

## **Content Descriptions**

### **US History**

The State Board of Education is required by Georgia law (A+ Educational Reform Act of 2000, O.C.G.A. §20-2-281) to adopt End-of-Course Tests (EOCT) designed to measure student achievement in core subjects in grades nine through twelve. With educator input and State Board of Education approval, eight content areas were designated to be tested in 2001. The Georgia Performance Standards (GPS) were adopted by the State Board of Education in July 2004. Georgia educators then began the work of developing the US History EOCT based on the GPS.

#### **Program Purpose**

The EOCT are designed to improve student achievement by assessing student performance on the curriculum standards specific to each course tested. The results of the EOCT will be used to help make instruction more effective and to ensure that all Georgia students have access to a rigorous curriculum that meets high academic standards. Student performance on the EOCT is provided for diagnostic and remedial use. The results will also be used for student accountability and for gauging the quality of education in the state. The EOCT is the final exam for an EOCT course. The student's final grade in the course will be calculated using the course grade as 85% and the EOCT score as 15% of the final grade. The student must have a final course grade of 70 or above to pass the course and to earn credit toward graduation.

#### **EOCT Content Descriptions**

The EOCT Content Descriptions are provided to acquaint Georgia educators with the content coverage of the EOCT. Only the knowledge, concepts, and skills addressed in the GPS will be assessed on the EOCT. Committees of Georgia educators reviewed the curriculum and provided guidance for the assessment program. The EOCT Content Descriptions are in *no way* intended to substitute for the GPS; they are provided to help educators better understand how the curriculum will be assessed. Further, the EOCT Content Descriptions, *by no means*, suggest *when* concepts and skills should be introduced in the instructional sequence; rather, its purpose is to communicate when concepts and skills will be assessed on the EOCT. The GPS is located at <http://www.georgiastandards.org>.

## **US History Domains**

In order to provide reliable measures of student achievement, as well as to give structure to the assessment program, the content standards contained in the GPS were grouped into content domains based on chronology. Five domains were identified for US History:

- **Colonization through the Constitution**  
*Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from the first settlement of British North America to the presidency of John Adams.*
- **New Republic through Reconstruction**  
*Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from the early 1800s through Reconstruction.*
- **Industrialization, Reform, and Imperialism**  
*Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from the rise of big business in the late 1800s to American expansionism at the turn of the twentieth century.*
- **Establishment as a World Power**  
*Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from World War I to the Cold War.*
- **Modern Era**  
*Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from 1945 to the war on terror in the early twenty-first century.*

These content descriptions are based on the GPS standards but are **not** identical to the standards. They do not identify what should be included in the state curriculum. Only the GPS standards themselves establish the minimum of what teachers should teach and what students should know. **Only** content contained in the GPS will be addressed by the EOCT assessment. This document explains the content from the GPS that will be covered by the assessment.

## **Domain: Colonization through the Constitution**

### **Overview of the Domain**

- Students will describe the settlement of North America in the 17<sup>th</sup> century.
- Students will describe the economic and social development of British North America.
- Students will explain the causes of the American Revolution.
- Students will explain ideological, military, and political developments during the American Revolution.
- Students will explain the adoption and implementation of the United States Constitution.

### **Associated GPS**

USH1            USH2            USH3            USH4            USH5

### **Associated GPS Content**

Assessment of this domain will focus on the following:

- explaining Virginia's development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery.
- describing the settlement of New England; include religious reasons; relations with Native Americans (e.g., King Phillip's War); the establishment of town meetings and development of a legislature; religious tensions that led to colonies such as Rhode Island; the half-way covenant; Salem Witch Trials; and the loss of the Massachusetts charter.
- explaining the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.
- explaining the reasons for French settlement of Quebec.
- explaining the development of mercantilism and the trans-Atlantic trade.
- describing the Middle Passage, growth of the African population, and African-American culture.
- identifying Benjamin Franklin as a symbol of social mobility and individualism.
- explaining the significance of the Great Awakening.
- explaining how the end of Anglo-French imperial competition as seen in the French-Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
- explaining colonial response to such British actions as the Proclamation of 1763,

- the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.
- explaining the importance of Thomas Paine's *Common Sense* to the movement for independence.
- explaining the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and Montesquieu, and the role of Thomas Jefferson.
- explaining the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.
- analyzing George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.
- explaining Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.
- explaining how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.
- evaluating the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in *The Federalist* concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.
- explaining the key features of the Constitution, specifically the Great Compromise, separation of powers, limited government, and the issue of slavery.
- analyzing how the Bill of Rights serves as a protector of individual and states' rights.
- explaining the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).

## **Domain: New Republic through Reconstruction**

### **Overview of the Domain**

- Students will analyze the growth of the United States in the early 1800s.
- Students will explain the division between the North and South before the Civil War.
- Students will identify key events, issues and individuals relating to the Civil War.
- Students will identify key elements of Reconstruction.

### **Associated GPS**

USH6            USH7            USH8            USH9            USH10

### **Associated GPS Content**

Assessment of this domain will focus on the following:

- explaining the Northwest Ordinance's importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.
- describing Jefferson's diplomacy in obtaining the Louisiana Purchase from France and the territory's exploration by Lewis and Clark.
- explaining major reasons for the War of 1812 and the war's significance on the development of a national identity.
- describing the construction of the Erie Canal, the rise of New York City, and the development of the nation's infrastructure.
- describing the reasons for and importance of the Monroe Doctrine.
- explaining the impact of the Industrial Revolution as seen in Eli Whitney's invention of the cotton gin and his development of interchangeable parts for muskets.
- describing the westward growth of the United States; include the emerging concept of Manifest Destiny.
- describing reform movements, specifically temperance, abolitionism, and public school.
- explaining women's efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference.
- explaining Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.
- explaining how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass and the Grimke sisters).
- explaining the Missouri Compromise and the issue of slavery in western states and territories.
- describing the Nullification Crisis and the emergence of states' rights ideology; include the role of John C. Calhoun and development of sectionalism.
- describing the war with Mexico and the Wilmot Proviso.
- explaining the Compromise of 1850.
- explaining the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.
- describing President Lincoln's efforts to preserve the Union as seen in his second

- inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus.
- describing the role of Ulysses Grant, Robert E. Lee, “Stonewall Jackson,” William T. Sherman, and Jefferson Davis.
- explaining the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta.
- describing the significance of the Emancipation Proclamation.
- explaining the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.
- comparing and contrasting Presidential Reconstruction with Radical Republican Reconstruction.
- explaining efforts to redistribute land in the South among the former slaves and provide advanced education (e.g., Morehouse College) and describe the role of the Freedmen’s Bureau.
- describing the significance of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments.
- explaining Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
- explaining the impeachment of Andrew Johnson in relationship to Reconstruction.

## Domain: Industrialization, Reform, and Imperialism

### Overview of the Domain

- Students will describe the growth of business and technological change after Reconstruction.
- Students will analyze the consequences of industrialization.
- Students will identify reform movements during the Progressive Era.
- Students will explain the U.S. role in world politics at the turn of the 20th century.

### Associated GPS

USH11      USH12      USH13      USH14

### Associated GPS Content

Assessment of this domain will focus on the following:

- explaining the impact of the railroads on other industries, such as steel, and on the organization of big business.
- describing the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor.
- identifying John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies.
- describing the inventions of Thomas Edison; include the electric light bulb, motion pictures, and the phonograph, and their impact on American life.
- describing Ellis Island, the change in immigrants' origins to southern and eastern Europe and the impact of this change on urban America.
- identifying the American Federation of Labor and Samuel Gompers.
- describing the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.
- describing the 1894 Pullman strike as an example of industrial unrest.
- explaining Upton Sinclair's *The Jungle* and federal oversight of the meatpacking industry.
- identifying Jane Addams and Hull House and describe the role of women in reform movements.
- describing the rise of Jim Crow, *Plessy v. Ferguson*, and the emergence of the NAACP.
- explaining Ida Tarbell's role as a muckraker.
- describing the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities.
- explaining the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.
- describing the Spanish-American War, the war in the Philippines, and the debate over American expansionism.
- explaining U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

## **Domain: Establishment as a World Power**

### **Overview of the Domain**

- Students will analyze U.S. involvement in World War I.
- Students will identify key developments after World War I.
- Students will analyze the Great Depression.
- Students will describe the New Deal.
- Students will identify key aspects of U.S. involvement in World War II.
- Students will analyze the impact of the Cold War on the United States.

### **Associated GPS**

USH15      USH16      USH17      USH18      USH19      USH20

### **Associated GPS Content**

Assessment of this domain will focus on the following:

- describing the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.
- explaining the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.
- explaining Wilson’s Fourteen Points and the proposed League of Nations.
- describing passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.
- explaining how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
- identifying Henry Ford, mass production, and the automobile.
- describing the impact of radio and the movies.
- describing modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.
- describing the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.
- explaining the impact of the drought in the creation of the Dust Bowl.
- explaining the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.
- describing the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment.
- explaining the Wagner Act and the rise of industrial unionism.
- explaining the passage of the Social Security Act as a part of the second New Deal.
- identifying Eleanor Roosevelt as a symbol of social progress and women’s activism.
- identifying the political challenges to Roosevelt’s domestic and international leadership; include the role of Huey Long, the “court packing bill,” and the Neutrality Act.

- explaining A. Philip Randolph's proposed march on Washington, D.C. and President Franklin D. Roosevelt's response.
- explaining the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans.
- explaining major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.
- describing war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.
- describing Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.
- describing the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.
- explaining the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.
- describing the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.
- describing the Vietnam War, the Tet offensive, and growing opposition to the war.

## Domain: Modern Era

### Overview of the Domain

- Students will explain economic growth in the United States between 1945 and 1970.
- Students will identify key elements of the Civil Rights movement.
- Students will describe key political developments between 1945 and 1970.
- Students will analyze social change movements and organizations of the 1960s.
- Students will describe key political developments after 1968.

### Associated GPS

USH21      USH22      USH23      USH24      USH25

### Associated GPS Content

Assessment of this domain will focus on the following:

- describing the baby boom and its impact as shown by Levittown and the Interstate Highway Act.
- describing the impact television has had on American culture; include the presidential debates (Kennedy/Nixon, 1960) and news coverage of the Civil Rights movement.
- analyzing the impact of technology on American life; include the development of the personal computer and the cellular telephone.
- describing the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower's actions.
- explaining the importance of President Truman's order to integrate the U.S. military and the federal government.
- identifying Jackie Robinson and the integration of baseball.
- explaining *Brown v. Board of Education* and efforts to resist the decision.
- describing the significance of Martin Luther King, Jr.'s *Letter from a Birmingham Jail* and his *I have a dream* speech.
- describing the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.
- describing the Warren Court and the expansion of individual rights as seen in the Miranda decision.
- describing the political impact of the assassination of President John F. Kennedy; include the impact on Civil Rights legislation.
- explaining Lyndon Johnson's Great Society; include the establishment of Medicare.
- describing the social and political turmoil of 1968; include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.
- comparing and contrasting the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition.
- describing the National Organization of Women and the origins and goals of the modern women's movement.

- analyzing the anti-Vietnam War movement.
- analyzing Cesar Chavez and the United Farm Workers' movement.
- explaining Rachel Carson and *Silent Spring*, Earth Day, the creation of the EPA, and the modern environmentalist movement.
- describing the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).
- describing President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.
- explaining the impact of Supreme Court decisions on ideas about civil liberties and civil rights; include such decisions as *Roe v. Wade* (1973) and the Bakke decision on affirmative action.
- explaining the Carter administration's efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.
- describing domestic and international events of Ronald Reagan's presidency; include Reaganomics, the Iran-contra scandal and the collapse of the Soviet Union.
- explaining the relationship between Congress and President Bill Clinton; include the North American Free Trade Agreement and his impeachment and acquittal.
- analyzing the 2000 presidential election and its outcome, emphasizing the role of the Electoral College.
- analyzing the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

## Social Studies Skills

These skills from the GPS are not assessed separately but are integrated into the content of test items as appropriate.

- **Map and Globe Skills:** the student will use maps to retrieve social studies information.
  - using cardinal directions
  - using intermediate directions
  - using a letter/number grid system to determine location
  - comparing and contrasting the categories of natural, cultural, and political features found on maps
  - using inch to inch map scale to determine distance on map
  - using map key/legend to acquire information from, historical, physical, political, resource, product and economic maps
  - using a map to explain impact of geography on historical and current events
  - drawing conclusions and making generalizations based on information from maps
  - using latitude and longitude to determine location
  - using graphic scales to determine distances on a map
  - comparing maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
  - comparing maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations
  
- **Information Processing Skills:** the student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.
  - comparing similarities and differences
  - organizing items chronologically
  - identifying issues and/or problems and alternative solutions
  - distinguishing between fact and opinion
  - identifying main idea, detail, sequence of events, and cause and effect in a social studies context
  - identifying and use primary and secondary sources
  - interpreting timelines
  - identifying social studies reference resources to use for a specific purpose
  - constructing charts and tables
  - analyzing artifacts
  - drawing conclusions and making generalizations
  - analyzing graphs and diagrams
  - translating dates into centuries, eras, or ages
  - formulating appropriate research questions
  - determining adequacy and/or relevancy of information
  - checking for consistency of information
  - interpreting political cartoons