

**Indiana Academic Standards Resource Guide**

**United States History**

**1877 to the Present**

**Standards Approved March 2014**

**Indiana Department of Education**

**College and Career Readiness**

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| **APPENDIX A – TEACHER RESOURCE GUIDE UNITED STATES HISTORY (1877 to Present)****Date of last update: September 2017** |

**This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.**

**This resource document will be continually updated. Please send any suggested links and report broken links to:**

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**GOOD STUDIES SOCIAL WEBSITES:**

[**HOOSIERS AND THE AMERICAN STORY DOWNLOAD**](http://www.indianahistory.org/HAS#.WEGDMHpvl6w)

[**Destination Indiana**](http://destination-indiana.com/#&sort=popular)(from the Indiana Historical Society)

[**EDSITEMENT**](http://edsitement.neh.gov/subject/history-social-studies)

[**DOCS TEACH**](http://docsteach.org/)

[**DIGITAL HISTORY**](http://www.digitalhistory.uh.edu/)

[**HISTORICAL SCENE INVESTIGATION**](http://web.wm.edu/hsi/?svr=www)

[**LIBRARY OF CONGRESS**](http://www.loc.gov/teachers/)

[**TEACHING AMERICAN HISTORY.ORG**](http://teachingamericanhistory.org/)

[**READING LIKE A HISTORIAN**](http://sheg.stanford.edu/us) (free registration)

[**GILDER LEHRMAN Institute of American History**](http://www.gilderlehrman.org/)  (free registration)

[**Historical Thinking Matters**](http://historicalthinkingmatters.org/)

[**John Green US History Crash Course Videos**](https://www.youtube.com/watch?v=6E9WU9TGrec&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s) (Nice short videos to either wrap up or kick off a unit of study)

[**PBS: American Experience**](http://www.pbs.org/wgbh/americanexperience/films/)  (A number of videos are available for online viewing)

[**America: The Story of US**](http://www.history.com/images/media/pdf/America_IdeaBook.pdf)  (Teacher’s guide for the series)

[**Thomas Nast Cartoons**](http://staging.thomasnast.com/Activities/NastCaricaturama/default.asp)

[**HarpWeek**](http://www.harpweek.com/)

[**National Archives – Teaching With Documents**](http://www.archives.gov/education/lessons/index.html)

[**The Smithsonian: Resources for Teaching American History**](http://www.smithsoniansource.org/)

[**U.S. History.org**](http://www.ushistory.org/us/index.asp)

[**American History Outlines, Charts, Etc**](http://www.studenthandouts.com/americanhistory00.htm)

[**Have Fun With History**](http://www.havefunwithhistory.com/HistorySubjects/index.html)

[**Educational Resource**](http://educationalresource.org/social-studies)

[**American Rhetoric: Top 100 Speeches**](http://www.americanrhetoric.com/top100speechesall.html)

[**Civics Resources**](http://www.doe.in.gov/standards/civics-education)

[**Civil Rights and Ethnic Education Resources**](http://www.doe.in.gov/standards/civil-rights-and-ethnic-education-resources)

[**Best U.S. History Web Sites**](http://besthistorysites.net/american-history/)

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| **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.

**Primary Source Documents**

[100 Milestone Documents](http://www.ourdocuments.gov/content.php?flash=true&page=milestone)

[Revolution and the New Nation](http://www.archives.gov/education/lessons/revolution-new-nation.html) (1754-1820’s)

[Expansion and Reform](http://www.archives.gov/education/lessons/expansion-reform.html)  (1801-1868)

[Civil War and Reconstruction](http://www.archives.gov/education/lessons/civil-war-reconstruction.html) (1850-1877)

**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. (Government)

Resources

[The Declaration of Independence: An Analytical View](http://www.pbs.org/ktca/liberty/tguide_2.html)

[Declaration of Independence](http://www.archives.gov/exhibits/charters/declaration_transcript.html)

[The Declaration of Independence](http://consource.org/document/declaration-of-independence-1776-7-4/) (ConSource)

[The Declaration and Natural Rights](http://www.landandfreedom.org/ushistory/us4.htm)

[Northwest Ordinance (1787)](http://avalon.law.yale.edu/18th_century/nworder.asp)

[U.S. Constitution (1787)](http://www.archives.gov/exhibits/charters/constitution.html)

[Federalist Paper 10 (1787)](http://www.constitution.org/fed/federa10.htm)

[Federalist Paper 51 (1788)](http://avalon.law.yale.edu/18th_century/fed51.asp)

[Bill of Rights (1791)](http://billofrightsinstitute.org/founding-documents/bill-of-rights/)

[Bill of Rights Infographic](http://www.kidsdiscover.com/infographics/bill-of-rights-for-kids/)

[Washington’s Farewell Address (1796)](http://avalon.law.yale.edu/18th_century/washing.asp)

[Gilder Lehrman: Washington’s Farewell Address](https://www.gilderlehrman.org/history-by-era/creating-new-government/resources/washington%E2%80%99s-farewell-address) (free registration)

[The Alien and Sedition Acts (1798)](http://avalon.law.yale.edu/subject_menus/alsedact.asp)

[Jefferson’s First Inaugural Address (1801)](http://avalon.law.yale.edu/19th_century/jefinau1.asp)

[Marbury v. Madison (1803)](http://www.law.cornell.edu/supct/html/historics/USSC_CR_0005_0137_ZO.html)

[McCulloch v. Maryland (1819)](http://www.law.cornell.edu/supct/html/historics/USSC_CR_0017_0316_ZS.html)

[Indiana Constitution (1816)](http://www.in.gov/history/2460.htm)

[Indiana Constitution (1851)](http://www.law.indiana.edu/uslawdocs/inconst.html)

**USH.1.2** Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and

 states’ rights. (Economics, Government)

**Key Terms/Topics**

Federalism

Sectionalism

Nationalism

States’ Rights

Expansion

Slavery

Liberty vs. Order

**Resources**

iCivics: [Federalism](http://www.icivics.org/sites/default/files/uploads/Federalism.pdf) (free registration)

[Federalism: U.S. v. the States](http://www.learner.org/courses/democracyinamerica/support/dia_3_guide.pdf)

[Nationalism and Sectionalism](http://www.educreations.com/lesson/view/nationalism-and-sectionalism/4332728/) (short video)

**USH.1.3** Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.

 (Government, Economics)

**Key Terms/Topics**

Nat Turner Rebellion

Compromise of 1820

Compromise of 1850

Kansas-Nebraska Act

Dred Scott Decision

John Brown’s Raid

Great Awakening

Temperance Movement

Women’s Rights

Horace Mann -- Education Reform

**Resources**

[The Second Great Awakening and the Age of Reform](http://teachushistory.org/second-great-awakening-age-reform/articles) Articles

[Edsitement Lesson: Slave Narratives](http://edsitement.neh.gov/lesson-plan/perspective-slave-narrative#sect-thelesson)

[Nat Turner rebellion](http://docsouth.unc.edu/highlights/turner.html)

[Compromise of 1820](http://edsitement.neh.gov/lesson-plan/early-threat-secession-missouri-compromise-1820-and-nullification-crisis#sect-thelesson)

[Abolitionism in Indiana](http://www.in.gov/history/2934.htm)

[Levi Coffin](http://www.indianahistory.org/our-collections/library-and-archives/notable-hoosiers/levi-and-catharine-coffin) (Indiana)

[Compromise of 1850](http://www.ourdocuments.gov/doc.php?doc=27)

[Kansas-Nebraska Act](http://www.ourdocuments.gov/doc.php?doc=28)

[EDSITEment Lesson: The Kansas-Nebraska Act of 1854: Popular Sovereignty and the Political Polarization over Slavery](http://edsitement.neh.gov/lesson-plan/kansas-nebraska-act-1854-popular-sovereignty-and-political-polarization-over-slavery#sect-introduction)

Teach US History.org: [Lesson Plan](http://teachushistory.org/kansas-nebraska-act-bleeding-kansas/lesson-plans) Kansas-Nebraska Act

[Dred Scott v. Sanford (1856)](http://www.ourdocuments.gov/doc.php?doc=29)

Teach US History.org: [Lesson Plan](http://teachushistory.org/dred-scott-decision/lesson-plans) Dred Scott

[John Brown’s Raid](http://www.eyewitnesstohistory.com/pfjohnbrown.htm)

[Temperance movement](http://www.indianahistory.org/teachers-students/plan-a-field-trip/Prohibition%20Time%20Line) (Indiana)

[Temperance Reform in the Early 19th Century](http://www.teachushistory.org/Temperance/ps-contents.htm)

[Women’s Rights Movement](http://utc.iath.virginia.edu/abolitn/wmhp.html)

**USH. 1.4** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies

 surrounding this time such as Andrew Johnson’s impeachment, the Black Codes, and the Compromise of 1877.

 (Government, Economics)

**Key Terms/Topics**

 **Causes**

* Economic and Social differences between the North and the South
* States versus Federal rights
* The fight between Slave and Non-Slave State proponents
* Growth of abolition movement
* Election of Lincoln

 **Lasting Effects**

Civil War Amendments (13,14,15)

Lincoln’s Reconstruction Plan

Johnson’s Reconstruction Plan

Congressional Reconstruction Plan

 **Political Controversies**

* Impeachment of Andrew Johnson
* Black Codes
* Jim Crow laws
* Election of Rutherford B. Hayes as President
* Compromise of 1877

**Resources**

[Civil War Primary Documents](http://www.teacheroz.com/Civil_War_Documents.htm)

[Causes of the Civil War](http://www.historynet.com/causes-of-the-civil-war)

[Reconstruction Plans:](file:///E%3A%5CSocial%20Studies%20Standards%20Review%5C1-FINAL%20REVISIONS%5CHIGH%20SCHOOL%5Cswallaceonline.weebly.com%5Cuploads%5C9%5C0%5C0%5C1%5C9001256%5Creconstruction_plans_chart.pdf)  Lincoln’s Plan, Johnson’s Plan, Congressional Plan

Digital History: [Overview of Reconstruction](http://www.digitalhistory.uh.edu/era.cfm?eraID=8&smtID=1)

[Edsitement: the Battle Over Reconstruction: The Aftermath of War](http://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-aftermath-war)

[Edsitement: the Battle Over Reconstruction: The Politics of Reconstruction](http://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-politics-reconstruction)

[Edsitement: the Battle Over Reconstruction: The Aftermath of Reconstruction](http://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-aftermath-reconstruction)

[13th Amendment](http://www.ourdocuments.gov/doc.php?flash=true&doc=40&page=transcript) [14th Amendment](http://www.ourdocuments.gov/doc.php?flash=true&doc=43&page=transcript) [15th Amendment](http://www.ourdocuments.gov/doc.php?doc=44&page=transcript)

[The Thirteenth Amendment & the Abolition of Slavery](http://law2.umkc.edu/faculty/projects/ftrials/conlaw/thirteenthamendment.html)

[Effects of Reconstruction Timeline](http://nationalhumanitiescenter.org/pds/maai2/timeline.pdf) (National Humanities Center)

[Emancipation Movements](http://nationalhumanitiescenter.org/pds/maai/emancipation/emancipation.htm) (National Humanities Center)

[How successful was reconstruction in dealing with the economic and social problems of freedmen?](http://www.socialstudieshelp.com/Lesson_37_Notes.htm)

[To what extent did Reconstruction create political equality for freedmen?](http://www.socialstudieshelp.com/Lesson_38_Notes.htm)

[What happened to freedmen after reconstruction came to an end?](http://www.socialstudieshelp.com/Lesson_39_Notes.htm)

[How was legalized segregation created in the south?](http://www.socialstudieshelp.com/Lesson_39a_Notes.htm)

[After Reconstruction: Problems of African Americans in the South](http://www.loc.gov/teachers/classroommaterials/lessons/reconstruction/) (Library of Congress)

[Johnson’s impeachment](http://www.pbs.org/newshour/impeachment/timeline/johnson.html)

[The Impeachment of Andrew Johnson](http://historymatters.gmu.edu/impeach3.html)

[The Impeachment of Andrew Johnson](http://www.andrewjohnson.com/)

[Black Codes](http://historymatters.gmu.edu/impeach3.html) (Short Video)

[Reconstruction – Black Codes](https://www.youtube.com/watch?v=rvoX97s8fhI&safe=active) (You Tube Video)

[The Compromise of 1877](http://www.thenagain.info/webchron/usa/1877comp.html)

[Hayes vs Tilden political cartoon](http://elections.harpweek.com/09Ver2Controversy/Cartoon-Medium.asp?UniqueID=3&Year=1876)

[Rutherford B. Hayes Election](http://millercenter.org/president/hayes/essays/biography/3)

[The Election Riot of 1876](http://indianapublicmedia.org/momentofindianahistory/tag/indianas-african-american-history/) 

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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.

**Primary Source Documents**

National Archives: [The Development of the Industrial United States](http://www.archives.gov/education/lessons/industrial-us.html) (1870-1900)

Library of Congress: [Development of the Industrial United States](http://www.loc.gov/teachers/additionalresources/relatedresources/ushist/chrono/industri.html) (1876-1915)

[America’s Industrial Revolution](http://www.thehenryford.org/education/ResourceBankDetail.aspx?resourceID=307)

[American History Resource Center – 1879-1990](http://wadsworth.cengage.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html)

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

 necessary for industrialization. (Economics)

**Resources**

[Industrial Revolution](http://regentsprep.org/Regents/ushisgov/themes/economic/ind.cfm)

[Growth of railroads](http://admin.bhbl.neric.org/~mmosall/ushistory/textbook/Chapter%2014%20Industrialization/ch%2014%20sect%202%20Railroads.pdf)

[Transcontinental Railroads: Compressing Time and Space](http://www.gilderlehrman.org/history-by-era/development-west/essays/transcontinental-railroads-compressing-time-and-space) Gilder Lehrman article-free registration

[Binding the Nation by Rail](http://www.ushistory.org/us/36a.asp)

**Inventions**

[Inventors and Inventions from 1851-1900](http://www.enchantedlearning.com/inventors/1800b.shtml)

[Inventions from 1870-1900](http://www.timetoast.com/timelines/100949) Timeline and text view

[Development of big business](http://admin.bhbl.neric.org/~mmosall/ushistory/textbook/Chapter%2014%20Industrialization/ch%2014%20sect%203%20Big%20Business.pdf)

[The Black Inventor Online Museum](http://blackinventor.com/)

[The Faces of Science: African Americans in the Sciences](https://webfiles.uci.edu/mcbrown/display/faces.html)

**Robber Barons such as:**

[Robber Barons or Captains of Industry?](http://www.gilderlehrman.org/history-by-era/gilded-age/essays/robber-barons-or-captains-industry) (Article)

[Captains of Industry or Robber Barrons](http://wp.lps.org/ncraft/files/2013/08/Robber-Barron-DBQ.pdf) Lesson

[John D. Rockefeller](http://www.ushistory.org/us/36b.asp)

Digital History: [Business Regulation Case Study: Standard Oil](http://www.digitalhistory.uh.edu/era.cfm?eraID=9&smtID=11)

[Andrew Carnegie](http://www.ushistory.org/us/36c.asp)

[Wealth and Weightlessness](http://nationalhumanitiescenter.org/pds/gilded/progress/text7/text7read.htm)

[Cornelius Vanderbilt](http://voteview.com/vanderb2.htm)

[Edsitement: The Industrial Age in America: Robber Barons and Captains of Industry](http://edsitement.neh.gov/lesson-plan/industrial-age-america-robber-barons-and-captains-industry#sect-thelesson)

[Edsitement: The Industrial Age in America: Sweatshops, Steel Mills, and Factories](http://edsitement.neh.gov/lesson-plan/industrial-age-america-sweatshops-steel-mills-and-factories)

**USH.2.2** Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities

 throughout the United States. (Economics, Sociology)

**Resources**

DocsTeach: [Assimilation of American Indians](http://docsteach.org/activities/9166/detail?mode=browse&menu=closed&era%5B%5D=the-emergence-of-modern-america&sortBy=title)

[Inventions from 1870-1900](http://www.timetoast.com/timelines/100949)

[Zoom Inventors and Inventions](http://www.enchantedlearning.com/inventors/indexg.shtml)

[Henry Grady’s New South](http://historymatters.gmu.edu/d/5745/)

PBS: [Who Made America Timeline](http://www.pbs.org/wgbh/theymadeamerica/whomade/timeline_hi.html)

[African American Identify in the Gilded Age](http://www.loc.gov/teachers/classroommaterials/lessons/strivings/) (Library of Congress)

**Growth of political machine politics (Boss Tweed)**

[Gilded Age – Political Cartoon Analysis](http://www.losal.org/cms/lib7/CA01000497/Centricity/Domain/340/Politcal_cartoon_analysis.pdf)

[Political Cartoons of Political Machines](http://www.eastconn.org/tah/PoliticalCartoonsOfPoliticalMachines.pdf)

**Populism**

[The Farmers Revolt](http://www.digitalhistory.uh.edu/historyonline/us25.cfm)

William Jennings Bryan

Reading Like a Historian: [Populism and the Election of 1896](http://sheg.stanford.edu/populism-election-1896) (free registration)

[Grange Movement](http://www.gilderlehrman.org/history-by-era/populism-and-agrarian-discontent/resources/grange-movement-1875) (Oliver Kelley)

[National People’s Party Platform](http://teachingamericanhistory.org/library/document/national-peoples-party-platform-adopted-at-omaha-neb-july-4-1892/)

**USH.2.2 continued on next page**

**Agricultural Innovations**

[George Washington Carver](http://www.ideafinder.com/history/inventors/carver.htm)

[John Deere](http://web.mit.edu/invent/iow/deere.htmll)

[Cyrus McCormick](http://www.pbs.org/wgbh/theymadeamerica/whomade/mccormick_hi.html)

[Joseph F. Glidden](http://www.gliddenhomestead.org/barbedwire.html)

refrigerated box car (Andrew Chase)

the elevator ([Elisha Otis](http://www.pbs.org/wgbh/theymadeamerica/whomade/otis_hi.html))

the telephone ([Alexander Graham Bell](http://www.pbs.org/wgbh/theymadeamerica/whomade/bell_hi.html))

contributions of [Thomas Edison](http://www.pbs.org/wgbh/theymadeamerica/whomade/edison_hi.html)

[George Westinghouse](http://www.pbs.org/wgbh/theymadeamerica/whomade/westinghouse_hi.html)

Indiana: discovery of the Trenton Gas Field, development of gas boom cities/towns in East Central Indiana

**USH 2.3** Analyze the factors associated with the development of the West and how these factors affected the lives of those

 who settled there. (Government, Economics, Individuals, Society, and Culture)

**Key Terms/Topics**

Technological advances, including the transcontinental railroad

Possibility of wealth created by discovery of gold and silver

Adventure

New beginning

Opportunities for land ownership (Homestead Act)

**Resources**

Docs TEACH: [Reasons for Westward Expansion](http://docsteach.org/activities/104/detail?mode=browse&menu=closed&era%5B%5D=the-development-of-the-industrial-united-states&sortBy=title)

PBS: [New Perspectives on THE WEST](http://www.pbs.org/weta/thewest/lesson_plans/)

[The Homestead Act](http://www.landandfreedom.org/ushistory/us14.htm)

[Homestead Act](http://www.pbs.org/weta/thewest/resources/archives/five/homestd.htm)

[Turner Thesis](http://www.pbs.org/weta/thewest/people/s_z/turner.htm)

[The Significance of the Frontier in American History](http://teachingamericanhistory.org/library/document/the-significance-of-the-frontier-in-american-history/)

[The Closing of the Frontier](http://www.landandfreedom.org/ushistory/us17.htm)

**USH.2.4** Explain how the lives of American Indians changed with the development of the West. (Government, Individuals,

 Society, and Culture)

**Key Terms/Topics**

Opposition by American Indians to westward expansion (Battle of Little Bighorn, Sitting Bull, Geronimo)

Forced relocation from native lands to reservations

Reduced population through warfare and disease

Assimilation attempts

Destruction of buffalo

Broken treaties

**Resources**

Reading Like a Historian: [Battle of Little Big Horn](http://sheg.stanford.edu/battle-little-bighorn) (free registration)

[Were the policies and actions towards Native Americans justified?](http://www.socialstudieshelp.com/Lesson_40_Notes.htm)

[To what extent were US policies towards the Native Americans justified?](http://www.socialstudieshelp.com/Lesson_41_Notes.htm)

[Indian Removal and the Politics of Westward Expansion](http://www.bcps.org/offices/lis/models/indianremoval/Index.html)

[Natives of North America](http://www.historyplace.com/unitedstates/curtis/index.html)

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

 contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)

**Key Terms/Topics**

Social Darwinism – Herbert Spencer

Gospel of Wealth – Andrew Carnegie

Hull House – Jane Addams

Jacob Riis

Child labor

Chinese Exclusion Act

The Tweed Ring (Boss Tweed)

Immigrant groups

they provided cheap labor

**Resources**

[Herbert Spencer: Social Darwinism](http://www.fordham.edu/halsall/mod/spencer-darwin.asp)

[Carnegie’s Gospel of Wealth recording](http://historymatters.gmu.edu/d/5766/)

[Andrew Carnegie: The Gospel of Wealth](http://www.fordham.edu/halsall/Mod/1889carnegie.asp)

Gospel of Wealth - [www.fordham.edu/halsall/Mod/1889carnegie.html](http://www.fordham.edu/halsall/Mod/1889carnegie.html)

[Jane Addams](http://www.pbs.org/wgbh/amex/chicago/peopleevents/p_addams.html) (Hull House)

[The Subjective Necessity of Social Settlements](http://teachingamericanhistory.org/library/general-readings-progressive/)  by Jane Addams

[Jacob Riis Video](http://www.history.com/shows/america-the-story-of-us/videos/jacob-riis)

[Jacob Riis (YouTube)](http://www.youtube.com/watch?v=EACoIbokOcc&safe=active)

Reading Like a Historian: [Chinese Immigration and Exclusion](http://sheg.stanford.edu/chinese-immigration-exclusion) (free registration)

[Chinese Exclusion Act](http://ocp.hul.harvard.edu/immigration/exclusion.html) (explanation and Primary Sources)

[Vaudeville Acts](http://memory.loc.gov/ammem/vshtml/vshome.html)

[William (Boss) Tweed and Thomas Nast](http://www.eastconn.org/tah/PoliticalCartoonsOfPoliticalMachines.pdf)

[Responses to Industrialization](http://www.digitalhistory.uh.edu/historyonline/us26.cfm)

**USH.2.6**  Describe the growth of unions and the labor movement and evaluate various approaches and methods used by

 different labor leaders and organizations. (Government, Economics)

**Key Terms/Topics**

Homestead Strike

Pullman Strike

Haymarket Riot

Knights of Labor

American Federation of Labor

Triangle Shirtwaist Factory Fire

**Resources**

[Major Events in Labor History](http://www.aft.org/yourwork/tools4teachers/labor/majorevents.cfm)

[The Labor Union Movement in America](http://www.socialstudieshelp.com/eco_unionization.htm)

[Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial Era](https://resourcesforhistoryteachers.wikispaces.com/USII.5)

[Labor Unions in a Industrializing U.S.](file:///E%3A%5CSocial%20Studies%20Standards%20Review%5C1-FINAL%20REVISIONS%5CHIGH%20SCHOOL%5CNew%20folder%5CSocial%20Studies%20Standards%20Review%5C1-FINAL%20REVISIONS%5CHIGH%20SCHOOL%5Chnm.gmu.edu%5Ctah-loudoun%5Cblog%5Clessons%5C429%5C)

Reading Like a Historian: [Homestead Strike](http://sheg.stanford.edu/homestead-strike) (free registration)

PBS: [The Homestead Strike](http://www.pbs.org/wgbh/amex/carnegie/peopleevents/pande04.html)

History Channel: [Homestead Steel Strike](http://www.history.com/images/media/pdf/Homestead.pdf)

[Pullman Strike](http://www.lib.niu.edu/1994/ihy941208.html) (1894)

[Gilder Lehrman: The Haymarket Riot](https://www.gilderlehrman.org/history-by-era/populism-and-agrarian-discontent/resources/haymarket-riot) (free registration)

[Samuel Gompers](http://www.history.com/topics/samuel-gompers)

[Eugene Debs](http://www.history.com/topics/eugene-v-debs)

[Terence V. Powderly, The Knights of Labor, 1889](http://wps.prenhall.com/wps/media/objects/107/110141/ch19_a5_d1.pdf)

[Triangle Shirtwaist Factory Fire](http://www-tc.pbs.org/wnet/historyofus/teachers/pdfs/segment9-7.pdf)

**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.

**Key Terms/Topics**

New states in the Union (North & South Dakota, Montana, Washington)

Forest Reserve Act (National Parks: Yosemite, Sequoia, Grant)

Sherman Antitrust Act (business)

Ellis Island opened (Immigration)

The Lodge Bill—a.k.a. Federal Election Bill (civil rights)

**Resources**

[Benjamin Harrison Presidential Site](http://www.presidentbenjaminharrison.org/learn/benjamin-harrison-1/president)

[American President: Benjamin Harrison](http://millercenter.org/president/bharrison)

[Federal Election Bill](http://elections.harpweek.com/1892/cartoon-1892-Medium.asp?UniqueID=24&Year) Cartoon & Explanation

[Benjamin Harrison Domestic](http://www.presidentprofiles.com/Grant-Eisenhower/Benjamin-Harrison-Domestic-affairs.html)

[Papers of Benjamin Harrison](http://www.presidency.ucsb.edu/benjamin_harrison.php)

**USH.2.8** Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act-1887, Sherman Anti-Trust Act 1890). (Government, Economics)

**Resources**

[Sherman Anti-Trust Act (1890)](http://www.ourdocuments.gov/doc.php?flash=true&doc=51&page=transit) Text

[The Sherman Anti-Trust Act](http://teachingamericanhistory.org/library/document/the-sherman-anti-trust-act/)

[Should the Government Regulate Business?](http://www.debate.org/opinions/should-government-regulate-business) Debate

[Interstate Commerce Act](http://billofrightsinstitute.org/resources/educator-resources/americapedia/americapedia-documents/interstate-commerce-act/)

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

 (Government; Individuals, Society, and Culture)

**Resources**

[Civil Rights Acts](http://www.arch.ksu.edu/jwkplan/law/civil%20rights%20acts%20of%201866%2C%201870%2C%201871%2C%201875.htm)

[Jim Crow laws](http://www.nps.gov/malu/forteachers/jim_crow_laws.htm)

[The Rise and Fall of Jim Crow](http://www.pbs.org/wnet/jimcrow/) (PBS)

[Creation of KKK](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3386)

**Plessy v. Ferguson**

[Abridged version](http://teachingamericanhistory.org/library/document/plessy-v-ferguson-excerpts/)

iCivics: [Plessy v. Ferguson](http://www.icivics.org/sites/default/files/uploads/Plessy.pdf) (free registration)

Streelaw.org: [Plessy v. Ferguson](http://www.streetlaw.org/en/landmark/cases/plessy_v_ferguson#Tab=Overview)

[From Jim Crow to Linda Brown](http://www.loc.gov/teachers/classroommaterials/lessons/jimcrow/) (Library of Congress)

[The Supreme Court and Civil Rights](http://www.civilrights.org/resources/civilrights101/supremecourt.html)

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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.

**Primary Sources Documents**

[The Emergence of Modern America](http://www.archives.gov/education/lessons/modern-america.html) (1890-1930)

[Early 1900s U.S. Foreign Policy](http://153.9.241.55/palmetto/Early1900s_11th.pdf)

[American History Resource Center-1890-1914](http://wadsworth.cengage.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html)

[American History Resource Center-1914-1920](http://wadsworth.cengage.com/history_d/special_features/ext/am_hist/AmerHis-ch14.html)

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

 (Government, Geography)

**Key Terms/ Topics**

**EVENTS:**

Spanish-American War

Acquisition of

Open Door Policy

Roosevelt Corollary

Dollar Diplomacy

**Resources**

[American History – Early Imperialism](http://besthistorysites.net/american-history/early-imperialism/)

**Spanish-American War**

[Spanish-American War (1898)](http://www.loc.gov/rr/hispanic/1898/intro.html)

Edsitement: [The Spanish-American War](http://edsitement.neh.gov/lesson-plan/spanish-american-war)

Reading Like a Historian: [American Imperialism](http://sheg.stanford.edu/american-imperialism) (free registration)

[The World of 1898: The Spanish-American War](http://www.loc.gov/rr/hispanic/1898/)

[Crucible of Empire: The Spanish-American War](http://www.pbs.org/crucible/)

**Hawaii**

[Annexation of Hawaii (1898)](http://history.state.gov/milestones/1866-1898/hawaii)

Teaching With Documents: [The 1897 Petition Against the Annexation of Hawaii](http://www.archives.gov/education/lessons/hawaii-petition/)

**Open Door Policy**

[Open Door Policy (1899)](http://history.state.gov/milestones/1899-1913/hay-and-china)

Edsitement: [Imperialism and the Open Door](http://edsitement.neh.gov/lesson-plan/lesson-4-imperialism-and-open-door)

[Treaty of Portsmouth](http://history.state.gov/milestones/1899-1913/portsmouth-treaty)

**The Roosevelt Corollary**

[Gilder Lehrman: The Roosevelt Corollary to the Monroe Doctrine](https://www.gilderlehrman.org/history-by-era/empire-building/resources/roosevelt-corollary-monroe-doctrine) (free registration)

[Roosevelt Corollary to the Monroe Doctrine](http://www.ourdocuments.gov/doc.php?flash=true&doc=56&page=transcript)

[Building the Panama Canal (1903-1914)](http://history.state.gov/milestones/1899-1913/panama-canal)

[Dollar Diplomacy](http://history.state.gov/milestones/1899-1913/dollar-diplo)

World War I (1914-1918)

See USH.3.6

**PEOPLE:**

[William McKinley](http://www.loc.gov/rr/hispanic/1898/mckinley.html)

[John Hay](http://history.state.gov/departmenthistory/people/hay-john-milton)

[William Randolph Hearst/Joseph Pulitzer](http://www.pbs.org/crucible/journalism.html)

[Theodore Roosevelt (Big Stick Diplomacy)](http://millercenter.org/president/biography/roosevelt-foreign-affairs)

[William H. Taft (Dollar Diplomacy)](http://teachingamericanhistory.org/library/document/william-howard-taft-dollar-diplomacy/)

[Woodrow Wilson and Foreign Policy (EDSITEment)](https://edsitement.neh.gov/curriculum-unit/woodrow-wilson-and-foreign-policy%22%20%5Cl%20%22sect-theunit)

[Alfred Thayer Mahan](http://history.state.gov/milestones/1866-1898/mahan)

[John J. Pershing](http://www.pbs.org/wgbh/amex/macarthur/peopleevents/pandeAMEX100.html)

[Eddie Richenbacker](http://militaryhistory.about.com/od/airforce/p/rickenbacker.htm)

**USH.3.2** Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political,

 economic, and social reform. (Government; Economics; Individuals, Society, and Culture)

**Key Terms/Topics**

**POLITICAL**

Party primaries

Decline of machine politics

Women get right to vote

**ECONOMIC:**

Conservation of land and water

Regulation of business

Lower tariffs

Reformed banking system

Federal income tax

**SOCIAL**

Child Labor

Upton Sinclair – *The Jungle*

**Resources**

[Progressive Era Web Sites](http://besthistorysites.net/american-history/progressive-era/)

Library of Congress: [Progressive Era to New Era, 1900 - 1929](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/)

Best of History Websites:  [Progressive Era](http://besthistorysites.net/american-history/progressive-era/)

Gilder Lehrman: [Reform Movements of the Progressive Era](http://www.gilderlehrman.org/history-by-era/politics-reform/resources/reform-movements-progressive-era) (Free Registration)

[Primary Sources: Progressive Era](http://millercenter.org/academic/dgs/primaryresources/progressive_era)

[Progressive Era Politics Timeline](http://www.shmoop.com/progressive-era-politics/timeline.html)

[The 1911 Triangle Factory Fire](http://www.ilr.cornell.edu/trianglefire/)

**POLITICAL:**

[Extending Suffrage to Women](http://docsteach.org/activities/62/detail?mode=browse&menu=closed&era%5B%5D=the-emergence-of-modern-america&sortBy=title)

**SOCIAL:**

[The Jungle](http://www.gutenberg.org/files/140/140-h/140-h.htm)

[The Jungle (Gilder Lehrman)](https://www.gilderlehrman.org/history-by-era/politics-reform/resources/jungle)

[Child Labor in America](http://www.historyplace.com/unitedstates/childlabor/index.html)

[Black Women Clubbing for Healthcare Reform](http://indianapublicmedia.org/momentofindianahistory/black-women-clubbing-healthcare-reform/) 

**USH.3.3** Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.

 (Government; Economics; Individuals, Society, and Culture)

**Key Terms/Topics**

Square Deal

Anthracite Coal Strike

Anti-trust

Railroad regulation

Elkins Act

Hepburn Act

Meatpacking and Food industry

Pure Food and Drug Act

Meat Inspection Act

Conservation

Newlands Reclamation Act

Forest Reserve Act

National Conservation Commission

Mann-Elkins Act

16th Amendment

New Freedom

Underwood Tariff

Federal Reserve Act

Clayton Antitrust Act

Federal Trade Commission

17th Amendment

19th Amendment

**Resources**

[Theodore Roosevelt primary sources](http://teachingamericanhistory.org/library/roosevelt/)

[William Howard Taft primary sources](http://teachingamericanhistory.org/library/taft/)

[Woodrow Wilson primary sources](http://teachingamericanhistory.org/library/wilson/)

[Progressive Party Platform of 1912](http://teachingamericanhistory.org/library/document/progressive-platform-of-1912/)

[Teaching With Documents: Political Cartoons Illustrating Progressivism and the Election of 1912](http://www.archives.gov/education/lessons/election-cartoons/)

**Theodore Roosevelt**

[To what extend did TR provide a “Square Deal” for the American people?](http://www.socialstudieshelp.com/Lesson_67_Notes.htm) Anthracite Coal Strike

[T. Roosevelt and the Trusts](https://www.gilderlehrman.org/history-by-era/gilded-age/resources/theodore-roosevelt-and-trusts) Gilder Lehrman (free registration)

[Northern Securities case](https://ehistory.osu.edu/exhibitions/1912/trusts/NorthernSecurities)

[Progressive Reform and Trusts](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3823)

[Federal Power: Theodore Roosevelt](http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/federal-power-theodore-roosevelt/)

**Woodrow Wilson**

[To what extent did W. Wilson provide a “New Freedom” for the American people?](http://www.socialstudieshelp.com/Lesson_68_Notes.htm)

[History of the Federal Reserve](http://www.federalreserveeducation.org/about-the-fed/history/)

### [Classroom Edition - St. Louis Fed - Federal Reserve Bank of St. Louis](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&ved=0CFsQFjAH&url=http%3A%2F%2Fresearch.stlouisfed.org%2Fpageone-economics%2Fuploads%2Fnewsletter%2F2011%2F201101_ClassroomEdition.pdf&ei=6dDnUv-qF47OyAGb_ID4Bw&usg=AFQjCNGK0vijRN-Cyz4mRL0GIkeafy1BAQ&bvm=bv.60157871,d.aWc)

[Clayton Antitrust Act](http://teachingamericanhistory.org/library/document/clayton-antitrust-act/)

[Winning the Vote for Women: The 19th Amendment](http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/nineteentham.htm)

**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).

**Resources**

[Northern Securities case (1904](https://ehistory.osu.edu/exhibitions/1912/trusts/NorthernSecurities)

[*Muller v. Oregon*](http://www.americanbar.org/groups/public_education/initiatives_awards/students_in_action/muller.html) (1908)

[*Schenck v. United States*](http://www.pbs.org/wnet/supremecourt/capitalism/landmark_schenck.html) (1919)

[Clear & Present Danger Test for Subversive Advocacy](http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/clear%26pdanger.htm)

[*Abrams v. United States*](http://www.pbs.org/wnet/supremecourt/personality/landmark_abrams.html) (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. (Individuals, Society, and

 Culture)

**Resources**

[The Progressive Movement and African Americans](http://www.socialstudieshelp.com/Lesson_71_Notes.htm)

[Booker T. Washington Resources](http://growpurpose.com/blackhistoryweb/black-history-teacher-guides/booker-t-washington-resources/)

[Booker T. Washington primary sources](http://teachingamericanhistory.org/library/bt-washington/)

[W.E.B.Du Bois primary sources](http://teachingamericanhistory.org/library/dubois/)

[The Debate Between W.E.B. DuBois and Booker T. Washington](http://www.pbs.org/wgbh/pages/frontline/shows/race/etc/road.html)

[The NAACP: A Century in the Fight for Freedom](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/) (Library of Congress)

[The Jungle](http://www.gutenberg.org/files/140/140-h/140-h.htm)

[Frederick Law Olmsted](http://www.olmstedparks.org/about/frederick-law-olmsted/) (landscape architect – Central Park)

[Frances Willard](http://www.nwhm.org/education-resources/biography/biographies/frances-elizabeth-caroline-willard/) (educator, women’s suffrage movement)

[Women’s Christian Temperance Union](https://www.wctu.org/history.html) (WCTU)

[Winning the Vote for Women: The 19th Amendment](http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/nineteentham.htm)

**Indiana**

[May Wright Sewall](http://in.gov/governorhistory/mitchdaniels/2562.htm)

[Madam C.J. Walker](http://www.madamcjwalker.com/%22%20%5Cl%20%22%26panel1-1)

[T.C. Steele and the Hoosier Group](http://www.indianahistory.org/teachers-students/hoosier-facts-fun/famous-hoosiers/t.c.-steele#.UtgibdJdXz4)

[Elwood Haynes](http://www.americaslibrary.gov/es/in/es_in_elwood_1.html)

[Juliet Strauss](http://www.indianahistory.org/our-collections/reference/notable-hoosiers/juliet-strauss#.Utgi2dJdXz4)

[Richard Lieber](http://www.ibj.com/articles/60596-richard-lieber-founded-indianarsquos-park-system)

[Ball Brothers (Muncie)](http://www.indianahistory.org/our-collections/collection-guides/ball-family-photographs-1936-1946.pdf/?searchterm=ball%20brothers)

[Indianapolis Recorder](http://www.indianahistory.org/our-collections/collection-guides/indianapolis-recorder-newspaper-collection.pdf?searchterm=indianapolis+recorder)

[Carl Fisher](http://www.indianahistory.org/our-collections/reference/notable-hoosiers/carl-fisher#.UtgjzdJdXz4)

[James Allison](http://www.indianahistory.org/our-collections/collection-guides/james-a-allison-photograph-album-1914-1928.pdf/?searchterm=james%20allison)

[The Hoosier Behind the Jazz Charts](http://indianapublicmedia.org/momentofindianahistory/hoosier-jazz-chart/)

**USH.3.6** Reasons why the United States became involved in World War I. (Government, Economics)

**Key Terms/Topics**

**CAUSES**

Violation of neutral rights

Economic ties to the allies

“The world must be made safe for democracy”

Zimmerman Telegram

Russian Revolution

**Resources**

[WWI Web Sites](http://besthistorysites.net/american-history/wwi/)

[PBS: The Great War](https://www.youtube.com/playlist?list=PLvSzCTVndaIe_DgELjTaQSzh8tfLdyewH)

[World War I Resources, Grades 9-12](http://www.nea.org/tools/lessons/60045.htm)

[Digital History: World War I](http://www.digitalhistory.uh.edu/era.cfm?eraID=12&smtID=1)

[Digital History: World War I](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3824) (Interpreting Primary Sources)

[House-Grey Memorandum](http://teachingamericanhistory.org/library/document/the-house-grey-memorandum/)

Edsitement: [U.S. Entry into World War I; Two Diametrically Oppose Views](http://edsitement.neh.gov/lesson-plan/united-states-entry-world-war-i-two-diametrically-opposed-views)

Edsitement: [U.S. Entry into World War I: Some Hypotheses About U.S. Entry](http://edsitement.neh.gov/lesson-plan/united-states-entry-world-war-i-some-hypotheses-about-us-entry)

Edsitement: [U.S. Entry into World War I: A Documentary Chronology of World War I](http://edsitement.neh.gov/lesson-plan/united-states-entry-world-war-i-documentary-chronology-world-war-i)

Edsitement: [Wilson and American Entry into World War I](http://edsitement.neh.gov/lesson-plan/wilson-and-american-entry-world-war-i)

 KHAN ACADEMY: [United States enters World War I](https://www.khanacademy.org/humanities/history/euro-hist/american-entry-world-war-I/v/united-states-enters-world-war-i) (video)

[PBS: The Blame Game](http://www.pbs.org/lostliners/t_blame.html) Lusitania

[Zimmermann Telegram](http://teachingamericanhistory.org/library/document/the-zimmerman-note-to-the-german-minister-to-mexico/)

Gilder Lehrman: [The Zimmermann Telegram and American Entry into World War I](http://www.gilderlehrman.org/history-by-era/world-war-i/essays/zimmermann-telegram-and-american-entry-world-war-i) (free registration)

[World War I Posters](http://www.ww1propaganda.com/)

**USH.3.7** Analyze President Wilson’s Fourteen Points and describe the obstacles he faced in getting European leaders to

 accept his approach to peace. (Government)

**Key Terms/Topics**

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| **FOURTEEN POINTS** | **OBSTACLES** |
| Recognition of freedom of the seasNo more secret treatiesFree tradeReduction of armamentsImpartial adjustment of all colonial claimsAllow Russia to determine its own governmentRespect for Belgium’s integrityRestoration of French territoryItaly receives territory based on ethnicityAustria-Hungary receives fair development opportunitiesIndependence of the Balkan statesSelf-determination for Ottoman Empire & free passage through DardanellesIndenpendance for PolandLeague of Nations | Henry Cabot LodgeIrreconcilables and reservationistsWilson’s unwillingness to compromise |

**Resources**

[Wilson’s Fourteen Points](https://www.khanacademy.org/humanities/history/euro-hist/ww1-aftermath/v/woodrow-wilson-s-fourteen-points) (Video)

[Interpretation of President Wilson’s Fourteen Points](http://teachingamericanhistory.org/library/document/interpretation-of-president-wilsons-fourteen-points/) (Colonel House)

[PBS: The Great War](https://www.youtube.com/playlist?list=PLvSzCTVndaIe_DgELjTaQSzh8tfLdyewH)

**USH.3.8**  Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the

 U.S. Senate. (Government)

**Key Terms/Topics**

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| **PROVISIONS** | **REASONS TREATY WAS NOT RATIFIED** |
| Germany required to admit total blame for starting WWIGermany required to pay huge reparationsGermany’s army reduced in size; navy turned over to the AlliesGermany’s colonial possessions divided among the AlliesAustria-Hungary divided (Austria, Hungary, Yugoslavia, Czechoslovakia)New nations created (Poland, Finland, Estonia, Latvia, Lithuania)A League of Nations was created | Republican Senate (Wilson was a Democrat)Concern over League of NationsStrong efforts to prevent future warsCollective action against states that went to war in violation of the treatyArticle 10 – guaranteed political independence of League members states and their protection against external aggression |

**Resources**

[Paris Peace Conference and the Treaty of Versailles](https://www.khanacademy.org/humanities/history/euro-hist/ww1-aftermath/v/paris-peace-conference-and-treaty-of-versailles) Video

Edsitement: [The Debate in the United States over the League of Nations: League of Nations Basics](http://edsitement.neh.gov/lesson-plan/debate-united-states-over-league-nations-league-nations-basics)

PBS: The Great War

**USH.3.9**  Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization and in

 promoting economic growth. (Economics, Geography)

**Key Terms/Topics**

**“New Immigrants” Basic Information**

From southern and eastern Europe

Roman Catholic, Greek Orthodox, Russian Orthodox, Jewish

Most entered the U.S. through Ellis Island

These “new immigrants” began competing for jobs

These “new immigrants” were discriminated against

**Resources**

[Immigration Restriction and the Ku Klux Klan](https://ehistory.osu.edu/sites/ehistory.osu.edu/files/mmh/clash/Imm_KKK/anti-immigrationKKK-page1.htm)

[Immigration and Migration](http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/immigration-and-migration) from Gilder Lehrman (free registration)

Digital History:  [Immigration](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3821)

[Why did immigrants come to America?](http://www.socialstudieshelp.com/Lesson_54_Notes.htm)

[To what extent has America welcomed immigrants?](http://www.socialstudieshelp.com/Lesson_55_Notes.htm)

[To what extend was America xenophobic in the 1920’s?](http://www.socialstudieshelp.com/Lesson_56_Notes.htm)

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| **Standard 4: Modern United States Prosperity and Depression: Post WWI to 1939** |

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

**Primary Source Documents:**

[Roaring 20s Web Sites](http://besthistorysites.net/american-history/the-roaring-20s/)

[The Great Depression and World War II](http://www.archives.gov/education/lessons/depression-wwii.html) (1929-1945)

[American History Resource-1920-1932](http://wadsworth.cengage.com/history_d/special_features/ext/am_hist/AmerHis-ch15.html)

[American History Resource-1933-1939](http://wadsworth.cengage.com/history_d/special_features/ext/am_hist/AmerHis-ch16.html)

[Best of Ansel Adams](http://www.historyplace.com/unitedstates/adams/index.html)

**USH.4.1** Understand the significance of the pro-business policies of President’s Harding, Coolidge, and Hoover and the effect

 these policies had on the economy of the 1920s. (Economics, Government)

**Resources**

[From Boom Times to Depression](http://www.1920-30.com/business/)

[America in the 1920’s](http://www.historylearningsite.co.uk/America_economy_1920s.htm)

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| [**HARDING**](http://www.historycentral.com/Bio/presidents/harding.html)[Harding Inaugural Address](http://www.historycentral.com/documents/Harding.html) | [**COOLIDGE**](http://www.calvin-coolidge.org/president-calvin-coolidge/)[Coolidge Inaugural Address](http://millercenter.org/scripps/archive/speeches/detail/3569)[Calvin Coolidge primary sources](http://teachingamericanhistory.org/library/c-coolidge/) | [**HOOVER**](http://millercenter.org/president/hoover/essays/biography/4)[Hoover Inaugural Address](http://avalon.law.yale.edu/20th_century/hoover.asp)[From the Hoover Presidential Library](http://www.hoover.archives.gov/education/curriculumguides/2012/lessons.html) |

**USH.4.2** Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American

 society. (Individuals, Society, and Culture)

**Key Terms/Topics**

Harlem Renaissance

Langston Hughes

Jazz Age

F. Scott Fitzgerald

**Resources**

Digital History: [1920’s](http://www.digitalhistory.uh.edu/era.cfm?eraID=13&smtID=1)

PBS: [The Harlem Renaissance](http://www.pbs.org/newshour/extra/lessons_plans/the-harlem-renissance/)

The Library of Congress: [A Guide to Harlem Renaissance Materials](http://www.loc.gov/rr/program/bib/harlem/harlem.html)

The Library of Congress: [The Harlem Renaissance](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/)

Teaching with Primary Documents [Teacher’s Guide](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/pdf/teacher_guide.pdf)

[The Harlem Renaissance](http://www.learner.org/courses/amerhistory/pdf/Harlem-Ren_L-One.pdf)

[Langston Hughes](http://www.biography.com/people/langston-hughes-9346313)

[Langston Hughes – I, Too](https://www.youtube.com/watch?v=4CUKyVrhPgM) (Video)

[F. Scott Fitzgerald](http://www.pbs.org/kteh/amstorytellers/bios.html)

[Jazz Age](http://www.pbs.org/wgbh/amex/monkeytrial/peopleevents/e_jazzage.html)

**Indiana Avenue**

[George's Bar on Indiana Avenue -](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=453&CISOBOX=1&REC=1)

**USH.4.3** Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New

 Morality, and the New Woman and explain their consequences in the post-WWI era. (Individuals, Society, and

Culture)

**Resources**

Digital History: [1920’s](http://www.digitalhistory.uh.edu/era.cfm?eraID=13&smtID=1)

**Red Scare and the Palmer Raids**

[What caused the Palmer Raids?](http://sheg.stanford.edu/upload/Lessons/Unit%209_WWI%20and%20the%201920s/Palmer%20Raids%20Lesson%20Plan.pdf)

[Red Scare! The Palmer Raids and Civil Liberties](http://historyproject.uci.edu/files/2016/03/11.4-11.5-HOT-Red_Scare.pdf)

[Red Scare](http://www.ushistory.org/us/47a.asp)

**Prohibition**

[Prohibition](http://www.pbs.org/kenburns/prohibition/educators/)

Edsitement: [How Teachers Can make the most of Prohibition](https://edsitement.neh.gov/feature/how-teachers-can-make-most-prohibition)

Gilder Lehrman: [The Supreme Court uphold national prohibition, 1920](http://www.gilderlehrman.org/history-by-era/politics-reform/resources/supreme-court-upholds-national-prohibition-1920) (free registration)

[Prohibition Lesson Plan](http://sheg.stanford.edu/prohibition) Reading Like a Historian

**Religious Fundamentalism**

[Scopes Trial](http://xroads.virginia.edu/~ug97/inherit/1925home.html)

[Scopes Trial](http://sheg.stanford.edu/scopes-trial) Reading Like a Historian

[Scopes Trial](http://www.historynet.com/scopes-trial.htm) from HISTORYnet

[Tennessee vs. John Scopes The Monkey Trial](http://law2.umkc.edu/faculty/projects/ftrials/scopes/scopes.htm)

**Ku Klux Klan**

[KKK](http://www.pbs.org/wgbh/americanexperience/features/general-article/flood-klan/)

[D.C. Stephenson](http://www.rochsent.com/main.asp?SectionID=1&SubSectionID=244&ArticleID=88)

[D.C. Stephenson in Indiana](http://www.indystar.com/story/news/history/retroindy/2014/02/20/d-c-stephenson/5641029/)

[Immigration restrictions](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3295)

[Opening of Crispus Attucks High School (1927)](http://www.nps.gov/nr/travel/indianapolis/crispusattucks.htm)

**USH.4.4**  Technological developments during the 1920s and explain their impact on rural and urban America.

 (Economics; Geography; Individuals, Society, and Culture)

**Resources**

Digital History: [1920s](http://www.digitalhistory.uh.edu/era.cfm?eraID=13&smtID=1)

[Henry Ford and the Model T](http://www.econedlink.org/lessons/index.php?lid=668&type=educator)

[Economic Boom 1920s](http://www.american-historama.org/1913-1928-ww1-prohibition-era/economic-boom-1920s.htm)

**USH.4.5** Analyze the causes of the Great Depression and explain how they affected American society. (Economics;

 Individuals, Society, and Culture)

**Key Terms/Topics**

**Causes of the Great Depression**

Uneven distribution of income

Stock market speculation

Excessive use of credit

Overproduction of consumer goods

Weak farm economy

Government policy (protective tariff)

Global economic problems

**Resources**

[American History >> The Great Depression](http://besthistorysites.net/american-history/the-great-depression/)

[Why was the Great Depression a Disaster Waiting to Happen?](http://www.socialstudieshelp.com/Lesson_83_Notes.htm)

[Causes and Effects of the New Deal](http://www.socialstudieshelp.com/USRA_Depression.htm)

Digital History: [Great Depression](http://www.digitalhistory.uh.edu/era.cfm?eraID=14&smtid=1)

[The Great Depression Lesson Plans](http://www.stlouisfed.org/great-depression/curriculum.html)

Econedlink: [Where did all the money go? The Great Depression Mystery](http://www.econedlink.org/lessons/index.php?lid=558&type=student)

Gilder Lehrman: [The Great Depression](http://www.gilderlehrman.org/history-by-era/great-depression-and-world-war-ii-1929-1945/great-depression) (free registration)

Gilder Lehrman: [Causes of the Great Depression (video)](http://www.gilderlehrman.org/multimedia#3463)  (free registration)

[Causes of the Great Depression](http://www.socialstudieshelp.com/Lesson_83_Notes.htm)

[The Great Depression: Causes and Effects](http://www.youtube.com/watch?v=-b1dTvNaL0Q) (Video)

[Depression-Era Photographs: Worth a Thousand Words](http://edsitement.neh.gov/lesson-plan/depression-era-photographs-worth-thousand-words) (Edsitement)

[To Kill a Mockingbird: A Historical perspective](http://www.loc.gov/teachers/classroommaterials/lessons/mockingbird/) (Library of Congress)

**USH.4.6**  Identify and describe the contributions of political and social reformers during the Great Depression Era.

 (Government; Economics; Individuals, Society and Culture)

**Key Terms/Topics**

**SOCIAL REFORMERS**

Franklin D. Roosevelt

Eleanor Roosevelt

Senator Huey Long

Dorthea Lang

Mary McLeod Bethune

Father Charles Coughlin

Dr. Francis Townsensd

**Resources**

Digital History: [Great Depression](http://www.digitalhistory.uh.edu/era.cfm?eraID=14&smtid=1)

Gilder Lehrman: [Women in the Great Depression](http://www.gilderlehrman.org/history-by-era/great-depression/resources/women-great-depression-investigating-assumptions) (free registration)

[Roosevelt’s Critics](http://www.ushistory.org/us/49f.asp)

[Digital History: Roosevelt’s Critics](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3444)

**Miriam Anderson**

[The Concert That Sparked the Civil Rights Movement](http://time.com/3764037/the-concert-that-sparked-the-civil-rights-movement/) (Time Magazine)

**USH.4.7** Analyze the impact the Great Depression had on America’s standard of living (Economics, Government)

**Key Terms/Topics**

|  |  |
| --- | --- |
| BreadlinesHoovervillesBonus ArmyFounding of the Congress of Industrial Organization (CIO) | 25% unemploymentFarmer’s incomes fell to low levelsCrime (gansters such as John Dilliger) |

**Resources**

Digital History: [Great Depression](http://www.digitalhistory.uh.edu/era.cfm?eraID=14&smtid=1)

[Effects of the Great Depression](http://www.youtube.com/watch?v=f_PuvWNl2GQ)  (Video)

[The Great Depression: Crash Course US History](https://www.youtube.com/watch?v=GCQfMWAikyU)

[Hoovervilles](http://www.youtube.com/watch?v=SwxRZLADhBU&safe=active)

*[Near v. Minnesota (1931)](http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/landmark-supreme-court-cases-elessons/near-v-minnesota-1931/)*

[Bonus Army Marches (1932) PBS Video](http://www.youtube.com/watch?v=mSC1lbfXfRQ)

[Migrant Farm Families](http://www.historyplace.com/unitedstates/lange/index.html)

[True Grit: Dust Bowl Survivors](http://time.com/3517348/true-grit-dust-bowl-survivors/)  Time Magazine

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

**Key Terms/Topics**

|  |  |
| --- | --- |
| **Aid to the unemployed** | **Aid to the Homeowner** |
| -Federal Emergency Relief Administration (FERA)-Public Works Administration (PWA)-Works Progress Administration (WPA) | -Home Owners Loan Corporation (HOLC)-Federal Housing Authority (FHA) |

**Resources**

Digital History: [New Deal Programs](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit9_8.pdf)

[Recovery Programs](http://dp.la/exhibitions/exhibits/show/new-deal/recovery-programs)

[How did the New Deal go about fixing the problems of the Great Depression?](http://www.socialstudieshelp.com/lesson_86_notes.htm)

[The Top Ten New Deal Programs](http://americanhistory.about.com/od/greatdepression/tp/new_deal_programs.htm)

[The Economics of the New Deal](http://www.econedlink.org/lessons/index.php?lid=459&type=educator)

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

**Key Terms/Topics**

|  |  |
| --- | --- |
| **Aid to the unemployed** | **Aid to the Homeowner** |
| -Federal Emergency Relief Administration (FERA)-Public Works Administration (PWA)-Works Progress Administration (WPA) | -Home Owners Loan Corporation (HOLC)-Federal Housing Authority (FHA) |

**Resources**

Digital History: [New Deal Programs](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit9_8.pdf)

[Recovery Programs](http://dp.la/exhibitions/exhibits/show/new-deal/recovery-programs)

[How did the New Deal go about fixing the problems of the Great Depression?](http://www.socialstudieshelp.com/lesson_86_notes.htm)

[The Top Ten New Deal Programs](http://americanhistory.about.com/od/greatdepression/tp/new_deal_programs.htm)

[The Economics of the New Deal](http://www.econedlink.org/lessons/index.php?lid=459&type=educator)

**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.

**Key Terms/Topics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Agriculture** | **Money & Banking** | **Industry** | **Labor** | **Social Welfare** | **Conservation** |
| -Agricultural Adjustment  Act (AAA)-Resettlement  Adminstration (RA)-Rural Electrification  Administration (REA)-Farm Credit  Administration (FCA) | -Bank holiday-Federal Deposit and  Insurance Corp (FDIC)-Securities and Exchange  Commission (SEC) | -National Recovery  Administration (NRA) | -National Labor  Relations Act (NLRA)-Fair Labor Standards  Act | [Social Security Act](file:///E%3A%5CSocial%20Studies%20Standards%20Review%5C1-FINAL%20REVISIONS%5CRESOURCE%20GUIDES%5Cdsitement.neh.gov%5Clesson-plan%5Csocial-security-act)[Social Security Lesson Plan](http://sheg.stanford.edu/upload/Lessons/Unit%2010_New%20Deal%20and%20World%20War%20II/Social%20Security%20Lesson%20Plan.pdf) | -Civilian Conservation  Corps (CCC)-Tennessee Valley  Authority (TVA) |

**Resources**

[To what extend did the New Deal end the Great Depression?](http://www.socialstudieshelp.com/Lesson_90_Notes.htm)

[Born in Slavery: Slave Narratives from the Federal Writers’ Project, 1936-1938](http://memory.loc.gov/ammem/snhtml/snhome.html)

DocsTeach: [The New Deal: Revolution or Reform?](http://docsteach.org/activities/5826/detail?mode=browse&menu=closed&era%5B%5D=the-great-depression-and-world-war-ii&sortBy=title)

[FDR: From Budget Balancer to Keynesian](https://fdrlibrary.org/budget)

|  |
| --- |
| **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 for United States involvement in world affairs.

**Primary Source Documents:**

[The Great Depression and World War II](http://www.archives.gov/education/lessons/depression-wwii.html) (1929-1945)

[American History Resource-1940-1945](http://wadsworth.cengage.com/history_d/special_features/ext/am_hist/AmerHis-ch17.html)

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

 war preparation. (Government, Economics, Geography)

**Key Terms/Topics**

American preoccupation with economic conditions in the U.S.

Nye Commission

Neutrality Acts

**Resources**

[The Merchants of Death](http://www.senate.gov/artandhistory/history/minute/merchants_of_death.htm)

[Neutrality Act (August 31, 1935)](http://teachingamericanhistory.org/library/document/neutrality-act-of-august-31-1935/)

[Neutrality Act (February 29, 1936)](http://teachingamericanhistory.org/library/document/neutrality-act-of-february-29-1936/)

[Neutrality Act (May 1, 1937)](http://teachingamericanhistory.org/library/document/neutrality-actof-may-1-1937/)

**USH.5.2** Compare and contrast President Franklin D. Roosevelt’s world view with that of Germany’s Adolf Hitler, Italy’s Benito

 Mussolini, the Soviet Union’s Joseph Stalin, and Japan’s Hideki Tojo. (Government; Individuals, Society and Culture)

**Resources**

**FDR**

[FDR’s Four Freedoms speech](http://www.youtube.com/watch?v=5iHKtrirjlY) Video

[Atlantic Charter](http://teachingamericanhistory.org/library/document/atlantic-charter/)

[FDR’s Declaration of War](http://www.youtube.com/watch?v=lK8gYGg0dkE)

**HITLER**

[Hitler’s May Day speech](http://comicism.tripod.com/370501.html) (May1, 1937)

[Did Hitler Have A Clear World View And To What Extent Did This Shape The Third Reich?](http://history.edjakeman.com/2010/09/hitlers-world-view.html)

**MUSSOLINI**

[Benito Mussolini](http://www.historylearningsite.co.uk/benito_mussolini.htm)

[The Doctrine of Fascism](http://www.worldfuturefund.org/wffmaster/reading/germany/mussolini.htm)  Benito Mussolini (1932)

**TOJO**

[Hideki Tojo](http://www.history.com/topics/world-war-ii/tojo-hideki)

**USH.5.3** Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into

World War II. (Government, Geography)

**Key Terms/Topics**

Failure of the League of Nations

Japanese invasion of Manchuria

Nye Investigation (see USH.5.1)

German invasion of Poland

German invasion of France

Battle of Britain

Lend-Lease Act

Japanese bombing of Pearl Harbor

Edsitement: [The Road to Pearl Harbor: The United States and East Asia, 1915-1941](http://edsitement.neh.gov/curriculum-unit/road-pearl-harbor-united-states-and-east-asia-1915-1941#sect-theunit)

Digital History: [World War II](http://www.digitalhistory.uh.edu/era.cfm?eraID=15&smtID=1)

[Why did the U.S. enter WWII?](http://www.socialstudieshelp.com/USRA_WWII_Begins.htm)

Edsitement: [From Neutrality to War](http://edsitement.neh.gov/curriculum-unit/neutrality-war-united-states-and-europe-1921-1941#sect-theunit) 4 Lessons

[Battle of Britain](http://www.history.com/topics/world-war-ii/battle-of-britain)

[Pearl Harbor Slide Show](http://www.history.com/topics/world-war-ii/world-war-ii-history/pictures/pearl-harbor/airfield-attack)

[After Pearl Harbor: Rare Photos from the American Home Front](http://time.com/3620986/after-pearl-harbor-photos/)

**USH.5.4** Identify key leaders and events from World War II and explain the significance of each. (Government)

**Key Terms/Topics**

**LEADERS**

FDR

Hitler

Tojo

Stalin

Mussolini

Eisenhower

MacArthur

Nimitz

Patton

**EVENTS**

Allied Conferences (Tehran, Yalta, Potsdam)

Internment of Japanese Americans

Bataan Death March

Battle of Midway

El Alamein

Battle of Stalingrad

D-Day

Battle of the Bulge

Manhattan Project

Sinking of the USS Indianapolis

Hiroshima & Nagasaki

**Resources**

[WWII Animated Maps: Europe & N. Africa](http://www.historyanimated.com/wwiianimated.com/)

[WWII Animated Maps: Pacific War](http://www.pacificwaranimated.com/)

Edsitement: [The United States in World War II: “The Proper Applic*ation* of Overwhelming Force”](http://edsitement.neh.gov/curriculum-unit/united-states-world-war-ii-proper-application-overwhelming-force#sect-thelessons) 4 Lessons

[Eisenhower’s Order of the Day (1944)](http://www.ourdocuments.gov/doc.php?flash=true&doc=75&page=transcript)

[The War After D-Day: Deeper Into Hell](http://life.time.com/history/the-war-after-d-day-deeper-into-hell/#1)

[Germany Surrenders at Reims, May 7, 1945](http://life.time.com/history/germany-surrenders-at-reims-may-7-1945-a-photographers-story/?iid=lb-gal-viewagn#1)  [Hiroshima and Nagasaki: Photos from the Ruins](http://life.time.com/history/hiroshima-and-nagasaki-photos-from-the-ruins/?iid=lb-gal-viewagn#1)

[V-J Day: A Nation Lets Loose](http://time.com/3517476/v-j-day-1945-a-nation-lets-loose/)

**USH.5.5** Describe Hitler’s “final solution” policy and explain the Allied responses to the Holocaust and war crimes.

 (Government; Geography; Individuals, Society and Culture)

**Resources**

[Holocaust Teacher Resource Center](http://www.holocaust-trc.org/)

[Bureau of Jewish Education – Holocaust Education](http://www.bjeindy.org/holocausteducation)

DocsTeach: [Human Strife](http://docsteach.org/activities/1506/detail?mode=browse&menu=closed&era%5B%5D=the-great-depression-and-world-war-ii&sortBy=title)

Edsitement: [Holocaust and Resistance](http://edsitement.neh.gov/lesson-plan/holocaust-and-resistance#sect-thelesson)

[Behind the Picture: The Liberation of Buchenwald, 1945](http://time.com/3638432/behind-the-picture-the-liberation-of-buchenwald-april-1945/)  Please take the time to preview – some of these pictures are disturbing

[ECHOES and REFLECTIONS](http://echoesandreflections.org/)  Student/Teacher Resource Center

[Holocaust Timeline](http://www.historyplace.com/worldwar2/holocaust/timeline.html)

[Resources for Educators](https://www.ushmm.org/educators)  United States Holocaust Memorial Museum

[The Holocaust: A Collection of Teaching Resources](http://www.scholastic.com/teachers/collection/holocaust-collection-teaching-resources)

[Holocaust – Facing History and Ourselves](https://www.facinghistory.org/topics/holocaust)

[CANDLES Holocaust Museum and Education Center](http://www.candlesholocaustmuseum.org)

[United States Holocaust Memorial Museum](http://www.ushmm.org)

[University of southern California Shoah Foundation](https://sfi.usc.edu)

[Yad Vashem – The World Holocaust Remembrance Center](http://www.yadvashem.org)

**USH.5.6** Explain how the United States dealt with individual rights and national security during World War II by examining the

 following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women.

 (Government)

**Resources**

[Civil Rights and Ethnic Education Resources](http://www.doe.in.gov/standards/civil-rights-and-ethnic-education-resources)

[To what extent is it acceptable for the government to limit civil liberties in time of war?](http://www.socialstudieshelp.com/USRA_Korematsu.htm)

**Japanese-Americans**

Reading Like a Historian: [Japanese Internment](http://sheg.stanford.edu/japanese-internment) free registration

[Transcript of Executive Order 9066](http://www.ourdocuments.gov/doc.php?flash=true&doc=74&page=transcript)

[Korematsu v. United States (1944)](http://www.pbs.org/wnet/supremecourt/personality/landmark_korematsu.html)

[Hirabayashi v. United States (1943)](https://www.oyez.org/cases/1940-1955/320us81)

**African Americans**

[African Americans in World War II - The National WWII Museum](http://www.nationalww2museum.org/assets/pdfs/african-americans-in-world.pdf)

[African Americans in WWII & Civil Rights](http://learn.uakron.edu/beyond/ww2_civilRights.htm)

[The War at Home: Civil Rights/Minorities](http://www.pbs.org/thewar/at_home_civil_rights_minorities.htm)

[African Americans in World War II](http://www.historyplace.com/unitedstates/aframerwar/index.html)

**Women**

[Women in WWII at a glance - The National WWII Museum](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&ved=0CEEQFjAH&url=http%3A%2F%2Fwww.nationalww2museum.org%2Flearn%2Feducation%2Ffor-students%2Fww2-history%2Fat-a-glance%2Fwomen-in-ww2.html&ei=edriUub6D6OOyAG11oHYCg&usg=AFQjCNEpRy7EUkDMWtSfRTjuKyN8WA2wyg&bvm=bv.59930103,d.aWc)

[Women Come to the Front](http://www.loc.gov/exhibits/wcf/wcf0001.html) Journalists, Photographers, and Broadcasters During World War II

**Hispanics**

[The Hispanic Experience in World War II](http://www-tc.pbs.org/thewar/downloads/latino.pdf)

[Mexican Americans in World War II](http://research.pomona.edu/zootsuit/en/zoot-suit-la/world-war-ii/)

[America and WWII](http://hti.osu.edu/history-lesson-plans/united-states-history/homefront-american-world-war-2)

**USH.5.7** Summarize the efforts the national government made to regulate production, labor, and prices during the war and

 evaluate the success or failure of these efforts. (Government)

**Resources**

### [Home Front - The National WWII Museum](http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/home-front.html)

[On the Home Front (PDF) »](http://www.pbs.org/thewar/downloads/homefront.pdf)

### [World War II: The Home Front - Social Studies School Service](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=29&ved=0CF8QFjAIOBQ&url=http%3A%2F%2Fwww.socialstudies.com%2Fpdf%2FZP408sample_WorldWar2.pdf&ei=5hHoUrSsHMmu2AWVrIDwCA&usg=AFQjCNGAqMsk5Bhgu1a4B2nL4MXsYjol2A)

**USH.5.8** Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)

**Resources**

Digital History: [Impact of World War II](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3827)

Reading Like a Historian: [Zoot Suit Riots](http://sheg.stanford.edu/zoot-suit-riots)  free registration

[World War II on the Home Front: CIVIC RESPONSIBILITY](http://www.smithsonianeducation.org/educators/lesson_plans/civic_responsibility/smithsonian_siyc_fall07.pdf)

**USH.5.9** Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.

Digital History: [The Atomic Bomb](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3829)

Reading Like a Historian: [the Atomic Bomb](http://sheg.stanford.edu/atomic-bomb)  free registration

[Post WWII Goals and Plans](http://www.socialstudieshelp.com/USRA_WWII_Conferences.htm)

|  |
| --- |
| **Standard 6: Postwar United States: 1945 to 1960** |

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

[American History – Cold War Era](http://besthistorysites.net/american-history/cold-war-era/)

Edsitement: [Origins of the Cold War; 1945-49](http://edsitement.neh.gov/curriculum-unit/origins-cold-war-1945-1949) 3 Lessons

History Channel: [The Cold War](http://www.history.com/topics/cold-war)

[American History Resource-1946-1960](http://wadsworth.cengage.com/history_d/special_features/ext/am_hist/AmerHis-ch18.html)

**Primary Source Documents**

[Postwar United States](http://www.archives.gov/education/lessons/postwar-us.html) (1945 to early 1970’s)

[Life Photos – Classic Pictures from Life Magazine’s archives](http://life.time.com/)

**USH.6.1** Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals

as well as their connections to post World War II tensions (Cold War). (Government, Geography)

**Key Terms/Topics**

**Events**

Truman Doctrine

Marshall Plan

Domino Theory

NATO

Berlin Airlift

Korean War

Red Scare

U-2 Incident

**Individuals/Terms**

Joseph McCarthy

Alger Hiss

Julius & Ethel Rosenberg

McCarthyism

Blacklisting

Hollywood Ten

**Domino Theory**

[Domino Theory](http://www.history.com/topics/cold-war/domino-theory) (History Channel)

[Eisenhower gives famous “domino theory” speech](http://www.history.com/this-day-in-history/eisenhower-gives-famous-domino-theory-speech)

**Resources**

[Beginning of the Cold War](http://www.socialstudieshelp.com/USRA_Cold_War_Begins.htm)

Gilder Lehrman—[Origins of the Cold War: The Containment Policy](https://www.gilderlehrman.org/history-by-era/postwar-politics-and-origins-cold-war/resources/origins-cold-war-containment-policy)

### [Cold War Lesson Plan1](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0CDsQFjAD&url=http%3A%2F%2Fsheg.stanford.edu%2Fupload%2FLessons%2FUnit%252011_Cold%2520War%2FCold%2520War%2520Lesson%2520Plan3.pdf&ei=9xfoUvXAA-amygG61YDwCA&usg=AFQjCNFR9tFxex8EN4p4xYod5bmkOsR_Aw&bvm=bv.60157871,d.aWc)

Digital History: [The Origins of the Cold War](http://www.digitalhistory.uh.edu/era.cfm?eraID=16&smtID=11)

[Truman Doctrine/ Marshall Plan - JohnDClare.net](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0CEAQFjAE&url=http%3A%2F%2Fwww.johndclare.net%2Fcold_war8.htm&ei=9xfoUvXAA-amygG61YDwCA&usg=AFQjCNHDTmi6hHCp4duK8-Iseoy-wa1jlg&bvm=bv.60157871,d.aWc)

[Edsitement: The Formation of the Western Alliance, 1948-1949](http://edsitement.neh.gov/lesson-plan/formation-western-alliance-1948-1949)

[Berlin Airlift](http://www.youtube.com/watch?v=UOsqxp1ZDts&safe=active) Video

Edsitement: [The Korean War](http://edsitement.neh.gov/lesson-plan/korean-war-police-action-1950-1953)

[McCarthyism](http://www.socialstudieshelp.com/USRA_McCarthyism.htm) Witch hunts of the 1950’s

[The Rise and Fall of Joseph McCarthy](http://edsitement.neh.gov/lesson-plan/rise-and-fall-joseph-mccarthy)

Edsitement: [The House Un-American Activities Committee](http://edsitement.neh.gov/lesson-plan/house-un-american-activities-committee)

[Hollywood Ten](http://www.history.com/topics/cold-war/hollywood-ten)  (History Channel)

[The Atom Spy Case](https://www.fbi.gov/history/famous-cases/atom-spy-caserosenbergs)

[The Trials of Alger Hiss: A Chronology](http://law2.umkc.edu/faculty/projects/ftrials/hiss/hisschronology.html)

[“duck and cover”](http://www.youtube.com/watch?v=IKqXu-5jw60&safe=active)

[The U-2 Incident of 1960](http://www.youtube.com/watch?v=yCoXJ_bDGTM&safe=active)

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

 (Government; Individuals, Society and Culture)

**Resources**

[Civil Rights and Ethnic Education Resources](http://www.doe.in.gov/standards/civil-rights-and-ethnic-education-resources)

[American History – Civil Rights Movement](http://besthistorysites.net/american-history/civil-rights/)

[Civil Rights Timeline](http://www.infoplease.com/spot/civilrightstimeline1.html)

[Civil Rights in the Postwar Era: 1946-1953](http://www.authentichistory.com/1946-1960/8-civilrights/1946-1953/)

[Civil Rights Resource Guide](http://www.loc.gov/rr/program/bib/civilrights/external.html) (Library of Congress)

[Integration of the U.S. Armed Forces](http://docsteach.org/activities/372/detail?mode=browse&menu=closed&era%5b%5d=postwar-united-states&sortBy=title)

[The Civil Rights Movement and the Second Reconstruction, 1945-1968](http://history.house.gov/Exhibitions-and-Publications/BAIC/Historical-Essays/Keeping-the-Faith/Civil-Rights-Movement/)

[Gilder Lehrman: The Civil Rights Movement: Major Events and Legacies](http://www.gilderlehrman.org/history-by-era/civil-rights-movement/essays/civil-rights-movement-major-events-and-legacies) (free registration)

[Civil Rights in the USA 1956-1968](http://www.snhs.im/wp-content/uploads/2013/03/Revsion-route-2012-4.pdf)

### [Civil Rights Chronology](http://www.civilrights.org/resources/civilrights101/chronology.html)

[The NAACP: A Century in the Fight for Freedom](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/) (Library of Congress)

[The Supreme Court and Civil Rights](http://www.civilrights.org/resources/civilrights101/supremecourt.html)

[We Shall Overcome](https://www.nps.gov/Nr/travel/civilrights/) (National Parks Service)

[Historic Places of the Civil Rights Movement](http://www.nps.gov/nr/travel/civilrights/sitelist.htm) (National Parks Service)

[History of the Civil Rights Movement](https://www.youtube.com/watch?v=URxwe6LPvkM) (YouTube)

[Civil Rights](http://www.kidsdiscover.com/spotlight/rosa-parks/)

**Jackie Robinson**

[Jackie Robinson, Civil Rights Advocate](http://www.archives.gov/education/lessons/jackie-robinson/) (National Archives)

[Jackie Robinson - The Official Site](http://jackierobinson.com/)

[Baseball, Race Relations and Jackie Robinson](http://www.loc.gov/teachers/classroommaterials/lessons/robinson/) (Library of Congress)

[Baseball, Race and Ethnicity: Rounding the Bases](http://www.loc.gov/teachers/classroommaterials/lessons/bases/) (Library of Congress)

**Rosa Parks**

[Rosa Parks Materials - Library of Congress](http://www.loc.gov/rr/program/bib/rosaparks/rosaparks.html)

[Rosa Parks Interview](https://www.youtube.com/watch?v=RzTkHrRkhpA)

**Montgomery Boycott**

[*Montgomery*Bus Boycott(1955-1956)](http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_montgomery_bus_boycott_1955_1956/)

[Riding the Bus – Taking a Stand](http://www.archives.alabama.gov/teacher/rights/rights1.html)

**Freedom Riders**

[Martin Luther King Jr. and the Freedom Riders: Rare and Classic Photos](http://life.time.com/history/martin-luther-king-jr-and-the-freedom-riders-rare-and-classic-photos/#1) (Life Magazine)

**Emmett Till**

[Emmett Till - Legacy](http://www.youtube.com/watch?v=MGqqOMTreNA)

[Bob Dylan’s interpretation of Emmett Till’s murder](http://www.youtube.com/watch?v=ywc3YFeMiYE&safe=active)

[A Savage Season in Mississippi: The Murder of Emmett Till](http://life.time.com/history/the-murder-of-emmett-till-and-the-sham-trial-that-shocked-the-nation/#1)  (Life Magazine)

**Central High School**

[The Little Rock School Integration Crisis](http://www.eisenhower.archives.gov/research/online_documents/civil_rights_little_rock.html)

[Executive Order 10730](http://www.ourdocuments.gov/doc.php?flash=true&doc=89) (Eisenhower’s desegregation order)

[Integration of Central High School](http://www.history.com/topics/black-history/central-high-school-integration) Info plus Short Video

[Elizabeth Eckford and the Little Rock Nine](http://constitutioncenter.org/media/files/Eckford%2BFormatted%2BCurriculum.pdf)

[School Desegregation and Equal Educational Opportunity](http://www.civilrights.org/resources/civilrights101/desegregation.html)

[Brave Hearts: Remembering the Little Rock Nine, 1957](http://life.time.com/history/little-rock-nine-1957-photos/#1)  (Life Magazine)

**USH.6.3** Describe the constitutional significance and lasting societal effects of the United States Supreme Court case

*Brown v. Board of Education. (Government)*

**Resources**

### [*Brown v*. *Board of Education* in PBS' The Supreme Court - YouTube](http://www.youtube.com/watch?v=TTGHLdr-iak)

*[Brown v. Board of Education (1954) - Bill of Rights Institute](https://billofrightsinstitute.org/educate/educator-resources/lessons-plans/landmark-supreme-court-cases-elessons/brown-v-board-of-education-1954/)*

[Brown v. Board of Education (1954)](http://www.streetlaw.org/en/landmark/cases/brown_v_board_of_education)

[Separate But Not Equal](http://www.history.com/topics/black-history/civil-rights-movement/videos/separate-but-not-equal) (History Channel clip)

[The Supreme Court and Civil Rights](http://www.civilrights.org/resources/civilrights101/supremecourt.html)

[Separate but Equal Education: The Road to *Brown v Board*](http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/sepbutequal.htm)

[Case Study: Brown v Board of Educ. Trial](http://www.law.umkc.edu/faculty/projects/ftrials/brownvboard/brownhome.html)

[BROWN V. BOARD OF EDUCATION LESSONS](http://www.educationworld.com/a_lesson/lesson/lesson333.shtml)

[Brown v. Board at 60](http://www.epi.org/publication/brown-at-60-why-have-we-been-so-disappointed-what-have-we-learned/)

[“Massive Resistance”:](https://www.youtube.com/watch?v=XLvuJTwbXCs&safe=active)

[The NAACP: A Century in the Fight for Freedom](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/) (Library of Congress)

**USH.6.4** Summarize key economic and social changes in post-WW II American life. (Individuals, Society and Culture)

**Key Terms/Topics**

Soviet Espionage in America

The House Un-American Activities Committee

The Rise and Fall of Joseph McCarthy

**Resources**

Edsitement: [Anticommunism in post-war America](http://edsitement.neh.gov/curriculum-unit/anticommunism-postwar-america-1945-1954-witch-hunt-or-red-menace) 3 Lessons:

[The Postwar United States, 1945-1968](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/postwar/) Library of Congress

[Economic Recovery: Lessons from the Post-WWII Period](http://mercatus.org/publication/economic-recovery-lessons-post-world-war-ii-period)

[U.S. Timeline – The 1950’s](http://americasbesthistory.com/abhtimeline1950.html)

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| **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.

[How do JFK and LBJ compare as Presidents](http://www.socialstudieshelp.com/Lesson_104_Notes.htm)

[American History Resource-1961-1969](http://wadsworth.cengage.com/history_d/special_features/ext/am_hist/AmerHis-ch19.html)

[American History Resource-1969-1980](http://wadsworth.cengage.com/history_d/special_features/ext/am_hist/AmerHis-ch20.html)

[U.S. Timeline – the 1960’s](http://americasbesthistory.com/abhtimeline1960.html)

[U.S. Timeline – The 1970’s](http://americasbesthistory.com/abhtimeline1970.html)

[Religion in Post-World War II America](http://nationalhumanitiescenter.org/tserve/twenty/tkeyinfo/trelww2.htm)

[Life Photos – Classic Pictures from Life Magazine’s archives](http://life.time.com/)

[Frank Beckwith for President](http://indianapublicmedia.org/momentofindianahistory/frank-beckwith-president/)  

**USH.7.1** Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state

 leaders, grassroots movements, and central organizations that were active in the movement. (Government;

 Economics; Individuals, Society and Culture)

[Civil Rights and Ethnic Education Resources](http://www.doe.in.gov/standards/civil-rights-and-ethnic-education-resources)

[Five Essential Practices for Teaching the Civil Rights Movement](http://www.tolerance.org/sites/default/files/general/TTM%20Essentials_0.pdf)

[The History of the Civil Rights Movement](https://www.youtube.com/watch?v=URxwe6LPvkM) (You Tube video)

[American History – Civil Rights Movement](http://besthistorysites.net/american-history/civil-rights/)

**Key Terms/Topics**

**People:**

John F. Kennedy

[JFK, Freedom Riders and the Civil Rights Movement](http://edsitement.neh.gov/lesson-plan/kennedy-administration-and-civil-rights-movement)  (Edsitement)

[JFK, LBJ, and the Fight for Equal Opportunity in the 1960’s](http://edsitement.neh.gov/lesson-plan/lesson-21-new-frontier-great-society-and-fight-equal-opportunity-1960s)  (Edsitement)

Robert Kennedy

[Robert F. Kennedy’s Martin Luther King Jr. Assassination Speech](https://www.youtube.com/watch?v=BCrx_u3825g) (delivered in Indianapolis)

Lyndon B. Johnson

[JFK, LBJ, and the Fight for Equal Opportunity in the 1960’s](http://edsitement.neh.gov/lesson-plan/lesson-21-new-frontier-great-society-and-fight-equal-opportunity-1960s)  (Edsitement)

Dr. Martin Luther King, Jr. (See USH.7.2)

[Birmingham 1963](http://www.archives.alabama.gov/teacher/rights/rights3.html)

Malcolm X (See USH.7.2)

Medgar Evers

[NAACP History: Medgar Evers](http://www.naacp.org/oldest-and-boldest/naacp-history-medgar-evers/)

[Behind the Picture: Medgar Evers’ Funeral, June 15, 1963](http://time.com/3682880/behind-the-picture-medgar-evers-funeral-june-1963/) (Life Magazine)

[The Legacy of Medgar Evers](http://www.npr.org/templates/story/story.php?storyId=1294360)

Stokley Carmichael

George Wallace [The Opinions of the Public](http://www.archives.alabama.gov/teacher/rights/rights2.html)

Earl Warren

**Organizations**

[The NAACP: A Century in the Fight for Freedom](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/) (Library of Congress)

Southern Christian Leadership Conference (SCLC)

**USH 7.1 continued on next page**

**Resources**

[Civil Rights and Ethnic Education Resources](http://www.doe.in.gov/standards/civil-rights-and-ethnic-education-resources)

[Equity on the Hardwood](http://indianapublicmedia.org/momentofindianahistory/equity-hardwood/) 

[Civil Rights Resource Guide](http://www.loc.gov/rr/program/bib/civilrights/external.html) (Library of Congress)

[Civil Rights Timeline](http://www.infoplease.com/spot/civilrightstimeline1.html)

[DocsTeach: We shall Overcome](http://docsteach.org/activities/72/detail?mode=browse&menu=closed&era%5B%5D=postwar-united-states&sortBy=title)

Edsitement: [Competing Voices of the Civil Rights Movement](http://edsitement.neh.gov/curriculum-unit/competing-voices-civil-rights-movement)

[Timeline of the Civil Rights Movement, 1960-1964](http://afroamhistory.about.com/od/civilrightsstruggle1/a/timeline1960.htm)

[Civil Rights Timeline](http://www.civilrights.org/resources/civilrights101/chronology.html) (Civil Rights.org)

[The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission](http://www.archives.gov/education/lessons/civil-rights-act/) (National Archives)

[The Supreme Court and Civil Rights](http://www.civilrights.org/resources/civilrights101/supremecourt.html)

[Civil Rights Primary Sources (1955-1983)](http://www.pbs.org/wgbh/amex/eyesontheprize/sources/index.html)

[We Shall Overcome](https://www.nps.gov/Nr/travel/civilrights/) (National Parks Service)

[Historic Places of the Civil Rights Movement](http://www.nps.gov/nr/travel/civilrights/sitelist.htm) (National Parks Service)

[Marching for Justice – Selma to Montgomery](http://www.archives.alabama.gov/teacher/rights/rights4.html)

[Voting Rights](http://www.archives.alabama.gov/teacher/rights/rights5.html)

[Teaching about 1963 in 2013: Civil Rights Movement History](http://civilrightsteaching.org/605/)

[The March on Washington DBQ](http://amhistory.si.edu/docs/MarchonWashingtonDBQ.pdf) [Teachers Guide](http://amhistory.si.edu/docs/MoWTeacherGuide.pdf)

[The Choices Program Fifty Years after the March on Washington: Students in the Civil Rights Movement](http://www.choices.edu/resources/twtn/twtn-civil-rights.php)

**USH.7.2** Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring

 about social justice during the Civil Rights Movement. (Individuals, Society and Culture)

**Resources**

[Gilder Lehrman: Martin Luther King Jr.’s “I Have a Dream” Speech](https://www.gilderlehrman.org/history-by-era/civil-rights-movement/resources/martin-luther-king-jr%E2%80%99s-%E2%80%9Ci-have-dream%E2%80%9D-speech) (free registration)

[The March on Washington: Power to the People](http://time.com/3730150/the-march-on-washington-power-to-the-people/)  (Life Magazine)

[How effective was the civil rights movement in bringing about social change in America?](http://www.socialstudieshelp.com/Lesson_105_Notes.htm)

[Malcolm X Speeches…](https://www.youtube.com/watch?v=1qCl8m_KvJk)

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

 Americans during the 1960s. (Government, Economics)

**Key Terms/Topics**

New Frontier

Great Society

War on Poverty

Medicare/Medicaid

VISTA

Civil Rights Acts of 1964 & 1965

**Resources**

[The Legacy of President John F. Kennedy – 50 years later](http://www.pbs.org/newshour/extra/2013/11/the-legacy-of-president-john-f-kennedy-50-years-later/)

[War on Poverty - PBS](http://www.pbs.org/video/2148904263/)

 PBS: [LBJ and the Great Society](http://www.pbslearningmedia.org/resource/pres10.socst.ush.now.greatsociety/lbj-and-the-great-society/)

[Study Aid: Great Society Legislation](http://www.gilderlehrman.org/history-by-era/sixties/resources/study-aid-great-society-legislation)

Gilder Lehrman: [Great Society](http://sheg.stanford.edu/great-society)  (free registration)

[Federal Power: Lyndon B. Johnson and Ronald Reagan](https://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/johnson-and-reagan/)

**USH.7.4** Describe developing trends in science and technology and explain how they impacted the lives of Americans during

 the period 1960-1980.

**Resources**

[Landing a Man on the Moon: President Nixon and the Apollo Program](http://docsteach.org/activities/13380/detail?mode=browse&menu=closed&era%5b%5d=contemporary-united-states)

[Apollo-Soyuz: Space Age Detente](http://docsteach.org/activities/15966/detail?mode=browse&menu=closed&era%5b%5d=contemporary-united-states)

[Birth of the Environmental Protection Agency (EPA)](http://docsteach.org/activities/2243/detail?mode=browse&menu=closed&era%5b%5d=contemporary-united-states)

[Apollo Landing](http://history.nasa.gov/ap11ann/introduction.htm)

[Apollo 11](http://www.historyplace.com/unitedstates/apollo11/index.html)

**USH.7.5** Identify and analyze the significance of key decisions of the Warren Court. (Government)

**Key Terms/Topics**

*Mapp v. Ohio*

*Gideon v. Wainwright*

*Escobedo v. Illinois*

*Miranda v. Arizona*

*Baker v. Carr*

*Yates v. United States*

*Engel v. Vitale*

*Griswold v. Connecticut*

**Resources**

[How did the Warren Court use judicial review to protect the rights of citizens?](http://www.socialstudieshelp.com/Lesson_106_Notes.htm)

[The Legacy of the Warren Court](http://teachersinstitute.yale.edu/curriculum/units/2004/1/04.01.07.x.html)

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

 the solutions to these problems. (Economics; Individuals, Society and Culture)

**Key Terms/Topics**

Discrimination

Affirmative Action

Counterculture

Students for a Democratic Society

Equal Rights Amendment

NOW

Vietnam

**Resources**

[Civil Rights and Ethnic Education Resources](http://www.doe.in.gov/standards/civil-rights-and-ethnic-education-resources)

[Lowering the Voting Age: Nixon and the 26th Amendment](http://docsteach.org/activities/13431/detail?mode=browse&menu=closed&era%5b%5d=contemporary-united-states)

[The Protest Era, 1960-1980](http://prezi.com/m9prslhxwv6q/the-protest-era-1960-1980/)

[Women’s Rights Movement (1960-1980)](http://prezi.com/dh70mhupkvg9/womens-rights-movement-1960-1980/)

[Cesar Chavez & the UFW](http://www.ufw.org/_page.php?inc=history/07.html)

[Affirmative Action and the Constitution](http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/current-events/affirmative-action-and-the-constitution/) (Bill of Rights Institute)

**USH.7.7** Identify areas of social tension from this time period and explain how social attitudes shifted as a result.

**Key Terms/Topics**

Equal Opportunity Act

Immigration Reform Act of 1965

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

**Key Terms/Topics**

Bay of Pigs

Berlin Crisis

Cuban Missile Crisis

Space Race

Nuclear Test Ban Treaty

Vietnam

Nixon’s visit to China

SALT

1980 Olympic Boycott

**Resources**

[Edsitement: Cuban Missile Crisis](http://edsitement.neh.gov/lesson-plan/missiles-october-cuban-missile-crisis-1962)

[Crisis in Berlin](http://www.youtube.com/watch?v=EF2-q3aejGA&safe=active) (Video)

[The Space Race](http://www.history.com/topics/space-race/videos) (Video)

[John F. Kennedy and the Space Race](http://www.whitehousehistory.org/whha_classroom/classroom_9-12-visionary-kennedy.html)

[The Choices Program On the Brink of Nuclear War: Leadership and the Cuban Missile Crisis](http://www.choices.edu/resources/twtn/twtn-cuban-missile-crisis.php)

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

**Key Terms/Topics**

Domino Theory

Gulf of Tonkin Resolution

Tet Offensive

Hawks vs. Doves

**Resources**

[American History - Vietnam](http://besthistorysites.net/american-history/vietnam/)

[The Vietnam War](http://wadsworth.cengage.com/history_d/templates/student_resources/0030724791_ayers/maps/29.2.html) (Map)

[The Vietnam War](http://www.historyplace.com/unitedstates/vietnam/index.html)

### [Teaching With Documents: The *War* in *Vietnam* – A Story in Photographs ...](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CDAQFjAB&url=http%3A%2F%2Fwww.archives.gov%2Feducation%2Flessons%2Fvietnam-photos%2F&ei=sJULU9nwKOmkyQHNjICACg&usg=AFQjCNGpdzylaVgvM88wi87qZdGcfecH7g&sig2=7lBHb2v_ddoEQrcDbtC2KQ) (National Archives)

*[Vietnam War - Best of History Web Sites](http://besthistorysites.net/american-history/vietnam/)*

[Explorations: The Vietnam war as History](http://www.digitalhistory.uh.edu/active_learning/explorations/vietnam/vietnam_menu.cfm) (Digital History)

[The Gulf of Tonkin Resolution and Escalation of the Vietnam War](http://edsitement.neh.gov/lesson-plan/gulf-tonkin-resolution-and-escalation-vietnam-war)  (EDSITEment)

[Nixon and the War Powers Resolution](http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/war-powers-resolution/)

**USH.7.10** Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)

**Key Terms/Topics**

Six Day War – 1967

Yom Kippur War – 1973

Nixon visit to China

**Resources**

[Nixon Visits China: The Week that Changed the World](http://docsteach.org/activities/13326/detail?mode=browse&menu=closed&era%5b%5d=contemporary-united-states)

[Negotiating U.S.-Chinese Rapprochment](http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB70/)

**USH.7.11** Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States

 Supreme Court decision of *United States v. Nixon. (Government)*

**Resources**

[American History – Nixon & Watergate](http://besthistorysites.net/american-history/nixon-watergate/)

[Watergate and the Constitution](http://www.archives.gov/education/lessons/watergate-constitution/) (National Archives)

[Watergate](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3352)

[Nixon Resigns](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1123)

[Watergate CNN](http://www.cnn.com/ALLPOLITICS/1997/gen/resources/watergate/)

[The Watergate Story](http://www.washingtonpost.com/wp-srv/politics/special/watergate/resources.html) (Washington Post)

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

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

[U.S. Timeline – The 1980’s](http://americasbesthistory.com/abhtimeline1980.html)

[U.S. Timeline – The 1990’s](http://americasbesthistory.com/abhtimeline1990.html)

[American History – Post Cold War](http://besthistorysites.net/american-history/post-cold-war/)

[Entering a New Era: Conservatism, Globalization, Terrorism (1980-2006)](http://bcs.bedfordstmartins.com/WebPub/history/henrettaAH6e/Instructor%20Resources/Instructors%20Manual/IRM%20%20Ch.%2030%20%28455-472%29.pdf)

[1980’s History Resources](http://www.chlive.org/pbeck/eastlibrary/1980SHISTORYRESOURCES.htm)

[Contemporary United States](http://www.archives.gov/education/lessons/contemporary-us.html) (1968 to the Present)

[Current Events and the Constitution: Supreme Court Roundup](http://billofrightsinstitute.org/supreme_court_roundup/)

**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.

**Key Terms/Topics**

Panama Canal Treaty

Iran Hostage Crisis

Air Traffic Controllers Strike

Iran – Contra Scandal

Impeachment of President Clinton

2000 Presidential Election

Immigration Policy

Affirmative Action

Social Security

Wage earnings and income disparity

Government entitlements

AIDS epidemic

Los Angeles race riots

Abortion

Gay rights

Civil Rights

**Resources**

[Teaching about 1963 in 2013: Civil Rights Movement History](http://civilrightsteaching.org/605/)

[How has the Burger/Rehnquist Court effected the issue of rights in America?](http://www.socialstudieshelp.com/Lesson_107_Notes.htm)

[How have recent U.S. Presidents dealt with domestic and foreign issues?](http://www.socialstudieshelp.com/Lesson_108_Notes.htm)

[The Panama Canal Treaties: Jimmy Carter](http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/panama-canal/)

**Air Traffic Controllers strike**

[1981 Strike Leaves Legacy for American Workers](http://www.npr.org/templates/story/story.php?storyId=5604656)

[Reagan remarks on Air Traffic Controllers strike](http://www.youtube.com/watch?v=Dc8brHWFZMY) (Video)

[Gramm-Rudman-Hollings Act](http://wps.prenhall.com/wps/media/objects/531/544609/Documents_Library/gramm.htm)

[Iran-Contra Scandal](http://www.pbs.org/wgbh/americanexperience/features/general-article/reagan-iran/)

**Impeachment of President Clinton**

[The Clinton Impeachment](http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/clinton-impeachment/) (Bill of Rights Institute)

[The Impeachment Trial of President William Clinton](http://law2.umkc.edu/faculty/projects/ftrials/clinton/clintontrialaccount.html)

[The Impeachment of President Clinton](http://www.eagleton.rutgers.edu/programs/egov/ap_clintonimpeach.php)

[The Clinton Impeachment, Ten Years Later](http://www.cbsnews.com/news/the-clinton-impeachment-ten-years-later/)

**USH 8.1 continued on next page**

**2000 Presidential election**

[Bush v. Gore and the 2000 Presidential Election](http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/bush-v-gore/) (Bill of Rights Institute)

### [*President Elect* - *2000*](http://presidentelect.org/e2000.html)

[Bush v. Gore – Cornell University](http://www.law.cornell.edu/supct/html/00-949.ZPC.html)

**Immigration**

[History of U.S. Immigration Laws](http://www.fairus.org/facts/us_laws)

[Historical Timeline – Illegal Immigration – ProCon.org](http://immigration.procon.org/view.timeline.php?timelineID=000023)

[U.S. Immigration Policy: What Should We Do?](http://www.choices.edu/resources/documents/immigration_options.pdf)

[Immigration](https://www.uschamber.com/immigration) (U.S. Chamber of Commerce)

[Affirmative Action and the Constitution](http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/current-events/affirmative-action-and-the-constitution/) (Bill of Rights Institute)

**Social Security**

[Social Security, Present and Future](http://www.nytimes.com/2013/03/31/opinion/sunday/social-security-present-and-future.html) (New York Times)

[Social Security: A guide to critical questions](http://www.washingtonpost.com/blogs/fact-checker/wp/2014/01/08/social-security-a-guide-to-critical-questions/)

[Global Aids Overview](http://aids.gov/federal-resources/around-the-world/global-aids-overview/)

**USH.8.2** Describe developing trends in science and technology and explain how they impact the lives of Americans today

 such as:

**Key Terms/Topics**

NASA and space programs;

identification of DNA;

the Internet and broadband access

global climate change;

U.S. energy policy.

Compact discs and cell phones

Cable news

Blogging

Facebook

Stem cell research

SDI

**Resources**

[Science and Engineering Indicators 2012](http://www.nsf.gov/statistics/seind12/c0/c0s1.htm)

[STEM Education Data and Trends](https://www.nsf.gov/nsb/sei/edTool/)

[People and Discoveries](http://www.pbs.org/wgbh/aso/databank/)

[Chronology of twentieth-century science](http://www.press.uchicago.edu/Misc/Chicago/284158.html)

[12 Most Important Trends in Science Over the Past 30 Years](http://discovermagazine.com/2010/oct/12-most-important-science-trends-30-years#.Uw9LM85AfTA)

[Alison Sander: Megatrends – the art and science of trend tracking](https://www.ted.com/watch/ted-institute/ted-bcg/alison-sander-megatrends-the-art-and-science-of-trend-tracking)

**USH.8.3** Discuss and explain the significance of the rise of the new conservative coalition of the 1980’s.

**Key Terms/Topics**

William F. Buckley, Jr.

Taxpayers Revolt

Reverse Discrimination

Reaganomics (Supply-Side Economics)

Spending cuts

Deregulation

**Resources**

[Federal Power: Lyndon B. Johnson and Ronald Reagan](http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/johnson-and-reagan/)

[Conservatism and the Rise of Ronald Reagan](http://countrystudies.us/united-states/history-136.htm)

[The Age of Reagan](http://www.gilderlehrman.org/history-by-era/essays/age-reagan)

**USH.8.4** Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration

 implemented it. (Economics)

**Resources**

### [Primary Source Lesson Plan](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwi11ciZg4jRAhWq1IMKHa-LBGgQFggaMAA&url=https%3A%2F%2Fdmpsprojectclio.wikispaces.com%2Ffile%2Fview%2FLesson%2BPlan-%2BReagonomics%2BDebate%2B(Koch).doc&usg=AFQjCNFa3G1qZA9kVrzBlcjFOFEEhi60Iw&sig2=kDPe7UCWFgxJfmAJAXboiQ&bvm=bv.142059868,d.amc&cad=rja) Debating the Success & Failure of Reaganomics

[Lyndon B. Johnson and Ronald Reagan and Federal Power](http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/johnson-and-reagan/)

### [Reaganomics](http://www.ushistory.org/us/59b.asp)

**USH.8.5** Explain how the Cold War ended and identify new challenges to U.S. leadership in the world. (Economics,

Geography)

**Resources**

[American History – Post Cold War](http://besthistorysites.net/american-history/post-cold-war/)

[President Reagan and the Cold War: Vision and Diplomacy](http://docsteach.org/activities/2151/detail?mode=browse&menu=closed&era%5b%5d=contemporary-united-states)

[End of the Cold War](http://www.ushistory.org/us/59e.asp)

[Détente and the End of the Cold War](http://www.youtube.com/watch?v=8QJSuV6euho&safe=active) (Video)

[The Cold War and Beyond](http://www.discoveryeducation.com/teachers/free-lesson-plans/the-cold-war-and-beyond.cfm)

**USH.8.6**  Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.

**Key Terms/Topics**

**Domestic Policy**

“Read My Lips”

Family and Medical Leave Act

NAFTA

Balanced Budget

No Child Left Behind Act

**Foreign Policy**

Tiananmen Square

Breakup of the Soviet Union

Persian Gulf War

Bosnia -- Peacekeeping

September 11

Iraq War

War in Afghanistan

**Resources**

The American Experience; The Presidents:[George H.W. Bush](http://www.pbs.org/wgbh/americanexperience/features/biography/presidents-bush/)  [Teachers Guide](http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/bush-teachers-guide/)

[The Legacy of the Clinton Administration](http://www.pbs.org/wgbh/americanexperience/features/general-article/clinton-legacy/)

The American Experience; The Presidents: [William Jefferson Clinton](http://www-tc.pbs.org/wgbh/americanexperience/media/uploads/special_features/download_files/presidents_clinton.pdf)

The American Experience; The Presidents: [George W. Bush](http://www.pbs.org/wgbh/americanexperience/features/biography/presidents-gwbush/)

[George W. Bush and the Military Tribunals](http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/military-tribunals/) Bill of Rights Institute

**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).

**Resources**

[Westside Community School District v. Mergens](https://www.oyez.org/cases/1989/88-1597)

[Reno v. American Civil Liberties Union](https://www.oyez.org/cases/1996/96-511)

[Mitchell v. Helms](https://www.oyez.org/cases/1999/98-1648)

[Bush v. Gore](http://www.pbs.org/wnet/supremecourt/future/landmark_bush.html)

[Bush v. Gore and the 2000 Presidential Election](http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/bush-v-gore/) (Bill of Rights Institute)

**USH.8.8** Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.

**Resources**

[911 Materials for Teachers](https://www.ed.gov/911anniversary)

[Teach + Learn](http://www.911memorial.org/teach-learn)

[TeachersFirst’s September 11 Resources](http://www.teachersfirst.com/spectopics/september.cfm)

[The 9/11 Commission Report](http://govinfo.library.unt.edu/911/report/911Report.pdf)

[George W. Bush and the Military Tribunals](http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/military-tribunals/) Bill of Rights Institute

**USH.8.9**  Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy. (Government,

Economics, Geography)

**Resources**

**INDIANA**

[Immigrant Welcome Center](http://immigrantwelcomecenter.org/)

[International Center of Indianapolis](http://internationalcenter.org/)

[Institute for Latino Studies](http://latinostudies.nd.edu/)  ( Notre Dame)

[Indiana District Export Council](http://www.indianadec.com/)

[Indiana Business Research Center](https://www.iu.edu/~ibrciuws/index.html)

[Center for the Study of Global Change](http://www.indiana.edu/~global/)

**NATIONAL:**

[Mapping the Nation](http://mappingthenation.net/map.html)

[Asia Society](http://asiasociety.org/education)

[National League of Cities](http://www.nlc.org/)

[Teachers Guide to International Collaboration-Internet](http://www2.ed.gov/teachers/how/tech/international/guide_pg9.html)

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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.

[Civil Rights Supreme Court Cases that Shaped Our Government: America’s Melting Pot](http://alex.state.al.us/lesson_view.php?id=31011)

**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