

# **Us History**

## **GLEs**

## HIGH SCHOOL: UNITED STATES HISTORY

| <b>Standard 1 – Historical Thinking Skills</b>   |  |
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| Students use facts and concepts to solve problems, interpret, analyze, and draw conclusions from historical events and to relate historical events to contemporary events.   |  |
| <b>Grade-Level Expectations</b>  | <b>Examples</b>  |
| <p>US.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:</p> <ul style="list-style-type: none"> <li>• conducting short and sustained research</li> <li>• evaluating conclusions from evidence (broad variety, primary and secondary sources)</li> <li>• evaluating varied explanations for actions/events</li> <li>• determining the meaning of words and phrases from historical texts</li> <li>• analyzing historians’ points of view</li> </ul> | <ul style="list-style-type: none"> <li>• Supreme Court cases</li> <li>• Holocaust/genocide</li> <li>• Japanese internment camps</li> <li>• Hiroshima/nuclear weapons</li> </ul>  |
| <p>US.1.2 Compare and/or contrast historical periods in terms of:</p> <ul style="list-style-type: none"> <li>• differing political, social, religious, or economic contexts</li> <li>• similar issues, actions, and trends</li> <li>• both change and continuity</li> </ul>  | <ul style="list-style-type: none"> <li>• Populists vs. Progressives</li> <li>• New Deal vs. Great Society</li> <li>• anti-Japanese American sentiment during WWII vs. anti-Muslim American sentiment after 9/11</li> <li>• social trends of the 1920s and the 1960s</li> </ul> |
| <p>US.1.3 Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position</p>   | <ul style="list-style-type: none"> <li>• immigration</li> <li>• use of nuclear weapons</li> <li>• U.S. suppression of civil liberties</li> <li>• U.S. involvement in a designated country</li> </ul>   |
| <p>US.1.4 Discriminate between types of propaganda and draw conclusions concerning their intent</p>  | <ul style="list-style-type: none"> <li>• home front/military propaganda posters</li> <li>• political campaigns</li> <li>• information on Web sites</li> <li>• advertising</li> </ul>   |
| <p>US.1.5 Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources</p>  | <ul style="list-style-type: none"> <li>• Thomas Nast</li> <li>• Herb Block</li> <li>• Kennedy/Nixon television debate</li> <li>• presidential election results maps</li> </ul>   |

**Standard 2 – Western Expansion to Progressivism**

Students understand the social, political, and economic changes that developed between the periods of the United States' westward expansion, industrial growth, and the Progressive Era.

| <b>Grade-Level Expectations</b>  | <b>Examples</b>  |
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| US.2.1 Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion  | <ul style="list-style-type: none"><li>• Dawes Act</li><li>• Chinese Exclusion Act(loss of immigrant workforce)</li><li>• dispersal of the Plains Indians (increase in federal lands for sale)</li><li>• assimilation</li></ul> |
| US.2.2 Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms, and farming  | <ul style="list-style-type: none"><li>• transcontinental trade from the railroad</li><li>• end of the open range</li><li>• effects of the Homestead Act</li><li>• boom/bust nature of mining towns</li></ul>                   |
| US.2.3 Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement                | <ul style="list-style-type: none"><li>• Granger Movement</li><li>• Populism</li><li>• free silver</li><li>• William Jennings Bryan</li></ul>   |
| US.2.4 Examine the effect of the government's laissez-faire policy, innovations in technology and transportation, and changes in business organization that led to the growth of an industrial economy | <ul style="list-style-type: none"><li>• corporations (consolidations, monopolies)</li><li>• technology (oil and steel)</li><li>• transportation (railroads)</li><li>• robber barons/captains of industry</li></ul>             |
| US.2.5 Illustrate the phases, geographic origins, and motivations behind mass immigration and explain how these factors accelerated urbanization   | <ul style="list-style-type: none"><li>• eastern and southern European immigrants; old vs. new immigration</li><li>• Ellis Island/Angel Island</li><li>• urbanization</li><li>• push and pull factors of immigration</li></ul>  |
| US.2.6 Describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government's response   | <ul style="list-style-type: none"><li>• Sherman Anti-Trust Act</li><li>• Settlement houses (Hull House)</li><li>• political machines/Boss William Tweed (Tammany Hall)</li><li>• ghettos and tenement housing</li></ul>        |

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| <p>US.2.7 Examine the social, political, and economic struggles of a growing labor force that resulted in the formation of labor unions and evaluate their attempts to improve working conditions</p>                       | <ul style="list-style-type: none"> <li>• child labor</li> <li>• labor unions and leaders (AFL, Knights of Labor)</li> <li>• working conditions</li> <li>• major strikes (Pullman strike, Homestead strike)</li> </ul>                                    |
| <p>US.2.8 Identify the goals of Progressivism; describe the influence of the Muckrakers, political leaders, and intellectuals; and evaluate the movement’s successes and failures</p>                                       | <ul style="list-style-type: none"> <li>• voting reforms and amendments</li> <li>• political leaders</li> <li>• social reformers (Muckrakers)</li> <li>• legislation (Pure Food and Drug Act, Meat Inspection Act)</li> </ul>                             |
| <p><b>Standard 3 – Isolationism Through the Great War</b><br/>Students trace the transition in U.S. foreign policy from isolationism to internationalism from the late nineteenth century until the end of World War I.</p> |  |
| <p><b>Grade-Level Expectations</b></p>  | <p><b>Examples</b></p>   |
| <p>US.3.1 Analyze the causes of U.S. imperialistic policies and describe both the immediate and long term consequences upon newly acquired territories</p>  | <ul style="list-style-type: none"> <li>• military expansion (Spanish American War)</li> <li>• economic competition (Open Door Policy)</li> <li>• cultural superiority (Chinese Exclusion Act)</li> <li>• locate on a map territories acquired</li> </ul> |
| <p>US.3.2 Describe the influence of U.S. imperialistic foreign policies upon Latin America and the Pacific region</p>   | <ul style="list-style-type: none"> <li>• Open Door policy</li> <li>• Roosevelt Corollary (Big Stick policy)</li> <li>• dollar diplomacy</li> <li>• moral diplomacy</li> </ul>  |
| <p>US.3.3 Describe the root causes of World War I and evaluate the reasons for U.S. entry into the war</p>  | <ul style="list-style-type: none"> <li>• militarism, alliances, imperialism, and nationalism</li> <li>• assassination of Archduke Franz Ferdinand</li> <li>• Zimmermann note/Lusitania</li> <li>• unrestricted submarine warfare</li> </ul>              |
| <p>US.3.4 Explain how the U.S. government financed WWI, managed the economy, and directed public support for the war effort</p>   | <ul style="list-style-type: none"> <li>• war bonds</li> <li>• War Production Board</li> <li>• Committee of Public Information</li> </ul>   |

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| <p>US.3.5 Analyze how key military leaders, innovations in military technology, and major events affected the outcome of WWI</p>  | <ul style="list-style-type: none"> <li>• John Pershing</li> <li>• new weapons (chemical warfare, tanks, automatic weapons, etc.)</li> <li>• trench warfare</li> <li>• Bolshevik Revolution</li> <li>• Entry of American Expeditionary Force</li> </ul> |
| <p>US.3.6 Describe the goals of political leaders at the Paris Peace Conference and analyze the consequences of the Treaty of Versailles</p>  | <ul style="list-style-type: none"> <li>• Big Four</li> <li>• Fourteen Points</li> <li>• League of Nations</li> <li>• reparations</li> </ul>  |
| <p><b>Standard 4 – Becoming a World Power through World War II</b><br/>         Students examine the social, economic, and political struggles and achievements that led to the U.S. becoming a world power from the 1920s until the end of World War II.</p> |  |
| <p><b>Grade-Level Expectations</b></p>  | <p><b>Examples</b></p>   |
| <p>US.4.1 Use examples to show how population shifts, artistic movements, Prohibition, and the women’s movement of the Roaring Twenties were a reflection of and a reaction to changes in American society</p>  | <ul style="list-style-type: none"> <li>• Harlem Renaissance</li> <li>• organized crime</li> <li>• Great Migration</li> <li>• Nineteenth Amendment</li> </ul>   |
| <p>US.4.2 Examine the economic policies, attacks on civil liberties, and the presidential administrations of the 1920s and explain how each reflected a return to isolationism</p>  | <ul style="list-style-type: none"> <li>• laissez-faire</li> <li>• Jim Crow laws</li> <li>• Sacco and Vanzetti Trial</li> <li>• the First Red Scare</li> </ul>  |
| <p>US.4.3 Describe the impact of major technological innovations and scientific theories of the 1920s on American society</p>   | <ul style="list-style-type: none"> <li>• Scopes Trial</li> <li>• Henry Ford</li> <li>• airplane</li> <li>• radio</li> </ul>  |
| <p>US.4.4 Examine the causes of the Great Depression and its effects on the American people, and evaluate how the Hoover administration responded to this crisis</p>  | <ul style="list-style-type: none"> <li>• causes of the Great Depression</li> <li>• stock market crash</li> <li>• Hoovervilles</li> <li>• rugged individualism</li> </ul>   |

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| US.4.5 Classify the key New Deal programs according to Relief, Recovery, and Reform programs and describe their impact on the social, economic, and political structure of the United States | <ul style="list-style-type: none"> <li>• Franklin D. Roosevelt's 3 Rs (Relief, Recovery, and Reform programs)</li> <li>• Huey Long</li> <li>• Black Cabinet</li> <li>• Supreme Court packing plan</li> </ul> |
| US.4.6 Examine the causes of World War II and explain the reasons for U.S. entry into the war  | <ul style="list-style-type: none"> <li>• Treaty of Versailles</li> <li>• Axis power aggression</li> <li>• appeasement</li> <li>• Pearl Harbor</li> </ul>   |
| US.4.7 Explain how the U.S. government financed World War II, managed the economy, and encouraged public support for the war effort  | <ul style="list-style-type: none"> <li>• Office of War Mobilization</li> <li>• rationing</li> <li>• patriotic activities</li> <li>• propaganda</li> </ul>  |
| US.4.8 Examine the role of minority groups, including women, on the home front and in the military and describe how it changed their status in society                                       | <ul style="list-style-type: none"> <li>• Rosie the Riveter</li> <li>• Japanese internment</li> <li>• Double V Campaign</li> <li>• Tuskegee Airmen</li> </ul>   |
| US.4.9 Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war   | <ul style="list-style-type: none"> <li>• Holocaust</li> <li>• D-Day</li> <li>• Manhattan Project</li> <li>• war conferences (Potsdam, Casablanca, Tehran, Yalta)</li> </ul>                                  |
| US.4.10 Describe how key political and military leaders affected the outcome of World War II and led to the beginning of the Cold War  | <ul style="list-style-type: none"> <li>• The Big Three (FDR, Churchill, and Stalin)</li> <li>• Harry S. Truman</li> <li>• Dwight D. Eisenhower</li> </ul>  |
| <b>Standard 5 – Cold War Era</b>   |  |
| Students examine the Cold War era and how it influenced U.S. foreign policy decisions, domestic programs, and major social movements.  |  |
| <b>Grade-Level Expectations</b>  | <b>Examples</b>  |
| US.5.1 Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism      | <ul style="list-style-type: none"> <li>• Containment (Marshall Plan and Truman Doctrine)</li> <li>• McCarthyism</li> <li>• China (Chang Kai-shek/Mao Zedong)</li> <li>• NATO/Warsaw Pact</li> </ul>          |

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| US.5.2 Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions   | <ul style="list-style-type: none"> <li>• space race</li> <li>• Cuba (Bay of Pigs and Cuban Missile Crisis)</li> <li>• Vietnam War (Gulf of Tonkin, Tet Offensive)</li> <li>• Middle East</li> <li>• Presidents Kennedy, Johnson, Nixon, and Carter</li> </ul> |
| US.5.3 Explain how the post-war social movements caused change by analyzing the methods used by the leaders, the effectiveness of legislation, and the impact of key events | <ul style="list-style-type: none"> <li>• Civil Rights Movement</li> <li>• baby boomers</li> <li>• Great Society programs</li> <li>• counterculture</li> </ul>   |
| US.5.4 Describe the role and importance of the Civil Rights movement in the expansion of opportunities for African Americans in the United States                           | <ul style="list-style-type: none"> <li>• NAACP</li> <li>• Brown v. Board of Education</li> <li>• Dr. Martin Luther King, Jr.</li> <li>• Civil Rights Act (1964)</li> <li>• Voting Rights Act (1965)</li> </ul>  |
| US.5.5 Explain how the leaders' personalities, events, and policies of the 1980s combined to bring about an end to the Cold War   | <ul style="list-style-type: none"> <li>• Ronald W. Reagan</li> <li>• Mikhail Gorbachev</li> <li>• German reunification</li> <li>• Poland's Solidarity movement</li> </ul>   |
| <b>Standard 6 – The Modern Age</b><br>Students understand the shift in American government and society from a Cold War identity to a culture of global interdependence.     |   |
| <b>Grade-Level Expectations</b>   |   |
| <b>Examples</b>   |   |
| US.6.1 Compare and contrast the domestic policies of the post-Cold War presidencies   | <ul style="list-style-type: none"> <li>• George H.W. Bush</li> <li>• William J. Clinton</li> <li>• George W. Bush</li> <li>• Barack H. Obama</li> </ul>   |
| US.6.2 Describe advances in medicine, technology, and the media during the modern era and explain how these advances have altered society                                   | <ul style="list-style-type: none"> <li>• the Internet</li> <li>• AIDS research</li> <li>• cancer research</li> <li>• stem cell research</li> </ul>  |

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| <p>US.6.3 Trace the evolution of United States relationships with Middle East countries and explain how these interactions have defined our image in the region</p>                                | <ul style="list-style-type: none"> <li>• Israel</li> <li>• Iran</li> <li>• Egypt</li> <li>• Iraq</li> </ul>   |
| <p>US.6.4 Describe events that changed American people’s perceptions of government over time</p>   | <ul style="list-style-type: none"> <li>• Watergate scandal</li> <li>• Iran-Contra Affair</li> <li>• Clinton impeachment</li> <li>• presidential election of 2000</li> </ul> |
| <p>US.6.5 Identify landmark Supreme Court decisions from the Warren Court to the present, categorize the ideology of the decisions, and assess the impact on political and social institutions</p> | <ul style="list-style-type: none"> <li>• Miranda v. Arizona</li> <li>• Gideon v. Wainwright</li> <li>• Roe v. Wade</li> <li>• Escobedo v. Illinois</li> </ul>               |
| <p>US.6.6 Trace the rise in domestic and foreign terrorism and analyze its effect on America’s way of life</p>   | <ul style="list-style-type: none"> <li>• Oklahoma City bombing</li> <li>• 9/11, homeland security</li> <li>• Islamic terrorist organizations</li> </ul>                     |