### ALABAMA COURSE OF STUDY, SOCIAL STUDIES

#### SIXTH GRADE

**United States Studies: 1877 to the Present**

Sixth-grade content standards focus on the United States from 1877 to the present. Historical events studied by sixth graders include the Spanish-American War, World War I, the Great Depression, World War II, and major events of the latter part of the twentieth century. Emphasis is placed on geographic, social, economic, and political changes that impacted every aspect of life during these time periods, including communication and technological advances, changes in national boundaries, and the movement of the United States into the role of world leader.

Sixth-grade students are interested in acquiring a deeper understanding of those whose cultures and political opinions are different from their own. As they begin a transitional stage characterized by physical, cognitive, and social changes, they begin to analyze and evaluate relationships between ideals and practices. Therefore, sixth-grade instruction should provide constant opportunities for students to explore their prior knowledge and opinions and to maximize and expand their knowledge through the use of cooperative learning, large- and small-group discussions, hands-on activities, and technology.

### SIXTH GRADE

**United States Studies: 1877 to the Present**

Students will:

1. Describe 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

   | **SE/TE:** The New West, 542–543; Indian Peoples of the Great Plains, 544–546; Mining and Railroading, 547–551; The Cattle Kingdom, 552–556; Indian Peoples in Retreat, 557–561; Farming, 562–569; Review and Assessment, 570–571
   | **TE:** 542A–542D
   | **TR:** Chapter 20: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments
   | **TECH:** ExamView® Test Bank CD-ROM, Interactive Textbook CD-ROM, TeacherEXPRESS™ CD-ROM, Companion Web Site, and The Video Collection

   - Locating states, capitals, and important geographic features west of the Mississippi River

   | **SE/TE:** Physical Regions of the United States, 12–13; Climates of the United States, 16; United States: Political, 918–919

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**SE = Student Edition**  **TE = Teacher Edition**  **TR = Teaching Resources**  **TECH = Technology**
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<td>• Identifying major groups and individuals involved with Westward Expansion</td>
<td>SE/TE: The New West, 542–543; Indian Peoples of the Great Plains, 544–546; Mining and Railroading, 547–551; The Cattle Kingdom, 552–556; Indian Peoples in Retreat, 557–561; Farming, 562–569; Review and Assessment, 570–571</td>
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<td>• Identifying areas of conflict and cooperation and trading practices among western settlers. Example: settlers—farmers, ranchers, Mormons, Hispanics</td>
<td>SE/TE: The New West, 542–543; Indian Peoples of the Great Plains, 544–546; Mining and Railroading, 547–551; The Cattle Kingdom, 552–556; Indian Peoples in Retreat, 557–561; Farming, 562–569; Review and Assessment, 570–571</td>
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<td>• Analyzing the impact of closing the frontier on Native Americans</td>
<td>SE/TE: The New West, 542–543; Indian Peoples of the Great Plains, 544–546; Indian Peoples in Retreat, 557–561; Farming, 562–569; Review and Assessment, 570–571</td>
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<td>TR: Chapter 20: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments</td>
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</table>
- Analyzing the impact of closing the frontier on Native Americans

- Locating areas settled in the United States between 1877 and 1900

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

- Discussing the construction of the Panama Canal

- Explaining how the United States acquired Alaska and Hawaii
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| 3. Identify causes and consequences of the Spanish-American War. | SE/TE: War With Spain, 668–674; Review and Assessment, 682–683  
| | TE: Turning Points, 672; Connecting with Culture, 672; Connecting with Government and Citizenship, 673  
| | TR: Chapter 23: Teaching Resources; Political Cartoons; Transparencies; Progress Monitoring Assessments  
| | TECH: Chapter 23: ExamView® Test Bank CD-ROM, Interactive Textbook CD-ROM, TeacherEXPRESS™ CD-ROM, Exploring Primary Sources CD-ROM, Companion Web Site |
| | • Identifying major people involved in the Spanish-American War. Examples: Teddy Roosevelt and the Rough Riders, William Gorgas |
| | • Locating major territories which were part of the treaty that ended the Spanish-American War |
| 4. Describe changing social conditions during the Progressive Period. Examples: eight-hour work day, child labor laws, workmen’s compensation laws | SE/TE: Map: The Spanish-American War, 673; War With Spain, 668–674; Review and Assessment, 682–683  
| | TE: 658A–658D  
| | TR: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments  
| | TECH: Chapter 23: ExamView® Test Bank CD-ROM, Interactive Textbook CD-ROM, TeacherEXPRESS™ CD-ROM, Exploring Primary Sources CD-ROM, Companion Web Site |
| | • Describing countries of origin and experiences of new immigrants to the United States. Example: Ellis Island experience |

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| • 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 | SE/TE: The Progressive Era, 628–629; Reform in the Gilded Age, 630–632; The Progressives, 633–637; Progressives in the White House, 638–644; Women Win Reforms, 645–648; Other Americans Seek Justice, 649–653; Review and Assessment, 654–655  
TE: 628A–628D  
TR: Chapter 22: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom  
| • Analyzing the impact of early civil rights movements on the lives of Americans | SE/TE: Other Americans Seek Justice, 649–653; Review and Assessment, 654–655; History Through Literature, 656–657  
TE: Connecting with Culture, 650; Connecting with Science and Technology, 651; Connecting with Geography, 651  
TR: Chapter 22: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom  
| • Identifying cultural changes from 1900-1920 resulting from religious beliefs, industrialization, urbanization, and changes in communication and technology | SE/TE: An Age of Cities, 606–610; Life in the Changing Cities, 612–615; Public Education and American Culture, 617–621; Review and Assessment, 622–623  
TR: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom  
5. Identify causes of World War I and reasons for entry into the war by the United States.

- Describing the role of the United States in World War I both militarily and on the home front
  
  **SE/TE:** World War I, 684–685; War in Europe, 686–690; From Neutrality to War, 691–697; Americans in Battle, 698–703; The Failed Peace, 704–709; Review and Assessment, 710–711
  
  **TE:** 684A–684D
  
  **TR:** Chapter 24: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments
  
  **TECH:** Chapter 24: ExamView® Test Bank CD-ROM, Interactive Textbook CD-ROM, TeacherEXPRESS™ CD-ROM, Exploring Primary Sources CD-ROM, Companion Web Site

- 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, David Lloyd-George, Georges Clemenceau
  
  **SE/TE:** World War I, 684–685; War in Europe, 686–690; From Neutrality to War, 691–697; Americans in Battle, 698–703; The Failed Peace, 704–709; Review and Assessment, 710–711
  
  **TE:** 684A–684D
  
  **TR:** Chapter 24: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments
  
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- 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
  
  **SE/TE:** Trench Warfare, 688–689; Submarine Warfare, 690; Managing the War Effort, 694
  
  **TE:** 684A–684D
  
  **TR:** Chapter 24: Teaching Resources: Cooperative Learning; Geography and History; Transparencies; Progress Monitoring Assessment
  
  **TECH:** Chapter 24: ExamView® Test Bank CD-ROM, Interactive Textbook CD-ROM, TeacherEXPRESS™ CD-ROM, Exploring Primary Sources CD-ROM, Companion Web Site
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| - Locating on a map or globe major countries involved in World War I and boundary changes after the war | SE/TE: Maps: Europe at War, 685; The Western Front, 699; Europe after World War I, 707  
   TE: 684A–684D  
   TR: Chapter 24: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments  
| - 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 | SE/TE: The Failed Peace, 704–709; Review and Assessment, 710–711  
   TE: 684A–684D  
   TR: Chapter 24: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments  
   TECH: Chapter 24: ExamView® Test Bank CD-ROM, Interactive Textbook CD-ROM, TeacherEXPRESS™ CD-ROM, Companion Web Site |
| 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 speakeasies; Prohibition; leadership of the United States in international trade | |
## Prentice Hall The American Nation, Civil War to the Present © 2005

Correlated to:

Alabama Course of Study, Social Studies, Social Studies, United States Studies: 1877 to the Present; (Grade 6)

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| • Describing the development of the modern woman. Examples: Amelia Earhart, Zelda Fitzgerald | SE/TE: Women Win Reforms, 645–648; New Ways of Life, 724–727; The Roaring Twenties, 730–734  
TR: Chapter 25: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments  
TE: 716A–716B  
TR: Chapter 25: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments  
| • Describing the 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 | SE/TE: Politics and Prosperity, 718–722; Review and Assessment, 742–743; The Great Crash, 746–751  
TE: 716A–716D, 744A–744D  
TR: Chapters 25 & 26: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments  

7. Identify causes of the Great Depression.

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TE: 744A–744D  
TR: Chapter 26: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom |
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| • Locating on a map the area of the United States known as the Dust Bowl | SE/TE: Map of Dust Bowl, 745; Dust Bowl, 765–767 |
| | TR: Chapter 26: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments |

| • 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 | SE/TE: FDR and the New Deal, 752–757; Response to the New Deal, 759–763; Review and Assessment, 770–771 |
| | TE: 744A–744D |
| | TR: Chapter 26: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom |

| • Describing the impact of the Tennessee Valley Authority (TVA) on the life of Alabamians | SE/TE: Tennessee Valley Authority, 756–757; The TVA Today, 758 |
| | TR: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments |
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| • Locating river systems utilized by TVA | SE/TE: Tennessee Valley Authority, 756–757; The TVA Today, 758  
TR: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments  
TECH: ExamView® Test Bank CD-ROM, Interactive Textbook CD-ROM, TeacherEXPRESS™ CD-ROM, Exploring Primary Sources CD-ROM, Companion Web Site, and The Video Collection |
| 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, Emperor Hirohito, Hideki Tojo; events—Battles of Normandy, Stalingrad, and Midway; Battle of the Bulge; reasons—Pearl Harbor, threat by Axis powers to Europe and Asia | SE/TE: The World War II Era, 772–773; The Gathering Storm, 774–777; World War II Begins, 778–781; Americans in Wartime, 784–788; The Allies Turn the Tide, 790–794; The End of the War, 796–801; Review and Assessment, 802–803  
TE: 772A–772D  
TR: Chapter 27: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom  
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| • Locating on a map or globe countries controlled by the Axis powers from 1939-1942 | SE/TE: Maps: Aggression in Europe, 773; World War II in Europe and Africa, 791; World War II in the Pacific, 797  
TR: Teaching Resources: Transparencies; Progress Monitoring Assessments  
TECH: ExamView® Test Bank CD-ROM, Interactive Textbook CD-ROM, TeacherEXPRESS™ CD-ROM, Companion Web Site, and The Video Collection |
| • Locating on a map or globe Allied countries and key battles in World War II | SE/TE: Maps: Aggression in Europe, 773; World War II in Europe and Africa, 791; World War II in the Pacific, 797  
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| • Describing the development and use of the atomic bomb | SE/TE: Atomic Bomb, 797–798  
TE: Background, 797  
TR: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom  
TECH: ExamView® Test Bank CD-ROM, Interactive Textbook CD-ROM, TeacherEXPRESS™ CD-ROM, Exploring Primary Sources CD-ROM, Companion Web Site, and The Video Collection |
| • Describing social costs associated with World War II. Examples: Holocaust, civilian and military casualties | SE/TE: Americans in Wartime, 784–788; A Wartime Economy, 789; The End of the War, 796–799  
TE: 772A–772D  
TR: Chapter 27: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom  
TECH: ExamView® Test Bank CD-ROM, Interactive Textbook CD-ROM, TeacherEXPRESS™ CD-ROM, Exploring Primary Sources CD-ROM, Companion Web Site, and The Video Collection |
| • Explaining the importance of the treaties ending World War II | SE/TE: The End of the War, 796–799  
TE: 772A–772D  
TR: Chapter 27: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom  
TECH: ExamView® Test Bank CD-ROM, Interactive Textbook CD-ROM, TeacherEXPRESS™ CD-ROM, Exploring Primary Sources CD-ROM, Companion Web Site, and The Video Collection |
| 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 military equipment | SE/TE: Americans in Wartime, 784–788; A Wartime Economy, 789  
TE: 772A–772D  
TR: Chapter 27: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom  
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| • Describing the changing role of women in the society of the United States during World War II. Example: members of work force, Women’s Army Corps (WAC), Women Accepted for Volunteer Emergency Service (WAVES), and United Service Organization (USO) | SE/TE: Mobilizing the Homefront, 784–785; Women in the Wartime Economy, 785–786  
TR: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom  
TECH: ExamView® Test Bank CD-ROM, Interactive Textbook CD-ROM, TeacherEXPRESS™ CD-ROM, Exploring Primary Sources CD-ROM, Companion Web Site, and The Video Collection |
| • 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 | SE/TE: African Americans at War, 786–787; A Calamity for Japanese Americans, 787–788  
TR: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom  
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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 | SE/TE: Americans in Wartime, 784–788; Postwar Policies and Prosperity, 842–847; The Early Days of Television, 848  
TR: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom  
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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, Cuban Missile Crisis, and Vietnam War. | SE/TE: The Cold War Era, 808–809; The Cold War Begins, 810–815; The Korean War Conflict, 816–820; Regional Conflicts, 821–826; The War in Vietnam, 827–831; The Cold War Ends, 832–837; Review and Assessment, 838–839  
TE: 808A–808D  
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| • Identifying Alabama’s role in the Cold War. Examples: rocket production at Redstone Arsenal, helicopter training at Fort Rucker | SE/TE: For related information see: The Cold War Begins, 810–815; The Korean War Conflict, 816–820; Regional Conflicts, 821–826; The War in Vietnam, 827–831; The Cold War Ends, 832–837; Review and Assessment, 838–839  
TE: 808A–808D  
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| • Locating on a map areas of international conflict from 1945-1969 | SE/TE: Maps: The Global Cold War, 809; Cold War in Europe, 813; The Korean War, 817; War in Southeast Asia, 828  
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| 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 | SE/TE: The Civil Rights Movement, 849–855  
TE: 840A–840D  
TR: Chapter 29: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom  
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| Describing the impact of technological and social changes on the society of the United States from 1970 to the present | SE/TE: A Global Economy, 888–892; New Challenges for the Nation, 894–898  
TE: 870A–870D  
TR: Chapter 30: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom  
TECH: ExamView® Test Bank CD-ROM, Interactive Textbook CD-ROM, TeacherEXPRESS™ CD-ROM, Exploring Primary Sources CD-ROM, Companion Web Site, and The Video Collection |
| 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. | SE/TE: The War in Vietnam, 827–831; The Cold War Ends, 832–837; Review and Assessment, 838–839American Leadership in a New World, 878–882; The Spread of Regional Conflict, 883–887  
TE: 870A–870D  
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<td>• 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</td>
<td>SE/TE: Protest, Reform, and Doubt, 856–857; The Crusade for Equal Rights, 862–867; The Conservative Revolt, 872–877; A Global Economy, 888–892; New Challenges for the Nation, 894–898</td>
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<td>• Describing the changing role of women and minorities in society from 1970 to the present</td>
<td>TR: Teaching Resources: Political Cartoons; Transparencies; Progress Monitoring Assessments; Voices of Freedom</td>
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<td>• Locating on a map sites of significant historical events occurring between 1970 and the present</td>
<td>TECH: ExamView® Test Bank CD-ROM, Interactive Textbook CD-ROM, TeacherEXPRESS™ CD-ROM, Exploring Primary Sources CD-ROM, Companion Web Site, and The Video Collection</td>
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