

**History Resource Center: U.S.  
correlation to the  
Texas Essential Knowledge and Skills**

**§113.32. United States History Studies Since Reconstruction (One Credit).**

(1) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;

Chronology Search: US History Resource Center enables students to view historical events as part of particular eras in American History. Students can select an era and instantly access a variety of primary and secondary source materials that explain and describe significant people, events, and issues of the time.

(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

Subject Search: Absolute Chronology

Chronology Search: US History Resource Center enables students to view historical events as part of particular eras in American History.

(C) explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957.

**Spanish-American War**

Subject Search: Spanish American War, Battle of Manila Bay of 1898, Santiago Campaign of 1898, USS Maine, Rough Riders, San Juan Hill, Treaty of Paris of 1898

Person Search: Lodge, Henry Cabot; Roosevelt, Theodore; McKinley, William; Dewey, George; Hay, John

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

**Significant battles and events of World War I**

Subject Search: World War I, Eastern Front (World War I), Western Front (World War I), Trench Warfare, Submarine Warfare, German U-Boat, Revolution, Meuse-Argonne Offensive

Chronology Search: World War I Years: 1914-1919

**Great Depression**

Subject Search: Great Depression, Dust Bowl, The Great Crash, Black Tuesday, Hooverville, Federal Reserve, Smoot-Hawley Tariff Act of 1930, Bonus Army

Person Search: Hoover, Herbert; Lange, Dorothea; Roosevelt, Franklin D.

Chronology Search: Great Depression: 1929-1933

**Significant battles and events of World War II**

Subject Search: World War II, Pearl Harbor, Battle of Berlin, Battle of Britain, Battle of Dunkirk, Battle of the Atlantic, Battle of the Coral Sea, Battle of Stalingrad, Battle of the Bulge, Battle of Guadalcanal, Battle of Iwo Jima, Battle of Okinawa, Eastern Front (World War II), Western Front (World War II), Normandy Invasion, North Africa Campaign, Pacific Campaign, Sicilian Campaign, Hiroshima, Holocaust

Person Search: Mussolini, Benito; Hitler, Adolph; Zedon, Mao; Roosevelt, Franklin D.; Churchill, Winston; Eisenhower, Dwight D.; Patton, George S.; Marshall, George

Chronology Search: World War II Years: 1941-1945

## History Resource Center: U.S. correlation to the Texas Essential Knowledge and Skills

### **Space Race**

Subject Search: Space Race, Space Flight, Space Programs, NASA, Sputnik, Vostok, Apollo Space Program

Person Search: Kennedy, John F.; Shepard, Alan; Glenn, John; Armstrong, Neil

Chronology Search: Vietnam War Counterculture Years: 1954-1972

(2) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

(A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform;

### **Indian removal policies**

Subject Search: Native American Land Cessions, Native American Land Tenure, Native American Policy, Native American Relocation, Native American Reservations, American Westward Expansion, Little Bighorn, Wounded Knee, Dawes General Allotment Act of 1887

Person Search: Sitting Bull, Chief Joseph

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

### **Political machines**

Subject Search: Political Machines, Political Corruption, Political Parties, Political Power, Political Bosses, Tammany Hall, Gilded Age, Spoils System

Person Search: Cox, George B.; Tweed, William Marcy; Nast, Thomas

Chronology Search: Progressive Era: 1900-1920

### **Progressive Era reforms**

Subject Search: Progressive Movement, Muckrakers, Socialism, Socialist Party of America, Hull House, National Consumers' League, Child Labor, Sixteenth Amendment, Seventeenth Amendment, Eighteenth Amendment, Square Deal, Children's Bureau, Department of Labor

Person Search: Bellamy, Edward; Steffens, Lincoln; Tarbell, Ida; Sinclair, Upton; Addams, Jane; Kelley, Florence; Muir, John

Chronology Search: Progressive Era: 1900-1920

(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business; and

### **Growth of Railroads**

Subject Search: American Westward Expansion, Railroads, Transcontinental Railroad, Union Pacific Railroad, Time Zones

Person Search: Westinghouse, George; Woods, Granville T.

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

### **Industrialization**

Subject Search: Industrialization, Factories, Industrial Economy, Industrial Revolution, Mass Production

Person Search: Taylor, Frederick Winslow

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

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### **Labor reform**

Subject Search: Labor Reform, Labor Unions, Labor Activists, Child Labor, Knights of Labor, American Federation of Labor, Collective Bargaining, Haymarket Riot, Homestead Strike, Pullman Strike

Person Search: Powderly, Terence; Gompers, Samuel; Frick, Henry; Berkman, Alexander; Pullman, George; Sinclair, Upton

Chronology Search: Progressive Era: 1900-1920

### **Farming**

Subject Search: American Westward Expansion, Farming on the Plains, Dry Farming, Bonanza Farming, Farm Mechanization

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

### **Big business**

Subject Search: Big Business, Robber Barons, Captains of Industry, Social Darwinism, Steel Industry, Oil Industry, Philanthropy, Monopolies, Cartels, Trusts, Sherman Antitrust Act

Person Search: Carnegie, Andrew; Rockefeller, John D.; Dodd, Samuel

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

### **Organized labor**

Subject Search: Labor Unions, Labor Activists, Labor Arbitration, Labor Disputes, Labor Law, Labor Movement, Child Labor, American Federation of Labor, Congress of Industrial Organizations, United Farm Workers

(C) analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.

### **Urbanization**

Subject Search: Urbanization, Internal Migration, Rural Urban Migration, Emigration and Immigration, Slums, Tenements, Ghettos

Person Search: Riis, Jacob A.

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

### **Immigration**

Subject Search: Emigration and Immigration, Naturalization, Ellis Island Immigration Station, Angel Island Immigration Station, Immigrants, Immigration Act, Chinese Exclusion Act, Gentlemen's Agreement

Person Search: Roosevelt, Theodore

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

### **Treatment of minorities**

Subject Search: Emigration and Immigration, Naturalization, Ellis Island Immigration Station, Angel Island Immigration Station, Immigrants, Immigration Act, Chinese Exclusion Act, Gentlemen's Agreement, Segregation

Person Search: Roosevelt, Theodore

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

### **Labor reform**

Subject Search: Labor Reform, Labor Unions, Labor Activists, Child Labor, Knights of Labor, American Federation of Labor, Collective Bargaining, Haymarket Riot, Homestead Strike, Pullman Strike

Person Search: Powderly, Terence; Gompers, Samuel; Frick, Henry; Berkman, Alexander; Pullman, George; Sinclair, Upton

Chronology Search: Progressive Era: 1900-1920

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**Organized labor**

Subject Search: Labor Unions, Labor Activists, Labor Arbitration, Labor Disputes, Labor Law, Labor Movement, Child Labor, American Federation of Labor, Congress of Industrial Organizations, United Farm Workers

(3) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:

(A) explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt, moved the United States into the position of a world power;

**Spanish-American War**

Subject Search: Spanish American War, Battle of Manila Bay of 1898, Santiago Campaign of 1898, USS Maine, Rough Riders, San Juan Hill, Treaty of Paris of 1898

Person Search: Lodge, Henry Cabot; Roosevelt, Theodore; McKinley, William; Dewey, George; Hay, John

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

**Expansionism**

Subject Search: American Imperialism, Manifest Destiny, Panama Canal, Monroe Doctrine, Roosevelt Corollary

Person Search: Lodge, Henry Cabot; Roosevelt, Theodore; Mahan, Alfred Thayer

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

**Theodore Roosevelt**

Subject Search: Theodore Roosevelt, Spanish American War, Big Stick Diplomacy, Roosevelt Corollary

Person Search: Roosevelt, Theodore

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

(B) identify the reasons for U.S. involvement in World War I, including unrestricted submarine warfare;

Subject Search: World War I, Allies (World War I), Imperialism, Militarism, Nationalism, Lusitania

Person Search: Wilson, Woodrow

Chronology Search: World War I Years: 1914-1919

(C) analyze significant events such as the battle of Argonne Forest and the impact of significant individuals including John J. Pershing during World War I; and

**Significant battles and events of World War I**

Subject Search: World War I, Eastern Front (World War I), Western Front (World War I), Trench Warfare, Submarine Warfare, German U-Boat, Revolution, Meuse-Argonne Offensive

Person Search: Pershing, John J.; Rickenbacker, Edward; Mitchell, Billy; Sergeant York

Chronology Search: World War I Years: 1914-1919

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**Significant individuals of World War I**

Subject Search: World War I

Person Search: Wilson, Woodrow; Pershing, John J.; Lenin, Vladimir; Rickenbacker, Edward; Mitchell, Billy; Sergeant York

Chronology Search: World War I Years: 1914-1919

(D) analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles.

Subject Search: World War I, War Industries Board, Espionage Act of 1917, Sedition Act of 1918, Prohibition, Paris Peace Conference of 1919, League of Nations, Reparations, Treaty of Versailles

Person Search: Wilson, Woodrow; Clemenceau, Georges

Chronology Search: World War I Years: 1914-1919

(4) History. The student understands the effects of reform and third party movements on American society. The student is expected to:

(A) evaluate the impact of Progressive Era reforms including initiative, referendum, recall, and the passage of the 16th and 17th amendments;

Subject Search: Progressive Movement, Muckrakers, Socialism, Socialist Party of America, Hull House, National Consumers' League, Child Labor, Sixteenth Amendment, Seventeenth Amendment, Eighteenth Amendment, Square Deal, Children's Bureau, Department of Labor

Person Search: Bellamy, Edward; Steffens, Lincoln; Tarbell, Ida; Sinclair, Upton; Addams, Jane; Kelley, Florence; Muir, John

Chronology Search: Progressive Era: 1900-1920

(B) evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B. DuBois, and Robert LaFollette on American society; and

Subject Search: Progressive Movement, Muckrakers, Socialism, Socialist Party of America, Hull House, National Consumers' League, Child Labor, Sixteenth Amendment, Seventeenth Amendment, Eighteenth Amendment, Square Deal, Children's Bureau, Department of Labor

Person Search: Bellamy, Edward; Steffens, Lincoln; Tarbell, Ida; Sinclair, Upton; Addams, Jane; Kelley, Florence; Muir, John

Chronology Search: Progressive Era: 1900-1920

(C) evaluate the impact of third parties and their candidates such as Eugene Debs, H. Ross Perot, and George Wallace.

Subject Search: Political Parties, Political Organizations, One Party System, Two Party System, Social Parties, Third Parties (United States), Bipartisanship (Politics), Party Affiliation, Party Committees, Political Conventions, Political Machines, Primaries

Person Search: Debs, Eugene; Perot, H. Ross; LaFollette, Robert

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(5) History. The student understands significant individuals, events, and issues of the 1920s. The student is expected to:

(A) analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women; and

**Immigration**

Subject Search: Emigration and Immigration, Naturalization, Ellis Island Immigration Station, Angel Island Immigration Station, Immigrants, Immigration Act, Chinese Exclusion Act, Gentlemen's Agreement

Person Search: Roosevelt, Theodore

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

**The Red Scare**

Subject Search: Red Scare, Anticommunism, Russian Revolution, Palmer Raids, Sacco-Vanzetti Case

Person Search: Palmer, Alexander Mitchell

Chronology Search: Jazz Age: 1920-1929

**Prohibition**

Subject Search: Prohibition, Eighteenth Amendment, Volstead Act, Bootlegging, Speakeasy, Organized Crime

Person Search: Capone, Al; Hoover, J. Edgar

Chronology Search: Jazz Age: 1920-1929

**Women's suffrage**

Subject Search: Voting Rights, Women's Suffrage, Voting Rights Activists, Women's Rights, National American Woman Suffrage Association, Nineteenth Amendment

Person Search: Anthony, Susan B.; Stanton, Elizabeth Cady; Stone, Lucy; Catt, Carrie Chapman; Paul, Alice

Chronology Search: Jazz Age: 1920-1929

(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.

Subject Search: 1920's, Jazz Age, Red Scare, Isolationism, Teapot Dome Scandal, Assembly Line, Flappers, Mass Media, Lost Generation, Harlem Renaissance

Person Search: Harding, Warren G.; Coolidge, Calvin; Hoover, Herbert; Mellon, Andrew; LaFollette, Robert B.; Lindbergh, Charles; Darrow, Clarence; Bryan, William Jennings; Ford, Henry; Ferguson, Miriam; Ross, Nellie Tayloe; Earhart, Amelia; Dempsey, Jack; Armstrong, Louis; Ellington, Duke; Gershwin, George; Hopper, Edward; Sinclair, Upton; O'Neill, Eugene; Hurston, Zora Neale; Hughes, Langston

Chronology Search: Jazz Age: 1920-1929

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(6) History. The student understands the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present on the United States. The student is expected to:

(A) identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor;

Subject Search: World War II, Fascism, Nazism, Axis (World War II), Allies (World War II), Blitzkrieg, Luftwaffe, Selective Service and Training Act of 1940; Lend Lease Program, Pearl Harbor

Person Search: Mussolini, Benito; Hitler, Adolph; Zedon, Mao; Roosevelt, Franklin D.

Chronology Search: World War II Years: 1941-1945

(B) analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese-Americans, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb;

**Significant battles and events of World War II**

Subject Search: World War II, Pearl Harbor, Battle of Berlin, Battle of Britain, Battle of Dunkirk, Battle of the Atlantic, Battle of the Coral Sea, Battle of Stalingrad, Battle of the Bulge, Battle of Guadalcanal, Battle of Iwo Jima, Battle of Okinawa, Eastern Front (World War II), Western Front (World War II), Normandy Invasion, North Africa Campaign, Pacific Campaign, Sicilian Campaign, Hiroshima, Holocaust

Person Search: Mussolini, Benito; Hitler, Adolph; Zedon, Mao; Roosevelt, Franklin D.; Churchill, Winston; Eisenhower, Dwight D.; Patton, George S.; Marshall, George

Chronology Search: World War II Years: 1941-1945

**Impact of World War II on the home front**

Subject Search: World War II, Liberty Ships, War Bonds, War Economy, Rationing, United States Office of War Information, Women in World War II, Rosie the Riveter, Double V Campaign, Bracero Program, Zoot Suit Riots, Japanese Internment Camps, Manzanar

Chronology Search: World War II Years: 1941-1945

(C) explain the roles played by significant military leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton;

Subject Search: World War II, Allies (World War II), Axis Powers, African Americans in World War II, Navajo Code Talkers

Person Search: Mussolini, Benito; Hitler, Adolph; Zedon, Mao; Roosevelt, Franklin D.; Churchill, Winston; Eisenhower, Dwight D.; Patton, George S.; Marshall, George

Chronology Search: World War II Years: 1941-1945

(D) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, and the Berlin airlift;

Subject Search: World War II, Yalta Conference, Nuclear Arms, Nuremberg Trials, Cold War, United Nations, Iron Curtain, Truman Doctrine, Containment Policy, Marshall Plan, Berlin Airlift, North Atlantic Treaty Organization, House Un-American Activities Committee

Person Search: Stalin, Joseph; Roosevelt, Franklin D.; Churchill, Winston; Hitler, Adolph; Truman, Harry S.; Marshall, George C.

Chronology Search: World War II Years: 1941-1945

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(E) analyze the conflicts in Korea and Vietnam and describe their domestic and international effects;

**Korean War**

Subject Search: Korean War, North Korea, South Korea, Thirty Eighth Parallel

Person Search: Truman, Harry S.; MacArthur, Douglas

Chronology Search: Korean War Years: 1950-1953

**Vietnam War**

Subject Search: Vietnam War, Geneva Conference, Viet Cong, Gulf of Tonkin Resolution, Ho Chi Minh Trail, Tet Offensive, Napalm, My Lai Massacre, Pentagon Papers, Conscientious Objectors

Person Search: Eisenhower, Dwight D.; Kennedy, John F.; Johnson, Lyndon B.

Chronology Search: Vietnam War Counterculture Years: 1954-1972

(F) describe the impact of the GI Bill, the election of 1948, McCarthyism, and Sputnik I;

**GI Bill**

Subject Search: GI Bill, Levittown, Servicemen's Readjustment Act of 1944, Suburbs

Chronology Search: World War II Years: 1941-1945

**McCarthyism**

Subject Search: McCarthyism, Anticommunism, Communism, McCarthy Hearings of 1953

Person Search: McCarthy, Joseph

Chronology Search: Vietnam War Counterculture Years: 1954-1972

**Space Race**

Subject Search: Space Race, Space Flight, Space Programs, NASA, Sputnik, Vostok, Apollo Space Program

Person Search: Kennedy, John F.; Shepard, Alan; Glenn, John; Armstrong, Neil

Chronology Search: Vietnam War Counterculture Years: 1954-1972

(G) analyze reasons for the Western victory in the Cold War and the challenges of changing relationships among nations; and

Subject Search: Cold War, Soviet Union, Iron Curtain, Communism, Containment Policy, Detente, INF Treaty of 1988, Mutual Assured Destruction, Truman Doctrine

Person Search: Truman, Harry S.; Eisenhower, Dwight D.; Kennedy, John F.; Khrushchev, Nikita; Reagan, Ronald; Gorbachev, Mikhail; Walesa, Lech

Chronology Search: Cold War Years: 1947-1989

(H) identify the origins of major domestic and foreign policy issues currently facing the United States.

**United States foreign policy**

Subject Search: Foreign Policy, Appeasement, Containment Policy, Foreign Assistance, Diplomacy, Imperialism, International Relations, Trade Policy, United Nations, Human Rights, World Bank, International Monetary Fund, GATT, NATO, SEATO

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**United States domestic policy**

Subject Search: Domestic Policy, Domestic Economic Assistance, Energy Policy, Environmental Policy, Industrial Policy, Labor Policy, Mass Media Policy, Native American Policy, Social Policy, Urban Policy, Economic Policy

(7) History. The student understands the impact of the American civil rights movement. The student is expected to:

(A) trace the historical development of the civil rights movement in the 18th, 19th, and 20th centuries, including the 13th, 14th, 15th amendments;

Subject Search: Constitutional Amendments, Bill of Rights, Equal Rights Amendments; Search for Amendment by Number, e.g., Twelfth Amendment, Twenty-First Amendment, etc.

(B) identify significant leaders of the civil rights movement, including Martin Luther King, Jr.;

Subject Search: Civil Rights, American Civil Liberties Union; National Association for the Advancement of Colored People, Anti-Defamation League

Person Search: King, Martin Luther; Garvey, Marcus; Randolph, A. Philip; Malcolm X; Marshall, Thurgood; Parks, Rosa

(C) evaluate government efforts, including the Civil Rights Act of 1964, to achieve equality in the United States; and

Subject Search: Civil Rights Legislation; Civil Rights Act of 1964; Thirteenth Amendment; Fourteenth Amendment; Fifteenth Amendment

(D) identify changes in the United States that have resulted from the civil rights movement such as increased participation of minorities in the political process.

Subject Search: Civil Rights, American Civil Liberties Union; National Association for the Advancement of Colored People, Anti-Defamation League, Freedom Riders, Albany Movement, Civil Rights Act of 1964

Person Search: King, Martin Luther; Garvey, Marcus; Randolph, A. Philip; Malcolm X; Marshall, Thurgood; Parks, Rosa

(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics. Search results include maps and other images. In addition, by searching for the subject "Maps," and following its topic tree, students have instant access to a variety of maps, including atlases, military maps, road maps, statistical maps, topographic maps, etc.

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(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics. Search results include maps and other images. In addition, by searching for the subject "Maps," and following its topic tree, students have instant access to a variety of maps, including atlases, military maps, road maps, statistical maps, topographic maps, etc.

(9) Geography. The student understands the impact of geographic factors on major events. The student is expected to:

(A) analyze the effects of physical and human geographic factors on major events including the building of the Panama Canal; and

**Panama Canal**

Subject Search: Panama Canal; Panama, Isthmus of; Hay-Bunau-Varilla Treaty of 1903

Person Search: Roosevelt, Theodore

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

**Impact of geography on major events in United States history**

Subject Search: Historical Geography, Boundaries (Geography), Early Maps, Historic Sites, Geopolitics, Dust Bowl, Panama Canal

(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.

Subject Search: Boundaries (Geography), Border Patrols, Border Searches, Boundary Disputes, Human Territoriality, International Law, Mexican-American Border Region, National Territory, Political Geography

(10) Geography. The student understands the effects of migration and immigration on American society. The student is expected to:

(A) analyze the effects of changing demographic patterns resulting from migration within the United States; and

Subject Search: Emigration and Immigration, Internal Migration, Internal Migration Commission, Forced Migration, Residential Mobility, Rural Urban Migration, Urban Rural Migration, Westward Expansion, Demography

(B) analyze the effects of changing demographic patterns resulting from immigration to the United States.

Subject Search: Emigration and Immigration, Immigrants, Naturalization, Population Transfers, Repatriation, Aliens, Ellis Island Immigration Station, Immigration Law, Population Geography

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(11) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:

(A) identify the effects of population growth and distribution and predict future effects on the physical environment; and

Subject Search: Population Density, Internal Migration, Overpopulation, Human Ecology, Population Geography, Population Growth, Dust Bowl 1934-1938

(B) trace the development of the conservation of natural resources, including the establishment of the National Park System and efforts of private nonprofit organizations.

Subject Search: Natural Resource Conservation, Energy Conservation, Marine Resources Conservation, Nature Conservation, Water Conservation, Conservationists, Environmentalism, Environmental Protection, Recycling, Waste Reduction

(12) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:

(A) analyze the relationship between private property rights and the settlement of the Great Plains;

Subject Search: Private Property Rights, Property Rights, Eminent Domain, Land Claims, Easements, Land Settlement

(B) compare the purpose of the Interstate Commerce Commission with its performance over time;

Subject Search: Interstate Commerce, Interstate Commerce Act of 1887, Interstate Commerce Commission, Commerce Clause, Distribution (Commerce), Trade Regulation, Transportation Law, Trucking

(C) describe the impact of the Sherman Antitrust Act on businesses;

Subject Search: Big Business, Steel Industry, Oil Industry, Monopolies, Cartels, Trusts, Sherman Antitrust Act

Person Search: Carnegie, Andrew; Rockefeller, John D.; Dodd, Samuel

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

(D) analyze the effects of economic policies including the Open Door Policy and Dollar Diplomacy on U.S. diplomacy; and

Subject Search: Open Door Policy, Association of Righteousness and Harmony, Boxer Rebellion

Person Search: Hay, John; McKinley, William

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

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(E) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.

**Spanish-American War**

Subject Search: Spanish American War, Battle of Manila Bay of 1898, Santiago Campaign of 1898, USS Maine, Rough Riders, San Juan Hill, Treaty of Paris of 1898

Person Search: Lodge, Henry Cabot; Roosevelt, Theodore; McKinley, William; Dewey, George; Hay, John

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

**Outcomes of World War I**

Subject Search: World War I, War Industries Board, Espionage Act of 1917, Sedition Act of 1918, Prohibition, Paris Peace Conference of 1919, League of Nations, Reparations, Treaty of Versailles

Person Search: Wilson, Woodrow; Clemenceau, Georges

Chronology Search: World War I Years: 1914-1919

**Economic effects of conflict and war**

Subject Search: Economic Stabilization, Economic Aid, Economic Assistance (United Nations), Economic History, Global Economy, War Economy, Military-Industrial Complex, Profiteering, Rationing, War Finance

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900, World War I Years: 1914-1919, World War II Years: 1941-1945

(13) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:

(A) analyze causes of economic growth and prosperity in the 1920s;

Subject Search: 1920's, Roaring Twenties, Consumer Credit, General Electric Company, Ford Motor Company, General Motors, United States Steel Corporation, Standard Oil Trust, Mass Production

Chronology Search: Jazz Age: 1920-1929

(B) analyze the causes of the Great Depression, including the decline in worldwide trade, the stock market crash, and bank failures;

Subject Search: Great Depression, Dust Bowl, The Great Crash, Black Tuesday, Hooverville, Federal Reserve, Smoot-Hawley Tariff Act of 1930, Bonus Army

Person Search: Hoover, Herbert; Lange, Dorothea; Roosevelt, Franklin D.

Chronology Search: Great Depression: 1929-1933

(C) analyze the effects of the Great Depression on the U.S. economy and government;

Subject Search: Great Depression, Dust Bowl, The Great Crash, Black Tuesday, Hooverville, Federal Reserve, Smoot-Hawley Tariff Act of 1930, Bonus Army

Person Search: Hoover, Herbert; Lange, Dorothea; Roosevelt, Franklin D.

Chronology Search: Great Depression: 1929-1933

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(D) evaluate the effectiveness of New Deal measures in ending the Great Depression; and

Subject Search: New Deal, Second New Deal, The Hundred Days, Federal Emergency Relief Administration, Civil Works Administration, Civilian Conservation Corps, National Industrial Recovery Act; Home Owners' Loan Corporation, Works Progress Administration, Wagner Act, Social Security  
Person Search: Roosevelt, Franklin D.; Roosevelt, Eleanor; Hoover, Herbert; Hopkins, Harry L.; Ickes, Harold; Perkins, Frances; Bethune, Mary McLeod  
Chronology Search: New Deal Era: 1933-1941

(E) analyze how various New Deal agencies and programs such as the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and Social Security continue to affect the lives of U.S. citizens.

Subject Search: New Deal, Second New Deal, The Hundred Days, Federal Emergency Relief Administration, Civil Works Administration, Civilian Conservation Corps, National Industrial Recovery Act; Home Owners' Loan Corporation, Works Progress Administration, Wagner Act, Social Security  
Person Search: Roosevelt, Franklin D.; Roosevelt, Eleanor; Hoover, Herbert; Hopkins, Harry L.; Ickes, Harold; Perkins, Frances; Bethune, Mary McLeod  
Chronology Search: New Deal Era: 1933-1941

(14) Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:

(A) describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression;

Subject Search: World War II, Yalta Conference, Nuclear Arms, Nuremberg Trials, Cold War, United Nations, Iron Curtain, Truman Doctrine, Containment Policy, Marshall Plan, Berlin Airlift, North Atlantic Treaty Organization, House Un-American Activities Committee  
Person Search: Stalin, Joseph; Roosevelt, Franklin D.; Churchill, Winston; Hitler, Adolph; Truman, Harry S.; Marshall, George C.  
Chronology Search: World War II Years: 1941-1945

(B) identify the causes and effects of prosperity in the 1950s;

Subject Search: Conglomerates, Automobile Industry, Suburbs, Consumer Credit, Computer Industry, Television, Service Industry, White Collar Workers, Baby Boom  
Chronology Search: Korean War Years: 1950-1953

(C) describe the impact of the Cold War on the business cycle and defense spending;

Subject Search: Cold War, Soviet Union, Iron Curtain, Communism, Containment Policy, Detente, INF Treaty of 1988, Mutual Assured Destruction, Truman Doctrine  
Person Search: Truman, Harry S.; Eisenhower, Dwight D.; Kennedy, John F.; Khrushchev, Nikita; Reagan, Ronald; Gorbachev, Mikhail; Walesa, Lech  
Chronology Search: Cold War Years: 1947-1989

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(D) identify actions of government and the private sector to expand economic opportunities to all citizens; and

**Government's role in expanding economic opportunity for citizens**

Subject Search: Social Security, Public Assistance, Government Financial Institutions, Government Funding, Government Guaranteed Loans

**Private sector's role in expanding economic opportunity for citizens**

Subject Search: Domestic Economic Assistance, Economic Development, Community Action Programs, Enterprise Zones, Community Development

(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system.

**US international trade policies**

Subject Search: International Trade, International Economic Relations, Balance of Trade, Free Trade, International Markets, Terms of Trade, Triangular Trade, International Trade Regulation, Sanctions (International Law), Trade Agreements

**US Free Enterprise System**

Subject Search: Free Enterprise, Capitalism, Classical Economics, Economic Policy, Free Trade, Laissez-Faire, Mixed Economy, Private Sector, Supply and Demand

**Trade**

Subject Search: Commerce, Trade Agreements, Trade Barriers, Trade Policy, Trade Regulation, Trade Routes, Balance of Trade, Trade Negotiations, International Trade, Interstate Commerce

(15) Government. The student understands changes in the role of government over time. The student is expected to:

(A) evaluate the impact of New Deal legislation on the historical roles of state and federal governments;

Subject Search: New Deal, Second New Deal, The Hundred Days, Federal Emergency Relief Administration, Civil Works Administration, Civilian Conservation Corps, National Industrial Recovery Act; Home Owners' Loan Corporation, Works Progress Administration, Wagner Act, Social Security

Person Search: Roosevelt, Franklin D.; Roosevelt, Eleanor; Hoover, Herbert; Hopkins, Harry L.; Ickes, Harold; Perkins, Frances; Bethune, Mary McLeod

Chronology Search: New Deal Era: 1933-1941

(B) explain the impact of significant international events such as World War I and World War II on changes in the role of the federal government;

**Outcomes of World War I**

Subject Search: World War I, War Industries Board, Espionage Act of 1917, Sedition Act of 1918, Prohibition, Paris Peace Conference of 1919, League of Nations, Reparations, Treaty of Versailles

Person Search: Wilson, Woodrow; Clemenceau, Georges

Chronology Search: World War I Years: 1914-1919

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**Outcomes of World War II**

Subject Search: World War II, Yalta Conference, Nuclear Arms, Nuremberg Trials, Cold War, United Nations, Iron Curtain, Truman Doctrine, Containment Policy, Marshall Plan, Berlin Airlift, North Atlantic Treaty Organization, House Un-American Activities Committee

Person Search: Stalin, Joseph; Roosevelt, Franklin D.; Churchill, Winston; Hitler, Adolph; Truman, Harry S.; Marshall, George C.

Chronology Search: World War II Years: 1941-1945

**Role of federal government**

Subject Search: Federal Government, Federalism, Federal Intervention, Federal-City Relations, Federal-State Relations, Government Centralization, Government Decentralization

**Role of state government**

Subject Search: State Government, State Rights, State Legislatures, Governors, Interstate Agreements, Interstate Regulations, State Constitutions, Federal-State Relations

(C) evaluate the effects of political incidents such as Teapot Dome and Watergate on the views of U.S. citizens concerning the role of the federal government; and

Subject Search: Watergate, The Plumbers, The Committee to Reelect the President, Woodward and Bernstein, Nixon Resignation

Person Search: Nixon, Richard M.; Liddy, G. Gordon; Sirica, John J.; Cox, Archibald

Chronology Search: Watergate Years: 1972-1974

(D) predict the effects of selected contemporary legislation on the roles of state and federal governments.

**Role of federal government**

Subject Search: Federal Government, Federalism, Federal Intervention, Federal-City Relations, Federal-State Relations, Government Centralization, Government Decentralization

**Role of state government**

Subject Search: State Government, State Rights, State Legislatures, Governors, Interstate Agreements, Interstate Regulations, State Constitutions, Federal-State Relations

(16) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

(A) evaluate the impact of events, including the Gulf of Tonkin Resolution and the War Powers Act, on the relationship between the legislative and executive branches of government; and

**Executive branch of government**

Subject Search: Executive Departments (Government), Presidents (Government), Executive Orders, Executive Power, Executive Privilege (Government Information), Tonkin Gulf Resolution of 1964, War Powers Act of 1973

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**Legislative branch of government**

Subject Search: Legislative Bodies, Legislative Oversight, Legislative Power, Legislative Process, United States Congress, United States Senate, United States House of Representatives

(B) evaluate the impact of events, including Franklin Roosevelt's attempt to increase the number of U.S. Supreme Court justices, on the relationships among the legislative, executive, and judicial branches of government.

Subject Search: Supreme Court of the United States, Supreme Court Justices, Supreme Court Decisions, Justice Departments, Judicial Opinions, Judicial Power, Judicial Process

(17) Government. The student understands the impact of constitutional issues on American society in the 20th century. The student is expected to:

(A) analyze the effects of 20th-century landmark U.S. Supreme Court decisions such as *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and *Reynolds v. Sims*;

Subject Search: Supreme Court of the United States, Supreme Court Justices, Supreme Court Decisions, *Brown v. Board of Education*, *Regents of University of California v. Bakke*, *Reynolds v. Sims*, *Roe v. Wade*, *Plessy v. Ferguson*, *Marbury v. Madison*

(B) analyze reasons for the adoption of 20th-century constitutional amendments.

Subject Search: Constitutional Amendments, Bill of Rights, Equal Rights Amendments; Search for Amendment by Number, e.g., Twelfth Amendment, Twenty-First Amendment, etc.

(18) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:

(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, protesting, court decisions, and amendments to the U.S. Constitution;

Subject Search: Democratic Process, Citizen Action, Civics, Citizenship, Public Service, Lobbying, Political Protest, Supreme Court of the United States, Constitutional Amendments

(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments; and

Subject Search: Citizenship, Political Science, Naturalization, Allegiance (Law), Civics, Patriotism, Political Rights

(C) explain how participation in the democratic process reflects our national identity.

Subject Search: Democratic Process, Citizen Action, Civics, Citizenship, Public Service, Lobbying, Political Protest, Supreme Court of the United States, Constitutional Amendments

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(19) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) describe qualities of effective leadership;

Subject Search: Leadership, Community Leadership, Political Leadership

(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Shirley Chisholm, and Franklin D. Roosevelt; and

Subject Search: Political Leaders, Political Activists, Social Leaders, Social Action, Social Advocacy, Social Movements, Civil Rights

Person Search: Carnegie, Andrew; Chisholm, Shirley; Roosevelt, Franklin D.

(C) identify the contributions of Texans who have been President of the United States.

Subject Search: United States Presidents, President of the United States, Presidents (Government), Executive Power, Executive Privilege

Person Search: Search for any United States President, e.g., Washington, George; Wilson, Woodrow; Reagan, Ronald; Clinton, William Jefferson

(20) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) describe how the characteristics and issues of various eras in U.S. history have been reflected in works of art, music, and literature such as the paintings of Georgia O'Keeffe, rock and roll, and John Steinbeck's *The Grapes of Wrath*;

**Reflection of historical eras in art**

Subject Search: History in Art, Historical Art, American Artists, African American Artists, American Women Artists, Latin American Artists, Mexican American Artists, Native American Artists

**Reflection of historical eras in music**

Subject Search: Music History, Musicology, Musical Influence, American Music, American Folk Music, African American Music, Latin American Music, Rock Music

**Reflection of historical eras in literature**

Subject Search: History in Literature, American Literature, African American Literature, American Drama, American Fiction, American Poetry, American Political Satire, Frontier Literature, Gilded Age, Hispanic American Literature, Native American Literature

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(B) describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance;

**Harlem Renaissance**

Subject Search: Harlem Renaissance, Harlem, African-American Literature, Modern American Literature

Person Search: Johnson, James Weldon; Locke, Alain; Hurston, Zora Neale; West, Dorothy; McKay, Claude; Cullen, Countee; Hughes, Langston

Chronology Search: Jazz Age: 1920-1929

**American cultural movements**

Subject Search: Cultural Movements, Literary Movements and Periods, Musical Analysis, Artistic Influence, Aesthetics, Popular Culture, Cultural Revolution, Harlem Renaissance

(C) identify examples of American art, music, and literature that transcend American culture and convey universal themes;

Subject Search: Cultural Anthropology, Ethnology, Cultural Assimilation, Multiculturalism, Ethnic Identity, Cultural Literacy, Cultural Movements, Cross Cultural Studies

(D) analyze the relationship between culture and the economy and identify examples such as the impact of the entertainment industry on the U.S. economy; and

Subject Search: Minorities, Minorities in Labor Unions, Minorities in Mass Media, Minority Employees, Minority Business Enterprises, Economic Opportunity Act, United States Office of Economic Opportunity

(E) identify the impact of popular American culture on the rest of the world.

Subject Search: Cultural Anthropology, Cultural Assimilation, Multiculturalism, Cultural Evolution, Cultural Geography, Cultural Movements, Cross Cultural Studies, Culture Diffusion, Popular Culture, Popular Music, Youth Culture, Modern Culture

(21) Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity. The student is expected to:

(A) explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society;

**Leaders of the Civil Rights Movement**

Subject Search: Civil Rights, American Civil Liberties Union; National Association for the Advancement of Colored People, Anti-Defamation League

Person Search: King, Martin Luther; Garvey, Marcus; Randolph, A. Philip; Malcolm X; Marshall, Thurgood; Parks, Rosa

**Expansion of economic opportunities**

Subject Search: Minorities, Minorities in Labor Unions, Minorities in Mass Media, Minority Employees, Minority Business Enterprises, Economic Opportunity Act, United States Office of Economic Opportunity

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**Expansion of political rights**

Subject Search: Civil Rights, Civil Rights Legislation, Political Participation, Voting Rights, Citizenship, Freedom of Religion, Native American Rights, Women's Rights, Abolition of Slavery, Equal Protection

(B) explain efforts of the Americanization movement to assimilate immigrants into American culture;

Subject Search: Americanization, Assimilation, Immigrant Life, Frontier Thesis

(C) analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity; and

**Immigration**

Subject Search: Emigration and Immigration, Naturalization, Ellis Island Immigration Station, Angel Island Immigration Station, Immigrants, Immigration Act, Chinese Exclusion Act, Gentlemen's Agreement

Person Search: Roosevelt, Theodore

Chronology Search: Post-Reconstruction and the Gilded Age: 1877-1900

**Contributions of racial and ethnic groups to American society**

Subject Search: Cultural Anthropology, Ethnology, Cultural Assimilation, Multiculturalism, Ethnic Identity, Cultural Literacy, Cultural Movements, Cross Cultural Studies

**Religious groups in American society**

Subject Search: Religious Groups, Religion in American Life, Freedom of Religion, Religion and Law, Religion and Politics, Religion and State, Great Awakening, African American Religious Groups, Social Gospel, Fundamentalism, Mormons, Antisemitism, Anti-Catholicism

(D) identify the political, social, and economic contributions of women to American society.

**Women's suffrage**

Subject Search: Voting Rights, Women's Suffrage, Voting Rights Activists, Women's Rights, National American Woman Suffrage Association, Nineteenth Amendment

Person Search: Anthony, Susan B.; Stanton, Elizabeth Cady; Stone, Lucy; Catt, Carrie Chapman; Paul, Alice

Chronology Search: Jazz Age: 1920-1929

**Contributions of women to American society**

Subject Search: Women Civil Rights Activists, Women in American History, Women Political Activists, Women Community Activists, Women's Suffrage, Women's Rights

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(22) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:

(A) explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States;

Subject Search: Scientific Discoveries, Inventions, Inventors, Patents, Technological Innovations, Electricity, Telegraph, Telephone, Petroleum, Vaccination, Computers, Telecommunications, Agricultural Innovations

(B) explain how scientific discoveries and technological innovations such as those in agriculture, the military, and medicine resulted from specific needs; and

Subject Search: Technology, Technology and Civilization, Technology Policy, Industries

(C) analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.

Subject Search: Scientific Discoveries, Inventions, Inventors, Patents, Technological Innovations, Electricity, Telegraph, Telephone, Petroleum, Vaccination, Computers, Telecommunications, Agricultural Innovations

(23) Science, technology, and society. The student understands the influence of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:

(A) analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States; and

Subject Search: Technology, Technology and Civilization, Technology Policy, Industries

(B) explain how technological innovations in areas such as space exploration have led to other innovations that affect daily life and the standard of living.

Subject Search: Space Race, Space Flight, Space Programs, NASA, Sputnik, Vostok, Apollo Space Program

Person Search: Kennedy, John F.; Shepard, Alan; Glenn, John; Armstrong, Neil

Chronology Search: Vietnam War Counterculture Years: 1954-1972

## **History Resource Center: U.S. correlation to the Texas Essential Knowledge and Skills**

(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics. Students can access these materials through a variety of search paths and can use the materials to build research-based presentations. In addition, US History Resource Center includes a [Student Research Guide](#), which defines Primary and Secondary sources and indicates how each can be used when researching a particular topic.

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

### **Sequence events**

US History Resource Center includes a search pathway that is based on Chronology. Using this search option, students can select significant eras in American history and visualize the sequence of events within that period. In addition, US History Resource Center includes a [Student Research Guide](#), which steps students through the process of organizing information for a research paper chronologically.

### **Categorize**

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics. Students can access these materials through a variety of search paths, helping them visualize the different ways historical events can be categorized. For example, using the [Chronology Search](#) option, students are able to categorize events in terms of the era in which they took place. In addition, US History Resource Center includes a [Student Research Guide](#), which steps students through the process of analyzing and categorizing historical information to create a thesis on which their research presentation will be based.

### **Identify cause-effect relationships**

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics. Once students search for a particular topic, they are presented with a “Topic Tree” that shows all related topics. Using this method of finding information about a particular historical event helps students visualize how other events are related through cause and effect relationships. In addition, US History Resource Center includes a [Student Research Guide](#), which describes the process of using chronological organization of a research presentation to explore cause and effect.

### **Compare and contrast**

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics. By including a variety of sources representing different points of view on historical events, the Resource Center enables students to compare and contrast differing points of view on a particular event or issue.

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### **Identify main idea**

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics. This collection of articles provides ample opportunity for students to read to determine the main idea of the text. In addition, US History Resource Center includes a [Student Research Guide](#), which helps students learn to focus their research by selecting a main idea or thesis for a research presentation.

### **Make generalizations**

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics. Students can access these materials through a variety of search paths, helping them make generalizations about historical events based on evidence from a variety of sources. In addition, US History Resource Center includes a [Student Research Guide](#), which steps students through the process of analyzing historical accounts to develop a research thesis that represents a generalization substantiated by their research.

### **Make predictions**

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics. Students can use these materials to analyze historical events and trends in order to predict alternative outcomes and to predict future consequences of historical events.

### **Summarize and paraphrase**

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics, providing ample opportunity to practice paraphrasing and summarizing source material. In addition, US History Resource Center includes a [Student Research Guide](#), which steps students through the process of analyzing and summarizing/paraphrasing source material on notecards as part of the research process.

(C) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics, providing ample opportunity to practice the process of historical inquiry as they investigate events. In addition, US History Resource Center includes a [Student Research Guide](#), which describes the process of historical analysis and steps students through the process of historical inquiry in the context of developing research-based presentations.

(D) use the process of historical inquiry to research, interpret, and use multiple sources of evidence;

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(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

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(F) identify bias in written, oral, and visual material;

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics. Students can access these materials through a variety of search paths and can use the materials to identify examples of bias. In addition, US History Resource Center includes a [Student Research Guide](#), which describes how sources can vary in terms of credibility.

(G) support a point of view on a social studies issue or event; and

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics, providing ample opportunity to compare the point of view of authors of differing accounts of the same historical event. In addition, US History Resource Center includes a [Student Research Guide](#), which describes sources can provide differing points of view on the same historical event and steps students through the process of creating a research-based presentation that presents and supports a point of view.

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics. Often, the articles are supported by statistics presented in graphs, charts and other graphics. For example, a [Subject Search](#) for “Population Statistics” can yield many results with statistical data included. These articles offer ample opportunity for students to practice mathematical skills as they analyze and interpret statistical information.

(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics, providing ample opportunity to learn and use specialized social studies terminology. In addition, US History Resource Center includes a [Student Research Guide](#), which describes the process and specialized vocabulary of historical analysis.

## History Resource Center: U.S. correlation to the Texas Essential Knowledge and Skills

### **Identify main idea**

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics. This collection of articles provides ample opportunity for students to read to determine the main idea of the text. In addition, US History Resource Center includes a [Student Research Guide](#), which helps students learn to focus their research by selecting a main idea or thesis for a research presentation.

### **Make generalizations**

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(C) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics, providing ample opportunity to practice the process of historical inquiry as they investigate events. In addition, US History Resource Center includes a [Student Research Guide](#), which describes the process of historical analysis and steps students through the process of historical inquiry in the context of developing research-based presentations.

(D) use the process of historical inquiry to research, interpret, and use multiple sources of evidence;

US History Resource Center includes thousands of primary and secondary source materials indexed to key United States History topics, providing ample opportunity to practice the process of historical inquiry as they investigate events. In addition, US History Resource Center includes a [Student Research Guide](#), which describes the process of historical analysis and steps students through the process of historical inquiry in the context of developing research-based presentations.