



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers. **Please note that teachers should not feel limited only to those examples that are provided within the document. They are suggestions only and should not prevent the teacher from teaching other examples.**

Essential Standards: American History II • Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must understand, know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators. This tool also provides definitions and key terminology frequently used and identified within the North Carolina Essential Standards for Social Studies. Key terms in bold, correspond to those that would likely appear in the new standards, classroom instruction, and comprehensive assessments (formative, interim, and summative). You may also find a list of key terminology at the end of this document in Appendix A. This list is not meant to be exhaustive, but seeks to address key terms and definitions that are critical in building student knowledge and understanding in the content area. These terms should not be used for basic recall or memorization, but to enhance the student’s ability to make connections across other disciplines and in the real world.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the tool can be improved and made even more useful. Please send feedback to us at feedback@dpi.nc.gov and we will use your input to refine our instructional tool. Thank You!

Note on Numbering: **H**–History

History

Essential Standard:

AH2.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking, Change, Continuity

Clarifying Objectives

AH2.H.1.1 Use Chronological Thinking to:

1. Identify the structure of a historical narrative or story: (its beginning, middle and end)
2. Interpret data presented in time lines and create time lines

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will know:

- Chronological thinking is the foundation of historical reasoning—the ability to examine relationships among historical events and to explain historical causality.

The student will be able to:

- Deconstruct the temporal structure (its beginning, middle, and end) of various types of historical narratives or stories.
- Think forward from the beginning of an event, problem, or issue through its development, and anticipate some outcome; or work backward from some issue, problem, or event in order to explain its origins or development over time.
- Interpret data presented in time lines in order to identify patterns of historical succession (change) and historical duration (continuity).
- Create time lines to record events according to the temporal order in which they occurred and to reconstruct patterns of historical succession and duration.

Key Terminology:

- **Patterns of Historical Succession** - The act or process in which historical developments have unfolded.
- **Patterns of Historical Duration** – The time during which historical

developments exhibit reliable samples of traits, acts, tendencies, etc. of events, phenomena, persons, groups or institutions.

- **Temporal** – of or relating to the sequence of time or to a particular time.
- **Periodization** - the attempt to categorize or divide time into named blocks.

History

Essential Standard:

AH2.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking, Perspective

Clarifying Objectives

AH2.H.1.2 Use Historical Comprehension to:

1. Reconstruct the literal meaning of a historical passage
2. Differentiate between historical facts and historical interpretations
3. Analyze data in historical maps
4. Analyze visual, literary and musical sources

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will know:

- Historical passages are primary sources that provide firsthand testimony or direct evidence concerning a topic under investigation.
- Historical narratives are research based stories or accounts that describe or interpret historical events.
- Comprehending a historical passage requires that it be read to reveal the humanity of the individuals and groups who lived in the past.
 - Motives and intentions, values and ideas, hopes, doubts, fears, strengths, and weaknesses
- Comprehending a historical passage or narrative requires the appreciation for and the development of historical perspective—judging the past in consideration of the historical context in which the events unfolded and not solely in terms of personal and/or contemporary norms and values.
 - How did the social, political, cultural, or economic world of certain

individuals and groups possibly influence their motives and intentions, their values and ideas, their hopes, doubts, fears, strengths, and weaknesses?

The student will be able to:

- Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect the historian's judgment of what is most significant about the past.
- Analyze historical data and sources beyond written passages or narratives in order to clarify, illustrate or elaborate on data presented in historical passages or narratives. This data includes, but is not limited to, visual, mathematical, and quantitative data presented in a variety of historical maps, graphic organizers, photographs, political cartoons, paintings, music and architecture.

For example: visual, mathematical and quantitative data presented in a variety of historical maps, graphic organizers, photographs, political cartoons, paintings, music and architecture.

Key Terminology:

- **Historical Perspective** - describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, etc.
- **Historical Context** – placing events or situations in a given period of time or era.

- **Present-mindedness** – judging things that occurred in the past based solely in terms of present-day norms and values.

History

Essential Standard:

AH2.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking, Perspective

Clarifying Objectives

AH2.H.1.3 Use Historical Analysis and Interpretation to:

1. Identify issues and problems in the past
2. Consider multiple perspectives of various peoples in the past.
3. Analyze cause-and-effect relationships and multiple causation.
4. Evaluate competing historical narratives and debates among historians.
5. Evaluate the influence of the past on contemporary issues.

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will know:

- Historical analysis involves a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past.
- The study of history is subject to an individual’s interpretation of past events, issues, and problems, and there is usually no one right answer, one essential fact, or one authoritative interpretation that can be used to explain the past.
- Historians may differ on the facts they incorporate in the development of their narratives and disagree on how those facts are to be interpreted. Thus, written history is a “dialogue” among historians, not only about what happened but about the historical interpretation of why and how events unfolded.
- Historical issues are frequently value-laden and subsequently create opportunities to consider the moral convictions that possibly contributed to those actions taken by individuals and groups in the past.
- The past has a degree of relevance to one’s own times.

The student will be able to:

- Identify issues and problems in the past and analyze the interests, values,

perspectives, and points of view of those involved in the situation.

- Use criteria to judge the past in consideration of the historical context in which the events unfolded and not solely in terms of personal and/or contemporary norms and values.
- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze past events in terms of cause and effect relationships.
- Consider multiple causes of past events by demonstrating the importance of the individual in history; the influence of ideas, human interests, and beliefs; and the role of chance, the accidental and the irrational.
- Use specific criteria to critique competing historical interpretations of past events in order to differentiate between expressions of opinion and informed hypotheses grounded in historical evidence.
- Use specific criteria to judge the relevance of the past to contemporary events and their own lives through a variety of classroom settings such as debates, simulations, and seminars.

History

Essential Standard:

AH2.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking, Perspective

Clarifying Objectives

AH2.H.1.4 Use Historical Research to:

1. Formulate historical questions
2. Obtain historical data from a variety of sources
3. Support interpretations with historical evidence
4. Construct analytical essays using historical evidence to support arguments.

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will know:

- Historical inquiry, the research or investigation of change over time, often begins with a historical question.
- Historical inquiry is the process of studying history that includes questioning, forming hypotheses, analyzing evidence, and creating arguments in order to test hypotheses of past events.
- Historical inquiry requires the acquisition and analysis of historical data and documents beyond the classroom textbook.
- Historical inquiry allows one to analyze preexisting interpretations, to raise new questions about an historical event, to investigate the perspectives of those whose voices do not appear in the textbook accounts, or to investigate an issue that the textbook largely or in part bypassed
- Citations for historical research often involve a specific style appropriate to the discipline.

For example: Turabian is often used in historical research, while MLA is often used in research related to literature and APA is often appropriate for economics, psychology, and sociology.

The student will be able to:

- Formulate historical questions as a result of encounters with historical documents.
- Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.

For example: including, but not limited to, library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.

- Create analytical essays that demonstrate historical interpretations, analysis, conclusions, and supporting evidence from a variety of sources.
- Follow a methodical process to facilitate historical inquiry.
- Make appropriate citations based on historiography.

Key Terminology:

- **Quantitative Analysis** – the examination of measurable and verifiable data such as earnings, revenue, population, movement, trade, etc. Quantitative analysis is used to explore such topics as migration patterns, changes in the economy, wealth distribution, changes in family size and composition, etc.
- **Qualitative Analysis** – the examination of non-measurable data such as reputation, image, feelings, beliefs, values, etc. Quantitative analysis is used to explore such topics as a person or group’s feelings about a government or judicial decision, a president’s image or the beliefs about reasons justifying war, etc.

History

Essential Standard:

AH2.H.2 Analyze key political, economic and social turning points in United States History using historical thinking.

Concept(s): Turning Points, Historical Thinking, Cause and Effect

Clarifying Objectives

AH2.H.2.1 Analyze key political, economic, and social turning points since the end of Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Turning points are key events that often mark significant historical, geographical, political, economic, or social change.
- Turning points are often the result of multiple causes and related effects.
- Events are often recognized as turning points through historical reflection and analysis.

The student will know:

- The chronological narrative of a nation can be examined as a series of interconnected historical turning points.
- Historical turning points are key moments from the past which typically occur for multiple reasons, such as conflict, legislation, political elections, court cases, technological innovations, leadership decisions, or social movements, and ultimately produce a significant amount of change.
- Examples of key turning points from the end of Reconstruction to the present day and their multiple causations and effects.

The student will be able to:

- Use the process of historical inquiry to identify and explore key turning points from the end of Reconstruction to the present day.

- Use multiple perspectives to analyze past events.

History

Essential Standard:

USH2.H.2 Analyze key political, economic and social turning points in United States History using historical thinking.

Concept(s): Turning Points, Historical Thinking

Clarifying Objectives

AH2.H.2.2 Evaluate key turning points since the end of Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Turning points may have impacts over large periods of time and relevance to contemporary events, problems and issues.
- The evaluation of key turning points is often value-laden and may create opportunities to consider moral convictions and actions taken by individuals and groups in the past.

The student will know:

- Historical events are evaluated based on a clear set of criteria.
- Reasons why and ways in which turning points have impacted the course of American social, political, and economic progress.
- Examples of key turning points from the end of Reconstruction to the present day and the extent to which they impacted American society, history, and culture.

Key Terminology:

- **Watershed** – A critical point that marks a division or a change of course; a turning point. It is oftentimes an event marking a unique or important historical change of course or one on which important developments depend.

History

Essential Standard:

AH2.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Concept(s): Exploration, Settlement, Movement, Expansion, Imperialism

Clarifying Objectives

AH2.H.3.1 Analyze how economic, political, social, military and religious factors influenced United States imperialism (e.g., passing of the western frontier, new markets, Spanish American War, Open Door Policy, Monroe Doctrine, Roosevelt Corollary, canal route, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Industrialization and technological innovations can change the global distribution of power and authority.
- International competition for control over limited resources can lead to conflict.
- Cultural differences often lead to misguided beliefs about the inferiority and/or superiority of certain groups.
- A nation founded on democratic principles may sometimes infringe on the principles of other people and nations in order to improve its own status.

The student will know:

- How the desire for new trade markets by industrialized countries like Great Britain, Germany, Russia, Japan and the United States [impacted the distribution of global power and authority at the onset of the 20th Century](#).
- How and why various Americans used religion, race and national honor to both [defend and object to United States imperialism](#).
- How and why the United States gained territory and influence in the Pacific leading up to and as a result of the [Spanish American War](#) (e.g., [Samoa](#), [Alaska](#) and the [Philippines](#)).

- How and why the United States sought to maintain an ‘[Open Door](#)’ policy in regards to China and the implications of that policy on American economic and foreign policy.
- How and why the United States became involved in the [Spanish American War](#) and the implications of that war on American foreign policy.
- How the leaders and citizens of other nations reacted to the expansion of United States power and influence within their countries and others (e.g., Cubans, Puerto Ricans, Hawaiians and Filipinos).

Key Terminology:

- **Assimilation** – The process whereby a minority group gradually adopts the customs and attitudes of the dominant culture.
- **Americanism** – this is the term used to describe the movement during the first quarter of the 20th cent. whereby the immigrant in the United States was induced to assimilate American speech, ideals, traditions, and ways of life.
- **Acculturation** – this term refers to the process of cultural and psychological change that results following meeting between cultures. It is a process in which members of one cultural group adopt the beliefs and behaviors of another group. Although acculturation is usually in the direction of a minority group adopting habits and language patterns of the dominant group, acculturation can be reciprocal.
- **Pluralism** – a theory that there is more than one basic substance, belief or principle.
- **Religious Pluralism** - Religious pluralism is a set of worldviews that stands on the premise that one religion is not the sole exclusive source of values, truths, and supreme deity. It is the acceptance of various religions.
- **Religious Factors** – a collection of attitudes, circumstances or resources that contribute to beliefs and practices of a religion.
- **Political Factors** - activities related to government policy and its administrative practices that can have effects on many areas of a society. For example, most education and health organizations and institutions may keep a watchful eye on a

- political factor, such as new legislation or regulatory shifts, which could have a substantial impact on policies that are implemented.
- **Political Relationship** - Social relations involving plans to gain authority or power.
 - **Economic Relationship** - Cooperation in trade, finance, and investment existing between individual states, businesses, countries and sets of countries, etc.

History

Essential Standard:

AH2.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Concept(s): Exploration, Settlement, Movement, Expansion, Conflict, Diversity

Clarifying Objectives

AH2.H.3.2 Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the United States since the end of Reconstruction (e.g., gold rush, destruction of the buffalo, reservations, ethnic neighborhoods, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Individuals and groups are sometimes motivated to relocate and take risks in order to improve their quality of life.
- Diverse individuals and groups that settle into a particular region shape the cultural identity of that region.
- Geographic factors can drive the migration, settlement and cultural development within a region.
- Government policy can promote and direct the migration and settlement of people.

The student will know:

- How and why the birth of the [cattle industry](#) led to the era of the American [cowboy](#) and new patterns of migration and settlement in the southwestern United States.

- How and why the expansion of the cattle industry led to [conflict between settled farmers and cattle ranchers](#).
- How and why aridity, availability of land and new land laws influenced the westward migration and settlement of various groups, such as homesteaders and “sodbusters”.
- How social and governmental policy pushed diverse American Indian groups to the Great Plains and contributed to the establishment of reservations.
- How 19th Century [industrialization led to urbanization](#) and a distinctive urban culture in the United States.
- How the development of transportation and communication technologies (e.g., [the railroad](#) and [telegraph](#) industry) impacted patterns of western migration and settlement during the 19th Century.
- How the development of [the interstate highway system](#) impacted patterns of migration, settlement, and suburbanization in the 20th century.
- How the economic circumstances of the [Great Depression](#) influenced patterns of migration and settlement.
- How the onset of the [Dust Bowl](#) influenced the displacement and migration of “Okies” during the Great Depression.
- How and why United States entry into World War I and World War II created a “Great Migration” of African Americans to northern cities and how that migration impacted the nation.
- Why Americans [moved to the suburbs](#) of various cities after World War II.
- Why Americans moved to the Sunbelt at the end of the 20th Century and how this

movement affected other regions of the United States.

- How natural disasters and human responses to such disasters have influenced patterns of migration and settlement (e.g., [Galveston hurricane of 1900](#), [San Francisco earthquake of 1906](#), [Johnstown flood of 1889](#) and [Hurricane Katrina](#), [Hurricane Hazel](#), [Hurricane Floyd](#)).

Key Terminology:

- **Cultural Pluralism** - a condition in which many groups and cultures coexist and participate within a society and maintain their cultural differences.
- **Economic Factors** – the basic elements affecting financial matters such as labor, interest rates, government policy, management and taxation.

History

Essential Standard:

AH2.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Concept(s): Exploration, Settlement, Movement, Expansion, Discrimination

Clarifying Objectives

AH2.H.3.3 Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups (e.g., American Indians, African Americans, Chinese, Irish, Hispanics and Latino Americans, Asian Americans, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- The movement of racial and ethnic groups within a nation often contributes to the transformation of a nation’s borders and demographic characteristics.
- While expansion and settlement may offer opportunities for various groups, it may also lead to conflict and ethnic tensions.

The student will know:

- How and why southern African American “[Exodusters](#)” moved westward after the collapse of Reconstruction in the South.

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| | <ul style="list-style-type: none"> • How westward settlement and expansion impacted various ethnic groups during the 19th Century (e.g., Chinese, Japanese, Irish, Poles, Hispanics and Latinos, and American Indians). • How and to what extent the “Americanization” of diverse American Indian groups led to increased challenges for American Indian communities and the disintegration of American Indian culture at the dawn of the 20th Century (e.g., through the boarding school system). • How westward settlement and expansion impacted the roles of women, their contributions and relationships. • How legal and economic restrictions on migration and settlement impacted various ethnic groups in the 19th and 20th centuries (e.g., Jim Crow laws, racially restrictive covenants, sundown towns). |
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History

Essential Standard:

AH2.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Concept(s): Exploration, Settlement, Movement, Expansion, Diversity

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| <h3>Clarifying Objectives</h3> | <h3>Unpacking</h3> <p>What does this standard mean a student will understand, know and be able to do?</p> |
| <p>AH2.H.3.4 Analyze voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., new immigrants, ports of entry, ethnic neighborhoods, settlement houses, immigration restrictions, etc.).</p> | <p>The student will understand:</p> <ul style="list-style-type: none"> • Technological innovations and industrial development may encourage migration, urban development, and ethnic diversity. • Immigrants may be challenged by economic hardship, poor living conditions and discrimination. • Forces that push or pull various groups of people to move may factor into the |

cultural and economic development of a particular place or region.

- Public responses to immigration may influence government policies.
- Diverse groups of immigrants can contribute to the cultural, social, economic and political development of a nation.

The student will know:

- Why and how various national, cultural, and/or ethnic groups decided to immigrate to the United States at specific times since Reconstruction (e.g. [Eastern and Southern Europeans from 1900-1920](#), [Asians and Latin Americans from 1970-2010](#)).
- How and to what extent the immigration of various Eastern Europeans influenced the industrial, urban and cultural development of particular cities and regions at the turn of the 20th Century (e.g., Chicago’s [packing houses](#), New York’s [garment industry](#), and Cleveland’s [steel mills](#)).
- How the “huddled masses” of “new” immigrants were processed at ports of entry such as [Ellis Island](#) and [Angel Island](#), and how that process impacted the lives and cultural contributions of immigrants to the United States.
- How [traditional nativist attitudes](#) impacted various groups of immigrants and the cultural development of the United States (e.g., Italians, Roman Catholics, Eastern Europeans, Jews, Chinese, Mexican and Muslim)
- How immigrant groups benefited from the services of individuals and public institutions during the late 19th and 20th Centuries (e.g., [Jane Addams](#), [University Settlement Society](#) of New York and [YMCA/YWCA](#) movements).
- How and to what extent various local and state governments utilized immigrant votes to run machine politics (e.g., [Tammany Hall](#), [James Michael Curley](#) and [Chicago/Cook County](#))

- How various federal immigration laws benefited or harmed specific groups of immigrants since Reconstruction (e.g., [Chinese Exclusion Act of 1882](#), [Immigration Quota Act of 1924](#), [Immigration Act of 1965](#), [Wet foot-Dry foot policy](#)).

History

Essential Standard:

AH2.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Concept(s): Conflict, Compromise, Change, Policy

Clarifying Objectives

AH2.H.4.1 Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Political relationships can transform the domestic and foreign affairs between people and/or nations.
- A government founded on the division of power and authority may experience internal and external debates that can lead to conflict and/or compromise.
- A leader’s response to issues can result in political conflict or compromise.
- Governmental policies and actions that promote national growth and expansion can create sectional tension and political debate.

The student will know:

- How and why the [Compromise of 1877](#) ended Reconstruction in the South and the consequences of that compromise.
- How and why particular groups dominated southern politics after Reconstruction.
- How and why African Americans were disenfranchised after Reconstruction and subjected to “[Jim Crow](#)” segregation laws.

- How southern [de jure segregation](#) differed from northern [de facto segregation](#).
- How and why “political machines” at the state and local levels of government used patronage and favoritism to win the support of big business and working class voters. (e.g., [Boss Tweed](#) and Tammany Hall of New York, [James Pendergast](#) of Kansas City, [James Michael Curley](#) of Boston, and [Ed Crump](#) of Memphis).
- How and why late 19th Century civil service reform and regulatory laws of the national government impacted American politics and industry (e.g., [Pendleton Civil Service Act of 1883](#), [Interstate Commerce Act of 1887](#) and [Sherman Anti-Trust Act of 1890](#))
- How the [platform and leaders of the Populist Party](#) influenced the presidential election of 1896 and early 20th Century American politics.
- How and why the [Wilmington Race Riot of 1898](#) occurred in North Carolina and how the riot affected local, state and national politics at the turn of the century.
- How the formation of the Socialist Party of America and the leadership of [Eugene V. Debs](#) influenced American politics at the turn of the 19th Century.
- How and why progressivism emerged in American politics at the beginning of the 20th Century and in what ways governments at all levels may have become more democratic, efficient, and regulatory, as well as greater advocates for social justice.
- To what extent progressivism was influenced by perceptions about race and class in early 20th century America.
- How Presidents [Theodore Roosevelt](#), [William H. Taft](#) and [Woodrow Wilson](#) led and advocated for progressive reform that regulated businesses and protected the worker and the consumer.
- How and why [eugenics](#) became a political movement in several states at the beginning of the 20th Century and how the movement impacted various groups.

- How the administrations of [Warren G. Harding](#), [Calvin Coolidge](#) and [Herbert Hoover](#) reverted to conservative government practices based on lower taxes and deregulation of industries.
- How [Herbert Hoover](#) became a scapegoat for what ailed the economy at the beginning of the Great Depression and why his “[rugged individualism](#)” failed to work.
- How Franklin D. Roosevelt delivered a “[New Deal](#)” to the American people that aimed to ease the effects of the depression through government programs and agencies that provided direct government relief, recovery and reform.
- How and why the [New Deal](#) and some of its agencies and programs were opposed by a variety of individuals and groups (e.g., [U.S. Supreme Court](#), [Huey Long](#), [Francis Townshend](#) and [Charles Coughlin](#)).
- To what extent the New Deal fundamentally changed the nation’s political and economic systems.
- How and to what extent domestic programs proposed and actions taken by presidents after Franklin Roosevelt extended or challenged the relief, recovery and reform efforts of the New Deal (e.g., [Fair Deal](#), [New Frontier](#), [Great Society](#), [air traffic controllers strike](#), Social Security and welfare reform, Medicare Part D).
- How executive, legislative and judicial decisions of the federal government impacted the direction and outcome of the African American civil rights movement (e.g. [Plessy v. Ferguson](#) decision, [Brown v. Board of Education](#) decision, [Executive Order 9981](#), the [Civil Rights Act of 1964](#), the [Voting Rights Act of 1965](#) and the [Civil Rights Act of 1968](#), [Shelby County v. Holder](#) (2013) decision).
- How the [assassination of President John Kennedy](#) and the transition of power to a new president impacted American society and the political fortunes of a nation.

- How and why the [Watergate](#) burglary led to a cover up by President Richard Nixon and his staff, a Congressional investigation, and the first resignation of a United States president.
- To what extent the Reagan administration's escalation of defense spending and use of [anti-communist rhetoric](#) ended the [Cold War](#).
- How and why arguments over energy use and resources impacted domestic politics and policy (e.g., oil, coal, nuclear).
- How presidential scandals influenced various presidential administrations and the political development of the nation (e.g., [Warren G. Harding](#), [Richard Nixon](#), [Ronald Reagan](#) and [Bill Clinton](#)).
- To what extent debate and dissent over American involvement in Afghanistan and Iraq impacted American politics and society.
- How and why certain presidential campaigns and elections significantly changed American politics and society (including but not limited to: [1912](#), [1936](#), [1960](#), [1964](#), [1968](#), [1980](#), [2000](#), [2008](#), and [2016](#)

Key Terminology:

- **Founding Principles** - The constitutional values and principles held by Americans that provide the foundation for American attitudes regarding political life. These principles have influenced the development and maintenance of American constitutional democracy.
- **Political Issues** - are matters, which directly or indirectly affect a system involving government and its politics and are considered to be problems and controversies related to power and authority.
- **Political Relationship** - Social relations involving plans to gain authority or power.

History

Essential Standard:

AH2.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Concept(s): Conflict, Compromise, Economy

Clarifying Objectives

AH2.H.4.2 Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Relationships between individuals, groups and nations may change as economic circumstances change.
- While a nation's economic development and policies may encourage national growth, these policies may also lead to sectional tensions.
- As a nation prospers and grows, economic opportunities may increase for some individuals, groups, and regions, while decreasing for others.
- An economy's cyclical nature may encourage or challenge the quality of life and opportunity of individuals, groups, regions, and nations.

The student will know:

- Why southern [tenant farming and sharecropping](#) developed and to what extent both led to cultural and economic stagnation in much of the South.
- To what extent northern industry benefited from the tenant and sharecropping system of the South following the Civil War and Reconstruction.
- To what extent the development of a more diversified economy impacted the South after the Civil War and Reconstruction (e.g., textiles, tobacco, lumber and coal).

- Why the collapse of the railroad industry factored into the Panics of [1873](#) and [1893](#) and how those panics impacted the political and social development of the United States (e.g. “[bimetallism](#)”, the [Grange Movement](#) and the [Populist Party](#)).
- How and why the United States became more industrial and urban during the 19th Century and to what extent rapid urban and industrial development produced widespread poverty and poor working conditions (e.g., poor sanitation, threat of fires and conditions of tenements, [Triangle Shirtwaist Fire](#)).
- How “laissez faire” politics led to the monopolization of specific industries during the 19th Century and how monopolies impacted workers and consumers.
- How and why “[robber barons](#)” or “[captains of industry](#)” took risks and to what extent their enterprise positively or negatively impacted the distribution of wealth in American society.
- How progressivism changed the relationship between big business, labor and government.
- How speculation in the stock market led to the “[Black Tuesday](#)” crash of October 29, 1929 and the global impacts of the crash.
- How and why the [Great Depression](#) occurred in the United States and the extent to which it affected the livelihood and fortunes of various Americans.
- How and to what extent [Franklin D. Roosevelt](#) and his “[New Deal](#)” could be seen as a success or failure in easing the economic effects of the depression through direct government relief, recovery efforts and reform.
- How, why and to what extent a consumer based economy flourished in the United States in the [1920s](#), and [1950s](#), and the [1990’s](#).
- How and to what extent the consumer based economy of the 1920’s differed from

that of the 1950's and the 1990's.

- How and to what extent President Lyndon Johnson's [Great Society](#) and "[War on Poverty](#)" transformed American culture and its economic and political systems.
- How an increase in oil prices and government spending during the Vietnam War led to "[stagflation](#)" and a national economic recession during the 1970s.
- How and to what extent the policy of [supply-side economics](#) or "[Reaganomics](#)" worked and how it impacted the American economy at the end of the 20th Century.
- How and to what extent the development of new technologies impacted the American economy at the end of the 20th and start of the 21st century (e.g., the [Internet](#), [wireless devices](#), [fiber-optics](#)).
- How and why an economic recession took place in the early 21st Century and how the recession affected the American economy, politics and culture (e.g., the "dot-com" collapse, corporate scandals, risky mortgages, overextended consumer credit and the 9/11 attacks).

Key Terminology:

- **Economic Issues** - are matters, which directly or indirectly affect the distribution of intellectual and material resources in a society.
- **Economic Relationship** - Cooperation in trade, finance, and investment existing between individual states, businesses, countries and sets of countries, etc.

History

Essential Standard:

AH2.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Concept(s): Conflict, Compromise, Civil Rights, Reform

Clarifying Objectives

AH2.H.4.3 Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, civil rights, anti-war protest, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- The desire for self-improvement and protection of the general welfare of all individuals and groups in a nation can encourage people to seek reforms that improve society.
- Movements for change and reform often become necessary when the relationship between a nation and its ideals are conflicting.
- A society's social and religious practices may drive movements for reform, which may lead to conflicts over social norms.
- The strategies used to pursue reform produce various degrees of success and opposition.

The student will know:

- How and to what extent the organization of unions was impacted by racism and discrimination and the consequences for unions and ostracized groups.
- How and to what extent the [Social Gospel Movement](#) and its participants responded to rising social tensions and injustices of the late 19th Century.
- How and to what extent the settlement house movement and its participants responded to rising social tensions and urban problems of the late 19th Century (e.g., Jane Addams and Ellen Starr's [Hull House](#) in Chicago, Lillian Wald's [Henry Street](#)

[Settlement](#) in New York).

- How scientific discoveries led to the development of [Social Darwinism](#) as a philosophy and how intellectuals used it to justify the actions of industry and society at the turn of the century.
- How [eugenics movements](#) affected several groups of Americans during the 20th Century.
- How and why [Prohibition became “the law of the land”](#) and why it was later [repealed](#).
- How and why progressivism emerged in American societies at the beginning of the 20th Century and how leaders of the movement advocated for social justice.
- How the African American civil rights movement of the 20th Century was led by a variety of individuals and organizations with different strategies (e.g., [A. Philip Randolph and the Brotherhood of Sleeping Car Porters](#), [SNCC](#), [SCLC](#), [CORE](#), [Black Panther Party](#)).
- How women and young people influenced the direction and outcome of specific events within the African American civil rights movement of the 20th Century (e.g., [Septima Clark](#), [Ella Baker](#), [Daisy Bates](#), [Little Rock 9](#), and the [Greensboro Four](#)).
- How and to what extent various civil rights events and movements successfully tested segregation and gained greater equality for different groups of Americans (e.g., the [Greensboro Sit-Ins](#), the [Montgomery Bus-Boycotts](#), and [Freedom Rides](#)).
- How the African-American civil rights movement influenced the development of other movements for equality during the 20th and 21st Centuries (e.g., feminist movement, Chicano Movement and American Indian Movement).
- How and why student and youth led movements formed to protest United States

involvement in the Vietnam and Iraq Wars and to what extent the movements impacted the nation's politics and war efforts.

- How and why arguments over abortion, health care, and gay rights contributed to increasing social and political division in the late 20th and early 21st centuries.

History

Essential Standard:

AH2.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Concept(s): Conflict, Compromise, Culture

Clarifying Objectives

AH2.H.4.4 Analyze the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., nativism, Back to Africa movement, modernism, fundamentalism, black power movement, women's movement, counterculture, Wilmington Race Riots, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Cultural diffusion may come at the expense of cultural traditions.
- Cultural diversity derived from religious, ethnic, geographic and class difference may create conflict.
- Shared experiences among diverse groups may shape national identity.
- Art, literature and music often reflect a region or nation's interests, values and conflicts.
- As nations expand and become more diverse, serious conflict may arise over cultural differences.

The student will know:

- How and to what extent African Americans were disenfranchised after Reconstruction and subjected to "[Jim Crow](#)" segregation laws.
- How and why the federal government adopted a policy of "[Americanization](#)" or

[assimilation of American Indians](#) and the impact of the policy on diverse groups of American Indians and the nation.

- How women’s rights activists and organizations used various approaches to overcome internal division within the movement and secure universal suffrage for women with the [Nineteenth Amendment](#).
- How “modernism” developed and challenged conventional or traditional practices of American society during the 1920s (e.g., [jazz age](#), [flappers](#), the [Harlem Renaissance](#), [Negro nationalism](#), [Charles Darwin](#), [Albert Einstein](#)).
- How and in what ways defenders of tradition reacted to modern thought and rapid change in American society of the 1920s (e.g., nativism and the [Sacco and Vanzetti](#) case, rise in fundamentalism and the [Scopes Monkey Trial](#), [Ku Klux Klan](#), [Prohibition](#), [eugenics](#)).
- The extent to which American culture continued to flourish during the Great Depression.
- How pressures to conform during the 1950’s and beyond contributed to the rise of an American counterculture (e.g., corporate life, a [cult of domesticity](#), [consumerism](#), [Levittowns](#), [Jack Kerouac](#), beatniks, hippie movement, youth generation of 1980’s and 1990’s).
- How and to what extent a youth culture driven by consumerism, delinquency, and rock-n-roll music emerged after World War II and impacted American society.

History

Essential Standard:

AH2.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

Concept(s): Freedom, Equality, Power, Ideology

Clarifying Objectives

AH2.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., “separate but equal”, Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand

- Diverse groups of people may have to agree upon shared values and principles in order to form and maintain a viable political and economic system.
- A nation may agree on values and principles philosophically, but disagree on the practical political and economic application of those same values and principles.
- Governments are often organized with a framework designed to address issues, needs, or desires of individuals or groups within a society.
- The ideological and philosophical views of leaders can affect societal, economic, and political change that may promote or impede freedom and equality.

The student will know

- How and why the adoption of the [14th Amendment](#) to the United States Constitution and its interpretation impacted the equality of various groups during the 19th 20, and 21st Century.
- How and why the [Pendleton Act of 1883](#) enabled civil service reform and the elimination of political patronage and how the legislation impacted United States

politics at the turn of the 20th Century.

- How and why communities of the South and West formed agrarian movements (e.g., [Granger movement](#), the [Alliance movement](#) and the [Populist Party](#)).
- How and why the philosophy of [Social Darwinism](#) emerged and how the notion of “the survival of the fittest” impacted the development of American industry, government policies and social customs during the Gilded Age.
- How and why the [Social Gospel Movement](#) preached good works and the sharing of wealth as a means of salvation and how these ideas impacted 20th Century progressive politicians.
- How the fight for universal women’s suffrage culminated with the adoption of the [19th Amendment](#) and how the vote of women impacted the 20th Century American government and economics.
- How the [Harlem Renaissance](#) raised awareness of issues affecting the lives of African Americans in the 1920s through various forms of expression such as literature, art, music and drama.
- How the rulings of the United States [Supreme Court under Chief Justice Earl Warren](#) altered the traditional legal position on racial equality and the rights of the criminally accused.
- How and why the [African American civil rights movement developed over the 20th Century](#) and how it impacted the onset of other movements for equality as well as American political and economic systems.
- How and why [President Lyndon Johnson](#) addressed issues of social and racial injustice through direct government intervention and the programs of the [Great Society](#) and the effects of such intervention on American politics and economics.

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| | <ul style="list-style-type: none"> • How the ‘Conservative/Reagan Revolution’ of the 1980’s and beyond addressed issues of social and racial injustice and how it impacted American political and economic systems. <p>Key Terminology:</p> <ul style="list-style-type: none"> • Philosophical Theories - The theories and ideas that shaped the development of intellectual philosophies and spanned many popular political, social and economic debates. The point of a theory is to explain observations, which in turn seek to explain the world or society in which we live. |
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History

Essential Standard:

AH2.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

Concept(s): Freedom, Equality, Power, Conflict, Authority

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| <p>Clarifying Objectives</p> | <p>Unpacking What does this standard mean a student will understand, know and be able to do?</p> |
| <p>AH2.H.5.2 Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government since Reconstruction (e.g., New Deal, Great Society, Civil Rights, etc.).</p> | <p>The student will understand:</p> <ul style="list-style-type: none"> • Perceptions of power and authority can lead to tension and conflict and may result in changing roles of governments within a nation. • The division of power between state and national governments often result in conflicts over power, authority and how to best govern. • Societies can modify the government in response to the challenges of their time. • Governments may be modified in response to political, social, and economic issues. • The distribution of power and authority may change during times of tension and conflict. |

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| | <p>The student will know:</p> <ul style="list-style-type: none"> • How federal legislation and executive decisions in support of civil rights led to state’s rights debates and conflict between the federal and state governments (e.g., “Dixiecrats”, Little Rock 9 incident and James Meredith). • How and why various United States Supreme Court decisions of the 19th and 20th Centuries have tested the distribution of power between the federal and state governments (e.g., Plessy v. Ferguson, Brown v. Board of Education and Swann v. Charlotte-Mecklenburg). • How and why federal legislation, executive actions, and court decisions in the late 20th and early 21st centuries concerning various elements of health care reform, privacy, and other issues led to disputes over the extent of permissible taxation, the relationship between the federal government and the states, and the Commerce Clause. |
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History

Essential Standard:

AH2.H.6 Understand how and why the role of the United States in the world has changed over time.

Concept(s): International Affairs , Foreign Policy

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| <p>Clarifying Objectives</p> | <p>Unpacking What does this standard mean a student will understand, know and be able to do?</p> |
| <p>AH2.H.6.1 Explain how national economic and political interests helped set the direction of United States foreign policy since Reconstruction (e.g., new markets, isolationism, neutrality, containment, homeland security, etc.).</p> | <p>The student will understand:</p> <ul style="list-style-type: none"> • Economic and political interests can guide a nation’s foreign policy. • Foreign policy guidelines and international agreements may encourage domestic economic development and enable national security. <p>The student will know:</p> <ul style="list-style-type: none"> • How and to what extent international trade policies and tariffs of the 20th and 21st Centuries, and the related domestic controversies surrounding them, shaped the |

economic development and foreign policy of the United States (e.g., [McKinley Tariff](#), [Hawley-Smoot Tariff](#), [GATT](#), and [NAFTA](#)).

- How and to what extent 20th and 21st Century diplomatic agreements and treaties, and the related domestic controversies surrounding them, shaped the politics and foreign policy of the United States (e.g., [Treaty of Versailles](#), [Limited Nuclear Test Ban Treaty](#), [SALT treaties](#) and the [Camp David Accords](#)).
- How the desire of industrialized countries, such as Great Britain, Germany, Russia, Japan and the United States, to open new trade markets impacted United States' foreign policy at the turn of the 20th Century.
- How trade and commercial interests in East Asia led to the development of the [Open Door Policy](#) in China.
- How and to what extent economic and political interests in Latin America and the Caribbean guided the foreign policies of American presidents throughout the 20th and 21st centuries (e.g., Teddy Roosevelt and the [Roosevelt Corollary](#), Woodrow Wilson and Mexico, FDR and the [Good Neighbor Policy](#), Ronald Reagan and [Nicaragua](#), the [Colombian anti-drug interventions](#), banana republics).
- How and why American foreign policy shifted from neutrality to interventionism at the beginning of World War I.
- How and why American foreign policy shifted to isolationism after World War I.
- How and why American foreign policy shifted from neutrality to interventionism at the beginning of World War II.
- How President Truman and his administration [rationalized using the atomic bomb](#) to end World War II and how that decision affected United States foreign policy.
- How the American foreign policy of isolationism ended with United States

membership in post World War II alliances and how that involvement influenced American foreign policy during the 20th and 21st Centuries.

- How, why and to what extent the Cold War policy of [containment](#) guided United States presidential administrations from Harry Truman to John F. Kennedy.
- How Cold War polices of compromise and confrontation with the Soviet Union guided United States presidential administrations from John F. Kennedy to George H.W.Bush.
- How, why and to what extent the United States [recognition and support of Israel](#) since 1948 has influenced American foreign policy and relationships in the Middle East.
- How and why the administration of [George W. Bush initiated preemptive military action](#) in place of containment and deterrence.
- How and to what extent United States foreign policy has been guided by international human rights and the advancement of democracy since World War I.

History

Essential Standard:

AH2.H.6 Understand how and why the role of the United States in the world has changed over time.

Concept(s): International Affairs, Foreign Policy, Conflict

Clarifying Objectives

AH2.H.6.2 Explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, WWI, WWII, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- When a nation’s economic, political, or cultural interests are threatened it can lead to various degrees of participation in war.
- Wars and their outcomes are often unsettling and can have enduring

international consequences for nations and civilians.

- Government policy on war may be driven by national needs relating to isolationism, neutrality, or interventionism.

The student will know:

- How economic and political aims led to United States involvement in the [Spanish-American War](#).
- How and to what extent the outcome of the [Spanish-American War](#) made the United States an imperial power.
- How and why the United States [joined with the Allied Powers](#) to end World War I.
- How and to what extent American involvement in World War I affected United States foreign policy and helped make the “world safe for democracy.”
- How and why economic and political conditions in Europe after World War I led to the rise of authoritarian rulers and the onset of World War II.
- How and why the United States withdrew from a policy of isolationism to initially [aid Allied Powers](#) and then directly intervene in World War II.
- How and why World War II ended and how a series of Allied conferences would [help initiate the Cold War](#).
- How, why and to what extent the [Cold War](#) and the policy of [containment](#) influenced the Truman administration’s involvement in international affairs (e.g., [Truman Doctrine](#), and the [Marshall Plan](#)).
- How and why a failed policy of containment in China would help lead to United States involvement in the [Korean War](#).

- How and why [the Korean War](#) ended in “stalemate” and how the war’s outcome affected international relations during and since [the Cold War](#).
- How, why and to what extent [Cold War](#) policies influenced the Eisenhower administration’s involvement in international affairs (e.g., the [U-2 incident](#), [Suez crisis](#) and the [Hungary invasion](#)).
- How, why and to what extent Cold War policies influenced the Kennedy administration’s involvement in international affairs (e.g., [Bay of Pigs Invasion](#), [Cuban Missile Crisis](#), [Berlin Wall](#)).
- How, why and to what extent the United States became [diplomatically and militarily involved](#) in French Indochina/Vietnam.
- How the escalation of and [withdrawal from](#) the Vietnam War affected United States international relations during and since the Cold War.
- How the foreign policy initiative of “[détente](#)” guided the international affairs of the Nixon administration during the Cold War.
- How and to what extent the Reagan administration’s [escalation of defense spending](#) and use of anti-communist rhetoric contributed to the end of the Cold War.
- How and why the domestic ‘War on Drugs’ led to United States intervention in Columbia, Panama, and other Latin American nations in the late 20th century.
- How and why the United States led a United Nations coalition of forces in the [Persian Gulf War](#) and how the war’s outcome affected American foreign policy in the Middle East.
- How the [9/11 terrorist attacks](#) on the United States led to American wars in [Iraq](#) and [Afghanistan](#) and how involvement in those wars affected international relations.

- To what extent global decisions, actions, and alliances impacted American foreign policy in the late 20th century and affected the US position in the conflicts of the 21st century (e.g., Iraq, Afghanistan, Iran, Kuwait, Saudi Arabia)

History

Essential Standard:

AH2.H.7 Understand the impact of war on American politics, economics, society and culture.

Concept(s): War, Impacts

Clarifying Objectives

AH2.H.7.1 Explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- War can shape the political decisions of participant and neutral nations.
- A nation’s government and its political leaders often assume more authority during periods of conflict, rebellion or warfare.
- Approaches to warfare may change as technological and military innovation evolve and shift the balance of power between belligerents.

The student will know:

- How American political leaders used foreign aggression as opportunities to prepare for and request war (e.g., [U.S.S. Maine](#), [Lusitania](#), [Pearl Harbor](#), [9/11](#)).
- How the United States government used propaganda to appeal to American patriotism and sell the nation’s war efforts (e.g., [Committee on Public Information](#), [Four-Minute Men](#), “[Meatless Tuesdays](#)”, “[Four Freedoms](#)” [Speech](#), PUT IN 1990’s/21st century examples, WAR ON TERROR).
- How and why Allied countries of World War I rejected Woodrow Wilson’s [Fourteen Points](#) and how that affected United States politics between world wars.
- How, why and to what extent the federal government restricted the civil liberties of various groups of Americans during times of war (e.g., the [Espionage](#) and Sedition

Acts, [Schenck v. United States](#) decision, [Japanese-American internment](#) camps and the [Patriot Act](#)).

- How the federal government increased its levels of intelligence services and operations from World War I through the Cold War and the War on Terrorism and this impacted domestic politics (e.g., [J. Edgar Hoover](#), [FBI](#), [National Security Act](#), [CIA](#)).
- How and why the [Vietnam War](#) impacted the policies and presidencies of Lyndon Johnson and Richard Nixon.
- How and why the [War on Terrorism](#) in the wake of the [9/11 attacks](#) led to a doctrine of preemptive military action and the [Second Gulf War](#) and shaped domestic politics in the early 21st century.

History

Essential Standard:

AH2.H.7 Understand the impact of war on American politics, economics, society and culture.

Concept(s): War, Economy, Sacrifice

Clarifying Objectives

AH2.H.7.2 Explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, WWII farming gains, GI Bill, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Governments and civilians may make economic sacrifices in an effort to support war efforts.
- Nation-states may have difficulty financing war efforts and overcoming the economic challenges that results from war.
- Economies may expand during war as a result of military and industrial mobilization.

The student will know:

- To what extent the collapse of the plantation economy as a result of the Civil War impacted the economies of the United States and the American South.
- How the results of the [Spanish American War](#) and the global imperial presence of the United States impacted American commerce and industry.
- How, why and to what extent Americans mobilized and economically sacrificed on behalf of allied and national efforts in world wars (e.g., [rationing](#), [war bonds](#), “[Wheatless Wednesdays](#)” and [Lend-Lease](#)).
- How and why labor unrest and strikes occurred during and after United States involvement in world wars and how labor activity impacted the economy and society.
- How, why and to what extent the consumer based economy of the United States flourished in the decades following [World War I](#) and [World War II](#).
- How and why the development of the United States “[military-industrial complex](#)” impacted the economic development of the western states.
- How and why the role of the “[military-industrial complex](#)” was seen as a concern by significant sectors of American society.

History

Essential Standard:

AH2.H.7 Understand the impact of war on American politics, economics, society and culture.

Concept(s): War, Protest, Patriotism

Clarifying Objectives

AH2.H.7.3 Explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic groups, patriotism, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Expansion and settlement in the absence of governmental authority, power and law can lead to open cultural conflict and rebellion.
- Wars between countries of competing ideologies and influence can create societal suspension, anxiety, fear and discrimination.
- The perception of wars and their purpose may help determine the degree of mobilization and participation of a democratic nation and its citizens.
- Culture, as exemplified by art, music, fashion, literature and language, can reflect the national spirit as well as fear and anxiety created by warfare.

The student will know:

- How, why and to what extent Americans mobilized and sacrificed on behalf of United States military efforts in world wars (e.g., [rationing](#), [war bonds](#), "[Wheatless Wednesdays](#)"), and how these sacrifices impacted American society.
- How and why United States involvement in wars and the contributions of women during times of war impacted the perceptions and roles of women in American society. (e.g., [19th Amendment](#), [WAVES](#), "[Rosie the Riveter](#)", women in combat in 21st century conflicts).
- How, why and to what extent United States participation in wars restricted the civil liberties of various groups of Americans. (e.g., German Americans, Japanese

Americans, Muslim Americans)

- How various ethnic groups within the United States contributed to American war efforts (e.g., [Tuskegee Airmen](#), [Triple Nickle](#), [442nd Infantry](#), [bracero program](#) and American Indian “code talkers” and related American Indian contributions during World War Two).
- How, why and to what extent consumerism and materialism impacted American society following World War I and World War II.
- How and to what extent United States involvement in world wars influenced the development of the late 20th Century African American civil rights movement.
- How, why and to what extent Americans feared the spread of communism and how that fear impacted American culture in “Red Scares” after [World War I](#) and [World War II](#).
- How and why United States mobilization during World War I and World War II created a “[Great Migration](#)” of African Americans to northern cities and how that migration culturally impacted the nation.
- How communication technologies and mediums, such as newspapers, television, film, radio and the Internet and social media influenced American patriotism and propaganda during warfare.
- How the post World War II [baby boom](#) generation affected the culture, economy and politics of the United States through the 20th Century.
- How the Soviet launching of [Sputnik](#) fostered a [space race](#) and impacted the development of American education and culture through the 20th Century.
- How and why the Cold War influenced the creation of a [national interstate highway system](#) and the implications of highway construction on American societies and

culture.

- How and why the [counterculture movement](#) started in the 1950s and 1960s and the extent to which their [anti-war protests](#) affected the Vietnam War and American society.
- How the threat of terrorism at home impacted American culture during the late 20th and early 21st centuries (Oklahoma City, Waco, World Trade Center (1993), [9/11 attacks](#)).
- How American literature, the arts, music and pop culture reflected the spirit of patriotism and national pride as well as fear, anxiety and dissent concerning the United States' involvement in war from the end of Reconstruction to the present day

History

Essential Standard:

AH2.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Concept(s): Progress, Crisis, “the American Dream”, Perspective, Entrepreneurship, Innovation

Clarifying Objectives

AH2.H.8.1 Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” since Reconstruction (e.g., Gilded Age, assembly line, transcontinental railroad, highway system, credit, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Individual risks, aspirations and ingenuity often lead to innovation, economic development and progress.
- Governments may create policies that encourage economic growth and development that encourage people to pursue an improved quality of life.
- Innovations that allow individuals to pursue an improved quality of life may also lead to challenges to the quality of life of others.

The student will know:

- How various technological innovations enabled urbanization and the horizontal and vertical growth of cities in the late 19th and early 20th centuries.
- How [Gilded Age](#) entrepreneurs took risks to develop and monopolize industries and how their efforts impacted the economic development and cultural progress of the United States (e.g., [John D. Rockefeller](#), [Andrew Carnegie](#), [J.P. Morgan](#)).
- How 19th Century urbanization generated new forms of mass entertainment (e.g., “[Buffalo Bill’s Wild West](#),” [saloons](#), [vaudeville](#), city parks, [bicycles](#) and Coney Island).
- How and why spectator and team sports became popular at the end of the 19th and into the 20th Centuries and how they impacted the development of American culture (e.g., boxing, professional baseball, college football and basketball, bicycle races).
- How and why the birth of the [automobile industry](#) impacted the economic and cultural development of the United States at the beginning of the 20th Century.
- How the invention and use of [radio](#) and [television](#) impacted the economic, political and cultural development of the United States during the 20th Century.
- How aviation and the airplane industry developed from the Wright Brothers initial flight and how it affected American culture.
- How the race to outer space and space age technologies impacted American culture.
- How the invention of the [transistor](#) and [microchip](#) led to the development of personal computers by the 1980s and their impacts on American society, economics, and culture.
- How the use of [the internet](#) and e-mail by the 1990s impacted the development of American society, economics, and culture.

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| | <p>Key Terminology:</p> <ul style="list-style-type: none"> • “The American Dream” – Students should know that the <i>American Dream</i> is a national ethos of the United States in which freedom includes the opportunity for prosperity and success. It is the aspiration of Americans to live better than their parents did. The <i>American Dream</i> is a concept that builds the aspirations of Americans to live better than their parents upon the traditional social ideals of the US, such as equality, democracy, and material prosperity. |
| <p>History</p> | |
| <p>Essential Standard: AH2.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.</p> <p>Concept(s): Progress, Crisis, “the American Dream”, Migration, Conflict</p> | |
| <p>Clarifying Objectives</p> | <p>Unpacking What does this standard mean a student will understand, know and be able to do?</p> |
| <p>AH2.H.8.2 Explain how opportunity and mobility impacted various groups within American society since Reconstruction (e.g., Americanization movement, settlement house movement, Dust Bowl, the Great Migration, suburbia, etc.).</p> | <p>The student will understand:</p> <ul style="list-style-type: none"> • An individual’s desire for survival and self-improvement can lead to the pursuit greater opportunities, which often involves mobility. • Movement inspired by the desire for improved quality of life may result in unexpected obstacles and challenges that prevent the fulfillment of goals and ambitions. <p>The student will know:</p> <ul style="list-style-type: none"> • To what extant restrictions on African American freedoms presented limited opportunities for upward mobility and movement out of the South during the late 19th Century (e.g., American Colonization Society, “Exodusters” and Wilmington Race Riots). • How and why the federal government encouraged the westward growth of the railroad industry and how the industry’s growth and movement impacted the settlement, daily lives and fortunes of various groups. |

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| | <ul style="list-style-type: none"> • How the immigration process at the beginning of the 20th Century, as well as the work and charity of various individuals, impacted the opportunity and mobility of newly arrived immigrants (e.g., Ellis Island and other ports of entry, naturalization, settlement house movement, tenement houses), and how this compared to immigration at the end of the 20th century. • How and why a “Great Migration” of African Americans to northern cities occurred during American involvement in two world wars and how that migration culturally impacted African Americans and the nation. • How the onset of the Dust Bowl influenced the displacement and migration of “Okies” during the Great Depression and how that migration impacted those groups and the United States. • How the development of suburbs after World War II impacted the growth of American society and culture. |
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History

Essential Standard:

AH2.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Concept(s): Progress, Crisis, “the American Dream”, Reform

Clarifying Objectives

AH2.H.8.3 Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction (e.g., immigrants, Flappers, Rosie the Riveter, GIs, blue collar worker, white collar worker, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Life, liberty and the pursuit of happiness often influence an individual or groups determination to seek opportunities for improvement.
- The ideal of opportunity may not always be attainable or equitable for everyone.

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| | <ul style="list-style-type: none"> • The perception and reality of opportunity for various individuals and groups to fulfill goals and ambitions changes over time. <p>The student will know:</p> <ul style="list-style-type: none"> • To what extent American entrepreneurs and inventors improved their personal fortunes and the daily lives of Americans. • To what extent American immigrants or migrants have endured passage to or within the United States to better themselves, their families and their communities. • To what extent the American worker gained labor concessions and greater power through unionization, collective bargaining, and various tactics of work stoppage and how these concessions and power may have changed over time. • To what extent the American woman has successfully gained expanded roles in American society and gender equality. • To what extent the leaders and participants of civil rights movements successfully organized, protested and advocated for greater freedom and equality. |
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History

Essential Standard:

AH2.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Concept(s): Progress, Crisis, “the American Dream”, Perspective

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| <h3>Clarifying Objectives</h3> | <h3>Unpacking</h3> <p>What does this standard mean a student will understand, know and be able to do?</p> |
| <p>AH2.H.8.4 Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction (e.g., Great Depression, Dust Bowl, New Deal, oil crisis, savings and loan crisis, dot.com bubble, mortgage</p> | <p>The student will understand:</p> <ul style="list-style-type: none"> • How individuals and groups respond to crisis may result in opportunities for growth and prosperity. • Perceptions toward progress may vary according to individual and group beliefs and |

foreclosure crisis, etc.).

values.

The student will know:

- How former slaves viewed themselves and their role in American society as free citizens. (e.g., Booker T. Washington and [Up from Slavery](#), [Slave Narratives of WPA Federal Writers' Project](#), Charles Chesnutt, “[The Wife of His Youth](#)”).
- How westward migration and [Manifest Destiny](#) impacted perceptions of the frontier and the “American Dream” (e.g., Frederick Jackson Turner and “[The Significance of the Frontier in American History](#)”, Helen Hunt Jackson and [A Century of Dishonor](#), Frank Norris and [The Octopus](#)).
- How African American civil rights leaders of the late 19th Century differed in how to best achieve greater freedom and equality ([Ida B. Wells](#), Booker T. Washington and “[The Atlanta Compromise](#)”, W.E.B. Du Bois and “[The Talented Tenth](#)”).
- How American Indians viewed the westward migration of American settlers, their own movement to reservations, and government and public attempts at “Americanization” (e.g., Simon Pokagon and “[The Future of the Red Man](#),” [Chief Joseph](#), [Zitkala-Sa](#)).
- How American imperialists and anti-imperialists supported each of their stances on the United States becoming a world power (e.g., [Albert Beveridge](#), [Josiah Strong](#), Alfred Thayer Mahan’s [The Influence of Sea Power upon History](#), Mark Twain, [William Jennings Bryan](#) and the [Anti-Imperialist League](#)).
- How various muckraking journalists worked to expose the social, economic and political ills of an industrialized society (e.g., Jacob Riis in [How the Other Half Lives](#), Lincoln Steffens in [The Shame of the Cities](#), Ida M. Tarbell in [History of the Standard Oil Company](#), Upton Sinclair and [The Jungle](#), [Thomas Nast](#) and his political cartoons).
- How “Captains of Industry” and machine boss politicians defended the acquisition of wealth and power during the Gilded Age (e.g., Andrew Carnegie and “[The](#)

[Gospel of Wealth](#)”, [John D. Rockefeller](#), [George Pullman](#), [Plunkitt of Tammany Hall](#)).

- How the American worker toiled and protested to secure a piece of the “American Dream” (Pullman Strikers and [Report and Testimony on the Chicago Strike of 1894](#), Frederick Winslow Taylor and [The Principles of Scientific Management](#), [Lewis Hine photographs of child labor in America 1908-1912](#), [Eugene V. Debs](#) and “Yes, I Am my Brother’s Keeper”).
- To what extent the goals of American labor unions improved the standard of living (e.g., [Knights of Labor](#) and [Terrence Powderly](#), [AFL](#) and [Samuel Gompers](#), [American Railway Union](#) and [Eugene V. Debs](#), and [United Mine Workers](#)
- How “the huddled masses” of American immigrants endured passage to the United States to better themselves and their families and the extent to which that goal may have been fulfilled(e.g., [Lewis Hine photographs of Ellis Island](#), Abraham Cahan and [Yekl: A Tale of the New York Ghetto](#), [Jacob Riis](#) and [Library of Congress immigration interviews](#)).
- How women’s rights activists at the turn of the 20th century campaigned to secure universal women’s suffrage with passage of the [19th Amendment](#) (e.g., [Carrie Chapman Catt](#), [Margaret Sanger](#), [Alice Paul](#) and [Lucy Burns](#)).
- How “” of American writers expressed the cultural struggle between modernism and tradition during the 1920s (e.g., [Ernest Hemingway](#), [F. Scott Fitzgerald](#), [Thomas Wolfe](#) and [William Faulkner](#)).
- How the [Harlem Renaissance](#) raised American awareness of issues affecting the lives of African Americans in the 1920s through various forms of expression such as literature, art, music and drama (e.g., [Alain Locke](#), [Langston Hughes](#), [Zora Neale Hurston](#) and [James Weldon Johnson](#)).
- How some people who lived during the Great Depression reflected on the conditions and turmoil of the era (e.g., [Such As Us](#), John Steinbeck and [The Grapes](#)

of Wrath, Richard Wright's *Native Son*, Studs Terkel and *Hard Times*,).

- How some people of the 1950s criticized conformity and reflected on the struggle of the individual in a society of mass consumerism (e.g., Ralph Ellison's *The Invisible Man*, John Kenneth Galbraith's *The Affluent Society*, and Edward Hopper).
- How African American civil rights leaders of the 20th Century differed on the methods to best achieve greater freedom and equality (e.g., WEB DuBois, A. Philip Randolph, Marcus Garvey, Malcolm X and Martin Luther King, Jr.).
- How women's rights activists adopted a new feminism to challenge the cult of domesticity of the 1950s (Betty Friedan and *The Feminine Mystique*, NOW and Gloria Steinem).
- How distinct groups' perceptions of various forms of racism and discrimination may have changed between 1877 and the present.
- How national political leaders have expressed their perceptions of the "American Dream" during times of prosperity or crisis (e.g., John Kennedy's Inaugural Address, Franklin Roosevelt's First Inaugural Address, Ronald Reagan's "Tear Down This Wall" and First Inaugural speeches, George H.W. Bush's Thousand Points of Light, George W. Bush "Congressional Speech on 9/11" and Barack Obama's "A More Perfect Union" speech).

Appendix A: Terminology

Essential Standard: AH2.H.1

- **Patterns of Historical Succession** - The act or process in which historical developments have unfolded.
- **Patterns of Historical Duration** – The time during which historical developments exhibit reliable samples of traits, acts, tendencies, etc. of events, phenomena, persons, groups or institutions.
- **Temporal** – of or relating to the sequence of time or to a particular time.
- **Periodization** - the attempt to categorize or divide time into named blocks.
- **Historical Perspective** - describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, etc.
- **Historical Context** – placing events or situations in a given period of time or era.
- **Present-mindedness** – Judging things that occurred in the past based solely in terms of present-day norms and values.
- **Historical Interpretation** – Historical interpretation is when a certain historical event is described from different points of views. When this is done in first-person, it is sometimes referred to as living history.
- **Multiple Causation** – the mutual effect by many different forces to cause a particular action or occurrence.
- **Causative** – something that acts as an agent or cause; agent that is the reason for something.
- **Quantitative Analysis** – the examination of measurable and verifiable data such as earnings, revenue, population, movement, trade, etc. Quantitative analysis is used to explore such topics as migration patterns, changes in the economy, wealth distribution, changes in family size and composition, etc.
- **Qualitative Analysis** – the examination of non-measurable data such as reputation, image, feelings, beliefs, values, etc. Quantitative analysis is used to explore such topics as a person or group’s feelings about a government or judicial decision, a president’s image or the beliefs about reasons justifying war, etc.

Essential Standard: AH2.H.2

- **Watershed** – A critical point that marks a division or a change of course; a turning point. It is oftentimes an event marking a unique or important historical change of course or one on which important developments depend.

Essential Standard: AH2.H.3

- **Assimilation** – The process whereby a minority group gradually adopts the customs and attitudes of the dominant culture.
- **Americanism** – this is the term used to describe the movement during the first quarter of the 20th century whereby the immigrant in the United States was induced to assimilate American speech, ideals, traditions, and ways of life.
- **Acculturation** – this term refers to the process of cultural and psychological change that results following meeting between cultures. It is a process in which members of one cultural group adopt the beliefs and behaviors of another group. Although

acculturation is usually in the direction of a minority group adopting habits and language patterns of the dominant group, acculturation can be reciprocal.

- **Pluralism** – a theory that there is more than one basic substance, belief or principle.
- **Religious Pluralism** - Religious pluralism is a set of worldviews that stands on the premise that one religion is not the sole exclusive source of values, truths, and supreme deity. It is the acceptance of various religions.
- **Religious Factors** – a collection of attitudes, circumstances or resources that contribute to beliefs and practices of a religion.
- **Political Factors** - activities related to government policy and its administrative practices that can have effects on many areas of a society. For example, most education and health organizations and institutions may keep a watchful eye on a political factor, such as new legislation or regulatory shifts, which could have a substantial impact on policies that are implemented.
- **Political Relationship** - Social relations involving plans to gain authority or power.
- **Economic Relationship** - Cooperation in trade, finance, and investment existing between individual states, businesses, countries and sets of countries, etc.
- **Cultural Pluralism** - a condition in which many groups and cultures coexist and participate within a society and maintain their cultural differences.
- **Economic Factors** – the basic elements affecting financial matters such as labor, interest rates, government policy, management and taxation.

Essential Standard: AH2.H.4

- **Founding Principles** - The constitutional values and principles held by Americans that provide the foundation for American attitudes regarding political life. These principles have influenced the development and maintenance of American constitutional democracy.
- **Political Issues** - are matters, which directly or indirectly affect a system involving government and its politics and are considered to be problems and controversies related to power and authority.
- **Political Relationship** - Social relations involving plans to gain authority or power.
- **Economic Issues** - are matters, which directly or indirectly affect the distribution of intellectual and material resources in a society.
- **Economic Relationship** - Cooperation in trade, finance, and investment existing between individual states, businesses, countries and sets of countries, etc.
- **Social and Cultural Issues** – Students should understand that *social issues* are matters which directly or indirectly affect a person or members of a society and are considered to be problems or controversies related to family, education, politics, religion, and/or economics, while *cultural issues* directly or indirectly affect the understanding of life's important experiences through the values and concepts of the culture in which we grew up. When the cultural norm affects the way the society at large functions, it becomes a societal issue (e.g. new policy, laws, systems, or structures). For example, individuals held personal

beliefs about racially integrated schools. After many challenges to the cultural norm, society had to grapple with equality. which it decided with cases like *Brown v Board of Education* and *Swann v. Charlotte-Mecklenburg Board of Education* which helped change the systems and structures of public education.

Essential Standard: AH2.H.5

- **Philosophical Theories** - The theories and ideas that shaped the development of intellectual philosophies and spanned many popular political, social and economic debates. The point of a theory is to explain observations, which in turn seek to explain the world or society in which we live.

Essential Standard: AH2.H.8

- **“The American Dream”** – Students should know that the *American Dream* is a national ethos of the United States in which freedom includes the opportunity for prosperity and success. It is the aspiration of Americans to live better than their parents did. The *American Dream* is a concept that builds the aspirations of Americans to live better than their parents upon the traditional social ideals of the US, such as equality, democracy, and material prosperity.