



Indiana Department of Education

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# Indiana Academic Standards United States History *Indiana Connections*

**1877 to the Present**  
Standards Approved March 2014

**Indiana Department of Education**  
College and Career Readiness

## UNITED STATES HISTORY (1877 to Present)

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and Individuals, society and culture (psychology, sociology, and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

- DOE Code 1542 (US HIST)
- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit each semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## CONTENT STANDARDS

### **Standard 1 — Early National Development: 1775 to 1877**

Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877.

### **Standard 2 — Development of the Industrial United States: 1870 to 1900**

Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.

**Standard 3 — Emergence of the Modern United States: 1897 to 1920**

Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

**Standard 4 — The Modern United States in Prosperity and Depression: 1920s and 1930s**

Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

**Standard 5 — The United States and World War II: 1939 to 1945**

Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences of the war on United States involvement in world affairs.

**Standard 6 — Postwar United States: 1945 to 1960**

Students examine the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

**Standard 7 — The United States in Troubled Times: 1960 to 1980**

Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

**Standard 8 — The Contemporary United States: 1980 to the Present**

Students examine the political, economic, social and cultural development of the United States during the period from 1980 to the present.

**Standard 9 — Historical Thinking**

Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

## Standard 1: Early National Development: 1775 to 1877

Students review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.

**USH.1.1** Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents.

<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

### INDIANA CONNECTIONS

Land Ordinance of 1784 Northwest Ordinance (1787)	Indiana Constitution (1816) Indiana Constitution (1851)
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**USH.1.2** Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights.

### INDIANA CONNECTIONS

George Rogers Clark and the fall of Vincennes (1779) Development of the Northwest Territory Indiana becoming a U.S. Territory Chief Little Turtle	Indiana Constitution (1851) Tecumseh and Tenskwatawa (the Prophet) William Henry Harrison and the Battle of Tippecanoe (1811) <a href="#">The Harrisons (Bicentennial Minute)</a>
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**USH.1.3** Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.

### INDIANA CONNECTIONS

Levi and Catharine Coffin Quakers in Indiana Roberts Settlement Robert Dale Owen	The Underground Railroad in Indiana Beech Settlement 1851 Indiana Constitution Article XIII
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**USH. 1.4** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.

### INDIANA CONNECTIONS

Governor Oliver Morton Camp Morton Morgan's Raid, The Battle of Corydon Lew Wallace Ambrose Bierce Joshua Jones	Benjamin Harrison <a href="#">The Harrisons (Bicentennial Minute)</a> Nineteenth Indiana Volunteer Infantry Regiment Twenty-eighth Regiment of the United States Colored Troops <a href="#">The Election Riot of 1876</a>
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## Standard 2: Development of the Industrial United States: 1870 to 1900

Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.

**USH.2.1** Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization.

### INDIANA CONNECTIONS

Madison & Indianapolis Railroad (M&I) New Albany and Salem Railroad (Monon) Rise of the auto industry	The Indiana Gas Boom <a href="#">Gas Boom in the Hoosier State</a> (Bicentennial Minute) Purdue University (founded 1869)
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**USH.2.2** Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States.

### INDIANA CONNECTIONS

Madison & Indianapolis Railroad (M&I) Reuben Wells Locomotive <a href="#">Miles Labs in Elkhart, Indiana</a> (Bicentennial Minute) James Oliver (Oliver Chilled Plow)	New Albany and Salem Railroad (Monon) Tulip Trestle (Greene County Viaduct) The rise of interurbans Elwood Haynes
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**USH 2.3** Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there.

**USH.2.4** Explain how the lives of American Indians changed with the development of the West.

**USH.2.5** Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups.

### INDIANA CONNECTIONS

James Oliver's Chilled Plow Rise of public health	The rise of interurbans
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**USH.2.6** Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.

**INDIANA CONNECTIONS**

<a href="#">Eugene V. Debs</a> and the American Railway Union (Bicentennial Minute)	
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**USH.2.7** Describe and assess the contribution of Indiana’s only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.

**INDIANA CONNECTIONS**

<a href="#">The Harrisons</a> (Bicentennial Minute) Dependent and Disability Pension Act (for veterans) McKinley Tariff Act African American rights	Sherman Anti-Trust Act Meat Inspection Act Harrison’s interest in environmental issues
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**USH.2.8** Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act-1887, Sherman Anti-Trust Act 1890).

**USH.2.9** Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case.

**INDIANA CONNECTIONS**

Indiana Civil Rights Act of 1885	
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## Standard 3: Emergence of the Modern United States: 1897 to 1920

Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

**USH.3.1** Describe the events and people central to the transformation of the United States developing into a world power.

**INDIANA CONNECTIONS**

U.S. Steel’s Gary Works <a href="#">Gary Indiana, and Michael Jackson</a> (Bicentennial Minute)	<a href="#">Cummins Engines</a> (Bicentennial Minute) Albert Beveridge
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**USH.3.2** Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.

**INDIANA CONNECTIONS**

Albert J. Beveridge Thomas Marshall	Harvey Wiley Albion Fellows Bacon
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**USH.3.3** Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.

**INDIANA CONNECTIONS**

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

**USH.3.5** Identify and give the significance of contributions to American culture made by individuals and groups-1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair.

**INDIANA CONNECTIONS**

\* = Indiana Bicentennial Minute

May Wright Sewall <a href="#">Madam C.J. Walker</a> * T.C. Steele <a href="#">Indiana Impressionist, T.C. Steele</a> * <a href="#">Elwood Haynes</a> * <a href="#">Auto Indiana</a> * Juliet Straus Theodore Dreiser Albert Beveridge Booth Tarkington Richard Lieber	Ball Brothers Indianapolis Recorder Carl Fisher James Allison <a href="#">James Whitcomb Riley, the Hoosier Poet</a> * <a href="#">Indianapolis Motor Speedway</a> * <a href="#">The Von Tilzer Brothers – Hoosier Hitmakers</a> * <a href="#">Gene Stratton Porter – A Woman Ahead of Her Time</a> * <a href="#">Knut Rockne</a> * <a href="#">Gennett Records</a> * <a href="#">The Hoosier Behind the Jazz Charts</a> <a href="#">Hoagy Carmichael</a> *
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**USH.3.6** Analyze the reasons why the United States became involved in World War I. **INDIANA**

**CONNECTIONS**

James B. Gresham "Lilly" Base Hospital 32 Helen Purviance Donut Girls	Samuel Woodfill Aaron R. Fisher Alex Arch Opha May Johnson
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**USH.3.7**

Analyze President Wilson’s Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace.

**USH.3.8**

Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate.

**USH.3.9**

Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth.

**INDIANA CONNECTIONS**

German immigrants <i>Turnvereine</i> and <i>Anthenaeum</i> Anti-foreign sentiment during WWI and after	Ancient Order of Hibernians Madam C.J. Walker Rise of the KKK
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**Standard 4: Modern United States Prosperity and Depression: Post WW I - 1939**

Students explain the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

**USH.4.1**

Understand the significance of the pro-business policies of President’s Harding, Coolidge, and Hoover and the effect these policies had on the economy of the 1920s.

**USH.4.2**

Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society.

**INDIANA CONNECTIONS**

\* = Indiana Bicentennial Minute

Jazz on <a href="#">Indiana Avenue</a> * <a href="#">French Lick Springs and West Baden</a> * <a href="#">Cole Porter</a> * KKK	<a href="#">Gennett Records</a> , Richmond * <a href="#">John Dillinger</a> * <a href="#">Hoagy Carmichael</a> * Prohibition
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**USH.4.3**

Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era.

**INDIANA CONNECTIONS**

D.C. Stephenson and the Indiana KKK Steel strike in Calumet	Albion Fellows Bacon
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**USH.4.4**

Describe technological developments during the 1920s and explain their impact on rural and urban America.



### INDIANA CONNECTIONS

Studebaker Auto Auburn Automobile Company <a href="#">Cummins Engines</a> (Indiana Bicentennial Minute) Studebaker & Auburn Automotive Companies	<a href="#">Auto Indiana</a> (Indiana Bicentennial Minute) <a href="#">Evansville – Refrigeration Capital of the World</a> (Indiana Bicentennial Minute) Eli Lilly & Company and insulin
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**USH.4.5** Analyze the causes of the Great Depression and explain how they affected American society

### INDIANA CONNECTIONS

Terre Haute General Strike	Governor Paul McNutt’s Little New Deal
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**USH.4.6** Identify and describe the contributions of political and social reformers during the Great Depression Era.

**USH.4.7** Analyze the impact the Great Depression had on America’s standard of living

**USH.4.8** Identify and explain the significance of New Deal relief programs.

### INDIANA CONNECTIONS

Governor Paul McNutt’s Little New Deal WPA Federal Writers Project and Slave Narratives	CCC projects – State Parks and State Forests Thomas Hart Benton and Alan Tomkins public mural projects
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**USH.4.9** Identify and explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation.

### INDIANA CONNECTIONS

Partnership for social welfare between Indiana and Federal agencies	New Deal programs Rise of labor unions – especially the UAW
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Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.

**USH.5.1** Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation.

**INDIANA CONNECTIONS**

<a href="#">Ludlow Amendment</a>	
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**USH.5.2**

Compare and contrast President Franklin D. Roosevelt's world view with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo.

**USH.5.3**

Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II.

**USH.5.4**

Identify key leaders and events from World War II and explain the significance of each.

**USH.5.5**

Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes.

**USH.5.6**

Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women.

**USH.5.7**

Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts.

**INDIANA CONNECTIONS**

Jeffboat and LST production in Jeffersonville U.S. Steel in Gary Studebaker	Standard Oil in Whiting <a href="#">Eli Lilly</a> and Company (Indiana Bicentennial Minute)
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**USH.5.8** Identify and describe the impact of World War II on American culture.

**INDIANA CONNECTIONS**

<i>Slaughterhouse Five</i> ; <a href="#">Kurt Vonnegut</a> (Indiana Bicentennial Minute) <a href="#">World War II Correspondent Ernie Pyle</a> (Indiana Bicentennial Minute)	Prisoners of War at Camp Atterbury <a href="#">Cole Porter</a> (Indiana Bicentennial Minute) <a href="#">Carol Lombard</a> (Indiana Bicentennial Minute)
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**USH.5.9** Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.

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Students understand the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

**USH.6.1** Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War).

**USH.6.2** Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960).

### INDIANA CONNECTIONS

NAACP in Indiana	
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**USH.6.3** Describe the constitutional significance and lasting societal effects of the United States *Brown v. Board of Education* Supreme Court case.

### INDIANA CONNECTIONS

1949 Indiana School Desegregation Act	
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**USH.6.4** Summarize key economic and social changes in post-WW II American life.

### INDIANA CONNECTIONS

Car culture and GM, Chrysler, and Ford in Indiana	School Reorganization Act and consolidation of schools
James Dean and teen culture	<a href="#">The 1954 Milan Miracle</a> (Indiana Bicentennial Minute)
<a href="#">Filo Farnsworth, the father of television</a> (Indiana Bicentennial Minute)	<a href="#">Hoagy Carmichael</a> (Indiana Bicentennial Minute)

Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

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

Judge S. Hugh Dillin & Indianapolis school busing Crispus Attucks High School <a href="#">Crispus Attucks – Champions on and off the Court</a> (Indiana Bicentennial Minute) Indiana Civil Rights Acts of 1961 & 1963	Jesse Jackson’s visits to Indiana Robert F. Kennedy – Dr. King assassination announcement <a href="#">RFK’s Legendary Speech in Indianapolis</a> (Indiana Bicentennial Minute)
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**USH.7.2** Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.

**USH.7.3** Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s.

**INDIANA CONNECTIONS**

Senator Birch Bayh – ERA and Title IX	
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**USH.7.4** Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.

**INDIANA CONNECTIONS**

<a href="#">Indiana Astronauts</a> (Indiana Bicentennial Minute)	
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**USH.7.5** Identify and analyze the significance of key decisions of the Warren Court.

**USH.7.6** Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.

**INDIANA CONNECTIONS**

Women’s rights & ERA	
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**USH.7.7** Identify areas of social tension from this time period and explain how social attitudes shifted as a result.

**USH.7.8** Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.

**USH.7.9** Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.

**INDIANA CONNECTIONS**

Sammy L. Davis, Congressional Medal of Honor recipient	
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**USH.7.10** Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)

**USH.7.11** Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of *United States v. Nixon*.

# Standard 8: The Contemporary United States: 1980 to the Present

Students examine present. the political, economic, social and cultural developments of the United States during the period from 1980 to the present.

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

## INDIANA CONNECTIONS

<a href="#">Super Bowl XLVI</a> (Indiana Bicentennial Minute) Changes to Indiana auto industry	<a href="#">Gary Indiana, and Michael Jackson</a> (Indiana Bicentennial Minute)
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**USH.8.2** Describe developing trends in science and technology and explain how they impact the lives of Americans today such as: NASA and space programs; identification of DNA; the Internet; global climate change; and U.S. energy policy.

## INDIANA CONNECTIONS

<a href="#">Indiana Astronauts</a> (Indiana Bicentennial Minute)	<a href="#">Eli Lilly</a> and Company (Indiana Bicentennial Minute)
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**USH.8.3** Discuss and explain the significance of the rise of the new conservative coalition of the 1980's.

## INDIANA CONNECTIONS

Marriage Women's reproductive rights	LGBT issues
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**USH.8.4**

Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it.

**USH.8.5**

Explain how the Cold War ended and identify new challenges to U.S. leadership in the world.

**USH.8.6**

Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.

**USH.8.7**

Explain the constitutional significance of the following landmark decisions of the United States Supreme Court:

*Westside Community School District v. Mergens* (1990), *Reno v. American Civil Liberties Union* (1997), *Mitchell v. Helms* (2000) and *Bush v. Gore* (2000).

- USH.8.8** Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.
- USH.8.9** Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy

### INDIANA CONNECTIONS

Honda, Subaru, and Toyota open production facilities in Indiana	New immigration
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## Standard 9: Historical Thinking

Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

- USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.
- USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

