UNITED STATES HISTORY AND THE CONSTITUTION
Alignment Guide September 2020

The Alignment Guides are to assist educators in aligning inquiry and skills based instruction with the *2019 South Carolina Social Studies College- and Career- Ready Standard*s. The development of the Alignment Guides is the work of educators with the intent of continuous revisions based on classroom application. The documents are accessible for educators to make decisions regarding the suggested inquiry questions and/or content lists based on the needs of students.

Deconstructed Skills for United States History and the Constitution

Disciplinary Skill	Expression
CO: Comparison- Utilize similarities and differences among multiple historical developments over culture, time, and place to create a comparative analysis.	To demonstrate their ability to use the skill of **comparison**, students should: • Identify the characteristics of historical events over time, place, and culture. • Categorize historical events according to similarities and differences. • Construct conclusions about historical events. • Analyze the reasons for similarities and differences.
CE: Causation- Evaluate significant turning points, including related causes and effects that affect historical continuity and change.	To demonstrate their ability to use the skill of **causation**, students should: • Justify the long term and short-term causes of significant events. • Justify the long term and short-term consequences of significant events. • Categorize causes and consequences of various historical events. • Differentiate causation from correlation or context.
P: **Periodization-** Summarize, analyze, and assess the methods historians use to categorize historical developments in order to create historical periodization.	To demonstrate their ability to think in terms of **periodization**, students should: • Identify major turning points in American history. • Define and understand the characteristics of an era. • Describe the methods by which historians categorize events into eras. • Summarize major events and developments according to historical eras.
CX: Context- Justify how the relationship between various historical themes and multiple historical developments create a multi-faceted context	To demonstrate their ability to use **context**, students should: • Distinguish events based on time and place. • Establish connections between relative historical topics. • Connect specific events to broad historical themes and developments.

Disciplinary Skill	Expression
when analyzing significant events.	
CC: Continuities and Changes- Evaluate significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes.	To demonstrate their ability to understand **continuities and changes**, students should: • Define continuity and change. • Identify patterns of continuity and change chronologically and thematically. • Cite continuities that transcend periods and changes within a period.
E: Evidence- Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	To demonstrate their ability to use **evidence** in the study of history, students should: • Understand the difference between primary and secondary sources. • Use historical thinking skills to weigh primary sources; identifying point of view: the effect of the author's position, group affiliation, or specific beliefs. • Utilize multiple points of view to construct a historical argument.

Inquiry-Based Themes for United States History and the Constitution

Theme Name	Theme Description
American Culture and Identity	The American Culture and Identity theme encourages the study of various cultural groups, movements, and the development of distinct ideologies including American exceptionalism throughout periods of American history. Additionally, cultural movements and political ideologies impacted national politics, foreign policies, and societal development.
Capitalism and Technological Innovation	The Capitalism and Technological Innovation theme encourages the study of the development of the American free enterprise system and its role in the promotion of exchange, industry, and invention within the economy and its impact on American society and politics. The American government's role includes promoting economic growth and regulating significant inequalities resulting from the free enterprise system.
Expansion, Regionalism, and Union	The Expansion, Regionalism, and Union theme encourages the study of American expansionism and the simultaneous process of socio-economic division, unity, and the proper role of the federal government in regulation. Over time, American regions, political factions, and national institutions have experienced divergent and convergent economic, political, and social perspectives.
Founding Principles and Political Institutions	The Founding Principles and Political Institutions theme encourages the study of core American political values and institutions, founding documents, essential political processes, and constitutional debates. Founding principles, expressed in seminal documents, serve as the basis of unity, debates, and compromises over time.
Migration and Mobility	The Migration and Mobility theme encourages the study of the movement of humans into and throughout North America including reactions to the resulting demographic, economic, environmental, and political changes. Push and pull factors, significant migratory patterns, and the natural environment have also impacted movements in American history.
Natural Rights and Social Development	The Natural Rights and Social Development theme encourages the study of fundamental American values such as inalienable human rights, social reform movements, social legislation and the documents therein. American social values were shaped over time as evidenced in social reform and the resulting legislation. Initiatives undertaken in order to secure the rights and the blessings of liberty to disenfranchised groups will also be explored.

Foundations of American Republicanism

Standard 1: Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607–1815.

Enduring Understanding:
The economic attachment to the Atlantic nurtured the gradual cultural separation of the British North American colonies from the rest of the British Empire in the 17th century. The North American colonies united politically through the 18th century and this ultimately resulted in a proud American Republic which utilized Enlightenment ideals to realize a complete constitutional revolution by 1815.

Expository Narrative:
The thirteen colonies came to see themselves as exceptionally "American" by 1754. This process involved the Atlantic Ocean playing a crucial role in the settlement of the colonies in the 1600s, and the development of a unique American identity in the 1700s. The British North American colonies were originally regarded as both a haven for the religiously persecuted and a land of economic opportunity. They eventually became economically vibrant and experienced a greater standard of living than their contemporaries in Great Britain. While the northern colonies were settled by groups seeking religious freedom and the southern colonies were settled by groups seeking economic opportunity, through the growth of self-government, both developed increasing religious toleration and pluralism. However, these changes were often at the expense of groups such as Native Americans, indentured servants, and enslaved Africans.

The colonial regions each experienced economic growth based on the unique features of their geographic regions. These economic systems led to differences in social structure. For example, the New England colonies used large families to support labor needs, as opposed to the use of enslaved Africans to supply the Southern plantation system for the production of cash crops.

The American Colonies achieved a political revolution through declaring independence and culminating in the writing of the Constitution. Originally the British encouraged settlement of these regions to provide raw materials for their mercantilist system. But by the mid-1700s, the use of salutary neglect and the distance across the Atlantic caused the colonists to develop an independent identity. When the practice of salutary neglect ended following the French and Indian War, Colonial North Americans began to see their rights as Englishmen as fundamentally challenged. Through a series of Parliamentary actions and colonial reactions, the desire for independence grew and the concept of inalienable rights became more prominent in their arguments.

When the colonists took up arms against the British, they did more than provoke military action. The American Revolution can be seen as the start of a social, political, and economic transformation.

During the Revolution, the Continental Congress and Confederation Congress provided a limited central government, a weakness that General George Washington's leadership had to overcome. This trend towards a limited national government continued with the writing of the Articles of

Confederation. Citizens of the new nation were skeptical of centralized authority; however, weakness inherent in the system created by the Articles convinced many that more power needed to be given to the national government. Delegates met at the Constitutional Convention and formulated a stronger system with the writing of the Constitution. While the Antifederalists were suspicious of the new system, the arguments of the Federalist Papers and the promise of a Bill of Rights ultimately led to the ratification of the Constitution.

Increasingly, a libertarian American Identity was built, and rights were enjoyed by more Americans throughout this period, including gradual emancipation in the North. However, slavery remained entrenched in the South, and Native American tribes and nations were still considered foreign entities and given few rights. Still, the Constitution not only provided an enduring framework for effective government, it culminated with a Bill of Rights which synthesized Enlightenment ideals.

The development of republicanism and federalism can be categorized into periods anchored by turning points, focusing on how differences of opinion formed the traditional two-party system. For example, Federalist beliefs dominated the early Constitutional government, with the passage of Alexander Hamilton's financial plans. When Thomas Jefferson was elected in 1800, his Democratic-Republican policies sought to transfer more power back to the states. The viability of the Constitution proved key in sorting out these early disputes: balancing the protection of natural rights while also providing for a stable national union.

The American Revolution extends beyond the political sphere as it also encompasses religious and economic changes in North America. This can be illustrated with the religious experience of the First Great Awakening which fundamentally challenged the dominance of a single denomination while encouraging enduring religious pluralism. The idea of religious liberty endured within the debates leading up to the American Revolution and is reflected in the protection of religious freedom in the First Amendment. The Revolution also brought drastic changes to the American economy. With the separation of the colonies from England, the mercantilist system was cast aside. The new nation based its economy on capitalist principles, allowing the free market to determine trading partners, as opposed to government control. This was particularly prominent in the North as the Market Revolution emerged in the 1800s.

Americans adapted ideas from the Enlightenment, such as John Locke's idea of natural rights, to frame the causes for the American Revolution and as inspiration for the US Constitution. However the implementation of these ideals proved challenging when the founders began to actually create and implement policies within the new government.

American ideals were also put to the test by foreign affairs. The desire to balance Enlightenment ideals with the protection of the nation tested the early presidents. Washington's stance on neutrality, Jefferson's Embargo, and the War of 1812 all sought to protect American interests against the intrusions of the French and the British. At the same time, the early government both fought wars against and created treaties with Native Americans to extend America's frontier further west. The War of 1812 was an important turning point away from a Eurocentric foreign policy and towards westward migration as America's focus.

Foundations of American Republicanism

Possible Questions for Inquiry:
Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 1 and the themes of the course.

American Culture and Identity:

- What impact, if any, did the Enlightenment have on the formation of a unique American identity?
- How did a unique American identity emerge from a well-established British Empire?

Capitalism and Technological Innovation:

- How did economics shape the actions of American colonists and citizens during settlement, the Revolution, and the building of our government?

Expansion, Regionalism, and Union:

- How did both regional division and national unity evolve from colonization to the War of 1812?

Founding Principles and Political Institutions:

- How did the values of the American revolutionaries manifest themselves in the debates over and structure of the American government?

Migration and Mobility:

- How did push and pull factors shape the social, political, and economic development of America?

Natural Rights and Social Development:

- Considering colonial history, how radical were the ideas in the Declaration of Independence?

Foundations of American Republicanism

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Enduring Understanding: The economic attachment to the Atlantic nurtured the gradual cultural separation of the British North American colonies from the rest of the British Empire in the 17th century. The North American colonies united politically through the 18th century and this ultimately resulted in a proud American Republic which utilized Enlightenment ideals to realize a complete constitutional revolution by 1815.

USHC.1.CO: Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607 to 1763 using a comparative analysis.

This indicator was developed to encourage inquiry into a comparison of how the distinct geographic regions of the colonies impacted the early trans-Atlantic economy as well as perspectives on government. This indicator was written to encourage inquiry into how these differences prompted the thirteen colonies to see themselves as exceptionally American by 1754.

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CO: Comparison

Possible Content associated with the skill of Comparison:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 1.

- Compare and contrast the economic, social, and political characteristics of the Northern and Southern colonial regions.
- Analyze the reasons for the similarities and differences in the Northern and Southern colonial regions using concepts such as push/pull factors and the impacts of geography on the economy.
- Assess the similarities across the colonial regions, such as the impact of British governing policies and the development of colonial legislatures, to describe how colonists saw themselves as uniquely American by 1754.
- Assess the differences across the colonial regions to describe the foundation of sectional debates.

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Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- "City Upon a Hill"
- Plantation System
- Colonial Economics (goods and services, mercantilism, raw materials)
- Colonial Geography (climate, land, topography, raw materials)
- Colonial Legislatures (e.g. House of Burgesses, town hall meetings)
- Colonial Religions (e.g. Anglican, Huguenot, Quakers, Puritans)
- Colonial Relations with Native American Tribes and Nations
- Virginia Colony
- Massachusetts Bay Colony
- Mercantilism
- Push and Pull Factors
- Salutary Neglect
- Triangle Trade
- Voluntary vs Involuntary Migration

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USHC.1.CE: Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763 to 1791.

This indicator was developed to encourage inquiry into the relative causes and effects of the American Revolution through an analysis of the political and social progression of colonial desires for reform to colonial desires for independence. In addition, this indicator encourages inquiry into the impact of early founding documents such as the Declaration of Independence, the Articles of Confederation, the Constitution, the Federalist Papers and the Bill of Rights.

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CE: Causation

Possible Content associated with the skill of Causation:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 1.

- Chart the significant turning points in the progression from loyal colonists during the French and Indian War to revolutionaries writing the Declaration of Independence.
- Identify both short term and long term political, social, and economic causes of the American Revolution.
- Explain the causal relationship between the major founding documents: the Declaration of Independence, the Articles of Confederation, the Constitution, the Federalist Papers, and the Bill of Rights.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- "No taxation without Representation"
- Albany Plan/ "Join or Die"
- Articles of Confederation (1781)
- Bill of Rights (1789)
- Boston Tea Party (1773)
- Common Sense (1776)
- Constitutional Compromises
- Constitutional Convention (1787)
- Constitution (1787)
- Declaration of Independence (1776)
- Enlightenment Ideals: Locke and Montesquieu
- Federalist Papers
- First Continental Congress (1774)
- French and Indian War (1754-1763)

- Parliamentary Acts (1763-1774)
- Shays' Rebellion (1786)
- Stamp Act Congress (1765)

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USHC.1.P: Summarize the changing relationship between individuals and the government during the period 1607 to 1800.

This indicator was developed to encourage inquiry into how the concept of federalism took hold in the early United States. In addition, this indicator promotes inquiry into the progression from a nation skeptical of a strong central government to a nation accepting of a division of power between the states and federal government.

Depth of Knowledge: Level 4– Extended Reasoning

Target Skill: P: Periodization

Possible Content associated with the skill of Periodization:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 1.

- Identify the similarities between the arguments of the colonists against the British, the fundamental principles of the Constitution, and the arguments of early political parties.
- Identify major turning points in American opinions on government from the Mayflower Compact to the Virginia and Kentucky Resolutions.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- "Necessary and Proper Clause"
- Articles of Confederation
- Bill of Rights (1789)
- Constitution (1787)
- Constitutional Principles
- Federalism
- Hamilton vs Jefferson (Industry vs Agriculture)
- Kentucky and Virginia Resolutions (1798-99)
- Mayflower Compact (1620)
- Northwest Ordinance (1787)
- Ratification of Constitution
- Shays' Rebellion
- Two Party System: Federalists and Democratic-Republicans (1792)
- The Marshall Court
- Whiskey Rebellion (1794)

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USHC.1.CX: Contextualize significant republican developments within North America's connection to the Atlantic World.

This indicator was developed to encourage inquiry into events in North America and Europe that sparked ideas of republicanism in the British colonies. This indicator was developed to encourage inquiry into how republican ideals helped some citizens, though marginalized groups still sought better opportunities and treatment.

Depth of Knowledge: Level 4– Extended Reasoning

Target Skill: CX: Context

Possible Content associated with the skill of Context:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 1.

- Assess the Enlightenment's impact on the Declaration of Independence and the Constitution.
- Identify how African Americans, women, and Native Americans were or were not affected by the development of the new government.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Bill of Rights (1789)
- Constitution
- Constitutional Principles: Impeachment, Judicial Review, Separation of Powers, Veto
- Declaration of Independence
- Enlightenment Ideals: natural rights, separation of powers, and capitalism i.e. *Wealth of Nations* (1776)
- First Great Awakening (1739)

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USHC.1.CC: Analyze the processes of continuity and change in the debates over the proper role of the central government and neutrality in foreign affairs from 1789 to 1815.

This indicator was developed to encourage inquiry into the continued debates over the role of the federal government in the affairs of states and citizens as evidenced in the development of the two-party system. In addition, this indicator supports inquiry into the relationship of the United States with Europe and Native Americans in the west.

Depth of Knowledge: Level 3 – Complex Reasoning

Target Skill: CC: Continuities and Changes

Possible Content associated with the skill of Continuities and Changes:
These are examples of content that can be explored with this skill that speaks to the entirety of Standard 1.

- Assess the extent to which Jefferson's Presidency was a turning point in the role of the federal government in domestic policies.
- Examine the growing influence of the judicial branch in determining the role of the government in the affairs of states and citizens.
- Chart the continuities and changes in American foreign policy towards both Europe and Native American tribes and nations from the Washington administration to the Madison administration.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Alien and Sedition Acts (1798)/Virginia and Kentucky Resolutions (1798-99)
- Bank of the United States
- Election of 1800
- Farewell Address (1796)
- Hamilton vs Jefferson (Industry vs Agriculture)
- *Marbury vs Madison* (1803)
- "Necessary and Proper" Clause
- Two Party System: Federalists and Democratic-Republicans (1792)
- The Marshall Court
- Causes of the War of 1812: British impressment, Native American resistance, etc.

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USCH.1.E: Utilize primary and secondary sources to investigate the impact of the Atlantic influence in the regional and national development of Republicanism and Federalism.

Depth of Knowledge: Level 4 – Extended Reasoning

Target Skill: E: Evidence

Examples of perspectives to consider through primary sources:

- Perspectives on natural rights
- Perspectives on social development and identity
- Perspectives on economic development
- Perspectives from marginalized groups
- Perspectives on Republicanism
- Regional perspectives on political and economic issues

Examples of perspectives to consider through secondary sources:

- Historical interpretations regarding the relative importance of political traditions and economic motives in strengthening the national government
- Historical interpretations on the role of slavery in the major compromises at the Constitutional Convention of 1787
- Historical interpretations on the role of capitalism in the development of the new American nation
- Historical interpretations on the role of America's involvement in world affairs

Expansion and Union

Standard 2: Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803 to 1877.

Enduring Understanding:
The antebellum period is comprised of technological and social developments which contributed to dissolution during the Civil War and reunion of the United States during Reconstruction. The expansion of the United States served as a catalyst for sectionalism in the early 19th century as well as the reconciliation between federalism and preserving natural rights with compromises before, during and after the Civil War.

Expository Narrative:
During the antebellum period, sectionalism increased as the North and the South further developed different economic systems, political beliefs, and social structures. Economically, the agrarian South was transformed from an Atlantic plantation economy to a westwardly expanding cotton-based economy. Due largely to the invention of the cotton gin, slavery expanded at an incredible rate, ultimately representing the primary source of Southern wealth. Simultaneously, the cotton kingdom supported the expansion of the Northern textile mill system. Factory towns sprouted along rivers in the North and the area became increasingly industrial. These developments encouraged German and Irish immigration and urbanization. Northern cities became centers of trade while the South remained largely rural and agrarian.

Political differences between the regions were largely driven by economic needs. The dominance of the Democrats that began with Jefferson declined during Jackson's presidency. The new Whig Party, with its support base in the North, championed the building of roads and canals as well as protective tariffs in order to boost American industry. Democrats, with their Southern base, were resistant to the use of federal funds for internal improvements. The South came to champion states' rights, citing the 10th Amendment, regarding economic matters such as slavery and tariffs through nullification and secession. The Republican Party emerged in the 1850s, replacing the Whigs, with their platform centered on national improvements and free soil ideology.

The North and South differed socially. Though both the North and the South were swept up in religious revivals at the time, the regional responses to social reform differed fundamentally. The North became a dynamic society centered around religion and reform as exemplified by abolitionism, and to a lesser extent, Women's Rights. The South, conversely, remained a status quo society, largely resistant to change. Though most Southerners did not own slaves, the subjugation of African Americans remained as a social continuity and many arguments were created in response to abolition.

As these developments were unfolding, population growth and westward migration led to new foreign policy initiatives. Efforts to encourage and justify expansion reflected both a growing sense of Manifest Destiny and the expanding economy. However, this expansion often resulted in conflict, both with other nations, exemplified by the Mexican American War, and within the nation as it further increased sectional divisions.

As settlers moved West, there was increasing political discord over the entry of new states into the union. Before 1854, several compromises prevented disunion, but after the Kansas-Nebraska Act, politicians failed to preserve the nation through compromise contributing to the secession of Southern states and ultimately the Civil War. During the war, the North was able to effectively utilize their industrial advantage (i.e. railroads, manufacturing, and steamboats) against the South, though the Civil War proved to last four long years and evolved into a total war. The North also used the emancipation of enslaved persons as a war measure, although the ultimate goal was preserving the Union.

Technological innovation made many of the critical developments of the time period possible. An advanced transportation system was a product of the perfection of the steam engine. This directly benefited the growth of northern cities as centers of commerce and the beginning of American industry in the textile mill system. The cotton gin led to a dramatic growth of slavery in the South and made the American South the world's leading producer of cotton. The telegraph created a commercial network while the transportation revolution, the railroad in particular, created a more mobile society. In urban areas and some rural areas, prices fell and dramatically improved the quality of life for most Americans.

Throughout the time period 1830-1877, the federal government increased its efforts to secure natural rights. Early on the Supreme Court attempted to protect the rights of Native Americans. However, President Andrew Jackson defied the decision and enforced the removal of Southeastern Native American tribes and nations. In the lead up to the Civil War, the Supreme Court refused to protect enslaved persons, preferring to protect its definition of property rights. The most notable efforts at protecting minority rights came towards the end of the Civil War with the Emancipation Proclamation and throughout Reconstruction. The federal government significantly expanded the rights of African Americans by outlawing slavery, expanding citizenship, and establishing the right to vote for African American males. But following the Compromise of 1877, they retreated from enforcing these policies, which is a focus area in Standard 3.

The involvement of the national government in protecting natural rights as well as its involvement in the economy was often criticized as a violation of the rights of the states. Taking the lead from the Virginia and Kentucky Resolutions (Standard 1), South Carolina challenged the authority of the federal government with the doctrine of nullification, leading President Andrew Jackson to assert federal authority. Thirty years later, secession resulted from the South's dedication to preserving the institution of slavery. Federal Reconstruction legislation attempted to force states to implement changes meant to protect African American rights. This was accomplished through agencies like the Freedmen's Bureau and enforced through the protection of the US military. But following the Compromise of 1877, the desire to focus on national issues over local problems eventually led to the allowance of southern states to reassert authority through "home rule."

Expansion and Union

Possible Questions for Inquiry:
Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 2 and the themes of the course.

American Culture and Identity:

- How did the Civil War impact the identity America had built during the antebellum period?

Capitalism and Technological Innovation / Natural Rights and Social Development:

- How did the federal government before, during, and after the war, try to balance economic demands and individuals' natural rights?

Expansion, Regionalism, and Union:

- Which of the following was most important in bringing about the Civil War: conflicting economic systems, American expansion, or differing interpretations of American founding values?

Migration and Mobility:

- Did the benefits of Westward Expansion outweigh the costs?

Founding Principles and Political Institutions:

- Was Reconstruction a continuation of or a change in America's political values?

Expansion and Union

Standard 2: Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803 to 1877.

Enduring Understanding: The antebellum period is comprised of technological and social developments which contributed to dissolution during the Civil War and reunion of the United States during Reconstruction. The expansion of the United States served as a catalyst for sectionalism in the early 19th century as well as the reconciliation between federalism and preserving natural rights with compromises before, during, and after the Civil War.

USHC.2.CO: Compare the economic, political, and social development of the antebellum North and South from 1803 to 1860 using a comparative analysis.

This indicator was developed to encourage inquiry into sectionalism through an analysis of the emergence of a national market, changes in the two-party system, and effects on marginalized groups. Inquiry into the regional interdependence exemplified by the relationship between the cotton industry in the South and the factory system of the North is also supported by the indicator.

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CO: Comparison

Possible Content associated with the skill of Comparison:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 2.

- Compare and contrast the economic, social, and political characteristics of the Northern, Southern, and Western regions.
- Compare and contrast attitudes towards the American System in the North, South and the West.
- Compare and contrast the impact of Westward Expansion on different groups such as Native Americans, African Americans, Democrats, Republicans, etc.
- Compare and contrast the conditions facing marginalized groups in the North, South, and West.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- American System (1815)
- Factory System (Lowell Mills)
- King Cotton
- Jackson's Bank War
- Jacksonian Democracy
- Market Revolution
- Nat Turner's Rebellion
- Old Immigrants: Western Europeans, Irish and Germans (1840s-1850s)

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USHC.2.CE: Evaluate the causes and consequences of economic and geographic expansion through significant turning points from 1803 to 1865.

This indicator was developed to encourage inquiry into the causes of American expansion, such as a growing and diversifying population and the expansion of the plantation economy. This indicator promotes inquiry into the relationship between sectionalism and political compromise, culminating in the Civil War.

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CE: Causation

Possible Content associated with the skill of Causation:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 2.

- Identify both short term and long term political, economic, and social causes and consequences of Westward Expansion.
- Describe the impact of the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act on the expansion of slavery in the United States.
- Identify both short term and long term political, economic, and social causes of the Civil War.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Compromise of 1850
- Development of the Republican Party (1854-1877)
- Factory System (Lowell Mills)
- Free Soil Ideology
- Fugitive Slave Law (1850)
- John Brown's Raid on Harpers Ferry (1859)
- Kansas-Nebraska Act (1854)
- Louisiana Purchase (1803)
- Manifest Destiny
- Mexican-American War (1846-1848)
- Missouri Compromise (1820)
- Monroe Doctrine (1823)
- Popular Sovereignty

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Enduring Understanding: The antebellum period is comprised of technological and social developments which contributed to dissolution during the Civil War and reunion of the United States during Reconstruction. The expansion of the United States served as a catalyst for sectionalism in the early 19th century as well as the reconciliation between federalism and preserving natural rights with compromises before, during, and after the Civil War.

USHC.2.P: Summarize the impact of technological changes and social developments on the U.S., including the Civil War, during the period 1815 to 1865.

This indicator was developed to encourage inquiry into how technology fostered the growth of the cotton industry, the factory system, and urban centers. In addition, this indicator facilitates inquiry into how the Abolitionist Movement and Women's Rights Movements encouraged reforms.

Depth of Knowledge: Level 4– Extended Reasoning

Targeted Skill: P: Periodization

Possible Content associated with the skill of Periodization:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 2.

- Identify key technological developments during this time period that influenced the Market Revolution and facilitated westward expansion.
- Assess the role of technology in the Union victory during the Civil War.
- Analyze the impact of the Abolitionist movement in both the North and the South between 1815 and 1865.
- Assess the conditions that gave rise to the first Women's Rights' movement.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- 54th Massachusetts Regiment
- Abolition/Abolitionists
- Anaconda Plan
- Declaration of Sentiments (1848)
- Fort Sumter (1860)
- Seneca Falls Convention (1848)
- Southern Defense of Slavery
- Strategies/Turning Points of the Civil War
- Technological Advancements (Telegraph, Cotton Gin, etc.)
- Underground Railroad

Expansion and Union

Standard 2: Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803 to 1877.

Enduring Understanding: The antebellum period is comprised of technological and social developments which contributed to dissolution during the Civil War and reunion of the United States during Reconstruction. The expansion of the United States served as a catalyst for sectionalism in the early 19th century as well as the reconciliation between federalism and preserving natural rights with compromises before, during, and after the Civil War.

USHC.2.CX: Contextualize the perspectives on the role of the federal government in securing natural rights during the period 1830 to 1877.

This indicator was developed to encourage inquiry into how events such as the Indian Removal Act, the Civil War, and Reconstruction prompted examination of the federal government's role in protecting natural rights. In addition, this indicator supports inquiry into instances where disputes arose over the power of the federal government over state governments.

Depth of Knowledge: Level 4– Extended Reasoning

Targeted Skill: CX: Context

Possible Content associated with the skill of Context:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 2.

- Analyze the debate over the Indian Removal Act between the executive and judicial branches.
- Evaluate the role of the legislative, executive, and judicial branches in either expanding or limiting natural rights between 1830 to 1877.
- Evaluate differing viewpoints on how Congressional Reconstruction did or did not uphold America's founding values.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- 13th Amendment (1865)
- 14th Amendment (1867)
- 15th Amendment (1869)
- Black Codes
- Dred Scott v. Sandford (1857)
- Election of 1860
- Emancipation Proclamation (1863)
- Freedmen's Bureau
- Ku Klux Klan Act (1871)
- Reconstruction Act of 1867
- Worcester v. Georgia
- Indian Removal Act (1830)
- Trail of Tears

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Expansion and Union

Standard 2: Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803 to 1877.

Enduring Understanding: The antebellum period is comprised of technological and social developments which contributed to dissolution during the Civil War and reunion of the United States during Reconstruction. The expansion of the United States served as a catalyst for sectionalism in the early 19th century as well as the reconciliation between federalism and preserving natural rights with compromises before, during, and after the Civil War.

USHC.2.CC: Differentiate the patterns of continuity and change within the development of sectionalism and reunion.

This indicator was developed to encourage inquiry into how the legislative and judicial branches responded to sectionalism, emancipation, westward expansion, and early industrialization. Inquiry into Reconstruction as a significant political and social turning point in United States history is supported by this indicator.

Depth of Knowledge: Level 3 – Complex Reasoning

Targeted Skill: CC: Continuities and Changes

Possible Content associated with the skill of Continuities and Changes:
These are examples of content that can be explored with this skill that speaks to the entirety of Standard 2.

- Evaluate the extent that the Kansas-Nebraska Act was both a continuity and a change in Congress's response to the expansion of slavery.
- Describe how Supreme Court rulings, such as *Worcester v. Georgia* and *Dred Scott v. Sandford,* impact sectionalism and disunion.
- Assess how legislation passed during Reconstruction attempted to change American society.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Impeachment of Andrew Johnson (1868)
- Compromise of 1850
- Compromise of 1877/Election of 1876
- *Dred Scott v. Sandford* (1857)
- Freedmen's Bureau
- Fugitive Slave Law (1850)
- Kansas-Nebraska Act (1854)
- Ku Klux Klan Act (1871)
- Missouri Compromise (1820)
- Reconstruction Act of 1867
- *Worcester v. Georgia*

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Expansion and Union

Standard 2: Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803 to 1877.

Enduring Understanding: The antebellum period is comprised of technological and social developments which contributed to dissolution during the Civil War and reunion of the United States during Reconstruction. The expansion of the United States served as a catalyst for sectionalism in the early 19th century as well as the reconciliation between federalism and preserving natural rights with compromises before, during, and after the Civil War.

Indicator: USHC.2.E: Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism.

Depth of Knowledge: Level 4 – Extended Reasoning.

Target Skill: E: Evidence

Examples of perspectives to consider through primary sources:

- Perspectives on comparative social development and identity
- Perspectives on comparative economic development
- Perspectives on the expansion of slavery
- Perspectives on geographic expansion
- Perspectives on the impact of technology
- Perspectives on the conditions of marginalized people in the North and South

Examples of perspectives to consider through secondary sources:

- Historical interpretations regarding the authority of the federal government over states
- Historical interpretations on the role of the Civil War and Reconstruction's impact on African American society
- Historical interpretations on the impact of technology on expansion
- Historical interpretations on the impact of technology on social development
- Historical interpretations comparing the conditions of marginalized groups in both the North and the South.

Note: Lost Cause mythology should be taught within its proper context as an effort by former Confederates to justify the protection of slavery and secession. It is the writers' intent that the Lost Cause mythology should not be used as the basis of a historical argument because primary source documents and modern historiography refute such claims.

Capitalism and Reform

Standard 3: Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862 to 1924.

Enduring Understanding:
Industrialization, government support and technological growth led to immigration and urbanization, spurring the greatest industrial growth in American history. While beneficial overall, these processes contributed to a disparity in wealth, igniting reform movements that aimed to regulate business, altering the expectation of Americans that government could and perhaps should intervene to regulate economic problems.

Expository Narrative:
The United States economy grew exponentially in the second half of the 1800s due to the foundation of the Market Revolution, the opening of the West, and the increased amount of capital in circulation during and after the Civil War. Prominent industrialists, representing railroads, finance, steel, and oil, used innovative methods to take advantage of these conditions by creating the first business monopolies in America. Although the United States' industrial output became the largest in the world, the disparity between the wealthy and the poor, especially in urban areas, contributed to demands for reform. Laborers began to join forces to protect themselves against exploitation by forming unions, utilizing collective bargaining, and participating in strikes. While vilified in the public imagination, these strikes were often unsuccessful because owners could rely on the abundance of unskilled laborers to replace striking workers as well as government intervention to end the strikes. While unions sought to curb the power of these monopolies, business owners utilized Social Darwinism to justify their practices and also argued that their accumulation of wealth was ultimately beneficial to society through their philanthropic efforts.

Government policies supported westward expansion at the expense of Native Americans and the growth of big businesses at the expense of the laborers. While *laissez-faire* policies allowed for the unprecedented expansion of big business, at the same time, the American Dream could not be realized by the masses. Policies to remove or assimilate Native Americans were enacted by the government to support the economic goals of corporations. The government provided subsidies to big businesses that allowed them to flourish and ultimately grow into monopolies in their respective industries. By the turn of the 20th century, big business owners began to heavily influence the political realm of American society, often backing the candidates that best served their interests.

Another response to this domination of big businesses was the political organizations formed by farmers to improve their economic well-being and standard of living. The Populist Movement not only reflected anxieties over the changing American Identity, which deemphasized the role of the American farmer, but also sought new measures to restrict big business, particularly railroads, through government regulation. The Populist Movement attracted support from many African American farmers. As a result, Southern Democrats resorted to fraud and violence to prevent the unity of African American and white farmers for fear of their combined voting power. While the Populist Movement was ultimately unsuccessful in maintaining long-term

third-party legitimacy, it's policy on bimetallism was absorbed into the Democratic party platform.

Like the Populists, the Progressives wanted to reform the excesses of *laissez-faire* capitalism. For Progressives, government proved to be the solution to political and economic ethical problems. They pushed for the government to regulate business practices, enact voting reforms, and ensure environmental protection. Both the Republicans and the Democrats had Progressive elements in their parties until the election of 1912, when Theodore Roosevelt split the Progressive element off of the Republican Party by running as a third party candidate. This was instrumental in shifting the parties' platforms, a trend that will continue in Standard 4 and 5. Though not part of any official party platform, the Progressive Era also included groups working for women's suffrage and Civil Rights. Early Civil Rights activists pushed for the enforcement of laws passed during Reconstruction, and Women's Suffrage groups worked on both the local and national level to obtain the right to vote. While the 19th amendment was passed granting women the right to vote, African Americans were less successful in getting enforcement of the 15th Amendment until after WWII.

With the rapidly changing economy came dramatic shifts in migration and immigration. The vast national resources of the West when combined with the unbridled industrialism of the North proved an irresistible pull for millions of immigrants. As industrial efficiency opened millions of jobs for unskilled workers, improvements in transportation increased the mobility of those immigrants throughout the nation, especially as immigrants moved to the Midwest to claim free land under the Homestead Act of 1862. However, most immigrants settled in urban ethnic neighborhoods, attracted by family members who had migrated previously. Political machines also catered to the immediate needs of these newly arrived people in exchange for their votes. The conditions in these neighborhoods would later be popularized, by the Progressives, as notoriously unhealthy. Despite this, urban development was driven by technological innovation: electricity, public transit, and elevators.

Most immigrants came from Southern and Eastern Europe and East Asia, representing a change from the early nineteenth century migration from Western Europe. Economic, social and environmental push factors included refugees from poverty, racial conflict, and natural disasters. In direct response to this large wave of new immigrants, nativism increased, a continuity seen throughout American history.

Continuing from the previous period, Americans migrated West in search of economic opportunity as the frontier closed. The transcontinental railroad facilitated this expansion. In addition to agricultural homesteaders, others continued to migrate in search of mineral resources. Just as in previous periods, Native Americans were pushed off of their lands by white settlers. The federal government often broke treaties with Native American groups in favor of the white settlers. This resulted in the many conflicts known collectively as the "Indian Wars" as well as the creation of the reservation system. When those attempts failed to end Native American resistance, Progressives pushed for assimilation through policies such as the Dawes Act.

While the traditional image of the cowboy dominates American culture, many groups were instrumental in expanding access to the West for American settlement and economic

development, such as the Buffalo Soldiers. The West became a pluralistic society with groups such as the Mormons coming for religious freedom, Exodusters coming to escape the Jim Crow South, and Asian immigrants looking for economic opportunity.

Possible Questions for Inquiry:
Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 3 and the themes of the course.

American Culture and Identity:

- How was the American Identity challenged by economic developments and social/political trends during this period?

Capitalism and Technological Innovation:

- In what ways did American capitalism change during this time period? How did those changes drive other changes in American society and politics?

Expansion, Regionalism, and Union:

- Did the government adequately respond to the needs of industrialization?

Founding Principles and Political Institutions:

- How and why did the Progressive Movement seek to change the role of the federal government?

Migration and Mobility:

- What caused the increase of migration within and immigration to America during this time period? How did those changes affect other aspects of American life?

Natural Rights and Social Development:

- Did the economic benefits of industrialization outweigh the costs to groups such as workers, Native Americans, and small farmers?

Capitalism and Reform

Standard 3: Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862 to 1924.

Enduring Understanding: Industrialization, government support and technological growth led to immigration and urbanization, spurring the greatest industrial growth in American history. While beneficial overall, these processes contributed to a disparity in wealth, igniting reform movements that aimed to regulate business, altering the expectation of Americans that government could and perhaps should intervene to regulate economic problems.

USHC.3.CO: Compare the strategies and tactics of the Captains of Industry to those of the leaders of the labor movement.

This indicator was developed to encourage inquiry into the economic, political, and social differences between industrial leaders and labor leaders. This indicator encourages inquiry into the post-Civil War growth of wealth, the conditions of the working class, and the response to industrialization and urbanization.

Depth of Knowledge: Level 2 – Basic Reasoning

Targeted Skill: CO: Comparison

Possible Content associated with the skill of Comparison:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 3.

- Compare and contrast the beliefs of industrial leaders and labor leaders on wealth accumulation.
- Compare the response of the government towards the needs of big businesses versus the needs of workers.
- Compare the strategies and tactics of monopolies to those of the labor movement.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Captains of Industry/Robber Barons: Andrew Carnegie, JP Morgan, Henry Ford, John Rockefeller
- Collective Bargaining
- Convict Lease System
- Labor Unions
- *Laissez-faire*
- Philanthropy
- Political Machines
- Sherman Anti-Trust Act (1890)
- Social Darwinism
- Strikes
- Types of Monopolies: Vertical, Horizontal Integration, Trusts

Capitalism and Reform

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USHC.3.CE: Assess the causes and effects of significant turning points in the Populist and Progressive era from 1877 to 1924.

This indicator was developed to encourage inquiry into the growth, decline, and legacy of the Populist Party. This indicator supports inquiry into the multifaceted objectives of the Progressive Movement, including political and social reforms, which influenced both political parties of the period and resulted in lasting legislation.

Depth of Knowledge: Level 2 – Basic Reasoning

Targeted Skill: CE: Causation

Possible Content associated with the skill of Causation:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 3.

- Identify key elements that contributed to both the growth and decline of the Populist Party.
- Explain the causes and effects of muckraking journalism.
- Identify both short- and long-term effects of the Progressive Movement on the American political system, such as legislation passed and the shifting of party platforms.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- 16th Amendment (1913)
- 17th Amendment (1913)
- 18th Amendment (1919)
- 19th Amendment (1920)
- Early Civil Rights Leaders
- Election of 1912 (changing party platforms)
- Farmers Alliance
- Famous Strikes
- Indian Citizenship Act (1924)
- Interstate Commerce Act (1887)
- Labor Unions
- Muckrakers
- Political Machines
- Populist Movement
- Progressive Leaders
- Pure Food and Drug Act (1906)
- Sherman Anti-Trust Act (1890)
- Tenement Housing
- Voting Reforms
- Women's Suffrage

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Capitalism and Reform

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Enduring Understanding: Industrialization, government support and technological growth led to immigration and urbanization, spurring the greatest industrial growth in American history. While beneficial overall, these processes contributed to a disparity in wealth, igniting reform movements that aimed to regulate business, altering the expectation of Americans that government could and perhaps should intervene to regulate economic problems.

USHC.3.P: Examine the relationship between the expanding corporate economy and American government during the period 1862 to 1924.

This indicator was developed to encourage inquiry into the economic transformation in the late 19th and early 20th century resulting largely from technological innovations, corporate structures and government policies. This indicator also promotes inquiry into Native American efforts to protect tribal rights and culture as the United States admitted new territories and states in the west.

Depth of Knowledge: Level 4– Extended Reasoning

Targeted Skill: P: Periodization

Possible Content associated with the skill of Periodization:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 3.

- Summarize the policies the federal government used to encourage the growth of businesses and identify key examples that illustrate how the government facilitated corporate expansion.
- Compare the actions of the federal government towards various Native American tribes and nations in order to draw conclusions about the "Indian Wars" and the Reservation System.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Federal Reserve Act (1913)
- Dawes Severalty Act (1887)
- Government Subsidies
- Pacific Railway Act (1862)
- *Laissez-faire*
- Little Bighorn (1876)
- Reservation System
- Indian Wars
- Transcontinental Railroad

Capitalism and Reform

Standard 3: Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862 to 1924.

Enduring Understanding: Industrialization, government support and technological growth led to immigration and urbanization, spurring the greatest industrial growth in American history. While beneficial overall, these processes contributed to a disparity in wealth, igniting reform movements that aimed to regulate business, altering the expectation of Americans that government could and perhaps should intervene to regulate economic problems.

USHC3.CX: Contextualize demographic changes resulting from economic development and growth during the Gilded Age.

This indicator was developed to encourage inquiry into factors influencing migration and immigration such as federal support for settlement of western territories, increased industrialization and employment opportunities in major cities, and the emergence of ethnic neighborhoods. This indicator was designed to support inquiry into additional factors influencing migration and immigration, such as refugees escaping from poverty, political turmoil, racial conflict, and natural disasters.

Depth of Knowledge: Level 4– Extended Reasoning.

Targeted Skill Indicator: CX:

Possible Content associated with the skill of Context:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 3.

- Describe the push/pull factors that brought New Immigrants to the United States.
- Examine the experiences of immigrants before and after the Civil War to describe the impact of industrialization.
- Explain the motives of migrants within and immigrants to the United States and draw conclusions about the time period.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Assimilation
- Chinese Exclusion Act (1882)
- Homestead Act (1862)
- Nativism
- New Immigrants: Eastern Europeans and Asians (1870s-1914)
- Old Immigrants: Western Europeans, Irish, and Germans (1840s-1850s)

Capitalism and Reform

Standard 3: Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862 to 1924.

Enduring Understanding: Industrialization, government support and technological growth led to immigration and urbanization, spurring the greatest industrial growth in American history. While beneficial overall, these processes contributed to a disparity in wealth, igniting reform movements that aimed to regulate business, altering the expectation of Americans that government could and perhaps should intervene to regulate economic problems.

USHC.3.CC: Analyze significant developments in the settlement of the frontier between 1862 to 1924.

This indicator was developed to encourage inquiry into the changing economy of the west as well as the popularized concept of the "closing of the frontier." Inquiry into the American west possessing a diverse population consisting of African Americans, Hispanic, Native American, and immigrants from Europe and Asia is supported by this indicator.

Depth of Knowledge: Level 3 – Complex Reasoning

Targeted Skill: CC: Continuities and Changes

Possible Content associated with the skill of Continuities and Changes:
These are examples of content that can be explored with this skill that speaks to the entirety of Standard 3.

- Trace the evolution of government policy towards Native Americans from the start of the Reservation System to the support for assimilation.
- Assess the continuities and changes in the society of the West as diverse groups settled there between 1862 to 1924.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Buffalo Soldiers
- Cattle Drives
- Dawes Severalty Act (1887)
- Environmental Conservation/National Park Service
- Exodusters
- "New" Immigrants (Norwegians, Swedes, etc)
- Reservation System
- Transcontinental Railroad
- Wounded Knee (1890)

Capitalism and Reform

Standard 3: Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862 to 1924.

Enduring Understanding: Industrialization, government support and technological growth led to immigration and urbanization, spurring the greatest industrial growth in American history. While beneficial overall, these processes contributed to a disparity in wealth, igniting reform movements that aimed to regulate business, altering the expectation of Americans that government could and perhaps should intervene to regulate economic problems.

USHC.3.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives of innovation and industrialization on demographic change, reform, and American identity.

Depth of Knowledge: Level 4 – Extended Reasoning.

Target Skill: E: Evidence

Examples of perspectives to *consider* through primary sources:

- Perspectives on comparative economic development
- Perspectives on the frontier
- Perspectives on the Captains of Industry
- Perspectives on the role of government in the economy
- Perspectives on reform movements

Examples of perspectives to consider through secondary sources:

- Historical interpretations regarding the Captains of Industry as robber barons
- Historical interpretations regarding the impact of the labor movement
- Historical interpretations on the Populist and Progressive Movements
- Historical interpretations on the impact of the settlement of the west
- Historical interpretations regarding the impact of constitutional amendments.

Note: Lost Cause mythology should be taught within its proper context as an effort by former Confederates to justify the protection of slavery and secession. It is the writers' intent that the Lost Cause mythology should not be used as the basis of a historical argument because primary source documents and modern historiography refute such claims.

Modernism and Interventionism

Standard 4: Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893 to 1945.

Enduring Understanding:
Increasing global intervention led to opposing points of view regarding America's proper global role. Emerging global connectedness contributed to the Great Depression and a return to neutrality and isolationism. World War II permanently shook America out of a policy of isolationism and neutrality and into the global society.

Expository Narrative:
At the onset of the 20th century, the United States was producing more goods than the American market could consume, which prompted a need for expansion into international markets in areas such as Latin America, the Pacific, and Asia. This trend, combined with a desire for increased military power and the promotion of democracy, resulted in American Imperialism. The Spanish-American War resulted in America becoming an empire. This development was championed by some Americans and condemned by others. America's intervention abroad also contributed to resentment from foreign nations. The United States would eventually intervene in both World War I and II for a variety of reasons, including economic interests, a desire to promote democracy, and the protection of national security.
Involvement in world affairs during this period marked a major change in US foreign policy and led to the emergence of a new American identity. American interventionism provided an avenue to enter new markets around the world and to protect expanding American interests. Supporters of American intervention used Social Darwinism to justify a new global presence. However, critics viewed interventionism as a direct contrast to the values written in the Declaration of Independence. This debate lasts to present day.

As part of America's role in world affairs, its economy was responsive to world events and trends. Mass production increased after World War I and contributed to falling consumer prices. Throughout the 1920s, presidents popularized deregulation and minimal government interference in the economy. This consumerism, fueled by the Federal Reserve's easy credit policies, led to growing consumer debt, widespread stock speculation, and the nation's largest income gap. These factors caused the Stock Market Crash of 1929, which signaled the start of the Great Depression.

The Great Depression included bank failures, foreclosures, homelessness, poverty, and widespread unemployment. President Herbert Hoover initially addressed the growing depression with limited government involvement, but the Depression worsened. Franklin D. Roosevelt won the presidency through the promise of increased government involvement to turn the economy around. This expanded government intervention in the economy was fueled by deficit spending as the programs of the New Deal sought to provide relief, recovery, and reform. Throughout the 1930s, Republicans continued to debate this expansion of government power and to resist FDR's plans. Though the government initiatives provided some aid to the situation, ultimately the Depression did not end until the country mobilized for World War II. Massive government spending on the war effort helped to end high unemployment. Although Roosevelt sought some

minority involvement in the New Deal, government programs did not provide the same degree of relief to minority groups in the US, as states were allowed to individually control who was eligible to receive the benefits of various programs. It wasn't until WWII and the increasing power of the command economy that FDR was able to provide more equal opportunities to all groups in the US through actions such as Executive Order 8802.

The World Wars and the Great Depression fundamentally challenged the accepted role of limited government intervention. The precedents of Progressive economic regulation proved a continuity through most of the period, and by the end of World War II, the federal government had unprecedented power over the economy, especially during times of crisis. Though conservative critics attacked this new scope of government, the strong support shown for the American War efforts, prominent global leadership, and postwar prosperity ensured minimal immediate conservative counter-reaction.

The rapid fluctuations in the economy contributed to shifting migration patterns. Many African Americans fled from the South as a part of the Great Migration in hopes of securing better opportunities that included access to education and employment in the North and Midwest while escaping harsh conditions in the South. As the African American and immigrant population grew in the North and Midwest, the creation and appreciation for the arts grew into multiple cultural and arts movements. Immigration significantly decreased in the interwar years due to nativism and fears of communism. Continued hardships for farmers, including fluctuating crop prices and the Dust Bowl contributed to more Americans moving from rural to urban areas, which contributed to other cultural conflicts.

Economic and social changes were also influenced by technological developments. Mass production techniques such as the assembly line allowed consumer goods to be produced at a lower cost and, along with the use of the installment plan and credit, contributed to an increase in consumerism. The automobile mobilized American society and supported migration while the radio revolutionized American culture. Radio was utilized for entertainment purposes and as a mode of communication for the government, such as President Franklin Roosevelt's "Fireside Chats", which signaled the beginning of a relationship with media coverage and the government.

The combination of political change, economic instability, and demographic changes led to many social tensions during this period. Dissenters of American involvement in world wars were censured and silenced with the Espionage and Sedition Acts. Tensions were heightened as different definitions of American 'identity' emerged in conflict with one another. Despite the positive contributions of marginalized groups to American society, tensions at the time led to increased racism, nativism, and xenophobia.. Stricter immigration quotas, such as the Immigration Act of 1924 were passed in response to exaggerated perceptions of "outsiders", and racial conflicts increased in the north where African Americans had migrated from the South. Animosity towards foreigners, particularly those who were viewed as communist sympathizers, led to Red Scares. These prejudices continued during the Second World War through systematic violation of citizen's civil rights when the US Government imprisoned Japanese Americans in internment camps throughout the country.

International involvement, itself, particularly in the World Wars, shaped American beliefs, political policies, and social roles. World Wars I and II were financed by selling war bonds and

conserving precious resources. Soldiers were also active in the military fight abroad, changing the make-up of the economy on the homefront.

The conclusion of the Second World War was a turning point for the American economy as it finally rebounded from the Great Depression and consumerism reached new heights. As a result of segregated military units, the World Wars challenged the acceptance of traditional social beliefs about race as soldiers returned home. Inequality persisted even while economic opportunities for marginalized groups expanded.

African American military units served with distinction in both World Wars. Native Americans played crucial roles in the war effort, such as the Navajo Code Talkers. Women increased their presence in the military filling support roles and in factories to address wartime demand. At the same time, however, the wartime governments took aggressive measures to restrict civil liberties, such as Executive Order 9066. Remarkably, the horrors of fascism and the Holocaust led to international support for the Universal Declaration of Human Rights and social change within America following the war. The make-up of American society was also changed by postwar refugees seeking a new life who settled around the country, including in South Carolina.

Modernism and Interventionism

Possible Questions for Inquiry:
Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 4 and the themes of the course.

American Culture and Identity:

- Considering both internal and external factors, how did America gain the new identity of world superpower?

Capitalism and Technological Innovation:

- Why do boom and bust cycles occur?

Expansion, Regionalism, and Union/ Founding Principles and Political Institutions:

- What should be the government's role in the economy? How do economic conditions shape people's answer to that question?
- Did America's involvement in world affairs uphold or violate our founding principles?

Migration and Mobility:

- How did social conflict lead to migration during this time period? Why did those internal migrations also result in social conflict?

Natural Rights and Social Development:

- Did the rights of Americans increase or decrease between 1900 and 1945?

Modernism and Interventionism

Standard 4: Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893 to 1945.

Enduring Understanding: Increasing global intervention led to opposing points of view regarding America's proper global role. Emerging global connectedness contributed to the Great Depression and a return to neutrality and isolationism. World War II permanently shook America out of a policy of isolationism and neutrality and into the global society.

USHC.4.CO: Develop a comparative analysis of the motives for and outcomes of American policies regarding foreign intervention.

This indicator was developed to encourage inquiry into the political and economic motivations for the United States to intervene in Pacific and Latin American nations. This indicator was developed to encourage inquiry into the outcomes of American interventionism in World War I and World War II.

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CO: Comparison

Possible Content associated with the skill of Comparison:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 4.

- Compare and contrast the arguments over isolationism between the United States' involvement in Latin American and Asian countries prior to 1917 to those for American entry into the World Wars.
- Politically, economically, and socially, compare the outcomes of the Spanish-American War, World War I, and WWII.
- Compare and contrast the factors that led to American involvement in WWI and WWII.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Panama Canal
- Atomic Bomb
- Treaty of Versailles
- Lend-Lease (1941-1945)
- Neutrality Acts (1935-1939)
- Pearl Harbor (1941)
- Unrestricted Submarine Warfare
- Zimmerman Telegram (1917)
- League of Nations
- Open-Door Policy (1899)
- Roosevelt Corollary
- Social Darwinism
- United Nations
- Universal of Declaration of Human Rights (1948)
- Arguments for Isolationism

Modernism and Interventionism

Standard 4: Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893 to 1945.

Enduring Understanding: Increasing global intervention led to opposing points of view regarding America's proper global role. Emerging global connectedness contributed to the Great Depression and a return to neutrality and isolationism. World War II permanently shook America out of a policy of isolationism and neutrality and into the global society.

USHC.4.CE: Evaluate significant turning points, including the immediate and long-term causes and effects of the business cycles of capitalism.

This indicator was developed to encourage inquiry into the causes and effects of the boom and bust cycles of the 1920s and 1930s. This indicator prompts inquiry into the continued debate over laissez-faire capitalism and progressive economic regulation as exemplified in the New Deal.

Depth of Knowledge: Level 2 – Basic Reasoning

Targeted Skill: CE: Causation

Possible Content associated with the skill of Causation:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 4.

- Identify both short term and long term political, social, and economic causes of the boom cycle of the 1920s.
- Identify both short term and long term political, social, and economic causes of the Great Depression.
- Evaluate the effects of laissez-faire policies on both the boom and bust cycles of the 1920s and 1930s.
- Assess the impact of the New Deal on the economy of the 1930s.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Assembly Line
- Income Disparity
- Inflation
- Installment Plans and Easy Credit
- Overproduction
- Stock Market Crash (1929)
- Dust Bowl
- Deficit Spending / Keynesian Economics
- New Deal: Relief, Recovery, Reform
    - Relief: Agricultural Adjustment Act (1933), Civilian Conservation Corps (1933-1942)
    - Recovery: National Industrial Recovery Act (1933), Works Progress Administration (1935-1943)
    - Reform: Fair Labor Standards Act (1938), Federal Deposit Insurance Commission (1933), Wagner Act (1935)

Modernism and Interventionism

Standard 4: Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893 to 1945.

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USHC4.P: Summarize the changing role of the government in the economy during the period 1917 to 1945.

This indicator was constructed to facilitate inquiry into how economic conditions prompted an evolution of fiscal and monetary policy featuring significant turning points. This indicator also supports inquiry into the laissez-faire policies of the 1920s, the balance of free markets and government intervention of the 1930s, and the command economies during World War I and World War II.

Depth of Knowledge: Level 4– Extended Reasoning.

Target Skill: P: Periodization

Possible Content associated with the skill of Periodization:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 4.

- Chart major turning points that altered government economic policy from 1917 to 1945 and evaluate the reasons for those changes.
- Summarize the arguments for both laissez-faire and Keynesian policies and explain why the former was popular in the 1920s and the latter in the 1930s.
- Compare the degree to which the government controlled the economy in WWI and WWII and offer explanations for the similarities and differences between them.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Command Economy
- Court Packing Plan (1937)
- Deficit Spending / Keynesian Economics
- Laissez-faire
- New Deal: Relief, Recovery, Reform
    - Relief: Agricultural Adjustment Act (1933), Civilian Conservation Corps (1933-1942)
    - Recovery: National Industrial Recovery Act (1933), Works Progress Administration (1935-1943)
    - Reform: Fair Labor Standards Act (1938), Federal Deposit Insurance

Commission (1933), Wagner Act (1935)
- Rationing
- War Production Board

Modernism and Interventionism

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USHC.4.CX: Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles.

This indicator was developed to encourage inquiry into the shaping of American culture as a result of mass media, African American cultural and arts movements, and increased consumerism. This indicator also supports inquiry into the effects of nativism on government policy, continued discrimination against marginalized groups, and economic hardships on American culture during the 1920s and 1930s.

Depth of Knowledge: Level 4– Extended Reasoning

Target Skill: CX: Context

Possible Content associated with the skill of Context:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 4.

- Identify social/cultural changes in America, such as the Harlem Renaissance and new roles for women, and examine how those changes prompted backlash from others, such as the rebirth of the KKK.
- Explain how mass media began to shape American culture in the 1920s.
- Describe how resentment against migrants and immigrants influenced government actions and policy.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Great Migration
- First Red Scare
- Flappers
- Fundamentalism
- Harlem Renaissance
- Rise of Professional Sports / Negro Leagues
- Scopes Trial (1925)
- Immigration Act of 1924
- Revival of the Ku Klux Klan

Modernism and Interventionism

Standard 4: Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893 to 1945.

Enduring Understanding: Increasing global intervention led to opposing points of view regarding America's proper global role. Emerging global connectedness contributed to the Great Depression and a return to neutrality and isolationism. World War II permanently shook America out of a policy of isolationism and neutrality and into the global society.

USHC.4.CC: Examine the continuity and changes on the US homefront surrounding World War I and World War II.

This indicator was developed to encourage inquiry into the wartime domestic policies during periods of global conflict. This indicator also supports inquiry into America's response to the Holocaust and the roles of African Americans and women related to the war effort.

Depth of Knowledge: Level 3 – Complex Reasoning

Target Skill: CC: Continuities and Changes

Possible Content associated with the skill of Continuities and Changes:
These are examples of content that can be explored with this skill that speaks to the entirety of Standard 4.

- Explain how wartime needs during World War I and World War II created new opportunities for marginalized groups.
- Examine the debate over the protection of citizens' natural rights versus the needs of national security during both World Wars.
- Describe the impact of WWII on the life of the average American on the homefront and analyze both the continuities and the changes the war brought compared to life during the 20s and 30s.
- Analyze the United States' response to the Holocaust.
- Analyze how different groups responded to the news about political changes in Germany and WWII in Europe.
- Research common attitudes toward the immigration of war-affected groups into the US in the 1930s and 1940s.
- Examine how different newspapers and media outlets discussed Adolf Hitler, antisemitism, and/or the Holocaust.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Double V Campaign
- Espionage and Sedition Acts (1918)
- Executive Order 8802
- Executive Order 9066
- Rationing
- Rosie the Riveter
- War Bonds
- American Newspaper Coverage of the Wars
- Political propaganda related to entering WWI and WWII
- The German American Bund Rally at Madison Square Garden (1939)
- American attitudes about war refugees
- Minority Roles in the War Effort (European Jews joining the American war effort, Harlem Hell fighters, Navajo Code Talkers, Tuskegee Airman, etc.)

Modernism and Interventionism

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USHC.4.E: Utilize primary and secondary sources to analyze the impact of changes in American foreign policy, worldwide conflicts, and business cycles in capitalism.

Depth of Knowledge: Level 4 – Extended Reasoning

Target Skill: E: Evidence

Examples of perspectives to consider through primary sources:

- Perspectives on the role of government in the market cycles of capitalism
- Perspectives on society and culture
- Perspectives on intervention during world conflicts

Examples of perspectives to consider through secondary sources:

- Historical interpretations regarding the authority of the federal government over the economy
- Historical interpretations on the role of crisis and conflict on the size of the federal government
- Historical interpretations on the impact of technology on the economy

NOTE: Holocaust denial is not considered a legitimate, academic historical perspective or interpretation.

Legacy of the Cold War

Standard 5: Demonstrate the impact of America's global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945 to the present.

Enduring Understanding:
The Cold War era led to technological advancements and an improved standard of living for most Americans. The United States contributed to the creation of international organizations meant to contain communism and further American interests around the world. Domestically, American identity fractured between varying political perspectives.

Expository Narrative:
An economic boom following World War II signaled the end of the Great Depression. The Cold War also fostered economic growth as the government increased defense spending. Returning veterans, with the help of the GI Bill, initiated a boom in the growth of colleges and suburbia, catalyzing the sustained economic growth of the postindustrial society. The expansion of government intervention that began under President Franklin Roosevelt continued with the Great Society under President Lyndon B. Johnson. During the 1970s, the United States entered a period of stagflation exacerbated due to American dependence on foreign oil. The Reagan years attempted to pull America out of the recession with the use of supply side economics, which provided tax cuts for the wealthy to promote investment and job creation. Combined with Reagan's military spending, the national debt rose. After the Cold War, deregulation played a large role in the instability of the American economy. The national debt continued to increase, despite a temporary budget surplus during the Clinton administration. It continued to grow again after the Great Recession, which was triggered by a drop in the housing marking and other business failures.

While political policies shaped the economy, technological advancements did as well. Medical advancements from WWII contributed to an improvement in the quality of life and a decrease in the mortality rate. Other technologies influenced the economy and society as well, such as the television. The federal government encouraged innovation to educate and equip youth with skills needed to win the arms and space races. Through the later decades of the 1900s, the introduction of computers into the workplace both increased efficiency and created new consumer products. Access to the internet and the introduction of mobile technology vastly transformed the American economy and society. Even small businesses had to compete in a global marketplace and people became interconnected like never before, especially through the use of social media.

During and immediately following World War II, mutual distrust between the United States and the Soviet Union led to an intense rivalry. The United States saw itself as the defender of liberty, and communist countries as agents of repression. Due to this rivalry, the United States focused on containing the spread of communism. The Truman Doctrine served as a continuity through the Cold War and led to American involvement throughout the world. These policies were reinforced by financial support to other Western nations.

With the increasing tensions abroad, distrust of communists and foreigners dating back to the First Red Scare reemerged. These fears were epitomized by Senator Joseph McCarthy's smear

tactics as well as a growing popular fear of spies and nuclear attack. The stalemate of the Korean War led to the expansion of covert operations to prevent the spread of communism without sacrificing American lives and resources. The Vietnam War proved to be a turning point in Cold War foreign policy from use of military threat and action toward the easing of Cold War tensions (détente). During the Vietnam Conflict, the Johnson and Nixon administrations were shown to have misled the public, resulting in a credibility gap between the American people and the government. The conservative New Right emerged to restore American military dominance and soundly criticized détente. Through the Reagan and Bush administrations, the movement took a hard-line stance against Communism, continuing this effort through until the collapse of the Soviet Union in 1991. The United States assumed the role of the world's only superpower after the Cold War. Following the terrorist attacks of 9/11, the United States devoted itself to a war on terrorism.

During the 20th century, both the Republican and the Democratic parties went through an ideological shift. The Democratic Party platform evolved in the post-Cold War era and came to represent the liberal side of the political spectrum. Protests of the 1960s led to the rise of the New Left which focused more on social reform than traditional economic concerns from earlier leftist unions. The Great Society continued and expanded many social welfare programs originally introduced during the New Deal era, contributing to even greater federal involvement in the economy. Civil Rights legislation aligned the Democratic Party as the party of desegregation, triggering the exodus of Southern Democrats from the party. As Democrats struggled in elections during the 1980s, a push to become more conservative grew within the party. After 2000, the party again pushed more liberal issues such as health care reform and regulation of business practices.

The Republican Party platform evolved during the Cold War era and came to represent the conservative side of the political spectrum. Supreme Court decisions that some viewed as liberal along with the growing New Left created strong opposition. Richard Nixon capitalized on this protest-weary “Silent majority” by enticing the working class away from the Democratic Party. Widespread dissatisfaction for the perceived decline of traditional values led to the rise of the “Moral Majority”. Ronald Reagan epitomized these New Right ideals, and pushed to rein in the growing federal involvement in the economy. The Republican Party was rejuvenated with this focus on deregulation, representing the working class and increasing defense spending. After the 2000 election, the party continued to advocate a decreased role of the government in the economy and a reduction of the social safety net.

Economic and social changes combined to foster debates over the American Identity. The Cold War military industrial complex drove the transition to a post-industrial economy, with the service sector outgrowing the manufacturing sector. College enrollment increased thanks to federal support and the need for specific skills in service industries. Higher paying white collar jobs contributed to increasing affluence and growing consumerism. Mainstream society embraced this suburbanization. However, this conformist culture sparked counterculture movements, which aligned themselves with the New Left. Also, while suburbs grew in number, inner cities experienced a drain of resources due to this “White Flight”, contributing to growing income inequality. The New Left attempted to meet these challenges through greater emphasis on federal support for reform and environmental regulation.

In response, a wave of conservatism brought in a desire to return to traditional values, and a promise to restore law and order. The Reagan administration launched a war on crime and conservatives continued the rhetorical attacks on welfare abuse, affirmative action, and labor unions. Although the Clinton Administration did move the Democrats towards the center, debates over issues such as abortion, environmentalism, and LGBTQ rights intensified between groups. After 9/11, Americans also debated their role in the world in response to American intervention in Afghanistan and Iraq. These debates continued through the elections of 2008 and 2016.

Dominating these debates was the attempts of minority groups to secure their natural rights. Systematic discrimination (de jure and de facto) of African American citizens continued, but the methods and outcomes of protesting the status quo changed throughout the period. Following WWII, the Civil Rights Movement was initially characterized by the petitioning of the courts to chip away at segregation through legal action. These attempts ultimately won legal victories, such as *Brown v. Board of Education*. However, these victories were limited by social resistance. The media galvanized the modern Civil Rights Movement, led by Dr. Martin Luther King Jr. and others, allowing the mistreatment of peaceful protesters to be broadcast into American homes. Many civil rights organizations operated under a diversity of goals and strategies. Ultimately, they formed a short-lived alliance which would win enduring legislation in the mid-1960s, outlawing discrimination and guaranteeing voter protection.

Towards the end of the 1960s, more militant groups and opposition to the Vietnam War gained media attention and splintered the civil rights movement. Inspired by the Civil Rights Movement, other marginalized groups such as women, Latinos, LGBTQ, and Native Americans, used similar tactics to bring awareness and achieve progress. For example, the Latino movement was led by farm workers in California who used civil disobedience and the media to spread their message. Many women who felt confined by the traditional role of homemaker during the 1950s yearned for greater opportunities, as vocalized by *The Feminine Mystique*. The Women's Rights movement sought to raise awareness for attaining natural rights within the workplace, ultimately winning increased opportunities in education. The conservative movement highlighted change as it criticized feminism, beginning in the 1970s, and successfully stopped the passage of the Equal Rights Amendment. Supreme Court decisions proved increasingly conservative, continuously limiting the impact of Civil Rights' reforms as the 20th century came to a close.

Legacy of the Cold War

Possible Questions for Inquiry:
Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 5 and the themes of the course.

American Culture and Identity:

- How was America's role as superpower enhanced and challenged by economic developments and social/political trends during this period?

Capitalism and Technological Innovation:

- In what way(s) did technological advancements during this time period improve American life?

Expansion, Regionalism, and Union:

- How did debates over America's global leadership evolve from the beginning of the Cold War to the first decades of the 21st century?

Founding Principles and Political Institutions:

- Did America's role in the Cold War support or violate our founding principles?

Migration and Mobility:

- How did American attitudes towards immigration change in response to social, political, and economic developments?

Natural Rights and Social Development:

- How did marginalized groups use democratic ideals and the structures of government to fight for their civil rights?

Legacy of the Cold War

Standard 5: Demonstrate the impact of America's global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945 to the present.

Enduring Understanding: The Cold War era led to technological advancements and an improved standard of living for most Americans. The United States contributed to the creation of international organizations meant to contain communism and further American interests around the world. Domestically, American identity fractured between varying political perspectives.

USHC.5.CO: Explain the technological developments and economic changes in the U.S. during the Cold War and post-Cold War eras using a comparative analysis.

This indicator was developed to encourage inquiry into the relative importance of medical advancements and the beginnings of the digital age. This indicator fosters inquiry into the new economic, governmental, and vocational spending policies developed as a result of competition with the Soviet Union.

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill Indicator: CO: Comparison

Possible Content associated with the skill of Comparison:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 5.

- Identify various ways the government spent money to fight the Cold War and compare their impacts on life in America.
- Compare the liberal and conservative arguments over how the government should best address the economic needs of society.
- Identify key technological advancements from each decade between 1950 and 2010 and compare their effects politically, socially, and economically on America.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Aeronautical Advancements
- Arms Race
- Baby Boom
- Communism
- Digital Technology: Computer, Internet, Social Media **
- G.I. Bill (1944)
- Marshall Plan (1948)
- Medical Advancements
- Space Race

Legacy of the Cold War

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USHC.5.CE Assess the immediate and long-term causes and effects through significant turning points of the Cold War.

This indicator was developed to facilitate inquiry into the rivalry between the United States and the Soviet Union scientifically, economically, ideologically, and socially. This indicator also promotes inquiry into the proxy wars conducted on the Korean peninsula and in Vietnam.

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CE: Causation

Possible Content associated with the skill of Causation:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 5.

- Identify the short- and long-term causes of US intervention in Korea and Vietnam.
- Examine the political, economic, and social consequences of US involvement in the Vietnam War.
- Chart the causal relationship between the major turning points during the Cold War.
- Explain the ideological, economic, social rivalry between the US and Soviet Union and assess their impacts on America.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Anti-war Protests
- Arms Race
- Campus Activism
- Berlin Wall (1961-1989)
- Communism
- Cuban Missile Crisis (1962)
- Credibility Gap
- Detente
- Domino Theory
- Eisenhower Doctrine (1957)
- Gulf of Tonkin Resolution (1963)
- Iran Hostage Crisis
- North Atlantic Treaty Organization (1949)
- Second Red Scare
- Space Race
- Truman Doctrine (1947)
- War Powers Act (1973)

Legacy of the Cold War

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USHC.5.P: Summarize the changes in the major American political party platforms during the period.

This indicator was developed to encourage inquiry into how different party platforms evolved following World War II. This indicator promotes inquiry into how the major parties came to represent different approaches to fiscal and political governance as well as social and judicial policies.

Depth of Knowledge: Level 4– Extended Reasoning

Target Skill: P: Periodization

Possible Content associated with the skill of Periodization:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 5.

- Identify the changes to the Democratic and Republican Party platforms from 1945 to 2012 and assess the conditions that gave rise to those changes.
- Categorize the different party approaches to fiscal and political governance and social and judicial policies.
- List major accomplishments from each presidential administration and explain how those actions exemplify that President's political platform.
- Assess how political party shifts have influenced Supreme Court decisions between 1954 and 2000.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Campaign Slogans
- Credibility Gap
- Election of 2000
- Election of 2008
- Environmental Protection Agency
- Evolution of Party Platforms: Foreign Policy, Economics, Social Issues
- Great Society
- Health Care Reform
- New Left
- New Right
- New Federalism
- Reaganomics

- Increasing Income Disparity
- US Support of Israel?
- Watergate (1972-1974)
- Warren Court

Legacy of the Cold War

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Enduring Understanding: The Cold War era led to technological advancements and an improved standard of living for most Americans. The United States contributed to the creation of international organizations meant to contain communism and further American interests around the world. Domestically, American identity fractured between varying political perspectives.

USHC.5.CX: Contextualize domestic economic development and American national identity within global politics.

This indicator was designed to support inquiry into the relationship between the Cold War and post-9/11 eras on the shaping of the American identity. This indicator also promotes inquiry into the impact of social and economic developments since the Election of 1980 on the American identity.

Depth of Knowledge: Level 4– Extended Reasoning

Target Skill: CX: Context

Possible Content associated with the skill of Context:

These are examples of content that can be explored with this skill that speaks to the entirety of Standard 5.

- Identify the impact of social developments that have occurred since 1980.
- Identify the domestic economic policies that have been introduced since the 1980s and evaluate their effectiveness.
- Explain the debates over US involvement in global politics since the September 11th terrorist attacks.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Credibility Gap
- Digital Technology
- Great Recession (2007-2010)
- North American Free Trade Agreement (1994)
- Persian Gulf War
- Social Developments: third wave immigration, war on drugs, AIDS epidemic, etc.
- Stagflation
- Supply Side Economics
- United Nations?
- US Support of Israel
- War on Terror (Operation Enduring and Iraqi Freedom)

Legacy of the Cold War

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Enduring Understanding: The Cold War era led to technological advancements and an improved standard of living for most Americans. The United States contributed to the creation of international organizations meant to contain communism and further American interests around the world. Domestically, American identity fractured between varying political perspectives.

USHC.5.CC: Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.

This indicator was developed to encourage inquiry into thematic continuities and changes into how marginalized groups sought and won legal rights. Inquiry into the leadership, methods, and outcomes of modern equal rights movements are supported by this indicator.

Depth of Knowledge: Level 3: Complex Reasoning

Target Skill: CC: Continuities and Changes

Possible Content associated with the skill of Continuities and Changes:
These are examples of content that can be explored with this skill that speaks to the entirety of Standard 5.

- Trace the development of civil rights strategies, such as legal battles, sit-ins, boycotts, etc. from early civil rights events during the Reconstruction period through the modern Civil Rights Movement.
- Evaluate how the tactics and strategies of the Women's Movement, American Indian Movement, and LBGTQ Movement were similar/different from those of the Civil Rights Movement.
- Examine how the leaders of different groups sought to promote or limit the expansion of civil rights across time.
- Identify key outcomes of the Civil Rights Movement and examine the conditions/reasons for why present-day civil rights organizations exist.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- American Indian Movement
- Black Wall Street
- *Brown vs. Board of Education (1954)*
- Civil Rights Act of 1964
- Civil Rights Movement Strategies, Tactics, and Events
- De facto and de jure segregation
- Dr. Martin Luther King
- Equal Rights Amendment
- Malcolm X
- Roe v. Wade (1973)
- Title IX of the Education Amendments Act (1972)
- Tulsa
- United Farm Workers Union (1962)
- Voting Rights Act of 1965

- White Flight

Legacy of the Cold War

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Enduring Understanding: The Cold War era led to technological advancements and an improved standard of living for most Americans. The United States contributed to the creation of international organizations meant to contain communism and further American interests around the world. Domestically, American identity fractured between varying political perspectives.

USHC5.E: Utilize primary and secondary sources to judge the impact of evolving American foreign policy on American identity and capitalism.

Depth of Knowledge: Level 4 – Extended Reasoning.

Target Skill: E: Evidence

Examples of perspectives to consider through primary sources:

- Perspectives on various foreign policies
- Perspectives on technology and economic development
- Perspectives on the role of political alignment
- Perspectives on minority right movements

Examples of perspectives to consider through secondary sources:

- Historical interpretations regarding the achievements of minority rights movements
- Historical interpretations on the role of the federal government in the economy
- Historical perspectives regarding the role of the Cold War on American society
- Historical interpretations on the impact of technological advancements
- Historical interpretations on the evolution and alignment of political parties