

Massachusetts Tutorials are designed specifically for the Learning Standards found in the Massachusetts Curriculum Frameworks to prepare students for the MCAS tests.

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. THE BRITISH COLONIES IN NORTH AMERICA

● COLONIZING NORTH AMERICA

- **USI.T1.2** Explain the reasons for the French and Indian War (1754–1763), the North American component of the global Seven Years' War between Great Britain and France (1756–1763), and analyze how the war affected colonists and Native Peoples.
- **USI.T3.3** Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor.

● THE NEW ENGLAND, MIDDLE, AND SOUTHERN COLONIES

- **USI.T1.1** Analyze the economic, intellectual, and cultural forces that contributed to the American Revolution.
- **USI.T3.3** Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor.

● LIFE IN THE BRITISH COLONIES

- **USI.T4.1** Describe important religious and social trends that shaped America in the 18th and 19th centuries (e.g., the First and Second Great Awakenings; the increase in the number of Protestant denominations; the concept of “Republican Motherhood;” hostility to Catholic immigration and the rise of the Native American Party, also known as the “Know-Nothing” Party).
- **USI.T1.1** Analyze the economic, intellectual, and cultural forces that contributed to the American Revolution.
- **USI.T1.3** Explain Britain's policies in the North American colonies (e.g., the Proclamation of 1763, the Sugar Act, the Stamp Act, the Townsend Duties, the Tea Act, and the Intolerable Acts) and compare the perspectives of the British Parliament, British colonists, and Native Peoples in North America on these policies.

2. WINNING INDEPENDENCE

● THE BUILDUP TO INDEPENDENCE

- **USI.T1.1** Analyze the economic, intellectual, and cultural forces that contributed to the American Revolution.
- **USI.T1.2** Explain the reasons for the French and Indian War (1754–1763), the North American component of the global Seven Years' War between Great Britain and France (1756–1763), and analyze how the war affected colonists and Native Peoples.

- **USI.T1.6** Describe the key battles of the Revolution (e.g., Lexington, Concord, Bunker Hill, Trenton, Saratoga, Yorktown); the winter encampment at Valley Forge; and key leaders and participants of the Continental Army.
- **USI.T1.3** Explain Britain's policies in the North American colonies (e.g., the Proclamation of 1763, the Sugar Act, the Stamp Act, the Townsend Duties, the Tea Act, and the Intolerable Acts) and compare the perspectives of the British Parliament, British colonists, and Native Peoples in North America on these policies.
- **USI.T1.5** Explain the main argument of the Declaration of Independence, the rationale for seeking independence, and its key ideas on equality, liberty, natural rights, and the rule of law.
- **USI.T1.4** Describe Patriots' responses to increased British taxation (e.g., the slogan, "no taxation without representation," the actions of the Stamp Act Congress, the Sons of Liberty, the Boston Tea Party, the Suffolk Resolves) and the role of Massachusetts people (e.g., Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis Warren, Judith Sargent Murray, Phillis Wheatley, Peter Salem, Prince Estabrook).

- **THE DECLARATION OF INDEPENDENCE**

- **USI.T1.5** Explain the main argument of the Declaration of Independence, the rationale for seeking independence, and its key ideas on equality, liberty, natural rights, and the rule of law.

- **THE REVOLUTIONARY WAR**

- **USI.T1.4** Describe Patriots' responses to increased British taxation (e.g., the slogan, "no taxation without representation," the actions of the Stamp Act Congress, the Sons of Liberty, the Boston Tea Party, the Suffolk Resolves) and the role of Massachusetts people (e.g., Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis Warren, Judith Sargent Murray, Phillis Wheatley, Peter Salem, Prince Estabrook).
- **USI.T1.6** Describe the key battles of the Revolution (e.g., Lexington, Concord, Bunker Hill, Trenton, Saratoga, Yorktown); the winter encampment at Valley Forge; and key leaders and participants of the Continental Army.

3. BUILDING THE U. S. GOVERNMENT

- **THE ARTICLES OF CONFEDERATION**

- **USI.T1.7** Explain the reasons for the adoption of the Articles of Confederation in 1781 and evaluate the weaknesses of the Articles as a plan for government, the reasons for their failure and how events such as Shays' Rebellion of 1786-1787 led to the Constitutional Convention.

- **THE CONSTITUTIONAL CONVENTION**

- **USI.T1.8** Describe the Constitutional Convention, the roles of specific individuals (e.g., Benjamin Franklin, Alexander Hamilton, James Madison, George Washington, Roger Sherman, Edmund Randolph), and the conflicts and compromises (e.g., compromises over representation, slavery, the executive branch, and ratification).

4. THE U.S. CONSTITUTION

- **THE U.S. CONSTITUTION**

- **USI.T1.8** Describe the Constitutional Convention, the roles of specific individuals (e.g., Benjamin Franklin, Alexander Hamilton, James Madison, George Washington, Roger Sherman, Edmund Randolph), and the conflicts and compromises (e.g., compromises over representation, slavery, the executive branch, and ratification).

- **RATIFYING AND AMENDING THE CONSTITUTION**

- **USI.T1.8** Describe the Constitutional Convention, the roles of specific individuals (e.g., Benjamin Franklin, Alexander Hamilton, James Madison, George Washington, Roger Sherman, Edmund Randolph), and the conflicts and compromises (e.g., compromises over representation, slavery, the executive branch, and ratification).

5. THE EARLY UNITED STATES

- **THE FEDERALIST ERA**

- **USI.T2.1** Evaluate the major policies and political developments of the presidencies of George Washington, John Adams, and Thomas Jefferson, and their implications for the expansion of Federal power and foreign policy (e.g., the origins of the Federalist and Democratic-Republican parties in the conflicting ideas of Thomas Jefferson and Alexander Hamilton on topics such as foreign policy, the Alien and Sedition Acts, and the National Bank; the establishment of the concept of judicial review

in *Marbury v. Madison*).

- **THE AGE OF JEFFERSON**

- **USI.T.2.1** Evaluate the major policies and political developments of the presidencies of George Washington, John Adams, and Thomas Jefferson, and their implications for the expansion of Federal power and foreign policy (e.g., the origins of the Federalist and Democratic-Republican parties in the conflicting ideas of Thomas Jefferson and Alexander Hamilton on topics such as foreign policy, the Alien and Sedition Acts, and the National Bank; the establishment of the concept of judicial review in *Marbury v. Madison*).

- **WESTWARD EXPANSION**

- **USI.T.2.3** Analyze the causes and long and short term consequences of America's westward expansion from 1800 to 1854 (e.g., the Louisiana Purchase, the War of 1812, growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny and pan-Indian resistance, the establishment of slave states and free states in the West, the acquisition of Texas and the Southwestern territories as a consequence of the Mexican-American War in 1846–48, the California Gold Rush, and the rapid rise of Chinese immigration in California).

6. EARLY DEMOCRATIC GOVERNMENTS

- **THE ERA OF GOOD FEELINGS**

- **USI.T.2.3** Analyze the causes and long and short term consequences of America's westward expansion from 1800 to 1854 (e.g., the Louisiana Purchase, the War of 1812, growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny and pan-Indian resistance, the establishment of slave states and free states in the West, the acquisition of Texas and the Southwestern territories as a consequence of the Mexican-American War in 1846–48, the California Gold Rush, and the rapid rise of Chinese immigration in California).

- **THE AGE OF JACKSON**

- **USI.T.2.2** Evaluate the presidency of Andrew Jackson, including the spoils system, the National Bank veto, and the policy of Indian removal, and the Nullification Crisis.
- **USI.T.2.1** Evaluate the major policies and political developments of the presidencies of George Washington, John Adams, and Thomas Jefferson, and their implications for the expansion of Federal power and foreign policy (e.g., the origins of the Federalist and Democratic-Republican parties in the conflicting ideas of Thomas Jefferson and Alexander Hamilton on topics such as foreign policy, the Alien and Sedition Acts, and the National Bank; the establishment of the concept of judicial review in *Marbury v. Madison*).
- **USI.T.2.3** Analyze the causes and long and short term consequences of America's westward expansion from 1800 to 1854 (e.g., the Louisiana Purchase, the War of 1812, growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny and pan-Indian resistance, the establishment of slave states and free states in the West, the acquisition of Texas and the Southwestern territories as a consequence of the Mexican-American War in 1846–48, the California Gold Rush, and the rapid rise of Chinese immigration in California).

7. THE CULTURE AND ECONOMY OF THE EARLY UNITED STATES

- **CULTURAL DEVELOPMENTS THROUGH THE EARLY 1800S**

- **USI.T.4.1** Describe important religious and social trends that shaped America in the 18th and 19th centuries (e.g., the First and Second Great Awakenings; the increase in the number of Protestant denominations; the concept of "Republican Motherhood;" hostility to Catholic immigration and the rise of the Native American Party, also known as the "Know-Nothing" Party).
- **USI.T.4.2.e** the Transcendentalist movement (e.g., the writings of Ralph Waldo Emerson, Henry David Thoreau and Margaret Fuller, and the concepts of materialism, liberty, appreciation of the natural world, self-reliance, abolitionism, and civil disobedience).
- **USI.T.4.2.d** the movement to provide supports for people with disabilities, such as the founding of schools for students with cognitive, hearing, or vision disabilities; and the establishment of asylums for people with mental illness
- **USI.T.4.2.c** Horace Mann's campaign for free compulsory public education, increased literacy rates, and the growth of newspaper and magazine publishing

- **THE EARLY AMERICAN ECONOMY**

- **USI.T.3.2.a** the technological improvements and inventions that contributed to industrial growth and maritime commerce

- **USI.T3.2.d** *the rise of a business class of merchants and manufacturers*
- **USI.T3.1** *Explain the importance of the Transportation Revolution of the 19th century (e.g., the introduction of steamboats, canals, roads, bridges, turnpikes, and railroad networks; the completion of the First Transcontinental Railroad and its stimulus to east/west trade, the growth of Midwestern towns and cities, and the strengthening of a market economy).*

8. LIFE IN THE WEST

• SETTLING THE WEST

- **USI.T3.1** *Explain the importance of the Transportation Revolution of the 19th century (e.g., the introduction of steamboats, canals, roads, bridges, turnpikes, and railroad networks; the completion of the First Transcontinental Railroad and its stimulus to east/west trade, the growth of Midwestern towns and cities, and the strengthening of a market economy).*
- **USI.T2.3** *Analyze the causes and long and short term consequences of America's westward expansion from 1800 to 1854 (e.g., the Louisiana Purchase, the War of 1812, growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny and pan-Indian resistance, the establishment of slave states and free states in the West, the acquisition of Texas and the Southwestern territories as a consequence of the Mexican-American War in 1846–48, the California Gold Rush, and the rapid rise of Chinese immigration in California).*
- **USI.T3.2.a** *the technological improvements and inventions that contributed to industrial growth and maritime commerce*

• CONFLICTS WITH AMERICAN INDIANS

- **USI.T2.3** *Analyze the causes and long and short term consequences of America's westward expansion from 1800 to 1854 (e.g., the Louisiana Purchase, the War of 1812, growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny and pan-Indian resistance, the establishment of slave states and free states in the West, the acquisition of Texas and the Southwestern territories as a consequence of the Mexican-American War in 1846–48, the California Gold Rush, and the rapid rise of Chinese immigration in California).*
- **USI.T2.2** *Evaluate the presidency of Andrew Jackson, including the spoils system, the National Bank veto, and the policy of Indian removal, and the Nullification Crisis.*

9. POPULATION AND INDUSTRIAL GROWTH

• IMMIGRATION AND URBANIZATION IN AMERICA

- **USI.T3.2.c** *the causes and impact of the wave of immigration from Northern Europe to the United States in the 1840s and 1850s (e.g., the impact of the English occupation of Ireland, the Irish famine, and industrial development in the U.S.)*
- **USI.T3.1** *Explain the importance of the Transportation Revolution of the 19th century (e.g., the introduction of steamboats, canals, roads, bridges, turnpikes, and railroad networks; the completion of the First Transcontinental Railroad and its stimulus to east/west trade, the growth of Midwestern towns and cities, and the strengthening of a market economy).*
- **USI.T3.3** *Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor.*

• INDUSTRIAL DEVELOPMENTS

- **USI.T3.1** *Explain the importance of the Transportation Revolution of the 19th century (e.g., the introduction of steamboats, canals, roads, bridges, turnpikes, and railroad networks; the completion of the First Transcontinental Railroad and its stimulus to east/west trade, the growth of Midwestern towns and cities, and the strengthening of a market economy).*
- **USI.T3.2.a** *the technological improvements and inventions that contributed to industrial growth and maritime commerce*
- **USI.T3.2.b** *the impact of the cotton gin on the economics of Southern agriculture and slavery and the connection between cotton production by slave labor in the South and the economic success of Northern textile industries*

10. AFRICAN AMERICAN LIFE AND THE FIGHT AGAINST SLAVERY

• AFRICAN AMERICAN LIFE THROUGH THE EARLY 1800S

- **USI.T3.3** *Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor.*
- **USI.T3.4** *Research primary sources such as antebellum newspapers, slave narratives, accounts of slave auctions, and the Fugitive Slave Act, to analyze one of the following aspects of slave life and resistance (e.g., the Stono Rebellion of 1739, the Haitian Revolution of 1791–1804, the rebellion of Denmark Vesey of 1822, the rebellion of Nat Turner in 1831; the role of the*

Underground Railroad; the development of ideas of racial superiority; the African American Colonization Society movement to deport and resettle freed African Americans in a colony in West Africa).

- **THE ABOLITION MOVEMENT**

- **USI.T.4.2.a** *the Abolitionist movement, the reasons individual men and women (e.g., Frederick Douglass, Abbey Kelley Foster, William Lloyd Garrison Angelina and Sarah Grimké, Charles Lennox Remond, Harriet Beecher Stowe, Sojourner Truth, Harriet Tubman, David Walker, Theodore Weld) fought for their cause, and the responses of southern and northern white men and women to abolitionism.*
- **USI.T.3.4** *Research primary sources such as antebellum newspapers, slave narratives, accounts of slave auctions, and the Fugitive Slave Act, to analyze one of the following aspects of slave life and resistance (e.g., the Stono Rebellion of 1739, the Haitian Revolution of 1791–1804, the rebellion of Denmark Vesey of 1822, the rebellion of Nat Turner in 1831; the role of the Underground Railroad; the development of ideas of racial superiority; the African American Colonization Society movement to deport and resettle freed African Americans in a colony in West Africa).*
- **USI.T.3.2.b** *the impact of the cotton gin on the economics of Southern agriculture and slavery and the connection between cotton production by slave labor in the South and the economic success of Northern textile industries*
- **USI.T.4.1** *Describe important religious and social trends that shaped America in the 18th and 19th centuries (e.g., the First and Second Great Awakenings; the increase in the number of Protestant denominations; the concept of “Republican Motherhood;” hostility to Catholic immigration and the rise of the Native American Party, also known as the “Know-Nothing” Party).*

11. REGIONAL CONFLICTS

- **REGIONAL ECONOMIES OF THE UNITED STATES**

- **USI.T.3.2.a** *the technological improvements and inventions that contributed to industrial growth and maritime commerce*
- **USI.T.3.2.d** *the rise of a business class of merchants and manufacturers*
- **USI.T.3.2.b** *the impact of the cotton gin on the economics of Southern agriculture and slavery and the connection between cotton production by slave labor in the South and the economic success of Northern textile industries*
- **USI.T.3.3** *Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor.*
- **USI.T.5.1** *Describe how the expansion of the United States to the Midwest contributed to the growing importance of sectional politics in the early 19th century and significantly influenced the balance of power in the federal government.*
- **USI.T.3.1** *Explain the importance of the Transportation Revolution of the 19th century (e.g., the introduction of steamboats, canals, roads, bridges, turnpikes, and railroad networks; the completion of the First Transcontinental Railroad and its stimulus to east/west trade, the growth of Midwestern towns and cities, and the strengthening of a market economy).*
- **USI.T.4.1** *Describe important religious and social trends that shaped America in the 18th and 19th centuries (e.g., the First and Second Great Awakenings; the increase in the number of Protestant denominations; the concept of “Republican Motherhood;” hostility to Catholic immigration and the rise of the Native American Party, also known as the “Know-Nothing” Party).*

- **COMPROMISES FOR FREE AND SLAVE STATES**

- **USI.T.5.2** *Analyze critical policies and events leading to the Civil War and connections among them (e.g., 1820: the Missouri Compromise; 1831–2: the South Carolina Nullification Crisis 1840s: the Wilmot Proviso; the Mexican-American War; 1850s: the Compromise of 1850; the Kansas-Nebraska Act; the Supreme Court decision in Dred Scott v. Sandford; the Lincoln-Douglas debates; John Brown’s raid on Harper’s Ferry, the election of Abraham Lincoln).*
- **USI.T.2.3** *Analyze the causes and long and short term consequences of America’s westward expansion from 1800 to 1854 (e.g., the Louisiana Purchase, the War of 1812, growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny and pan-Indian resistance, the establishment of slave states and free states in the West, the acquisition of Texas and the Southwestern territories as a consequence of the Mexican-American War in 1846–48, the California Gold Rush, and the rapid rise of Chinese immigration in California).*
- **USI.T.4.2.a** *the Abolitionist movement, the reasons individual men and women (e.g., Frederick Douglass, Abbey Kelley Foster, William Lloyd Garrison Angelina and Sarah Grimké, Charles Lennox Remond, Harriet Beecher Stowe, Sojourner Truth, Harriet Tubman, David Walker, Theodore Weld) fought for their cause, and the responses of southern and northern white men and women to abolitionism.*

- **CONFLICTS WITH MEXICO**

- **USI.T.2.3** *Analyze the causes and long and short term consequences of America’s westward expansion from 1800 to 1854*

(e.g., the Louisiana Purchase, the War of 1812, growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny and pan-Indian resistance, the establishment of slave states and free states in the West, the acquisition of Texas and the Southwestern territories as a consequence of the Mexican-American War in 1846–48, the California Gold Rush, and the rapid rise of Chinese immigration in California).

- **USI.T.5.2** Analyze critical policies and events leading to the Civil War and connections among them (e.g., 1820: the Missouri Compromise; 1831–2: the South Carolina Nullification Crisis 1840s: the Wilmot Proviso; the Mexican-American War; 1850s: the Compromise of 1850; the Kansas-Nebraska Act; the Supreme Court decision in *Dred Scott v. Sandford*; the Lincoln-Douglas debates; John Brown's raid on Harper's Ferry, the election of Abraham Lincoln).
- **USI.T.5.1** Describe how the expansion of the United States to the Midwest contributed to the growing importance of sectional politics in the early 19th century and significantly influenced the balance of power in the federal government.

12. MAJOR CULTURAL DEVELOPMENTS IN THE MID-1800S

• CULTURAL DEVELOPMENTS IN THE MID-1800S

- **USI.T.4.1** Describe important religious and social trends that shaped America in the 18th and 19th centuries (e.g., the First and Second Great Awakenings; the increase in the number of Protestant denominations; the concept of "Republican Motherhood;" hostility to Catholic immigration and the rise of the Native American Party, also known as the "Know-Nothing" Party).
- **USI.T.4.2.e** the Transcendentalist movement (e.g., the writings of Ralph Waldo Emerson, Henry David Thoreau and Margaret Fuller, and the concepts of materialism, liberty, appreciation of the natural world, self-reliance, abolitionism, and civil disobedience).
- **USI.T.4.2.d** the movement to provide supports for people with disabilities, such as the founding of schools for students with cognitive, hearing, or vision disabilities; and the establishment of asylums for people with mental illness
- **USI.T.3.2.e** the role of women as the primary workforce in New England textile factories and female workers' activism in advocating for reform of working conditions

• THE FIGHT FOR WOMEN'S RIGHTS

- **USI.T.4.2.b** the women's rights and suffrage movements, their connections with abolitionism, and the expansion of women's educational opportunities (e.g., Susan B. Anthony, Margaret Fuller, Lucretia Mott, Elizabeth Cady Stanton, the 1848 Seneca Falls Convention, Mary Lyon and the founding of Mt. Holyoke Female Seminary, later Mt. Holyoke College).
- **USI.T.4.1** Describe important religious and social trends that shaped America in the 18th and 19th centuries (e.g., the First and Second Great Awakenings; the increase in the number of Protestant denominations; the concept of "Republican Motherhood;" hostility to Catholic immigration and the rise of the Native American Party, also known as the "Know-Nothing" Party).
- **USI.T.4.2.a** the Abolitionist movement, the reasons individual men and women (e.g., Frederick Douglass, Abbey Kelley Foster, William Lloyd Garrison Angelina and Sarah Grimké, Charles Lennox Remond, Harriet Beecher Stowe, Sojourner Truth, Harriet Tubman, David Walker, Theodore Weld) fought for their cause, and the responses of southern and northern white men and women to abolitionism.

13. THE CIVIL WAR

• THE PATH TO CIVIL WAR

- **USI.T.5.2** Analyze critical policies and events leading to the Civil War and connections among them (e.g., 1820: the Missouri Compromise; 1831–2: the South Carolina Nullification Crisis 1840s: the Wilmot Proviso; the Mexican-American War; 1850s: the Compromise of 1850; the Kansas-Nebraska Act; the Supreme Court decision in *Dred Scott v. Sandford*; the Lincoln-Douglas debates; John Brown's raid on Harper's Ferry, the election of Abraham Lincoln).
- **USI.T.5.3** Analyze Abraham Lincoln's presidency (e.g., the effects on the South of the Union's naval blockade of trade with other countries, the Emancipation Proclamation, his views on slavery and national unity, and the political obstacles he encountered).

• THE DIVIDED NATION AT WAR

- **USI.T.5.4** Analyze the roles and policies of Civil War leaders Jefferson Davis, Robert E. Lee, and Ulysses S. Grant and evaluate the short- and long-term impact of important Civil War battles (e.g., the Massachusetts 54th Regiment at the Battle at Ft. Wagner, and the Battles of Bull Run, Shiloh, Fredericksburg, Antietam, Vicksburg, Gettysburg, and Appomattox).
- **USI.T.5.5** Using primary sources such as diaries, reports in newspapers and periodicals, photographs, and cartoons/illustrations, document the roles of men and women who fought or served troops in the Civil War.

● THE UNION VICTORY

- **USI.T.5.4** Analyze the roles and policies of Civil War leaders Jefferson Davis, Robert E. Lee, and Ulysses S. Grant and evaluate the short- and long-term impact of important Civil War battles (e.g., the Massachusetts 54th Regiment at the Battle at Ft. Wagner, and the Battles of Bull Run, Shiloh, Fredericksburg, Antietam, Vicksburg, Gettysburg, and Appomattox).
- **USI.T.5.5** Using primary sources such as diaries, reports in newspapers and periodicals, photographs, and cartoons/illustrations, document the roles of men and women who fought or served troops in the Civil War.
- **USI.T.5.6** Analyze the consequences of the Civil War and Reconstruction (e.g., the physical and economic destruction of the South and the loss of life of both Southern and Northern troops; the increased role of the federal government; the impeachment of President Johnson; the 13th, 14th, and 15th Amendments; the expansion of the industrial capacity of the Northern U.S.; the role of the Freedmen's Bureau and organizations such as the American League of Colored Laborers, the National Negro Labor Council, the Colored Farmers' National Alliance and Cooperative Union; the accomplishments and failures of Radical Reconstruction; the presidential election of 1876; and the end of Reconstruction).

14. RECONSTRUCTION

● RECONSTRUCTING THE SOUTH

- **USI.T.5.6** Analyze the consequences of the Civil War and Reconstruction (e.g., the physical and economic destruction of the South and the loss of life of both Southern and Northern troops; the increased role of the federal government; the impeachment of President Johnson; the 13th, 14th, and 15th Amendments; the expansion of the industrial capacity of the Northern U.S.; the role of the Freedmen's Bureau and organizations such as the American League of Colored Laborers, the National Negro Labor Council, the Colored Farmers' National Alliance and Cooperative Union; the accomplishments and failures of Radical Reconstruction; the presidential election of 1876; and the end of Reconstruction).

● THE EFFECTS OF RECONSTRUCTION

- **USI.T.5.6** Analyze the consequences of the Civil War and Reconstruction (e.g., the physical and economic destruction of the South and the loss of life of both Southern and Northern troops; the increased role of the federal government; the impeachment of President Johnson; the 13th, 14th, and 15th Amendments; the expansion of the industrial capacity of the Northern U.S.; the role of the Freedmen's Bureau and organizations such as the American League of Colored Laborers, the National Negro Labor Council, the Colored Farmers' National Alliance and Cooperative Union; the accomplishments and failures of Radical Reconstruction; the presidential election of 1876; and the end of Reconstruction).
- **USI.T.5.7** Analyze the long-term consequences of one aspect of the Jim Crow era (1870s–1960s) that limited educational and economic opportunities for African Americans (e.g., segregated public schools, white supremacist beliefs, the threat of violence from extra-legal groups such as the Ku Klux Klan, the 1896 Supreme Court decision in *Plessy v. Ferguson*, and the Court's 1954 decision in *Brown v. the Board of Education of Topeka*).

15. ON THE FRONTIER

● AMERICAN INDIANS IN THE WEST

- **USI.T.6.5** Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women.

● WESTWARD EXPANSION AND THE ECONOMY

- **USI.T.6.5** Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women.

16. THE SECOND INDUSTRIAL REVOLUTION

● THE RISE OF INDUSTRY

- **USI.T.6.2** Make connections among the important consequences of the Industrial Revolution (e.g., economic growth and the rise of big business; environmental impact of industries; the expansion of cities; the emergence of labor unions such as the Knights of Labor and the American Federation of Labor under Samuel Gompers; workers' distrust of monopolies; the rise of the Populist Party under the leadership of William Jennings Bryan or the rise of the Socialist Party under Eugene Debs).
- **USI.T.6.1** Explain the various causes of the Industrial Revolution (e.g., the economic impetus provided by the Civil War; important technological and scientific advances, such as the expansion of the railroad system; the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt).

- **CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY**

- **USI.T.6.1** Explain the various causes of the Industrial Revolution (e.g., the economic impetus provided by the Civil War; important technological and scientific advances, such as the expansion of the railroad system; the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt).
- **USI.T.6.2** Make connections among the important consequences of the Industrial Revolution (e.g., economic growth and the rise of big business; environmental impact of industries; the expansion of cities; the emergence of labor unions such as the Knights of Labor and the American Federation of Labor under Samuel Gompers; workers' distrust of monopolies; the rise of the Populist Party under the leadership of William Jennings Bryan or the rise of the Socialist Party under Eugene Debs).

17. CULTURE AND POLITICS OF THE GILDED AGE

- **CULTURE OF THE GILDED AGE**

- **USI.T.6.2** Make connections among the important consequences of the Industrial Revolution (e.g., economic growth and the rise of big business; environmental impact of industries; the expansion of cities; the emergence of labor unions such as the Knights of Labor and the American Federation of Labor under Samuel Gompers; workers' distrust of monopolies; the rise of the Populist Party under the leadership of William Jennings Bryan or the rise of the Socialist Party under Eugene Debs).
- **USI.T.6.1** Explain the various causes of the Industrial Revolution (e.g., the economic impetus provided by the Civil War; important technological and scientific advances, such as the expansion of the railroad system; the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt).
- **USI.T.6.3** Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women's political organizations, researching one of the following topics: the opening of teaching and nursing professions to women; new employment opportunities in clothing manufacture as a result of the invention of the sewing machine; in office work as the result of the invention of the typewriter, and in retail sales as the result of the creation of department stores; the formation of the Women's Suffrage Association in 1869 and the Women's Christian Temperance Union in 1874.

- **POLITICS OF THE GILDED AGE**

- **USI.T.6.2** Make connections among the important consequences of the Industrial Revolution (e.g., economic growth and the rise of big business; environmental impact of industries; the expansion of cities; the emergence of labor unions such as the Knights of Labor and the American Federation of Labor under Samuel Gompers; workers' distrust of monopolies; the rise of the Populist Party under the leadership of William Jennings Bryan or the rise of the Socialist Party under Eugene Debs).
- **USI.T.6.1** Explain the various causes of the Industrial Revolution (e.g., the economic impetus provided by the Civil War; important technological and scientific advances, such as the expansion of the railroad system; the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt).

18. LABOR, IMMIGRATION, AND THE CITY

- **INDUSTRIAL WORKERS AND LABOR REFORM**

- **USI.T.6.2** Make connections among the important consequences of the Industrial Revolution (e.g., economic growth and the rise of big business; environmental impact of industries; the expansion of cities; the emergence of labor unions such as the Knights of Labor and the American Federation of Labor under Samuel Gompers; workers' distrust of monopolies; the rise of the Populist Party under the leadership of William Jennings Bryan or the rise of the Socialist Party under Eugene Debs).
- **USI.T.6.5** Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women.
- **USI.T.6.4** Using primary source images, data, and documents, describe the causes of the immigration of Germans, the Irish, Italians, Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and the major roles of these immigrants in industrialization and the building of railroads.
- **USI.T.6.3** Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women's political organizations, researching one of the following topics: the opening of teaching and nursing professions to women; new employment opportunities in clothing manufacture as a result of the invention of the sewing machine; in office work as the result of the invention of the typewriter, and in retail sales as the result of the creation of department stores; the formation of the Women's Suffrage Association in 1869 and the Women's Christian Temperance Union in 1874.
- **USI.T.7.1** Explain what Progressivism meant in the early 20th century and analyze a text or images by a Progressive leader (e.g., Jane Addams, William Jennings Bryan, John Dewey, Robert La Follette, Theodore Roosevelt, Margaret Sanger, Upton Sinclair, Lewis Hine, William H. Taft, Ida Tarbell, Woodrow Wilson).

- **URBANIZATION AND ITS CHALLENGES**

- **USI.T.6.4** Using primary source images, data, and documents, describe the causes of the immigration of Germans, the Irish, Italians, Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and the major roles of these immigrants in industrialization and the building of railroads.
- **USI.T.6.2** Make connections among the important consequences of the Industrial Revolution (e.g., economic growth and the rise of big business; environmental impact of industries; the expansion of cities; the emergence of labor unions such as the Knights of Labor and the American Federation of Labor under Samuel Gompers; workers' distrust of monopolies; the rise of the Populist Party under the leadership of William Jennings Bryan or the rise of the Socialist Party under Eugene Debs).
- **USI.T.6.1** Explain the various causes of the Industrial Revolution (e.g., the economic impetus provided by the Civil War; important technological and scientific advances, such as the expansion of the railroad system; the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt).
- **USI.T.6.5** Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women.
- **USI.T.7.1** Explain what Progressivism meant in the early 20th century and analyze a text or images by a Progressive leader (e.g., Jane Addams, William Jennings Bryan, John Dewey, Robert La Follette, Theodore Roosevelt, Margaret Sanger, Upton Sinclair, Lewis Hine, William H. Taft, Ida Tarbell, Woodrow Wilson).

- **PATTERNS OF IMMIGRATION**

- **USI.T.6.4** Using primary source images, data, and documents, describe the causes of the immigration of Germans, the Irish, Italians, Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and the major roles of these immigrants in industrialization and the building of railroads.
- **USI.T.6.5** Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women.

19. SOCIAL REFORM, SUFFRAGE, AND CIVIL RIGHTS IN THE PROGRESSIVE ERA

- **SOCIAL REFORM IN THE PROGRESSIVE ERA**

- **USI.T.7.1** Explain what Progressivism meant in the early 20th century and analyze a text or images by a Progressive leader (e.g., Jane Addams, William Jennings Bryan, John Dewey, Robert La Follette, Theodore Roosevelt, Margaret Sanger, Upton Sinclair, Lewis Hine, William H. Taft, Ida Tarbell, Woodrow Wilson).

- **SUFFRAGE AND CIVIL RIGHTS IN THE PROGRESSIVE ERA**

- **USI.T.7.1** Explain what Progressivism meant in the early 20th century and analyze a text or images by a Progressive leader (e.g., Jane Addams, William Jennings Bryan, John Dewey, Robert La Follette, Theodore Roosevelt, Margaret Sanger, Upton Sinclair, Lewis Hine, William H. Taft, Ida Tarbell, Woodrow Wilson).
- **USI.T.7.3** Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries; describe the role of leaders and organizations in achieving the passage of the 19th Amendment (e.g., Carrie Chapman Catt, Alice Paul, Ida B. Wells-Barnett the National Woman Suffrage Association, National Women's Party, League of Women Voters).
- **USI.T.7.4** Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century, and determine the extent to which they met their goals by researching leaders and organizations (e.g., Ida B. Wells-Barnett, W. E. B. DuBois, Marcus Garvey, Booker T. Washington, and the National Association for the Advancement of Colored People).

20. POLITICAL AND ECONOMIC REFORM IN THE PROGRESSIVE ERA

- **POLITICAL REFORM IN THE PROGRESSIVE ERA**

- **USI.T.7.1** Explain what Progressivism meant in the early 20th century and analyze a text or images by a Progressive leader (e.g., Jane Addams, William Jennings Bryan, John Dewey, Robert La Follette, Theodore Roosevelt, Margaret Sanger, Upton Sinclair, Lewis Hine, William H. Taft, Ida Tarbell, Woodrow Wilson).

- **ECONOMIC REFORM IN THE PROGRESSIVE ERA**

- **USI.T.7.1** Explain what Progressivism meant in the early 20th century and analyze a text or images by a Progressive leader (e.g., Jane Addams, William Jennings Bryan, John Dewey, Robert La Follette, Theodore Roosevelt, Margaret Sanger, Upton Sinclair, Lewis Hine, William H. Taft, Ida Tarbell, Woodrow Wilson).

21. AMERICAN IMPERIALISM

• THE DRIVE FOR EXPANSION

- **USI.T7.5.e** *Theodore Roosevelt's Corollary to the Monroe Doctrine (1904) and his "big stick" diplomacy in the Caribbean*
- **USI.T7.5.d** *U.S. expansion into Asia beginning in 1899 under the Open Door policy*

• THE SPANISH-AMERICAN WAR

- **USI.T7.5.c** *the Spanish-American War (1898) and resulting changes in sovereignty for Cuba, Guam, Puerto Rico and the Philippines; the Philippine-American War (1899–1902)*
- **USI.T7.5.f** *The Platt Amendment describing the role of the United States in Cuba (1901) and the subsequent occupation of Cuba (1903, 1906–1909)*

• AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND

- **USI.T7.5.b** *the influence of the United States in Hawaii leading to annexation (1898)*
- **USI.T7.5.g** *the role of the United States in the building of the Panama Canal (1904–1914)*
- **USI.T7.5.d** *U.S. expansion into Asia beginning in 1899 under the Open Door policy*
- **USI.T7.5.h** *William Howard Taft's foreign policy of Dollar Diplomacy*

22. WORLD WAR I

• WORLD WAR I: THE BIGGER PICTURE

- **USI.T7.6** *Explain the rationale and events leading to the entry of the U.S. into World War I (e.g., unrestricted submarine warfare, the sinking of the Lusitania, the Zimmerman telegram, the concept of "making the world safe for democracy.").*
- **USI.T7.5.j** *American entry of the United States into World War I (1917)*
- **USI.T7.8** *Explain the course and significance of Woodrow Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.*

• ON THE WAR FRONT

- **USI.T7.7** *Analyze the role played by the U.S. in support of the Allies and in the conduct of the war.*
- **USI.T7.6** *Explain the rationale and events leading to the entry of the U.S. into World War I (e.g., unrestricted submarine warfare, the sinking of the Lusitania, the Zimmerman telegram, the concept of "making the world safe for democracy.").*

23. OUTCOMES OF WORLD WAR I

• OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER

- **USI.T7.8** *Explain the course and significance of Woodrow Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.*

• SOCIAL CONFLICT AND CHANGE

- **USI.T7.3** *Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries; describe the role of leaders and organizations in achieving the passage of the 19th Amendment (e.g., Carrie Chapman Catt, Alice Paul, Ida B. Wells-Barnett the National Woman Suffrage Association, National Women's Party, League of Women Voters).*