Identifying causes of the Great Depression
- Characterizing the global impact of the Great Depression

E	G	H	PS
	✓	✓	✓

14. Describe causes and consequences of World War II.

Examples: causes—unanswered aggression, Axis goal of world conquest;
consequences—changes in political boundaries; Allied goals; lasting issues such as the Holocaust, Atomic Age, and Nuremberg Trials

- ◆ **Objective 9.14.1:** Identify the Axis and the Allied powers.
- ◆ **Objective 9.14.2:** Identify major events of World War II, including the Battles of Stalingrad, Midway, and Normandy; the Battle of the Bulge; D-Day; and the North Africa Campaign.
- ◆ **Objective 9.14.3:** Trace the major events leading to America’s involvement in World War II.
- ◆ **Objective 9.14.4:** Describe the impact of the Holocaust on the populations of Europe.

Objective 9.14.5: Describe scientific advances and technological developments that resulted from World War II.

Examples: atomic energy and Hiroshima and Nagasaki

Additional content to be taught:

- Explaining the rise of militarist and totalitarian states in Italy, Germany, the Soviet Union, and Japan
- Identifying turning points of World War II in the European and Pacific Theaters
- Depicting geographic locations of world events between 1939 and 1945
- Identifying on a map changes in national borders as a result of World War II

E	G	H	PS
		✓	✓

15. Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin America, including the end of colonial empires.

Examples: reconstruction of Japan; nationalism in India, Pakistan, Indonesia, and Africa; Chinese Communist Revolution; creation of Jewish state of Israel; Cuban Revolution; Central American conflicts

- ◆ **Objective 9.15.1:** Explain major consequences of World War II on Europe, Asia, and Latin America.

Additional content to be taught:

- Explaining origins of the Cold War
Examples: Yalta and Potsdam Conferences, “Iron Curtain,” Truman Doctrine, Marshall Plan, United Nations, North Atlantic Treaty Organization (NATO), Warsaw Pact
- Tracing the progression of the Cold War
Examples: nuclear weapons, European power struggles, Korean War, Berlin Wall, Cuban Missile Crisis, Vietnam War

E	G	H	PS
✓	✓	✓	✓

16. Describe the role of nationalism, militarism, and civil war in today’s world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.

- ◆ **Objective 9.16.1:** Discuss terrorism and its impact on today’s society.

Additional content to be taught:

- Describing the collapse of the Soviet Empire and Russia’s struggle for democracy, free markets, and economic recovery and the roles of Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin
Examples: economic failures, demands for national and human rights, resistance from Eastern Europe, reunification of Germany
- Describing effects of internal conflict, nationalism, and enmity in South Africa, Northern Ireland, Chile, the Middle East, Somalia and Rwanda, Cambodia, and the Balkans
- Characterizing the War on Terrorism, including the significance of the Iran Hostage Crisis; the Gulf Wars; September 11, 2001, terrorist attacks; and the Israeli-Palestinian conflict
- Depicting geographic locations of major world events from 1945 to the present

E	G	H	PS
✓		✓	✓

17. Describe emerging democracies from the late twentieth century to the present.

- ◆ **Objective 9.17.1:** Describe democratic ideals from the late twentieth century to the present.

Examples: civil liberties, human rights, separation of powers

Additional content to be taught:

- Discussing problems and opportunities involving science, technology, and the environment in the late twentieth century
Examples: genetic engineering, space exploration
- Identifying problems involving civil liberties and human rights from 1945 to the present and ways they have been addressed
- Relating economic changes to social changes in countries adopting democratic forms of government

TENTH GRADE

United States History to 1877

Students will:

E	G	H	PS
✓	✓	✓	✓

1. **Contrast effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, and indigenous Americans.**

- ◆ **Objective 10.1.1:** Explain how European exploration impacted indigenous Americans and American colonists.

Additional content to be taught:

- Contrasting European motives for establishing colonies
Examples: religious persecution, poverty, oppression
- Tracing the course of the Columbian Exchange
- Explaining how the institution of slavery developed in the colonies
- Describing conflicts among Europeans that occurred regarding the colonies
- Explaining how mercantilism was a motive for colonization

E	G	H	PS
✓	✓	✓	✓

2. **Compare various early English settlements and colonies on the basis of economics, geography, culture, government, and Native American relations.**

Examples: three colonial regions, colonies of settlement versus colonies of exploitation, religious beliefs

Objective 10.2.1: Identify the three colonial regions.

- ◆ **Objective 10.2.2:** List differences between colonies of settlement and colonies of exploitation.

Additional content to be taught:

- Identifying tensions that developed between the colonists and their local governments and between the colonists and Great Britain
- Describing the influence of ideas of the Age of Enlightenment on the colonies
- Explaining the role of the House of Burgesses and New England town meetings on colonial society
- Describing the impact of the Great Awakening on colonial society

E	G	H	PS
✓	✓	✓	✓

3. Trace the chronology of events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Boston Tea Party, the Intolerable Acts, the Battles of Lexington and Concord, the publication of Common Sense, and the Declaration of Independence.

- ◆ **Objective 10.3.1:** Identify causes leading to the American Revolution.
- ◆ **Objective 10.3.2:** Identify important provisions of the Declaration of Independence.
- Objective 10.3.3:** Describe the major provisions of the Treaty of Paris (1783).

Additional content to be taught:

- Explaining the role of key leaders and major events of the Revolutionary War
Examples: key leaders—George Washington, Thomas Jefferson, Patrick Henry, Marquis de Lafayette; major events—Battles of Bunker Hill, Trenton, Saratoga, and Yorktown
- Summarizing major ideas, including their origins, in the Declaration of Independence
Examples: John Locke, Baron de Montesquieu, Jean-Jacques Rousseau
- Comparing roles in and perspectives of the American Revolution from different regions and groups in society, including men, women, white settlers, free and enslaved African Americans, and Native Americans
- Describing reasons for American victory in the American Revolution
- Analyzing how provisions of the Treaty of Paris (1783) impacted relations of the United States with European nations and Native Americans
- Contrasting prewar colonial boundaries with those established by the Treaty of Paris (1783)

E	G	H	PS
✓		✓	✓

4. Describe the political system of the United States based on the Constitution and the Bill of Rights.

- ◆ **Objective 10.4.1:** Identify the main principles of the Bill of Rights.
- ◆ **Objective 10.4.2:** Explain the major provisions of the Constitution, including separation of powers among the three branches of government—executive, legislative, and judicial.
- ◆ **Objective 10.4.3:** Identify the Great Compromise and the Three-Fifths Compromise.
- ◆ **Objective 10.4.4:** Identify strengths and weaknesses of the Articles of Confederation.

Additional content to be taught:

- Describing inadequacies of the Articles of Confederation
- Describing personalities, issues, ideologies, and compromises related to the Constitutional Convention and ratification of the Constitution
- Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton’s economic policies and the election of 1800

E	G	H	PS
		✓	✓

5. Identify key cases that helped shape the United States Supreme Court, including *Marbury versus Madison*, *McCullough versus Maryland*, and *Cherokee Nation versus Georgia*.

- ◆ **Objective 10.5.1:** Identify important United States Supreme Court cases, including their national impact.
Examples: *Marbury versus Madison*—establishment of the principle of judicial review,
McCullough versus Maryland—creation of the national banking system

Additional content to be taught:

- Identifying concepts of loose and strict Constitutional constructionism

E	G	H	PS
		✓	✓

6. Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.


- ◆ **Objective 10.6.1:** Identify the major events surrounding the War of 1812, including the burning of Washington, D.C., the Battle of Horseshoe Bend, and the Battle of New Orleans.
- ◆ **Objective 10.6.2:** Identify the major provisions of the Monroe Doctrine.

E	G	H	PS
		✓	✓

7. Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the Second Great Awakening and writings of James Fenimore Cooper, Henry David Thoreau, and Edgar Allan Poe.

- ◆ **Objective 10.7.1:** Define the Second Great Awakening.
- ◆ **Objective 10.7.2:** Identify conditions that led to the women’s movement, temperance movement, and other reform movements.
- Objective 10.7.3:** Relate the writing of James Fenimore Cooper, Henry David Thoreau, and Edgar Allan Poe to the development of a unique culture within the United States prior to the Civil War.

Additional content to be taught:

- Tracing the development of temperance, women’s, and other reform movements in the United States between 1781 and 1861
- Relating events in Alabama from 1781 to 1823 to those of the developing nation 
 - Examples: statehood as part of the expanding nation, acquisition of land, settlement, Creek War
- Tracing the development of transportation systems in the United States between 1781 and 1861

E	G	H	PS
		✓	✓

8. Trace the development of efforts to abolish slavery prior to the Civil War.

- ◆ **Objective 10.8.1:** Describe the Underground Railroad.
- Objective 10.8.2:** Describe the impact of the publication of William Lloyd Garrison’s newspaper, *The Liberator*.

Additional content to be taught:


- Describing the abolition of slavery in most Northern states in the late eighteenth century
- Describing the rise of religious movements in opposition to slavery, including the objections of the Quakers
- Describing the impact of the principle of “inalienable rights” as a motivating factor for movements to oppose slavery
- Describing the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner
- Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River
- Describing the rise of the Underground Railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe’s *Uncle Tom’s Cabin*

E	G	H	PS
✓	✓	✓	✓

9. Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, and the Dred Scott decision.

- ♦ **Objective 10.9.1:** Identify major decisions that led to sectionalism.
Examples: the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, the Dred Scott decision

Additional content to be taught:

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

E	G	H	PS
	✓	✓	✓


10. Describe how the course, character, and effects of the Civil War influenced the United States.

- ♦ **Objective 10.10.1:** Describe the nonmilitary events of the Civil War.
Examples: Morrill Act, the Homestead Act, Emancipation Proclamation

Objective 10.10.2: Locate on a map the military events of the Civil War..

- Examples: Lee’s surrender at Appomattox, Battle of Vicksburg, Battle of Gettysburg

Additional content to be taught:

- Identifying key Northern and Southern personalities, including Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, Thomas J. “Stonewall” Jackson, and William T. Sherman
- Describing the impact of the division of the nation during the Civil War on resources, population, and transportation
- Explaining reasons for border states remaining in the Union
- Discussing nonmilitary events and life during the Civil War
- Explaining causes of the military defeat of the Confederacy
- Explaining Alabama’s involvement in the Civil War 

E	G	H	PS
✓		✓	✓

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

Objective 10.11.1: Define Reconstruction, scalawags, Black Codes, impeachment, and Freedman’s Bureau.

♦ **Objective 10.11.2:** Contrast the lives of African Americans and whites in the North and South after the Civil War.

Objective 10.11.3: Contrast the reconstruction plans of Lincoln, Johnson, and the radical Republicans.

Additional content to be taught:

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


ELEVENTH GRADE

United States History: 1877 to the Present

Students will:

E	G	H	PS
✓	✓	✓	✓

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

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

Objective 11.1.1: Define agrarian society.

- ◆ **Objective 11.1.2:** Describe the Industrial Revolution and its impact on Alabama. 

Examples: steel mills, Bessemer process

Objective 11.1.3: Identify groups of Western settlers, including areas of conflict and cooperation and trading practices.

Examples: farmers, ranchers, Mormons, Hispanics

- ◆ **Objective 11.1.4:** Identify various advancements made during the Westward Expansion.

Examples: windmill, barbed wire, revolver, railroad

Additional content to be taught:

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

E	G	H	PS
✓		✓	✓

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

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

Objective 11.2.1: Identify political and social leaders of the Progressive Movement.



Examples: Theodore Roosevelt, William Howard Taft, Woodrow Wilson, Robert LaFollette, Jane Adams, Mary Harris “Mother” Jones, Clara Barton, Grover Cleveland

◆ **Objective 11.2.2:** Discuss the impact of early civil rights movements on the lives of Americans.

◆ **Objective 11.2.3:** Recognize the role of labor unions in advocating better working conditions.

Examples: better pay and benefits, opportunity for employee advancement

Additional content to be taught:

- Explaining the Populist Movement as a forerunner of Progressivism
- Identifying the impact of the muckrakers on public opinion during the Progressive Movement
- Analyzing political and social motives that shaped the 1901 Constitution of Alabama to determine their long-term effect on politics and economics in Alabama 
- Explaining Supreme Court decisions affecting the Progressive Movement
 - Example: *Plessy versus Ferguson*
 - Determining the influence of the Niagara Movement, Booker T. Washington, William Edward Burghardt (W. E. B.) Du Bois, and Carter G. Woodson on the Progressive Era 
 - Comparing the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining the passage of measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, conservation, and Wilson’s foreign relations

E	G	H	PS
✓	✓	✓	✓

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


Example: territorial expansion in the Pacific and Caribbean

◆ **Objective 11.3.1:** Identify key individuals involved in the Spanish-American War.

Examples: Theodore Roosevelt and the Rough Riders, William Gorgas

◆ **Objective 11.3.2:** Compare the major provisions of the Monroe Doctrine to those of the Roosevelt Corollary.

Additional content to be taught:

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

E	G	H	PS
✓	✓	✓	✓

4. Describe the causes and impact of the intervention by the United States in World War I.

- ◆ **Objective 11.4.1:** Identify key individuals involved in World War I.
Examples: Sergeant Alvin York, President Woodrow Wilson, Baron von Richthofen (Red Baron), Archduke Franz Ferdinand, Kaiser Wilhelm II, David Lloyd-George, Georges Clemenceau
- ◆ **Objective 11.4.2:** Describe military advances during the era of World War I and their impact on the economy of the United States.
Examples: advances—machine gun, tank, submarine, airplane, poisonous gas, gas mask;
impact—industrial support necessary for their manufacture
- Objective 11.4.3:** Explain the rejection of world leadership by the United States after World War I.
Example: reaction of Congress to the Treaty of Versailles and the League of Nations

Additional content to be taught:

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

E	G	H	PS
✓		✓	✓

5. Describe the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, immigration, the Red Scare, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, the Harlem Renaissance, the Great Migration, W. C. Handy, the Jazz Age, and Zelda Fitzgerald. 🗨️

♦ **Objective 11.5.1:** Describe social changes that occurred after World War I.

Examples: Roaring Twenties, Harlem Renaissance, racial violence, immigration laws of the 1920s

♦ **Objective 11.5.2:** Identify notable people of the 1920s.

Examples: Babe Ruth, Charles Lindbergh, Ernest Hemingway, F. Scott Fitzgerald, Andrew Wyeth, Frederick Remington, Langston Hughes, Louis Armstrong, Henry Ford

Additional content to be taught:

- Comparing domestic policies of the Harding, Coolidge, and Hoover Administrations
- Describing the impact of American writers, mass entertainment, and technological innovations on the culture of the United States from the end of World War I through the 1920s

Examples: American writers—characterization of 1920s by F. Scott Fitzgerald, Henry Louis (H. L.) Mencken, and Ernest Hemingway; mass entertainment—provision of cheap entertainment through movies and baseball; technological innovations—introduction of vacuum cleaners, automobiles, and telephones for average citizens

- Describing the changing economic behavior of American consumers

Examples: stock market speculation, use of credit

E	G	H	PS
✓	✓	✓	✓

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

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

◆ **Objective 11.6.1:** Describe the economic impact of the Great Depression on the people of the United States..


Examples: closing of farms, rising unemployment, building of Hoovervilles, migration of Okies

Objective 11.6.2: Identify literary contributions of the Great Depression.

Examples: John Steinbeck’s *The Grapes of Wrath*, Zora Neale Hurston’s *Jonah’s Gourd Vine* 



◆ **Objective 11.6.3:** Describe major contributions of the administrations of Franklin D. Roosevelt.

Examples: Hundred Days, New Deal, National Recovery Administration, Civilian Conservation Corps, Social Security Act, Agricultural Adjustment Act, Works Progress Administration

◆ **Objective 11.6.4:** Describe the impact of the Tennessee Valley Authority (TVA) on the life of Alabamians. 

Examples: dairy farming, cheap electricity, flood control, supply and demand

Additional content to be taught:

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

E	G	H	PS
✓	✓	✓	✓

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

Examples: Pearl Harbor, Operation Torch, Operation Overlord, island hopping

- ◆ **Objective 11.7.1:** Identify major battle sites of World War II.
Examples: Battles of Normandy, Stalingrad, and Midway; Battle of the Bulge
- ◆ **Objective 11.7.2:** Identify major causes of World War II.
Examples: bombing of Pearl Harbor, threat by Axis powers to Europe and Asia
- Objective 11.7.3:** Describe the development and use of the atomic bomb.
Example: Manhattan Project and Hiroshima and Nagasaki
- Objective 11.7.4:** Describe the reaction of the United States to the Holocaust.

Additional content to be taught:

- Identifying roles of significant leaders, including Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, and Adolph Hitler
- Explaining the isolationist debate as it evolved from the 1920s to Pearl Harbor
- Describing the changing home front, including wartime economic measures, population shifts, racial and ethnic tensions, industrialization, science, and technology
- Explaining Alabama's participation in World War II, including the Tuskegee Airmen, the Aliceville Prisoner of War (POW) camp, the growth of the Port of Mobile, Birmingham steel, and military bases
- Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, and the Nuremberg Trials
- Describing consequences of World War II on the lives of American citizens
Examples: Servicemen's Readjustment Act of 1944 (GI Bill), desegregation of the military

E	G	H	PS
✓	✓	✓	✓

8. Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, Marshall Plan, Berlin Blockade, and NATO.

- ◆ **Objective 11.8.1:** Explain how the Truman Doctrine attempted to stop the spread of Communism through the policy of containment..
- ◆ **Objective 11.8.2:** Describe the major provisions of the Marshall Plan and its significance in spreading democracy.
- Objective 11.8.3:** Describe how the United States and Russia came into conflict during the Berlin Blockade.
- ◆ **Objective 11.8.4:** Identify reasons for the creation of the NATO.

Additional content to be taught:

- Describing Cold War policies and issues, including the domino theory and McCarthyism and their consequences
Examples: consequences—institution of loyalty oaths under Harry Truman, Alger Hiss case, House Un-American Activities Committee, executions of the Rosenbergs
- Locating areas of conflict during the Cold War from 1945 to 1960
Examples: East and West Germany, Hungary, Poland, Cuba, Korea, China

E	G	H	PS
✓		✓	✓

9. Describe major domestic events and issues of the Kennedy and Johnson Administrations.

- ◆ **Objective 11.9.1:** Identify components of John F. Kennedy’s New Frontier and Lyndon B. Johnson’s Great Society.
Examples: New Frontier—Peace Corps, tax cuts, space program,
Great Society—Medicare, Medicaid, War on Poverty, Job Corps, Head Start program, federal funding for education, self-advocacy skills

Additional content to be taught:

- Explaining the impact of the New Frontier and the Great Society on the people of the United States
- Describing Alabama’s role in the space program under the New Frontier

E	G	H	PS
	✓	✓	✓

10. Describe major foreign events and issues of the Kennedy Presidency, including the construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban Missile Crisis.

- ◆ **Objective 11.10.1:** Identify reasons for the construction of the Berlin Wall.
- ◆ **Objective 11.10.2:** Describe how the Bay of Pigs Invasion and the Cuban Missile Crisis impacted relations between the United States and the Soviet Union.

E	G	H	PS
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11. Trace the course of the involvement of the United States in Vietnam from the 1950s to 1975.

Examples: Battle of Dien Bien Phu, Gulf of Tonkin Resolution, Tet Offensive, Laos, Cambodia, fall of Saigon


Objective 11.11.1: Explain how the United States became involved with French Indochina.

- ◆ **Objective 11.11.2:** Discuss reasons for United States' support of South Vietnam.
- ◆ **Objective 11.11.3:** Explain how popular opinion in the United States impacted the United States' decision to withdraw from the Vietnam War.

Additional content to be taught:

- Locating divisions of Vietnam, the Ho Chi Minh Trail, and major battle sites
- Describing the creation of North and South Vietnam
- Describing strategies of the Viet Cong and the North Vietnamese Army, including the Ho Chi Minh Trail

E	G	H	PS
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12. Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery bus boycott, the desegregation of Little Rock Central High School, the march on Washington, and the Freedom Rides. 

◆ **Objective 11.12.1:** Describe the impact of Jim Crow Laws on African Americans.


◆ **Objective 11.12.2:** Identify major civil rights leaders who influenced the modern Civil Rights Movement.

Examples: Rosa Parks; Martin Luther King, Jr.; Malcolm X 

◆ **Objective 11.12.3:** Identify major events of the modern Civil Rights Movement.

Examples: *Brown versus Board of Education*; Selma to Montgomery march; bus boycott; student sit-ins; march on Washington, D.C.; Freedom Rides; Civil Rights Act of 1964; Birmingham riots; Sixteenth Street Baptist Church bombing; voter registration efforts 

Additional content to be taught:

- Tracing the federal government’s involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the desegregation of the armed forces, the nationalization of state militias, *Brown versus Board of Education*, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965
- Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr., James Meredith, Medgar Evers, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), and the Congress of Racial Equality (CORE)
- Identifying people and events in Alabama that influenced the modern Civil Rights Movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone, Fred Shuttlesworth, the Children’s March, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery march 
- Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther Movement
- Describing the impact of African-American entrepreneurs on the modern Civil Rights Movement
Examples: S. B. Fuller, A. G. Gaston

E	G	H	PS
		✓	✓

13. Describe the Women’s Movement, the Hispanic Movement, and the Native American Movement during the 1950s and 1960s.

- ◆ **Objective 11.13.1:** Explain how the cultural changes of the 1950s and 1960s impacted women and minority groups.

Example: feminist movement, United Farm Workers (UFW), and American Indian Movement (AIM) leading to recognition of rights of others and value of contributions made by multiple cultures

Additional content to be taught:

- Describing changing conditions in the United States during the 1950s and 1960s that were influenced by music and cultural and environmental concerns

Examples: music—impact of Elvis Presley and the Beatles;
cultural—Beatniks, impact of television, American Indian Movement, César Chávez, Ayn Rand, Andy Warhol;
environmental —influence of *Silent Spring* by Rachel Carson

E	G	H	PS
✓	✓	✓	✓

14. Trace significant foreign policies and issues of presidential administrations from Richard Nixon to the present.

Examples: significant campaign issues; Nixon’s policy of détente; pardon of Nixon; Iran hostage situation; Iran-Contra Affair; Libya; Gulf War; end of Cold War; September 11, 2001, terrorist attacks; War on Terrorism; war in Iraq

Objective 11.14.1: Compare foreign policies of the last part of the twentieth century with foreign policies of the present administration.

♦ **Objective 11.14.2:** Compare economic policies of the last part of the twentieth century with economic policies of the present administration.

Examples: bankruptcy rate, inflation, loan rates, budgets, personal finance

Additional content to be taught:

- Describing political and economic policies that led to the collapse of Communism and the Cold War

Examples: Ronald Reagan’s “Star Wars” Initiative Wars, Reagan’s “Mr. Gorbachev, tear down this wall!” speech in Berlin

- Tracing significant domestic policies and issues of presidential administrations from Richard Nixon to the present

Examples: Watergate, “Reaganomics,” William (Bill) Clinton impeachment proceedings

- Describing technological, social, and economic changes occurring in the United States from the 1970s to the present

Examples: technological—introduction of computers, Internet, calculators;
social— advancement of women and minorities in the workplace;
economic—Organization of Petroleum Exporting Countries (OPEC), North American Free Trade Agreement (NAFTA)

TWELFTH GRADE

Economics

Students will:

E	G	H	PS
✓	✓		

1. **Explain the role of scarcity in answering the basic economic questions of what, how, how much, and for whom to produce.**

Example: opportunity cost

- ◆ **Objective 12.E.1.1:** Discuss ways the aspects of scarcity, economic growth, voluntary trade, and comparative advantage impact daily life.

Example: cost and benefits of making wise consumer decisions, including making purchases, managing debt, saving, and investing

- Objective 12.E.1.2:** Identify major factors involved in the production of goods.

Examples: land, labor, and capital

- ◆ **Objective 12.E.1.3:** Identify factors that influence levels of household consumption and savings.

Examples: taxes, interest rates, environmental issues

Additional content to be taught:

- Identifying positive and negative aspects of economic growth
- Explaining how voluntary trade between nations illustrates the benefits of comparative advantage
Example: geographic allocation of resources determining trading advantage
- Identifying how factors of production and the circular flow of goods and services meet market needs

E	G	H	PS
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2. Compare the development and characteristics of the world's traditional, command, and market economies.

- ◆ **Objective 12E.2.1:** Define traditional economy, command economy, market economy, and transition economy.

Additional content to be taught:

- Identifying contributors to modern economics
Examples: Adam Smith and laissez-faire, Karl Marx and Communism
- Describing the struggle experienced by economies in transition from one type of economic system to another
Examples: Russia, Vietnam, Romania, Iraq, China
- Explaining how the desire for growth potential, labor supplies, product supplies, and adaptive capability influence a country's choice of economic system
- Comparing costs and benefits of economic growth
- Explaining why the characteristics of a market economy result in a thriving economy
Examples: importance of well-defined private property rights, importance of a well-functioning price system
- Contrasting economic systems of various countries with the market system of the United States
Examples: Japan, Germany, United Kingdom, China, Cuba, North Korea, Mexico, Canada, transitioning economies of former Soviet Union

E	G	H	PS
✓			✓

3. Analyze graphs to determine changes in supply and demand and their effect on equilibrium price and quality.

- ◆ **Objective 12E.3.1:** Define equilibrium price.
- ◆ **Objective 12E.3.2:** Identify factors that affect supply and demand.
- ◆ **Objective 12E.3.3:** Graph the effects of supply and demand for selected products.
Examples: heating oil, gasoline

Additional content to be taught:

- Illustrating how changes in the determinants of supply and demand affect the supply and demand for products in the market
Examples: prices of related goods, consumer tastes and preferences, expectations of future prices, number of consumers and producers
- Explaining the impact of government-imposed price ceilings and floors and the impact of taxes and regulations on the market demand for a product

12th-Economics

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4. Explain the impact of the labor market on the market economy of the United States.

Examples: effects of different types of labor unions, the role played by labor productivity

- ◆ **Objective 12E.4.1:** Describe how labor unions impact labor productivity.
- ◆ **Objective 12E.4.2:** Identify the impact of government regulations on the market economy of the United States.
Examples: Wagner Act, Taft-Hartley Act, Occupational Safety and Health Administration (OSHA), Executive Office of Environmental Affairs (EOEA), wage and hour factors, ADA, child labor laws
- ◆ **Objective 12E.4.3:** Explain how labor productivity affects supply and demand.

Additional content to be taught:

- Identifying regional characteristics of the labor force of the United States
Examples: providing breakdown of gender, race, socioeconomic background, education, age, and regional specialization
- Explaining how supply and demand for labor affect wages
- Describing characteristics that are most likely to increase wages and nonwage benefits
Examples: skills, productivity, education, occupation, mobility

E	G	H	PS
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5. Explain the competitive nature of the market system.

Examples: purely competitive markets, oligopolistic markets, governmental-created monopolies, natural monopolies

- ◆ **Objective 12E.5.1:** Identify competitive markets and monopolies.
- ◆ **Objective 12E.5.2:** Explain how sole proprietorships, corporations, and cooperatives relate to the market system.
- Objective 12E.5.3:** Define entrepreneurship, including its role in a market system.
Example: freedom to organize, manage, and assume risk for producing a product for profit such as Oprah Winfrey's magazine and television companies, Sam Walton's chain of retail discount stores, Russell Simmons' line of fashions and accessories

Additional content to be taught:

- Comparing structures of sole proprietorships, partnerships, corporations, and cooperatives
- Describing costs and benefits of entrepreneurial decisions
- Describing how market exchange serves as a means of economic planning for producers
- Describing the structure and functions of financial markets, including the stock market and the bond market

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6. Explain costs and benefits of government intervention in the economy of the United States.

- ◆ **Objective 12E.6.1:** List citizen benefits for paying taxes at the state and federal level.

Examples: roads, schools, hospitals, housing

- ◆ **Objective 12E.6.2:** List government interventions that affect the economy...

Examples: agriculture subsidies, interest rates, pollution or emissions standards

Additional content to be taught:

- Identifying economic goals for the economy of the United States
Examples: economic growth, economic efficiency, economic security, economic freedom
- Tracing the impact of government regulations on business and labor relations
- Explaining conditions under which government intervention may be chosen
Examples: absence of incentives, negative externalities, need for consumer and labor protection
- Comparing principles and systems of taxation at national, state, and local levels
Examples: flat tax; progressive, regressive, and proportional taxes; income, sales, property, and excise taxes
- Predicting the effect of public policy decisions on the individual
Examples: positive and negative externalities, public goods and services versus private goods and services
- Explaining costs and benefits of running a deficit and large national debt in an economy
Examples: rising interest rates, crowding-out effect, hyperinflation of currency, stimulation of a sluggish economy
- Describing the effect of the patent system of the United States on the number of inventions produced by American inventors

12th-Economics

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7. Describe methods by which the United States measures domestic output, national income, and price level.

Examples: Gross Domestic Product (GDP), National Income (NI), Personal Income (PI), Disposable Income (DI), price indexes, Consumer Price Index (CPI), GDP deflator

Objective 12E.7.1: Describe how changes in the CPI relate to domestic output and national income.

- ◆ **Objective 12E.7.2:** Explain how changes in the CPI help individuals make financial decisions.

Example: purchasing items such as food, gasoline, and automobiles

Additional content to be taught:

- Identifying the contribution of final goods and services to the computation of the GDP
- Comparing data from various regions of the United States and other national economies
- Describing the function and construction of the CPI

Examples: construction of the market basket, current versus real dollars

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8. Describe the effect of fluctuations in national output and its relationship to the causes and costs of unemployment and inflation.

- ◆ **Objective 12E.8.1:** Describe how fluctuations in the importation and exportation of goods and services affect unemployment and inflation.
- ◆ **Objective 12E.8.2:** Graph fluctuations in the unemployment rate over a given year at the state and national level.

Additional content to be taught:

- Identifying factors involved in the business cycle
Examples: phases, causes, indicators
- Contrasting monetary, cost-push, and demand-pull inflation
- Contrasting frictional, structural, seasonal, and cyclical unemployment
- Describing components of the unemployment statistics as defined by the Bureau of Labor Statistics
- Identifying reasons for regional differences in unemployment statistics
- Discussing the positive and negative aspects of government policies affecting unemployment and underemployment
Examples: minimum wage, age regulations
- Comparing causes for unemployment in Alabama to those of the nation

E	G	H	PS
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9. Describe economic stabilization policies of the United States.

- ◆ **Objective 12E.9.1:** Describe the effect of increasing or decreasing interest rates, and of raising or lowering taxes on the United States' economy.
- ◆ **Objective 12E.9.2:** Compare inflation and deflation and the impact on the economy.

Additional content to be taught:

- Explaining how levels of taxes, government spending, and interest rates affect consumer consumption and saving
- Explaining fiscal policy options for manipulating levels of output and inflation

Examples: Keynesian theory, supply-side theory, monetarist theory, rational expectations theory

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10. Explain the role of money and the structure of the banking system of the United States.

Examples: Federal Reserve Bank, United States Treasury, federally funded insurance programs

- ◆ **Objective 12E.10.1:** Explain the role of the United States Treasury.

Additional content to be taught:

- Contrasting the effectiveness of bartering and money exchange in an economic system
- Explaining the creation of money through the multiplier effect
- Explaining the origins of the Federal Reserve bank and its influence on inflation and deflation
- Explaining the function of federally funded insurance programs in protecting consumers' savings

Example: protection of personal bank accounts by Federal Savings and Loan Insurance Corporation (FSLIC) and Federal Deposit Insurance Corporation (FDIC)

12th-Economics

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11. Explain the past and present impact of the Federal Reserve bank on the economy of the United States.

Objective 12E.11.1: Identify the role of the Federal Reserve bank regarding interest rates.

- ◆ **Objective 12E.11.2:** Identify how changing interest rates affect the economy of the United States.

Additional content to be taught:

- Describing the structure and monetary policies of the Federal Reserve bank
- Describing tools available to the Federal Reserve bank to stabilize the economy
Examples: altering reserve requirement, changing discount rate, performing federal open-market operations
- Identifying primary responsibilities of the Federal Reserve bank
Examples: serving as “Bankers’ Bank,” creating a stable banking system, conducting monetary policy, stabilizing the business cycle and inflation rate

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12. Explain basic elements of international trade.

- ◆ **Objective 12E.12.1:** Describe major roles of the OPEC and the NAFTA in international trade.

Additional content to be taught:

- Analyzing the impact of developing nations on the global economy
- Analyzing the impact of the trade deficit on the economy of the United States
- Explaining how trading according to the Law of Comparative Advantage affects both poor and wealthy trading nations
- Analyzing the impact of trade policy on international trade
- Describing political and economic alliances
Examples: OPEC, General Agreement on Tariffs and Trade (GATT), NAFTA, European Economic Community (EEC), European Union

TWELFTH GRADE

United States Government

Students will:

E	G	H	PS
		✓	✓

1. Identify origins and functions of government.

Examples: origins—evolution of law from divine law, natural law, common law, ancient Greek and Roman law, and British Common Law;
 functions—establishing order, protecting property

Objective 12G.1.1: Describe the influences of the laws of other countries on the origin of the government of the United States.

- ◆ **Objective 12G.1.2:** Compare the American government system with other government systems.

Examples: monarchy, dictatorship, theocracy

Additional content to be taught:

- Comparing essential characteristics of limited and unlimited governments throughout the world, including constitutional, authoritarian, and totalitarian governments

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2. Analyze purposes, organization, functions, and principles of the Constitution of the United States and the Bill of Rights.

Objective 12G.2.1: Identify strengths and weaknesses of the Articles of Confederation.

- ◆ **Objective 12G.2.2:** Describe how the Bill of Rights impacts citizens of the United States in today’s world.

Additional content to be taught:

- Comparing government structure under the Articles of Confederation with government structure under the Constitution of the United States
- Comparing arguments for establishing a government with three separate branches, including views presented in the Federalist Papers regarding the branches of government
- Explaining the necessity for and inclusion of a system of checks and balances
 - Example: Federalist argument in favor of checks and balances
- Explaining the necessity for including a Bill of Rights in the Constitution of the United States
 - Examples: differences in the Federalist/Anti-Federalist arguments, George Mason’s views on the Bill of Rights
- Outlining the process of amending the Constitution of the United States

E	G	H	PS

3. Explain how the federal system of the United States divides powers

12th-U. S. Government

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between national and state governments, including areas of taxation, revenue distribution, federal grants, distribution of entitlements, regulation of interstate commerce, and enforcement of contracts.

Examples: categorical and block grants, funded and unfunded mandates, revenue sharing

Objective 12G.3.1: Compare powers allocated to state government versus those allocated to the federal government.

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4. Describe specific functions, organization, and purposes of state and local governments.

Examples: functions—providing educational funding, ensuring personal security, regulating transportation

♦ **Objective 12G.4.1:** Identify the impact of the 1901 Constitution of Alabama upon citizens.

Examples: Jim Crow Laws, constitutional reform

♦ **Objective 12G.4.2:** Identify important elected offices at the state and local level.

Examples: state—governor,
local—mayor, commissioner

Additional content to be taught:

- Analyzing the 1901 Constitution of Alabama to determine its impact on local funding and campaign reform
- Describing the influence of special interest groups on state government

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5. Trace the expansion of suffrage and its effect on the political system of the United States.

Examples: suffrage for nonproperty owners, women, African Americans, and persons 18 years of age

♦ **Objective 12G.5.1:** Describe political limitations imposed on minority groups.

Examples: voting rights of women and African Americans, voting access for individuals with disabilities

Additional content to be taught:

- Describing implications of participation of large numbers of minorities and women in parties and campaigns
- Describing the impact of the Selma-to-Montgomery march on the passage of the Voting Rights Act of 1965

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6. Describe the development and functions of special interest groups.

- ◆ **Objective 12G.6.1:** Describe how special interest groups impact the political process.

Examples: political action committees, business interest groups

Additional content to be taught:

- Identifying the impact of campaign contributions by political action committees on the election processes at the state and national levels
- Analyzing rulings by the Supreme Court of the United States regarding campaign financing to determine their effect on the election process

Examples: *Buckley versus Valeo*, legislation regarding campaign reform

E	G	H	PS
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7. Trace the development and impact of the media on the political process and public opinion in the United States.

Examples: party press, penny press, print media, yellow journalism, radio, television, Internet, 2000 presidential election

Objective 12G.7.1: Define yellow journalism and propaganda.

- ◆ **Objective 12G.7.2:** Identify how debates, campaign speeches, commercials, and advertisements impact the political process and public opinion.

Additional content to be taught:

- Explaining the effect of media consolidation on public opinion and access to various viewpoints
- Describing regional differences in public opinion in the United States
- Analyzing the impact of television on the election process and campaign spending

Examples: John F. Kennedy-Richard M. Nixon debate, Lyndon B. Johnson and the 1964 “Daisy” advertisement, George H. W. Bush and the 1988 Willie Horton advertisement, early returns and media predictions on election night

- Explaining the effect of attack advertisements on voter selection of candidates

12th-U. S. Government

E	G	H	PS
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8. Identify roles political parties play in the functioning of the political system of the United States.

◆ **Objective 12G.8.1:** Identify major political parties in the United States, including third parties.

Objective 12G.8.2: Identify major issues considered in the platforms of different political parties.

Additional content to be taught:

- Describing the role of third-party candidates in political elections in the United States
- Explaining major characteristics of contemporary political parties in the United States, including the role of conventions, party leadership, formal and informal memberships, and regional strongholds
- Describing the changing influence of political parties on individuals and elected officials
Examples: development of party machines, rise of independent voters, disillusionment with party system

E	G	H	PS
		✓	✓

9. Identify constitutional provisions of the legislative branch of the government of the United States.

Example: checks by the legislative branch on other branches of government

◆ **Objective 12G.9.1:** Explain the role of the legislative branch of government in the balance of power.

Additional content to be taught:

- Comparing rules of operation and hierarchies of the House and Senate
Examples: roles of the Speaker of the House, Senate pro tem, majority and minority leaders, and party whips
- Tracing the legislative process, including types of votes and committee action, from a bill's presentation to presidential action
- Identifying committee structure and types of committees
- Discussing problems concerning redistricting as populations shift
Example: gerrymandering

E	G	H	PS
		✓	✓

10. Identify constitutional provisions of the executive branch of the government of the United States.

Examples: checks by the executive branch on other branches of government, powers, and duties as head of state and head of government

- ◆ **Objective 12G.10.1:** Explain the role of the executive branch of government in the balance of power.

Additional content to be taught:

- Identifying constitutional provisions regarding the office of President of the United States
Examples: term of office, qualifications, electoral college, impeachment and removal, Amendment 25 (line of succession and disability), formal powers
- Identifying informal powers of the President of the United States
Examples: press conferences, State of the Union address, total media access, head of party, symbolic power of the Oval Office
- Identifying the influence of White House staff on the President of the United States
- Identifying powers held by the President’s Cabinet
Examples: roles of Cabinet secretaries, appropriations by Congress, appointment and confirmation, operation of organization
- Comparing characteristics of the President of the United States with characteristics of the electorate
Examples: socioeconomic status, level of education
- Identifying factors that influence voters’ choices of presidential candidates
Example: characteristics of candidates in relation to the electorate

12th-U. S. Government

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11. Identify constitutional provisions of the judicial branch of the government of the United States.

Examples: checks by the judicial branch on other branches of government, limits on judicial powers, judicial review

- ◆ **Objective 12G.11.1:** Explain the role of the judicial branch of government in the balance of power.

Additional content to be taught:

- Describing the structure of the court system of the United States
Examples: lower courts, appellate courts
- Tracing the process by which a case goes to the Supreme Court of the United States
Example: *Gideon versus Wainwright*
- Identifying the impact of landmark Supreme Court cases on constitutional interpretation
Examples: *Marbury versus Madison*, *Miranda versus Arizona*, *Tinker versus Des Moines*
- Identifying landmark decisions arising from Supreme Court cases originating in Alabama 🗺️
Examples: *Wallace versus Jaffree*, *Wyatt versus Stickney*, *Powell versus Alabama* (Scottsboro boys)
- Explaining politics involved in the appointment process
- Describing the shifting political balance of the court system
Example: justices' ideologies
- Identifying influences on court decisions
Examples: public opinion, executive, and legislative opinion, justices' ideologies, desire for impartiality
- Contrasting the strict and loose constructionist views of the Constitution
- Tracing the nationalization of the Bill of Rights from *Gilow versus New York* to the present

E	G	H	PS
		✓	✓

12. Contrast rights and responsibilities of citizens in a representative democracy.

Examples: right to trial by jury compared to responsibility of jury duty, right to freedom of speech compared to responsibility to avoid slander

- ◆ **Objective 12G.12.1:** Describe the major characteristics of a representative democracy.

12th-U. S. Government

E	G	H	PS
✓	✓	✓	✓

13. Explain the foreign policy of the United States and national security interests as they pertain to the role of the United States in the world community.

◆ **Objective 12G.13.1:** Discuss the impact of terrorism on national security procedures.

Example: Patriot Act

Objective 12G.13.2: Discuss how United States' foreign policy decisions impact ways the United States is viewed by the world community.

Additional content to be taught:

- Discussing the changing role of the foreign policy of the United States
Examples: economic, scientific, humanitarian, cultural, technological, political
- Identifying positive and/or negative consequences of foreign policy decisions
Examples: shifting alliances as a result of foreign policy decisions, financial costs, terrorism, foreign stability
- Identifying traditional foreign policy allies of the United States and potential areas of current and future intervention

Alabama Occupational Diploma (AOD) Social Studies Course Requirements for High School

Students pursuing the *Alabama Occupational Diploma (AOD)* must earn four credits in social studies to fulfill part of the requirement for graduation from high school. The following chart indicates the required courses and credits to be earned by students in Grades 9-12 who are pursuing the *AOD*.

SOCIAL STUDIES COURSE REQUIREMENTS*	ALABAMA OCCUPATIONAL DIPLOMA CREDITS
World History for Living – Grade 9	1
United States History for Living – Grade 10	1
United States History for Living – Grade 11	1
Economics for Living – Grade 12	1
United States Government for Living – Grade 12	1

The following subject codes and course descriptions provide additional information that may also be obtained from the Alabama Department of Education Web site at www.alsde.edu.

- 655205 World History for Living (Grade 9 Course)**
This course is a study of world history from 1500 to the present. Students are able to apply and utilize their knowledge to develop informed opinions about issues such as the quest for peace, human rights, trade, global ecology, and the impact each has on everyday life situations.
- 655206 United States History for Living I (Grade 10 Course)**
This course follows a chronological study of major events, issues, movements, leaders, and groups of people of the United States through Reconstruction from a national and Alabama perspective.
- 655207 United States History for Living II (Grade 11 Course)**
This course begins with the post-Reconstruction United States and its shift into a more industrialized society and continues through the twentieth century to the present.
- 655208 Economics for Living (Grade 12 Course)**
This course is a one-semester course that focuses on the functions and institutions of modern-day economic systems and theory. Students gain skills that will enable them to anticipate changes in economic conditions and how to adjust to the changes to improve their lives and their communities.
- 655209 United States Government for Living (Grade 12 Course)**
This course is a one-semester course that focuses on the origins, structure, and functions of government at all levels. It also includes a detailed study of the Constitution of the United States and its provisions.

*Bulleted (◆) items in the Social Studies Curriculum Guide indicate content required for earning Grades 9-12 course credit for the *AOD*.

Alabama High School Graduation Exam **Social Studies Standards and Objectives**

STANDARD I. The student will understand the global influence of the pre-colonial and colonial eras of the Western Hemisphere.

OBJECTIVE

1. Identify and evaluate American's exploration, development, and divergence.
Note: Emphasis on the United States.

STANDARD II. The student will understand the formation and development of the United States.

OBJECTIVE

1. Recognize and comprehend the impact of the influences of intellectual and religious thought on the political systems of the United States.
2. Identify and comprehend the provisions of essential documents of the United States government.

STANDARD III. The student will understand the eras of revolution, expansion, and reform prior to the United States Civil War.

OBJECTIVE

1. Identify and evaluate the impact of the American Revolution.
2. Identify and evaluate the Era of Expansion.
Note: Use map on territorial expansion.
3. Identify and evaluate the impact of American social and political reform and the emergence of a distinct American culture.

STANDARD IV. The student will understand concepts related to the United States Civil War Era.

OBJECTIVE

1. Identify and evaluate events, causes, and effects of the Civil War Era.

STANDARD V. The student will understand the concepts and developments of the late 19th to the early 20th centuries.

OBJECTIVE

1. Identify and evaluate the events that led to the settlement of the West.
2. Evaluate the concepts, developments, and consequences of industrialization and urbanization.

Appendix B

STANDARD VI. The student will evaluate the causes of World War I.

OBJECTIVE

1. Evaluate the causes of World War I.
2. Analyze the effects of World War I.

STANDARD VII. The student will understand the Great Depression and World War II.

OBJECTIVE

1. Analyze the advent and impact of the Great Depression and the New Deal on American life.
2. Analyze America's involvement in World War II.

Reading Skills for Social Studies*

Strategies for Prereading

Anticipating the main idea. When distributing a reading assignment, ask students to briefly skim the text and then to write a sentence in which **they predict or anticipate the author's main idea.** Encourage them to consider such clues as (a) the title of the text, (b) paragraph headings, (c) repetition of a particular name or term, or (d) any cluster of terms that might indicate the writer's focus. Terms such as "GDP," "exports," and "deficit," for example, could suggest that the writer's focus is economics. Review students' predictions, and plan to review them again in the postreading stage by asking questions such as "Which skim-reading clues proved helpful?" or "Which were not?"

Making connections. Experts suggest that before reading, **tell students to ask themselves the question, "What do I already know about this topic?"** In this world of rapid change, it might be more realistic to have them ask, "What do I *think* I know about this topic?" Either way, starting with the idea that a topic is familiar tends to make students more interested and interactive readers. A quick survey of what students think they already know about a topic may also have the benefit of exposing unconscious biases—something the social studies teacher can focus on during review.

Previewing vocabulary. Rather than have students interrupt their reading to look up terms in a dictionary, provide them with opportunities to **preview an article's critical "academic terms."** (See above.) To set up the preview, you might arrange to have a committee of "wordsmith" students research such definitions in advance and post them on the chalkboard or classroom computer before the assignment begins.

Focusing on questions. The best kind of prereading question has to be the one that students raise about the assigned topic—"Why?" Curiosity will make them more attentive readers. Some teachers also prepare additional questions such as **a guided-reading outline, tailored to the reading material.** While such guides tend to be content-oriented, they can also target reading skills. More advanced readers might be asked to **find and paraphrase the main idea** of a particular paragraph or article. Less-skilled readers may benefit by having the teacher state the main idea and then be asked to **identify details the writer uses to support the main idea.**

Strategies for Reading

An essential goal of reading education in the area of social studies is to help students **recognize the writer's style and strategies.** The following guidelines are intended to help students be alert for these points as they read, or they may be incorporated into the postreading review.

Ask students to identify "Whose voice?" and "Whose ears?" Encourage students to **discover whose voice speaks from any printed page.** Perhaps the author is a textbook editor, an international press correspondent, or an expert in some field. If the material is not signed, have students identify the publisher of the source in which it was found. Similarly, help them **draw inferences as to the writer's target audience** by asking questions such as "Was this material written for the public at large or investors in the stock market or for geography students?" By paying attention to both questions, students eventually begin to recognize and select the best types of sources for various research projects.

*Reprinted with permission from "Reading Skills in the Social Studies," Learning Enrichment, Inc., 2005.

Appendix C

Identify the author’s style. Some writers **begin with an anecdote** and then explain how it does or does not illustrate their topic. Others **set the scene** for revisiting an historic event, then focus on its chronology. Journalists may **compress key information within the opening paragraph** and then follow up with more details or comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to imitate these styles in their reports.

Look for the “Five W’s.” Have students identify the **“Who? What? When? Where? Why?”** of any major event reported by the writer. This technique works especially well when reading newspaper articles.

Note comparisons and contrasts. Most students **recognize the vocabulary of comparison**—“better than,” “third in rank,” “ahead of,” “behind.” They identify such terms appropriately when used in reports on economic activities and political campaigns—but not so appropriately, when used in discussions of persons’ cultural values. You may want to point out that **statements of contrast are simply “second-stage” comparisons.** The phrase, “by contrast” is a signal that the writer has drawn a comparison and has found the difference significant.

Recognize cause-effect arguments. When scientists use the term, “cause and effect,” they tend to do so with demonstrable precision. When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the **vocabulary that such writers use when making cause-effect arguments**—“as one result,” “partly on account of,” “helps to explain why.” Because there is a need for qualification, use questions that allow students to **sum up a cause-effect argument, without having to endorse it.** The question, “How does the author explain the causes of globalization?” is better than question, “What were the causes of globalization?”

Don’t over interpret sequence. Related events that follow upon the heels of one another may or may not be elements of a cause-effect relationship. When an author “chains” events with terms such as “and then,” “next,” or “finally,” prompt students to **look for additional verbal clues before deciding whether this sequence of events demonstrates a true cause-effect relationship.**

Strategies for Postreading

Thus far, the suggestions made are intended to help students become focused, attentive readers. However, some reading assignments have more value than others, which will affect the choice of strategy for helping students review what they have read. The following is a list of possible strategies.

Graphic organizers. Even after a guided reading assignment, some students may fail to grasp the author’s basic argument. **Graphic organizers such as flowcharts, outlines, and other two-dimensional figures can help.** The “The ABCs of the Writing Process” offers a collection of links to downloadable “spider maps,” storyboards, Venn diagrams, fact-opinion charts, and many other similar aids. While the focus of the “ABCs” page is to help students develop writing skills, the tools it provides can readily be adapted for postreading purposes.. (See Appendix D for sample graphic organizers..)

Appendix C

Paraphrasing. As soon as students complete a reading assignment, have them paraphrase it in writing in about three to five sentences. Review these summaries for the purpose of developing a group version of the material read, being sure to **include references to the topic, the author's main idea, the most critical detail(s), and any key terms** that give the argument its unique quality.

Order! Order! If the author's argument depends upon a cluster of linked reasons or a series of logical points, you might ask readers to **list the author's key points and then rank them in order of importance.** Alternatively, if knowing the chronology of events in a particular reading assignment is important, try providing students with a list of five to ten time-related events mentioned by the author. Make sure the items on the list are not dated and not in chronological order. Ask students to **number each event in its correct chronological relationship to the others** on the list.

True? False? Give students a list of ten statements related to the content of the reading assignment. All ten statements do not necessarily have to be true. Ask students to **decide whether each statement is true or false, according to the author's point of view.** Then have students cite the particular part of the reading assignment on which they based their answers. This approach can be adapted to help students **discriminate between fact and opinion.** Confusion can be avoided by including the phrase "according to the author" in the directions given to students.

Larger issues. One of the most important moments in a postreading review occurs when students **connect the author's argument to a theme or issue in the social studies course in which they are enrolled.** A class that has been studying the Cyprus Issue, for example, is able to see many implications in a news report indicating that the Republic of Cyprus has been admitted as a full member to the European Union. They may also **recognize new questions to research,** thus building a reserve of curiosity and reading-readiness for the next assignment.

Evaluation. Students are expected to be able to evaluate an author's whole argument. However, the question arises as to what is the norm for the evaluation? One way to address this dilemma is to assign one of the major readings for the course. After students complete this assignment, **have them locate and read other sources on the same topic and then return to the major assignment to reassess its accuracy or explanations.** Eventually they will be able to more easily weigh the article's value and explain their conclusions.

Graphic Organizers for Social Studies

It is estimated that anywhere from 85 to 95 percent of the content addressed in social studies emerges from a textbook. As a curriculum area driven by content coverage unlike any other, social studies teachers face a particular challenge in helping students access and make sense of content.

The textbook, while significant, is not the sole source of information for students in social studies. Newspapers, supplemental handouts, atlases, encyclopedias, guest speakers, videos and films, field trips, and increasingly the World Wide Web provide the information needed for students to understand, make sense of, and organize the ideas and key concepts of social studies.

It is not always easy to make connections between local, state, and national standards for social studies, the skills of social studies, and the daily sequence of social studies activities in the classroom. The key to bringing all those pieces together may lie in having a way to think about the process of bringing students in contact with the content.

Knowing how to organize social studies information is the key to processing and making meaningful use of information gathered. Graphic organizers can be used to provide visual organization, develop scope and sequence, furnish a plan of action, aid in assessment, clarify points of interest, and document a process or a series of events.

The construction and use of graphic organizers encourages visual discrimination and organization, use of critical thinking skills, and metacognitive reflection. The degree of their effectiveness for both students and teachers is determined by visual clarification of purpose, careful planning, organization, and attention to detail (Forte and Schurr, 2004).

Guidelines for Effective Use of Graphic Organizers

- Provide explicit and direct instruction to students in the use of graphic organizers to avoid student frustration and or to have them view the graphic organizer as simply another worksheet to be completed.
- Scaffold instruction when teaching students how to use graphic organizers using the following format (Ellis, 2000).
 - ✓ I do it. (Teacher models one time.)
 - ✓ We do it. (Large group practices five to seven times.)
 - ✓ You do it. (Students practice independently throughout the school year.)
- Use graphic organizers consistently by scheduling opportunities for student use in a daily and repetitive manner such as before, during, and after instruction.
- Select graphic organizers based on the quality of their design. The “Makes Sense” graphic organizers (Ellis, 2000) are ideal because of their whole-to-part, part-to-whole construction.
- Initiate the use of graphic organizers by starting with one or two types. Increase the variety of graphic organizers as students become more proficient in their use.

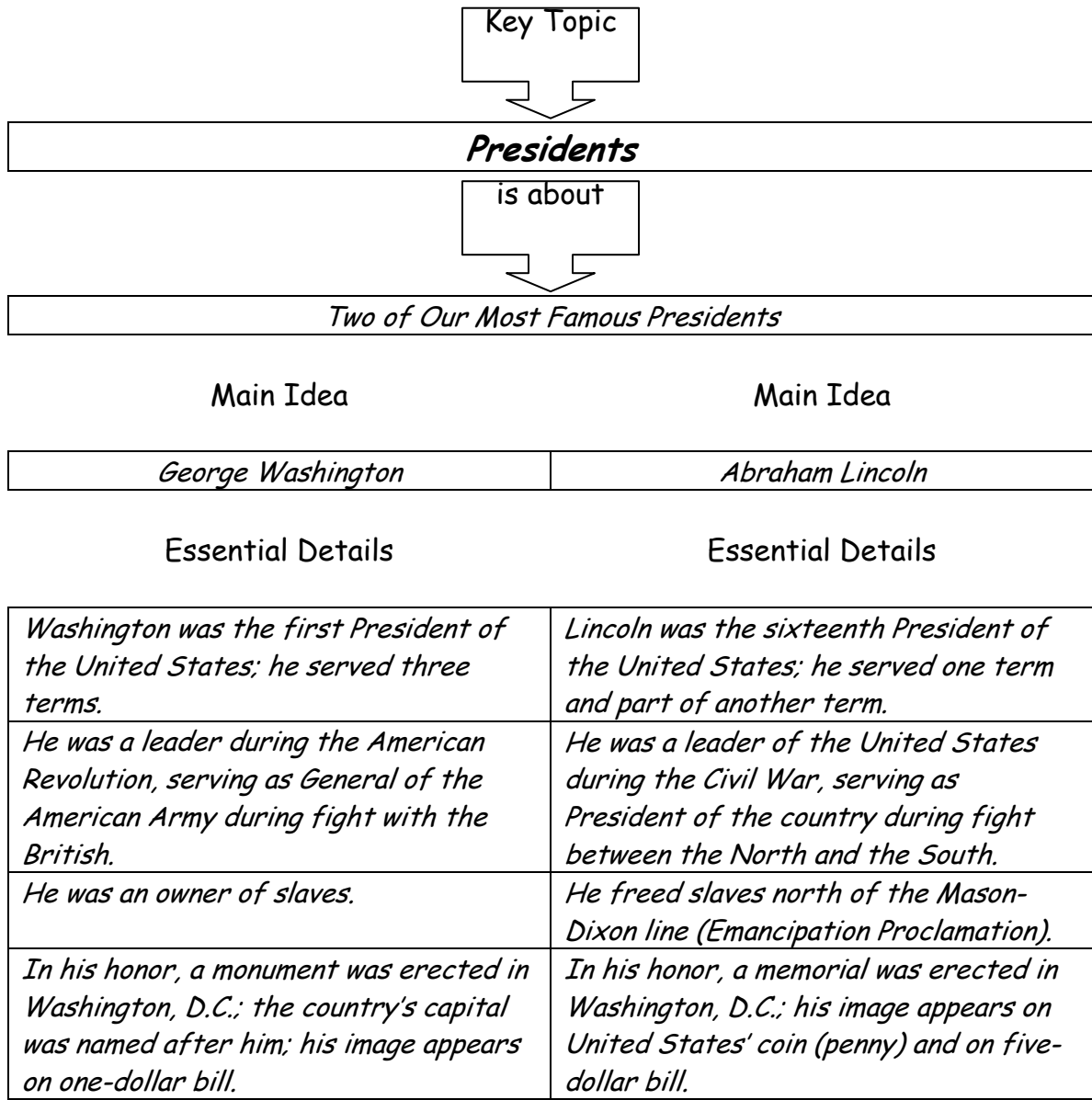
Appendix D

- Publicize the graphic organizers by posting completed ones in the classroom and school. Refer to students' completed graphic organizers throughout the day to maximize their effective use and to provide positive feedback to students.
- Provide sufficient class time (10–20 minutes per day, five times per week) for direct instruction using graphic organizers.
- Encourage students to make design modifications to existing graphic organizers to increase student involvement and ownership, and to enhance motivation (Rock, 2004).

Sample Graphic Organizers

The graphic organizers on the following page were taken from the *Makes Sense Strategies* compact disk (CD), which contains hundreds of graphic organizers completed by teachers in Alabama. This CD and accompanying training is sponsored by the Alabama State Department of Education, State Improvement Grant Initiative. For more information, contact Mrs. Theresa Farmer at tfarmer@alsde.edu. Additional social studies graphic organizers can be found on the Alabama State Improvement Grant Web site at <http://www.alsig.org/index.cfm>.

Sample Graphic Organizer

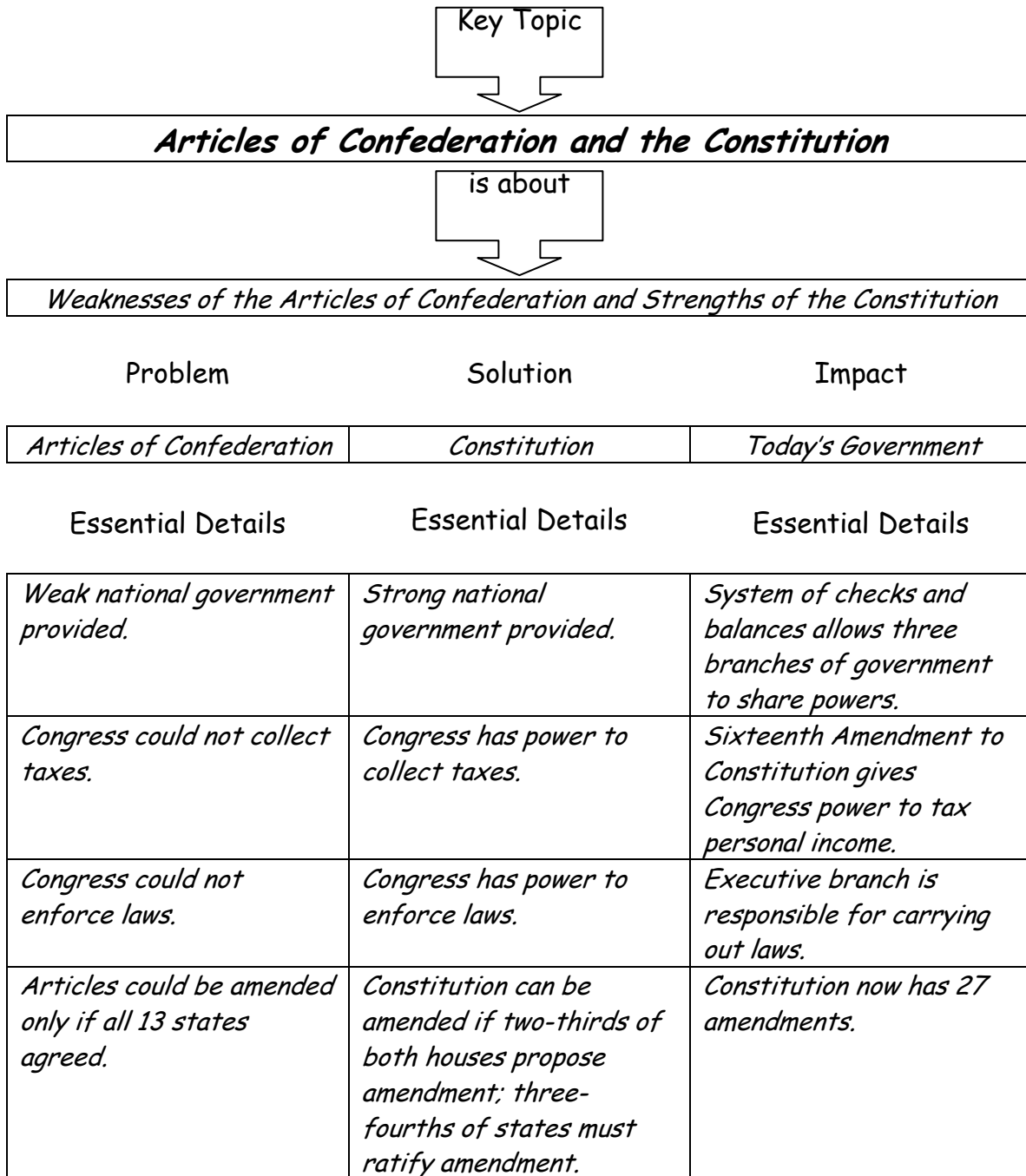


So what? What is important to understand about this?

George Washington and Abraham Lincoln are two famous and popular presidents.

Appendix D

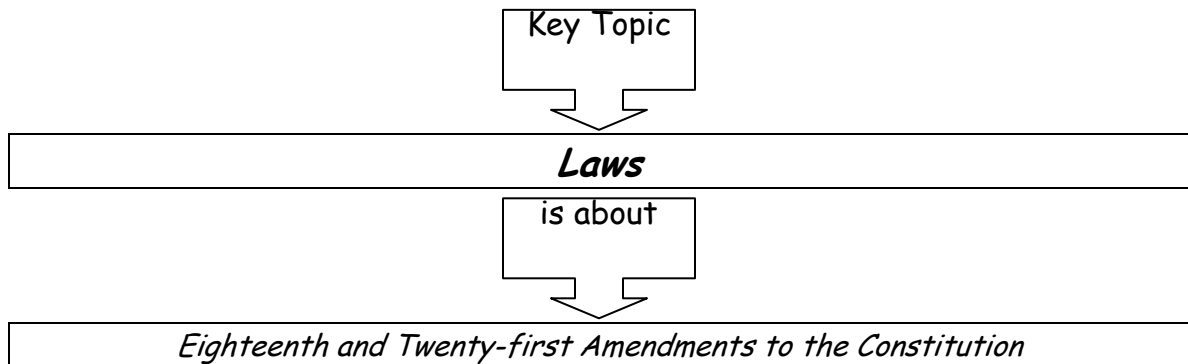
Sample Graphic Organizer



So what? What is important to understand about this?

Because of the weaknesses in the Articles of Confederation, the nation needed a new governing document that provided for a strong central government.

Sample Graphic Organizer



Main Idea	Main Idea	Main Idea
<i>WHEN a policy fails to work</i>	<i>THEN a new policy is needed</i>	<i>BECAUSE a new policy might be better</i>
Essential Details	Essential Details	Essential Details
<i>Eighteenth Amendment on Prohibition banned the manufacture, sale, or transportation of alcohol.</i>	<i>Twenty-first Amendment repealed Prohibition making legal the manufacture, sale, or transportation of alcohol.</i>	<i>Legalized consumption of alcohol; gave government power to regulate sale and manufacture of liquor.</i>
<i>People arrested for making and selling alcohol; increased organized crime; created "speakeasies" or illegal places to consume alcohol.</i>	<i>Gave government control over manufacture, transportation, and sale of alcohol.</i>	<i>Eliminated many of the problems created by Prohibition.</i>

So what? What is important to understand about this?

When governments pass laws that create more problems than they solve, the law should be changed and repealed, if necessary.

Web Sites for Social Studies Teachers and Students

ABC News	http://www.abcnews.go.com
Age of Imperialism	http://www.smplanet.com/imperialism/toc.html
Al Bawaba, Middle East Gateway—topics and materials include news, business, travel, entertainment, games, kids shop, e-cards, downloads, editorials, reports, and “In the Spotlight”	http://www.albawaba.com
American Anthropological Association—good articles explaining how race is not a scientifically valid biological category, but a socially constructed category	http://www.aaanet.org
American Cultural History: 1950 - 1959	http://kclibrary.nhmccd.edu/decade50.html
American Memory—over 7 million digital items	http://memory.loc.gov
American Memory Timeline	http://memory.loc.gov/learn/features/timeline/index.html
American West	http://www.americanwest.com/
America’s Story from America’s Library—target audience is the sixth-grade student. However, children as young as second grade would enjoy using the site with the teacher’s help	http://www.americaslibrary.gov
Anti-Defamation League—provides educational resources and general information for combating hatred and prejudice	http://www.adl.org
Awesome Library—lessons for social studies	http://www.awesomelibrary.org/Classroom/Social_Studies/Social_Studies.html
Awesome Library K-12 Lesson Plans—lesson plans and downloadable readings	http://www.awesomelibrary.org/social.html
Battlefield: Vietnam	http://www.pbs.org/battlefieldvietnam/
Ben’s Guide to U.S. Government for Kids	http://bensguide.gpo.gov
Birmingham Civil Rights Institute	http://www.bcri.org/index.html
Busy Teacher’s Web site	http://www.ceismc.gatech.edu/busyt/

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Center for Civic Education—civics standards, curriculum guides, and programs	http://www.civiced.org
Center on English Learning and Achievement (CELA)—research center dedicated to improving student learning and achievement in English as a subject and in the other academic disciplines	http://cela.albany.edu
Character Education Partnership—most important resource on character education; site includes the eleven principles of effective character education plus other resources	http://www.character.org
Children’s Books Online—variety plus children’s literature	http://www.cyberkids.com/Launchpad/TextPages/Books.html
CIVNET—this is an international gateway to information providing a vast library of civics teaching resources, discourse on civil society, information on organizations and programs, book-length documents, K-12 lesson plans, and online global discussions	http://www.civnet.org
CNN Interactive	http://www.cnn.com
CNN Interactive: Cold War	http://www.cnn.com/SPECIALS/cold.war/
CNN Student News	http://learning.turner.com
Cold War International History Project	www.wilsoncenter.org/cwihp/
Cold War Museum	http://www.coldwar.org/
Colonial Williamsburg—life in colonial times with a virtual tour to Colonial Williamsburg	http://www.history.org
Concrete Curtain	http://www.wall-berlin.org/gb/berlin.htm
Cost and Benefits: A lesson on the concepts of cost and benefits for Grades 6-8	http://www.econedlink.org/lessons/index.cfm?lesson=EM376
Council for Exceptional Children—helps for learners with disabilities, their parents, and their teachers	http://www.cec.sped.org
Critical Thinking Community—lesson plans for developing critical-thinking skills	http://www.criticalthinking.org
Curriculum—categorized list of sites useful for curriculum.	http://discoveryschool.com/schrockguide

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Day That Changed America—9/11/2001	http://teacher.scholastic.com/scholasticnews/index/911/index.htm
EconEdLink—online lesson plans plus other economic data	http://www.econedlink.org
English as a Second Language Web site—Web site links as well as other help for ESL students	http://www.rong-chang.com
Environmental Explorer—lesson using observation skills to analyze changes that people have made to the natural environment	http://nationalgeographic.com/resources/ngo/education/ideas58/58environ.html
ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/Chess)	http://www.indiana.edu/~ssdc/ssdc.htm
ESL and EFL Links	http://iteslj.org/ESL.html
ESL Lounge—lesson plans, worksheets, and teaching tips	http://www.esl-lounge.com
ESL Party Line—students can access interactive activities	http://www.eslpartyland.com
Fifties Web Index	http://www.fiftiesweb.com/fifties.htm
Fighting Cholera With Maps—lesson plan using mapping techniques to understand social issues and to solve problems	http://www.nationalgeographic.com/resources/ngo/education/ideas58/58cholera.html
First World War	http://www.firstworldwar.com/
Foundation for Teaching Economics Lessons—online lesson plans	http://fte.org
Free the Children—projects for students involving helping children in selected nations throughout the world have a better life	http://www.freethechildren.org/
GEM—Gateway to Educational Materials	http://www.thegateway.org
Giraffe Project—literature project devoted to informing others about people who “stick out their necks for the common good”; has a curriculum called “Standing Tall”	http://www.giraffe.org/projectinfo.html
Graphic Organizer—best Web site for graphic organizers, concept maps, and visual tools	http://www.graphicorganizers.com

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Great War	http://www.pbs.org/greatwar/
Great War and Jazz Age	http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/jazz
Gulf War	http://www.pbs.org/wgbh/pages/frontline/gulf/
History Place	http://www.historyplace.com/
Human Rights 101—insights on tolerance, racism, women’s rights, refugees, and religious freedom; helpful to teachers and teenagers although available videos can be useful for younger students	http://www.thirteen.org/edonline/hr101
Inclusion Press International Home Page—information on inclusion	http://www.inclusion.com
Internet Public Library—children’s literature for librarians; has a reference section that may be helpful in answering questions	http://www.ipl.org
Internet TESL (Teachers of English as a Second Language) Journal—games, conversation questions, and more for ESL learners	http://iteslj.org
Kid’s Money	http://www.kidsmoney.org/
Korean War	http://www.korean-war.com/
Korean War Commemoration	http://korea50.army.mil/
Lesson Plans and Resources for Social Studies Teachers	http://www.csun.edu/~hcedu013/
Library of Congress—online catalog containing over 12 million bibliographic records representing books, serials, computer files, manuscripts, cartographic materials, music, sound recordings, and visual materials from the Library’s collections	http://www.loc.gov/catalog
Library of Congress/National Digital Library	http://www.loc.gov/
Library of Congress Online—getting started; orientation for users of the Learning Page and the American Memory collections.	http://memory.loc.gov/learn/start/index.html
Marco Polo—Internet content for the classroom	http://www.marcopolo-education.org/index.aspx

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Middle School Civics—projects and lessons on civics	http://www.civiced.org/project_citizen.html
National Archives Digital Classroom—one of the areas of the National Archives and Records Administration	http://www.archives.gov/digital_classroom
National Association for Gifted Children—nonprofit group who wants to improve the quality of education	http://www.nagc.org
National Center for History in the Schools: National Standards in History	http://www.sscnet.ucla.edu/nchs/standards/
National Civil Rights Museum	http://www.civilrightsmuseum.org/
National Council for the Social Studies	http://www.ncss.org
National Council on Economic Education—resources, standards, lessons. Some of the NCSS-affiliated Centers for Economic Education also have developed very useful resources. For example, see various state councils on economic education.	http://www.economicsamerica.org
National Geographic Society—national geography standards, atlas, publications, etc.	http://www.nationalgeographic.com
National Geography Standards	http://www.nationalgeographic.com/education/expeditions/standards/matrix.html
National Service-Learning Clearinghouse—database on service learning literature, programs, events, trainers, and organizations	http://www.servicelearning.org
National Standards for Civics and Government	http://www.civiced.org/stds_toc_preface.html
New Deal Network	http://newdeal.feri.org/
New Perspectives on the West	http://www.pbs.org/weta/thewest/program/
NewsLink	http://www.newslink.org
<i>Newsweek</i>	http://school.newsweek.com
No Child Left Behind Act of 2001	http://www.loc.gov/
NOVA Online Teachers Site	http://www.pbs.org/wgbh/nova/teachers
Our America: Westward Expansion	http://teacher.scholastic.com/activities/our_america/westward_expansion/

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Our America: WWII	http://teacher.scholastic.com/activities/our_america/wwii/
Panama Canal	http://www.pancanal.com/
Pathways to School Improvement—easy-to-navigate starting point for gaining access to some of the best resources on the Internet for teaching at-risk students	http://www.ncrel.org/sdrs/areas/at0cont.m
PBS Teacher Source	http://www.pbs.org/teachersource/
Pencil News	http://www.studentnewsnet.com
Persuasive reading and writing graphic organizers (click on persuasive writing tools on chart)	http://www.greece.k12.ny.us/instruction/ELA/6-12/Tools/Index.htm
Photographs from the Golden Age of Jazz	http://memory.loc.gov/ammem/wghtml/wghome.html
Presidents of the United States	http://www.whitehouse.gov/history/presidents/
Progressive Era	http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/progress
Reading Quest—help for improving student comprehend in social studies	http://www.readingquest.org
Regions: A Hands-On Approach—teaching the concept of region	http://www.nationalgeographic.com/resources/ngo/education/ideas58/58regions.html
Remembering Pearl Harbor	http://plasma.nationalgeographic.com/pearlharbor/
Rosa Parks	http://teacher.scholastic.com/rosa/
Scholastic News Zone	http://teacher.scholastic.com/scholasticnews
Schools of California Online Resources for Education (SCORE)—lessons and resources are organized by grade level as well as topics; Web site is organized for California standards and framework	http://score.rims.k12.ca.us/
September 11 Digital Archive	http://911digitalarchive.org/
Smithsonian Institution	http://www.si.edu/
Social Studies Lesson Plans— lesson plans and teaching strategies to plan classes or complete projects	http://www.csun.edu/~hcedu013

Appendix E

Spanish-American War	http://www.loc.gov/rr/hispanic/1898/
Story of Theodore Roosevelt	http://www.pbs.org/wgbh/amex/tr/
Teachers' Web site—gathering place with lesson plans, curriculum, supplies, and chat center	http://www.teachers.net
Teaching Tolerance—low-cost books and classroom activities posted monthly during the school year plus free kits including videos of one per school	http://www.teachingtolerance.org
Teaching with Historic Places—National Park interpreters have lesson plans by location, theme, and time period	http://www.cr.nps.gov/nr/twhp
Theodore Roosevelt	http://www.npg.si.edu/exh/roosevelt/index.htm
Time for Kids	http://www.timeforkids.com
Transcontinental Railroad	http://transcontinentalrailroad.com/
U.S. Congress	http://thomas.loc.gov
U.S. Department of Education's Safe and Drug-Free Schools Program	http://www.ed.gov/offices/OESE/SDFS
U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention	http://ojjdp.ncjrs.org/
U.S. House of Representatives	http://www.house.gov
<i>U.S. News and World Report</i>	http://www.usnews.com/usnews/home.htm
<i>USA Today</i>	http://www.usatoday.com
Utah Department of Education: Character Education Partnership—Web site provides lesson plans, discussion of the theory and history of character education, and links to other related sites	http://www.usoe.k12.ut.us/curr/char_ed
Vietnam Online	http://www.pbs.org/wgbh/amex/vietnam/
Virtual Jamestown	http://jefferson.village.virginia.edu/vcdh/jamestown/
Voluntary National Content Standards in Economics	http://store.ncee.net/volnatconsta.html
We Remember Anne Frank	http://teacher.scholastic.com/frank/index.htm

Appendix E

We Witnessed the Attack on Pearl Harbor	http://teacher.scholastic.com/pearl/index.htm
WebQuests—Bernie Dodge has been a leader in the development of WebQuests; his Web site lists the best of WebQuests by subject area and grade levels	http://webquest.sdsu.edu
Westward Expansion	http://edtech.kennesaw.edu/web/westward.html
What's My Interest?—lesson in economics education on the concept of interest for Grades 3-5	http://www.econedlink.org/lessons/index.cfm?lesson=EM377
White House	http://www.whitehouse.gov
Why Do We Need Authority?—upper elementary/middle school lesson on the concept of authority	http://www.civiced.org/fod_elem_auth02_sb.html
Women and Social Movement in the U.S.	http://womhist.binghamton.edu/
Woodrow Wilson	http://www.pbs.org/wgbh/amex/wilson/
WWI	http://www.worldwar1.com/
WWII Commemoration	http://www.grolier.com/wwii/wwii_mainpage.html
WWII Links	http://history.acusd.edu/gen/ww2_links.html
WWII Memorial	http://www.wwiimemorial.com/
WWII Timeline	http://history.acusd.edu/gen/WW2Timeline/start.html

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Glossary

Abolitionist. A person who wanted slavery stopped.

Adams, Samuel. American Revolutionary War leader whose agitations spurred Bostonians toward rebellion against British occupation and rule. He was a member of the First and Second Continental Congresses, signed the Declaration of Independence, and served as governor of Massachusetts (1794–1797).

Advertising. Information provided to encourage the purchase or use of a good, service, or idea by emphasizing its positive qualities.

Affirmative action. Efforts to recruit or hire members of underrepresented groups such as women and minorities.

Allegiance. Refers to devotion or loyalty.

Allocation. The process of choosing needs to be satisfied and the amount of resources to be used to satisfy them.

Alternative courses of action. The other choice that could have been made that is inherent in every decision.

Altitude. The height of something above sea level or above Earth's surface.

Amendment (to the United States Constitution). Change in, or addition to, the Constitution; proposed by a two-thirds vote of both houses of Congress, or proposed at the request of two-thirds of the state legislatures; ratified by approval of three-fourths of the states.

Amendment – Eighteenth. The amendment that forbid the manufacture and sale of alcoholic beverages in the United States; ratified in 1919.

Amendment – Fifteenth. The amendment that gave African-American men the right to vote; ratified in 1870.

Amendment – Fourteenth. The amendment that made the Bill of Rights applicable to all Americans, including African-Americans; ratified in 1866.

Amendment – Nineteenth. The amendment that gave all American women the right to vote; ratified in 1920.

Amendment – Thirteenth. The amendment that abolished slavery in the United States; ratified in 1865.

American influence on foreign countries. The United States, as the most powerful nation and economy in the world, affects the cultures, economies, and politics of nations worldwide. When other nations seek access to and become part of the lucrative United States' market, their own economies, cultures and politics are impacted by American culture and values.

American political system/presidential system. A system of government in which the legislative and executive branches operate independently of each other and in which power is distributed through a system of checks and balances.

American Revolution. A war between the American colonists and the British that lasted eight years (1775–1783); fought by colonists who wanted to be free of English rule.

American system. An economic regime pioneered by Henry Clay that created a high tariff to support internal improvements such as the building of roads to knit the nation together.

Amnesty. A general pardon granted by a government especially for political offenses.

Anarchy. Absence of any form of political authority; state of lawlessness, confusion, and disorder, usually resulting from a failure of government.

Anthony, Susan B. A social reformer who worked for freedom of slaves, fair treatment of women, and women’s right to vote; was against the use of alcohol.

Apartheid. A policy of separation of the races enforced by law.

Appellate court. A court authorized to hear appeals.

Archaeology. The systematic study of past human life and culture through the recovery and examination of remaining material evidence such as graves, buildings, tools, and pottery.

Articles of Confederation. The first document created to govern the newly formed government after the American Revolution; it created a “firm league of friendship” among the thirteen original states. The states agreed to send delegates to a Confederate Congress. Each state had one vote in the Congress.

Artifact. Things made by humans and used by archaeologists and historians to recreate a picture of the past.

Attrition. A natural reduction in employees in a company through normal occurrences such as retirement and resignation.

Authority. Right to control or direct the actions of others; legitimized by law, morality, custom, or consent.

Bar graph. A means of displaying data using the length of “bars” to represent the values of the data being displayed.

Barter. Direct trading of goods and services between people without the use of money.

Beliefs. Opinions about what is considered to be true and trustworthy.

Benefits. Something of value that can be tangible like a gift or money or intangible like satisfaction.

Berlin Airlift. A military operation in the late 1940s that brought food and other needed goods by air into West Berlin after the government of East Germany had cut off West Berlin's supply routes. The United States joined with western European nations to assist in the flying of supplies. The airlift was one of the early events of the Cold War.

Bill of Rights. First ten amendments to the Constitution ratified in 1791; these amendments limit government power and protect basic rights and liberties of individuals.

Black codes. Laws that prevented African Americans from buying land, voting, and working at jobs other than farming.

Boston Massacre. A 1770 skirmish between British troops and a crowd of people in Boston who threw rocks and snowballs at British soldiers; the soldiers responded by shooting into the crowd, killing and wounding several colonists.

Boston Tea Party. A group of colonists, disguised as Mohawk Indians, boarded a British ship carrying tea on the night of December 16, 1773. They dumped 90,000 pounds of tea into Boston Harbor to protest the British tax on tea.

Boundary. The limit or extent within which a system exists or functions; includes social groups.

Branches of government. Refers to the legislative, executive, and judicial branches of government established by the United States Constitution to divide the power of government.

Byzantine Empire. The new name for the Roman Empire. It was named after Byzantium, which Emperor Constantine I rebuilt in 330 as Constantinople; became the capital of the entire Roman Empire.

Calendar. A table showing the days, weeks, and months of at least one specific year.

Campaign. The overall effort a candidate makes to win votes through speeches, press conferences, and advertising.

Campaigns. Activities planned to achieve a certain goal such as electing a candidate or establishing a public policy.

Capital. Cash, goods, natural resources, or human skills used to produce income.

Carver, George Washington. African-American agricultural researcher who worked to help farmers in the South. He directed the agricultural program at Tuskegee Institute in Alabama.

Century. One hundred years.

Certificate of Deposit (CD). Certificate from a bank stating that the named party has a specified sum on deposit, usually for a given period of time, and at a fixed rate of interest.

Characteristics. Special qualities or features; attributes that distinguish one person or thing from another.

Checks and balances. Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities.

Choice. Decision to be made when faced with two or more alternatives such as uses for a resource, which is called an economic choice.

Churchill, Winston. An English political leader and author of the twentieth century; he became prime minister shortly after the beginning of World War II and served through the end of the war in Europe. Churchill symbolized the fierce determination of the British to resist conquest by the Germans under Adolf Hitler. He forged a close alliance with Franklin D. Roosevelt of the United States and Joseph Stalin of the Soviet Union in opposition to Germany. Stunningly defeated in elections in 1945, he returned to office as prime minister for several years in the 1950s.

Circular flow. The flow of money from businesses to households and government, from households to businesses and government, and from government to households and businesses.

Citizenship. Status of being a member of a nation; one who owes allegiance to a government and is entitled to the protection and political rights of that government.

Civil rights. Protections and privileges given to all United States' citizens by the Constitution and Bill of Rights.

Civil war. A war between groups within the same country; in the United States, the Civil War refers to the War Between the States—Northern states versus Southern states.

Civilian Conservation Corps (CCC). Established in 1933 by the United States Congress as a measure of the New Deal program. The CCC provided work and vocational training for unemployed single young men through conserving and developing the country's natural resources. Against President Franklin D. Roosevelt's request, Congress abolished the CCC in 1942.

Civilization. The type of culture and society developed by a particular nation or region or in a particular epoch; the ways in which people organize themselves.

Clark, William. Sent along with Meriwether Lewis by Thomas Jefferson to explore the Louisiana Territory in 1804.

Classical civilization. (See civilization.)

Clay, Henry. United States orator and politician, called the "Great Compromiser"; enemy of Andrew Jackson.

Clayton Antitrust Act. Strengthened the Sherman Antitrust Act by prohibiting some actions that lessened competition.

Climate. The temperature, precipitation, and winds that characterize a region; long-term trends in weather elements and atmospheric conditions.

Collective participation. Relating to, characteristic of, or made by a number of people acting as a group.

Colonial. Pertaining to the original thirteen colonies.

Colony. A group of emigrants or their descendants who settle in a distant territory but remain subject to or closely associated with the parent country.

Columbian Exchange. Refers to diseases, foods, and animals brought to the New World beginning with Columbus' voyages.

Command economies. An economy in which the government makes decisions about what, where, how, and how much is produced as well as who receives what is produced.

Communication. The exchange of thoughts, messages, or information.

Community. A group of people living in the same locality and under the same government.

Comparative advantage. A situation in which a country, individual, company, or region can produce goods at a lower opportunity cost than that of a competitor.

Comparison. A statement or estimate of similarities and differences.

Compass rose. Orientation graphic that indicates the direction north on a map or globe.

Competitive markets. Markets with many buyers and sellers; no one entity controls prices or the number of products for sale.

Compromise of 1820. (See Missouri Compromise.)

Compromise of 1850. Contained four parts: 1) California was allowed to enter the Union as a free state; 2) the rest of the Mexican Cession was to be divided into the territories of New Mexico and Utah (in each territory, voters would decide the slavery question according to popular sovereignty); 3) slave trade was ended in Washington, D.C., the nation's capitol (Congress, however, declared that it had no power to ban slave trade between slave states); and 4) a strict new fugitive slave law was passed.

Concord. City in New Hampshire where the British fought a small group of American Minutemen at Lexington and Concord in 1775; many people were injured or killed.

Conflict. A state of disharmony between incompatible or antithetical persons, ideas, or interests; a clash.

Conflict and cooperation. A recurring theme in social studies that reflects how people in communities, nations, regions, or throughout the world engage in activities in which they openly clash with one another while retaining the capacity at other times to work together towards accomplishing common goals.

Conquistadors. Spanish conquerors; people seeking gold and glory.

Constantine I. Leader who came to the throne when his father, Constantius, died in 306. After defeating his rivals, Constantine became the sole ruler of the Roman Empire in 324, and is credited with social and economic reforms that significantly influenced medieval society. In 313, his Edict of Milan legally ended pagan persecution of Christians, and in 332, he used imperial power to bring unity to the church at the Council of Nicea. He also moved the capital of his empire to Byzantium, renaming it Constantinople in 330. Constantine's embrace of Christianity eventually led him to be baptized in 337.

Constitution. The system of fundamental laws and principles that prescribes the nature, functions, and limits of a government or another institution; fundamental law of the United States, framed in 1787, ratified in 1789, and variously amended since then.

Constitutional Convention. The convention held May 1787 at Independence Hall in Philadelphia, Pennsylvania, to create a plan for a stronger central government. This led to the writing of the United States Constitution that set up the three branches of government—executive, legislative, and judicial.

Consumer. A customer who buys products or services produced by business or industry.

Consumer goods. Items made for final consumption. These items are not used by business or industry to produce other goods or services.

Consumer Price Index (CPI). An index of prices for a representative sample of goods and services published by the government each month. The CPI was formerly known as the cost-of-living index.

Consumer spending. The purchase of goods and services by the public.

Continent. One of seven large landmasses on Earth that separate oceans.

Corporation. An organization of people legally bound together by a charter to conduct some type of business.

Costs. The total money, time, and resources associated with a purchase or activity.

Country. A sovereign nation.

County. The largest territorial division of a state.

Crusade. Any of the military expeditions undertaken by European Christians in the eleventh, twelfth, and thirteenth centuries to recover the Holy Land from the Muslims; a vigorous, concerted movement for a cause or against an abuse.

Culture. Learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools, and machines.

Currency. Paper money with a specified value, issued by the government or a central bank.

Currency exchange. The comparative value of foreign currencies.

Decade. A period of ten years.

Decision. A conclusion or judgment reached after consideration of alternatives.

Declaration of Independence. A document approved on July 4, 1776, by the Congress of the Thirteen United States of America in which the colonies were declared free and independent states, not subject to the government of England.

Deflation. A decline in general price levels, often caused by a reduction in the supply of money or credit.

Demand. The desire and ability of individuals to purchase economic goods or services at the market price; one of the two key determinants of price, the other being supply.

Democracy. A system of government in which political authority is held by the people; typically features constitutional governments where the majority rules, a belief in individual liberty and in equal rights for all people, freedom of expression, political freedom, and freedom of choice.

Desegregation. The abolishment or elimination of segregation; for example, opening a school or workplace to members of all races or ethnic groups, especially by force of law.

Destabilization. To upset the stability or smooth functioning of an entity; a policy that threatens to destabilize the economy; a new weapon that threatens to destabilize nuclear deterrence; also, to undermine the power of a government or leader by subversive or terrorist acts.

Discrimination. Treatment based on class or category rather than on individual merit.

Dispute. A disagreement or argument about an important issue.

Distribution. The delivery of merchandise to retail stores.

Diversity. Variety in ethnic, racial, religious, and social background. In a pluralistic society, this variety in background is not only permissible, but also desirable and beneficial.

Dix, Dorothea. American social reformer; pioneer in the movement for humane treatment of the insane; fought for establishment of state hospitals for the insane in many states. During the Civil War she served as Superintendent of Union Army Nurses.

Doctrine. A principle or body of principles presented for acceptance or belief by a religious, political, scientific, or philosophic group; dogma.

Domestic. Of one's own country; not foreign.

Douglass, Frederick. An abolitionist who published his own antislavery newspaper *The North Star*. Douglass fought against slavery through his speeches and writings.

Dred Scott decision. Dred Scott had been a slave in Missouri; his master, Dr. John Emerson, took him to live in the free state of Illinois; they returned to Missouri where Dr. Emerson later died. Scott sued for his freedom on grounds that he had lived in a free territory. The Supreme Court ruled that Scott had no right to sue for his freedom since he was enslaved and not a citizen. At that time, the Supreme Court ruled that slaves were property and could be taken anywhere. The Court's decision made it possible to extend slavery into all territories.

Du Bois, W. E. B. Social reformer of the Progressive Era, Du Bois formed the National Association for the Advancement of Colored People (NAACP) in 1909.

Due process. The formal process of justice carried out in a court of law.

Dynasty. A family or extended family that retains political power across generations.

Eastern Hemisphere. The half of the earth comprising Europe, Africa, Asia, and Australia.

Economic development. Actions taken to improve the ability of people to more productively use capital, natural, and human resources in the production of goods and services.

Economic freedom. The right to acquire, use, transfer, and dispose of private property without unreasonable governmental interference; right to seek employment wherever one pleases, to change employment at will, and to engage in any lawful economic activity.

Economic growth. Change in the level of economic activity from one year to another.

Economic system. The way a society organizes the production, consumption, and distribution of goods and services.

Economics. Having to do with the production, distribution, and consumption of goods and services or the management of income, supplies, and expenses of a household or government.

Ecosystems (ecological system). A system formed by the interaction of all living organisms—plants, animals, and humans—with each other and with the physical and chemical factors of the environment in which they live.

Eisenhower, Dwight D. American general and thirty-fourth President of the United States (1953–1961). As Supreme Commander of the Allied Expeditionary Force (1943–1945) he launched the invasion of Normandy (June 6, 1944) and oversaw the final defeat of Germany (1945). His presidency was marked by an end to the Korean War (1953), domestic racial problems, Cold War with the Soviet Union, and a break in diplomatic relations with Cuba (1961).

“Elastic Clause.” A part of the Constitution that gives Congress the power to make laws as needed.

Electoral College. The group of people selected by each state to elect the President and Vice President of the United States. The number of votes each state receives is determined by the number of representatives they have in Congress—the number of the state's congressional representatives plus their two congressional senators.

Emancipation Proclamation. Declaration by Abraham Lincoln on January 1, 1863; proclamation declared free all enslaved people in the seceded states.

Embargo. Prohibits the departure of merchant ships from ports under its control.

Empire. A large amount of territory under one ruler.

English Bill of Rights. A law passed by Parliament in 1689 that formed the foundation of Britain's unwritten constitution. The bill prohibited the monarchy from suspending laws, levying taxes, or maintaining an army in peacetime without consent of Parliament.

Entrepreneur. Individual who takes the risk of producing a product for a profit.

Environment. The natural or human surrounding in which living things interact.

Equality. Fair treatment regardless of race, color, religion, national origin, sex, physical or mental handicap, or age; all citizens are entitled to political, social, and economic equality.

Era. A period of time characterized by particular circumstances, events, or personages.

“Era of Good Feeling.” Used to describe President James Monroe's two terms in office.

Ethnicity. One's cultural identity, not biological identity.

European Union. An international organization of European countries formed after World War II to reduce trade barriers and increase cooperation among members.

Evaluate. Make judgments about the value of ideas or materials.

Exchange. Giving one thing in return for another.

Excise tax. A federal or state tax imposed on the manufacture and distribution of certain nonessential consumer goods.

Executive branch. Carries out and enforces laws to protect individual rights and promote the common good.

Exports. Goods or services produced in one nation but sold to buyers in another nation.

Factors of production. Resources used by businesses to produce goods and services. Factors may include natural resources, human capital, capital, and entrepreneurship.

Fair Labor Standards Act. Also known as the Wages and Hours Act; passed by the United States Congress in 1938 to establish minimum living standards for workers engaged directly or indirectly in interstate commerce, including those involved in production of goods bound for such commerce. The act has been amended repeatedly to address expanding the classes of workers covered, raising the minimum wage, redefining regular-time work, raising overtime wages to encourage the hiring of new workers as opposed to requiring more work of lower-paid workers, and equalizing pay scales for men and women.

Federal. Pertaining to the national government, but not state or local government.

Federal Deposit Insurance Corporation (FDIC). An independent United States federal executive agency designed to promote public confidence in banks and to provide insurance coverage for bank deposits up to \$100,000. The corporation was established in 1933 to prevent repetition of the losses incurred during the Great Depression during which time bankrupt banks were not able to return deposited monies to account holders.

Federal Trade Commission Act. This act created a commission that enforced rules of fair trade and fair business practices.

Federalism. A system of government in which power is divided between a national or federal government and various regional governments.

Federalist papers. A series of 85 political essays, written between 1787 and 1788 by Alexander Hamilton to persuade New York to approve the Federalist Constitution.

Feudalism. A system of obligations that bound lords and their subjects in Europe during much of the Middle Ages. In theory, the king owned all or most of the land and gave it to his leading nobles in return for their loyalty and military service. The nobles in turn held land that peasants, including serfs, were allowed to farm in return for the peasants' labor and a portion of their produce. Under feudalism, people were born with a permanent position in society.

First Continental Congress. Held September 5–October 26, 1774, in Carpenter's Hall, Philadelphia; made up of delegates from the colonies, except Georgia. The meeting's general purpose was to express colonial grievances against British policy of taxation; a few radical members considered the possibility of breaking with England.

Fiscal policy. Decisions made by the President and Congress relating to taxation and government spending, with the goal of full employment, price stability, and economic growth.

Foreign policy. The systematic collection of practices, regulations, and rules of procedure and conduct followed by the federal government when dealing with other nations.

Fitzgerald, Zelda. Born Zelda Sayre in Montgomery, Alabama; wife of writer, F. Scott Fitzgerald, whom she married in 1920. She published an autobiographical novel, *Save Me the Waltz*, in 1932. Considered by many of her era to embody the quintessential flapper, Fitzgerald gained notoriety as much for her own exploits and demise as for her role in inspiring many of her husband's most famous characters, especially Daisy Buchanan in *The Great Gatsby*.

Free market. An economic market in which supply and demand are not regulated or are regulated with only minor restrictions.

Free market economy. An economy in which individuals decide the economic questions in the market place.

Free trade. Trade between nations without protective customs tariffs.

Freedom. Right to act without interference or control by another; right to express personal beliefs, ideas, and opinions; right to assembly; right to engage in a lawful job or business.

French and Indian War. The name given by American historians to the North American colonial wars (1689–1763) between Great Britain and France; both England and France wanted control of the eastern sections of America. As a result of the war, colonists became more self-reliant and began to identify themselves as Americans rather than British.

Fugitive Slave Act. A law passed as part of the Compromise of 1850 that provided Southern slaveholders with legal weapons to capture slaves who escaped to the Free states.

Garrison, William Lloyd. American abolitionist who supplemented his limited schooling with newspaper work and in 1829 went to Baltimore to aid Benjamin Lundy in publishing the *Genius of Universal Emancipation*. This led to his imprisonment for seven weeks in 1830 for libel. On January 1, 1831, he published the first number of *The Liberator*, a newspaper that he continued to publish until the adoption of the Thirteenth Amendment. Garrison used *The Liberator* to take an uncompromising stand for immediate and complete abolition of slavery.

Geography. An integrated discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments with a focus on Earth's surface and the processes that shape it; the relationships between people and environments and the connections between people and places.

Global influence. Influence affecting all of Earth.

Gold Rush. An influx of migrants to an area where gold was discovered.

Goods. Objects that can be held or touched to satisfy people's wants.

Gorgas, William C. Best known for his work in stopping the spread of yellow fever and malaria by attacking the mosquitoes that spread the diseases. Originally from Alabama, Dr. Gorgas served as Surgeon General of the United States Army. His work in eliminating the spread of disease in the Isthmus of Panama was instrumental in the construction of the Panama Canal due to the fact that it significantly prolonged the lifespan of the thousands of workers involved in the project.

“Gospel of Wealth.” An essay written by industrialist Andrew Carnegie in 1889 that described the responsibility of philanthropy on the part of the new upper class of self-made monopolists. The central thesis of Carnegie's essay was the danger of allowing large sums of money to be passed into the hands of persons or organizations not equipped mentally or emotionally to cope with them. The wealthy entrepreneur must assume the responsibility of distributing his fortune in a way that it will be put to good use and not wasted on frivolous expenditures.

Governor. Chief executive of a state government elected by the state's voters.

Government. Determines and enforces society's laws. The size and nature of a government varies according to the society it governs.

Grant, Ulysses S. Served in the Mexican War; Grant soared to fame during the Civil War as President Abraham Lincoln's choice as commander of the Union Armies in 1864. After the war, Grant was elected to two terms as President, but his administration was tainted by corruption among Cabinet members.

Great Awakening. A series of religious revivals that swept over the American colonies during the middle of the eighteenth century and resulted in doctrinal changes influenced by social and political thought.

Great Depression. The severe economic crisis supposedly precipitated by the United States' stock market crash of 1929. Although it shared the basic characteristics of other such crises, the Great Depression was unprecedented in its length and in the wholesale poverty and tragedy it inflicted on society. It is generally agreed that complete business recovery was not achieved nor did unemployment end until the government began to spend heavily for defense in the early 1940s.

Gross Domestic Product (GDP). The total dollar value of all final goods and services produced in a country in a given year equals the total consumer investment, government spending, and value of exports minus the value of imports.

Gross National Product (GNP). Is calculated by adjusting the GDP to include income accruing to domestic residents as a result of investments abroad minus the income earned in domestic markets accruing to foreigners abroad.

Habitat. Place where a plant or animal naturally or normally lives and grows.

Hamilton, Alexander. Played a key role in the early formation of the American government; man of great intelligence and ambition who served on Washington's Revolutionary War staff from 1777–1781. After the war, Hamilton, along with John Jay and James Madison, wrote the famous Federalist essays. Hamilton believed in a strong central government and a strong national bank, convictions that put him famously at odds with Thomas Jefferson. In 1789 President Washington appointed Hamilton as the country's first Secretary of the Treasury, a post he held until 1795.

Handy, W. C. An Alabama native and son of former slaves, W.C. Handy left home as a teenager, performing in traveling minstrel shows, teaching school, and leading a variety of bands until settling in Memphis, Tennessee. While in Memphis, Handy founded a music publishing company with Harry Pace. Although he lost his eyesight when he was 30, Handy continued to lead bands and write music. His music combined elements of folk ballads and spirituals with ragtime, and he is credited with adding flatted thirds and sevenths, creating what has since been known as the blues. His most famous songs include "Memphis Blues," "Hesitating Blues," and "St. Louis Blues."

Harlem Renaissance. Term used to describe a flowering of African-American literature and art in the 1920s, mainly in the Harlem district of New York City.

Henry, Patrick. American Revolutionary leader and orator. A member of the House of Burgesses (1765) and the Continental Congress (1774–1776), he spurred the creation of the Virginia militia with his words, "Give me liberty, or give me death" (1775). He also served as governor of Virginia (1776–1790).

High Middle Ages. A term used by historians to describe European history in the period of the eleventh, twelfth, and thirteenth centuries (1000–1300). The High Middle Ages were preceded by the Early Middle Ages and followed by the Late Middle Ages, which by convention, ends around 1500.

Hills. Landform that may have steep slopes but lower in elevation and characterized by less local relief than a mountain.

Hitler, Adolf. A German political leader of the twentieth century, Hitler's early program for Germany is contained in his book *Mein Kampf*. He dreamed of creating a master race of pure Aryans, who would rule for a thousand years as the third German Empire, or Third Reich. Hitler led the Nazi party and began to rule Germany in 1933 as a fascist dictator with the title *der Führer* (the leader). He supervised the murder of six million Jews and other supposed enemies of the Reich. Hitler began World War II by invading Poland in 1939. He committed suicide in 1945 when Germany's defeat was imminent.

Homestead Act. An act passed by Congress in 1862 promising ownership of a 160-acre tract of public land to a citizen or head of a family who had resided on and cultivated the land for five years after the initial claim.

Hoover, Herbert. Thirty-first President of the United States (1929–1933). After the stock market crash of 1929, he was unwilling to finance employment through federal intervention and lost the presidency to Franklin D. Roosevelt in 1932.

Human rights. The basic rights and freedom, to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.

Ideas. Something such as a thought or concept that potentially or actually exists in the mind as a product of mental activity, opinion, conviction, or principle.

Immigration. Entering and settling in a country or region to which one is not native.

Imperialism. The policy of extending a nation's authority by gaining territory or by the establishment of economic and political influence over other nations.

Imports. Goods and services that consumers in one country buy from producers in another country.

Impressment. The act or policy of seizing people or property for public service or use.

Inalienable (also unalienable). Rights that cannot be given or taken away.

Incentives. Factors that motivate and influence the behavior of households and businesses. Prices, profits, and losses act as incentives for participants to take action in a market economy.

Income taxes. Taxes paid by households and business firms on income received.

Indian Removal Act (1830). Act that forced Native Americans to sign treaties agreeing to move west of the Mississippi.

Indigenous. Originating and living or occurring naturally in an area or environment; indigenous plants or indigenous people of a country.

Individual rights. Fundamental to American constitutional democracy is the belief that individuals have certain basic rights that are not created by government but which government should protect. These are the right to life, liberty, economic freedom, and the pursuit of happiness. It is the purpose of government to protect these rights, and it may not place unfair or unreasonable restraints on individuals to exercise these rights. Many of these rights are enumerated in the Bill of Rights.

Industrial Revolution. Changes such as those taking place in England in the late eighteenth century; brought about when extensive mechanization of production resulted in a shift from home-based hand manufacturing to large-scale factory production.

Industrialization. The development of industry in a country or society.

Inflation. An increase in the general level of prices people pay for goods and services. A popular measure of inflation is the CPI.

Innovation. A newly introduced idea, invention, or way of doing things.

Institutions. Customs, practices, relationships, or behavioral patterns of importance in the life of a community or society; for example, the institutions of marriage and family or established organizations or foundations that reflect the culture and beliefs of a people.

Interdependence. People relying on each other for ideas, goods, and services.

International. Between or among nations; having to do with the relations between nations.

International trade. The exchange of goods and services between or among nations.

Interpretation. An explanation of something that is not immediately obvious.

Interstate Commerce Act. Regulated the rates railroads could charge.

Invasion of Poland. The action by Germany that began World War II in 1939. Germany invaded Poland only days after signing the Nazi-Soviet Nonaggression Pact, in which the Soviet Union agreed not to defend Poland from the east if Germany attacked it from the west. Britain and France, having pledged to protect Poland from German attack, soon declared war on Germany.

Investment. The purchase of tangible assets, such as machines, factories, or inventories that are used to produce goods and services for the purpose of making a profit.

Islam. A monotheistic religion characterized by the acceptance of the doctrine of submission to God and to Muhammad as the chief and last prophet of God.

Jackson, Andrew “Stonewall.” Veteran of the Revolutionary War and the War of 1812, Andrew Jackson was popularly known as “Old Hickory” for his ruggedness. He gained national fame when he drove the British from New Orleans in 1815; he governed the Florida territory from 1821–1823. He used his image as hero of the wild frontier to win the presidential elections of 1828 and then win re-election in 1832. Jackson was a staunch champion of states’ rights against federalism, and his administration was marked by expansion in Texas, wars with the Indians, and his rejection of the Bank of the United States.

Jamestown. A former village of southeast Virginia; first permanent English settlement in America.

Jazz Age. The 1920s in the United States; a decade marked not only by the popularity of jazz, but also by attacks on convention in many areas of American life.

Jefferson, Thomas. United States President (1801–1809), Vice President, Secretary of State, Minister to France, congressman, Governor of Virginia, founder of the University of Virginia, and president of the American Philosophical Society.. Jefferson is best remembered as a champion of human rights and the primary draftsman of the Declaration of Independence.

Jim Crow Laws. The systematic practice of discriminating against and segregation of black people, especially as practiced in the American South from the end of Reconstruction to the mid-twentieth century.

John Brown Raid. On October 16, 1859, Brown led 21 men on a raid of the federal arsenal at Harpers Ferry, Virginia. His mission was to help abolish slavery. However, most of Brown's men were killed or captured by a group of marines led by Robert E. Lee.

Judicial branch. The branch of the federal government responsible for interpreting laws headed by the Supreme Court. A major responsibility of this branch is to protect individual rights and settle conflicts or disputes.

Justice. Fair treatment of people regarding distribution of benefits and burdens of society, correction of wrongs and injuries, and determination of rights according to the rules of law and equity.

Justinian I. An Eastern Roman Emperor from August 1, 527, until his death. One of the most important rulers of Late Antiquity, he is best remembered for his reform of the law code and the military expansion of imperial territory achieved during his reign, primarily through the campaigns of Belisarius. He is also known as “the last Roman Emperor.”

Kansas-Nebraska Act. Bill that became law on May 30, 1854, by which the United States Congress established the territories of Kansas and Nebraska; caused great controversy over whether the territories would be free or slave territories.

Key. An explanation of the features, colors, or shading on a map or chart.

Ku Klux Klan (KKK). A secret society organized in the South after the Civil War to reassert white supremacy by means of terrorism; a secret fraternal organization of similar intent founded in Georgia in 1915.

Labor. The physical and mental exertion that human beings put into production activities.

Labor force. Those who are working or actively seeking work.

Land Ordinance of 1785. Adopted on May 20, 1785, by Congress; formed by the Articles of Confederation.. The Continental Congress was not able to tax citizens, thus the immediate goal of the ordinance was to raise money through the sale of land in the largely unmapped territory west of the original colonies acquired from Britain at the end of the Revolutionary War.

Land use. The range of uses of Earth's surface made by humans; examples of classification of land uses are urban, rural, agricultural, or forested.

Landform. The shape, form, or nature of a specific physical feature of Earth's surface; examples include plain, hill, valley, plateau, or bay island.

Latitude. A measure of distance north or south of the equator.

Law. A set of rules issued and enforced by a government that binds every member of society.

League of Nations. A world organization established in 1920 to promote international cooperation and peace; first proposed in 1918 by President Woodrow Wilson, although the United States never joined the League. Essentially powerless, it was officially dissolved in 1946.

Lee, Robert E. The Confederacy's most famous general in the American Civil War. In 1862 he was made commander of the Confederate Army of Northern Virginia, and over the next three years became famous as he led the army to a series of victories over the larger and better-equipped Union forces. He was defeated at the 1863 Battle of Gettysburg and finally surrendered to General Ulysses S. Grant at the Appomattox Courthouse on April 9, 1865, which effectively ended the war.

Legal. According to law; permitted by law; lawful.

Legend. An explanatory description for the features on a map or chart.

Legislative branch. The branch of government that makes laws to protect individual rights and promote the common good.

Lewis and Clark Expedition. United States' expedition that explored the territory of the Louisiana Purchase and the country beyond as far as the Pacific Ocean; lasted from 1803 to 1806.

Lewis, Meriwether. Chosen with William Clark to lead an overland expedition to the Pacific Ocean. The two succeeded in reaching the Pacific and returning safely in a trip that lasted more than two years (1804-1806).

Lexington. Site of the opening engagement of the American Revolution, April 19, 1775. After the passage of the Intolerable Acts (1774) by the British Parliament, unrest in the colonies increased. A British commander sought to avoid armed rebellion by sending a column of royal infantry from Boston to capture colonial military stores at Concord. News of this plan was dispatched to the countryside by Paul Revere, William Dawes, and Samuel Prescott. As the advance column reached Lexington, they came upon a group of militia known as the Minutemen. After a brief exchange of shots in which several Americans were killed, the colonists withdrew, and the British continued on to Concord.

Liberty. Includes the freedom to believe what you want, to choose your own friends, to have your own ideas and opinions, to express your ideas in public, to meet in groups, and to have any lawful job or business.

Life. One of the basic guarantees provided to each United States' citizen; each citizen has the right to protection of life. The right to life is considered inviolable except in certain highly restricted and extreme circumstances such as the use of deadly force to protect one's own or others' lives.

Line graph. A means of displaying data by connecting lines between dots representing the values of a continuous variable.

Locke, John. A seventeenth-century English philosopher whose ideas formed the foundation of liberal democracy and greatly influenced both the American and French revolutions. He believed all people to be born equal and education to be a means of freeing people from the subjugation of tyranny. Locke also believed that government had a moral obligation to guarantee individuals retained sovereignty over their own rights, including ownership of property resulting from their own labor.

Longitude. The position of a point on Earth's surface expressed as its angular distance, east or west, from the prime meridian to 180°.

Loss. Financial result for a business when expenses exceed income.

Lusitania. An ocean liner, sunk off the Irish coast by a German submarine on May 7, 1915. In the sinking, 1,198 persons lost their lives, 128 of whom were United States' citizens. Germany refused to accept responsibility for the act. But after prolonged negotiations, Germany finally conceded its liability for the sinking of the *Lusitania* and agreed to make reparations and discontinue sinking passenger ships without warning. The immediate crisis between the United States and Germany subsided. The incident, however, contributed to the rise of American sentiment for the entry of the United States into World War I, with recruitment posters two years later urging potential enlistees to "Remember the Lusitania!"

Magna Carta. The charter of English political and civil liberties granted by King John at Runnymede in June 1215.

Manifest Destiny. The nineteenth-century doctrine stating that the United States had the right and duty to expand throughout the North American continent.

Mann, Horace. A legislator and educational reformer of the nineteenth century. In his home state of Massachusetts, Mann worked to increase the availability and quality of free, nondenominational public schools. Mann has been called the father of the American public school.

Manorialism. Economic and social system of medieval Europe under which peasants' land tenure and production were regulated, and local justice and taxation were administered. The fundamental characteristic of the manorial system was economic—peasants held land from the lord of an estate in return for fixed dues being paid in kind, with money, or for services. The manorial system prevailed in France, England, Germany, Spain, and Italy and far into Eastern Europe.

Marbury versus Madison. Established the doctrine of judicial review, which recognizes the authority of courts to declare statutes unconstitutional.

Market. A place where buyers and sellers make transactions of goods and services.

Market economy. An economic system based only on the interaction of market forces such as supply and demand. A true market economy is free of governmental influence, collusion, and other external interference; buyers and sellers make exchanges and determine prices.

Marshall, John. The fourth Chief Justice of the United States Supreme Court, appointed in 1801 by President John Adams. Politically, Marshall was famously at odds with his distant cousin, Thomas Jefferson, especially during the trial of Aaron Burr (1807) when the strength of the court was pitted against the strength of the executive branch. Burr, on trial for treason, was acquitted after Marshall ruled that two witnesses were needed to prove the charge. Marshall's long term on the bench occurred at a time when the newly formed nation was still taking shape, and he is considered one of the most influential jurists in the history of the United States.

Mediation. Assistance in settling a dispute; intervention between conflicting persons or groups to bring about a reconciliation, settlement, or compromise.

Mexican-American War. Conflict between Mexico and Texas regarding the territories of California and New Mexico. Tensions were raised when the United States offered to pay in full the Mexican debt to American settlers if Mexico allowed the United States to purchase the territories of California and New Mexico from Mexico.

Midway. Two small islands and a surrounding coral atoll in the central Pacific Ocean northwest of Honolulu; the Battle of Midway June 3–6, 1942, was one of the decisive Allied victories of World War II. The battle, fought mostly with aircraft, resulted in the destruction of four Japanese aircraft carriers, crippling the Japanese navy.

Migration. To move from one place to settle in another place.

Missouri Compromise. An 1820 agreement that forbid slavery in any new state north of 36 degrees 30 minutes north latitude (the southern boundary of Missouri).

Model. A set of assumptions and hypotheses that form a simplified description of reality.

Monarchy. A system of government in which the head of state, usually a royal figure such as a king or queen, is in a hereditary position.

Monetary policy. The regulation of money supply and interest rates by central banks such as the Federal Reserve Board in the United States to control inflation and stabilize currency.

Money. A medium of exchange; a good that can be used to buy other goods and services.

Monroe Doctrine. Principle of American foreign policy called for in President James Monroe's message to Congress, December 2, 1823. It initially called for an end to European intervention in the Americas, but was later extended to justify United States' imperialism in the Western Hemisphere.

Montesquieu, Charles. French jurist and political philosopher; author of the *Spirit of Laws* (1748), a comparative study of three types of government—republic, monarchy, and despotism—that shows John Locke's influence on Montesquieu. Its main theories are that climate and circumstances determine the form of government and that the powers of government should be separated and balanced to guarantee freedom of the individual. Written with brilliance of style, it had great historical importance and influence on the formation of the American Constitution.

Morill Act. 1862 act that gave every state remaining in the Union a huge tract of federal land. Each state received a number of acres equivalent to the number of members in its congressional delegation multiplied by 30,000. States having insufficient federal acreage within their own borders were given land on the frontier. States were to sell the land and use the proceeds to endow at least one college that would offer courses in agriculture, engineering, and home economics as well as regular academic programs.

Movement. An organized effort to promote or attain an end.

Muckraker. An individual who searched out and publicly exposed real or apparent misconduct of a prominent individual or business.

Munich Conference. A conference held in Munich, Germany, on September 29, 1938. The purpose of the conference was to discuss the future of Czechoslovakia; as a result much of that state was surrendered to Nazi Germany. The conference stands as a major example of appeasement. The Germans invaded Poland less than a year later, and World War II began.

Mussolini, Benito. An Italian dictator of the twentieth century, Mussolini formed a fascist government in Italy in the 1920s and allied Italy with Germany as one of the Axis powers of World War II. Mussolini, known as *il Duce* (the leader), was shot by his Italian opponents near the end of the war.

Nation. A culturally and politically unified group of people bound together by a strong sense of shared values, institutions, and cultures.

National Association for the Advancement of Colored People (NAACP). Organization composed mainly of black Americans, but with many white members, whose goal is the end of racial discrimination and segregation.

Nationalism. The belief that nations benefit from acting independently rather than collectively, emphasizing national rather than international goals.

Natural resources. Anything from the natural environment that people use to meet needs.

New Deal. The term for the domestic reform program of the administration of Franklin Delano Roosevelt. The first phase (1933–1934) attempted to provide recovery and relief from the Great Depression through programs of agriculture and business regulation, inflation, price stabilization, and public works. The second phase (1935–1941), while continuing with relief and recovery measures, provided for social and economic legislation to benefit the mass of working people.

Niagara Movement. Organized effort by W. E. B. Du Bois and other black supporters calling for an end to segregation and discrimination in unions, courts, and public accommodations as well as for equality of economic and educational opportunities. Meeting took place in 1905 on the Canadian side of Niagara Falls; no hotel on the American side would accept black hotel guests.

Nonrenewable resource. A finite resource such as petroleum and minerals that cannot be replaced once it is used.

North American Free Trade Agreement (NAFTA). The United States, Canada, and Mexico formed a major trading block in 1992 that removed tariffs and other barriers to create a free trade zone among the three countries.

North Atlantic Treaty Organization (NATO). Founded in 1948 to curb Communist expansion. There are nineteen member countries of NATO: Belgium, Canada, Czech Republic, Denmark, France, Germany, Greece, Hungary, Iceland, Italy, Luxembourg, Netherlands, Norway, Poland, Portugal, Spain, Turkey, United Kingdom, and the United States.

Northwest Ordinance. A 1787 document in which Congress provided the means by which new states would be created out of Western lands and then admitted to the Union; outlawed slavery in the area, indicating that settlers would be equal citizens and enjoy equal rights.

Nullification Crisis. A sectional crisis that took place during the presidency of Andrew Jackson over the issue of protective tariffs. The issue incited a debate over state's rights that ultimately threatened the primacy of the federal government and the unity of the nation itself.

Ocean. The entire body of saltwater that covers more than 70 percent of Earth's surface and is separated by continents; principal divisions include the Atlantic, Pacific, Indian, Arctic, and Antarctic oceans.

Oligarchy. A government controlled by a small group to serve their own purposes.

Open Door Policy. Policy proposed by the United States in the late nineteenth century under which all nations would have equal trading and development rights. Debate over the policy ended when World War II began.

Opportunity cost. The cost of making an investment that is the difference between the return on one investment and the return on an alternative.

Organization of Petroleum Exporting Countries (OPEC). An international cartel of thirteen nations designed to promote collective pricing of petroleum, unified marketing policies, and regulation of petroleum extraction.

Ownership. The state of being an owner of something and having the right to benefit from its use and enjoyment.

Ozone. A gas formed from an interaction between oxygen and sunlight.

Panama Canal. A ship canal, about 51 miles long, crossing the Isthmus of Panama in the Canal Zone and connecting the Caribbean Sea with the Pacific Ocean. It was begun by the French in 1881, but the project was abandoned in 1889. The United States gained construction rights for the canal after Panama declared its independence in 1903. After completion, the canal was opened for traffic on August 15, 1914. A 1977 treaty stipulated that Panamanians would have full rights of sovereignty over the canal on December 31, 1999.

Patriotism. Love for or devotion to one's country.

Philosophy. The study of the ultimate reality, causes, and principles underlying being and thinking. Philosophers ponder such concepts as existence or being, morality or goodness, knowledge, truth, and beauty. Historically, most philosophy has either centered on religious beliefs or science. Philosophers may ask critical questions about the nature of these concepts, questions typically outside the scope of science.

Physical features. Natural characteristics of Earth's surface such as land forms, climate, winds, and ocean currents.

Place. A city, village, or area with distinctive physical and human characteristics that distinguishes it from other places.

Plains. Landform feature characterized by gentle slopes and minimum of local relief.

Plateau. Landform features characterized by high elevation and gentle upland slopes such as the Grand Canyon area of the United States.

Popular sovereignty. Doctrine under which the status of slavery in the territories was to be determined by the settlers.

Population. The people who inhabit a political entity or region.

Population density. The number of individuals occupying an area; calculated by dividing the number of people by the area they occupy. For example, to determine the density of 2,000 people living in an area of ten square miles, divide 2,000 by ten to determine that there are 200 people occupying each square mile.

Populism. A political philosophy supporting the rights and power of people in their struggle against the privileged elite. In United States' history, the populist movement first gained national importance in the presidential election of 1892. Agrarian reform and issues regarding bimetallism were cornerstones of the movement. The Populist Party was formed in the 1890s to promote electoral reform, expand money supply, and regulate big business..

Pre-colonial. Of, relating to, or being the period of time before colonization of a region or territory.

Pre-Columbian. Used to refer to the cultures of the New World in the era before significant European influence. While technically referring to the era before Christopher Columbus, in practice the term usually includes indigenous cultures as they continued to develop until they were conquered or significantly influenced by Europeans, even if this happened decades or even centuries after Columbus first landed in 1492.. The term pre-Columbian is used often in discussions of the great indigenous civilizations of the New World, including those of Mesoamerica such as the Aztec and the Maya..

Price. The amount of money people pay in exchange for a unit of a particular good or service.

Primary sources. Any document or artifact providing direct evidence of historical events, including clothing, furniture, homes, recordings, documents, or photographs.

Privacy. The state of being free from unsanctioned intrusion.

Private goods. Goods that are privately owned and used to benefit only their owners.

Process. A series of gradual changes bringing about a result.

Processes. The series of changes by which something develops. Major world processes are population growth, economic development, urbanization, resource use, international trade, global communication, and environmental impact.

Producers. People who use resources to make goods and services.

Production. The act of growing, making, or manufacturing goods and services.

Productivity. The amount of output per unit of input.

Progressive Era. The time during which people believed America should pass laws to correct its social and political problems.

Prohibition. The period (1920–1933) during which the Eighteenth Amendment, which forbid the manufacture and sale of alcoholic beverages, was in force in the United States.

Property. Something legally owned or possessed by an individual or entity.

Public goods. Goods and services provided by the government. They are often too expensive or not practical to be obtained by individuals.

Public policy. Decisions and laws that a government makes to guide the actions of government regarding an area of public concern.

Public service. Service rendered in the public interest to local, state, or national communities.

Race. Commonly used to refer to regional human populations assumed to be significantly genetically different from each other, though in the same species. Anthropologists hold that this view ignores the vast amount of genetic diversity within any population and the minimal importance of differences between populations, so that race is used to refer to ethnic or cultural group differences as though they had a biological basis.

Racism. The belief that race accounts for differences in human character or ability and that a particular race is superior to others; discrimination or prejudice based on race.

Ratification. The process of adopting an international treaty, constitution, or other nationally binding document such as an amendment to a constitution by the agreement of many stakeholders.

Reconstruction. The period after the Civil War when the South was rebuilt; also the federal program to rebuild it.

Red Scare or “Red Hysteria.” The rounding up and deportation of several hundred immigrants of radical political views by the federal government in 1919 and 1920. This “scare” was caused by fears of subversion by Communists in the United States after the Russian Revolution.

Reform. Movement to improve unsatisfactory conditions.

Reformation. A sixteenth-century movement in Western Europe to reform some doctrines and practices of the Roman Catholic Church; resulted in the establishment of Protestant churches.

Region. An area that shares common characteristics. A broad geographical area distinguished by similar features such as landforms or climate. Human traits such as language, religion, history, or political boundaries may also determine a region.

Regulation. Rules and laws made by a government to control the economy. In the United States, the government participates in the economy to assure accomplishment of economic goals of government. In laissez-faire economic systems there is no regulation of the economy.

Relative location. Describes where a place is in relation to other places.

Relative price. The price of one good or service compared to the prices of others goods and services.

Religion. A personal or institutionalized system grounded in belief and worship.

Renaissance. The humanistic revival of classical art, architecture, literature, and learning that originated in Italy in the fourteenth century and later spread throughout Europe. The period of this revival, roughly the fourteenth through the sixteenth century, marked the transition from medieval to modern times.

Representative democracy. A system of government in which the people choose political leaders to make policy decisions on their behalf.

Republic. A sovereign state in which all segments of society are enfranchised and in which the state's power is constitutionally limited. A republic is distinguished from a true democracy in that the republic operates through a representative assembly chosen by the citizenry; while in a democracy, the populace participates directly in governmental affairs.

Resources. All natural, human, and man-made aids to be used for the production of goods and services; also called productive resources.

Revere, Paul. A hero of the Revolutionary War. On the night before the Battle of Lexington and Concord in 1775, Revere, a silversmith by trade, rode across the Massachusetts countryside warning other colonists that British troops were moving toward them for the purpose of seizing military supplies and for arresting revolutionaries. Revere obtained this information about the British through signal lights placed in a church tower. Because of this warning, the colonists were ready to fight the British the next day.

Revolutionary War. (See American Revolution.)

Roaring Twenties. Refers to the North American historical period of the 1920s, which has been described as one of the most colorful decades in American history. The decade tells a fascinating story beginning with the return of young soldiers from the fronts of the Great War (World War I) and the emergence of a new and confident face of modern womanhood. The decade ended on a sad note with Black Tuesday, forerunner of the Great Depression.

Robber Barons. A term applied to certain leading American businessmen of the late nineteenth and early twentieth centuries, including Cornelius Vanderbilt and John D. Rockefeller. The term suggests they acquired wealth by unfair means.

Roosevelt, Franklin D. Best known as the president who managed to pull Americans out of the Great Depression and lead them to victory in World War II. His support of an active federal government shaped American politics through the remainder of the twentieth century. His package of federally supported public works and social programs was known collectively as the New Deal. Roosevelt was so popular he was elected four times—a lengthy run which led to the passage of the Twenty-second Amendment, restricting presidents to two terms. He died in office only a few months into his fourth term.

Roosevelt’s Corollary. Theodore Roosevelt’s 1904 “amendment” to the Monroe Doctrine; stated that countries making loans to other countries had no right to forcibly take them over to collect debts. Roosevelt later changed his mind with the Open Door Policy.

Rough Riders. Members of the First United States Volunteer Cavalry regiment under Theodore Roosevelt in the Spanish-American War.

Rousseau, Jean-Jacques. One of the first modern writers to seriously attack the institution of private property. He questioned the assumption that the will of the majority is always correct and argued that the goal of government should be to secure freedom, equality, and justice for all within the state, regardless of the will of the majority.

Rule of law. Principle that says every member of a society, even a ruler, must follow the law.

Rural. Areas of low population density.

Sacagawea. A Shoshone Indian woman who traveled with the Lewis and Clark expedition from 1804–1806. Her native knowledge and relations with her own tribe proved invaluable to the explorers.

Sacco and Vanzetti Case. Two anarchists, Nicola Sacco and Bartolomeo Vanzetti, who were convicted of a robbery and two murders in Massachusetts in the early 1920s and sentenced to death. Sacco and Vanzetti were born in Italy but had been living in the United States for years when they were tried. Several faulty procedures took place during the trial. Many people thought Sacco and Vanzetti were convicted because of their political views and not because of the evidence against them. Supporters obtained several delays of their execution, but a special committee appointed by the governor of Massachusetts upheld the original jury’s verdict, and they were put to death in 1927. Liberals and radicals around the world were outraged by the execution.

Sahara Salt Trade. Early trade routes and many of the first roads were established for transporting salt. Salt from the Sahara was usually traded for gold. Many ancient civilizations levied taxes on salt.

Sanger, Margaret. A nurse in the poor neighborhoods of New York City; founded the first birth control clinic in the United States in 1916. At the time it was illegal to publish and distribute information on contraception or prevention of sexually transmitted diseases. An advocate for birth control and women’s rights, she founded the American Birth Control League in 1921. Later the organization became the Planned Parenthood Federation of America.

Saratoga. A major battle of the Revolutionary War, fought in 1777, in northern New York. Benedict Arnold, who had not yet turned traitor, was a leader of the American offensive that forced the surrender of British troops under General John Burgoyne.

Savings accounts. An account on which interest is usually paid and from which withdrawals can be made. Institutions may assess various fees on savings accounts such as minimum balance fees.

Second Continental Congress. May 10, 1775, a Continental army was created to oppose the British of which George Washington was appointed commander-in-chief. American ports were reopened in defiance of the Navigation Acts, and on July 4, 1776, the Declaration of Independence was adopted.

Segregation. The policy or practice of separating people of different races, classes, or ethnic groups; a form of discrimination. Practice led to establishment of separate schools, housing, and public or commercial facilities.

Separation of powers. The distribution of political power among the three branches of government—legislative, executive, judicial—that gave each branch a particular set of responsibilities.

Services. An intangible act that satisfies the wants or needs of consumers such as medical advice or education.

Scale. An indication of the relationship between the distances on a map and the corresponding actual distances. For example, the scale 1:100 on a map indicates one unit such as a mile or kilometer on a map being equal to 100 similar units on Earth's actual surface. Scale may also refer to the size of places or regions.

Scarcity. Within an economic context, refers to limited resources, not lack of riches. Resources are the inputs of production—land, labor, and capital. Scarcity causes people to make choices between different items because the resources necessary to fulfill their wants may not always be available.

Scholasticism. Philosophy and theology of Western Christendom in the Middle Ages. Virtually all medieval philosophers of any significance were theologians, and their philosophies were generally embodied in their theological writings. There were numerous scholastic philosophies in the Middle Ages; basic to all scholastic thought was the combination of faith and reason.

Scientific Revolution. The period that roughly began with the discoveries of Kepler, Galileo, and others at the dawn of the seventeenth century and ended with the publication of works by Isaac Newton in 1687.

Sherman Antitrust Act. Banned monopolies that limited competition.

Sherman, William Tecumseh. Served in the Union army in 1861 as a colonel and went on to participate in some of the Civil War's biggest campaigns, including Bull Run, Shiloh, Vicksburg and Chattanooga. He led a destructive campaign through the South that burned the cities of Atlanta, Georgia, and Columbia, South Carolina.

Silk Road. An ancient trade route between China and the Mediterranean Sea extending some 4,000 miles and linking China with the Roman Empire. Marco Polo followed the route on his journey to Cathay.

Site. The specific place where something is located, including its physical setting; for example, a floodplain.

Situation. The general location of something in relation to other places or features of a larger region; for example, in the center of a group of cities.

Sketch map. A representation drawn from memory on a flat piece of paper depicting all or part of a surface location. It is used to illustrate locations of places, events, or situations.

Slavery. The institution that supports the holding of human beings as property.

Specialization. The situation in which a nation produces a narrower range of goods and services than consumed. Specialization in mass production occurs when a worker repeats a single operation over and over.

Social contract theory. An agreement among the members of an organized society or between the governed and the government defining and limiting the rights and duties of each.

Social Security Administration. A government program that provides economic assistance to persons faced with unemployment, disability, or agedness; financed by assessment of employers and employees.

Socialism. Any one of various systems in which the means of producing goods are owned by the community or the government rather than by private individuals.

Soil. Unconsolidated material found at the surface of Earth, which is divided into layers characterized by the accumulation or loss of organic and inorganic compounds. Soil types and depths vary greatly over Earth's surface, and are very much influenced by climate, organisms, rock type, local relief, time, and human activity.

Sovereign. The person, body, or state in which independent and supreme authority is vested such as in a king, queen, or emperor; in a monarchy; or in the people as in the United States.

Speakeasy. A place for the illegal sale and consumption of alcoholic drinks, as during Prohibition in the United States.

Spoils system. The practice of giving government jobs to loyal supporters.

St. Augustine. A city in northeastern Florida on the Atlantic Ocean; south and southeast of Jacksonville; founded by the Spanish in 1565. It is the oldest permanent European settlement in the United States; the city was strategically important from 1586, when Sir Francis Drake burned it, until the Civil War, when it was occupied by Union troops.

Stalin, Joseph. Best known as the leader of the Union of Soviet Socialist Republics (U.S.S.R.) from 1928 to 1953. In the 1930s Stalin summarily executed his political enemies and started aggressive industrial and agricultural programs that left untold thousands of peasants dead. During World War II Stalin was the commander of the Soviet military.

Stalingrad. Russian city besieged and severely damaged during a prolonged battle in World War II, with extensive casualties of both German and Soviet troops; known since 1961 as Volgograd.

Stanton, Elizabeth Cady. A leading figure in the American Women's Rights Movement of the nineteenth century; cofounder with Lucretia Mott of the famous 1848 Women's Rights Convention held at Seneca Falls, New York, site of the drafting of the convention's Declaration of Sentiments. She is often remembered in connection with her friend and fellow reformer Susan B. Anthony.

Stock market. A financial market organized to buy and sell stocks through exchanges, over-the-counter, and electronically.

Stock market speculation. Engagement in risky business transactions on the chance of quick or considerable profit. The term speculation is sometimes applied to investment in a venture involving abnormal risks along with the chance to earn unusually large profits, but most speculation consists in the buying and selling of commodities and stocks and bonds with the object of taking advantage of rapid changes in price. While the investor seeks to protect his principal as it yields a moderate return, the speculator sacrifices the safety of his principal in hopes of receiving a large, rapid return.

Stowe, Harriet Beecher. An American writer whose novel *Uncle Tom's Cabin* (1852) is the most famous piece of antislavery literature of the nineteenth century.

Supply. The quantities of goods or services a firm is willing and able to make available for sale at different prices.

Supply and demand. In classical economic theory, the relation between these two factors determines the price of a commodity. This relationship is thought to be the driving force in a free market. As demand for an item increases, prices rise. When manufacturers respond to the price increase by producing a larger supply of that item, this increases competition and drives the price down.

Supreme Court. The highest federal court in the United States, consisting of nine justices and having jurisdiction over all other courts in the nation; the highest court in most states within the United States.

Surpluses. The situation resulting when the quantity supplied exceeds that quantity demanded of goods, services, or resources.

Tarbell, Ida. An American author and journalist who was known as one of the leading muckrakers, a term applied to American journalists, novelists, and critics who, in the first decade of the twentieth century, attempted to expose the abuses of business and corruption in politics.

Tariff. Tax on foreign goods brought into a country; an official schedule of taxes imposed by a government on imports or exports.

Taxes. Required payments of money made to governments by households and business firms.

Tenets. Opinions, doctrines, or principles held as being true by a person or by an organization.

Territorial expansion. Gaining land via purchase or takeover.

Theory. Set of principles used to make inferences about the world.

Timeline. A graphic means of displaying historical events in chronological order.

Tolerance. A disposition to allow freedom of choice and behavior.

Totalitarian. Relating to a country where a single party has control of the government as well as every aspect of the lives of its people.

Trade. Trading goods and services for other goods and services or for money. As a result of voluntary exchange, people expect to be better off.

Trade-off decision making. Usually refers to losing a quality or aspect of something in return for gaining another quality or aspect. It implies a decision made with full understanding of both the positive as well as negative aspects of a particular choice.

Treaty. A formal agreement between two or more states, as in reference to terms of peace or trade.

Treaty of Paris of 1783. Negotiated between the United States and Great Britain; ended the revolutionary war and recognized American independence.

Treaty of Versailles. Signed in 1919 in France; formally placed the responsibility for World War I on Germany and its allies and imposed on Germany the burden of paying for all damages. The German army and navy were reduced and Germany was forbidden to build major weapons of aggression. Germany, after futile protests, accepted the treaty that became effective January 1920.

Unemployment. The situation in which people are willing and able to work at current wages but do not have jobs.

Urban. An area characterized as a city or town where the population density is greater than in the surrounding area and is acknowledged as a major cultural, service, and production location in a region.

Urbanization. A process in which there is an increase in the percentage of people living and working in cities and towns, rather than in outlying areas of lesser population density.

Valley Forge. A valley in eastern Pennsylvania that served as the 1777–1778 winter quarters for the American army during the Revolutionary War. George Washington, who was commanding the army, had been forced to leave Philadelphia, and his troops were left to suffer from cold weather and lack of supplies. Though many deserted, Washington managed to maintain the morale of the rest. He was aided by Baron von Steuben, a German officer on his staff, who trained the men in the soldiering practices of Europe.

Values. Beliefs of a person or social group in which they have an emotional investment either for or against something; those things considered to be most important by a person or group.

Vernacular architecture. A term from academic architecture to categorize structures built outside academic tradition. The definition can include a wide variety of domestic and agricultural buildings, industrial buildings, or commercial structures. The distinguishing feature of traditional vernacular is that design and construction are often done simultaneously and onsite by the same people.

Volunteerism. The act of people working without monetary compensation to help others in their family, schools, communities, state, nation, and world.

Wants. Things people desire.

Washington, George. Known as the “Father of his Country”; was an American general and Commander-in-Chief of the Continental Army in the American Revolutionary War (1775–1783) and later the first President (1789–1797) of the United States under the United States Constitution. He also served as President of the 1787 Constitutional Convention. For the role he played in winning and securing American independence, George Washington is generally recognized as one of the most important figures in United States’ history. Unlike many other revolutionary leaders, he voluntarily relinquished power even though others wanted him to retain that power for life as in monarchies and dictatorships. This established an important precedent for republican democracy around the world.

Watershed. An area of land drained by a river and its tributaries.

Weather. Atmospheric conditions regarding temperature, moisture, and winds.

Western Hemisphere. The half of Earth comprising North America, Central America, and South America.

Wetlands. Productive land areas that are flooded for at least part of the year.

Wilson, Woodrow. After only two years as governor of New Jersey, Wilson won over Teddy Roosevelt and William H. Taft in the presidential election of 1912. Although he first championed isolationism, he became a strong advocate for United States’ involvement in World War I. When the war ended in 1918, he pushed for the United States to join the League of Nations, precursor to the United Nations. His plans were confounded by Congress; however, Wilson won the Nobel Peace Prize in 1919. The same year he suffered a stroke that left him partially paralyzed; he was assisted in his duties by First Lady Edith Galt Wilson. Wilson finished his second term and was succeeded by Warren G. Harding in 1921.

Works Progress Administration (WPA). Former United States’ government agency, established in 1935 by executive order of President Franklin Delano Roosevelt as the Works Progress Administration. It was renamed the Work Projects Administration in 1939, when it was made part of the Federal Works Agency. Created when unemployment was widespread, the WPA was designed to increase the purchasing power of persons on relief by employing them on useful projects. In June 1943, the agency officially ended.

World Trade Organization (WTO). An international agency that encourages trade between member nations, administers global trade agreement, and resolves disputes when they arise.

World War I. War fought from 1914 to 1918, in which Great Britain, France, Russia, Belgium, Italy, Japan, the United States, and other allies defeated Germany, Austria-Hungary, Turkey, and Bulgaria.

World War II. War fought from 1939 to 1945, in which Great Britain, France, the Soviet Union, the United States, China, and other allies defeated Germany, Italy, and Japan.

Writ of habeas corpus. A legal term meaning that an accused person must be presented physically before the court with a statement demonstrating sufficient cause for arrest. In this way, no accuser may imprison someone indefinitely without bringing that person, including the charges against him, into a courtroom.

Yellow Press (Yellow Journalism). Inflammatory, irresponsible reporting by newspapers.

Yorktown. Site of a victory by a combined American and French force led by General George Washington and the Comte de Rochambeau over a British army commanded by General Lord Charles Cornwallis. The surrender of Cornwallis' army caused the British government to negotiate an end to the American Revolutionary War.