

Indiana Tutorials are designed specifically for the Indiana Academic Standards to prepare students for the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) End-of-Course Assessments (ECAs).

U.S. History Tutorials offer targeted instruction, practice, and review designed to build students' knowledge of U.S. history and their comfort with historical thinking skills. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By constantly honing their ability to apply historical knowledge in abstract and concrete forms, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

1. OUR FOUNDING DOCUMENTS

• THE DECLARATION OF INDEPENDENCE

- **USH.1.1** Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government) 100 Milestone Documents
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

• THE CREATION OF THE U.S. CONSTITUTION

- **USH.1.1** Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government) 100 Milestone Documents
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

• RATIFYING AND AMENDING THE U.S. CONSTITUTION

- **USH.1.1** Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government) 100 Milestone Documents
- **USH.1.2** Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights. (Economics, Government)
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to

explain continuity and change.

- **USH.9.5** *Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.*

2. ON THE FRONTIER

• AMERICAN INDIANS IN THE WEST

- **USH.2.4** *Explain how the lives of American Indians changed with the development of the West. (Government, Individuals, Society, and Culture)*
- **USH.9.2** *Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.*
- **USH.9.4** *Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.*
- **USH.9.5** *Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.*

• WESTWARD EXPANSION AND THE ECONOMY

- **USH.2.3** *Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there. (Government, Economics, Individuals, Society, and Culture)*
- **USH.9.2** *Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.*
- **USH.2.5** *Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)*
- **USH.9.1** *Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.*
- **USH.9.3** *Analyze multiple, unexpected, and complex causes and effects of events in the past.*
- **USH.9.5** *Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.*

3. THE SECOND INDUSTRIAL REVOLUTION

• THE RISE OF INDUSTRY

- **USH.2.1** *Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization. (Economics)*
- **USH.9.1** *Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.*
- **USH.9.5** *Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.*
- **USH.2.2** *Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)*

• CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY

- **USH.2.1** *Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization. (Economics)*
- **USH.2.2** *Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)*
- **USH.9.3** *Analyze multiple, unexpected, and complex causes and effects of events in the past.*
- **USH.2.8** *Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act-1887, Sherman Anti-Trust Act 1890). (Government, Economics)*

• CULTURE OF THE GILDED AGE

- **USH.1.3** Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. (Government, Economics)
- **USH.2.5** Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

- **POLITICS OF THE GILDED AGE**

- **USH.2.2** Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

4. LABOR, IMMIGRATION, AND THE CITY

- **INDUSTRIAL WORKERS AND LABOR REFORM**

- **USH.2.6** Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations. (Government, Economics)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

- **URBANIZATION AND ITS CHALLENGES**

- **USH.2.5** Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.2.2** Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

- **PATTERNS OF IMMIGRATION**

- **USH.2.5** Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.1.2** Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights. (Economics, Government)
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

5. THE PROGRESSIVE ERA

• SOCIAL REFORM IN THE PROGRESSIVE ERA

- **USH.3.2** Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (Government; Economics; Individuals, Society, and Culture)
- **USH.3.5** Identify and give the significance of contributions to American culture made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair. (Individuals, Society, and Culture)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

• SUFFRAGE AND CIVIL RIGHTS IN THE PROGRESSIVE ERA

- **USH.1.3** Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. (Government, Economics)
- **USH.3.5** Identify and give the significance of contributions to American culture made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair. (Individuals, Society, and Culture)
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **SOC.9-12.USH.2.9** Analyze the development of "separate but equal" policies culminating in the Plessy v. Ferguson (1896) case. (Government; Individuals, Society, and Culture)
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

• POLITICAL REFORM IN THE PROGRESSIVE ERA

- **USH.3.2** Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (Government; Economics; Individuals, Society, and Culture)

• ECONOMIC REFORM IN THE PROGRESSIVE ERA

- **USH.3.2** Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (Government; Economics; Individuals, Society, and Culture)
- **USH.3.3** Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson. (Government; Economics; Individuals, Society, and Culture)
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

6. AMERICAN IMPERIALISM

• THE DRIVE FOR EXPANSION

- **USH.3.1** Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

• THE SPANISH-AMERICAN WAR

- **USH.3.1** Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

- **AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND**

- **USH.3.1** Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)

7. WORLD WAR I: PART 1

- **WORLD WAR I: THE BIGGER PICTURE**

- **USH.3.6** Analyze the reasons why the United States became involved in World War I. (Government, Economics)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.3.1** Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

- **ON THE WAR FRONT**

- **USH.3.1** Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)

- **ON THE HOME FRONT**

- **USH.3.4** Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Northern Securities Company v. United States* (1904), *Muller v. Oregon* (1908), *Schenck v. United States* (1919) and *Abrams v. United States* (1919).

8. WORLD WAR I: PART 2

- **THE AFRICAN AMERICAN WARTIME EXPERIENCE**

- **USH.3.9** Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth. (Economics, Geography)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

- **OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER**

- **USH.3.7** Analyze President Wilson’s Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace. (Government)
- **USH.3.8** Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate. (Government)
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- **USH.3.1** Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

9. AMERICA IN THE 1920S

• A TIME OF EASE: THE POSTWAR ECONOMIC BOOM

- **USH.4.1** Understand the significance of the pro-business policies of President's Harding, Coolidge, and Hoover and the effect these policies had on the economy of the 1920s. (Economics, Government)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.4.4** Describe technological developments during the 1920s and explain their impact on rural and urban America. (Economics; Geography; Individuals, Society, and Culture)

• A TIME OF FEAR: THE RED SCARE, NATIVISM, AND RACISM

- **USH.4.3** Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

• SOCIAL CONFLICT AND CHANGE

- **USH.4.2** Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society. (Individuals, Society, and Culture)
- **USH.4.3** Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- **USH.3.5** Identify and give the significance of contributions to American culture made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair. (Individuals, Society, and Culture)

• MODERN ARTS: THE HARLEM RENAISSANCE AND THE ROARING '20S

- **USH.4.2** Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society. (Individuals, Society, and Culture)
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

10. THE GREAT DEPRESSION AND THE NEW DEAL

• CAUSES OF THE GREAT DEPRESSION

- **USH.4.5** Analyze the causes of the Great Depression and explain how they affected American society. (Economics; Individuals, Society, and Culture)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

• THE DUST BOWL AND THE IMPACTS OF THE GREAT DEPRESSION

- **USH.4.7** Analyze the impact the Great Depression had on America's standard of living (Economics, Government)
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

- **THE NEW DEAL**

- **USH.4.6** Identify and describe the contributions of political and social reformers during the Great Depression Era. (Government; Economics; Individuals, Society and Culture)
- **USH.4.8** Identify and explain the significance of New Deal relief programs. (Government)
- **USH.4.9** Identify and explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

11. WORLD WAR II: PART 1

- **FROM ISOLATIONISM TO INVOLVEMENT**

- **USH.5.1** Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation. (Government, Economics, Geography)
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.
- **USH.5.3** Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II. (Government, Geography)
- **USH.5.2** Compare and contrast President Franklin D. Roosevelt's world view with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo. (Government; Individuals, Society and Culture)
- **USH.5.4** Identify key leaders and events from World War II and explain the significance of each. (Government)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

- **MOBILIZATION AND THE HOME FRONT**

- **USH.5.7** Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts. (Government)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.5.1** Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation. (Government, Economics, Geography)
- **USH.5.4** Identify key leaders and events from World War II and explain the significance of each. (Government)
- **USH.5.8** Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

- **WAR ON MANY FRONTS**

- **USH.5.4** Identify key leaders and events from World War II and explain the significance of each. (Government)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

12. WORLD WAR II: PART 2

- **THE HOLOCAUST**

- **USH.5.5** Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes. (Government; Geography; Individuals, Society and Culture)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

- **OPPORTUNITIES AND OBSTACLES**

- **USH.5.6** Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women. (Government)
- **USH.5.8** Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

- **THE END OF THE WAR**

- **USH.5.2** Compare and contrast President Franklin D. Roosevelt's world view with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo. (Government; Individuals, Society and Culture)
- **USH.5.9** Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

13. THE COLD WAR: PART 1

- **THE BEGINNINGS OF THE COLD WAR**

- **USH.5.9** Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.
- **USH.6.1** Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War). (Government, Geography)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.5.8** Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)
- **USH.6.4** Summarize key economic and social changes in post-WW II American life. (Individuals, Society and Culture)
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

- **THE KOREAN WAR AND THE EISENHOWER YEARS**

- **USH.6.1** Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War). (Government, Geography)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

- **THE ARMS RACE AND THE SPACE RACE**

- **USH.6.1** Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War). (Government, Geography)
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

14. THE COLD WAR: PART 2

- **THE VIETNAM WAR**

- **USH.7.9** Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover

possible limitations in various kinds of historical evidence and differing secondary opinions.

- **USH.9.4** *Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.*
- **USH.9.3** *Analyze multiple, unexpected, and complex causes and effects of events in the past.*

- **THE LAST YEARS OF THE COLD WAR**

- **USH.7.10** *Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)*
- **USH.7.8** *Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.*
- **USH.8.5** *Explain how the Cold War ended and identify new challenges to U.S. leadership in the world. (Economics, Geography)*
- **USH.9.1** *Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.*
- **USH.9.3** *Analyze multiple, unexpected, and complex causes and effects of events in the past.*

15. THE MIDCENTURY BOOM

- **PROSPERITY AND CHANGE AFTER WORLD WAR II**

- **USH.6.4** *Summarize key economic and social changes in post-WW II American life. (Individuals, Society and Culture)*
- **USH.7.4** *Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.*
- **USH.9.5** *Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.*
- **USH.9.2** *Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.*
- **USH.9.3** *Analyze multiple, unexpected, and complex causes and effects of events in the past.*

- **DOMESTIC PROGRAMS IN THE 1950S AND 1960S**

- **USH.7.3** *Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)*
- **USH.7.7** *Identify areas of social tension from this time period and explain how social attitudes shifted as a result.*
- **USH.9.2** *Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.*
- **USH.9.4** *Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.*
- **USH.7.6** *Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (Economics; Individuals, Society and Culture)*

16. RETHINKING AMERICA

- **CULTURAL RESPONSES TO VIETNAM AND WATERGATE**

- **USH.7.7** *Identify areas of social tension from this time period and explain how social attitudes shifted as a result.*
- **USH.7.9** *Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.*
- **USH.9.4** *Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.*
- **USH.7.11** *Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of *United States v. Nixon*. (Government)*
- **USH.9.3** *Analyze multiple, unexpected, and complex causes and effects of events in the past.*

- **THE WARREN COURT**

- **USH.6.3** *Describe the constitutional significance and lasting societal effects of the United States *Brown v. Board of Education* Supreme Court case. (Government)*
- **USH.7.5** *Identify and analyze the significance of key decisions of the Warren Court. (Government)*

- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

17. CIVIL RIGHTS MOVEMENTS: PART 1

• THE GROWTH OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT

- **USH.1.4** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)
- **SOC.9-12.USH.2.9** Analyze the development of "separate but equal" policies culminating in the Plessy v. Ferguson (1896) case. (Government; Individuals, Society, and Culture)
- **USH.6.3** Describe the constitutional significance and lasting societal effects of the United States Brown v. Board of Education Supreme Court case. (Government)
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.
- **USH.6.2** Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960). (Government; Individuals, Society and Culture)
- **USH.7.6** Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (Economics; Individuals, Society and Culture)
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

• KEY FIGURES IN THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT

- **USH.7.1** Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics; Individuals, Society and Culture)
- **USH.7.2** Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement. (Individuals, Society and Culture)
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

• THE HEIGHT OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT

- **USH.6.2** Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960). (Government; Individuals, Society and Culture)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.7.1** Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics; Individuals, Society and Culture)
- **USH.7.3** Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)
- **USH.7.2** Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement. (Individuals, Society and Culture)

18. CIVIL RIGHTS MOVEMENTS: PART 2

• THE AMERICAN INDIAN AND HISPANIC AMERICAN MOVEMENTS

- **USH.7.1** Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics;

Individuals, Society and Culture)

- **USH.7.2** Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement. (*Individuals, Society and Culture*)
- **USH.7.6** Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (*Economics; Individuals, Society and Culture*)
- **USH.7.3** Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (*Government, Economics*)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

• **THE FEMINIST MOVEMENT**

- **USH.7.1** Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (*Government; Economics; Individuals, Society and Culture*)
- **USH.7.2** Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement. (*Individuals, Society and Culture*)
- **USH.6.4** Summarize key economic and social changes in post-WW II American life. (*Individuals, Society and Culture*)
- **USH.7.6** Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (*Economics; Individuals, Society and Culture*)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

• **CHANGES AND NEW STRUGGLES**

- **USH.7.1** Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (*Government; Economics; Individuals, Society and Culture*)
- **USH.7.6** Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (*Economics; Individuals, Society and Culture*)
- **USH.7.7** Identify areas of social tension from this time period and explain how social attitudes shifted as a result.
- **USH.8.1** Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

19. GLOBALIZATION AND AMERICA TODAY

• **GLOBAL ECONOMICS AFTER THE COLD WAR**

- **USH.8.1** Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.
- **USH.8.5** Explain how the Cold War ended and identify new challenges to U.S. leadership in the world. (*Economics, Geography*)
- **SOC.9-12.USH.8.9** Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy. (*Government, Economics, Geography*)
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

• **GLOBALIZATION, HEALTH, AND THE ENVIRONMENT**

- **USH.8.1** Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.
- **USH.8.2** Describe developing trends in science and technology and explain how they impact the lives of Americans today such as: NASA and space programs; identification of DNA; the Internet; global climate change; and U.S. energy policy.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

- **SOC.9-12.USH.8.9** Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy. (Government, Economics, Geography)
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

- **SCIENCE AND TECHNOLOGY IN THE INFORMATION AGE**

- **USH.8.2** Describe developing trends in science and technology and explain how they impact the lives of Americans today such as: NASA and space programs; identification of DNA; the Internet; global climate change; and U.S. energy policy.
- **USH.7.4** Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

20. AMERICA IN THE WORLD

- **THE UNITED STATES AND THE MIDDLE EAST: 1970S - 1990S**

- **USH.7.10** Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)
- **USH.8.6** Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

- **U.S. INVOLVEMENT IN WORLD AFFAIRS: 1980S - TODAY**

- **USH.8.6** Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

- **THE FIGHT AGAINST TERROR IN THE 21ST CENTURY**

- **USH.8.8** Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

21. DOMESTIC POLICIES AND POLITICS

- **THE CONSERVATIVE RESURGENCE**

- **USH.6.4** Summarize key economic and social changes in post-WW II American life. (Individuals, Society and Culture)
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.
- **USH.8.3** Discuss and explain the significance of the rise of the new conservative coalition of the 1980's.
- **USH.8.4** Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it. (Economics)
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

- **DOMESTIC POLICY DEBATES: 1970S - TODAY**

- **USH.8.1** Explain the significance of social, economic and political issues during the period 1980 to the present and how these

issues affected individuals and organizations.

- **USH.9.5** *Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.*
- **USH.9.4** *Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.*
- **USH.9.3** *Analyze multiple, unexpected, and complex causes and effects of events in the past.*

- **POLITICS IN THE LATE 20TH AND EARLY 21ST CENTURIES**

- **USH.8.1** *Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.*
- **USH.8.6** *Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.*
- **USH.9.2** *Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.*
- **USH.8.7** *Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Westside Community School District v. Mergens (1990), Reno v. American Civil Liberties Union (1997), Mitchell v. Helms (2000) and Bush v. Gore (2000).*
- **USH.9.5** *Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.*
- **USH.9.4** *Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.*