

**TCAP End of Course, US History**  
**Criterion Referenced (CRT) Reporting Categories with State Performance Indicators**

<b>Era 6: Industrial Development of the United States (1870-1900)</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
EH6.1	Identify how the effects of 19th century warfare promoted the growth of industrialism (i.e., railroads, iron vs. steel industry, textiles, coal, rubber, processed foods).
EH6.2	Identify major agricultural post-Civil War American geographic areas on a map.
EH6.3	Identify major urban areas of the United States on a map (i.e., Northeast, upper Midwest, Atlantic Coast, California).
EH6.4	Identify patterns of immigration and the causal factors that led to immigration to the United States of America (i.e., crop famines, European social and political unrest, religious freedom).
EH6.5	Distinguish the differences in assimilation of "old" vs. "new" immigration. (i.e., languages, settlement patterns, education, employment, housing, Nativist reaction, religion, geographic origin).
EH6.6	Read and interpret a primary source document reflecting the dynamics of the Gilded Age American society (e.g., Booker T. Washington's "Atlanta Compromise," Carnegie's "Gospel of Wealth," Jane Addams' Hull House accounts, Jacob Riis photographs and/or writings, a sweatshop worker's personal story).
EH6.7	Recognize technological and industrial advancements to the era (i.e., advancements in mining, farming, or ranching).
EH6.8	Match innovators to their industrial and technological contributions (i.e., Vanderbilt, Westinghouse, Carnegie, Pullman, Hershey, DuPont, Bell, Edison, Rockefeller, Swift, and Armour).
EH6.9	Recognize the economic disparity among farmers, wage earners, immigrants, or racial groups when compared to industrial capitalists.
EH6.10	Interpret a political cartoon which portrays the controversial aspects of the Gilded Age (e.g. Populist reaction to politician and/or tycoons, railroad development, westward expansion, Dawes Act, urban developments).
EH6.11	Analyze the impact of different forms of corruption and its consequences in American politics during the latter half of the Age.(i.e., Grant's Black Friday, Credit Mobilier, Whiskey Ring, Tammany Hall, Boss System, Garfield's assassination, Civil Service Reform, Granger laws, Interstate Commerce Act).
EH6.12	Assess the effect of late 19th century technological innovation on the daily lives of American people (i.e., electricity, indoor plumbing, communication, transportation).
<b>Era 7: Emergence of Modern America (1890-1930)</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
EH7.1	Identify causes of American imperialism (i.e., raw materials, nationalism, missionaries, militarism, Monroe Doctrine).
EH7.2	Identify consequences of American imperialism (i.e. Spanish American War, expanding trade, extractive economies, Panama Canal, the idea of a superior Anglo-Saxon culture, yellow journalism, military occupation).
EH7.3	Recognize the progress of political and social reform in America during this era (i.e., Women's Suffrage, Regulation of food and drug, Initiative, Referendum, and Recall, protection of workers' rights, Antitrust Supreme Court decisions, Muckrakers).
EH7.4	Identify the causes of American involvement in World War I (i.e., security concerns, economic benefits, Wilsonian diplomacy, propaganda).
EH7.5	Recognize the new trends, ideas, and innovations of the 1920's popular culture (i.e., radio, automobile, phonograph, Prohibition, birth control, organized crime, sports).
EH7.6	Recognize the role of Tennessee in the women's suffrage movement. (i.e. "the perfect 36", Anne Dallas Dudley, Harry Burn, Governor Albert Roberts).
EH7.7	Determine the possible factors that led to the economic collapse of 1929 (i.e., overproduction of agriculture and industry, expansion of credit, financial speculation, agricultural crop failures, tariff barriers, laissez- faire).
EH7.8	Read and interpret a primary source document reflecting the social dynamics of the 1920's. (e.g. Harlem Renaissance, Lost Generation).
EH7.9	Compare and contrast the philosophies of DuBois, Washington and Garvey.
EH7.10	Analyze the American isolationist position versus interventionist arguments.

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<b>Era 8: The Great Depression and World War II (1929-1945)</b>	
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EH8.1	Identify the causes of World War II (i.e., Treaty of Versailles, fascism, failure of the League of Nations, Japanese imperialism, economic worldwide difficulties).
EH8.2	Recognize the negative patterns of an economic cycle (i.e., increase of unemployment, decrease of price level, excess inventory, decrease of production, repossession, increase of business failure, and bankruptcy).
EH8.3	Recognize the definitions of totalitarianism, fascism, communism, nationalism, and anti-Semitism.
EH8.4	Identify the changes in social and cultural life caused by the Great Depression and the Dust Bowl (i.e., Hoovervilles, Bonus Army, migrations, worldwide economic depression, Democrat victory in 1932, widespread poverty, unemployment, religious revivalism).
EH8.5	Interpret a timeline of major events from World War II.
EH8.6	Identify New Deal Programs/Initiatives (i.e. Social Security, WPA, TVA, Indian Reorganization Act, FDIC, CCC, Wagner/Fair Labor Standards' Act).
EH8.7	Recognize World War II alliances.
EH8.8	Analyze how World War II affected the American economy (i.e., women in the workforce, movement to urban centers, minority employment, post war G.I.Bill, rationing, childcare).
EH8.9	Recognize the effect of the New Deal and World War II on Tennessee (i.e., the creation of Fort Campbell, the Clarksville Base, Tennessee Valley Authority, Secretary of State Cordell Hull, Oak Ridge).
EH8.10	Evaluate the impact of the Manhattan Project. (i.e., the creation of Oak Ridge, Tennessee, nuclear proliferation, espionage, ethical debate, medical experimentation, Nagasaki, Hiroshima).
EH8.11	Interpret a political cartoon involving the New Deal.
<b>Era 9: Post World War II Era (1945-1970s)</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
EH9.1	Recognize differences among the victorious Allied Powers after World War II (i.e., capitalist, communist, military structure, individual differences).
EH9.2	Distinguish social inequities in America in the post World War II era (i.e., racial segregation, generation conflict, gender equity, ethnic identification).
EH9.3	Locate and label countries, using a map, dominated or threatened by Communism.
EH9.4	Recognize the impact of technological and cultural changes on American society (i.e., Space Race, Hollywood, communication networks, mass media, medical advances, interstate highway system).
EH9.5	Identify areas associated with American containment policies (i.e., Korea, Vietnam, Cuba, East and West Germany).
EH9.6	Recognize domestic impact of the Cold War on American society (i.e., McCarthyism, fear, conformity, counterculture, generation gap, highway system, consumerism).
EH9.7	Determine the effects of the Supreme Court's decisions on Civil Rights (i.e., Plessy v. Ferguson, Brown v. Board, Miranda v. Arizona, Gideon v. Wainwright, Escobedo v. Illinois).
EH9.8	Identify significant events in the struggle for Civil Rights (i.e. integration of Clinton High School in Clinton, Tennessee, the Clinton 12 and Governor Clement's actions, Little Rock Central High, Montgomery Bus Boycott, Freedom Riders, Birmingham bombings, Nashville lunch counters, Martin Luther King's March on Washington speech, Civil Rights Act of 1964, Civil Rights Act of 1968, Great Society).
EH9.9	Recognize the altered American approach to foreign policy (i.e., Bay of Pigs, Brinkmanship, Cuban Missile Crisis, peaceful coexistence).
EH9.10	Match leading figures of the Civil Rights era with their respective groups and goals (i.e., Strom Thurmond, Eugene "Bull" Connor, George Wallace, Diane Nash, Betty Friedan, Martin Luther King, Jr., Malcolm X, Stokely Carmichael, Albert Gore, Sr).
EH9.11	Read and interpret Cold War documents (e.g., Truman's announcement of the dropping atomic bombs, the contrast between Eisenhower's farewell speech and Kennedy's speech at Kennedy's inaugural, Goldwater's 1964 party nomination acceptance speech, Johnson's Gulf of Tonkin declaration).
EH9.12	Identify the changes in the music industry brought about by Tennessee's influence (i.e., Grand Ole Opry, WSM, Nashville music publishing, Memphis Sun Studio & Stax Records, Elvis Presley).
EH9.13	Evaluate socio-economic impact of the post World War II Baby Boomer generation (i.e., media, entertainment, sports, suburbia, education, and counterculture).
EH9.14	Analyze the advantages and disadvantages of increased global trade and competition on the U.S. economy.

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<b>Era 10: The Contemporary United States 1968-present</b>	
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EH10.1	Match innovators or entrepreneurs in the "new economy" (i.e., Sam Walton, Michael Dell, Ray Kroc, Lee Iacocca, Donald Trump, Bill Gates, Steve Jobs, Jeff Bezos).
EH10.2	Recognize the roles of the key figures of Watergate (i.e., administration, investigators, media).
EH10.3	Use a timeline to identify America's interest and participation in Southeast Asia since World War II.
EH10.4	Compare and contrast the Reagan and George H.W. Bush administrations with the Clinton administration and the nature of their respective political opposition (i.e., economic, domestic, budgets, foreign policy, ethics, and generational values).
EH10.5	Analyze the advantages and disadvantages of increased global trade and competition on the U.S. economy (i.e. NAFTA treaty, import quotas, free trade agreements)