

# END OF INSTRUCTION

## U.S. HISTORY -- 1850 TO THE PRESENT

### STANDARDS AND OBJECTIVES

**Standard 1:** The student will demonstrate process skills in social studies.

1. Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, photographs, documents, newspapers, media, and computer-based technologies).
- \*2. Recognize and explain how different points of view have been influenced by nationalism, racism, religion, culture, and ethnicity.
3. Distinguish between fact and opinion in examining documentary sources.
4. Construct timelines of United States history (e.g., landmark dates of economic changes, social movements, military conflicts, constitutional amendments, and presidential elections).
5. Explain the relationships between geography and the historical development of the United States by using maps, graphs, charts, visual images, and computer-based technologies.
- \*6. Develop discussion, debate, and persuasive writing and speaking skills, focusing on enduring issues (e.g., individual rights vs. the common good, and problems of intolerance toward cultural, ethnic, and religious groups) and demonstrating how divergent viewpoints have been and continue to be addressed and reconciled.

**Standard 2:** The student will analyze causes, key events, and effects of the Civil War era.

1. Examine the economic and philosophical differences between the North and South, as exemplified by such persons as Daniel Webster and John C. Calhoun.
2. Trace the events leading to secession and war (e.g., the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott case).
3. Identify leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison).
4. Interpret the importance of critical developments in the war, such as major battles (e.g., Fort Sumter, Gettysburg, and Vicksburg), the Emancipation Proclamation, and Lee's surrender at Appomattox.
5. Relate the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the Constitution.
6. Evaluate the continuing impact of Reconstruction policies on the South, including southern reaction (e.g., sharecropping, Black Codes, Ku Klux Klan, Plessy v. Ferguson, and Jim Crow laws).

**Standard 3:** The student will analyze the impact of immigration and the Westward Movement on American society.

1. Detail the contributions of various immigrant, cultural, and ethnic groups (e.g., Irish, Chinese, Italians, and Germans).

\*2. Examine ethnic conflict and discrimination.

3. Investigate changes in the domestic policies of the United States relating to immigration.

4. Compare and contrast the attitudes toward Native American groups as exhibited by federal Indian policy (e.g., establishment of reservations, assimilation, and the Dawes Act) and actions of the United States Army, missionaries, and settlers.

**Standard 4:** The student will examine the effects of the Industrial Revolution on the economy of the United States.

1. Identify the impact of new inventions and industrial production methods, including new technologies in transportation and communication.

2. Evaluate the significance of immigration on the labor supply and the movement to organize workers.

3. Describe the effects of the “muckrakers” and reform movements (e.g., women’s suffrage and temperance) that resulted in government policies affecting child labor, wages, working conditions, trade, monopolies, taxation, and the money supply.

\*4. Assess the impact of industrialization, the expansion of international markets, urbanization, and immigration on the economy.

5. Evaluate the rise of the Progressive Movement in relation to political changes at the national and state levels (e.g., workers’ compensation, the direct primary, initiative petition, referendum, and recall).

\*6. Examine the causes of the money panics of 1873, 1893, and 1907, explaining how the establishment of the Federal Reserve System addressed the problems.

**Standard 5.** The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century.

1. Identify the goals of imperialism, explaining its impact on developed and developing nations

2. Identify the role of the Spanish-American War in the development of the United States as a world power.

3. Evaluate the role of United States foreign policy and presidential leadership in the construction of a canal in Panama.

4. Describe the strengths and weaknesses of Theodore Roosevelt’s “Big Stick Diplomacy.”

5. Analyze the causes and effects of United States involvement in World War I.

6. Examine the rationale for the failure of the United States to join the League of Nations and the nation’s return to isolationism.

**Standard 6:** The student will describe the social, cultural, economic, and technological ideas and events in the United States in the era between the World Wars.

1. Evaluate literature, music, dance, and forms of entertainment, including the Harlem Renaissance, the Jazz Age, and “talkies.”
2. Investigate the longterm effects of reform movements, such as women’s suffrage and prohibition (e.g., the 18th, 19th, and 21st Amendments to the Constitution).
3. Analyze the impact of the automobile, and urban and rural electrification on society.
4. Describe rising racial tensions and labor unrest common in the era (e.g., the Tulsa Race Riots and the sit-down strikes).
- \*5. Examine the growing disparity between the wealth of corporate leaders and the incomes of small business owners, industrial workers, and farmers.
6. Identify causes contributing to an unstable economy, (e.g., the increased reliance on installment buying, a greater willingness to speculate and buy on margin in the stock market, and government reluctance to interfere in the economy).

**Standard 7:** The student will investigate and analyze the causes and legacy of the Great Depression.

1. Examine changes in business cycles, weaknesses in key sectors of the economy, and government economic policies in the late 1920s.
2. Analyze the effects of the Stock Market Crash.
3. Evaluate the impact of the Great Depression, the Dust Bowl, and the New Deal economic policies on business and agriculture, and on the American people, their culture and political behavior.
4. Identify the contributions of key individuals of the period (e.g., Will Rogers, Eleanor and Franklin Roosevelt, Charles Lindbergh, and Woody Guthrie).
5. Assess the impact of the expanded role of government in the economy since the 1930s.

**Standard 8:** The student will analyze the major causes, events, and effects of United States involvement in World War II.

- \*1. Relate the rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan to the rise of communism, Nazism, and fascism in the 1930s and 1940s, and the response of the United States.
2. Investigate appeasement, isolationism, and the war debates in the United States prior to the outbreak of war.
3. Evaluate the impact of preparation and mobilization for war, including the internment policies and their effects (e.g., Korematsu v. United States).
4. Detail major battles, military turning points, and key strategic decisions in both European and Pacific theatres.
5. Analyze public and political reactions in the United States to the events of the Holocaust.

**Standard 9:** The student will assess the successes and shortcomings of United States foreign policy since World War II.

1. Identify the origins of the Cold War, and its foreign and domestic consequences, including confrontations with the Soviet Union in Berlin and Cuba.
2. Examine the proliferation of nuclear weapons and the arms race.
3. Describe the role of the United States in the formation of the United Nations, NATO, and other alliances.
4. Evaluate the role of the United States in attempts at the containment of communism in Europe, Asia, and Latin America, including the Truman Doctrine and the involvement of the United Nations in Korea.
5. Describe the fear of communist influence within the United States, including the McCarthy hearings.
6. Evaluate the causes and longterm foreign and domestic consequences of United States military commitments in southeast Asia, especially Vietnam.
- \*7. Examine the strategic and economic factors in the development of Middle East policy and relations with African nations, such as South Africa.
- \*8. Assess the reasons for the collapse of communism in eastern Europe and the Soviet Union, and relate the end of the Cold War to new challenges to the United States leadership role in the world.

**Standard 10:** The student will analyze the economic, social, and political transformation of the United States since World War II.

1. Describe de jure and de facto segregation policies, attempts at desegregation and integration, and the impact of the Civil Rights Movement on society (e.g., *Brown v. Board of Education of Topeka, Kansas*).
2. Evaluate the success of the women's liberation movement and the changing roles of women on society.
- \*3. Examine the technology revolution and its impact on communication, transportation, and industry.
- \*4. Assess the impact of violent crime, and illegal drug use and trafficking.
- \*5. Explain the effects of increased immigration, the influx of political refugees, and the increasing number of undocumented aliens on society and the economy.
6. Identify the contributions of political leaders, political activists, and civil rights leaders, and the major issues and trends in national elections (e.g., differences between the two major political parties, and the rise of third-party candidates).
- \*7. Examine the post-war rise in the standard of living, the oil embargo and the inflation of the 1970s, and the federal budget deficit problems of the 1980s and early 1990s.
8. Evaluate the impact of political scandals (e.g., Watergate, Iran-Contra, and the Clinton impeachment) on federal law, national policies, and political behavior.
9. Analyze how the principles and structures of the United States Constitution have changed through amendment and judicial interpretation (e.g., the 22nd and 25th Amendments, and *Gideon v. Wainwright* and *Miranda v. Arizona*).
- \*10. Compare and contrast conservative and liberal economic strategies, including the positions of political parties and interest groups on major issues in the post-World War II era.