**TEXTBOOK REVIEW FORM – Social Studies – GRADE 6 (STANDARDS)**

*Social Studies Standards for Grade 6–United States Studies: The Industrial Revolution to the Present–Students will:*

<table>
<thead>
<tr>
<th>1. Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Portions of the standard that are missing or not well developed in the instructional material (if any):</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Rating:</td>
</tr>
<tr>
<td>2 - Meets Criterion for Standard 90%-100% (merit)</td>
</tr>
<tr>
<td>1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)</td>
</tr>
<tr>
<td>0 - Does Not Meet Criterion for Standard 69%-0% (not recommended)</td>
</tr>
</tbody>
</table>

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
2. Describe reform movements and changing social conditions during the Progressive Era in the United States. [6.2.E.G.H.CG]
   - Relating countries of origin and experiences of new immigrants to life in the United States
     Example: Ellis Island and Angel Island experiences
   - Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers' compensation laws
   - Identifying political reforms of Progressive movement leaders, including Theodore Roosevelt and the establishment of the national park system
   - Identifying social reforms of the Progressive movement, including efforts by Jane Adams, Clara Barton, and Julia Tutwiler
   - Recognizing goals of the early civil rights movement and the purpose of the National Association for the Advancement of Colored People (NAACP)
   - Explaining Progressive movement provisions of the Sixteenth, Seventeenth, Eighteenth, Nineteenth, and Twenty-first Amendments to the Constitution of the United States

   Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material
(if any):

Rating:
2 - Meets Criterion for Standard
90%-100% (merit)
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)
0 - Does Not Meet Criterion for Standard
69%- 0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government CG).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
   • Describing military and civilian roles in the United States during World War I
   • Explaining roles of important persons associated with World War I, including Woodrow Wilson and Archduke Franz Ferdinand
   • Analyzing technological advances of the World War I era for their impact on modern warfare
     Examples: machine gun, tank, submarine, airplane, poisonous gas, gas mask
   • Locating on a map major countries involved in World War I and boundary changes after the war
   • Explaining the intensification of isolationism in the United States after World War I
     Example: reaction of the Congress of the United States to the Treaty of Versailles, League of Nations, and Red Scare
   • Recognizing the strategic placement of military bases in Alabama

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material
(if any):

Rating: ________
2 - Meets Criterion for Standard
90%-100% (merit)
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)
0 - Does Not Meet Criterion for Standard
69%- 0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
4. Identify cultural and economic developments in the United States from 1900 through the 1930s. [6.4.E.H.CG]
   - Describing the impact of various writers, musicians, and artists on American culture during the Harlem Renaissance and the Jazz Age
     Examples: Langston Hughes, Louis Armstrong, Ernest Hemingway, F. Scott Fitzgerald, Andrew Wyeth, Frederic Remington, W. C. Handy, Erskine Hawkins, George Gershwin, Zora Neale Hurston
   - Identifying contributions of turn-of-the-century inventors
     Examples: George Washington Carver, Henry Ford, Alexander Graham Bell, Thomas Alva Edison, Wilbur and Orville Wright
   - Describing the emergence of the modern woman during the early 1900s
     Examples: Amelia Earhart, Zelda Fitzgerald, Helen Keller, Susan B. Anthony, Margaret Washington, suffragettes, suffragists, flappers
   - Identifying notable persons of the early 1900s
   - Comparing results of the economic policies of the Warren G. Harding, Calvin Coolidge, and Herbert HooverAdministrations
     Examples: higher wages, increase in consumer goods, collapse of farm economy, extension of personal credit, stock market crash, Immigration Act of 1924

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material
(if any):

Rating:
2 - Meets Criterion for Standard
90%-100% (merit)
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)
0 - Does Not Meet Criterion for Standard
69%- 0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
5. Explain causes and effects of the Great Depression on the people of the United States.  
   [6.5.E.G.H.CG]  
   Examples: economic failure, loss of farms, rising unemployment, building of Hoovervilles  
   • Identifying patterns of migration during the Great Depression  
   • Locating on a map the area of the United States known as the Dust Bowl  
   • Describing the importance of the election of Franklin D. Roosevelt as President of the  
     United States, including the New Deal alphabet agencies  
   • Locating on a map the river systems utilized by the Tennessee Valley Authority (TVA)  

Documentation of how the standard is met. Cite examples from the material (chapter and  
page numbers):

| Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed: |

| Portions of the standard that are missing or not well developed in the instructional material  
(if any): |

Rating:  
2 - Meets Criterion for Standard  
90%-100% (merit)  
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)  
0 - Does Not Meet Criterion for Standard  
69%- 0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant  
strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).  

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or  
examples to indicate content related to Alabama history or geography.
6. Identify causes and consequences of World War II and reasons for the United States’ entry into the war. \((6.6 \, G, \, H, \, CG)\).

Locating on a map Allied countries and Axis Powers
- Locating on a map key engagements of World War II, including Pearl Harbor; the battles of Normandy, Stalingrad, and Midway; and the Battle of the Bulge
- Identifying key figures of World War II, including Franklin D. Roosevelt, Sir Winston Churchill, Harry S. Truman, Joseph Stalin, Adolf Hitler, Benito Mussolini, Michinomiya Hirohito, and Hideki Tōjō
- Describing the development of and the decision to use the atomic bomb
- Describing human costs associated with World War II
  Examples: the Holocaust, civilian and military casualties
- Explaining the importance of the surrender of the Axis Powers ending World War II

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material
(if any):

Rating: __________
2 - Meets Criterion for Standard
90%-100% (merit)
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)
0 - Does Not Meet Criterion for Standard
69%- 0% (not recommended)
7. Identify changes on the American home front during World War II.  
   [6.7.E.G.H.CG]  
   Example: rationing  
   • Recognizing the retooling of factories from consumer to military production  
   • Identifying new roles of women and African Americans in the workforce  
   • Describing increased demand on the Birmingham steel industry and Port of Mobile facilities  
   • Describing the experience of African Americans and Japanese Americans in the United States during World War II, including the Tuskegee Airmen and occupants of internment camps.
TEXTBOOK REVIEW FORM – Social Studies – GRADE 6 (STANDARDS)

Social Studies Standards for Grade 6–United States Studies: The Industrial Revolution to the Present–Students will:

8. Describe how the United States’ role in the Cold War influenced domestic and international events. [6.8.E.G.H.C.G]
   - Describing the origin and meaning of the Iron Curtain and communism
   - Recognizing how the Cold War conflict manifested itself through sports
     Examples: Olympic Games, international chess tournaments, Ping-Pong diplomacy
   - Identifying strategic diplomatic initiatives that intensified the Cold War, including the policies of Harry S. Truman, Dwight D. Eisenhower, and John F. Kennedy
     Examples: trade embargoes, Marshall Plan, arms race, Berlin blockade and airlift, Berlin Wall, mutually assured destruction, North Atlantic Treaty Organization (NATO), Warsaw Pact, Cuban missile crisis, Bay of Pigs invasion
   - Identifying how Cold War tensions resulted in armed conflict
     Examples: Korean Conflict, Vietnam War, proxy wars
   - Describing the impact of the Cold War on technological innovations
     Examples: Sputnik; space race; weapons of mass destruction; accessibility of microwave ovens, calculators, and computers
   - Recognizing Alabama’s role in the Cold War
     Examples: rocket production at Redstone Arsenal, helicopter training at Fort Rucker
   - Assessing effects of the end of the Cold War Era
     Examples: policies of Mikhail Gorbachev; collapse of the Soviet Union; Ronald W. Reagan’s foreign policies, including the Strategic Defense Initiative (SDI or Star Wars)

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

<table>
<thead>
<tr>
<th>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</th>
</tr>
</thead>
</table>

Portions of the standard that are missing or not well developed in the instructional material (if any):

<table>
<thead>
<tr>
<th>Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - Meets Criterion for Standard 90%-100% (merit)</td>
</tr>
<tr>
<td>1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)</td>
</tr>
<tr>
<td>0 - Does Not Meet Criterion for Standard 69% - 0% (not recommended)</td>
</tr>
</tbody>
</table>

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

MAP ICONS are shaded outlines of the state of Alabama.  Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
9. Critique major social and cultural changes in the United States since World War II.
   [6.9.E.H.CG]
   - Identifying key persons and events of the modern Civil Rights Movement
     Examples: persons—Martin Luther King Jr.; Rosa Parks;
     Fred Shuttlesworth; John Lewis
     events—Brown versus Board of Education,
     Montgomery Bus Boycott, student protests,
     Freedom Rides, Selma-to-Montgomery Voting
     Rights March, political assassinations
   - Describing the changing role of women in United States’ society and how it affected the
     family unit
     Examples: women in the workplace, latchkey children
   - Recognizing the impact of music genres and artists on United States’ culture since World
     War II
     Examples: genres—protest songs; Motown, rock and roll, rap,
     folk, and country music
     artists—Elvis Presley, the Beatles, Bob Dylan,
     Aretha Franklin, Hank Williams
   - Identifying the impact of media, including newspapers, AM and FM radio, television,
     twenty-four hour sports and news programming, talk radio, and Internet social
     networking, on United States’ culture since World War II

Documentation of how the standard is met. Cite examples from the material (chapter and
page numbers):

<table>
<thead>
<tr>
<th>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portions of the standard that are missing or not well developed in the instructional material</td>
</tr>
<tr>
<td>(if any):</td>
</tr>
</tbody>
</table>

Rating:
2 - Meets Criterion for Standard
90%-100% (merit)
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)
0 - Does Not Meet Criterion for Standard
69%- 0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
10. Analyze changing economic priorities and cycles of economic expansion and contraction for their impact on society since World War II. [6.10.E.G.H.CG]
   Examples: shift from manufacturing to service economy, higher standard of living, globalization, outsourcing, insourcing, “boom and bust,” economic bubbles
   • Identifying policies and programs that had an economic impact on society since World War II
     Examples: G. I. Bill of Rights of 1944, Medicare and Medicaid, Head Start programs, space exploration, Children’s Health Insurance Program (CHIP), environmental protection issues
   • Analyzing consequences of immigration for their impact on national and Alabama economies since World War II

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material
(if any):

Rating: __________
2 - Meets Criterion for Standard
90%-100% (merit)
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)
0 - Does Not Meet Criterion for Standard
69%–0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
**Social Studies Standards for Grade 6—United States Studies: The Industrial Revolution to the Present—Students will:**

<table>
<thead>
<tr>
<th>11. Identify technological advancements on society in the United States since World War II.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[6.11.E.H]</td>
</tr>
<tr>
<td>Examples: 1950s—fashion doll, audio cassette</td>
</tr>
<tr>
<td>1960s—action figure, artificial heart, Internet, calculator</td>
</tr>
<tr>
<td>1970s—word processor, video game, cellular telephone</td>
</tr>
<tr>
<td>1980s—personal computer, Doppler radar, digital cellular telephone</td>
</tr>
<tr>
<td>1990s—World Wide Web, digital video diskette (DVD)</td>
</tr>
<tr>
<td>2000s—digital music player, social networking technology, personal Global Positioning System (GPS) device</td>
</tr>
</tbody>
</table>

**Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):**

**Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:**

**Portions of the standard that are missing or not well developed in the instructional material (if any):**

**Rating:**

2 - Meets Criterion for Standard
90%-100% (merit)
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)
0 - Does Not Meet Criterion for Standard
69%-0% (not recommended)

---

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
12. Evaluate significant political issues and policies of presidential administrations since World War II. [6.12.E.G.H.CG]

- Identifying domestic policies that shaped the United States since World War II
  Examples: desegregation of the military, Interstate Highway System, federal funding for education, Great Society, affirmative action, Americans with Disabilities Act, welfare reform, Patriot Act, No Child Left Behind Act
- Recognizing domestic issues that shaped the United States since World War II
  Examples: McCarthyism, Watergate scandal, political assassinations, health care, impeachment, Hurricane Katrina
- Identifying issues of foreign affairs that shaped the United States since World War II
  Examples: Vietnam Conflict, Richard Nixon's China initiative, Jimmy Carter's human rights initiative, emergence of China and India as economic powers
- Explaining how conflict in the Middle East impacted life in the United States since World War II
  Examples: oil embargoes; Iranian hostage situation; Camp David Accords; Persian Gulf Wars; 1993 World Trade Center bombing; terrorist attacks on September 11, 2001; War on Terrorism; homeland security
- Recognizing the election of Barack Obama as the culmination of a movement in the United States to realize equal opportunity for all Americans
- Identifying the 2008 presidential election as a watershed in the use of new technology and mass participation in the electoral process

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material (if any):

Rating:
2 - Meets Criterion for Standard
90%-100% (merit)
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)
0 - Does Not Meet Criterion for Standard
69%- 0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.