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# LEARN WITH VULCAN

ALABAMA COURSE OF STUDY & COLLEGE AND  
CAREER READY STANDARDS CORRELATIONS

LISTED BY GRADE

**BOLT THREE** OF VULCAN'S  
EDUCATIONAL TOOLKIT



## **ACOS**

### **Social Studies**

- 2. Describe roles of community helpers and leaders. Examples: custodians, fire and rescue workers, local business owners, police officers, principals, teachers.
- 3. Identify and explain symbols, customs, influential individuals, and celebrations associated with the home, school, community, state, and nation. Examples: symbols—Alabama and United States flags; individuals—mayor, governor, president; celebrations—Independence Day, Martin Luther King, Jr. Day, Thanksgiving, Veterans Day.
- 5. Describe the concept of exchange and how money is used to purchase goods and services.
- 8. Identify landforms and bodies of water on maps, globes, and satellite and digital images.
- 10. Sequence events using schedules, calendars, and timelines.
- 10a. Differentiate among broad categories of time, including long ago, yesterday, today, and tomorrow.
- 11. Identify a primary source. Examples: art, artifacts, diaries, letters, maps, photographs
- 11a. Compare daily life in homes, schools, and communities of the past and present using primary sources.

### **Science**

- 1. Classify objects as solids or liquids.
- 5. Predict whether an object will be attracted by a magnet.
- 8. Identify features of Earth as landmasses or bodies of water.

### **Language Arts**

- 7. Recognize basic features of informational text.
- 10. Use print and nonprint classroom, library, and real-world resources to acquire information.

### **Visual Arts**

- 5. Identify moods, feelings, and emotions generated by a work of art.
- 6. Identify artistic characteristics of cultures, times, and places.
- 7. Identify examples of visual arts within the community.

## **CCRS**

### **Reading Informational Text**

#### **CCSS.ELA-LITERACY.CCRA.R.1**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### **CCSS.ELA-LITERACY.CCRA.R.7**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>

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## ACOS

### **Social Studies**

- 1a. Explain ways in which responsible citizens contribute to the common good of the community and state. Examples: advocating for people in need, community improvement projects, job opportunities, military service, paying taxes, voting.
3. Explain the role of commercial institutions within the local community, including banks, grocery stores, and other businesses.
- 3a. Explain the concept of using money to acquire goods and services to satisfy needs and wants.
4. Describe ways occupational and recreational opportunities in the local community and state are affected by the physical environment. Examples: agricultural production, industry, tourism.
5. Define natural resources and identify examples in their community and state. Examples: coal, cotton, fish, forests, marble.
6. Explain how farmers produce food and manufacturers turn raw materials into products. Examples: car manufacturing, dairy farming, paper production, peach production.
8. Describe the features of political and physical maps. Examples: political—symbols for capitals, county seats; physical—river, mountain
- 8a. Identify map features, including title, cardinal directions, and key.
9. Differentiate among landforms, bodies of water, and other physical features on maps, globes, and satellite and digital images. Examples: lake, mountain, plain, river.
- 12a. Summarize historical events that have shaped the community and state. Examples: building of Moundville, Battle of Mobile, Montgomery Bus Boycott, Birmingham Children’s Crusade, Space Race, Deepwater Horizon Oil Spill.
- 12b. Identify and describe the contributions of significant individuals associated with the community and state in the past and the present. Examples: Booker T. Washington, Hank Williams, Helen Keller, Jan Davis, Jesse Owens, Rosa Parks.
- 12d. Identify sites of historical importance in the community and describe their significance. Examples: archives, cemeteries, libraries, monuments, museums, state capitol.

### **Science**

2. Identify basic properties of objects.
6. Recognize evidence of animals that no longer exist.
7. Identify components of Earth’s surface, including soil, rocks, and water.
9. Identify ways to conserve Earth’s resources.

### **Language Arts**

6. Recognize a variety of narrative text forms, including fairy tales, adventure stories, and poetry.
12. Collect information from print and nonprint resources to investigate a teacher- or student selected topic.

### **Visual Arts**

4. Recognize similarities and differences in media, visual and tactile characteristics, and natural or man-made forms used in artwork.
6. Recognize artistic characteristics of various cultures, times, and places.



**CCRS****Reading Informational Text****CCSS.ELA-LITERACY.RI.1.1**

Ask and answer questions about key details in a text.

**CCSS.ELA-LITERACY.RI.1.4**

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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**ACOS****Social Studies**

**4.** Explain the economic processes of production and distribution, including the roles of producers, consumers, goods, and services. Examples: forest to building supply store, impounded water to electricity, milk supply from farm to consumer.

**4a.** Identify examples of imported and exported goods, including those produced within Alabama. Examples: imports—fruit, oil; exports—cars, cotton, soybeans.

**8.** Differentiate between the features of a physical map and a political map, and explain how these features contribute to the map's purpose. Examples: physical—mountains, rivers; political—capital symbols, state lines.

**11.** Describe segments of time, including year, decade, and century.

**12.** Describe historical events and celebrations within the state and nation using primary and secondary sources. Examples: calendars, newspapers, photographs, timelines.

**13c.** Describe the Alabama connections to national holidays, including Veterans Day and Martin Luther King, Jr. Day.

**14.** Explain how and why people have moved into and within the United States. Examples: how—travel via ship, foot, plane, automobile; why—desire for better quality of life, economic and religious freedom and opportunities; family connections; disasters.

**Science**

**1.** Identify states of matter as solids, liquids, and gases.

**4.** Describe observable effects of forces, including buoyancy, gravity, and magnetism.

**7.** Identify geological features as mountains, valleys, plains, deserts, lakes, rivers, and oceans.

**8.** Identify evidence of erosion and weathering of rocks.

**Language Arts**

**6.** Differentiate among folktales, tall tales, fables, realistic fiction, and other narrative texts.

**12.** Utilize research skills to collect and record information on a specific topic.

**Visual Arts**

**5.** Describe the media technique used in a specific work of art.

**6.** Relate moods, feelings, and emotions generated by a work of art to life experiences.

**7.** Describe artistic styles of various cultures, times, and places.

**8.** Identify ways art reflects and records history.

**CCRS****Reading Informational Text****CCSS.ELA-LITERACY.RI.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-LITERACY.RI.2.3**

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**ACOS****Social Studies**

1. Locate map features, using geographic terminology to describe them. Examples: compass rose, elevation, legend or key, lines of latitude and longitude, scale, title.

2b. Describe the geographic features and natural resources of Alabama regions, including the Alabama Ridge and Valley, Black Belt, Cumberland Plateau, Highland Rim, Lower Coastal Plain, Piedmont, and Upper Coastal Plain.

3. Research and share information on the development of the state and national park systems and the benefits parks provide.

3a. Locate state and national parks within Alabama and explain their historical and economic significance. Examples: Horseshoe Bend National Military Park and historic preservation, Little River Canyon National Preserve and outdoor recreation, Trail of Tears National Historic Trail and memorialization.

4. Locate and describe the significance of state and national symbols, landmarks, and monuments. Examples: symbols—flower, mineral, rock, state and national bird; landmarks Edmund Pettus Bridge, Gateway Arch, National Mall, Rickwood Field, USS Alabama, U.S. Space and Rocket Center; monuments—Freedom Riders National Monument, Mount Rushmore, Russell Cave National Monument.

6. Describe how Alabama's environment has been positively and negatively affected by human activity over time. Examples: conservation, deforestation and reforestation, land management, misuse of natural resources, pollution, restocking fish in lakes.

**Science**

2. Identify physical and chemical changes of matter.

9. Describe how fossils provide evidence of prehistoric plant life.

11. Describe Earth's layers, including inner and outer cores, mantle, and crust.

**Language Arts**

5. Compare poetry, folktales, and fables in respect to their genre characteristics.

8. Use text features to guide interpretation of expository texts, including italics, headings, maps, and charts.

12. Demonstrate retrieval skills needed to research a topic.

**Visual Arts**

7. Identify symbols and signs depicting specific ideas, moods, feelings, and emotions generated by a work of art.

8. Identify ideas and feelings expressed by individual artists in works of art.

9. Contrast artistic styles of various cultures, times, and places.

**CCRS****Reading Informational Text****CCSS.ELA-LITERACY.RI.3.3**

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**CCSS.ELA-LITERACY.RI.3.4**

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**CCSS.ELA-LITERACY.RI.3.7**

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**ACOS****Social Studies**

**1a.** Map the locations of significant European settlements and major Indigenous nations in North America and Alabama.

**10.** Explain how “Alabama fever” influenced Alabama’s settlement, economic growth, and political development, leading to statehood and the 1819 constitution.

**12a.** Identify different trades and occupations of Alabamians in the period from 1812 to 1860. Examples: blacksmiths, cotton trade, manufacturing, yeoman farmers.

**12c.** Explain how the Indian Removal Act (1830), Second Creek War (1836) and economic policies affected the lives, rights, and territories of the Muscogee Creek, Cherokee, Choctaw, Chickasaw, and Seminole tribes.

**14a.** Identify Alabama’s economic and military contributions to the Civil War, including weapons manufacturing, soldiers, and the use of and resistance to conscripted enslaved labor. Examples: economic—Clarke County salt production, Selma Ordnance and Naval Foundry; military—Joseph Wheeler (CSA), Ralph Semmes (CSA), First Alabama Cavalry (USA), First Alabama Volunteer Infantry Regiment/55th United States Colored Infantry Regiment (USA).

**14c.** Describe how the Civil War affected the people of Alabama, including the end of slavery, destruction of transportation systems, collapse of the economy, and the role of women on the home front. Examples: casualty rates, conscription, Mobile bread riots, Wilson’s Raid; women Augusta Wilson and Confederate literature, Juliet Opie Hopkins and establishment of hospitals, Kate Cumming and nursing.

**15b.** Describe the effects of Reconstruction on education and social institutions in Alabama. Examples: educational reform, establishment of additional Black churches, establishment of segregated schools, Morrill Land Grant Act and expansion of higher education, opening of normal schools.

**15d.** Recount the contributions of Alabamians who helped shape their state during Reconstruction. Examples: Benjamin Turner and extension of rights to former Confederates, Horace King and infrastructure development, James Rapier and Civil Rights Act of 1875, Maria Fearing and Talladega College, Noah Cloud and public education.

**16.** Describe how political and social changes of the late 1870s to 1900 affected Black and white Alabamians, including the introduction of Jim Crow laws, sharecropping, voting restrictions, and violence. Examples: Election Day Riots of 1874, John Hollis Bankhead and expansion of the convict-leasing system, Plessy v. Ferguson (1896).

**16a.** Describe how industry, trade, farming, and the rise of Populism changed Alabama after the Civil War and shaped its economy and communities in the late 1800s. Examples: changes in trade practices; demands from small farmers (yeoman) for reform; growth of industries like cotton, lumber, turpentine, and iron production; shift to small-scale farming and crop diversification.

### **Science**

**7.** Describe geological features of Earth, including bodies of water, beaches, ocean ridges, continental shelves, plateaus, faults, canyons, sand dunes, and ice caps.

### **Language Arts**

**5.** Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade informational and functional reading materials.

**6.** Compare genre characteristics of tall tales, fantasy, myths, and legends, including multicultural literature.

**12.** Organize information on a specific topic obtained from grade-appropriate reference materials.

### **Visual Arts**

**5.** Describe functions of art within the total environment, including functional sculptures, urban improvement, and transportation.

**7.** Utilize community resources to identify works of art from various cultures, times, and places.

**8.** Identify works of art from various artists that were inspired by the environments in which they were created.

### **CCRS**

#### **Reading Informational Text**

##### **CCSS.ELA-LITERACY.RI.4.3**

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

##### **CCSS.ELA-LITERACY.RI.4.4**

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

##### **CCSS.ELA-LITERACY.RI.4.7**

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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**ACOS****Social Studies**

**1.** Summarize how important entrepreneurs and inventors shaped American society, and identify Alabamians who contributed to these innovations. Examples: national—Andrew Carnegie, Henry T. Ford, John D. Rockefeller, Julius Rosenwald, Lewis Latimer, Madame C.J. Walker; Alabama—George Washington Carver, Ida Brandon Mathis, Mary Anderson.

**1b.** Describe the emergence of new forms of economic activity in Alabama at the turn of the twentieth century, including the iron, steel, textile, and timber industries.

**1c.** Outline reasons for the growth of urban areas at the turn of the twentieth century, including Birmingham. Examples: Good Roads Movement, increased immigration, industrialization,

**3b.** Summarize the role of labor unions and reformers in changing laws governing working conditions. Examples: national—child labor laws, eight-hour workday, safety reforms, workers’ compensation laws; Alabama—Alabama Child Labor Committee, Birmingham District Coal Strike (1908), Loraine Bedsole Tunstall and Alabama Department of Child Welfare, United Mine Workers (Birmingham).

**4.** Analyze the reasons for increased immigration to, and migration within, the United States and Alabama in the early twentieth century.

**7a.** Explain how the Great Depression impacted Alabamians and the nation, including increased labor tensions. Examples: nationwide—Hoovervilles, mass unemployment, soup kitchens; Alabama—Alabama Sharecroppers’ Union, General Textile Strike of 1934, tenant farming, union organizing.

**8b.** Identify and describe New Deal projects that helped bring relief to Alabama. Examples: Agricultural Adjustment Act (AAA), Civilian Conservation Corps (CCC), Indian Reorganization Act (IRA), Social Security Administration, Tennessee Valley Authority (TVA), Works Progress Administration (WPA).

**10.** Describe how Alabamians contributed to the war effort during World War II.

**10a.** Explain Alabama’s contributions to military production during World War II. Examples: aluminum production, Birmingham steel industry, Huntsville Arsenal, Percy Julian and firefighting foam, Port of Mobile, cotton and textile production.

**12.** Outline key events and campaigns of the Civil Rights Movement and identify significant organizations and their contributions within the Movement. Examples: events—Greensboro Sit-In, March on Washington, Freedom Summer, Fair Housing Act of 1968; organizations—John Lewis and the Student Nonviolent Coordinating Committee, Martin Luther King, Jr. and the Southern Christian Leadership Conference.

**12a.** Describe ways in which the Civil Rights Movement sought to create change. Examples: boycotts, church meetings, school desegregation, sit-ins, tenant farmers’ strike, voting rights protests

**12c.** Describe the contributions of Alabama leaders and foot soldiers of the Civil Rights Movement as well as other Alabamian supporters who aided their efforts. Examples: leaders—Fred Shuttlesworth, Charles Gomillion, John LeFlore, Marie Foster, Rosa Parks, T.Y. Rogers; foot soldiers—Autherine Lucy, Freedom Quilting Bee, Georgia Gilmore, Gwendolyn Webb, Sonnie Hereford III; supporters—A.G. Gaston, Frank Johnson, Fred Gray, Charles Morgan, Juliette Hampton Morgan, Virginia Foster Durr.

**12d.** Summarize how opponents of the Civil Rights Movement in Alabama sought to limit its success. Examples: Bloody Sunday, Bloody Tuesday, bombing of 16th Street Baptist Church, Dynamite Hill, Massive Resistance, Stand in the Schoolhouse Door.



## **Science**

1. Identify evidence of chemical changes through color, gas formation, solid formation, and temperature change.

10. Identify spheres of Earth, including the geosphere, atmosphere, and hydrosphere.

## **Language Arts**

4. Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade informational and functional reading materials.

6. Use text features, including indexes, tables, and appendixes, to guide interpretation of expository texts.

11. Use search strategies in the research process to identify reliable current resources and computer technology to locate information.

## **Visual Arts**

5. Identify societal values, beliefs, and everyday experiences expressed through works of art.

7. Associate a particular artistic style with an individual artist.

## **CCRS**

### **Reading Informational Text**

#### **CCSS.ELA-LITERACY.RI.5.1**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

#### **CCSS.ELA-LITERACY.RI.5.4**

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

#### **CCSS.ELA-LITERACY.RI.5.7**

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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**ACOS****Social Studies**

1. Describe major Indigenous societies in North America prior to European contact.
3. Describe the effects of European expeditions and colonization on the economic, geographic, and social conditions of Indigenous peoples during the fifteenth through eighteenth centuries in North America. Examples: Columbian Exchange, disease, ecological disruption, fur trade.
- 4a. Explain how climate and geography shaped the economic identities of the colonial regions. Examples: plantation agriculture in Lower South, production of foodstuffs in Middle Colonies, rocky New England and shipping.
17. Explain key rights included in the Bill of Rights and provide examples of how citizens exercise these rights in today's society. Examples: freedom of speech, religion, and assembly; right to counsel.
- 17c. Identify constitutional amendments that expanded political rights for citizens and describe the efforts of citizens to secure these rights. Examples: Reconstruction Amendments (Thirteenth, Fourteenth, Fifteenth), Seventeenth Amendment, Nineteenth Amendment, Twenty-Third Amendment, Twenty-Fourth Amendment, Twenty-Sixth Amendment.

**Language Arts**

14. Use organizing and paraphrasing in the research process.
17. Use listening skills for remembering significant details, directions, and sequences.

**Visual Arts**

3. Apply appropriate vocabulary in discussing a work of art.
7. Describe historical and cultural influences on works of art.

**CCRS****Reading Informational Text****CCSS.ELA-LITERACY.RI.6.3**

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**CCSS.ELA-LITERACY.RI.6.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**CCSS.ELA-LITERACY.RI.6.7**

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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## **ACOS**

### **Social Studies**

1. Describe the world in spatial terms, using maps and other geographic representations, tools, and geospatial technologies.

1a. Explain and demonstrate the use of map essentials, including direction, distance, legend, latitude, longitude, map type, projection, scale, and symbols. Examples: conic, Gall-Peters, Mercator, Robinson map projections.

1b. Use physical, political, and special-purpose maps to identify the distribution of people, location of places, and classification of physical features.

2. Analyze how human interaction with the environment, location, movement, place, and region affect cultural, economic, and social conditions for those living in a geographic area.

5. Explain common patterns that emerged in the shift from hunter-gatherer societies to permanent settlements in different regions of the world, including types and sizes of settlements.

14. Summarize cultural contributions and legacies of Classical Greece, including architecture, arts, intellectual life, literature, politics, and science. Examples: Doric and Ionic architecture; Greek epics and tragedies; Hippocrates and modern medicine; Olympics.

### **Language Arts**

13. Apply steps in the research process to identify a problem or issue, locate resources and information, and present findings.

15. Demonstrate listening skills, including identifying the main idea, detail, purpose, and bias in group discussions, public speeches, and media messages.

### **Visual Arts**

3. Apply appropriate vocabulary in discussing a work of art.

7. Describe historical and cultural influences on works of art.

## **CCRS**

### **Reading Informational Text**

#### **CCSS.ELA-LITERACY.RI.7.1**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### **CCSS.ELA-LITERACY.RI.7.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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# EIGHTH

## **ACOS**

### **Social Studies**

1. Analyze the economic, political, and social consequences of the collapse of the Western Roman Empire.
6. Describe key aspects and figures of Indigenous societies during the Postclassic Period in Mesoamerica and the Andean region and the Mississippian Period in North America, including the Maya, Aztec, and Inca civilizations. Examples: Atahualpa, Cahokia, Montezuma II, Moundville, Pacal.
12. Trace the cultural, economic, and political effects of European colonization on the populations of Africa, the Americas, and Europe.

### **Language Arts**

13. Combine all aspects of the research process to compose a report.

### **Visual Arts**

3. Apply appropriate vocabulary in discussing a work of art.
7. Describe historical and cultural influences on works of art.

## **CCRS**

### **Reading Informational Text**

#### **CCSS.ELA-LITERACY.RI.8.3**

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

#### **CCSS.ELA-LITERACY.RI.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

# NINTH

## **ACOS**

### **Social Studies**

8. Analyze the global cultural, economic, and political developments immediately following World War I.
9. Summarize the conditions of the global Great Depression and explain how they led to the rise of totalitarian states and the weakening of democratic nations.
10. Evaluate the economic, global, political, and social consequences of World War II.
18. Describe the interrelationship between people and the environment in the late twentieth and early twenty-first centuries.

### **Language Arts**

13. Demonstrate paraphrasing, quoting, and summarizing of primary and secondary sources and various methods of note taking.
14. Use the research process to locate, select, retrieve, evaluate, and organize information to support a thesis on a nonliterary topic.
15. Identify persuasive strategies in oral and visual presentations.
17. Use supporting details to present a position and to respond to an argument.

**CCRS****Reading Informational Text****CCSS.ELA-LITERACY.RI.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.9-10.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**CCSS.ELA-LITERACY.RI.9-10.7**

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**ACOS****Social Studies**

**5b.** Summarize the effects of the Indian Removal Act and the Trail of Tears on Native Americans, and describe the efforts by different nations to oppose removal. Examples: assimilation, Black Hawk War, Worcester v. Georgia (1832), Seminole Wars.

**5c.** Describe how scientific and technological advances helped facilitate expansion prior to 1848. Examples: canal systems, railroads, steam engines, turnpikes, westward expeditions

**5e.** Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to events occurring elsewhere in the developing nation.

**11c.** Describe how Alabamians were impacted by growing sectionalism from 1832 to 1861, including the reliance on cotton and slave labor, the Second Creek War, and secession. Examples: Peter Still and slave narratives, William Lowndes Yancey and the Alabama Platform

**12b.** Summarize the political, social, and economic role that Alabama played in the Civil War. Examples: Battle of Mobile, conscription, first capital of the Confederacy, Selma Arsenal, supplying nurses

**16.** Describe the transformation of American society and politics during the late nineteenth and early twentieth centuries.

**17.** Analyze the push and pull factors contributing to the rapid growth of cities in the United States during the late nineteenth and early twentieth centuries.

**17a.** Summarize social, economic, and cultural consequences of urbanization for American society, including changes in living and working conditions, the emergence of new social classes, and the growth of leisure opportunities.

**19** Describe the emergence of the New South economy and Jim Crow era, and explain the corresponding efforts to secure civil rights by Black Americans after Reconstruction.

**Language Arts**

**15.** Use the research process to document and organize information to support a thesis on a literary or nonliterary topic.

**17.** Critique oral and visual presentations for fallacies in logic.



## **CCRS**

### **Reading Informational Text**

#### **CCSS.ELA-LITERACY.RI.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### **CCSS.ELA-LITERACY.RI.9-10.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

#### **CCSS.ELA-LITERACY.RI.9-10.7**

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

## **ACOS**

### **Social Studies**

**3a.** Describe how the automobile, cinema, print media, and radio contributed to the rise in mass culture, economic growth, and expansion of the middle class during the 1920s.

**3b.** Explain how art, literature, and music, including that produced by Alabamians, influenced both the Harlem Renaissance and the broader culture of the 1920s. Examples: Aaron Douglas, Ernest Hemingway, F. Scott and Zelda Fitzgerald, Langston Hughes, W.C. Handy, Zora Neale Hurston.

**4.** Analyze the causes of the Great Depression, including the effects of overproduction, stock market speculation, buying on credit, international trade policy, and restrictive monetary policies.

**4b.** Critique the effectiveness of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs; expansion of the executive branch; and the application of Keynesian economic theory. Examples: Federal Deposit Insurance Corporation (FDIC), Glass-Steagall Act, Social Security Act, Works Progress Administration (WPA).

**5.** Identify economic and social effects of the Great Depression and the Dust Bowl on American society and describe how individuals addressed the challenges and sought to help others in need. Examples: effects—Hooverilles, labor unrest, migration; individuals—Dorothea Lange, Eleanor Roosevelt, John Steinbeck, Mary McLeod Bethune.

**5a.** Describe the effects of New Deal programs on Alabama, outlining the problems they sought to address. Examples: Civilian Conservation Corps (CCC), expansion of electric power, Moundville Archaeological Park, Muscle Shoals Bill, Tennessee Valley Authority (TVA).

**6.** Trace the progression of events and policies leading to World War II and the United States' entry into the war.

**8.** Analyze the domestic, economic, and civil rights impact of World War II on United States society. Examples: growth of the federal government, increased wealth in the Black American community, population shifts, wartime industrial organization.

**8a.** Describe Alabama's participation in World War II, including the role of the Tuskegee Airmen, housing prisoner of war (POW) camps, growth of the Port of Mobile, production of steel in Birmingham, and the establishment of military bases.

## **ACOS CONT.**

### **Social Studies**

**10a.** Identify and explain key events from 1945 to 1955 that brought about the emergence of a large-scale movement for civil rights. Examples: return of Black veterans from World War II, Journey of Reconciliation, Harry Truman and “To Secure these Rights,” Thurgood Marshall and NAACP litigation campaign, lynching of Emmett Till.

**10b.** Analyze the extent to which the actions and campaigns of civil rights activists and organizations from 1954 to 1965 prompted federal measures to advance civil and human rights. Examples: NAACP and *Brown v. Board of Education* (1954); Montgomery Bus Boycott and *Browder v. Gayle* (1956); desegregation of schools and use of military protection; Birmingham Campaign, March on Washington, and Civil Rights Act of 1964; Selma-to-Montgomery March and Voting Rights Act of 1965; attorney Fred Gray and Judge Frank M. Johnson.

**10c.** Compare and contrast the actions and philosophies of key civil rights leaders and organizations, including Reverend Dr. Martin Luther King, Jr. and Malcolm X. Examples: individuals—A. Philip Randolph, Diane Nash, Ella Baker, Dorothy Height, Joseph H. Jackson, Robert F. Williams; organizations—Alabama Christian Movement for Human Rights (ACMHR), Congress of Racial Equality (CORE), National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC).

**10d.** Summarize the political, economic, and physical means by which opponents of the Civil Rights Movement sought to limit its achievements. Examples: assassinations, blockbusting, bombing of 16th Street Baptist Church, congressional filibuster, employment termination, Massive Resistance.

**10e.** Describe how key Alabamians provided leadership, generated change, or demonstrated resistance to the Civil Rights Movement. Examples: leaders—Amelia Boynton, Fred Shuttlesworth, John Hulett, John Lewis, Rosa Parks, T.Y. Rogers; footsoldiers—Charles Bonner, Frederick Reese, Gwen Patton, James Hood, Robert Graetz, Vivian Malone; resistance—Eugene “Bull” Connor, George Wallace, National States’ Rights Party, White Citizens Council.

### **Language Arts**

**12.** Use the research process to manage, document, organize, and present information to support a thesis on a literary topic.

**13.** Compare the use of oral presentation skills of self and others.

## **CCRS**

### **Reading Informational Text**

#### **CCSS.ELA-LITERACY.RI.11-12.3**

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### **CCSS.ELA-LITERACY.RI.11-12.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

#### **CCSS.ELA-LITERACY.RI.11-12.7**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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**ACOS****Social Studies**

**3c.** Explain how the Fourteenth Amendment extended rights to minority groups through the Due Process and Equal Protection Clauses. Examples: United States v. Carolene Products Co. (1938), Hernandez v. Texas (1954), Browder v. Gayle (1956), Loving v. Virginia (1967), Reed v. Reed (1971), Tennessee v. Lane (2004).

**6e.** Describe the significance of Alabama landmark cases that impacted American society and governance. Examples: Powell v. Alabama (1932), NAACP v. Alabama (1958), Gomillion v. Lightfoot (1960), Lee v. Macon (1964), Reynolds v. Sims (1964), Williams v. Wallace (1965).

**7b.** Describe how Black Codes, Jim Crow laws, and the Selma-to-Montgomery March influenced the passage of the Voting Rights Act of 1965.

**1b.** Explain how land (natural resource), labor (human resource), capital (physical or human resource), and entrepreneurship function as factors of production.

**4.** Draw conclusions about how supply, demand, and price interact in a market economy.

**Language Arts**

**10.** Use the research process to manage, document, organize, and present information to support a thesis on a teacher-approved topic of student interest.

**12.** Evaluate oral presentation skills of self and others for effectiveness.

**CCRS****Reading Informational Text****CCSS.ELA-LITERACY.RI.11-12.3**

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**CCSS.ELA-LITERACY.RI.11-12.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**CCSS.ELA-LITERACY.RI.11-12.7**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.



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