



## Course Title/Course #: United States History II (1865 to the present) #2064/2065

**Start day:** 1

**Meetings:** 44 instructional days (September 4th - November 5th)

### Course Description

Students will continue to use skills of historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the end of the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after the Civil War will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.

### Pacing, Resources & Assessments ~ MP1

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
Immerse into content	<p><a href="#">USII.1a</a></p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by:</p>	<p><i>Analyzing and Interpreting Information Sources</i></p>	<p><b>Textbook:</b></p> <p><i>UNITED STATES History 1865 to the Present</i> Pgs. 121, 195, 416, 429, 475, 562-565, 579, 582-583</p> <p><b>Web Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Library of Congress 1</a></li> <li>• <a href="#">Library of Congress 2</a></li> <li>• <a href="#">Analyzing Primary Sources video by History Note</a></li> </ul> <p><b>'Stache:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">National Archives Document Analysis Worksheet (for ELL and</a></li> </ul>	<p><b>Formative/Summative</b></p> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• Biographies</li> <li>• Primary Source Analysis</li> <li>• Political Cartoon Analysis</li> <li>• DBQ</li> <li>• Student essay</li> </ul> <ul style="list-style-type: none"> <li>• <i>UNITED STATES History 1865 to the Present- Progress Monitoring</i></li> </ul>



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	<p><a href="#">Skills Progression Chart</a></p>		<p><a href="#">beginning learners/ advanced learners):</a></p> <p><b>Classroom Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Anchor Chart/ Information Sheet “APARTS strategy”</a></li> <li>• <a href="#">Classroom Sourcing Poster</a> (register for free account)</li> </ul>	
<p>Immerse into content</p>	<p><a href="#">USII.1b</a></p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by:</p> <p><a href="#">Skills Progression Chart</a></p>	<p><i>analyzing and interpreting geographic information to determine patterns and trends</i></p>	<p><b>Textbook:</b></p> <p><i>UNITED STATES History 1865 to the Present</i> Pgs. 225, 228, 393, 431, 616-628</p> <p><b>Web Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">U.S.A Mapping</a></li> <li>• <a href="#">National Council for the Social Studies Study on Mapping</a></li> <li>• <a href="#">2016 Election Results Cartogram</a></li> <li>• <a href="#">National Geographic Encyclopedia: American Geography</a></li> <li>• <a href="#">National Geographic Giant Maps Project (\$)</a></li> </ul>	<p><b>Formative/Summative</b></p> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• Visual Mapping strategies</li> <li>• Historical Thinking strategies</li> <li>• <i>UNITED STATES History 1865 to the Present</i>- Progress Monitoring</li> </ul>



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<p>Immerse into content</p>	<p><a href="#">USII.1c</a></p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by:</p> <p><a href="#">Skills Progression Chart</a></p>	<p><i>interpreting charts, graphs, and pictures to determine characteristics of people, places, or events</i></p>	<p><b>Textbook:</b></p> <p><i>UNITED STATES History 1865 to the Present</i> Pgs.50, 75, 86, 96, 158, 162, 202, 206, 241, 262, 284, 290, 344, 356, 375, 388</p> <p><b>Web Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Timelines of History</a></li> <li>• <a href="#">Stanford History Historical Thinking Chart</a> (must register for free account)</li> <li>• <a href="#">Stanford History Snapshot Autobiography</a> (must register for free account)</li> </ul>	<p><b>Formative/Summative</b></p> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• Timelines</li> <li>• Interpreting Graphs/ Charts</li> <li>• DBQ</li> <li>• Photograph analysis</li> <li>• Primary Source Analysis</li> <li>• <i>UNITED STATES History 1865 to the Present</i>- Progress Monitoring</li> </ul>
<p>Immerse into content</p>	<p><a href="#">USII.1d</a></p> <p>The student will demonstrate skills for historical thinking, geographical analysis,</p>	<p><i>using evidence to draw conclusions and make generalizations</i></p>	<p><b>Textbook:</b></p> <p><i>UNITED STATES History 1865 to the Present</i> Pgs. 51, 55, 75, 79, 97, 135, 139, 144-145, 263, 301, 335, 361, 429, 450</p> <p><b>Web Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Research on</a></li> </ul>	<p><b>Formative/Summative</b></p> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• <a href="#">Critical Thinking Question Stems</a></li> <li>• Charts/Graphs</li> <li>• Primary Source analysis</li> <li>• <i>UNITED STATES History 1865 to the Present</i>- Progress Monitoring</li> </ul>



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	<p>economic decision making and responsible citizenship by:</p> <p><a href="#">Skills Progression Chart</a></p>		<p><a href="#">Generalizations in Social Studies Classrooms</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Teaching Generalization and Concepts</a> (p.10)</li> </ul>	
Immerse into content	<p><a href="#">USII.1e</a></p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by:</p>	<p><i>evaluate and debate issues orally and in writing comparing and contrasting historical, cultural, and political perspectives</i></p>	<p><b>Web Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Writing Center: Compare and Contrast</a></li> <li>• <a href="#">Unsung Heroes</a> (<i>People's History for the Classroom</i>, p.53)</li> </ul>	<p><b>Formative/Summative</b></p> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• Biographies</li> <li>• Primary Source Analysis</li> <li>• Political Cartoon Analysis</li> <li>• DBQ</li> <li>• <i>UNITED STATES History 1865 to the Present</i>- Progress Monitoring</li> </ul>



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	<a href="#">Skills Progression Chart</a>			
Immerse into content	<p><a href="#">USII.1f</a></p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by:</p> <p style="text-align: center;"><a href="#">Skills Progression Chart</a></p>	<p><i>analyze and interpret maps that include major physical features determining relationships with multiple causes or effects</i></p>	<p><b>Textbook:</b></p> <p><i>UNITED STATES History 1865 to the Present</i> Pgs. 63-65, 75, 80, 104, 129, 141, 146, 235, 420, 473, 489</p> <p><b>Web Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Mapping WWII</a> (create free account for up to 3 resources)</li> <li>• <a href="#">Mapping the Great Migration</a></li> <li>• <a href="#">Mapping Indian Removal</a></li> </ul>	<p><b>Formative/Summative</b></p> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• Mapping human migration</li> <li>• Primary Source Analysis</li> <li>• Geographic mapping strategies</li> <li>• Cultural mapping</li> <li>• Graphic Organizers</li> <li>• <i>UNITED STATES History 1865 to the Present- Progress Monitoring</i></li> </ul>
Immerse into content	<p><a href="#">USII.1g</a></p> <p>The student will demonstrate skills for</p>	<p><i>use parallels of latitude and meridians of longitude to describe hemispheric location explaining connections across time and place</i></p>	<p><b>Textbook</b></p> <p><i>UNITED STATES History 1865 to the Present</i> Pgs. 126, 139, 165, 166, 183, 225, 295, 369, 498</p>	<p><b>Formative/Summative</b></p> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• Quizizz</li> <li>• Around the World</li> <li>• Dipsticking</li> <li>• Quia Games</li> </ul>



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	<p>historical thinking, geographical analysis, economic decision making and responsible citizenship by:</p> <p><a href="#">Skills Progression Chart</a></p>		<p><b>Web Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Quia: Hemisphere Rags to Riches</a></li> <li>• <a href="#">World Geography Activities</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>UNITED STATES History 1865 to the Present- Progress Monitoring</i></li> </ul>
<p>Immerse into content</p>	<p><a href="#">USII.1h</a></p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by:</p>	<p><i>interpret patriotic slogans and excerpts from notable speeches and documents using a decision-making model to identify costs and benefits of a specific choice made</i></p>	<p><b>Web Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Cost-Benefit Analysis project Lesson Plan</a></li> <li>• <a href="#">"Master of Negotiation" Cost-Benefit Lesson Plan</a></li> <li>• <a href="#">Cost-Benefit Worksheet</a></li> <li>• <a href="#">Article: "Nationalism v. Patriotism"</a></li> </ul>	<p><b>Formative/Summative</b></p> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• Primary Source Analysis</li> <li>• DBQ</li> <li>• Persuasive Student Essay</li> <li>• Student Skit/ performance</li> <li>• <i>UNITED STATES History 1865 to the Present- Progress Monitoring</i></li> </ul>



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	<p><a href="#">Skills Progression Chart</a></p>			
Immerse into content	<p><a href="#">USII.1i.</a></p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by:</p> <p><a href="#">Skills Progression Chart</a></p>	<p><i>identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property</i></p>	<p><b>Web Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Happy Manager</a></li> <li>• <a href="#">Teaching Civic Competence with Technology</a></li> </ul>	<p><b>Formative/Summative</b></p> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• Scripted scenarios</li> <li>• Online ethics modules</li> <li>• <i>UNITED STATES History 1865 to the Present- Progress Monitoring</i></li> </ul>



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<p>Immerse into content</p>	<p><a href="#">USII.1j</a></p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by:</p> <p><a href="#">Skills Progression Chart</a></p>	<p><i>investigating and researching to develop products orally and in writing</i></p>	<p><b>Web Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Using Context to Teach Vocabulary</a></li> <li>• <a href="#">Solving Word Meanings</a></li> <li>• <a href="#">Conducting Online Research Scaffold</a></li> <li>• <a href="#">Research Paper Unit</a>: peer review and works cited</li> </ul>	<p><b>Formative/Summative</b></p> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• Biographies</li> <li>• Independent research</li> <li>• Inquiry-based learning</li> <li>• DBQ</li> <li>• <i>UNITED STATES History 1865 to the Present</i>- Progress Monitoring</li> <li>• Peer Review</li> </ul>
<p>20</p>	<p><a href="#">USII.2a</a>, <a href="#">USII.2 b</a>, <a href="#">USII.2 c</a></p> <p>The student will use maps, globes, pictures of tables for:</p>	<p>a) Explaining how physical features and climate influenced the movement of people westward;</p> <p>b) Explaining relationships</p>	<p><b>Textbook/Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>UNITED STATES History 1865 to the Present</i>, Textbook</li> <li>-USII.2a, pgs. 91-92, 99, 103-104 106-107</li> <li>-USII.2b, pgs. 91, 123, 124</li> <li>-USII. 2c, pgs. 123, 616</li> <li>• Atlas</li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• Journals</li> <li>• Illustrations</li> <li>• Quick Writes</li> <li>• <a href="#">Rubric Maker</a></li> <li>• <a href="#">Choice Boards Template</a></li> </ul> <p>Summative:</p>





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	<p><a href="#">Skills Progression Chart</a></p>	<p>among natural resources, transportation, and industrial development after 1865;</p> <p>c) Locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant</p>	<p><b>Online Resources:</b></p> <p><b><u>USII. 2a: The Great Plains &amp; Westward Expansion</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">National Geographic “Westward Expansion through Maps”</a></li> <li>• <a href="#">“Rain Follows the Plow”</a>: The West Documentary (Ken Burns) Lesson Plan:</li> <li>• <a href="#">The Myth of the West</a></li> </ul> <p><b><u>USII. 2b: Technological advances post Civil War</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Technological Advancements Notes</a></li> <li>• <a href="#">Photo Gallery: Westward Expansion Technology</a></li> <li>• <a href="#">Sod houses video</a></li> <li>• <a href="#">Transcontinental Railroad Lesson Plan</a></li> <li>• <a href="#">America the Story of Us: Heartland Video</a></li> <li>• <a href="#">Beginning of the Dream: Homestead Act Made Law</a></li> </ul> <p><b><u>USII. 2c: 50 states and select cities</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">National Geographic “To What Degree” Activity</a> (can be adapted for student table maps)</li> <li>• <a href="#">50 States Games</a></li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Achievement</li> <li>• <i>UNITED STATES History 1865 to the Present</i>- Progress Monitoring</li> <li>• Performances</li> <li>• Projects</li> <li>• Student Reports</li> </ul>
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			<p>Virginia Department of Education</p> <ul style="list-style-type: none"> <li>• <a href="#">2015 Curriculum Framework</a></li> <li>• <a href="#">VDOE History Instructional Resources</a></li> <li>• <a href="#">TTAC Online Resources</a></li> </ul>	
10	<p><a href="#">USII.3a.</a> <a href="#">USII.3b.</a> <a href="#">USII.3c</a></p> <p>The student will apply social science skills to understand the effects of Reconstruction on American life by:</p> <p><a href="#">Skills Progression Chart</a></p>	<p>a) Analyzing the impact of the 13th, 14th, and 15th Amendments of the Constitution of the United States and how they changed the meaning of citizenship</p> <p>b) Describing the impact of Reconstruction policies on the South and North;</p> <p>c) Describing the legacies of Abraham Lincoln, Robert E. Lee and Frederick Douglass</p>	<p><b>Textbook/Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>UNITED STATES History 1865 to the Present</i>, Textbook</li> </ul> <p>-USII.3a, pgs. 57, 61, 64-65 -USII.3b, pgs. 54-55, 60-65, 67, 74-76 -USII.3c, pgs. 41, 54-55</p> <ul style="list-style-type: none"> <li>• Atlas</li> </ul> <p><b>Web Resources:</b></p> <p><b>USII.3a: 13th, 14th and 15th Amendments</b></p> <ul style="list-style-type: none"> <li>• <a href="#">13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments Video</a></li> <li>• <a href="#">Reconstruction Amendments Notes</a></li> <li>• <a href="#">"Slavery by Another Name": PBS</a></li> </ul> <p><b>USII.3b: Reconstruction Policies</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Reconstruction Video - Crash Course</a></li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• Journals</li> <li>• Illustrations</li> <li>• Quick Writes</li> <li>• <a href="#">Rubric Maker</a></li> <li>• <a href="#">Choice Boards Template</a></li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>• <i>UNITED STATES History 1865 to the Present</i>- Progress Monitoring</li> <li>• Performances</li> <li>• Projects</li> <li>• Student Reports</li> </ul>



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			<ul style="list-style-type: none"> <li>• <a href="#">BrainPop - Reconstruction Video</a></li> <li>• <a href="#">Reconstruction Lesson Plan and Activities</a> (create free account)</li> </ul> <p><b>3c: Legacies of Lee, Lincoln and Douglass</b></p> <ul style="list-style-type: none"> <li>• <a href="#">BrainPop - Abraham Lincoln</a> (District Password available from Instructional Technology Resource Teacher (ITRT))</li> <li>• <a href="#">BrainPop - Frederick Douglass</a> (District Password available from Instructional Technology Resource Teacher (ITRT))</li> <li>• <a href="#">"Lasting Legacies"</a> Reading and Worksheet:</li> </ul> <p><b>Virginia Department of Education</b></p> <ul style="list-style-type: none"> <li>• <a href="#">2015 Curriculum Framework</a></li> <li>• <a href="#">VDOE History Instructional Resources</a></li> <li>• <a href="#">TTAC Online Resources</a></li> </ul>	
22	<a href="#">USII.4a</a> <a href="#">USII.4b</a> <a href="#">USII.4c</a> <a href="#">USII.4d</a> <a href="#">USII.4e</a>	a) Examining the reasons for westward expansion, including its impact on	<p><b>Textbook/Materials</b>  <i>UNITED STATES History 1865 to the Present</i>, Textbook          -USII.4a, pgs. 88-89, 91-92, 111-119          -USII.4b, pgs. 155-156,</p>	<p>Formative:</p> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• Journals</li> <li>• Illustrations</li> <li>• Quick Writes</li> </ul>



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	<p>The student will apply social science skills to understand how life changed after the Civil War by:</p> <p><a href="#">Skills Progression Chart</a></p>	<p>American Indians</p> <p>b) Explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion</p> <p>c) Describing racial segregation, the rise of “Jim Crow” and other constraints faced by African Americans and other groups in the post-Reconstruction South</p> <p>d) Explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to</p>	<p>157-160,161-163, 165-166, 168-169</p> <p>-USII.4c, pgs. 73, 76, 78-79, 157-160, 189-190</p> <p>-USII.4d, pgs. 95, 98, 105, 123-129, 136, 139-140, 146, 223, 290</p> <p>-USII.4e pgs. 131-136, 185-186, 188-189</p> <p>Atlas</p> <p><b>Web Resources</b></p> <p><b>4a: Westward Expansion</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“We Shall Remain”: PBS American Experience</a></li> <li>• <a href="#">We Shall Remain: Trail of Tears</a></li> <li>• <a href="#">“We Shall Remain” Lesson Plan</a></li> <li>• <a href="#">San Francisco and Gold Rush</a> Lesson plan, powerpoint and activities (Must create free account)</li> </ul> <p><b>4b: Urbanization and Immigration</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Tenement Simulation</a></li> <li>• <a href="#">Tenement Museum Lesson Plans</a></li> <li>• <a href="#">Immigration Project: Ellis/Angel Island</a></li> <li>• <a href="#">Hull House &amp; The Devil’s Baby</a> Primary Resource</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Choice Boards Template</a></li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>• <i>UNITED STATES History 1865 to the Present- Progress Monitoring</i></li> <li>• Performances</li> <li>• Projects</li> <li>• Student Reports</li> <li>• <a href="#">Rubric Maker</a></li> </ul>
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		<p>life on American farms in response to industrialization</p> <p>e) Evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.</p>	<p>Lesson Plan</p> <p><b><u>4c: Jim Crow &amp; post-Reconstruction</u></b></p> <ul style="list-style-type: none"><li>• <a href="#">Jim Crow and Plessy Case Notes/Photos</a></li><li>• <a href="#">Sharecropping Lesson Plan</a> (Must create free account)</li><li>• <a href="#">Rise and Fall of Jim Crow: Mapping</a></li></ul> <p><b><u>4d: Captains of Industry, Industrial Technology</u></b></p> <ul style="list-style-type: none"><li>• Child Labor <a href="#">Political Cartoon</a></li><li>• <a href="#">Children in Urban America: Photo Gallery</a></li><li>• <a href="#">Labor Movement Strike Simulation</a> (People's' <a href="#">History for the Classroom</a>, p. 63)</li></ul> <p><b>Technology Resources/ Videos:</b></p> <ul style="list-style-type: none"><li>• <a href="#">BrainPop - Westward Expansion</a></li><li>• <a href="#">BrainPop - Gold Rush</a></li><li>• <a href="#">Sitting Bull Article and Video</a></li><li>• <a href="#">Schoolhouse Rock! The Great American Melting Pot</a></li><li>• <a href="#">The Men Who Built</a></li></ul>	
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			<ul style="list-style-type: none"><li>• <a href="#">America Video</a></li><li>• <a href="#">What were Jim Crow Laws?</a> Video</li><li>• <a href="#">Plessy vs. Ferguson</a> Video</li><li>• <a href="#">Schoolhouse Rock! Suffrage Movement</a></li><li>• <a href="#">Bad Romance - Women's Suffrage</a></li><li>• <a href="#">BrainPop - Women's Suffrage</a> <i>(District Password available from Instructional Technology Resource Teacher (ITRT))</i></li><li>• <a href="#">Unions Rise at Homestead Steel Works</a></li></ul> <p><b>Virginia Department of Education</b></p> <ul style="list-style-type: none"><li>• <a href="#">2015 Curriculum Framework</a></li><li>• <a href="#">VDOE History Instructional Resources</a></li><li>• <a href="#">TTAC Online Resources</a></li></ul>	
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

**Start day:** 45

**Meetings:** 44 instructional days (November 6th - January 25th)

### Course Description

Students will continue to use skills of historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the end of the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after the Civil War will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.

### Pacing, Resources & Assessments ~ MP2

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
10	<a href="#">USII.5a</a> <a href="#">USII.5b</a> <a href="#">USII.5c</a>  The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I	a) Explaining the reasons for and results of the Spanish-American War  b) Describing Theodore Roosevelt's impact on the foreign policy of the United States  c) Evaluating and explaining the reasons for the United States' involvement in	<b>Textbook/Materials:</b> <ul style="list-style-type: none"> <li><i>UNITED STATES History 1865 to the Present</i>, Textbook</li> <li>-USII. 5a, pgs. 211, 224-227, 228, 230-232, 271</li> <li>-USII. 5b, pgs. 211, 228, 233-236</li> <li>-USII. 5c, pgs. 242-243, 245-247, 249-250, 265-270</li> <li>• Atlas</li> </ul> <b>Online Resources:</b> <b>5a: Spanish-American War</b> <ul style="list-style-type: none"> <li>• <a href="#">Maine Explosion Lesson Plan and Ancillary Activities</a> (Must create a free account)</li> <li>• <a href="#">Spanish-American War Timeline</a></li> </ul>	<b>Formative:</b> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• Graphic Organizers</li> <li>• Journals</li> <li>• Illustrations</li> <li>• Quick Writes</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>• <i>UNITED STATES History 1865 to the Present</i>- Progress Monitoring</li> <li>• Performances</li> <li>• Projects</li> <li>• Student Reports</li> </ul>



## Course Title/Course #: United States History II (1865 to the present) #2064/2065

	by:  <a href="#">Skills Progression Chart</a>	World War I and its international leadership role at the conclusion of the war.	<ul style="list-style-type: none"><li>• <a href="#">Mapping the Spanish-American War Lesson Plan</a></li><li>• <a href="#">Library of Congress Spanish-American War Primary Resources/ Activities</a></li></ul> <p><b>5b: Theodore Roosevelt</b></p> <ul style="list-style-type: none"><li>• <a href="#">BrainPop - Theodore Roosevelt</a></li><li>• <a href="#">PBS "The Roosevelts" Unit Plan</a></li><li>• <a href="#">American Imperialism</a></li><li>• <a href="#">Roosevelt's Rough Riders</a></li></ul> <p><b>5c: World War I</b></p> <ul style="list-style-type: none"><li>• <a href="#">BrainPop - World War I</a> <i>(District Password available from Instructional Technology Resource Teacher (ITRT))</i></li><li>• <a href="#">League of Nations Video</a> <i>(District Password available from Instructional Technology Resource Teacher (ITRT))</i></li><li>• <a href="#">Map of the Western Front</a></li><li>• <a href="#">First World War Digital Timeline</a></li><li>• <a href="#">Mapping WWI</a></li><li>• <a href="#">Effects of WWI Lesson Plan</a></li></ul> <p><b>Virginia Department of Education</b></p> <ul style="list-style-type: none"><li>• <a href="#">2015 Curriculum Framework</a></li><li>• <a href="#">VDOE History Instructional</a></li></ul>	
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

			<p><a href="#">Resources</a></p> <ul style="list-style-type: none"> <li><a href="#">TTAC Online Resources</a></li> </ul>	
<p>25</p>	<p><a href="#">USII.6a</a> <a href="#">USII.6b</a> <a href="#">USII.6c</a> <a href="#">USII.6d</a></p> <p>The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by:</p> <p><a href="#">Skills Progression Chart</a></p>	<p>a) Explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living</p> <p>b) Describing the social and economic changes that took place, including prohibition and the Great Migration north and west</p> <p>c) Examining art, literature, and music from the 1920s and</p>	<p><b>Textbook/Materials</b></p> <ul style="list-style-type: none"> <li>SOL Review and Assessment Book Pgs. 56-66</li> <li><i>UNITED STATES History 1865 to the Present</i>, Textbook</li> <li>-USII.6a, pgs. 139, 140, 142, 143, 290-293</li> <li>-USII.6b, pgs. 286-288, 306-307</li> <li>-USII.6c, pgs. 295-300</li> <li>-USII.6d, pgs. 309-314, 319-325</li> </ul> <p><b>Web Resources</b></p> <p><b>6a: Rising Standard of Living</b></p> <ul style="list-style-type: none"> <li><a href="#">Wright Brother Animated Heroes Classics</a></li> <li><a href="#">National Park Service - Wright Brothers Museum</a></li> <li><a href="#">Henry Ford Introduces the Model T</a></li> <li><a href="#">Online Flashcards</a></li> </ul> <p><b>6b: Great Migration</b></p> <ul style="list-style-type: none"> <li><a href="#">Up South: Great Migration Video</a></li> <li><a href="#">Mapping the Great Migration</a></li> <li><a href="#">Goin' North: Great Migration Oral Histories</a></li> </ul> <p><b>6b: Prohibition</b></p> <ul style="list-style-type: none"> <li><a href="#">Discovery Education -</a></li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>Exit/Admit slips</li> <li><a href="#">Graphic Organizers</a></li> <li>Journals</li> <li>Illustrations</li> <li>Quick Writes</li> <li><a href="#">Rubric Maker</a></li> <li><a href="#">Choice Boards Template</a></li> <li>Student lyrics</li> <li>Dipsticking</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li><i>UNITED STATES History 1865 to the Present</i>- Progress Monitoring</li> <li>Performances</li> <li>Projects</li> <li>Student Reports</li> </ul>



## Course Title/Course #: United States History II (1865 to the present) #2064/2065

		<p>1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance</p> <p>d) Analyzing the causes of the Great Depression, its impact on Americans, and major features of Franklin D. Roosevelt’s New Deal.</p>	<p><a href="#">Prohibition and the American Gangster Video</a></p> <ul style="list-style-type: none"><li>• <a href="#">Political Cartoon Collection</a></li><li>• <a href="#">Prohibition Simulation and Unit Plan</a></li></ul> <p><b>6c: Harlem Renaissance</b></p> <ul style="list-style-type: none"><li>• <a href="#">Duke Ellington - It Don’t Mean A Thing</a></li><li>• <a href="#">Louis Armstrong - What A Wonderful World</a></li><li>• <a href="#">Bessie Smith - St. Louis Blues</a></li><li>• <a href="#">Jacob Lawrence Migration Collection</a></li><li>• <a href="#">Langston Hughes - Night Funeral in Harlem</a></li><li>• <a href="#">Langston Hughes - Mother to Son Poem</a> read by Viola Davis</li></ul> <p><b>6c: Other Art and Culture Icons</b></p> <ul style="list-style-type: none"><li>• <a href="#">Aaron Copland - Fanfare for the Common Man</a></li><li>• <a href="#">George Gershwin - Rhapsody in Blue</a></li><li>• <a href="#">The Great Gatsby Trailer</a></li><li>• <a href="#">John Steinbeck – Grapes of Wrath Quotes</a></li></ul> <p><b>6d: Great Depression</b></p> <ul style="list-style-type: none"><li>• <a href="#">BrainPop - Causes of the Great Depression</a></li><li>• <a href="#">BrainPop - Great Depression</a></li></ul>	
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

			<p><a href="#">Explained</a></p> <ul style="list-style-type: none"><li>• <a href="#">Great Depression Video</a></li></ul> <p><b>6d: New Deal</b></p> <ul style="list-style-type: none"><li>• <a href="#">Agencies of the New Deal Lesson Plan</a></li><li>• <a href="#">New Deal and Depression Lesson Plan</a></li><li>• <a href="#">FDR: Fireside Chats</a></li></ul> <p><b>Virginia Department of Education</b></p> <ul style="list-style-type: none"><li>• <a href="#">2015 Curriculum Framework</a></li><li>• <a href="#">VDOE History Instructional Resources</a></li><li>• <a href="#">TTAC Online Resources</a></li></ul>	
4	USII.1-6  <a href="#">Skills Progression Chart</a>	Review and Common Assessment: Student Growth		



## Course Title/Course #: United States History II (1865 to the present) #2064/2065

**Start day:** 90

**Meetings:** 43 instructional days (January 29th - March 29th)

### Course Description

Students will continue to use skills of historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the end of the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after the Civil War will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.

### Pacing, Resources & Assessments ~ MP3

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
25	<a href="#">USII.7a</a> <a href="#">USII.7b</a> <a href="#">USII.7c</a>  The student will apply social science skills to understand the major causes and effects of American involvement in World War II by:	a) Explaining the causes and events that led to American involvement, including the attack on Pearl Harbor  b) Locating and describing the major events and turning points of the war in Europe and the Pacific  c) Explaining and evaluating the	<b>Textbook/Materials</b> <ul style="list-style-type: none"> <li>SOL Review and Assessment Book Pgs. 68-72</li> <li><i>UNITED STATES History 1865 to the Present</i></li> </ul> -USII.7a, pgs. 347-348, 350, 355, 357, 359-360 -USII.7b, pgs. 349, 355-357, 359-360, 372-374, 378-380 -USII.7c, pgs. 364-366, 368  <b>Web Resources</b>  <b>7a: US Involvement in WWII</b> <ul style="list-style-type: none"> <li><a href="#">WWII Political Leaders Video</a></li> <li><a href="#">WWII Map Activity</a></li> <li><a href="#">Mapping the War: World War</a></li> </ul>	<b>Formative:</b> <ul style="list-style-type: none"> <li>Exit/Admit slips</li> <li><a href="#">Graphic Organizers</a></li> <li>Journals</li> <li>Illustrations</li> <li>Quick Writes</li> <li><a href="#">Rubric Maker</a></li> <li><a href="#">Choice Boards Template</a></li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li><i>UNITED STATES History 1865 to the Present</i>- Progress Monitoring</li> <li>Performances</li> <li>Projects</li> <li>Student Reports</li> </ul>



## Course Title/Course #: United States History II (1865 to the present) #2064/2065

	<p><a href="#">Skills Progression Chart</a></p>	<p>impact of the war on the home front</p>	<p><a href="#">II</a></p> <ul style="list-style-type: none"><li>• <a href="#">Causes of WWII</a></li><li>• <a href="#">US Isolationism to Involvement: (powerpoint)</a></li></ul> <p><b>7b: Turning Points and Major Events of WWII</b></p> <ul style="list-style-type: none"><li>• <a href="#">Major Events SmartBoard Activities</a></li><li>• <a href="#">The Battle of Midway Article and Video</a></li><li>• <a href="#">Major Events and Turning Points Notes</a></li><li>• <a href="#">The Dropping of the Atomic Bomb</a></li></ul> <p><b>7b: The Holocaust</b></p> <ul style="list-style-type: none"><li>• <a href="#">Life Under Hitler Video</a></li><li>• <a href="#">The Holocaust: In Memory of Millions</a></li><li>• <a href="#">Virginia Holocaust Museum</a></li><li>• <a href="#">National Holocaust Museum</a></li></ul> <p><b>7c: The Home Front</b></p> <ul style="list-style-type: none"><li>• <a href="#">Donald Duck Propaganda Cartoon</a></li><li>• <a href="#">America at Home</a></li><li>• <a href="#">Arsenal of Democracy Lesson Plan</a></li><li>• <a href="#">Japanese Internment Camps</a></li><li>• <a href="#">Internment Camps Reading</a></li><li>• <a href="#">Women in WWII</a></li></ul>	
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

			<p>Virginia Department of Education</p> <ul style="list-style-type: none"> <li>• <a href="#">2015 Curriculum Framework</a></li> <li>• <a href="#">VDOE History Instructional Resources</a></li> <li>• <a href="#">TTAC Online Resources</a></li> </ul>	
30	<p><a href="#">USII.8a</a> <a href="#">USII.8b</a> <a href="#">USII.8c</a> <a href="#">USII.8d</a> <a href="#">USII.8e</a></p> <p>The student will apply social science skills to understand the economic, social and political transformation of the United States and the world between the end of World War II and the present by:</p>	<p>a) Describing the rebuilding of Europe and Japan after World War II, the emergence of the United States and the Soviet Union as superpowers, and the establishment of the United Nations</p> <p>b) Describing the conversion from a wartime to a peacetime economy</p> <p>c) Examining the role of the United States in defending freedom during the Cold War, including the</p>	<p><b>Textbook/Materials</b></p> <ul style="list-style-type: none"> <li>• SOL Review and Assessment Book</li> </ul> <p>Pgs. 88 - 103</p> <ul style="list-style-type: none"> <li>• <i>UNITED STATES History 1865 to the Present</i>, Textbook</li> </ul> <p>-USII.8a, pgs. 392-393, 395 -USII.8b, pgs. 406-407 -USII.8c, pgs. 390-395, 397-399, 430-432, 435-436, 438-439, 443, 445, 471-473, 477-479, 511, 519-522, 524 -USII.8d, pgs. 405-406, 409, 413-414, 425, 459, 538 -USII.8e, pgs. 509-510, 512, 525</p> <p><b>Web Resources:</b> <b><u>8a: Marshall Plan &amp; United Nations</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">BrainPop - United Nations</a> (District Password available from Instructional Technology and Resource Teacher (ITRT))</li> <li>• <a href="#">NBC News - Berlin Wall Slideshow</a></li> <li>• <a href="#">Post War Japan</a></li> <li>• <a href="#">Occupied Japan Primary</a></li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>• Exit/Admit slips</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• Journals</li> <li>• Illustrations</li> <li>• Quick Writes</li> <li>• <a href="#">Rubric Maker</a></li> <li>• <a href="#">Choice Boards Template</a></li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>• <i>UNITED STATES History 1865 to the Present</i>- Progress Monitoring</li> <li>• Performances</li> <li>• Projects</li> <li>• Student Reports</li> </ul>



### Course Title/Course #: United States History II (1865 to the present) #2064/2065

	<p><a href="#">Skills Progression Chart</a></p>	<p>wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges</p> <p>d) Describing the changing patterns of society, including expanding educational and economic opportunities for military veterans, women and minorities</p> <p>e) Evaluating and explaining the impact of international trade and globalization on American life</p>	<p><a href="#">Sources</a></p> <ul style="list-style-type: none"> <li>• <a href="#">United Nations Website</a></li> <li>• <a href="#">NATO and the Warsaw Pact Article and Video</a></li> </ul> <p><b>8b: Post-War Economic Changes</b></p> <ul style="list-style-type: none"> <li>• <a href="#">BrainPop - Credit Card</a> <i>(District Password available from Instructional Technology and Resource Teacher (ITRT))</i></li> <li>• <a href="#">Building Suburbia: Highways and Housing</a></li> <li>• <a href="#">PBS: "Boomtime" Video and Lesson Plan</a></li> <li>• <a href="#">People's Century - Boomtime</a></li> <li>• <a href="#">Redlining Richmond</a></li> </ul> <p><b>8c: The Cold War</b></p> <ul style="list-style-type: none"> <li>• <a href="#">BrainPop - Cold War</a> <i>(District Password available from Instructional Technology and Resource Teacher (ITRT))</i></li> <li>• <a href="#">The Korean War</a></li> <li>• <a href="#">BrainPop - Vietnam War</a> <i>(District Password available from Instructional Technology and Resource Teacher (ITRT))</i></li> <li>• <a href="#">Vietnam Protest Songs Compilation</a></li> <li>• <a href="#">Viet Cong Traps</a></li> <li>• <a href="#">Labor Unions Summary</a></li> </ul>	
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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

			<p><b>8d: Changing Patterns of Society</b></p> <ul style="list-style-type: none"><li>• <a href="#">Truman Desegregated The Military</a></li><li>• <a href="#">Eleanor Roosevelt Quotes</a></li><li>• <a href="#">Rosie the Riveter: Revisited lyrics</a></li><li>• <a href="#">Life in the 1950s</a></li><li>• <a href="#">1950s Presidential Ads</a></li><li>• <a href="#">G.I.Bill Text</a></li></ul> <p><b>8e: Globalization</b></p> <ul style="list-style-type: none"><li>• <a href="#">Globalization Political Cartoons</a></li><li>• <a href="#">The Global Economy</a></li><li>• <a href="#">Nike Globalization Prezi</a></li></ul> <p><b>Virginia Department of Education</b></p> <ul style="list-style-type: none"><li>• <a href="#">2015 Curriculum Framework</a></li><li>• <a href="#">VDOE History Instructional Resources</a></li><li>• <a href="#">TTAC Online Resources</a></li></ul>	
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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**Start day:** 133

**Meetings:** 48 instructional days (April 8th - June 14th)

**Course Description**

Students will continue to use skills of historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the end of the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after the Civil War will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.

**Pacing, Resources & Assessments ~ MP4**

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
24	<a href="#">USII.9a</a> <a href="#">USII.9b</a> <a href="#">USII.9c</a> <a href="#">USII.9d</a>  The student will apply social science skills to understand the key domestic and international issues during the second half	a) Examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans  b) Describing the development of new technologies in communication, entertainment, and business	Textbook/Materials <ul style="list-style-type: none"> <li>SOL Review and Assessment Book</li> </ul> Pgs. 105- 119 <ul style="list-style-type: none"> <li><i>UNITED STATES History 1865 to the Present</i>, Textbook</li> </ul> -USII.9a, pgs. 409-410, 412-420,425-426, 464, 538, 583 -USII.9b, pgs. 409-410, 493, 519,524-526 -USII.9c, pgs. NONE - USII.9d, pgs. 497-501, 520-522,534-538  Web Resources  <u>9a: Social Movements of the 1960s</u> <ul style="list-style-type: none"> <li><a href="#">Our Friend Martin</a></li> </ul>	Formative: <ul style="list-style-type: none"> <li>Exit/Admit slips</li> <li><a href="#">Graphic Organizers</a></li> <li>Journals</li> <li>Illustrations</li> <li>Quick Writes</li> <li><a href="#">Rubric Maker</a></li> <li><a href="#">Choice Boards Template</a></li> </ul> Summative: <ul style="list-style-type: none"> <li><i>UNITED STATES History 1865 to the Present</i>- Progress Monitoring</li> <li>Performances</li> <li>Projects</li> </ul> Student Reports



### Course Title/Course #: United States History II (1865 to the present) #2064/2065

	<p>of the twentieth and early twenty-first centuries by</p> <p><a href="#">Skills Progression Chart</a></p>	<p>and their impact on American life</p> <p>c) Analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically</p> <p>d) Evaluating and explaining American foreign policy, immigration, the global environment and other emerging issues</p>	<ul style="list-style-type: none"><li>• <a href="#">Maya Angelou - I Know Why the Caged Bird Sings</a></li><li>• <a href="#">Civil Rights Activity Book</a></li><li>• <a href="#">"A School Year Like No Other" (Peoples' History for the Classroom p. 89)</a></li><li>• <a href="#">Online Flashcards</a></li><li>• <a href="#">Rights of Humans with Disabilities Project</a></li><li>• <a href="#">Changing Role of Women Flashcards</a></li><li>• <a href="#">Makers: Women Who Made America: Video &amp; Discussion Guides</a></li></ul> <p><u>9b: 20th Century Technology</u></p> <ul style="list-style-type: none"><li>• <a href="#">Bill Nye: Air Conditioning</a></li><li>• <a href="#">Satellites</a></li><li>• <a href="#">Technology Revolution slideshow</a></li><li>• <a href="#">Technology Photo Essay</a></li></ul> <p><u>9c: Individual advancements</u></p> <ul style="list-style-type: none"><li>• <a href="#">Frank Lloyd Wright Article and Photo Tour</a></li><li>• <a href="#">The Ray Kroc Story</a></li><li>• <a href="#">Influential Citizens</a></li><li>• <a href="#">Influential Americans flashcards</a></li></ul>	
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

			<p><u>9d: Emerging Issues</u></p> <ul style="list-style-type: none"><li>• <a href="#">Global Warming BrainPop</a> <i>(District Password available from Instructional Technology and Resource Teacher (ITRT))</i></li><li>• <a href="#">Pandemic Interactive Map</a></li><li>• <a href="#">US Population Projections</a></li><li>• <a href="#">Conservation Data</a></li></ul> <p><b>Virginia Department of Education</b></p> <ul style="list-style-type: none"><li>• <a href="#">2015 Curriculum Framework</a></li><li>• <a href="#">VDOE History Instructional Resources</a></li><li>• <a href="#">TTAC Online Resources</a></li></ul>	
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# Richmond Public Schools

Department of Curriculum and Instruction  
Curriculum Pacing and Resource Guide (CPR)

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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**



A Publication of Richmond Public Schools Richmond, Virginia

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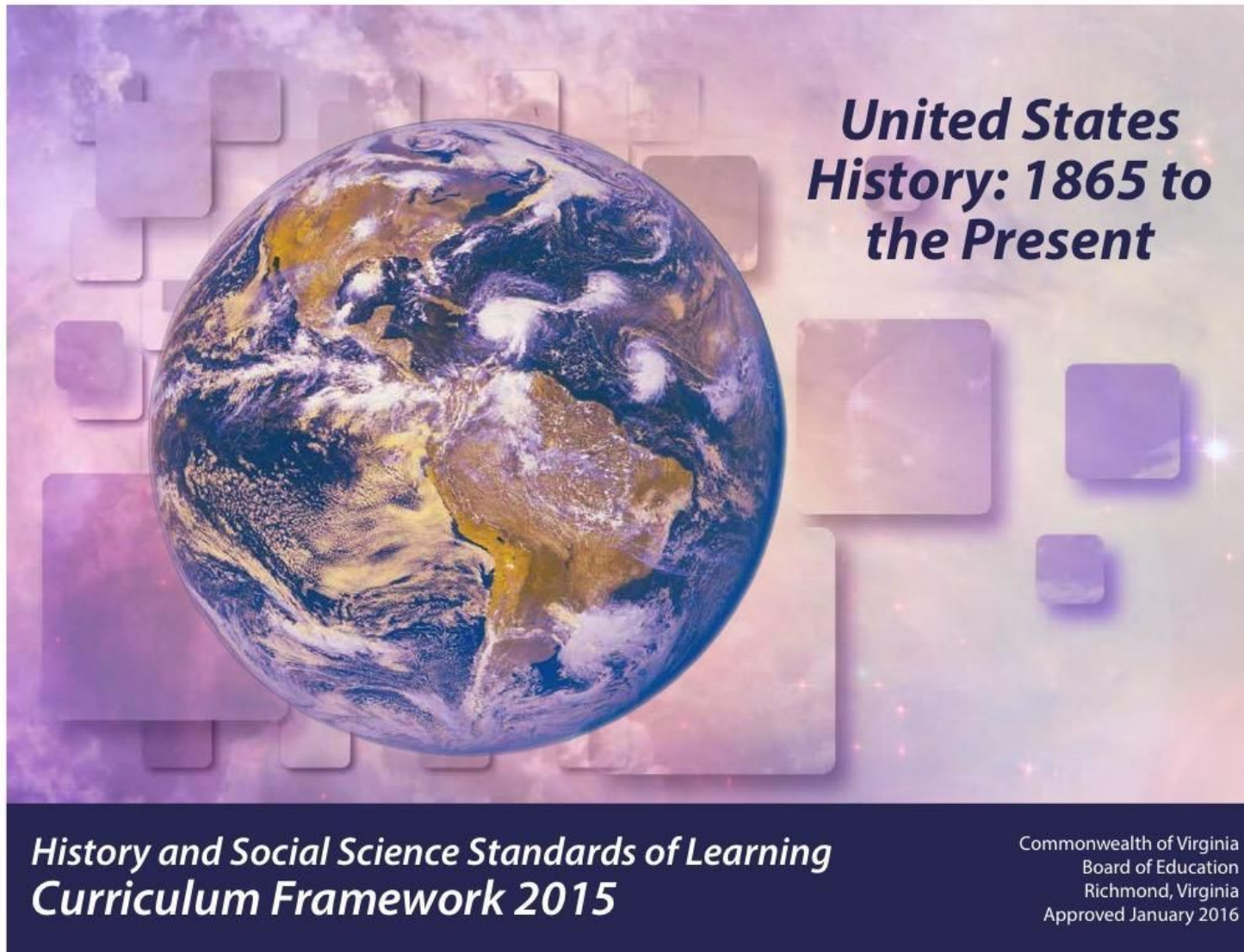
**Jason Kamras, Superintendent**



**Course Title/Course #: United States History II (1865 to the present) #2064/2065**



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Christonya B. Brown, History and Social Science Coordinator

Betsy S. Barton, History and Social Science Specialist

### **NOTICE**

The Virginia Department of Education does not unlawfully discriminate on the basis of race, color, sex, national origin, age, or disability in employment or in its educational programs or services.

### **INTRODUCTION**

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional



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details such as the names of historical figures whose study further enrich the standards and clarify the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

#### **Standard of Learning Statement**

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

#### **Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

#### **Essential Understandings**

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

#### **Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.





**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.1a ([Back to CPR](#))**

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;**

Essential Understandings	Experiences may include but are not limited to the following:														
<p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of</p>	<ul style="list-style-type: none"> <li>• Use an analysis tool to analyze and interpret artifacts and primary and secondary sources.</li> </ul> <p><b>Sample Analysis Tool</b></p> <table border="1" data-bbox="646 813 1724 1414"> <thead> <tr> <th colspan="2" data-bbox="646 813 1724 873">Title of Informational Source:</th> </tr> <tr> <th data-bbox="646 873 1260 938">Key Elements</th> <th data-bbox="1260 873 1724 938">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="646 938 1260 1003"><b>Observation:</b> What do you see?</td> <td data-bbox="1260 938 1724 1003"></td> </tr> <tr> <td data-bbox="646 1003 1260 1084"><b>Source:</b> Who created the source?</td> <td data-bbox="1260 1003 1724 1084"></td> </tr> <tr> <td data-bbox="646 1084 1260 1166"><b>Context:</b> Where is the source located in terms of time and place?</td> <td data-bbox="1260 1084 1724 1166"></td> </tr> <tr> <td data-bbox="646 1166 1260 1279"><b>Historical Perspective:</b> Whose point of view does the source represent?</td> <td data-bbox="1260 1166 1724 1279"></td> </tr> <tr> <td data-bbox="646 1279 1260 1414"><b>Analysis:</b> What is the source’s impact on history?</td> <td data-bbox="1260 1279 1724 1414"></td> </tr> </tbody> </table>	Title of Informational Source:		Key Elements	Evidence	<b>Observation:</b> What do you see?		<b>Source:</b> Who created the source?		<b>Context:</b> Where is the source located in terms of time and place?		<b>Historical Perspective:</b> Whose point of view does the source represent?		<b>Analysis:</b> What is the source’s impact on history?	
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

information sources in order to make inferences and generalizations and draw conclusions.	
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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.1b ([Back to CPR](#))**

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**b) analyzing and interpreting geographic information to determine patterns and trends in United States history;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.</p> <p>The physical geography of a location had a direct impact on the lives of people in the United States and how they adapted to their environment.</p> <p>Geographic themes include</p>	<ul style="list-style-type: none"> <li>● Acquire geographic information from a variety of sources, such as <ul style="list-style-type: none"> <li>○ GIS (Geographic Information Systems)</li> <li>○ field work</li> <li>○ satellite images</li> <li>○ photographs</li> <li>○ maps, globes</li> <li>○ charts and graphs</li> <li>○ databases</li> <li>○ primary sources</li> <li>○ diagrams.</li> </ul> </li> <li>● Analyze the relationship between physical and human geography.</li> <li>● Analyze geographic information related to movement of people, products, resources, ideas, and language to determine patterns and trends throughout United States history.</li> <li>● Examine maps of a location before and after a major conflict to discuss how the conflict affected the social, political and economic landscape of an area.</li> <li>● Use maps to explain how the location of resources influences the patterns, trends, and migrations of populations.</li> </ul> <p><b>Five themes of geography</b></p> <ul style="list-style-type: none"> <li>● Location: Defined according to its position on the earth’s surface; where is it?</li> <li>● Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?</li> </ul>



## Course Title/Course #: United States History II (1865 to the present) #2064/2065

<ul style="list-style-type: none"><li>● location</li><li>● place</li><li>● regions</li><li>● movement</li><li>● human-environment interaction.</li></ul>	<ul style="list-style-type: none"><li>● Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?</li><li>● Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?</li><li>● Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?</li></ul>
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.1c ([Back to CPR](#))

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The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of various data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"><li>● Use historical maps to analyze changes in population over time.</li><li>● Gather information to explain resettlement of the American Indian population.</li><li>● Use primary-source images to show how new inventions changed life in America.</li><li>● Interpret photographs of the Civil Rights Movement. Discuss the photographer's potential bias. Discuss the potential bias of the audience. Discuss the potential bias the photographs might cause.</li></ul>



**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.1d ([Back to CPR](#))**

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**d) using evidence to draw conclusions and make generalizations;**

Essential Understandings	Experiences may include but are not limited to the following:															
<p>Critical examination and evaluation of historical evidence is essential to understanding the past.</p> <p>Drawing conclusions and making generalizations involves</p> <ul style="list-style-type: none"> <li>observing and considering all the facts, arguments, and information</li> <li>considering what is already known</li> <li>determining the certainty of multiple answers based upon the information presented</li> <li>predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate media and images as sources for drawing conclusions and making generalizations.</li> <li>Draw conclusions about propaganda used during a selected time period.</li> <li>Make generalizations using political cartoons to explain historical events.</li> <li>After reading about an historical event, use a chart to draw conclusions or make generalizations about a point of view.</li> </ul> <p>Example:</p>															
	<table border="1"> <thead> <tr> <th colspan="4" data-bbox="632 950 1719 993">Event: Industrialization</th> </tr> <tr> <th data-bbox="632 998 911 1042">Somebody</th> <th data-bbox="917 998 1184 1042">Wanted</th> <th data-bbox="1190 998 1451 1042">But</th> <th data-bbox="1457 998 1719 1042">So What?</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 1047 911 1419">Captains of Industry</td> <td data-bbox="917 1047 1184 1419">to expand their businesses, using lower-cost production and a growing labor force</td> <td data-bbox="1190 1047 1451 1419">these actions created unsafe working conditions.</td> <td data-bbox="1457 1047 1719 1419">Actions taken during the Progressive Movement gave rise to organized labor and workplace improvements.</td> </tr> </tbody> </table>				Event: Industrialization				Somebody	Wanted	But	So What?	Captains of Industry	to expand their businesses, using lower-cost production and a growing labor force	these actions created unsafe working conditions.	Actions taken during the Progressive Movement gave rise to organized labor and workplace improvements.
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.1e ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting historical, cultural, and political perspectives in United States history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of its people.</p> <p>Being able to compare and contrast helps us to understand important similarities and differences between people, places, events, and times in United States history.</p>	<ul style="list-style-type: none"><li>● Compare and contrast an aspect of or issue related to a historical event, using media, images, or text to gain an understanding of historical, cultural, and political perspectives. Examples of events may include the following:<ul style="list-style-type: none"><li>○ Images from the Great Depression: Comparing and contrasting the responses of President Hoover and President Roosevelt to the Great Depression</li><li>○ Maps from World War II: Comparing and contrasting areas invaded by European dictators</li><li>○ Media clips from the Civil Rights Movement (1960s): Comparing and contrasting opposing sides of the movement</li></ul></li><li>● Create a graphic organizer to analyze information about different movements in United States history.</li><li>● Create a graphic organizer to compare and contrast the political perspectives of two leaders in United States history.</li><li>● Use images to illustrate similarities and differences between the new technology at the beginning of the twentieth century and at the beginning of the twenty-first century.</li></ul>



**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.1f ([Back to CPR](#))**

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**f) determining relationships with multiple causes or effects in United States history;**

Essential Understandings	Experiences may include but are not limited to the following:									
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Diversity includes a variety of perspectives, contributions, and challenges.</p> <p>Certain events in United States history have multiple causes and effects.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> <li>● Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States.</li> <li>● Create flow charts, storyboards, and timelines to determine multiple causes and effects.</li> <li>● Determine how the choices of selected individuals or groups influenced United States history.</li> </ul> <p>Example:</p> <table border="1" data-bbox="604 898 1701 1073"> <thead> <tr> <th colspan="3" data-bbox="604 898 1701 938"><b>Event:</b> Progressive Movement</th> </tr> <tr> <th data-bbox="604 938 1003 979"><b>Cause(s)</b></th> <th data-bbox="1003 938 1325 979"><b>Event</b></th> <th data-bbox="1325 938 1701 979"><b>Effect(s)</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="604 979 1003 1073">Harsh working conditions Long working hours</td> <td data-bbox="1003 979 1325 1073">Progressive Movement</td> <td data-bbox="1325 979 1701 1073">Child labor laws Organized labor unions</td> </tr> </tbody> </table>	<b>Event:</b> Progressive Movement			<b>Cause(s)</b>	<b>Event</b>	<b>Effect(s)</b>	Harsh working conditions Long working hours	Progressive Movement	Child labor laws Organized labor unions
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.1g ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Making connections includes understanding that people, events, and developments have brought changes to the United States.</p> <p>Everyday life in the United States today is different from everyday life long ago.</p> <p>Explaining includes justifying thinking with supporting details.</p>	<ul style="list-style-type: none"><li>● Create a graphic organizer to explain how industrialization changed life for people in the United States during the early twentieth century.</li><li>● Use images to determine how the physical or cultural landscape changed in the United States after a major event such as industrialization, the Harlem Renaissance, or World War II.</li><li>● Create a timeline to explain how the role of women has changed from the early twentieth century to today due to significant events in United States history.</li><li>● Create a graphic organizer, using a variety of images and documents to explain the development and uses of communication technology in the twentieth and twenty-first centuries.</li><li>● Create a timeline that depicts the development of transportation in United States history from 1865 to the present.</li></ul>



## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.1h ([Back to CPR](#))

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The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:
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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

<p>Decisions concerning the allocation and use of economic resources affect individuals and groups.</p> <p>Critical examination and evaluation of data is essential to drawing conclusions.</p> <p>The decision-making process involves seeing the problem from a variety of perspectives and considering the consequences.</p> <p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> <li>● make decisions for the future</li> <li>● better understand the choices people faced in the past</li> <li>● analyze the outcomes of the decisions that people already made.</li> </ul> <p>Choices are based upon alternatives that seem to be the best because they involve the least cost and the greatest benefit.</p>	<ul style="list-style-type: none"> <li>● Analyze the costs and benefits of decisions made in United States history. Determine the level of importance of each cost and benefit. Determine whether the costs or the benefits have the greater impact on the final decision.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: left; padding: 5px;"><b>Historical event or decision:</b> Mechanization of factories</th> </tr> <tr> <th style="width: 30%; padding: 5px;"><b>Costs</b></th> <th style="width: 15%; padding: 5px;"><b>Level of Importance (1-5)</b></th> <th style="width: 35%; padding: 5px;"><b>Benefits</b></th> <th style="width: 15%; padding: 5px;"><b>Level of Importance (1-5)</b></th> </tr> <tr> <td style="padding: 5px;">Increased pollution</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">Employed various types of workers</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Increased amount of resources</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">Faster production</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="text-align: right; padding: 5px;"><b>Total</b></td> <td style="padding: 5px;"></td> <td style="text-align: right; padding: 5px;"><b>Total</b></td> <td style="padding: 5px;"></td> </tr> </table> <ul style="list-style-type: none"> <li>● Use a PACED decision-making model to evaluate decisions made in United States history by analyzing the alternatives, criteria, and the decision made.       <ul style="list-style-type: none"> <li>○ Define the <b>P</b>roblem</li> <li>○ List <b>A</b>lternatives</li> <li>○ Select <b>C</b>riteria</li> <li>○ Evaluate the <b>A</b>lternatives</li> <li>○ <b>D</b>ecision</li> </ul> </li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="5" style="text-align: left; padding: 5px;"><b>Problem:</b> Which of the following amendments to the United States Constitution is most important?</th> </tr> <tr> <th style="width: 30%; padding: 5px;"><b>Criteria</b></th> <th style="width: 15%; padding: 5px;">Helped the most people</th> <th style="width: 15%; padding: 5px;">Best example of democracy</th> <th style="width: 15%; padding: 5px;">Changed American culture</th> <th style="width: 15%; padding: 5px;">Long-lasting effects</th> </tr> <tr> <td style="text-align: right; padding: 5px;"><b>Alternatives</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">13<sup>th</sup> Amendment</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">14<sup>th</sup> Amendment</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">15<sup>th</sup> Amendment</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">19<sup>th</sup> Amendment</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table>	<b>Historical event or decision:</b> Mechanization of factories				<b>Costs</b>	<b>Level of Importance (1-5)</b>	<b>Benefits</b>	<b>Level of Importance (1-5)</b>	Increased pollution		Employed various types of workers		Increased amount of resources		Faster production		<b>Total</b>		<b>Total</b>		<b>Problem:</b> Which of the following amendments to the United States Constitution is most important?					<b>Criteria</b>	Helped the most people	Best example of democracy	Changed American culture	Long-lasting effects	<b>Alternatives</b>					13 <sup>th</sup> Amendment					14 <sup>th</sup> Amendment					15 <sup>th</sup> Amendment					19 <sup>th</sup> Amendment				
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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

	<b>Decision:</b>	
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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.1i ([Back to CPR](#))**

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>The research process requires the use of a variety of resources to ensure validity.</p> <p>In order to avoid plagiarism, credit must be given when using another person’s idea, opinion, or theory.</p> <p>Sources should be authentic and valid.</p> <p>Responsible citizens demonstrate a respect for the rights of others.</p>	<ul style="list-style-type: none"> <li>● Explore the ethical and legal issues related to the access and use of information by               <ul style="list-style-type: none"> <li>○ properly citing authors and sources used in research</li> <li>○ validating Web sites</li> <li>○ reviewing written drafts so that the language and/or thoughts of others are given credit.</li> </ul> </li> <li>● Exhibit the responsibilities of citizenship in the classroom by demonstrating               <ul style="list-style-type: none"> <li>○ when it is appropriate to listen and when to speak</li> <li>○ how to make necessary compromises</li> <li>○ how to work together to accomplish goals</li> <li>○ how to conduct oneself in a respectful manner.</li> </ul> </li> </ul>



### Course Title/Course #: United States History II (1865 to the present) #2064/2065

#### STANDARD USII.1j ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.</p>	<ul style="list-style-type: none"> <li>● Investigate people, places, and events in United States history to develop an understanding of historical, cultural, economic, political, and geographical relationships by               <ul style="list-style-type: none"> <li>○ exploring economic and social issues that led to the growth of cities</li> <li>○ outlining and describing geographic factors and new technologies that helped and hindered westward movement</li> <li>○ describing the United States’ role in the Cold War and providing evidence to support the description</li> <li>○ creating a digital map outlining the social and economic factors that influenced the women’s suffrage movements in the early twentieth century and the fight for equal rights for women during the period following World War II.</li> </ul> </li> <li>● Investigate the people involved in and the social impact of government intervention during               <ul style="list-style-type: none"> <li>○ the Civil Rights Act of 1866</li> <li>○ the workplace reforms of the Progressive Movement</li> <li>○ Roosevelt’s New Deal.</li> </ul> </li> <li>● Investigate the social influence of the following by creating a social media page or blog and taking a stance to support or dispute points made in               <ul style="list-style-type: none"> <li>○ Lincoln’s Gettysburg Address</li> <li>○ Sojourner Truth’s “Ain’t I a Woman” speech</li> <li>○ Wilson’s Fourteen Points speech</li> <li>○ the Treaty of Versailles</li> <li>○ Title IX</li> <li>○ President Reagan’s “Tear Down This Wall” speech.</li> </ul> </li> </ul>



## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.2a ([Back to CPR](#))

The student will use maps, globes, photographs, pictures, or tables for

a) explaining how physical features and climate influenced the movement of people westward;

Essential Understandings	Essential Knowledge
<p>During the nineteenth century, people's perceptions and use of the Great Plains changed.</p> <p>Technological advances allowed people to live in more challenging environments.</p>	<p><b>Physical features and climate of the Great Plains</b></p> <ul style="list-style-type: none"><li>● Flatlands that rise gradually from east to west</li><li>● Land eroded by wind and water</li><li>● Low rainfall</li><li>● Frequent dust storms</li></ul> <p>Because of new technologies, people saw the Great Plains not as a “treeless wasteland” but as a vast area to be settled.</p> <p><b>Inventions</b></p> <ul style="list-style-type: none"><li>● Barbed wire</li><li>● Steel plows</li><li>● Windmills</li><li>● Railroads</li></ul> <p><b>Adaptations</b></p> <ul style="list-style-type: none"><li>● Dry farming</li><li>● Sod houses</li><li>● Beef cattle</li><li>● Wheat farming</li></ul>



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Course Title/Course #: United States History II (1865 to the present) #2064/2065

**STANDARD USII.2b ([Back to CPR](#))**

The student will use maps, globes, photographs, pictures, or tables for

**b) explaining relationships among natural resources, transportation, and industrial development after 1865;**

Essential Understandings	Essential Knowledge
<p>Advances in transportation linked resources, products, and markets.</p> <p>Manufacturing areas were clustered near centers of population.</p>	<p><b>Transportation resources</b></p> <ul style="list-style-type: none"><li>● Moving natural resources to eastern factories (e.g., iron ore to steel mills)</li><li>● Transporting finished products to national markets</li><li>● Locating factories near rivers and railroads to move resources and finished goods to markets</li></ul> <p><b>Examples of manufacturing areas</b></p> <ul style="list-style-type: none"><li>● Textile industry: New England</li><li>● Automobile industry: Detroit</li><li>● Steel industry: Pittsburgh</li><li>● Meatpacking industry: Chicago</li></ul>





### Course Title/Course #: United States History II (1865 to the present) #2064/2065

#### STANDARD USII.2c ([Back to CPR](#))

The student will use maps, globes, photographs, pictures, or tables for

c) locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant.

Essential Understandings	Essential Knowledge
<p>A state is an example of a political region. States may be grouped as part of different geographic regions, depending upon the criteria used.</p> <p>Cities serve as centers of trade and have political, economic, and/or cultural significance.</p>	<p><b>States grouped by geographic region</b></p> <ul style="list-style-type: none"> <li>● Northeast: Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania</li> <li>● Southeast: Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas</li> <li>● Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota</li> <li>● Southwest: Texas, Oklahoma, New Mexico, Arizona</li> <li>● Western (Rocky Mountains): Colorado, Utah, Nevada, Montana, Wyoming, Idaho</li> <li>● Pacific: Washington, Oregon, California</li> <li>● Noncontiguous: Alaska, Hawaii</li> </ul> <p><b>Cities grouped by geographic region</b></p> <ul style="list-style-type: none"> <li>● Northeast: New York City, Boston, Pittsburgh, Philadelphia</li> <li>● Southeast: Washington, D.C., Atlanta, New Orleans</li> <li>● Midwest: Chicago, St. Louis, Detroit</li> <li>● Southwest: San Antonio, Santa Fe</li> <li>● Western (Rocky Mountains): Denver, Salt Lake City</li> <li>● Pacific: San Francisco, Los Angeles, Seattle</li> <li>● Noncontiguous: Juneau, Honolulu</li> </ul>



## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.3a ([Back to CPR](#))

The student will apply social science skills to understand the effects of Reconstruction on American life by

- a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States and how they changed the meaning of citizenship.

Essential Understandings	Essential Knowledge
<p>The 13th, 14th, and 15th Amendments to the Constitution of the United States address the issues of slavery and guarantee equal protection under the law for all citizens.</p>	<p><b>Basic provisions of the amendments</b></p> <ul style="list-style-type: none"><li>• The 13th Amendment bans slavery in the United States and all of its territories.</li><li>• The 14th Amendment grants citizenship to all persons born in the United States and guarantees them equal protection under the law.</li><li>• The 15th Amendment ensures all citizens the right to vote regardless of race, color, or previous condition of servitude.</li></ul> <p>Although these three amendments guarantee equal protection under the law for all citizens, American Indians and women did not receive the full benefits of citizenship until later.</p>



## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.3b ([Back to CPR](#))

The student will apply social science skills to understand the effects of Reconstruction on American life by  
b) describing the impact of Reconstruction policies on the South and North;

Essential Understandings	Essential Knowledge
<p>The Reconstruction policies were harsh and created problems in the South.</p> <p>Reconstruction attempted to define the means by which all Southerners could live together equally.</p>	<p><b>Reconstruction policies and problems</b></p> <ul style="list-style-type: none"> <li>● Southern military leaders could not hold office.</li> <li>● African Americans could hold public office.</li> <li>● African Americans gained equal rights as a result of the Civil Rights Act of 1866, which also authorized the use of federal troops comprised mainly of Northern soldiers for its enforcement.</li> <li>● Southern states adopted Black Codes to limit the economic and physical freedom of former slaves.</li> <li>● Federal troops supervised the South.</li> <li>● The Freedmen’s Bureau was established to aid former enslaved African Americans in the South.</li> <li>● Southerners resented Northern “carpetbaggers,” some of whom took advantage of the South during Reconstruction.</li> </ul> <p><b>End of Reconstruction and its impact</b></p> <ul style="list-style-type: none"> <li>● Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876.</li> <li>● Federal troops were removed from the South.</li> <li>● Rights that African Americans had gained were lost through “Jim Crow” laws.</li> <li>● “Jim Crow” laws affected the rights of American Indians.</li> </ul>



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Course Title/Course #: United States History II (1865 to the present) #2064/2065

**STANDARD USII.3c ([Back to CPR](#))**

The student will apply social science skills to understand the effects of Reconstruction on American life by

c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

Essential Understandings	Essential Knowledge
The actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass created lasting impacts.	<p><b>Abraham Lincoln</b></p> <ul style="list-style-type: none"><li>● Issued Reconstruction plan calling for reconciliation</li><li>● Believed preservation of the Union was more important than punishing the South</li></ul> <p><b>Robert E. Lee</b></p> <ul style="list-style-type: none"><li>● Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight</li></ul> <p><b>Frederick Douglass</b></p> <ul style="list-style-type: none"><li>● Fought for adoption of constitutional amendments that guaranteed voting rights</li><li>● Was a powerful voice for human rights and civil liberties for all</li></ul>



**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.4a ([Back to CPR](#))**

**The student will apply social science skills to understand how life changed after the Civil War by**

**a) examining the reasons for westward expansion, including its impact on American Indians;**

Essential Understandings	Essential Knowledge
<p>New opportunities and technological advances led to westward migration following the Civil War.</p> <p>Westward expansion had an impact on the lifestyle of American Indians.</p>	<p><b>Reasons for increase in westward expansion</b></p> <ul style="list-style-type: none"> <li>● Opportunities for land ownership</li> <li>● Technological advances, including the Transcontinental Railroad</li> <li>● Possibility of obtaining wealth, created by the discovery of gold and silver</li> <li>● Desire for adventure</li> <li>● Desire for a new beginning for former enslaved African Americans</li> </ul> <p><b>Impact on American Indians</b></p> <ul style="list-style-type: none"> <li>● Opposition by American Indians to westward expansion (Battle of Little Bighorn, Geronimo)</li> <li>● Forced relocation from traditional lands to reservations (Chief Joseph, Nez Percé, Sitting Bull)</li> <li>● Reduced population through warfare (Battle of Wounded Knee), disease, and reduced buffalo population</li> <li>● Assimilation attempts and lifestyle changes (American Indian boarding schools, Dawes Act)</li> <li>● Reduced American Indian homelands through broken treaties</li> </ul>



Course Title/Course #: United States History II (1865 to the present) #2064/2065

**STANDARD USII.4b ([Back to CPR](#))**

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The student will apply social science skills to understand how life changed after the Civil War by

b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;

Essential Understandings	Essential Knowledge
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

<p>Population changes, growth of cities, and new inventions produced interaction and often conflict between different cultural groups.</p> <p>Social and technological changes presented challenges in urban areas.</p>	<p><b>Reasons for the increase in immigration</b></p> <ul style="list-style-type: none"><li>● Hope for better opportunities</li><li>● Desire for religious freedom</li><li>● Escape from oppressive governments</li><li>● Desire for adventure</li></ul> <p><b>Reasons why cities grew and developed</b></p> <ul style="list-style-type: none"><li>● Specialized industries, including steel (Pittsburgh) and meatpacking (Chicago)</li><li>● Immigration to America from other countries</li><li>● Movement of Americans from rural to urban areas for job opportunities</li></ul> <p>Rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.</p> <p><b>Efforts to solve immigration problems</b></p> <ul style="list-style-type: none"><li>● Settlement houses such as Hull House, founded by Jane Addams</li><li>● Political machines (e.g., Boss Tweed) that gained power by attending to the needs of new immigrants (e.g., jobs, housing)</li></ul> <p><b>Discrimination against immigrants</b></p> <ul style="list-style-type: none"><li>● Chinese</li><li>● Irish</li><li>● Jewish</li><li>● Italian</li><li>● Polish</li></ul> <p><b>Challenges faced by cities</b></p> <ul style="list-style-type: none"><li>● Tenements and ghettos</li><li>● Political corruption (political machines)</li></ul>
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### Course Title/Course #: United States History II (1865 to the present) #2064/2065

#### STANDARD USII.4c ([Back to CPR](#))

The student will apply social science skills to understand how life changed after the Civil War by

c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;

Essential Understandings	Essential Knowledge
<p>Discrimination against African Americans and minority groups continued after Reconstruction. “Jim Crow” laws institutionalized a system of legal segregation.</p> <p>African Americans differed in their responses to discrimination and “Jim Crow.”</p>	<p><b>Racial segregation</b></p> <ul style="list-style-type: none"> <li>● Based upon race</li> <li>● Directed primarily against African Americans, but other groups also were kept segregated</li> <li>● Chinese Exclusion Act (1882) provided an absolute 10-year moratorium (halt) on Chinese labor immigration</li> <li>● American Indians were not considered citizens until 1924</li> </ul> <p><b>“Jim Crow” laws</b></p> <ul style="list-style-type: none"> <li>● Passed to discriminate against African Americans</li> <li>● Made discrimination practices legal in many communities and states</li> <li>● Were characterized by unequal opportunities in housing, work, education, and government</li> <li>● Upheld by the Supreme Court in <i>Plessy v. Ferguson</i></li> </ul> <p><b>African American responses</b></p> <ul style="list-style-type: none"> <li>● Booker T. Washington: Believed equality could be achieved through vocational education; accepted social segregation</li> <li>● W.E.B. DuBois: Believed in full political, civil, and social rights for African Americans and founded the National Association for the Advancement of Colored People (NAACP) along with Ida B. Wells-Barnett</li> </ul>





## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.4d ([Back to CPR](#))

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The student will apply social science skills to understand how life changed after the Civil War by

- d) explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization;

Essential Understandings	Essential Knowledge
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### Course Title/Course #: United States History II (1865 to the present) #2064/2065

<p>Between the Civil War and World War I, the United States was transformed from primarily an agricultural society into one based on manufacturing and services.</p> <p>Inventions had both positive and negative effects on society.</p>	<p><b>Inventions that contributed to great change and industrial growth</b></p> <ul style="list-style-type: none"><li>● Electric lighting and mechanical uses of electricity (Thomas Edison)</li><li>● Telephone service</li><li>● Railroads, which permitted large-scale, long-distance transport of goods</li></ul> <p><b>Rise of big business led by captains of industry</b></p> <ul style="list-style-type: none"><li>● Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Cornelius Vanderbilt, shipping and railroads; J.P. Morgan, banking)</li></ul> <p><b>Reasons for business growth</b></p> <ul style="list-style-type: none"><li>● National markets created by transportation advances</li><li>● Advertising</li><li>● Lower-cost production (assembly line)</li><li>● Lack of competition (monopolies and trusts)</li></ul> <p><b>Factors that promoted industrial growth in America</b></p> <ul style="list-style-type: none"><li>● Access to raw materials and energy sources</li><li>● Large work force (due to immigration)</li><li>● New inventions</li><li>● Financial resources</li></ul> <p><b>Examples of big business</b></p> <ul style="list-style-type: none"><li>● Railroads</li><li>● Oil</li><li>● Steel</li><li>● Coal</li></ul> <p><b>Postwar changes in farm and city life</b></p> <ul style="list-style-type: none"><li>● Mechanization (e.g., the reaper) reduced farm labor needs and increased production.</li><li>● Industrial development in cities created increased labor needs.</li><li>● Industrialization provided new access to consumer goods (e.g., mail order).</li></ul>
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.4e ([Back to CPR](#))

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The student will apply social science skills to understand how life changed after the Civil War by

- e) evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.

Essential Understandings	Essential Knowledge
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

<p>The effects of industrialization and the Progressive Movement led to reforms.</p>	<p><b>Negative effects of industrialization</b></p> <ul style="list-style-type: none"><li>● Child labor</li><li>● Low wages, long hours</li><li>● Unsafe working conditions</li><li>● Impact on the environment</li><li>● Monopolies</li><li>● Triangle Shirtwaist Factory fire</li></ul> <p><b>Rise of organized labor</b></p> <ul style="list-style-type: none"><li>● Formation of unions; growth of American Federation of Labor</li><li>● Strikes (Homestead Strike, Pullman Strike)</li></ul> <p><b>Progressive Movement workplace reforms</b></p> <ul style="list-style-type: none"><li>● Improved safety conditions</li><li>● Reduced work hours</li><li>● Placed restrictions on child labor</li></ul> <p><b>Women’s suffrage movement</b></p> <ul style="list-style-type: none"><li>● Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, and Lucy Burns worked for women’s suffrage.</li><li>● The movement led to increased educational opportunities for women.</li><li>● Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States.</li></ul> <p><b>Temperance movement</b></p> <ul style="list-style-type: none"><li>● Composed of groups opposed to the making and consuming of alcohol</li><li>● Supported legislation to ban alcohol (18th Amendment)</li></ul>
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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.5a ([Back to CPR](#))**

**The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I by**

**a) explaining the reasons for and results of the Spanish-American War;**

Essential Understandings	Essential Knowledge
<p>The United States emerged as a world power as a result of victory over Spain in the Spanish-American War.</p> <p>Economic interests and public opinion often influence United States involvement in international affairs.</p>	<p><b>Reasons for the Spanish-American War</b></p> <ul style="list-style-type: none"> <li>● Protection of American business interests in Cuba</li> <li>● American support of Cuban rebels to gain independence from Spain</li> <li>● Rising tensions between Spain and the United States as a result of the sinking of the USS <i>Maine</i> in Havana Harbor</li> <li>● Exaggerated news reports of events (yellow journalism)</li> </ul> <p><b>Results of the Spanish-American War</b></p> <ul style="list-style-type: none"> <li>● The United States emerged as a world power.</li> <li>● Cuba gained independence from Spain.</li> <li>● The United States gained possession of the Philippines, Guam, and Puerto Rico.</li> </ul>



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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.5b ([Back to CPR](#))**

**The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I by**

**b) describing Theodore Roosevelt’s impact on the foreign policy of the United States;**

Essential Understandings	Essential Knowledge
<p>Roosevelt expanded the Monroe Doctrine as a way to prevent European involvement in the affairs of Latin American countries.</p>	<p><b>Use of Big Stick Diplomacy</b></p> <ul style="list-style-type: none"><li>● Example: Building the Panama Canal</li><li>● Grew the United States Navy as a show of American power</li></ul> <p><b>Added the Roosevelt Corollary to the Monroe Doctrine</b></p> <ul style="list-style-type: none"><li>● Europe was warned not to interfere in the affairs of the Western Hemisphere; the United States would exercise “international police power” in the Americas.</li><li>● The Roosevelt Corollary asserted the right of the United States to interfere in the economic matters of other nations in the Americas.</li></ul>



## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.5c ([Back to CPR](#))

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The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I by

- c) evaluating and explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.

Essential Understandings	Essential Knowledge
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

<p>The United States' involvement in World War I set the stage for it to emerge as a global superpower later in the twentieth century.</p>	<p><b>Reasons for the United States' involvement in World War I</b></p> <ul style="list-style-type: none"><li>● Inability to remain neutral</li><li>● German submarine warfare (sinking of the <i>Lusitania</i>)</li><li>● United States economic and political ties to Great Britain</li><li>● The Zimmermann Telegram</li></ul> <p><b>Major Allied Powers</b></p> <ul style="list-style-type: none"><li>● British Empire</li><li>● France</li><li>● Russia (until 1917)</li><li>● Serbia</li><li>● Belgium</li><li>● United States</li></ul> <p><b>Central Powers</b></p> <ul style="list-style-type: none"><li>● German Empire</li><li>● Austro-Hungarian Empire</li><li>● Bulgaria</li><li>● Ottoman Empire</li></ul> <p><b>United States leadership as the war ended</b></p> <ul style="list-style-type: none"><li>● At the end of World War I, President Woodrow Wilson prepared a peace plan known as the Fourteen Points that called for the formation of the League of Nations, a peacekeeping organization.</li><li>● The United States Senate did not ratify the Treaty of Versailles because of a desire to resume prewar isolationism. The United States did not become a member of the League of Nations.</li></ul>
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.6a ([Back to CPR](#))

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The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by

- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;

Essential Understandings	Essential Knowledge
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

<p>Technology extended progress into all areas of American life, including neglected rural areas.</p>	<p><b>Results of improved transportation brought about by affordable automobiles</b></p> <ul style="list-style-type: none"><li>● Greater mobility</li><li>● Creation of jobs</li><li>● Growth of transportation-related industries (e.g., road construction, oil, steel, automobile)</li><li>● Movement to suburban areas</li></ul> <p><b>Invention of the airplane</b></p> <ul style="list-style-type: none"><li>● The Wright brothers</li></ul> <p><b>Use of the assembly line</b></p> <ul style="list-style-type: none"><li>● Henry Ford, automobile</li><li>● Rise of mechanization</li></ul> <p><b>Communication changes</b></p> <ul style="list-style-type: none"><li>● Development of the telephone (Alexander Graham Bell) and increased availability of telephones</li><li>● Development of the radio and broadcast industry</li><li>● Development of the movies</li></ul> <p><b>Ways electrification changed American life</b></p> <ul style="list-style-type: none"><li>● Labor-saving products (e.g., washing machines, electric stoves, water pumps)</li><li>● Electric lighting</li><li>● Entertainment (e.g., radio)</li><li>● Improved communications</li></ul>
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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.6b ([Back to CPR](#))**

**The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by**

**b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;**

Essential Understandings	Essential Knowledge
<p>Reforms in the early twentieth century could not legislate how all people behaved.</p> <p>Economic conditions and violence led to the migration of people.</p>	<p>Prohibition was imposed by a constitutional amendment (the 18th Amendment) that made it illegal to manufacture, transport, and sell alcoholic beverages.</p> <p><b>Results of prohibition</b></p> <ul style="list-style-type: none"> <li>● Speakeasies were created as places for people to drink alcoholic beverages.</li> <li>● Bootleggers made and smuggled alcohol illegally.</li> <li>● Prohibition was repealed by the 21st Amendment.</li> </ul> <p><b>Great Migration north and west</b></p> <ul style="list-style-type: none"> <li>● Jobs for African Americans in the South were scarce and low paying.</li> <li>● African Americans faced discrimination and violence in the South.</li> <li>● African Americans moved to cities in the North and Midwest in search of better employment opportunities.</li> <li>● African Americans also experienced discrimination and violence in the North and Midwest.</li> </ul>



**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.6c ([Back to CPR](#))**

The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by

- c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance;

Essential Understandings	Essential Knowledge
<p>The 1920s and 1930s were important decades for American art, literature, and music.</p> <p>The leaders of the Harlem Renaissance drew upon the heritage of African American culture to establish themselves as powerful forces for cultural change.</p>	<p><b>Cultural climate of the 1920s and 1930s</b></p> <ul style="list-style-type: none"> <li>• Art: Georgia O’Keeffe, an artist known for urban scenes and, later, paintings of the Southwest</li> <li>• Literature: F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s</li> <li>• Music: Aaron Copland and George Gershwin, composers who wrote uniquely American music</li> </ul> <p><b>Harlem Renaissance</b></p> <p>African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture:</p> <ul style="list-style-type: none"> <li>• Art: Jacob Lawrence, a painter who chronicled the experiences of the Great Migration through art</li> <li>• Literature: Langston Hughes, a poet who combined the experiences of African and American cultural roots</li> <li>• Music: Duke Ellington and Louis Armstrong, jazz musicians; Bessie Smith, a blues singer</li> </ul> <p>The popularity of these artists spread beyond Harlem to the rest of society.</p>



### Course Title/Course #: United States History II (1865 to the present) #2064/2065

#### STANDARD USII.6d ([Back to CPR](#))

The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by

d) analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

Essential Understandings	Essential Knowledge
<p>The optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.</p> <p>The Great Depression and the New Deal dramatically changed the lives of most Americans and began to change both their understanding of the economic system and the role of government in American life.</p>	<p><b>Causes of the Great Depression</b></p> <ul style="list-style-type: none"> <li>● People overspeculated on stocks, using borrowed money that they could not repay when stock prices crashed.</li> <li>● The Federal Reserve’s poor monetary policies contributed to the collapse of the banking system.</li> <li>● High tariffs discouraged international trade.</li> <li>● Many Americans had too much debt from buying consumer goods on installment plans.</li> </ul> <p><b>Impact on Americans</b></p> <ul style="list-style-type: none"> <li>● A large number of banks closed, and other businesses failed.</li> <li>● One-fourth of workers were without jobs.</li> <li>● Large numbers of people were hungry and homeless.</li> <li>● Farmers’ incomes fell to low levels.</li> </ul> <p>Franklin Roosevelt’s New Deal used government programs to help the nation recover from the Depression.</p> <p><b>Major features of the New Deal</b></p> <ul style="list-style-type: none"> <li>● Social Security</li> <li>● Federal work programs</li> <li>● Environmental improvement programs</li> <li>● Farm assistance programs</li> <li>● Increased rights for labor</li> </ul>



## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.7a ([Back to CPR](#))

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The student will apply social science skills to understand the major causes and effects of American involvement in World War II by  
a) explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;

Essential Understandings	Essential Knowledge
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### Course Title/Course #: United States History II (1865 to the present) #2064/2065

<p>Political and economic conditions in Europe following World War I led to the rise of fascism and to World War II.</p> <p>The rise of fascism threatened peace in Europe and Asia.</p> <p>As conflict grew in Europe and Asia, American foreign policy evolved from neutrality to direct involvement.</p>	<p><b>Causes of World War II</b></p> <ul style="list-style-type: none"><li>● Economic devastation in Europe resulting from World War I:<ul style="list-style-type: none"><li>○ Worldwide depression</li><li>○ High war debt owed by Germany</li><li>○ High inflation</li><li>○ Massive unemployment</li></ul></li><li>● Political instability marked by the rise of Fascism:<ul style="list-style-type: none"><li>○ Fascism is a political philosophy in which total power is given to a dictator; individual freedoms are denied; and nationalism and, often, racism are emphasized.</li><li>○ Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan).</li><li>○ These dictators led the countries that became known as the Axis Powers.</li></ul></li></ul> <p><b>The Allies</b></p> <ul style="list-style-type: none"><li>● Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union joined the Allies after being invaded by Germany.</li><li>● Allied leaders included Franklin D. Roosevelt and, later, Harry S. Truman (United States), Winston Churchill (Great Britain), and Joseph Stalin (Soviet Union).</li></ul> <p><b>Gradual change in American policy from neutrality to direct involvement</b></p> <ul style="list-style-type: none"><li>● Isolationism (Great Depression, legacy of World War I)</li><li>● Economic and military aid to Allies (Lend-Lease program)</li><li>● Direct involvement in the war</li></ul> <p><b>War in the Pacific</b></p> <ul style="list-style-type: none"><li>● Rising tension developed between the United States and Japan because of Japanese aggression in East Asia and the Pacific region.</li><li>● On December 7, 1941, Japan attacked the United States at Pearl Harbor.</li><li>● The United States declared war on Japan.</li><li>● Germany declared war on the United States.</li></ul>
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Course Title/Course #: United States History II (1865 to the present) #2064/2065

**STANDARD USII.7b ([Back to CPR](#))**

The student will apply social science skills to understand the major causes and effects of American involvement in World War II by  
b) locating and describing the major events and turning points of the war in Europe and the Pacific;

Essential Understandings	Essential Knowledge
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

<p>Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan.</p> <p>The Holocaust is an example of prejudice, discrimination, and genocide taken to the extreme.</p>	<p><b>Major events and turning points of World War II</b></p> <ul style="list-style-type: none"><li>● Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations.</li><li>● Germany invaded France and captured Paris.</li><li>● Germany bombed London, and the Battle of Britain began.</li><li>● The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean (Lend-Lease).</li><li>● Japan bombed Pearl Harbor.</li><li>● After Japan bombed Pearl Harbor, Germany declared war on the United States.</li><li>● The United States declared war on Japan and Germany.</li><li>● The United States was victorious over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific.</li><li>● Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe.</li><li>● American and other Allied troops landed in Normandy, France, on D-Day to begin the liberation of Western Europe.</li><li>● The United States dropped two atomic bombs on Japan (Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II.</li></ul> <p><b>The Holocaust</b></p> <ul style="list-style-type: none"><li>● Anti-Semitism</li><li>● Aryan supremacy</li><li>● Systematic attempt to rid Europe of all Jews</li><li>● Tactics:<ul style="list-style-type: none"><li>○ Boycott of Jewish stores</li><li>○ Discriminatory laws</li><li>○ Segregation</li><li>○ Ghettos</li><li>○ Imprisonment and killing of Jews and others in concentration camps and death camps</li></ul></li><li>● Liberation by Allied forces of Jews and others who survived in concentration camps</li></ul>
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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.7c ([Back to CPR](#))**

**The student will apply social science skills to understand the major causes and effects of American involvement in World War II by**  
**c) explaining and evaluating the impact of the war on the home front.**

<b>Essential Understandings</b>	<b>Essential Knowledge</b>
<p>World War II affected every aspect of American life.</p> <p>Americans were asked to make sacrifices in support of the war effort and the ideals for which Americans fought.</p>	<p>American involvement in World War II brought an end to the Great Depression. Factories and workers were needed to produce goods to win the war.</p> <p>Thousands of American women (e.g., Rosie the Riveter) took jobs in defense plants during the war.</p> <p>Americans at home supported the war by conserving and rationing resources (e.g., victory gardens, ration books, scrap drives).</p> <p>The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants), although discrimination against African Americans continued.</p> <p>While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps in the United States.</p>



**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.8a ([Back to CPR](#))**

**The student will apply social science skills to understand of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by**

- a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States and the Soviet Union as superpowers, and the establishment of the United Nations;**

Essential Understandings	Essential Knowledge
<p>The Allied victory in World War II led to the emergence of the United States and the Soviet Union as global superpowers.</p> <p>The United States' involvement in World War II reshaped America's role in world affairs.</p>	<p>Much of Europe was in ruins following World War II. Soviet forces occupied most of Eastern and Central Europe and the eastern portion of Germany. The United States believed it was in its best interest to help rebuild Europe and prevent political and economic instability.</p> <p><b>Rebuilding efforts</b></p> <ul style="list-style-type: none"> <li>● The United States instituted George C. Marshall's plan to rebuild Europe (the Marshall Plan), which provided massive financial aid to rebuild European economies and prevent the spread of communism.</li> <li>● Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions.</li> <li>● Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States.</li> </ul> <p><b>Establishment of the United Nations</b></p> <ul style="list-style-type: none"> <li>● The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars.</li> </ul>



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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.8b ([Back to CPR](#))**

**The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by**

**b) describing the conversion from a wartime to a peacetime economy;**

Essential Understandings	Essential Knowledge
<p>The economic, social, and political climate of the United States changed after World War II because of the development of new technologies, changes in mass media, and growth of mass markets.</p>	<p><b>Reasons for rapid growth of the American economy following World War II</b></p> <ul style="list-style-type: none"><li>● With rationing of consumer goods over, businesses converted from production of war materials to consumer goods.</li><li>● Americans purchased goods on credit.</li><li>● The work force shifted back to men, and most women returned full time to family responsibilities.</li><li>● Labor unions merged and became more powerful; workers gained new benefits and higher salaries.</li></ul>



## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.8c ([Back to CPR](#))

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The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

- c) examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;

Essential Understandings	Essential Knowledge
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### Course Title/Course #: United States History II (1865 to the present) #2064/2065

<p>The United States and the Soviet Union emerged from World War II as world powers, triggering a rivalry over ideology and national security.</p> <p>The Cold War was the central organizing principle in global affairs for over 40 years.</p>	<p><b>Term to know</b></p> <ul style="list-style-type: none"><li>● Cold War: The state of tension without actual fighting between the United States and the Soviet Union, which divided the world into two camps</li></ul> <p><b>Origins of the Cold War</b></p> <ul style="list-style-type: none"><li>● Differences in goals and ideologies between the United States and the Soviet Union (the two superpowers); the United States was democratic and capitalist while the Soviet Union was dictatorial and communist</li><li>● The Soviet Union’s domination over Eastern European countries (Iron Curtain)</li><li>● American policy of containment (to stop the spread of communism)</li><li>● North Atlantic Treaty Organization (NATO) vs. Warsaw Pact (defense alliances)</li></ul> <p><b>Major conflicts in the post-World War II era that reflected Cold War tensions</b></p> <ul style="list-style-type: none"><li>● South Korea and the United States resisted Chinese and North Korean aggression. The conflict ended in a stalemate.</li><li>● Disagreements arose between the United States and the Soviet Union over the status of Berlin, eventually leading to the construction of the Berlin Wall.</li><li>● The Cuban Missile Crisis occurred when the Soviet Union placed missiles in Cuba. The Soviets removed the missiles in response to a United States blockade of Cuba, and the United States removed missiles from Turkey.</li><li>● The United States intervened to stop the spread of communism into South Vietnam (domino theory). Americans were divided over whether the United States should be involved militarily in Vietnam. The conflict ended in a cease-fire agreement in which United States troops withdrew.</li><li>● The Space Race between the United States and the Soviet Union was a contest to gain technological superiority (e.g., Sputnik, landing on the moon).</li><li>● The Arms Race was the stockpiling of nuclear weapons as a deterrent to nuclear war.</li></ul> <p><b>Collapse of communism in Europe</b></p>
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|  | <ul style="list-style-type: none"><li>● Breakup of the Soviet Union into independent countries</li><li>● Destruction of the Berlin Wall</li></ul> <p><b>New challenges</b></p> <ul style="list-style-type: none"><li>● Role of United States military intervention</li><li>● Environmental challenges</li><li>● Global issues, including trade, jobs, diseases, energy</li><li>● Rise/emergence of China as a global economic and military power</li></ul> |
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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.8d ([Back to CPR](#))**

**The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by**

**d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;**

Essential Understandings	Essential Knowledge
<p>The United States experienced an economic boom and social transformation after World War II that changed the way most Americans lived and worked.</p>	<p><b>Factors leading to changing patterns in United States society</b></p> <ul style="list-style-type: none"> <li>● Strong economy (healthy job market, increased productivity, increased demand for American products)</li> <li>● Greater investment in education so Americans would have the ability to compete globally (National Defense Education Act)</li> <li>● The “baby boom,” which led to changing demographics</li> <li>● Interstate highway system</li> <li>● Evolving role of women (expected to play a supporting role in the family while increasingly working outside the home)</li> <li>● Large number of women entering the labor force</li> <li>● Expansion of human rights</li> <li>● African Americans’ aspirations for equal opportunities</li> </ul> <p><b>Policies and programs expanding educational and employment opportunities</b></p> <ul style="list-style-type: none"> <li>● The G.I. Bill of Rights gave educational, housing, and employment benefits to veterans.</li> <li>● Harry S. Truman desegregated the armed forces.</li> <li>● Civil Rights legislation led to increased educational, economic, and political opportunities for women and minorities.</li> </ul>





**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.8e ([Back to CPR](#))**

**The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by**

**e) evaluating and explaining the impact of international trade and globalization on American life.**

Essential Understandings	Essential Knowledge
<p>After World War II, there was an increase in globalization, international trade, and interdependence.</p>	<p>Globalization is the linking of nations through trade, information, technologies, and communication.</p> <p>Globalization involves increased integration of different societies.</p> <p>Interdependence involves nations, countries, and societies depending on one another for goods, services, action, or influence.</p> <p>During the two decades following World War II, international trade expanded at a rapid pace.</p> <p><b>Impact of globalization and international trade on American life</b></p> <ul style="list-style-type: none"> <li>● Improvement of all communications (e.g., travel, telecommunications, Internet)</li> <li>● Availability of a wide variety of foreign-made goods and services</li> <li>● Outsourcing of jobs and decline of some American cities and industries</li> <li>● Rise of international corporations</li> <li>● Shift from manufacturing to a high-tech and service economy</li> </ul>



## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.9a ([Back to CPR](#))

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The student will apply social science skills to understand of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

- a) examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans;

Essential Understandings	Essential Knowledge
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### Course Title/Course #: United States History II (1865 to the present) #2064/2065

<p>The Civil Rights Movement of the twentieth century was committed to equal rights and fair treatment of African Americans, but it resulted in social, legal, political, and cultural changes that prohibited discrimination and segregation for all Americans.</p> <p>Other activists were inspired by the achievements of the Civil Rights Movement and took action to gain equality.</p>	<p><b>Some effects of segregation</b></p> <ul style="list-style-type: none"><li>• Separate educational facilities and resources</li><li>• Separate public facilities (e.g., restrooms, drinking fountains, restaurants)</li><li>• Social isolation</li></ul> <p><b>Civil Rights Movement</b></p> <ul style="list-style-type: none"><li>• Opposition to <i>Plessy v. Ferguson</i>: “Separate but equal”</li><li>• <i>Brown v. Board of Education</i>: Desegregation of schools</li><li>• Martin Luther King, Jr.: Passive resistance against segregated facilities; “I have a dream...” speech</li><li>• Rosa Parks: Montgomery bus boycott</li><li>• Organized protests, Freedom Riders, sit-ins, marches, boycotts</li><li>• Expansion of the National Association for the Advancement of Colored People (NAACP)</li><li>• Civil Rights Act of 1964: Prohibited segregation in public places and banned employment discrimination based on race, color, religion, gender, or national origin</li><li>• Voting Rights Act of 1965: Banned the use of literacy tests and provided for federal oversight of voter registration</li></ul> <p><b>Americans with Disabilities Act</b></p> <ul style="list-style-type: none"><li>• The disability rights movement fought to right inequalities faced by people with disabilities.</li><li>• The Americans with Disabilities Act (ADA) (1990) guarantees individuals with disabilities equal opportunities in employment, public accommodations, transportation, state and local government services, and telecommunications.</li><li>• The Individuals with Disabilities Education Act (IDEA), formerly Public Law 94.142, is a federal law that entitles children and young adults access to a free and appropriate public education.</li></ul> <p><b>Changing role of women</b></p> <ul style="list-style-type: none"><li>• Workplace disadvantages:<ul style="list-style-type: none"><li>○ Discrimination in hiring practices</li><li>○ Lower wages for women than for men doing the same job</li></ul></li><li>• Improved conditions:</li></ul>
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

	<ul style="list-style-type: none"><li>○ National Organization for Women (NOW)</li><li>○ Federal legislation to force colleges to give women equal athletic opportunities (Title IX)</li><li>● The proposed Equal Rights Amendment, despite its failure, and a focus on equal-opportunity employment created a wider range of options and advancement for women in business and public service.</li></ul>
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## Course Title/Course #: United States History II (1865 to the present) #2064/2065

### STANDARD USII.9b ([Back to CPR](#))

The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;

Essential Understandings	Essential Knowledge
The period following World War II leading up to the early twenty-first century marked the “information age.” New technologies in communication, entertainment, and business dramatically changed American life.	<p><b>Industries benefiting from new technologies</b></p> <ul style="list-style-type: none"><li>● Airline industry (jet engine)</li><li>● Automobile industry and interstate highway system</li><li>● Mining industry</li><li>● Entertainment and news media industries</li><li>● Exploration of space</li><li>● Computer industry</li><li>● Satellite systems, telecommunications industry</li><li>● Internet, social media</li></ul> <p><b>Impact of new technologies on American life</b></p> <ul style="list-style-type: none"><li>● Increased domestic and international travel for business and pleasure</li><li>● Greater access to news and other information</li><li>● Cheaper and more convenient means of communication</li><li>● Greater access to heating and air-conditioning improved the quality of life and encouraged population growth in certain areas of the country</li><li>● Decreased regional variation resulting from nationwide access to the same entertainment and information provided by national television and radio programming, Internet services, and computer games</li></ul>



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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.9c ([Back to CPR](#))**

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**The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by**

**c) analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically;**

Essential Understandings	Essential Knowledge
Representative citizens have contributed to and influenced America scientifically, culturally, academically, and economically.	Examples including but not limited to...  There have been contributions and influence of individuals during the second half of the twentieth and early twenty-first centuries who have changed America: <ul style="list-style-type: none"><li>• Scientific advancements include those related to medicine, technology, environment, and space.</li><li>• Cultural advancements include those related to music, media, art, communication, technology, and architecture.</li><li>• Academic advancement include contributions to a field of study.</li><li>• Economic advancements include those related to banking, business, and industry.</li></ul>



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**Course Title/Course #: United States History II (1865 to the present) #2064/2065**

**STANDARD USII.9d ([Back to CPR](#))**

**The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by**

**d) evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.**

Essential Understandings	Essential Knowledge
<p>American foreign policy, immigration policies, energy policies, and environmental policies affect people both in the United States and in other countries.</p> <p>Key domestic and international issues since World War II have helped to shape the United States government's relationship with its citizens and other nations.</p>	<p><b>Foreign policy</b></p> <ul style="list-style-type: none"><li>● Changes in terrorist activities</li><li>● Varied global conflicts</li><li>● Changing relationships with other nations</li></ul> <p><b>Immigration</b></p> <ul style="list-style-type: none"><li>● Changing immigration policies</li><li>● More people try to immigrate to the United States than are allowed by law</li></ul> <p><b>Global environment</b></p> <ul style="list-style-type: none"><li>● Policies to protect the global environment</li><li>● Debate over climate change</li><li>● Conservation of water and other natural resources</li></ul> <p><b>Other issues</b></p> <ul style="list-style-type: none"><li>● Safety and security (Homeland Security Act)</li><li>● Energy issues (dependence on foreign oil)</li><li>● World health issues (global pandemics)</li></ul>