

**Texas University Interscholastic League**

**Contest Event: Social Studies**

The Social Studies Contest requires students to expand and apply their knowledge of governmental systems; historical trends, movements and eras; and the physical setting of the earth, particularly as it applies to cultural environments. Each year the contest focuses on a selected topic area, and a reading list is provided.

The Texas Essential Knowledge and Skills are categorized by course area and grade level.

United States History Studies Since Reconstruction = USH;

World History Studies = WH;

World Geography Studies = WG;

United States Government = USG;

Economics with Emphasis on the Free Enterprise System and Its Benefits = ECO

The following are grade level indicators:

Ninth = 9; Tenth = 10; Eleventh = 11; Twelfth = 12

Each TEKS begins with the outline number for the appropriate course area.

<b>Texas Essential Knowledge and Skills</b>	<b>Contest Knowledge and Skills</b>
<p><u>Awareness of Historical Content Knowledge and Skills:</u></p> <p>1A. Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics (USH 9-12)</p> <p>1B. Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods (USH 9-12)</p> <p>1C. Explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957. (USH 9-12)</p> <p>2A. Analyze political issues such as Indian policies, the growth of political machines, and civil service reform. (USH 9-12)</p> <p>2B. Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business. (USH 9-12)</p> <p>2C. Analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants. (USH 9-12)</p> <p>6B. 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. (USH 9-12)</p> <p>6C. Explain the roles played by significant military leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton. (USH 9-12)</p> <p>6D. 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. (USH 9-12)</p>	<p><u>Awareness of Historical Content Knowledge and Skills:</u></p> <p>-Identification of major events of the Gilded Age (1877 – 1900).</p> <p>-Analyze the importance of presidential elections between 1876 and 1900.</p> <p>-Identification of major events of the 1950s.</p> <p>-Explanation of events that transpired between the end of World War I and the end of World War II.</p> <p>-Demonstration of an awareness of the relationship of significant individuals and specific time periods.</p> <p>-Demonstration of awareness of the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957</p>

<p>1A. Identify the major eras in world history and describe their defining characteristics. (WH 9–12)  1D. Explain the significance of the following dates: 1066, 1215, 1492, 1789, 1914-1918, and 1939-1945. (WH 9–12)  19B. Trace the history of the labor movement in the United States. (ECO 9-12)</p>	
<p><u>Interpretation of Data Knowledge and Skills:</u></p> <p>2A. Analyze political issues such as Indian policies, the growth of political machines, and civil service reform. (USH 9-12)  2B. Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business. (USH 9-12)  2C. Analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants. (USH 9-12)</p>	<p><u>Interpretation of Data Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>-Discussion of major events related to the Gilded Age (1877-1900).</li> <li>-Explanation of fundamental aspects of the development of railroads.</li> <li>-Description of the relationship between the development of the railroads, agriculture issues and the rise of big business.</li> <li>-Demonstration of an understanding of the manner in which immigration policy during the Gilded Age (1877-1900) resulted from other economic and political issues of the era.</li> </ul>
<p><u>Demonstration of Understanding Related to Historical Issues Knowledge and Skills:</u></p> <p>6B. 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. (USH 9-12)  6D. 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. (USH 9-12)  7B. Identify significant leaders of the civil rights movement, including Martin Luther King, Jr. (USH 9-12)  7C. Evaluate government efforts, including the Civil Rights Act of 1964, to achieve equality in the United States. (USH 9-12)  7D. Identify changes in the United States that have resulted from the civil rights movement such as increased participation of minorities in the political process. (USH 9-12)</p>	<p><u>Demonstration of Understanding Related to Historical Issues Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>-Demonstration of knowledge associated with events related to World War II.</li> <li>-Identification of specific events related to Supreme Court decisions affecting the civil rights movement.</li> <li>-Demonstration of an awareness of the manner in which the civil rights movement paralleled Supreme Court decisions.</li> </ul>
<p><u>Application of Knowledge Related to Historical Trends Knowledge and Skills:</u></p> <p>3A. Explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer</p>	<p><u>Application of Knowledge Related to Historical Trends Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>-Awareness of significant events of the Gilded Age.</li> <li>-Explanation of the manner in which immigration</li> </ul>

<p>Mahan, and Theodore Roosevelt, moved the United States into the position of a world power. (USH 9-12)</p> <p>10A. Analyze the effects of changing demographic patterns resulting from migration within the United States.(USH 9-12)</p> <p>10B. Analyze the effects of changing demographic patterns resulting from immigration to the United States. (USH 9-12)</p> <p>11A. Identify the effects of population growth and distribution and predict future effects on the physical environment. (USH 9-12)</p> <p>18A. 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. (USH 9-12)</p> <p>20B. Describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance. (USH 9-12)</p> <p>20C. Identify examples of American art, music, and literature that transcend American culture and convey universal themes. (USH 9-12)</p> <p>21A. Explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society. (USH 9-12)</p> <p>21C. Analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity. (USH 9-12)</p> <p>21D. Identify the political, social, and economic contributions of women to American society. (USH 9-12)</p> <p>23A. Analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States. (USH 9-12)</p> <p>23B. Explain how technological innovations in areas such as space exploration have led to other innovations that affect daily life and the standard of living. (USH 9-12)</p> <p>22C. Analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses. (USH 9-12)</p> <p>2A. Identify elements in a contemporary situation that parallel a historical situation. (WH 9–12)</p> <p>2B. Describe variables in a contemporary situation that could result in different outcomes. (WH 9–12)</p> <p>1B. Trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, or the diffusion of American slang. (WG 9-12)</p>	<p>affected events during the Gilded Age.</p> <ul style="list-style-type: none"> <li>-Discussion of the relationship between immigration/migration and major demographic changes that occurred during the Gilded Age.</li> <li>-Identification of factors affecting the physical environment of cities as industrial growth transpired during the Gilded Age.</li> <li>-Understanding of the relationship between the democratic process and the basis of U.S. government.</li> <li>-Awareness of the manner in which court decisions are related to Constitutional interpretation in the United States.</li> <li>-Explanation of social and cultural events that occurred before, during and after World War II.</li> <li>-Evaluation of the impact of cultural change on American society during the 1950s.</li> </ul>
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<p><u>Demonstration of an Understanding of Geography Knowledge and Skills:</u></p> <p>8B. Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases. (USH 9-12)</p> <p>1A. Analyze the effects of physical and human geographic patterns and processes on events in the past and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today. (WG 9-12)</p>	<p><u>Demonstration of an Understanding of Geography Knowledge and Skills:</u></p> <p>-Use information presented in various graphic formats, including maps, graphs, charts and databases to demonstrate understanding of the American Revolution.</p> <p>-Draw conclusions regarding events of the Gilded Age based on information provided in graphic formats.</p> <p>-Demonstrate knowledge of major geographic features related to World War II based on interpretation of graphic data.</p> <p>-Examine the relationship between geographic features and historic events.</p>
<p><u>Interpretation of the Relationship Between Geography and Historical Events Knowledge and Skills:</u></p> <p>8B. Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases. (USH 9-12)</p> <p>9B. Identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts. (USH 9-12)</p> <p>2A. Describe the human and physical characteristics of the same place at different periods of history. (WG 9-12)</p> <p>2B. Assess how people's changing perceptions of geographic features have led to changes in human societies. (WG 9-12)</p>	<p><u>Interpretation of the Relationship Between Geography and Historical Events Knowledge and Skills:</u></p> <p>-Evaluate the effects of geography on major developments during the American Revolution.</p> <p>-Describe the relationship between geographic features and westward expansion in the U.S. during the Gilded Age.</p>
<p><u>Identification of Major Issues Related to the Development of The United States Government Knowledge and Skills:</u></p> <p>15B. 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. (USH 9-12)</p> <p>16B. 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. (USH 9-12)</p> <p>9A. Analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws. (USG 9-12)</p>	<p><u>Identification of Major Issues Related to the Development of The United States Government Knowledge and Skills:</u></p> <p>-Evaluate the relationship between World War II and the U.S. federal government.</p> <p>-Demonstrate an understanding of the leadership role of Presidents Roosevelt and Truman during World War II.</p> <p>-Identify major significant events related to the history of the United States Supreme Court.</p> <p>-Evaluate the role of the Supreme Court in terms of leadership of the Judicial Branch of U.S. Government.</p>

<p>9B. Analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments. (USG 9-12)</p> <p>9C. Analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction. (USG 9-12)</p> <p>9E. Explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government. (USG 9-12)</p> <p>9F. Analyze selected issues raised by judicial activism and judicial restraint. (USG 9-12)</p> <p>14A. Understand the roles of limited government and the rule of law to the protection of individual rights. (USG 9-12)</p> <p>14B. Analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms. (USG 9-12)</p> <p>14C. Analyze issues addressed in selected cases such as Engel v. Vitale, Miranda v. Arizona, and Schenck v. U.S. that involve Supreme Court interpretations of rights guaranteed by the U.S. Constitution. (USG 9-12)</p> <p>14D. Analyze the role of each branch of government in protecting the rights of individuals. (USG 9-12)</p> <p>14E. Explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government. (USG 9-12)</p> <p>14F. Analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule. (USG 9-12)</p>	<p>-Examine the manner in which individual rights are clarified as the result of U.S. Supreme Court decisions over time.</p>
<p><u>Evaluation, Application and Discussion of Historical Documents Knowledge and Skills:</u></p> <p>17A. 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. (USH 9-12)</p> <p>18A. 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. (USH 9-12)</p> <p>18B. Evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments. (USH 9-12)</p> <p>24E. Evaluate the validity of a source based on language, corroboration with other sources, and information about the author. (USH 9-12)</p>	<p><u>Evaluation, Application and Discussion of Historical Documents Knowledge and Skills:</u></p> <p>-Awareness of major U.S. Supreme Court decisions.</p> <p>-Identification of the relationship between Supreme Court decisions and the U.S. Constitution.</p> <p>-Analyze the relationship between specific Constitutional Amendments and political rights in the United States.</p> <p>-Evaluate the nature of information contained in specific historical documents.</p> <p>-Demonstrate the importance of evaluating</p>

<p>24F. Identify bias in written, oral, and visual material. (USH 9-12)</p> <p>2A. Analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution, including those of Thomas Hobbes, John Locke, and Charles de Montesquieu. (USG 9-12)</p> <p>2C. Analyze debates and compromises necessary to reach political decisions using historical documents. (USG 9-12)</p> <p>8A. Explain the importance of a written constitution. (USG 9-12)</p> <p>8B. Evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution. (USG 9-12)</p> <p>8C. Analyze how the Federalist Papers explain the principles of the American constitutional system of government. (USG 9-12)</p> <p>8D. Evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. (USG 9-12)</p> <p>8E. Analyze the processes by which the U.S. Constitution can be changed and evaluate their effectiveness. (USG 9-12)</p> <p>8F. Analyze how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity. (USG 9-12)</p> <p>10A. Explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system. (USG 9-12)</p> <p>10B. Categorize government powers as national, state, or shared. (USG 9-12)</p> <p>10C. Analyze historical conflicts over the respective roles of national and state governments. (USG 9-12)</p> <p>10D. Evaluate the limits on the national and state governments in the U.S. federal system of government. (USG 9-12)</p> <p>20A. Identify economic concepts in the U.S. Constitution including property rights and taxation. (ECO 9-12)</p> <p>20B. Analyze the impact of economic concepts in the U.S. Constitution on contemporary issues and policies. (ECO 9-12)</p>	<p>primary sources as an academic activity.</p> <p>-Identification of the manner in which specific attributes of the U.S. political system are related to and supported by specific parts of the U.S. Constitution.</p> <p>-Explain the nature of federalism and its importance in terms of U.S. government.</p>
<p><u>Awareness of Historically Meaningful Individuals Knowledge and Skills:</u></p> <p>6C. Explain the roles played by significant military leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton. (USH 9-12)</p>	<p><u>Awareness of Historically Meaningful Individuals Knowledge and Skills:</u></p> <p>-Demonstration of knowledge regarding historically significant individuals associated with World War II.</p>

<p>19A. Describe qualities of effective leadership. (USH 9-12)</p> <p>19B. Evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Shirley Chisholm, and Franklin D. Roosevelt. (USH 9-12)</p> <p>10A. Analyze the influence of significant individuals such as Winston Churchill, Adolf Hitler, Vladimir Lenin, Mao Zedong, and Woodrow Wilson on political events of the 20th century. (WH 9–12)</p> <p>2B. Analyze the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, and James Madison, on the development of the U.S. government. (USG 9-12)</p> <p>2D. Identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders. (USG 9-12)</p> <p>19A. Analyze the importance of various economic philosophers such as John Maynard Keynes, Karl Marx, and Adam Smith and their impact on the U.S. free enterprise system. (ECO 9-12)</p> <p>19D. Identify the contributions of entrepreneurs, past and present, such as Mary Kay Ash, Andrew Carnegie, and Bill Gates. (ECO 9-12)</p>	<p>-Identify and discuss common characteristics of leaders during the late Eighteenth Century.</p> <p>-Evaluate the emergence of national political and business leaders during the Gilded Age.</p> <p>-Discuss the transitional nature of leadership during the 1950s in the United States.</p>
<p><u>Understanding and Discussion of Major Political Ideologies Knowledge and Skills:</u></p> <p>3B. Summarize the ideas from the English, American, French, and Russian revolutions concerning separation of powers, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism. (WH 9–12)</p> <p>9B. Analyze the nature of totalitarian regimes in China, Nazi Germany, and the Soviet Union. (WH 9–12)</p> <p>15C. Explain the impact of American political ideas on significant world political developments. (WH 9–12)</p> <p>1A. Explain major political ideas in history such as natural law, natural rights, divine right of kings, and social contract theory. (USG 9-12)</p> <p>1B. Identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism. (USG 9-12)</p>	<p><u>Understanding and Discussion of Major Political Ideologies Knowledge and Skills:</u></p> <p>-Identify and explain the importance of major ideas that contributed to the American Revolution.</p> <p>-Explain the major issues that were considered by the Framers of the U.S. Constitution.</p> <p>-Demonstrate understanding of World War II and Cold War political ideologies.</p> <p>-Identify elements of the relationship between classical political ideals and the U.S. political system.</p>
<p><u>Demonstration of Understanding Based on Cause and Effect Knowledge and Skills:</u></p> <p>1B. Apply absolute and relative chronology through the sequencing of significant individuals,</p>	<p><u>Demonstration of Understanding Based on Cause and Effect Knowledge and Skills:</u></p> <p>-Identify the sequence of events that ultimately led to the American Revolution.</p>

<p>events, and time periods (USH 9-12)</p> <p>3D. Analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles. (USH 9-12)</p> <p>6A identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor(USH 9-12)</p> <p>7C. Evaluate government efforts, including the Civil Rights Act of 1964, to achieve equality in the United States. (USH 9-12)</p> <p>7D. Identify changes in the United States that have resulted from the civil rights movement such as increased participation of minorities in the political process. (USH 9-12)</p> <p>14A. Describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression. (USH 9-12)</p> <p>14B. Identify the causes and effects of prosperity in the 1950s. (USH 9-12)</p> <p>1C. Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods. (WH 9–12)</p> <p>3A. Identify causes and evaluate effects of major political revolutions since the 17th century, including the English, American, French, and Russian revolutions. (WH 9–12)</p> <p>3C. Evaluate how the American Revolution differed from the French and Russian revolutions, including its long-term impact on political developments around the world. (WH 9–12)</p> <p>9A. Identify and explain causes and effects of World Wars I and II, including the rise of nazism/ fascism in Germany, Italy, and Japan; the rise of communism in the Soviet Union; and the Cold War. (WH 9–12)</p>	<p>-Demonstrate an understanding of the chronological relationship of events during the Gilded Age.</p> <p>-Explain the manner in which events associated with the end of World War I ultimately had an effect on the beginning of World War II.</p> <p>-Identify factors that led to U.S. involvement in World War II.</p> <p>-Discuss factors that led to historical events associated with World War II.</p> <p>-Identify the relationship between U.S. Supreme Court decisions and the civil rights movement.</p> <p>-Evaluate the causes and effects of prosperity during the 1950s.</p>
<p><u>Writing Process (organization, discussion of related issues, interpretation and analysis)</u> <u>Knowledge and Skills:</u></p> <p>6E. Analyze the conflicts in Korea and Vietnam and describe their domestic and international effects; (USH 9-12)</p> <p>6F. Describe the impact of the GI Bill, the election of 1948, McCarthyism, and Sputnik I; (USH 9-12)</p> <p>6G. analyze reasons for the Western victory in the Cold War and the challenges of changing relationships among nations; (USH 9-12) and</p> <p>6H. Identify the origins of major domestic and foreign policy issues currently facing the United States. (USH 9-12)</p> <p>12A. Analyze the relationship between private</p>	<p><u>Writing Process (organization, discussion of related issues, interpretation and analysis)</u> <u>Knowledge and Skills:</u></p> <p>-Analyze, interpret and organize information related to major events of the 1950s.</p> <p>-Discuss, in essay format, the manner in which events during related to the end of World War II affected U.S. foreign policy.</p> <p>-Explain the relationship between events associated with World War II and the emergence of the Cold War.</p> <p>-Discuss events associated with the Gilded Age</p>

<p>property rights and the settlement of the Great Plains. (USH 9-12)</p> <p>12C. Describe the impact of the Sherman Antitrust Act on businesses. (USH 9-12)</p> <p>12D. Analyze the effects of economic policies including the Open Door Policy and Dollar Diplomacy on U.S. diplomacy. (USH 9-12)</p> <p>12E. Describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States. (USH 9-12)</p> <p>24G. Support a point of view on a social studies issue or event (USH 9-12)</p> <p>25A. Use social studies terminology correctly. (USH 9-12)</p> <p>25B. Use standard grammar, spelling, sentence structure, and punctuation. (USH 9-12)</p> <p>25C. Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate. (USH 9-12)</p> <p>25D. Create written, oral, and visual presentations of social studies information. (USH 9-12)</p> <p>26A. Use social studies terminology correctly. (WH 9-12)</p> <p>26B. Use standard grammar, spelling, sentence structure, and punctuation. (WH 9-12)</p> <p>26C. Interpret and create databases, research outlines, bibliographies, and visuals including graphs, charts, timelines, and maps. (WH 9-12)</p> <p>26D. Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate. (WH 9-12)</p> <p>21A. Use historical, geographic, and statistical information from a variety of sources such as databases, field interviews, media services, and questionnaires to answer geographic questions and infer geographic relationships. (WG 9-12)</p> <p>21B. Analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps. (WG 9-12)</p> <p>21C. Construct and interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change. (WG 9-12)</p> <p>21D. Apply basic statistical concepts and analytical methods such as computer-based spreadsheets and statistical software to analyze geographic data. (WG 9-12)</p> <p>21E. Use a series of maps, including a computer-based geographic information system, to obtain and analyze data needed to solve geographic and locational problems. (WG 9-12)</p>	<p>and explain their specific importance.</p>
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<p>22B. Apply appropriate vocabulary, geographic models, generalizations, theories, and skills to present geographic information. (WG 9-12)</p> <p>22C. Use geographic terminology correctly. (WG 9-12)</p> <p>22D. Use standard grammar, spelling, sentence structure, and punctuation. (WG 9-12)</p> <p>22A. Use social studies terminology correctly. (USG 9-12)</p> <p>22B. Use standard grammar, spelling, sentence structure, and punctuation. (USG 9-12)</p> <p>22D. Create written, oral, and visual presentations of social studies information. (USG 9-12)</p>	
<p><u>Demonstration of Fundamental Social Studies Skills Knowledge and Skills:</u></p> <p>10A. Analyze the effects of changing demographic patterns resulting from migration within the United States.(USH 9-12)</p> <p>10B. Analyze the effects of changing demographic patterns resulting from immigration to the United States. (USH 9-12)</p> <p>11A. Identify the effects of population growth and distribution and predict future effects on the physical environment. (USH 9-12)</p>	<p><u>Demonstration of Fundamental Social Studies Skills Knowledge and Skills:</u></p> <p>-Using information provided in graphic formats, evaluate events associated with the American Revolution, the Gilded Age, World War II, the 1950s and the U.S. Supreme Court.</p>
<p><u>Identification and Awareness of Fundamental Aspects of U.S. Citizenship Knowledge and Skills:</u></p> <p>18C. Explain how participation in the democratic process reflects our national identity. (USH 9-12)</p>	<p><u>Identification and Awareness of Fundamental Aspects of U.S. Citizenship Knowledge and Skills:</u></p> <p>-Demonstrate an understanding of the issues that affect national identity.</p> <p>-Explain the importance of participation in terms of the U.S. political system.</p>
<p><u>Gathering and Evaluation of Information Knowledge and Skills:</u></p> <p>24A. 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. (USH 9-12)</p> <p>24B. 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. (USH 9-12)</p> <p>24C. 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. (USH 9-12)</p>	<p><u>Gathering and Evaluation of Information Knowledge and Skills:</u></p> <p>-Gather information related to the following topics; The emergence of the American Nation 1765 – 1792, The Gilded Age 1877 – 1900, World War II, The 1950s, and History of the United States Supreme Court.</p> <p>-Create data bases and study guides containing information related to specific Social Studies topics.</p> <p>-Evaluate a variety of resources in order to determine intrinsic validity as well as relevance to the particular topic in question.</p>

<p>24D. Use the process of historical inquiry to research, interpret, and use multiple sources of evidence. (USH 9-12)</p> <p>23A. Plan, organize, and complete a group research project that involves asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions; and communicating results. (WG 9-12)</p> <p>23B. Use case studies and geographic information systems to identify contemporary geographic problems and issues and to apply geographic knowledge and skills to answer real-world questions. (WG 9-12)</p> <p>23C. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (WG 9-12)</p> <p>23D. Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (WG 9-12)</p> <p>21A. 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. (USG 9-12)</p> <p>21C. Explain a point of view on a government issue. (USG 9-12)</p> <p>21D. Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference. (USG 9-12)</p> <p>21E. Evaluate government data using charts, tables, graphs, and maps. (USG 9-12)</p>	
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## **Appendix – Examples of UIL Social Studies Topics**

### **2003-2004 TOPIC: The Gilded Age; 1877 – 1900**

Primary Reading Selection: *The Devil in The White City* by Erik Larson

Secondary Resources:

Cross of Gold Speech by William Jennings Bryan

### **2004-05 TOPIC: The 1950s**

Primary Reading Selection: *The Fifties* by David Halberstam

Secondary Resources:

*On The Waterfront* (the movie)

First Inaugural Address – Dwight Eisenhower

Second Inaugural Address – Dwight Eisenhower

### **2005-06 TOPIC: World War II**

Primary Reading Selection: *Citizen Soldiers* by Stephen Ambrose

Secondary Resources:

The Washington Naval Conference

Four Freedoms Speech – Franklin Roosevelt

The Wannsee Conference

The Tehran Conference

The Yalta Conference

The Potsdam Conference

The Casablanca Conference

The Atlantic Charter

The United Nations Charter

### **2006-07 TOPIC: The Emergence of the American Nation 1765—1791**

Primary Reading Selection: *1776* by David McCullough.

Documents:

1765 — The Stamp Act

1765 — Declarations of the Stamp Act Congress

1774 — Boston Massacre Oration by John Hancock

1774 — Declarations and Resolves of the First Continental Congress

1775 — Give Me Liberty or Give Me Death Speech by Patrick Henry

1775 — Proclamation of Rebellion by King George III

1776 — Virginia Declaration of Rights by Virginia House of Burgesses

1776 — Declaration of Independence

1777 — Articles of Confederation

1783 — Treaty of Paris

1787 — Northwest Ordinance  
1787 — Constitution of the United States  
1787 — Federalist Papers (10, 16, 17, 39, 44, 47, 48, 51)  
1789 — First Inaugural Address of George Washington  
1789 — The Judiciary Act  
1791 — Bill of Rights

## **2007-08 TOPIC: The Supreme Court**

Primary Reading Selection: *THE SUPREME COURT* by William H. Rehnquist.

Draft list of Supreme Court cases to accompany the 2008 Social Studies topic:

*Barron v. Mayor & City Council of Baltimore* 32 u.s. 243 (1833)  
*Brown v. Board of Education* 349 u.s. 294 (1955)  
*Dred Scott v. Sandford* (1857)  
*Everson v. Board of Education*, 330 U.S. 1 (1947).  
*Gideon v. Wainwright*, 372 U.S. 335 (1963).  
*Gitlow v. New York*, 268 U.S. 652 (1925).  
*Hazelwood School Dist. v. Kuhlmeier* 484 u.s. 260 (1988)  
*Lemon v. Kurtzman* 403 u.s. 602 (1971)  
*Mapp v. Ohio*, 367 U.S. 643 (1961).  
*Marbury v. Madison* 5 u.s. 137 (1803)  
*McCulloch v. Maryland* 17 u.s. 316 (1819)  
*Miranda v. Arizona*, 384 U.S. 436  
*Near v. Minnesota*, 283 U.S. 697 (1931).  
*New Jersey v. T.L.O.* (1985)  
*Plessy v. Ferguson* 163 u.s. 537 (1896)  
*Regents of the Univ. of Cal. v. Bakke* 438 u.s. 265 (1978)  
*Roe v. Wade* 410 u.s. 113 (1973)  
*Santa Fe Independent School Dist. v. Doe* 530 u.s. 290 (2000)  
*School District of Abington Township, Pennsylvania v. Schempp* 374 u.s. 203 (1963)  
*Tinker v. Des Moines Independent Community School Dist.* 393 u.s. 503 (1969)  
*Texas v. Johnson* 491 u.s. 397 (1989)