

## **CHAPTER 1**

### **Big Idea**

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

### **Key Concept 1.1:**

Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

**I.** As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.

(PEO-1) (ENV-1) (ENV-2)

**A.** The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.

Teachers have flexibility to use examples such as the following:

• **Pueblo, Chinook**

**B.** Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.

**C.** In the Northeast and along the Atlantic Seaboard, some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.

• **Iroquois, Algonquian**

### **Key Concept 1.2:**

European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

**I.** The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.

**(PEO-4) (PEO-5) (ENV-1) (WXT-1) (WXT-4) (WOR-1)**

A. Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans.

- **smallpox, Mestizo, Zambo**

B. Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas.

C. The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns as well as on economic, social, and political development in the Western Hemisphere.

- **horses, cows**

D. In the economies of the Spanish colonies, Indian labor, used in the *encomienda* system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.

- **sugar, silver**

**CHAPTER 2****Big Idea**

Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

II. European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.

**(ENV-1) (ENV-4) (WXT-1) (WOR-1) (POL-1)**

A. European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity.

B. New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism.

**Teachers have flexibility to use examples such as the following:**

- **corn, potatoes**

C. Improvements in technology and more organized methods for conducting international trade helped drive changes to

- sextant, joint-stock companies

**Key Concept 1.3:**

Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

I. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.

**(CUL-1)**

A. With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how “civilized” these groups were compared to European standards.

- Juan de Sepúlveda, Bartolomé de Las Casas

B. Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.

II. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. **(ID-4) (POL-1) (CUL-1) (ENV-2)**

A. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict.

**[OBJ]** Teachers have flexibility to use examples such as the following:

- Spanish mission system, Pueblo, Juan de Oñate

B. In spite of slavery, Africans’ cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.

- maroon communities in Brazil and the Caribbean, mixing of Christianity and traditional African religions

**Key Concept 2.1:**

Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

I. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization. **(WXT-2) (PEO-1) (WOR-1) (ENV-4)**

A. Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population.

**B.** French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with American Indians to acquire furs and other products for export to Europe.

**C.** Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians.

**II. The British–American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World. (WOR-1) (WXT-4) (ID-4) (POL-1) (CUL-1)**

**A.** Unlike Spanish, French, and Dutch colonies, which accepted intermarriage and cross-racial sexual unions with native peoples (and, in Spain’s case, with enslaved Africans), English colonies attracted both males and females who rarely intermarried with either native peoples or Africans, leading to the development of a rigid racial hierarchy.

**B.** The abundance of land, a shortage of indentured servants, the lack of an effective means to enslave native peoples, and the growing European demand for colonial goods led to the emergence of the Atlantic slave trade.

**C.** Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies, and was one factor that led the British colonists into violent confrontations with native peoples.

**D.** Africans developed both overt and covert means to resist the dehumanizing aspects of slavery.

Teachers have flexibility to use examples such as the following:

- rebellion, sabotage, escape

**III. Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies. (WXT-2) (WXT-4) (ENV-2) (ID-5) (PEO-5) (CUL-4)**

**A.** The New England colonies, founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and — aided by favorable environmental conditions — a thriving mixed economy of agriculture and commerce.

**B.** The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops, while the Chesapeake colonies and North Carolina relied on the cultivation of tobacco, a labor-intensive product based on white indentured servants and African chattel.

**C.** The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple crops; in some cases, enslaved Africans constituted the majority of the population.

- the Carolinas (rice), Barbados (sugar)

European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

**I. Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians. (WXT-1) (PEO-1) (WOR-1) (POL-1) (ENV-1)**

**A.** Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability.

**Teachers have flexibility to use examples such as the following:**

- Beaver Wars, Chickasaw W

**B.** As European nations competed in North America, their colonies focused on gaining new sources of labor and on producing and acquiring commodities that were valued in Europe.

- furs, tobacco

**C.** The goals and interests of European leaders at times diverged from those of colonial citizens, leading to growing mistrust on both sides of the Atlantic, as settlers, especially in the English colonies, expressed dissatisfaction over territorial settlements, frontier defense, and other issues.

**• Wool Act, Molasses Act, widespread smuggling in Spanish and English colon**

**II. Clashes between European and American Indian social and economic values caused changes in both cultures. (ID-4) (WXT-1) (PEO-4) (PEO-5) (POL-1) (CUL-1)**

**A.** Continuing contact with Europeans increased the flow of trade goods and diseases into and out of native communities, stimulating cultural and demographic changes.

**Teachers have flexibility to use examples such as the following:**

- Catawba nation, population collapse and dispersal of Huron Confederacy, religious conversion among Wampanoag in New England leading to the outbreak of King Philip's War

**B.** Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists' worldviews on land and gender roles.

- praying towns, clothing

**C.** By supplying American Indian allies with deadlier weapons and alcohol and by rewarding Indian military actions, Europeans helped increase the intensity and destructiveness of American Indian warfare.

### Key Concept 2.3:

The increasing political, economic, and cultural exchanges within the "Atlantic World" had a profound impact on the development of

colonial societies in North America.

**I. “Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems. (WXT-1) (WXT-4) (WOR-1) (WOR-2) (CUL-4)**

**B.** Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.

**Teachers have flexibility to use examples such as the following:**

- Maryland Toleration Act of 1649, founding of Pennsylvania, John Locke

**C.** The presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which contrasted with Spanish and French acceptance of racial gradations.

- Casta system, mulatto, Métis

**II.** Britain’s desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy. **(WOR-1) (WOR-2) (ID-1) (CUL-4)**

- Navigation Acts

Duration app. 2 wks  
wk 3: chs 3- 4; wk 4: chs 5 - 6

## Colonial America Unifies 1660-1765

wk 3: 9/6-9/2016  
wk 4: 9/12-16/2016

### Chapters 3 & 4

#### Chapter 3

##### Big Idea

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

##### **Key Concept 2.3:**

The increasing political, economic, and cultural exchanges within the "Atlantic World" had a profound impact on the development of colonial societies in North America.

I. "Atlantic World" commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems. **(WXT-1) (WXT-4) (WOR-1) (WOR-2) (CUL-4)**

A. The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas.

II. Britain's desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy. **(WOR-1) (WOR-2) (ID-1) (CUL-4)**

A. As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system.

B. Late 17th-century efforts to integrate Britain's colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with American Indian groups, and were followed by nearly a half-century of the British government's relative indifference to colonial governance.

- dominion of New England, Navigation Acts

C. Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

Duration app. 2 wks  
wk 3: chs 3- 4; wk 4: chs 5 - 6

## Colonial America Unifies 1660-1765

wk 3: 9/6-9/2016  
wk 4: 9/12-16/2016

- Great Awakening, republicanism

### Key Concept 3.1:

Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

I. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new U.S. government. **(ID-4) (POL-1) (ENV-2) (ENV-4) (CUL-1)**

C. During and after the colonial war for independence, various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands.

- Iroquois Confederation, Chief Little Turtle and the Western Confederacy

### Chapter 4

### Key Concept 3.1:

Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

I. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new U.S. government. **(ID-4) (POL-1) (ENV-2) (ENV-4) (CUL-1)**

A. English population growth and expansion into the interior disrupted existing French-Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers.

B. After the British defeat of the French, white-Indian conflicts continued to erupt as native groups sought both to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands.

• Teachers have flexibility to use examples such as the following:

- Pontiac's Rebellion, Proclamation of 1763

### Key Concept 3.2:

In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

I. During the 18th century, new ideas about politics and society led to debates about religion and governance and ultimately inspired experiments with new governmental structures. **(ID-1) (POL-5)**

Duration app. 2 wks  
wk 3: chs 3- 4; wk 4: chs 5 - 6

## Colonial America Unifies 1660-1765

wk 3: 9/6-9/2016  
wk 4: 9/12-16/2016

### **(WOR-2) (CUL-4)**

**A.** Protestant evangelical religious fervor strengthened many British colonists' understandings of themselves as a chosen people blessed with liberty, while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege.

**OBJ: Teachers have flexibility to use examples such as the following:**

- John Locke, Jean-Jacques Rousseau, A

**B.** The colonists' belief in the superiority of republican self- government based on the natural rights of the people found its clearest American expression in Thomas Paine's Common Sense and in the Declaration of Independence.

### **Key Concept 3.3:**

Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

**I.** As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that ) would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending.

### **(ID-5) (ID-6) (PEO-5) (POL-1) (WOR-1) (WOR-5)**

**A.** The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white-Indian conflicts along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions.

**OBJ: Teachers have flexibility to use examples such as the following:**

- march of the Paxton Boys, Battle of Fallen Tim

**B.** Migrants from within North America and around the world continued to launch new settlements in the West, creating new distinctive backcountry cultures and fueling social and ethnic tensions.

## **Chapters 5 & 6**

### **Chapter 5**

#### **Key Concept 3.1:**

Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

Duration app. 2 wks

wk 3: chs 3- 4; wk 4: chs 5 - 6

## Colonial America Unifies

1660-1765

wk 3: 9/6-9/2016

wk 4: 9/12-16/2016

II. During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain. **(ID-1) (WXT-1) (POL-1) (WOR-1) (CUL-2) (CUL-4)**

A. Great Britain's massive debt from the Seven Years' War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions — actions that were supported by some colonists but resisted by others

**OBJ: Teachers have flexibility to use examples such as the following:**

- Stamp Act, Committees of Correspondence, Intolerable Ac

B. The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment

**OBJ: • Sons of Liberty, Mercy Otis Warren, Letters from a Farmer in Pennsylvania**

C. Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the patriot cause succeeded because of the colonists' greater familiarity with the land, their resilient military and political leadership, their ideological commitment, and their support from European allies.

### Key Concept 3.2:

In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

I. During the 18th century, new ideas about politics and society led to debates about religion and governance and ultimately inspired experiments with new governmental structures.

**(ID-1) (POL-5) (WOR-2) (CUL-4)**

B. The colonists' belief in the superiority of republican self- government based on the natural rights of the people found its clearest American expression in Thomas Paine's Common Sense and in the Declaration of Independence.

### Chapter 6

#### Key Concept 3.1:

Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North

Duration app. 2 wks

wk 3: chs 3- 4; wk 4: chs 5 - 6

## Colonial America Unifies

1660-1765

wk 3: 9/6-9/2016

wk 4: 9/12-16/2016

American colonists, and American Indians, culminating in the creation of a new nation, the United States.

**II.** During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain. **(ID-1) (WXT-1) (POL-1) (WOR-1) (CUL-2) (CUL-4)**

**C.** Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the patriot cause succeeded because of the colonists' greater familiarity with the land, their resilient military and political leadership, their ideological commitment, and their support from European allies.

### Key Concept 3.2

In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

**I.** During the 18th century, new ideas about politics and society led to debates about religion and governance and ultimately inspired experiments with new governmental structures. **(ID-1) (POL-5) (WOR-2) (CUL-4)**

**A.** Protestant evangelical religious fervor strengthened many British colonists' understandings of themselves as a chosen people blessed with liberty, while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege.

**OB:** Teachers have flexibility to use examples such as the following:

-John Locke, Jean-Jacques Rousseau, Adam Smith

**B.** The colonists' belief in the superiority of republican self- government based on the natural rights of the people found its clearest American expression in Thomas Paine's Common Sense and in the Declaration of Independence.

**C.** Many new state constitutions and the national Articles of Confederation, reflecting republican fears of both centralized power and excessive popular influence, placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

**II.** After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new Constitution based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order. **(WXT-6) (POL-5) (WOR-5)**

**A.** Difficulties over trade, finances, and interstate and foreign relations, as well as internal unrest, led to calls for significant revisions to the Articles of Confederation and a stronger central government.

Duration app. 2 wks

wk 3: chs 3- 4; wk 4: chs 5 - 6

## Colonial America Unifies

1660-1765

wk 3: 9/6-9/2016

wk 4: 9/12-16/2016

Teachers have flexibility to use examples such as the following:

tariff and currency disputes, Spanish restrictions on navigation of the Mississippi River

**B.** Delegates from the states worked through a series of compromises to form a Constitution for a new national government while providing limits on federal power.

**C.** Calls during the ratification process for greater guarantees of rights resulted in the addition of a Bill of Rights shortly after the Constitution was adopted.

**D.** As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties.

Kentucky and Virginia Resolutions, Hamilton's Financial Plan, Proclamation of neutrality

**III.** While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world. **(ID-4) (WOR-2) (POL-5) (CUL-2)**

**A.** During and after the American Revolution, an increased awareness of the inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.

Abigail Adams, Pennsylvania Gradual Emancipation Law

**B.** The constitutional framers postponed a solution to the problems of slavery and the slave trade, setting the stage for recurring conflicts over these issues in later years.

### Key Concept 3.3:

Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

**I.** As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending. **(ID-5) (ID-6) (PEO-5) (POL-1) (WOR-1) (WOR-5)**

**B.** Migrants from within North America and around the world continued to launch new settlements in the West, creating new distinctive backcountry cultures and fueling social and ethnic tensions.  
Scots-Irish; Shay's Rebellion, frontier vs. tidewater Virginia

Duration app. 2 wks  
wk 3: chs 3- 4; wk 4: chs 5 - 6

**Colonial America Unifies  
1660-1765**

wk 3: 9/6-9/2016  
wk 4: 9/12-16/2016

**II. The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West. (POL-1) (PEO-4) (WOR-5)**

A. As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states and sought to promote public education, the protection of private property, and the restriction of slavery in the Northwest Territory.

## **STAAR U.S. History Assessment**

**(1) History.** The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:

(1A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence; **Supporting Standard**

(1B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and **Supporting Standard**

(1C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr. **Supporting Standard**

**(2) History.** The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to

(2A) identify the major characteristics that define an historical era; **Supporting Standard**

Duration app. 2 wks

wk 3: chs 3- 4; wk 4: chs 5 - 6

## Colonial America Unifies

1660-1765

wk 3: 9/6-9/2016

wk 4: 9/12-16/2016

(2B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; **Readiness Standard**

(2C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and **Supporting Standard**

(2D) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914–1918 (World War I), 1929 (the Great Depression begins), 1939–1945 (World War II), 1957 (*Sputnik* launch ignites U.S.–Soviet space race), 1968–1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).

**Supporting Standard**

(22) **Citizenship.** The student understands the concept of American exceptionalism. The student is expected to

(A) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire. Supporting Standard

(26) **Culture.** The student understands how people from various groups contribute to our national identity. The student is expected to

(E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and Supporting Standard

## Chapter 7

### Big Idea

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

### **Key Concept 3.1:**

Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

**I.** Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new U.S. government. **(ID-4) (POL-1) (ENV-2) (ENV-4) (CUL-1)**

**C.** During and after the colonial war for independence, various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands.

 • Iroquois Confederation, Chief Little Turtle and the Western Confederation

**III.** In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence. **(WOR-5) (POL-2)**

**A.** The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

**B.** The French Revolution's spread throughout Europe and beyond helped fuel Americans' debate not only about the nature of the United States' domestic order but also about its proper role in the world.

**C.** Although George Washington's Farewell Address warned about the dangers of divisive political parties and permanent foreign alliances, European conflict and tensions with Britain and France fueled increasingly bitter partisan debates throughout the 1790s.

### **Key Concept 3.2:**

In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

**I.** During the 18th century, new ideas about politics and society led

to debates about religion and governance and ultimately inspired experiments with new governmental structures. **(ID-1) (POL-5) (WOR-2)**

**A.** Protestant evangelical religious fervor strengthened many British colonists' understandings of themselves as a chosen people blessed with liberty, while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege.

**II.** After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new Constitution based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order. (WXT-6) (POL-5) (WOR-5)

**D.** As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties.

**III.** While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world. (ID-4) (WOR-2) (POL-5) (CUL-2)

**C.** The American Revolution and the ideals set forth in the Declaration of Independence had reverberations in France, Haiti, and Latin America, inspiring future rebellions.

### **Key Concept 3.3:**

Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

**I.** As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending. (ID-5) (ID-6) (PEO-5) (POL-1) (WOR-1) (WOR-5)

**A.** The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white-Indian conflicts along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions.

**OBJ** Teachers have flexibility to use examples such as the following:

march of the Paxton boys, Battle of Fallen Timbers

**B.** Migrants from within North America and around the world continued to launch new settlements in the West, creating new distinctive backcountry cultures and fueling social and ethnic tensions.

Scots-Irish; Shay's Rebellion, frontier vs. tidewater Virginia

**C.** The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending corridos, architecture of Spanish missions, vaqueros

**II. The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West. (POL-1) (PEO-4) (WOR-5)**

**B.** The Constitution's failure to precisely define the relationship between American Indian tribes and the national government led to problems regarding treaties and Indian legal claims relating to the seizure of Indian lands.

**C.** As western settlers sought free navigation of the Mississippi River, the United States forged diplomatic initiatives to manage the conflict with Spain and to deal with the continued British presence on the American continent.

**OBJ:** Teachers have flexibility to use examples such as the following:

Jay's Treaty, Pinckney's Treaty

**III. New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions. (ID-5) (WXT-2) (WXT-4) (POL-2) (CUL-2) (ENV-3)**

**A.** As national political institutions developed in the new United States, varying regionally based positions on economic, political, social, and foreign policy issues promoted the development of political parties.

#### **Key Concept 4.1:**

The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.

**I. The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens. (POL-2) (POL-5) (POL-6) (ID-5)**

**A.** As various constituencies and interest groups coalesced and defined their agendas, various political parties, most significantly the Federalists and Democratic-Republicans in the 1790s and the Democrats and Whigs in the 1830s, were created or transformed to reflect and/or promote those agendas.

**B.** Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.

**OBJ:** Teachers have flexibility to use examples such as the following:

McCulloch v. Maryland, Worcester v. Georgia

**C.** With the acceleration of a national and international market economy, Americans debated the scope of government's role in the economy, while diverging economic systems meant that regional political and economic loyalties often continued to overshadow national concerns.

New England opposition to the Embargo Act, debates over the tariff and internal improvements

**II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities. (CUL-2) (POL-3) (POL-6) (WOR-2)**

C. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, antiblack sentiments in political and popular culture, and restrictive anti-Indian policies.

**Key Concept 4.3:**

U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

**II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers. (WOR-6) (POL-6)**

B. Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times.

Hartford Convention, nullification crisis

C. Whites living on the frontier tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations.

**Teachers have flexibility to use examples such as the following:**

War Hawks, Indian Removal Act, Seminole Wars

**Key Concept 5.1:**

The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries

**I. Enthusiasm for U.S. territorial expansion, fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. (ID-2) (WXT-2) (WOR-5) (WOR-6) (ENV-3) (ENV-4)**

C. The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians.

D. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia.

**Teachers have flexibility to use examples such as the following:**

clipper ships, Commodore Matthew Perry's expedition to Japan, and missionaries

**Chapter 8**

**Key Concept 3.1:**

Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

**II.** During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain. **(ID-1) (WXT-1) (POL-1) (WOR-1) (CUL-2) (CUL-4)**

**B.** The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.

Sons of Liberty, Mercy Otis Warren, *Letters from a Farmer in Pennsylvania*

**Key Concept 3.2:**

In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

**III.** While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world. **(ID-4) (WOR-2) (POL-5) (CUL-2)**

**A.** During and after the American Revolution, an increased awareness of the inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.

abigail adams, pennsylvania gradual emancipation law

**Key Concept 3.3:**

Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

**III.** New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions. **(ID-5) (WXT-2) (WXT-4) (POL-2) (CUL-2) (ENV-3)**

**B.** The expansion of slavery in the lower South and adjacent western lands, and its gradual disappearance elsewhere, began to create distinctive regional attitudes toward the institution.

C. Enlightenment ideas and women's experiences in the movement for independence promoted an ideal of "republican motherhood," which called on white women to maintain and teach republican values within the family and granted women a new importance in American political culture.

**Key Concept 4.1:**

The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.

**I. The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens. (POL-2) (POL-5) (POL-6) (ID-5)**

A. As various constituencies and interest groups coalesced and defined their agendas, various political parties, most significantly the Federalists and Democratic-Republicans in the 1790s and the Democrats and Whigs in the 1830s, were created or transformed to reflect and/or promote those agendas.

C. With the acceleration of a national and international market economy, Americans debated the scope of government's role in the economy, while diverging economic systems meant that regional political and economic loyalties often continued to overshadow national concerns.

New England opposition to the Embargo Act, debates over the tariff and internal improvements

D. Many white Americans in the South asserted their regional identity through pride in the institution of slavery, insisting that the federal government should defend that institution.

**II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities. (CUL-2) (POL-3) (POL-6) (WOR-2)**

A. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women's rights.

**Teachers have flexibility to use examples such as the following:**

Charles G. Finney, Seneca Falls convention, Utopian Communities

B. Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the United States and many state governments continued to restrict African Americans' citizenship possibilities.

American colonization Society, Fredrick Douglas

C. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, antiblack

sentiments in political and popular culture, and restrictive anti-Indian policies.

**III. While Americans celebrated their nation's progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation's inhabitants developed distinctive cultures of their own.**

**(ID-1) (ID-2) (ID-5) (CUL-2) (CUL-5)**

**C.** Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status.

**Teachers have flexibility to use ex**

Richard Allen, David Walker, slave music

**Key Concept 4.2:**

Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

**III. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. (WXT-2) (WXT-7) (PEO-2) (PEO-3) (ID-5) (ID-6)**

**D.** The market revolution helped to widen a gap between rich and poor, shaped emerging middle and working classes, and caused an increasing separation between home and workplace, which led to dramatic transformations in gender and in family roles and expectations.

**Teachers have flexibility to use examples such as the following:**

cult of domesticity, Lydia Maria Child, early labor unions

**Key Concept 4.3:**

U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

**I. Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade. (WOR-5) (WOR-6)**

**A.** Following the Louisiana Purchase, the drive to acquire, survey, and open up new lands and markets led Americans into numerous economic, diplomatic, and military initiatives in the Western Hemisphere and Asia.

**Teachers have flexibility to use examples such as the following:**

negotiating the Oregon border, annexing Texas, trading with China

**B.** The United States sought dominance over the North American continent through a variety of means, including

Duration app. 2 wks  
wk 5: ch 7; wk 6: ch 8

**The New Republic**  
**1787-1820**

wk 5: 9/19-23/2016  
wk 6: 9/26-30/2016

military actions, judicial decisions, and diplomatic efforts.

Monroe Doctrine, Webster-Ashburton Treaty

**II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers. (WOR-6) (POL-6)**

**A.** With expanding borders came public debates about whether to expand and how to define and use the new territories.

designating slave/nonslave areas, territories for American Indians

**III. The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise. (ENV-3) (POL-6)**

**A.** The 1820 Missouri Compromise created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter.

## **STAAR U.S. History Assessment**

**(1) History.** The student understands the principles included in the Celebrate Freedom Week program.  
The student is expected to:

**(1A)** analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence; ***Supporting Standard***

**(1B)** analyze and evaluate the application of these founding principles to historical events in U.S. history; and ***Supporting Standard***

**(1C)** explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr. ***Supporting Standard***

(2) **History.** The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to

(2A) identify the major characteristics that define an historical era; **Supporting Standard**

(2B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; **Readiness Standard**

(2C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and **Supporting Standard**

(2D) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914–1918 (World War I), 1929 (the Great Depression begins), 1939–1945 (World War II), 1957 (*Sputnik* launch ignites U.S.–Soviet space race), 1968–1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).

**Supporting Standard**

(22) **Citizenship.** The student understands the concept of American exceptionalism. The student is expected to

(A) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire. **Supporting Standard**

(26) **Culture.** The student understands how people from various groups contribute to our national identity. The student is expected to

(E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and **Supporting Standard**

## **Chapter 9**

**Big Idea**  
The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

### **Key Concept 4.1:**

The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.

**II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities. (CUL-2) (POL-3) (POL-6) (WOR-2)**

**A.** The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women's rights.

**Teachers have flexibility to use examples such as the following:**

Charles G. Finney, Seneca Falls convention, Utopian communiites

### **Key Concept 4.2:**

Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

**I. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing. (WXT-2) (WXT-5)**

**A.** Innovations including textile machinery, steam engines, interchangeable parts, canals, railroads, and the telegraph, as well as agricultural inventions, both extended markets and brought efficiency to production for those markets.

steel plow, mechanical reaper, Samuel Slater

**B.** Increasing numbers of Americans, especially women in factories and low-skilled male workers, no longer relied on semisubsistence agriculture but made their livelihoods producing goods for distant markets, even as some urban entrepreneurs went into finance rather than manufacturing.

Lowell system, Baldwin Locomotive Works, anthracite coal minning

**II. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the**

**national and international economy. (PEO-2) (PEO-3) (WXT-2) (WXT-5) (WXT-6)**

- A.** Southern cotton furnished the raw material for manufacturing in the Northeast, while the growth in cotton production and trade promoted the development of national economic ties, shaped the international economy, and fueled the internal slave trade.
- B.** Despite some governmental and private efforts to create a unified national economy, most notably the American System, the shift to market production linked the North and the Midwest more closely than either was linked to the South.
- C.** Efforts to exploit the nation's natural resources led to government efforts to promote free and forced migration of various American peoples across the continent as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources.

**III. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. (WXT-2) (WXT-7) (PEO-2) (PEO-3) (ID-5) (ID-6)**

- A.** With the opening of canals and new roads into the western territories, native-born white citizens relocated westward, relying on new community systems to replace their old family and local relationships.
- B.** Migrants from Europe increased the population in the East and the Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest.
- C.** The South remained politically, culturally, and ideologically distinct from the other sections while continuing to rely on its exports to Europe for economic growth.
- D.** The market revolution helped to widen a gap between rich and poor, shaped emerging middle and working classes, and caused an increasing separation between home and workplace, which led to dramatic transformations in gender and in family roles and expectations.

**OBJ: Teachers have flexibility to use examples such as the following:**

cult of domesticity, Lydia Maria Child, early labor unions

- E.** Regional interests continued to trump national concerns as the basis for many political leaders' positions on economic issues including slavery, the national bank, tariffs, and internal improvements.

**Key Concept 5.2:**

Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

- I.** The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism. **(ID-5)**

**(POL-3) (POL-5) (POL-6) (CUL-2) (CUL-6)**

A. The North's expanding economy and its increasing reliance on a free-labor manufacturing economy contrasted with the South's dependence on an economic system characterized by slave-based agriculture and slow population growth.

**Chapter 10**

**Key Concept 4.1:**

The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.

I. The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens. **(POL-2) (POL-5) (POL-6) (ID-5)**

B. Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.

**OBJ: Teachers have flexibility to use examples such as the following:**

McCulloch v. Maryland, Worcester v. Georgia

II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities. **(CUL-2) (POL-3) (POL-6) (WOR-2)**

C. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, antiblack sentiments in political and popular culture, and restrictive anti-Indian policies.

III. While Americans celebrated their nation's progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation's inhabitants developed distinctive cultures of their own.

**(ID-1) (ID-2) (ID-5) (CUL-2) (CUL-5)**

B. Various groups of American Indians, women, and religious followers developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class.

**Key Concept 4.2:**

Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

**II. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy. (PEO-2) (PEO-3) (WXT-2) (WXT-5) (WXT-6)**

- B.** Despite some governmental and private efforts to create a unified national economy, most notably the American System, the shift to market production linked the North and the Midwest more closely than either was linked to the South.
- C.** Efforts to exploit the nation's natural resources led to government efforts to promote free and forced migration of various American peoples across the continent as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources.

**III. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. (WXT-2) (WXT-7) (PEO-2) (PEO-3) (ID-5) (ID-6)**

- B.** Migrants from Europe increased the population in the East and the Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest.
- C.** The South remained politically, culturally, and ideologically distinct from the other sections while continuing to rely on its exports to Europe for economic growth.
- E.** Regional interests continued to trump national concerns as the basis for many political leaders' positions on economic issues including slavery, the national bank, tariffs, and internal improvements.

**Key Concept 4.3:**

U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

**II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers. (WOR-6) (POL-6)**

- A.** With expanding borders came public debates about whether to expand and how to define and use the new territories.  
designating slave/nonslave areas, defining territories for American Indians
- B.** Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times.  
Hartford Conventio, nullification crisis
- C.** Whites living on the frontier tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations.

**Teachers have flexibility to use examples such as the following:**

Duration app. 2 wks  
wk 7: ch 9; wk 8: ch 10

**Formative Period**  
**1820-1-44**

wk 7: 10/3-7/2016  
wk 8: 10/10-14/2016

War Hawks, Indian Removal Act, Seminole Wars

**Key Concept 5.2:**

Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

**I.** The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism.

**(ID-5) (POL-3) (POL-5) (POL-6) (CUL-2) (CUL-6)**

**A.** The North's expanding economy and its increasing reliance on a free-labor manufacturing economy contrasted with the South's dependence on an economic system characterized by slave-based agriculture and slow population growth.

**C.** States' rights, nullification, and racist stereotyping provided the foundation for the Southern defense of slavery as a positive good.

**[OBJ]** Teachers have flexibility to use examples such as the following:

John C. Calhoun, minstrel shows

Duration app. 4 wks

wk 9: ch 11; wk 10: ch 12; wk 11: ch 13

wk 12: ch 14  
**Chapter 11**

**Ante-Bellum Sectionalism  
to Civil War  
1820-1865**

wk 9: 10/17-21/2016; wk 10: 10/24-28/2016  
wk 11: 10/31-11/4/2016; wk 12: 11/7-11/2016

**Big Idea**

The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

**Key Concept 4.1:**

The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.

**II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities. (CUL-2) (POL-3) (POL-6) (WOR-2)**

**A.** The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women's rights.

**Teachers have flexibility to use examples such as the following:**

Charles G. Finney, Seneca Falls convention, Utopian communities

**B.** Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the United States and many state governments continued to restrict African Americans' citizenship possibilities.

American Colonization Society, Frederick Douglass

**III. While Americans celebrated their nation's progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation's inhabitants developed distinctive cultures of their own.**

**(ID-1) (ID-2) (ID-5) (CUL-2) (CUL-5)**

**A.** A new national culture emerged, with various Americans creating art, architecture, and literature that combined European forms with local and regional cultural sensibilities.

the Hudson River School, John James Audubon

**C.** Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status.

**Teachers have flexibility to use examples such as the following:**

Duration app. 4 wks

wk 9: ch 11; wk 10: ch 12; wk 11: ch 13

wk 12: ch 14 Richard Allen, David Walker, slave music

**Ante-Bellum Sectionalism  
to Civil War  
1820-1865**

wk 9: 10/17-21/2016; wk 10: 10/24-28/2016  
wk 11: 10/31-11/4/2016; wk 12: 11/7-11/2016

**Key Concept 4.2:**

Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

**III. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. (WXT-2) (WXT-7) (PEO-2) (PEO-3) (ID-5) (ID-6)**

C. The South remained politically, culturally, and ideologically distinct from the other sections while continuing to rely on its exports to Europe for economic growth.

**Key Concept 5.2:**

Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

**I. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism. (ID-5) (POL-3) (POL-5) (POL-6) (CUL-2) (CUL-6)**

B. Abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, adopting strategies of resistance ranging from fierce arguments against the institution and assistance in helping slaves escape to willingness to use violence to achieve their goals.

C. States' rights, nullification, and racist stereotyping provided the foundation for the Southern defense of slavery as a positive good.

**Teachers have flexibility to use examples such as the following:**

John C. Calhoun, minstrel shows

**Key Concept 5.3:**

The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

**III. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. (ID-2) (POL-6)**

B. The women's rights movement was both emboldened and divided over the 14th and 15th Amendments to the Constitution.

Duration app. 4 wks

wk 9: ch 11; wk 10: ch 12; wk 11: ch 13

wk 12: ch 14  
**Chapter 12**

**Ante-Bellum Sectionalism  
to Civil War  
1820-1865**

wk 9: 10/17-21/2016; wk 10: 10/24-28/2016  
wk 11: 10/31-11/4/2016; wk 12: 11/7-11/2016

**Key Concept 4.1:**

The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.

**II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities. (CUL-2) (POL-3) (POL-6) (WOR-2)**

**B.** Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the United States and many state governments continued to restrict African Americans' citizenship possibilities.

American Colonization Society, Frederick Douglas

**III. While Americans celebrated their nation's progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation's inhabitants developed distinctive cultures of their own.**

**(ID-1) (ID-2) (ID-5) (CUL-2) (CUL-5)**

**C.** Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status.

**Teachers have flexibility to use examples such as the following:**

Richard Allen, David Walker, slave music

**Key Concept 4.3:**

U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

**II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers. (WOR-6) (POL-6)**

**A.** With expanding borders came public debates about whether to expand and how to define and use the new territories.

designating slave/nonslave areas, defining territories for American Indians.

**III. The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as**

Duration app. 4 wks

wk 9: ch 11; wk 10: ch 12; wk 11: ch 13

**Ante-Bellum Sectionalism  
to Civil War**

wk 9: 10/17-21/2016; wk 10: 10/24-28/2016  
wk 11: 10/31-11/4/2016; wk 12: 11/7-11/2016

well as a series of attempts at national compromise. **(ENV-3) (POL-6)**

**B.** As overcultivation depleted arable land in the Southeast, slaveholders relocated their agricultural enterprises to the new Southwest, increasing sectional tensions over the institution of slavery and sparking a broadscale debate about how to set national goals, priorities, and strategies.

**Key Concept 5.2:**

Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

**I.** The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism.

**(ID-5) (POL-3) (POL-5) (POL-6) (CUL-2) (CUL-6)**

**A.** The North's expanding economy and its increasing reliance on a free-labor manufacturing economy contrasted with the South's dependence on an economic system characterized by slave-based agriculture and slow population growth.

**Chapter 13**

**Key Concept 4.1:**

The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.

**II.** Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities. **(CUL-2) (POL-3) (POL-6) (WOR-2)**

**B.** Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the United States and many state governments continued to restrict African Americans' citizenship possibilities.

American Colonization Society, Frederick Douglas

**Key Concept 4.3:**

U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

**I.** Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to

Duration app. 4 wks

wk 9: ch 11; wk 10: ch 12; wk 11: ch 13

**Ante-Bellum Sectionalism  
to Civil War**

wk 9: 10/17-21/2016; wk 10: 10/24-28/2016  
wk 11: 10/31-11/4/2016; wk 12: 11/7-11/2016

**promote its foreign trade. (WOR-5) (WOR-6)**

**A.** Following the Louisiana Purchase, the drive to acquire, survey, and open up new lands and markets led Americans into numerous economic, diplomatic, and military initiatives in the Western Hemisphere and Asia.

**OBJ:** Teachers have flexibility to use examples such as the following:

negotiating the Oregon border, annexing Texas, trading with China

**B.** The United States sought dominance over the North American continent through a variety of means, including military actions, judicial decisions, and diplomatic efforts.

Monroe Doctrine, Webster-Ashurton Treaty

**II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers. (WOR-6) (POL-6)**

**A.** With expanding borders came public debates about whether to expand and how to define and use the new territories.

designating slave/nonslave areas, defining territories for American Indians

**III. The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise. (ENV-3) (POL-6)**

**A.** The 1820 Missouri Compromise created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter.

**Key Concept 5.1:**

The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.

**I. Enthusiasm for U.S. territorial expansion, fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. (ID-2) (WXT-2) (WOR-5) (WOR-6) (ENV-3) (ENV-4)**

**A.** The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era's political debates.

**B.** The acquisition of new territory in the West and the U.S. victory in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories.

Duration app. 4 wks

**Ante-Bellum Sectionalism  
to Civil War**

wk 9: 10/17-21/2016; wk 10: 10/24-28/2016  
wk 11: 10/31-11/4/2016; wk 12: 11/7-11/2016

wk 9: ch 11; wk 10: ch 12; wk 11: ch 13

wk 12: ch 14 **D.** U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia.

**Teachers have flexibility to use examples such as the following:**

clipper ships, Commodore Matthew Perry's expedition to Japan, missionaries

**II. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants. (ID-6) (WXT-6) (PEO-2) (PEO-5) (PEO-6) (POL-6)**

**A.** Substantial numbers of new international migrants — who often lived in ethnic communities and retained their religion, language, and customs — entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants' cultural influence and political and economic power.

**Teachers have flexibility to use examples such as the following:**

parochial schools, Know-Nothings

**B.** Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development.

Mormons, the gold rush, the homestead Act

**Key Concept 5.2:**

Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

**I. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism.**

**(ID-5) (POL-3) (POL-5) (POL-6) (CUL-2) (CUL-6)**

**B.** Abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, adopting strategies of resistance ranging from fierce arguments against the institution and assistance in helping slaves escape to willingness to use violence to achieve their goals

**C.** States' rights, nullification, and racist stereotyping provided the foundation for the Southern defense of slavery as a positive good.

**Teachers have flexibility to use examples such as the following:**

John C. Calhoun, minstrel shows

**II. Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states. (POL-2) (POL-6) (PEO-5) (ID-5)**

- A.** National leaders made a variety of proposals to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce sectional conflict.
- B.** The second party system ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North and the Midwest.
- C.** Lincoln's election on a free soil platform in the election of 1860 led various Southern leaders to conclude that their states must secede from the Union, precipitating civil war.

## **Chapter 14**

### **Key Concept 5.1:**

The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.

**I. Enthusiasm for U.S. territorial expansion, fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. (ID-2) (WXT-2) (WOR-5) (WOR-6) (ENV-3) (ENV-4)**

- C.** The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians.

**II. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants. (ID-6) (WXT-6) (PEO-2) (PEO-5) (PEO-6) (POL-6)**

- B.** Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development

Mormons, the gold rush, the Homestead Act

Duration app. 4 wks

wk 9: ch 11; wk 10: ch 12; wk 11: ch 13

wk 12: ch 14

**Ante-Bellum Sectionalism  
to Civil War  
1820-1865**

wk 9: 10/17-21/2016; wk 10: 10/24-28/2016  
wk 11: 10/31-11/4/2016; wk 12: 11/7-11/2016

**Key Concept 5.3:**

The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

**I. The North's greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War. (POL-5) (CUL-2) (ENV-3)**

- A.** Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.
- B.** Lincoln's decision to issue the Emancipation Proclamation changed the purpose of the war, enabling many African Americans to fight in the Union Army and helping prevent the Confederacy from gaining full diplomatic support from European powers.
- C.** Although Confederate leadership showed initiative and daring early in the war, the Union ultimately succeeded due to improved military leadership, more effective strategies, key victories, greater resources, and the wartime destruction of the South's environment and infrastructure.

**Teachers have flexibility to use examples such as the following:**

Gettysburg, March to the Sea

**II. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union but leaving unresolved questions of relative power and largely unchanged social and economic patterns. (POL-5) (POL-6) (ID-5)**

- A.** The 13th Amendment abolished slavery, bringing about the war's most dramatic social and economic change, but the exploitative and soil-intensive sharecropping system endured for several generations.

## Chapter15

### Big Idea

As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.

### **Key Concept 5.3:**

The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

**II. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union but leaving unresolved questions of relative power and largely unchanged social and economic patterns. (POL-5) (POL-6) (ID-5)**

- A.** The 13th Amendment abolished slavery, bringing about the war's most dramatic social and economic change, but the exploitative and soil-intensive sharecropping system endured for several generations.
- B.** Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South.

**Teachers have flexibility to use examples such as the following:**

Hiram Revels, Blanche K. Bruce, Robert Smalls

- C.** Radical Republicans' efforts to change southern racial attitudes and culture and establish a base for their party in the South ultimately failed due both to determined southern resistance and to the North's waning resolve.

**III. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. (ID-2) (POL-6)**

- A.** Although citizenship, equal protection of the laws, and voting rights were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through segregation, violence, Supreme Court decisions, and local political tactics.
- C.** The Civil War Amendments established judicial principles that were stalled for many decades but eventually became the basis for court decisions upholding civil rights.

Duration app. 3 wks

wk 14: chs 16 17; wk 15: ch 18

wk 16: ch 19

**Gilded Age**  
**1877-1896**

wk 14: 11/28-12/2/2016; wk 15: 12/5-9/2016

wk 16: 12/12-16/2016

## **Chapters 16 & 17**

### **Big Idea**

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

### **Key Concept 5.1:**

The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.

**I. Enthusiasm for U.S. territorial expansion, fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. (ID-2) (WXT-2) (WOR-5) (WOR-6) (ENV-3) (ENV-4)**

**C.** The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians.

**II. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants. (ID-6) (WXT-6) (PEO-2) (PEO-5) (PEO-6) (POL-6)**

**B.** Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development.

Mormons, the gold rush, the Homestead Act

**C.** As the territorial boundaries of the United States expanded and the migrant population increased, U.S. government interaction and conflict with Hispanics and American Indians increased, altering these groups' cultures and ways of life and raising questions about their status and legal rights.

Mariano Vallejo, Sand Creek massacre, Little Big Horn

### **Key Concept 6.1:**

The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

**I. Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation. (WXT-3) (WXT-6) (WOR-3) (CUL-3) (CUL-5)**

**A.** Following the Civil War, government subsidies for transportation and communication systems opened new markets in North America, while technological innovations and redesigned financial and management structures such as monopolies sought to maximize the exploitation of natural resources and a growing labor force.

**C.** Business leaders consolidated corporations into trusts and holding companies and defended their resulting status and privilege through theories such as Social Darwinism.

**Teachers have flexibility to use examples such as the following:**

John D. Rockefeller, J.P. Morgan

**II. As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements. (WXT-5) (WXT-6) (WXT-7) (PEO-6) (ID-5)**

**B.** Labor and management battled for control over wages and working conditions, with workers organizing local and national unions and/or directly confronting corporate power.

**Teachers have flexibility to use examples such as the following:**

Knights of Labor, American Federation of Labor, Mother Jones

**C.** Despite the industrialization of some segments of the southern economy, a change promoted by southern leaders who called for a “New South,” agrarian sharecropping, and tenant farming systems continued to dominate the region.

**III. Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts. (ENV-5) (WXT-5) (WXT-7) (POL-3) (PEO-3) (PEO-5)**

**A.** Government agencies and conservationist organizations contended with corporate interests about the extension of public control over natural resources, including land and water.

US Commission, Sierra Club, Department of Interior

**B.** Farmers adapted to the new realities of mechanized agriculture and dependence on the evolving railroad system by creating local and regional organizations that sought to resist corporate control of agricultural markets.

the Grange, Las Gorras Blancas, Colored Farmer's Alliance

**Key Concept 6.2:**

The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.

**I. International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities**

**. (ID-6) (PEO-2) (PEO-3) (PEO-6) (POL-3)**

**A.** Increased migrations from Asia and from southern and eastern Europe, as well as African American migrations within and out of the South, accompanied the mass movement of people into the nation's cities and the rural and boomtown areas of the West.

**B.** Cities dramatically reflected divided social conditions among classes, races, ethnicities, and cultures, but presented economic opportunities as factories and new businesses proliferated.

**II. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity. (PEO-4) (ENV-5) (POL-6)**

**A.** Post-Civil War migration to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate treaties with American Indian nations in order to expand the amount of land available to settlers.

**Teachers have flexibility to use examples such as the following:**

subsidies, land-grant colleges

**B.** The competition for land in the West among white settlers, Indians, and Mexican Americans led to an increase in violent conflict.

**C.** The U.S. government generally responded to American Indian resistance with military force, eventually dispersing tribes onto small reservations and hoping to end American Indian tribal identities through assimilation.

Dawes Act, Chief Joseph, Ghost Dance movement

**Key Concept 6.3:**

The "Gilded Age" witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

**II. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.**

**(ID-2) (CUL-3) (CUL-5) (CUL-6)**

**A.** Cultural and intellectual arguments justified the success of those at the top of the socioeconomic structure as both appropriate and inevitable, even as some leaders argued that the wealthy had some obligation to help the less

Duration app. 3 wks

wk 14: chs 16 17; wk 15: ch 18

wk 16: ch 19 fortunate.

Henry George, Edward Bellamy, Gospel of Wealth

**Gilded Age**  
**1877-1896**

wk 14: 11/28-12/2/2016; wk 15: 12/5-9/2016

wk 16: 12/12-16/2016

### **Key Concept 7.1:**

Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

I. The continued growth and consolidation of large corporations transformed American society and the nation's economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe.

**(WOR-3) (ID-7) (WXT-3) (WXT-5) (POL-3)**

A. Large corporations came to dominate the U.S. economy as it increasingly focused on the production of consumer goods, driven by new technologies and manufacturing techniques.

B. The United States continued its transition from a rural, agricultural society to an urban, industrial one, offering new economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States.

## **Chapter 18**

### **Key Concept 6.1:**

The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

I. Large-scale production — accompanied by massive technological change, expanding international communication networks, and ) pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation. **(WXT-3) (WXT-6) (WOR-3) (CUL-3) (CUL-5)**

D. As cities grew substantially in both size and in number, some segments of American society enjoyed lives of extravagant “conspicuous consumption,” while many others lived in relative poverty.

II. As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by

demographic issues, regional differences, and labor movements. **(WXT-5) (WXT-6) (WXT-7) (PEO-6) (ID-5)**

A. The industrial workforce expanded through migration across national borders and internal migration, leading to a more diverse workforce, lower wages, and an increase in child labor.

Duration app. 3 wks

wk 14: chs 16 17; wk 15: ch 18

wk 16: ch 19

**Gilded Age**

**1877-1896**

wk 14: 11/28-12/2/2016; wk 15: 12/5-9/2016

wk 16: 12/12-16/2016

**B.** Labor and management battled for control over wages and working conditions, with workers organizing local and national unions and/or directly confronting corporate power.

Knights of Labor, American Federation of Labor, Mother Jones

### **Key Concept 6.2:**

The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.

**I.** International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities.

**(ID-6) (PEO-2) (PEO-3) (PEO-6) (POL-3)**

**C.** Immigrants sought both to “Americanize” and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.

### **Key Concept 6.3:**

The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

**II.** New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

**(ID-2) (CUL-3) (CUL-5) (CUL-6)**

**A.** Cultural and intellectual arguments justified the success of those at the top of the socioeconomic structure as both appropriate and inevitable, even as some leaders argued that the wealthy had some obligation to help the less fortunate.

Henry George, Edward Bellamy, Gospel of Wealth

### **Key Concept 7.1:**

Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

**I.** The continued growth and consolidation of large corporations transformed American society and the nation’s economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe.

**(WOR-3) (ID-7) (WXT-3) (WXT-5) (POL-3)**

**B.** The United States continued its transition from a rural, agricultural society to an urban, industrial one, offering new

Duration app. 3 wks

wk 14: chs 16 17; wk 15: ch 18

wk 16: ch 19 economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States.

**Gilded Age**  
**1877-1896**

wk 14: 11/28-12/2/2016; wk 15: 12/5-9/2016

wk 16: 12/12-16/2016

## **Chapter 19**

### **Key Concept 5.3:**

The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

**III.** The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. **(ID-2) (POL-6)**

**A.** Although citizenship, equal protection of the laws, and voting rights were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through segregation, violence, Supreme Court decisions, and local political tactics.

**C.** The Civil War Amendments established judicial principles that were stalled for many decades but eventually became the basis for court decisions upholding civil rights.

### **Key Concept 6.1:**

The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

**I.** Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation. **(WXT-3) (WXT-6) (WOR-3) (CUL-3) (CUL-5)**

**C.** Business leaders consolidated corporations into trusts and holding companies and defended their resulting status and privilege through theories such as Social Darwinism.

**OB** Teachers have flexibility to use examples such as the following:

John D. Rockefeller, J.P. Morgan

**II.** As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements. **(WXT-5) (WXT-6) (WXT-7) (PEO-6) (ID-5)**

Duration app. 3 wks

wk 14: chs 16 17; wk 15: ch 18

wk 16: ch 19

**Gilded Age**  
**1877-1896**

wk 14: 11/28-12/2/2016; wk 15: 12/5-9/2016

wk 16: 12/12-16/2016

**B.** Labor and management battled for control over wages and working conditions, with workers organizing local and national unions and/or directly confronting corporate power.

**Teachers have flexibility to use examples such as the following:**

Knights of Labor, American Federation of Labor, Mother Jones

**C.** Despite the industrialization of some segments of the southern economy, a change promoted by southern leaders who called for a “New South,” agrarian sharecropping, and tenant farming systems continued to dominate the region.

**III.** Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts.

**(ENV-5) (WXT-5) (WXT-7) (POL-3) (PEO-3) (PEO-5)**

**C.** The growth of corporate power in agriculture and economic instability in the farming sector inspired activists to create the People’s (Populist) Party, which called for political reform and a stronger governmental role in the American economic system.

**Key Concept 6.2:**

The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.

**I.** International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities.

**(ID-6) (PEO-2) (PEO-3) (PEO-6) (POL-3)**

**D.** In an urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses helped immigrants adapt to the new language and customs, and women’s clubs and self-help groups targeted intellectual development and social and political reform.

**Teachers have flexibility to use examples such as the following:**

National American Woman Suffrage Association, Women's Christian Temperance Union

**Key Concept 6.3:**

The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

**I.** Gilded Age politics were intimately tied to big business and focused nationally on economic issues — tariffs, currency, corporate expansion, and laissez-faire economic policy — that engendered numerous calls for reform. **(POL-6)**

**A.** Corruption in government — especially as it related to big business — energized the public to demand increased

Duration app. 3 wks

wk 14: chs 16 17; wk 15: ch 18

wk 16: ch 19 popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system.

referendum, socialism, Interstate Commerce Act

**B.** Increasingly prominent racist and nativist theories, along with Supreme Court decisions such as Plessy v. Ferguson, were used to justify violence as well as local and national policies of discrimination and segregation.

**OBJ: Teachers have flexibility to use examples such as the following:**

American Protective Association, Chinese Exclusion Act

**Gilded Age**

**1877-1896**

wk 14: 11/28-12/2/2016; wk 15: 12/5-9/2016

wk 16: 12/12-16/2016

**II.** New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

**(ID-2) (CUL-3) (CUL-5) (CUL-6)**

**C.** Challenging their prescribed “place,” women and African American activists articulated alternative visions of political, social, and economic equality.

Booker T. Washington, Ida Wells-Barnett, Elizabeth Cady Stanton

## STAAR Assessed Curriculum

**(3) History.** The student understands the political, economic, and social changes in the United States from 1877 to 1898. **The student is expected to**

**(12) Geography.** The student understands the impact of geographic factors on major events. The student is expected to

**(13) Geography.** The student understands the causes and effects of migration and immigration on American society. The student is expected to

**(14) Geography.** The student understands the relationship between population growth and modernization on the physical environment. The student is expected to

**(15) Economics.** The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to

**(25) Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to

**(27) Science, technology, and society.** The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to

**(28) Science, technology, and society.** The student understands the influence of

Duration app. 3 wks

wk 14: chs 16 17; wk 15: ch 18

wk 16: ch 19

**Gilded Age**

**1877-1896**

wk 14: 11/28-12/2/2016; wk 15: 12/5-9/2016

wk 16: 12/12-16/2016

scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to

(24) **Citizenship**. The student understands the importance of effective leadership in a constitutional republic.

The student is expected to

(3A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism; **Readiness Standard**

(12A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush

(13A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion

(25A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

(26B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture; **Supporting Standard**

(26C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; **Readiness Standard**

(3B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business; **Readiness Standard**

(13A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including rural to urban

(14A) identify the effects of population growth and distribution on the physical environment; **Readiness Standard**

(25A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

(15A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century; **Supporting Standard**

(15B) describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, and interstate commerce act

Duration app. 3 wks

wk 14: chs 16 17; wk 15: ch 18

wk 16: ch 19

**Gilded Age**

**1877-1896**

wk 14: 11/28-12/2/2016; wk 15: 12/5-9/2016

wk 16: 12/12-16/2016

(15E) describe the emergence of monetary policy in the United States, including the shifting trend from a gold standard to fiat money. **Supporting Standard**

(27A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone, petroleum-based products, steel production

(27C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis,

(28A) analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States; **Readiness Standard**

(28C) understand how the free enterprise system drives technological innovation and its application in the marketplace

(24B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie

**(3C)** analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and **Readiness Standard**

(25A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

(21A) analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson

**(3D)** describe the optimism of the many immigrants who sought a better life in America. **Supporting**

(13B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States. **Readiness Standard**

(25A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

(26C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; **Readiness Standard**

(15C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act 1882 immigration quotas; **Supporting Standard**

## Chapter 20

### Big Idea

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

### **Key Concept 6.1:**

The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

I. Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation. **(WXT-3) (WXT-6) (WOR-3) (CUL-3) (CUL-5)**

C. Business leaders consolidated corporations into trusts and holding companies and defended their resulting status and privilege through theories such as Social Darwinism.

**OBJ: Teachers have flexibility to use examples such as the following:**

John D. Rockefeller, JP Morgan

III. Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts. **(ENV-5) (WXT-5) (WXT-7) (POL-3) (PEO-3) (PEO-5)**

D. Business interests battled conservationists as the latter sought to protect sections of unspoiled wilderness through the establishment of national parks and other conservationist and preservationist measures.

### **Key Concept 6.2:**

The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.

I. International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeco and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities. **(ID-6) (PEO- . (ID-6) (PEO-2) (PEO-3) (PEO-6) (POL-3)**

C. Immigrants sought both to “Americanize” and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.

D. In an urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses helped immigrants adapt to the new language and customs, and women's clubs and self-help groups targeted intellectual development and social and political reform.

**OBJ: Teachers have flexibility to use examples such as the following:**

National American Woman Suffrage Association, Women's Christian Temperance Union

### **Key Concept 6.3:**

The "Gilded Age" witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

I. Gilded Age politics were intimately tied to big business and focused nationally on economic issues — tariffs, currency, corporate expansion, and laissez-faire economic policy — that engendered numerous calls for reform. **(POL-6)**

A. Corruption in government — especially as it related to big business — energized the public to demand increased popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system

referendum, socialism, Interstate Commerce Act

II. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

**(ID-2) (CUL-3) (CUL-5) (CUL-6)**

B. A number of critics challenged the dominant corporate ethic in the United States and sometimes capitalism itself, offering alternate visions of the good society through utopianism and the Social Gospel.

C. Challenging their prescribed "place," women and African American activists articulated alternative visions of political, social, and economic equality.

Booker T. Washington, Ida Wells-Barnett, Elizabeth Cady Stanton

### **Key Concept 7.1:**

Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

II. Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources

**. (WXT-6) (WXT-7) (WXT-8) (POL-3) (ENV-5) (CUL-5)**

A. In the late 1890s and the early years of the 20th century, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and

Duration app. 2 wks  
wk 17: ch 20; wk 18 ch 21

**Progressive Era**  
**1900-1914**

wk 17: 1/9-13/2017  
wk 18: 1/16-20/2017

federal levels by creating new organizations aimed at addressing social problems associated with an industrial society.  
**B.** Progressives promoted federal legislation to regulate abuses of the economy and the environment, and many sought to expand democracy.

**Obj:** Teachers have flexibility to use examples such as the following:

Clayton Antitrust Act, Florence Kelley, Federal Reserve Bank

## **Chapter 21**

### **Key Concept 5.1:**

The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.

**I.** Enthusiasm for U.S. territorial expansion, fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. **(ID-2) (WXT-2) (WOR-5) (WOR-6) (ENV-3) (ENV-4)**

**A.** The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era's political debates.

### **Key Concept 6.1:**

The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

**I.** Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation. **(WXT-3) (WXT-6) (WOR-3) (CUL-3) (CUL-5)**

**B.** Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific, Asia, and Latin America.

### **Key Concept 7.3:**

Global conflicts over resources, territories, and ideologies renewed debates over the nation's values and its role in the world while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

**I. Many Americans began to advocate overseas expansionism in the late 19th century, leading to new territorial ambitions and acquisitions in the Western Hemisphere and the Pacific. (WOR-6) (WOR-7) (ENV-5) (POL-6)**

**A.** The perception in the 1890s that the western frontier was “closed,” economic motives, competition with other European imperialist ventures of the time, and racial theories all furthered arguments that Americans were destined to expand their culture and norms to others, especially the nonwhite nations of the globe.

**B.** The American victory in the Spanish-American War led to the U.S. acquisition of island territories, an expanded economic and military presence in the Caribbean and Latin America, engagement in a protracted insurrection in the Philippines, and increased involvement in Asia.

**C.** Questions about America’s role in the world generated considerable debate, prompting the development of a wide variety of views and arguments between imperialists and anti-imperialists and, later, interventionists and isolationists

**OB: Teachers have flexibility to use examples such as the following:**

dollar diplomacy, Mexican Intervention

## STAAR U.S. History Assessment

**(5) History.** The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to

**(14) Geography.** The student understands the relationship between population growth and modernization on the physical environment. The student is expected to

**(15) Economics.** The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to

**(21) Government.** The student understands the impact of constitutional issues on American society. The student is expected to

**(23) Citizenship.** The student understands efforts to expand the democratic process. The student is expected to

**(26) Culture.** The student understands how people from various groups contribute to our national identity. The student is expected to

**(5A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments; *Readiness Standard***

**(26D) identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, to American society; *Supporting Standard***

Duration app. 2 wks

wk 17: ch 20; wk 18 ch 21

**Progressive Era  
1900-1914**

wk 17: 1/9-13/2017

wk 18: 1/16-20/2017

(21B) discuss historical reasons why the constitution has been amended. **Supporting Standard**

(23A) identify and analyze methods of expanding the right to participate in the democratic process, including amendments to the U.S. Constitution; **Readiness Standard**

(23B) evaluate various means of achieving equality of political rights, including the 19th, and congressional acts **Supporting Standard**

(15B) describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act; **Readiness Standard**

(15E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913. **Supporting Standard**

(5B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society; and **Supporting Standard**

(14B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, **Supporting Standard**

(26A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;

**Readiness Standard**

(23C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a “more perfect union.” **Supporting Standard**

(15E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money. **Supporting Standard**

(5C) evaluate the impact of third parties, including the Populist and Progressive parties. **Supporting Standard**

(15E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money. **Supporting Standard**

## **STAAR U.S. History Assessment**

(4) **History.** The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to

(12) **Geography.** The student understands the impact of geographic factors on major events. The

student is expected to

(13) **Geography**. The student understands the causes and effects of migration and immigration on American society. The student is expected to

(25) **Culture**. The student understands the relationship between the arts and the times during which they were created. The student is expected to

(26) **Culture**. The student understands how people from various groups contribute to our national identity. The student is expected to

(15) **Economics**. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to

(4A) explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, moved the United States into the position of a world power; **Readiness Standard**

(13B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States. **Readiness Standard**

(14B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System **Supporting Standard**

(25A) describe how the characteristics and issues in U.S history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

(26C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; **Readiness Standard**

(14C) explain how foreign policies affected economic issues such as the the Open Door Policy, Dollar Diplomacy **Supporting Standard**

(15D) describe the economic effects of international military conflicts, including the Spanish-American War on the United States; and **Readiness Standard**

(4B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico; **Supporting Standard**

(12B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts. **Supporting Standard**

(25A) describe how the characteristics and issues in US history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

## **Chapter 22**

### **Big Idea**

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

### **Key Concept 7.2:**

A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.

#### **II. The global ramifications of World War I and wartime patriotism**

and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe. **(ID-6) (WOR-4) (PEO-2) (PEO-6) (PEO-7) (POL-7) (WXT-6)**

- A.** World War I created a repressive atmosphere for civil liberties, resulting in official restrictions on freedom of speech.
- B.** As labor strikes and racial strife disrupted society, the immediate postwar period witnessed the first “Red Scare,” which legitimized attacks on radicals and immigrants.
- C.** Several acts of Congress established highly restrictive immigration quotas, while national policies continued to permit unrestricted immigration from nations in the Western Hemisphere, especially Mexico, in order to guarantee an inexpensive supply of labor.

**III. Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere.**

#### **(ID-6) (ID-8) (PEO-3) (WOR-4)**

- A.** Although most African Americans remained in the South despite legalized segregation and racial violence, some began a “Great Migration” out of the South to pursue new economic opportunities offered by World War I.

**Key Concept 7.3:** Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

**II. World War I and its aftermath intensified debates about the nation’s role in the world and how best to achieve national security**

and pursue American interests. **(WOR-4) (WOR-7) (ID-3) (POL-6)**

- A.** After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs in response to Woodrow Wilson's call for the defense of humanitarian and democratic principles.
- B.** Although the American Expeditionary Force played a relatively limited role in the war, Wilson was heavily involved in postwar negotiations, resulting in the Treaty of Versailles and the League of Nations, both of which generated substantial debate within the United States.

## STAAR U.S. History Assessment

**(4) History.** The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to

**(13) Geography.** The student understands the causes and effects of migration and immigration on American society. The student is expected to

**(15) Economics.** The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to

**(19) Government.** The student understands changes over time in the role of government. The student is expected to

**(20) Government.** The student understands the changing relationships among the three branches of the federal government. The student is expected to

**(23) Citizenship.** The student understands efforts to expand the democratic process. The student is expected to

**(25) Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to

**(26) Culture.** The student understands how people from various groups contribute to our national identity. The student is expected to

**(4C)** identify the causes of World War I and reasons for U.S. entry; **Readiness Standard**

**(25A)** describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

(23A) identify and analyze methods of expanding the right to participate in the democratic process, including non-violent protesting

(4D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;  
**Supporting Standard**

(4E) analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front; **Supporting Standard**

(13A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including, rural to urban, the Great Migration, **Readiness Standard**

(26A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;

**Readiness Standard**

(27B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; and **Supporting Standard**

(4F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and **Readiness Standard**

(13B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States. **Readiness Standard**

(25A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

(19B) explain constitutional issues raised by federal government policy changes during times of ; significant events, including World War I, **Readiness Standard**

(19E) evaluate the pros and cons of U.S. participation in international treaties. **Supporting Standard**

(20B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, . **Readiness Standard**

(15D) describe the economic effects of international military conflicts, including World War I, on the United States; and **Readiness Standard**

(4G) analyze significant events such as the Battle of Argonne Forest. **Supporting Standard**

(25A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

(26F) discuss the importance of Congressional Medal of Honor recipients, including individuals of all races and genders such as Alvin York. **Supporting Standard**

## Chapter 23

### Big Idea

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

**Key Concept 7.1:** Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

I. The continued growth and consolidation of large corporations transformed American society and the nation's economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe.

**(WOR-3) (ID-7) (WXT-3) (WXT-5) (POL-3)**

B. The United States continued its transition from a rural, agricultural society to an urban, industrial one, offering new economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States.

**Key Concept 7.2:** A revolution in communications and transportation technology helped to create a new mass culture and spread "modern" values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.

I. New technologies led to social transformations that improved the standard of living for many while contributing to increased political and cultural conflicts. **(ID-6) (ID-8) (WXT-3) (WXT-5) (CUL-3) (CUL-6) (CUL-7)**

A. New technologies contributed to improved standards of living, greater personal mobility, and better communications systems.

**OB: Teachers have flexibility to use examples such as the following:**

radio, motion pictures, automobiles

B. Technological change, modernization, and changing demographics led to increased political and cultural conflict on several fronts: tradition versus innovation, urban versus rural, fundamentalist Christianity versus scientific modernism, management versus labor, native-born versus new immigrants, white versus black, and idealism versus disillusionment

C. The rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the Harlem Renaissance movement); it also contributed to national culture by making shared experiences more possible through art, cinema, and the mass media.

Yiddish theater, Jazz, Edward Hopper

**Key Concept 7.3:** Global conflicts over resources, territories, and ideologies renewed debates over the nation's values and its role in the world while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

**II. World War I and its aftermath intensified debates about the nation's role in the world and how best to achieve national security and pursue American interests. (WOR-4) (WOR-7) (ID-3) (POL-6)**

C. In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism, which continued to the late 1930s.

## **Chapter 24**

**Key Concept 7.1:** Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

**I. The continued growth and consolidation of large corporations transformed American society and the nation's economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe.**

**(WOR-3) (ID-7) (WXT-3) (WXT-5) (POL-3)**

C. Even as economic growth continued, episodes of credit and market instability, most critically the Great Depression, led to calls for the creation of a stronger financial regulatory system.

**III. National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the United States into a limited welfare state. (WXT-8) (POL-2) (POL-4) (ID-3) (CUL-5)**

A. The liberalism of President Franklin Roosevelt's New Deal drew on earlier progressive ideas and represented a multifaceted approach to both the causes and effects of the Great Depression, using government power to provide relief to the poor, stimulate recovery, and reform the American economy.

National Recovery Administration, Tennessee Valley Authority, Federal Writers' Project

B. Radical, union, and populist movements pushed Roosevelt toward more extensive reforms, even as conservatives in Congress and the Supreme Court sought to limit the New Deal's scope.

Huey Long, Supreme Court fight

C. Although the New Deal did not completely overcome the Depression, it left a legacy of reforms and agencies that endeavored to make society and individuals more secure, and it helped foster

Duration app. 2 wks  
wk 20: ch 23; wk 21: ch 24

**Interwar Years**  
**1920-1932**

wk 20: 1/30-2/3/2017  
wk 21: 2/6-10/2017

a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.

Social Security Act, Federal Deposit Insurance Corporation (FDIC)

**Key Concept 7.2:** A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.

**III.** Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere.

**(ID-6) (ID-8) (PEO-3) (WOR-4)**

**B.** Many Americans migrated during the Great Depression, often driven by economic difficulties, and during World Wars I and II, as a result of the need for wartime production labor.

**C.** Many Mexicans, drawn to the United States by economic opportunities, faced ambivalent government policies in the 1930s and 1940s.

**Teachers have flexibility to use examples such as the following:**

Great Depression-era deportations, Bracero Program, Luisa Moreno

## STAAR U.S. History Assessment

**(6) History.** The student understands significant events, social issues, and individuals of the 1920s. The student is expected to

**(13) Geography.** The student understands the causes and effects of migration and immigration on American society.

**(14) Geography.** The student understands the relationship between population growth and modernization on the physical environment.

**(16) Economics.** The student understands significant economic developments between World War I and World War II.

**(19) Government.** The student understands changes over time in the role of government.

**(23) Citizenship.** The student understands efforts to expand the democratic process.

**(24) Citizenship.** The student understands the importance of effective leadership in a constitutional republic.

**(25) Culture.** The student understands the relationship between the arts and the times during which they were created.

Duration app. 2 wks  
wk 20: ch 23; wk 21: ch 24

**Interwar Years**  
**1920-1932**

wk 20: 1/30-2/3/2017  
wk 21: 2/6-10/2017

(26) **Culture.** The student understands how people from various groups contribute to our national identity.

(27) **Science, technology, and society.** The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States.

(6A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and **Readiness Standard**

(13A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, the Great Migration **Readiness Standard**

(14A) identify the effects of population growth and distribution on the physical environment; **Readiness Standard**

(25A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

(26D) identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, to American society; **Supporting Standard**

(19C) describe the effects of political scandals, including Teapot Dome, on the views of U.S. citizens concerning trust in the federal government and its leaders; **Supporting Standard**

(23B) evaluate various means of achieving equality of political rights, including the 19th amendment and congressional acts such as the American Indian Citizenship Act of 1924; and **Supporting Standard**

(16A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies; **Supporting Standard**

(16B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System; **Readiness Standard**

(27A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and , petroleum-based products, and steel production, on the economic development of the United States; **Readiness Standard**

(6B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh. **Supporting Standard**

(24B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, **Supporting Standard**

Duration app. 2 wks

wk 20: ch 23; wk 21: ch 24

**Interwar Years**

**1920-1932**

wk 20: 1/30-2/3/2017

wk 21: 2/6-10/2017

(25B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance on American society; **Readiness Standard**

(25C) identify the impact of popular American culture on the rest of the world over time; and **Supporting Standard**

(26A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society; **Readiness Standard**

## STAAR U.S. History Assessment

**History.** The student understands the domestic impacts of the New Deal on American political, environmental, and economic issues. The Student is expected to

(12) **Geography.** The student understands the impact of geographic factors on major events.

(16) **Economics.** The student understands significant economic developments between World War I and World War II.

(19) **Government.** The student understands changes over time in the role of government.

(20) **Government.** The student understands the changing relationships among the three branches of the federal government.

(21) **Government.** The student understands the impact of constitutional issues on American society.

### 6.5A Analyze the measures taken by FDR to combat the issues during the pre-World War II era

(12A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Dust Bowl; and **Readiness Standard**

(16B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System; **Readiness Standard**

(16C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others;

**Readiness Standard**

(16D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and **Supporting Standard**

(16E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens. **Supporting Standard**

Duration app. 2 wks

wk 20: ch 23; wk 21: ch 24

## Interwar Years

1920-1932

wk 20: 1/30-2/3/2017

wk 21: 2/6-10/2017

(19A) evaluate the impact of New Deal legislation on the historical roles of state and federal government; **Readiness Standard**

(19B) explain constitutional issues raised by federal government policy changes during times of significant events, the Great Depression, **Readiness Standard**

(20B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the **Readiness Standard**

(21B) discuss historical reasons why the constitution has been amended. **Supporting Standard**

(27B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, and **Supporting Standard**

## Chapter 25

### Big Idea

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

**Key Concept 7.2:** A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.

**III.** Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere.

**(ID-6) (ID-8) (PEO-3) (WOR-4)**

**B.** Many Americans migrated during the Great Depression, often driven by economic difficulties, and during World Wars I and II, as a result of the need for wartime production labor.

**C.** Many Mexicans, drawn to the United States by economic opportunities, faced ambivalent government policies in the 1930s and 1940s.

**Teachers have flexibility to use examples such as the following:**

Great Depression-era deportations, Bracero program, Luisa Moreno

**Key Concept 7.3:** Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

**III.** The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence and transformed both American society and the relationship between the United States and the rest of the world. **(WOR-4) (WOR-7) (ID-3) (ID-6) (POL-5)**

**A.** The mass mobilization of American society to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided opportunities for women and minorities to improve their socioeconomic positions.

**B.** Wartime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values.

**C.** The United States and its allies achieved victory over the Axis powers through a combination of factors, including

allied political and military cooperation, industrial production, technological and scientific advances, and popular commitment to advancing democratic ideals.

Atlantic Charter, development of sonar, Manhattan Project

**D.** The dominant American role in the Allied victory and postwar peace settlements, combined with the war-ravaged condition of Asia and Europe, allowed the United States to emerge from the war as the most powerful nation on earth.

## STAAR U.S. History Assessment

**(7) History.** The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to

- (12) **Geography.** The student understands the impact of geographic factors on major events.
- (13) **Geography.** The student understands the causes and effects of migration and immigration on American society.
- (14) **Geography.** The student understands the relationship between population growth and modernization on the physical environment.
- (17) **Economics.** The student understands the economic effects of World War II and the Cold War.
- (19) **Government.** The student understands changes over time in the role of government.
- (25) **Culture.** The student understands the relationship between the arts and the times during which they were created.
- (26) **Culture.** The student understands how people from various groups contribute to our national identity.

**(7A)** identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor; **Readiness Standard**

- (12B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts. **Supporting Standard**
- (25A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**
- (26D) identify the political, social, and economic contributions of women such as Eleanor Roosevelt, to American society; **Supporting Standard**
- (17A) describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment; **Readiness**

**Standard**

(7B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort; **Supporting Standard**

(17A) describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment; ; **Readiness Standard**

(7C) analyze the function of the U.S. Office of War Information; **Supporting Standard**

(25A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

(19B) explain constitutional issues raised by federal government policy changes during times of significant events,, World War II, **Readiness Standard**

(7D) analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons; **Readiness Standard**

(13B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States. **Readiness Standard**

(14C) understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights. **Supporting Standard**

(19B) explain constitutional issues raised by federal government policy changes during times of significant events,, World War II, **Readiness Standard**

(19C) describe the effects of political scandals, on the views of U.S. citizens concerning trust in the federal government and its leaders; **Supporting Standard**

(7E) analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps; **Supporting Standard**

(25A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

(26F) discuss the importance of Congressional Medal of Honor recipients, including individuals of all

races and genders such as Vernon J. Baker. **Supporting Standard**

(7F) evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and **Supporting**

(25A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

(7G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities. **Readiness Standard**

(25A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

(25B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as rock and roll, and country and western music on American society; **Readiness Standard**

(26A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society; **Readiness Standard**

(19B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War II, **Readiness Standard**

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

## Chapter 26

### Cold War Era 1945-1991

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

wk 25: 3/6-10/2017; wk 26: 3/20-24/2017

wk 27: 3/27-31/2017

#### Big Idea

After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.

**Key Concept 8.1:** The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.

**I.** After World War II, the United States sought to stem the growth of Communist military power and ideological influence, create a stable global economy, and build an international security system. **(WOR-4) (WOR-7) (WOR-8)**

**A.** The United States developed a foreign policy based on collective security and a multilateral economic framework that bolstered non-Communist nations.

**B.** The United States sought to “contain” Soviet-dominated communism through a variety of measures, including military engagements in Korea and Vietnam.

**Teachers have flexibility to use examples such as the following:**  
development of hydrogen bomb, massive retaliation, space race

**C.** The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (détente)

**II.** As the United States focused on containing communism, it faced increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global economic and environmental changes.

**(ENV-5) (WOR-3) (WOR-7) (WOR-8)**

**A.** Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.

**B.** Cold War competition extended to Latin America, where the United States supported non-Communist regimes with varying levels of commitment to

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

## Cold War Era 1945-1991

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

wk 25: 3/6-10/2017; wk 26: 3/20-24/2017

wk 27: 3/27-31/2017

C. Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.

**Teachers have flexibility to use examples such as the following:**  
Suez Crisis, Organization of Petroleum Exporting Countries (OPEC)

**III. Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order. (ID-3) (POL-7) (WOR-4) (CUL-5)**

A. Americans debated policies and methods designed to root out Communists within the United States even as both parties tended to support the broader Cold War strategy of containing communism.

C. Americans debated the merits of a large nuclear arsenal, the “military-industrial complex,” and the appropriate power of the executive branch in conducting foreign and military policy.

## Chapter 27

**Key Concept 8.2:** Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid- 1960s and generated a variety of political and cultural responses.

**I. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow and halting. (ID-8) (POL-3) (POL-4) (POL-7)**

A. Following World War II, civil rights activists utilized a variety of strategies — legal challenges, direct action, and nonviolent protest tactics — to combat racial discrimination.

Fannie Lou Hamer, John Lewis, Thurgood Marshall

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

## Cold War Era

1945-1991

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

wk 25: 3/6-10/2017; wk 26: 3/20-24/2017

wk 27: 3/27-31/2017

Decision makers in each of the three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial justice.

II. Stirred by a growing awareness of inequalities in American society and by the African American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity.

### (POL-3) (ID-8)

A. Activists began to question society's assumptions about gender and to call for social and economic equality for women and for gays and lesbians.

**Teachers have flexibility to use examples such as the following:**

The Feminine Mystique, Gloria Steinem

C. Despite the perception of overall affluence in postwar America, advocates raised awareness of the prevalence and persistence of poverty as a national problem, sparking efforts to address this issue.

**Key Concept 8.3:** Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.

I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years as well as underlying concerns about how these changes were affecting American values. **(WXT-3) (WXT-5) (CUL-5) (CUL-6) (CUL-7) (PEO-3)**

A. A burgeoning private sector, continued federal spending, the baby boom, and technological developments helped spur economic growth, middle-class suburbanization, social mobility, a rapid expansion of higher education, and the rise of the "Sun Belt" as a political and economic force.

B. These economic and social changes, in addition to the anxiety engendered by the Cold War, led to an increasingly homogeneous mass culture as well as challenges to conformity by artists, intellectuals, and rebellious youth

Beat movement, The Affluent Society, rock and roll music

## Chapter 28

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

## Cold War Era 1945-1991

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

wk 25: 3/6-10/2017; wk 26: 3/20-24/2017

wk 27: 3/27-31/2017

**Key Concept 8.1:** The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.

**III.** Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order. **(ID-3) (POL-7) (WOR-4) (CUL-5)**

- A.** Americans debated policies and methods designed to root out Communists within the United States even as both parties tended to support the broader Cold War strategy of containing communism.
- B.** Although the Korean conflict produced some minor domestic opposition, the Vietnam War saw the rise of sizable, passionate, and sometimes violent antiwar protests that became more numerous as the war escalated.

**Key Concept 8.2:** Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid- 1960s and generated a variety of political and cultural responses.

**I.** Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow and halting. **(ID-8) (POL-3) (POL-4) (POL-7)**

- A.** Following World War II, civil rights activists utilized a variety of strategies — legal challenges, direct action, and nonviolent protest tactics — to combat racial discrimination.

Fannie Lou Hamer, John Lewis, Thurgood Marshall

- C.** Continuing white resistance slowed efforts at desegregation, sparking a series of social and political crises across the nation, while tensions among civil rights activists over tactical and philosophical issues increased after 1965.

**II.** Stirred by a growing awareness of inequalities in American society and by the African American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity. **(POL-3) (ID-8)**

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

**Cold War Era  
1945-1991**

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

wk 25: 3/6-10/2017; wk 26: 3/20-24/2017

wk 27: 3/27-31/2017

**B.** Latinos, American Indians, and Asian Americans began to demand social and economic equality and a redress of past injustices.

**C.** Despite the perception of overall affluence in postwar America, advocates raised awareness of the prevalence and persistence of poverty as a national problem, sparking efforts to address this issue.

**III.** As many liberal principles came to dominate postwar politics and court decisions, liberalism came under attack from the left as well as from resurgent conservative movements. **(POL-2) (POL-5) (POL-7)**

**A.** Liberalism reached its zenith with Lyndon Johnson's Great Society efforts to use federal power to end racial discrimination, eliminate poverty, and address other social issues while attacking communism abroad.

**C.** Groups on the left also assailed liberals, claiming they did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

Students for a Democratic Society, Black Panthers

**Key Concept 8.3:** Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.

**II.** As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources. **(ID-6) (PEO-2) (PEO-3) (PEO-7) (ENV-5) (WXT-8)**

**A.** Internal migrants as well as migrants from around the world sought access to the economic boom and other benefits of the United States, especially after the passage of new immigration laws in 1965.

**B.** Responding to the abuse of natural resources and the alarming environmental problems, activists and legislators began to call for conservation measures and a fight against pollution.

**Teachers have flexibility to use examples such as the following:**

Rachel Carson, Clean Air Act

Duration app. 5 wks  
wk 23: ch 26; wk 24: ch 27

**Cold War Era  
1945-1991**

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017  
wk 25: 3/6-10/2017; wk 26: 3/20-24/2017  
wk 27: 3/27-31/2017

**III. New demographic and social issues led to significant political and moral debates that sharply divided the nation. (ID-7) (POL-5) (CUL-6) (CUL-7)**

**B.** Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, initiated a sexual revolution, and introduced greater informality into U.S. culture.

## **Chapter 29**

**Key Concept 8.1:** The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.

**II.** As the United States focused on containing communism, it faced increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global economic and environmental changes.

**(ENV-5) (WOR-3) (WOR-7) (WOR-8)**

**C.** Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.

**Teachers have flexibility to use examples such as the following:**

Suez Crisis, Organization of the Petroleum Exporting Countries (OPEC)

**Key Concept 8.2:** Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid- 1960s and generated a variety of political and cultural responses

**III.** As many liberal principles came to dominate postwar politics and court decisions, liberalism came under attack from the left as well as from resurgent conservative movements. **(POL-2) (POL-5) (POL-7)**

**B.** Liberal ideals were realized in Supreme Court decisions that expanded democracy and individual freedoms, Great Society social programs and

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

## Cold War Era

1945-1991

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

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wk 27: 3/27-31/2017

politics, and the power of the federal government, yet these unintentionally helped energize a new conservative movement that mobilized to defend traditional visions of morality and the proper role of state authority.

**Teachers have flexibility to use examples such as the following:**

Griswold v. Connecticut, Miranda v. Arizona

C. Groups on the left also assailed liberals, claiming they did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

Students for a Democratic Society, Black Panthers

**Key Concept 8.3:** Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.

**I.** Rapid economic and social changes in American society fostered a sense of optimism in the postwar years as well as underlying concerns about how these changes were affecting American values. **(WXT-3) (WXT-5) (CUL-5) (CUL-6) (CUL-7) (PEO-3)**

C. Conservatives, fearing juvenile delinquency, urban unrest, and challenges to the traditional family, increasingly promoted their own values and ideology.

**II.** As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources. **(ID-6) (PEO-2) (PEO-3) (PEO-7) (ENV-5) (WXT-8)**

B. Responding to the abuse of natural resources and the alarming environmental problems, activists and legislators began to call for conservation measures and a fight against pollution.

**Teachers have flexibility to use examples such as**  
Rachel Carson, Clean Air Act

**III.** New demographic and social issues led to significant political and moral debates that sharply divided the nation. **(ID-7) (POL-5) (CUL-6) (CUL-7)**

A. Although the image of the traditional nuclear family dominated popular perceptions in the postwar era, the family structure of Americans was undergoing profound changes as the number of working women increased and

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

## Cold War Era 1945-1991

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**B.** Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, initiated a sexual revolution, and introduced greater informality into U.S. culture.

**C.** Conservatives and liberals clashed over many new social issues, the power of the presidency and the federal government, and movements for greater individual rights.

Watergate, Bakke v. University of California, Phyllis Schlafly

**Key Concept 9.1:** A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.

**I.** Reduced public faith in the government's ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism. **(POL-3)**

**A.** Public confidence and trust in government declined in the 1970s in the wake of economic challenges, political scandals, foreign policy "failures," and a sense of social and moral decay.

**Teachers have flexibility to use examples such as the following:**

OPEC oil embargo, 1970s inflation, Iranian hostage crisis

## Chapter 30

**Key Concept 8.3:** Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.

**I.** Rapid economic and social changes in American society fostered a sense of optimism in the postwar years as well as underlying concerns about how these changes were affecting American values. **(WXT-3) (WXT-5) (CUL-5) (CUL-6) (CUL-7) (PEO-3)**

**A.** A burgeoning private sector, continued federal spending, the baby boom, and technological developments helped spur economic growth, middle-class suburbanization, social mobility, a rapid expansion of higher education, and

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

## Cold War Era

1945-1991

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

wk 25: 3/6-10/2017; wk 26: 3/20-24/2017

wk 27: 3/27-31/2017

**Key Concept 9.1:** A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.

**I.** Reduced public faith in the government's ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism. **(POL-3)**

**A.** Public confidence and trust in government declined in the 1970s in the wake of economic challenges, political scandals, foreign policy "failures," and a sense of social and moral decay.

**Teachers have flexibility to use examples such as the following:**

OPEC oil embargo, 1970s inflation, Iranian hostage crisis

**B.** The rapid and substantial growth of evangelical and fundamentalist Christian churches and organizations, as well as increased political participation by some of those groups, encouraged significant opposition to liberal social and political trends

Moral Majority, Focus on the Family

**II.** Conservatives achieved some of their political and policy goals, but their success was limited by the enduring popularity and institutional strength of some government programs and public support for cultural trends of recent decades. **(WXT-8) (POL-4)**

**A.** Conservatives enjoyed significant victories related to taxation and deregulation of many industries, but many conservative efforts to advance moral ideals through politics met inertia and opposition.

**Teachers have flexibility to use examples such as the following:**

tax cuts passed under Ronald Reagan and George W. Bush, *Contract with America*, *Panned Parenthood v. Casey*

**B. Although** Republicans continued to denounce "big government," the size and scope of the federal government continued to grow after 1980, as many programs remained popular with voters and difficult to reform or eliminate. expansion of Medicare and Medicaid, growth of the budget deficit

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

## Cold War Era

1945-1991

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

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**Key Concept 9.2:** The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.

**I.** The Reagan administration pursued a reinvigorated anti-Communist and interventionist foreign policy that set the tone for later administrations. **(WOR-7) (WOR-8)**

**A.** President Ronald Reagan, who initially rejected détente with increased defense spending, military action, and bellicose rhetoric, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by both countries.

"Star Wars" missile defense system, Start I

**B.** The end of the Cold War led not only to new diplomatic relationships but also to new US military and peacekeeping interventions as well as debates over the nature and extent of American power in the world.

**Key Concept 9.3:** Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

**I.** The increasing integration of the United States into the world economy was accompanied by economic instability and major policy, social, and environmental challenges.

**(WXT-3) (WXT-7) (WOR-3) (ENV-5) (CUL-7)**

**A.** Economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class.

**B.** Policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U.S. financial system.

**Teachers have flexibility to use examples such as the following:**

North American Free Trade Agreement, debates over health care reform, debates over Social Security reform

**II.** The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences. **(ID-6) (ID-7) (PEO-2) (PEO-3) (PEO-7)**

**A.** After 1980, the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas, fueled in part by a surge in migration from regions that had not been heavily

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

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**Cold War Era**

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represented in earlier migrations, especially Latin America and Asia.  
**B.** The new migrants affected U.S. culture in many ways and supplied the economy with an important labor force, but they also became the focus of intense political, economic, and cultural debates.

**C.** Demographic changes intensified debates about gender roles, family structures, and racial and national identity.

**Teachers have flexibility to use examples such as the following:**

Immigration Reform and Control Act of 1986, Don't Ask, Don't Tell debate

## STAAR U.S. History Assessment

**7.5 History** The Student Understands the impact of the post World War II economic boom. The student is expected to

(17B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business; **Readiness Standard**

(17E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the General Agreement of Tariffs and Trade (GATT), . **Readiness Standard**

(25B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as the Beat Generation, on American society; **Readiness Standard**

(27B) explain how specific needs result in scientific discoveries and technological innovations in the military, and medicine, including vaccines; and **Supporting Standard**

## STAAR U.S. History Assessment

**(8) History.** The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to

(17) **Economics.** The student understands the economic effects of World War II and the Cold War.

(19) **Government.** The student understands changes over time in the role of government.

(20) **Government.** The student understands the changing relationships among the three branches of the federal government.

(25) **Culture.** The student understands the relationship between the arts and the times during which they were created.

(26) **Culture.** The student understands how people from various groups contribute to our national identity.

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

## Cold War Era

1945-1991

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

wk 25: 3/6-10/2017; wk 26: 3/20-24/2017

wk 27: 3/27-31/2017

(27) **Science, technology, and society.** The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States.

(28) **Science, technology, and society.** The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States.

(8A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis; **Readiness Standard**

(17C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s; **Supporting Standard**

(8B) describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers; **Supporting Standard**

(27A) explain the effects of scientific discoveries and technological innovations such as satellite communications, and computers on the economic development of the United States; **Readiness Standard**

(27B) explain how specific needs result in scientific discoveries and technological innovations in the military, and medicine, including vaccines; and **Supporting Standard**

(28A) analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States; **Readiness Standard**

(28B) explain how space technology and exploration improve the quality of life; and **Supporting Standard**

(8C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy; **Readiness Standard**

(8D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War; **Readiness Standard**

(19B) explain constitutional issues raised by federal government policy changes during times of significant events, including the 1960s; **Readiness Standard**

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

**Cold War Era**

**1945-1991**

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

wk 25: 3/6-10/2017; wk 26: 3/20-24/2017

wk 27: 3/27-31/2017

(20A) describe the impact of events such as the Gulf of Tonkin Resolution on the relationship between the legislative and executive branches of government; and **Supporting Standard**

(8E) analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; and **Supporting Standard**

(20A) describe the impact of events such as the Gulf of Tonkin Resolution on the relationship between the legislative and executive branches of government; and **Supporting Standard**

(26F) discuss the importance of Congressional Medal of Honor recipients, including individuals of all races and genders such as Roy Benavidez. **Supporting Standard**

(8F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement. **Readiness Standard**

(20A) describe the impact of events such as the War Powers Act on the relationship between the legislative and executive branches of government; and **Supporting Standard**

(25C) identify the impact of popular American culture on the rest of the world over time; and **Supporting Standard**

(25A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; **Supporting Standard**

(23A) identify and analyze methods of expanding the right to participate in the democratic process, non-violent protesting, **Readiness Standard**

(23C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a “more perfect union.” **Supporting Standard**

## STAAR U.S. History Assessment

(9) **History.** The student understands the impact of the American civil rights movement. The student is expected to

(17) **Economics.** The student understands the economic effects of World War II and the Cold War. The student is expected to

(21) **Government.** The student understands the impact of constitutional issues on American society. The student is expected to

(23) **Citizenship.** The student understands efforts to expand the democratic process. The student is

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

**Cold War Era  
1945-1991**

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

wk 25: 3/6-10/2017; wk 26: 3/20-24/2017

wk 27: 3/27-31/2017

(25) **Culture.** The student understands the relationship between the arts and the times during which they were created.

(26) **Culture.** The student understands how people from various groups contribute to our national identity

(9A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments; **Readiness Standard**

(26A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society; **Readiness Standard**

(23A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution; **Readiness Standard**

(9B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements; **Supporting Standard**

(17D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and **Supporting Standard**

(25B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as rock and roll, the Chicano Mural Movement, and country and western music on American society; **Readiness Standard**

(26A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society; **Readiness Standard**

(23A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution; **Readiness Standard**

(9C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan; **Supporting Standard**

Duration app. 5 wks

**Cold War Era**

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

wk 23: ch 26; wk 24: ch 27

**1945-1991**

wk 25: 3/6-10/2017; wk 26: 3/20-24/2017

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

(26A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;

**Readiness Standard**

(23A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;

**Readiness Standard**

(25B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as the Chicano Mural Movement on American society; **Readiness**

**Standard**

(26D) identify the political, social, and economic contributions of women such as, Dolores Huerta, to American society; **Supporting Standard**

(9D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.; **Supporting Standard**

(26C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; **Readiness Standard**

(26D) identify the political, social, and economic contributions of women such as, Dolores Huerta, to American society; **Supporting Standard**

(23A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;

**Readiness Standard**

(9E) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement; **Supporting Standard**

(26C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; **Readiness Standard**

(9F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965; **Readiness Standard**

(26A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;

**Readiness Standard**

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

## Cold War Era

1945-1991

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

wk 25: 3/6-10/2017; wk 26: 3/20-24/2017

wk 27: 3/27-31/2017

(23A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;

### **Readiness Standard**

(23B) evaluate various means of achieving equality of political rights, including the 24th amendment

### **Supporting Standard**

(9G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo; **Supporting Standard**

(26C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; **Readiness Standard**

(24B) evaluate the contributions of significant political and social leaders in the United States such as Billy Graham, Barry Goldwater. **Supporting Standard**

(9H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and **Readiness Standard**

(23A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;

### **Readiness Standard**

(23C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a “more perfect union.” **Supporting Standard**

(17D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and **Supporting Standard**

(23B) evaluate various means of achieving equality of political rights, including the 24th amendment **Supporting Standard**

(9I) describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Delgado v. Bastrop I.S.D.*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v. Painter* played a role in protecting the rights of the minority during the civil rights movement. **Supporting Standard**

(21A) analyze the effects of landmark U.S. Supreme Court decisions, including *Brown v. Board of Education*, and other U.S. Supreme Court decisions such as *Plessy v. Ferguson*, *Hernandez v. Texas*;

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

**Cold War Era**

**1945-1991**

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

wk 25: 3/6-10/2017; wk 26: 3/20-24/2017

wk 27: 3/27-31/2017

(21B) evaluate the contributions of significant political and social leaders in the United States such as Thurgood Marshall, Billy Graham, Barry Goldwater **Supporting Standard**

## STAAR U.S. History Assessment

(10) **History.** The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to

(13) **Geography.** The student understands the causes and effects of migration and immigration on American society.

(14) **Geography.** The student understands the relationship between population growth and modernization on the physical environment.

(17) **Economics.** The student understands the economic effects of World War II and the Cold War.

(19) **Government.** The student understands changes over time in the role of government.

(20) **Government.** The student understands the changing relationships among the three branches of the federal government.

(25) **Culture.** The student understands the relationship between the arts and the times during which they were created.

(10A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente; **Supporting Standard**

(19C) describe the effects of political scandals, including Watergate on the views of U.S. citizens concerning trust in the federal government and its leaders; **Supporting Standard**

(20A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and **Supporting Standard**

(23B) evaluate various means of achieving equality of political rights, 24th amendment **Supporting Standard**

(14B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the Environmental Protection Agency (EPA), and the Endangered Species Act; and **Supporting Standard**

(19D) discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977 **Supporting Standard**

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

**Cold War Era**

**1945-1991**

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

wk 25: 3/6-10/2017; wk 26: 3/20-24/2017

wk 27: 3/27-31/2017

***Supporting Standard***

(10B) describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength; ***Supporting Standard***

(18A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and ***Supporting Standard***

(24B) evaluate the contributions of significant political and social leaders in the United States such as Sandra Day O'Connor ***Supporting Standard***

(10C) compare the impact of energy on the American way of life over time; ***Supporting Standard***

(17E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo. ***Readiness Standard***

(18B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy. ***Supporting Standard***

(27C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as robotics, computer management. ***Readiness Standard***

(10D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis; ***Readiness Standard***

(10E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; and ***Supporting Standard***

(25B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as rock and roll, and country and western music on American society; ***Readiness Standard***

(19C) describe the effects of political scandals, including Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; ***Supporting Standard***

(17E) describe the dynamic relationship between U.S. international trade policies and the U.S. free

Duration app. 5 wks

wk 23: ch 26; wk 24: ch 27

wk 25: ch 28; wk 26: ch 29; wk 27: ch 30

## Cold War Era

1945-1991

wk 23: 2/20-24/2017; wk 24: 2/27-3/3/2017

wk 25: 3/6-10/2017; wk 26: 3/20-24/2017

wk 27: 3/27-31/2017

enterprise system such as the North American Free Trade Agreement (NAFTA). **Readiness Standard**

(18A) discuss the role of American entrepreneurs such as Bill Gates, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and **Supporting Standard**

(10F) describe significant societal issues of this time period. **Supporting Standard**

(27C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such robotics, computer management. **Readiness Standard**

(13A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, the Rust Belt to the Sun Belt; and **Readiness Standard**

(14A) identify the effects of population growth and distribution on the physical environment;  
**Readiness Standard**

(19E) evaluate the pros and cons of U.S. participation in international organizations and treaties.  
**Supporting Standard**

(17E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the General Agreement of Tariffs and Trade (GATT) to WTO, and the North American Free Trade Agreement (NAFTA). **Readiness Standard**

## Chapter 31

### Big Idea

As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

**Key Concept 9.2:** The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.

I. The Reagan administration pursued a reinvigorated anti-Communist and interventionist foreign policy that set the tone for later administrations. **(WOR-7) (WOR-8)**

A. President Ronald Reagan, who initially rejected détente with increased defense spending, military action, and bellicose rhetoric, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by both countries.

"Star Wars" missile defense system, Start I

B. The end of the Cold War led not only to new diplomatic relationships but also to new US military and peacekeeping interventions as well as debates over the nature and extent of American power in the world.

**Key Concept 9.3:** Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

I. The increasing integration of the United States into the world economy was accompanied by economic instability and major policy, social, and environmental challenges. **(WXT-3) (WXT-7) (WOR-3) (ENV-5) (CUL-7)**

A. Economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class.

B. Policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U.S. financial system.

**Teachers have flexibility to use examples such as the following:**

North American Free Trade Agreement, debates over health care reform, debates over Social Security reform

**D.** The spread of computer technology and the Internet into daily life increased access to information and led to new social behaviors and networks.

**II.** The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences.  
**(ID-6) (ID-7) (PEO-2) (PEO-3) (PEO-7)**

**A.** After 1980, the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas, fueled in part by a surge in migration from regions that had not been heavily represented in earlier migrations, especially Latin America and Asia.

**B.** The new migrants affected U.S. culture in many ways and supplied the economy with an important labor force, but they also became the focus of intense political, economic, and cultural debates.

**C.** Demographic changes intensified debates about gender roles, family structures, and racial and national identity.

**Teachers have flexibility to use examples such as the following:**

Immigration Reform and Control Act of 1986, Don't Ask, Don't Tell debate

## **Chapter 31**

**Key Concept 9.2:** The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.

**II.** Following the attacks of September 11, 2001, U.S. foreign policy and military involvement focused on a war on terrorism, which also generated debates about domestic security and civil rights. **(POL-7) (WOR-7) (WOR-8)**

**A.** In the wake of attacks on the World Trade Center and the Pentagon, U.S. decision-makers launched foreign policy and military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.

**B.** The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.

**Key Concept 9.3:** Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

**I.** The increasing integration of the United States into the world economy was accompanied by economic instability and major policy, social, and environmental challenges. **(WXT-3) (WXT-7) (WOR-3) (ENV-5) (CUL-7)**

**C.** Conflict in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.

D. The spread of computer technology and the Internet into daily life increased access to information and led to new social behaviors and networks.

## STAAR U.S. History Assessment

(11) **History.** The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to

- (12) **Geography.** The student understands the impact of geographic factors on major events.
- (14) **Geography.** The student understands the relationship between population growth and modernization on the physical environment.
- (18) **Economics.** The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century.
- (19) **Government.** The student understands changes over time in the role of government.
- (20) **Government.** The student understands the changing relationships among the three branches of the federal government.
- (23) **Citizenship.** The student understands efforts to expand the democratic process.
- (27) **Science, technology, and society.** The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States.
- (28) **Science, technology, and society.** The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States.

(11A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror; **Readiness Standard**

(14C) understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights. **Supporting Standard**

(19B) explain constitutional issues raised by federal government policy changes during times of significant events, 9/11; **Readiness Standard**

(19D) discuss the role of contemporary government legislation in the private and public sectors such as USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009; and **Supporting Standard**

(19C) describe the effects of political scandals Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; **Supporting Standard**

(11B) identify significant social and political advocacy organizations, leaders, and issues across the political spectrum; **Supporting Standard**

(20B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, the presidential election of 2000. **Readiness Standard**

(12A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the levee failure in New Orleans after Hurricane Katrina; and Readiness Standard

(26D) identify the political, social, and economic contributions of women such as Oprah Winfrey to American society; **Supporting Standard**

(27A) explain the effects of scientific discoveries and technological innovations such as satellite communications, and computers on the economic development of the United States; **Readiness Standard**

(27C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as just-in-time inventory management. **Readiness Standard**

(28C) understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.

**Supporting Standard**

(18A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and

**Supporting Standard (stress globalism)**

(18B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy. **Supporting Standard**

(24B) evaluate the contributions of significant political and social leaders in the United States such as Hillary Clinton. **Supporting Standard**

(11D) analyze the impact of third parties on presidential elections; and **Supporting Standard**

(20B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including the presidential election of 2000. **Readiness Standard**

(11E) discuss the historical significance of the 2008 presidential election. **Supporting Standard**

(26D) identify the political, social, and economic contributions of women such as Sonia Sotomayor to American society; **Supporting Standard**

(19D) discuss the role of contemporary government legislation in the private and public sectors such as

wk 28: ch 31

wk 29: ch 32

**Modern Times**

**1991-Present**

wk 28: 4/3-7/2017

wk 29: 4/10-14/2017

the American Recovery and Reinvestment Act of 2009; and ***Supporting Standard***

(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;

***readiness standard***