**US History:**

**Study Guide - KEY**

**Unit 1: Colonial Era** [**Text Reference**](http://www.jacksonsd.org/site/default.aspx?PageType=14&DomainID=682&PageID=3062&ModuleInstanceID=4855&ViewID=1e008a8a-8e8a-4ca0-9472-a8f4a723a4a7&IsMoreExpandedView=True) **Ch. 3**

**SSUSH1**

**Compare and contrast the development of English settlement and colonization during the 17th Century.**

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| **a. Investigate how mercantilism and trans-Atlantic trade led to development of colonies.**  |
| * **Mercantilism: economic belief in 1600s-1700s that a country could become wealthy by accumulating gold and silver by selling more goods to other countries than it bought from them; reasoning - more gold and silver would flow into the country than would flow out; trade to benefit home country by using colonies’ resources**
* **Trans-Atlantic trade: New England – not many raw materials that England wanted, England – produced many manufactured goods that New England wanted; New England – needed to sell their raw materials elsewhere (Caribbean - trade sugar for ‘bills of exchange’, trade ‘bills of exchange’ for English manufactured goods; trade btwn Americas, Africa, Europe**
* **Development of colonies: mercantilists wanted colonies so they could buy raw materials (trees, animal furs) from them and sell colonies back their manufactures goods (lumber, furniture, fur coats); colonies benefitted – market to sell their goods to; loss – could only sell to that nation (‘mother country’), colonies that sold raw materials that the mother country did not need could not profit (this was the problem in New England – they turn to ‘triangular trade’)**
 |
| **b. Explain the development of the Southern Colonies including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.**  |
| * **Southern Colonies: Virginia, Maryland, Carolinas, Georgia**
* **Reasons established: Jamestown, Virginia - business venture of London’s *Virginia Company, a joint-stock company*, which raised capital for the expedition to America by selling shares of company stock to investors (people put their money together to pay for the trip); produced tobacco as a cash crop; Baltimore, Maryland – established as a *haven (safe place) for persecuted English Catholics*, later became a tobacco cash-crop producing colony; Carolina – Southern Carolina region produced rice & indigo as *cash crops*, exported via *Charleston*, Northern Carolina region had small tobacco farms, Carolina becomes a *royal colony*; Georgia – buffer btwn English Carolina & Spanish Florida; relieves London’s jails (debtors moved)**
* **Impact of location and place:** **the rich soil and long growing season led to the development of strong agricultural producing southern colonies; rivers and proximity to ‘fall line’ allowed farmers to ship goods to Atlantic Ocean ports to Europe; north of fall line - subsistence family farms that grew crops for small trade, south of fall line – commercial farms that grew high yield cash crops (rice, tobacco, indigo), slave labor resulted**
* **Relations with American Indians: Powhatan – major tribe in Virginia; began peacefully, turned violent as more settlers arrived wanting to cultivate native land for cash crops**
* **Economic development: agricultural economy due to warm climate; used indentured servants & later slave labor after Bacon’s Rebellion; cash crops (tobacco, rice, indigo) exported via Charleston to England**
 |
| **c. Explain the development of the New England Colonies including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development**  |
| * **Northern Colonies: New England Colonies (Massachusetts, Rhode Island, Connecticut, and New Hampshire)**
* **Reasons established: religious reasons; Pilgrims (separatists) – wanted to separate from the Anglican Church; Puritans (non-separatists) wanted to ‘purify’ the Anglican Church; Puritans – not religiously tolerant of other faiths; Rhode Island, Connecticut, New Hampshire will separate from Massachusetts for more religious freedom from Puritans**
* **Impact of location and place:** **poor, thin, rocky soils; short growing season, proximity to sea, thick forests**
* **Relations with American Indians: diplomatic at first – colonists traded with natives; as settler population grew, conflict developed; King Philip (Metacom) & Pequot War leads to loss of land for natives**
* **Economic development: fishing, whaling commercial trade develop using Boston as harbor to ship goods to England**
 |
| **d. Explain the development of the Mid-Atlantic Colonies including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.** |
| * **Mid-Atlantic Colonies: Middle colonies; New York, New Jersey, Pennsylvania, and Delaware; created from Dutch colony of New Netherland**
* **Reasons established: England negotiated New Netherland from the Dutch; already established as a trade port (religious & cultural diversity already established)**
* **Impact of location and place:** **harbors & river systems (highways to move goods from interior to ports); connected Southern English Colonies with Northern New England colonies**; **major ports – New York City & Philadelphia**
* **Relations with American Indians: traded with English; major groups in the area - Algonquian and Iroquois; compensated for their land**
* **Economic development: traded furs with natives for tools & firearms; grew cash crops (wheat & corn); transported goods btwn Northern & Southern colonies on rivers; traded with England through ports (Philadelphia & New York)**
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**SSUSH2**

**Describe the early English colonial society and investigate the development of its governance.**

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| **a. Describe European cultural diversity including the contributions of different ethnic and religious groups.**  |
| * **Ethnic groups: Dutch (New Amsterdam -> New York), English (New England & Southern Colonies, later Middle Colonies), Scottish & Irish (inland near Appalachian Mtns), German (Pennsylvania)**
* **Religious groups: Pilgrims, Puritans, Catholics, Protestants, Jews, Quakers; diversity leads to separation of church & state (govt is not influenced by one religion)**
 |
| **b. Describe the Middle Passage, the growth of the African population and their contributions including but not limited to architecture, agriculture, and foodways.**  |
| * **Middle Passage: portion of Trans-Atlantic trade route from Africa to North America; slaves captured in Africa were brought on extremely crowded & dangerous ships; many died**
* **African population: from many different African cultures, kept separate from White population – unique cultural blend results**
* **Contributions: foodways – okra, watermelon, rice, sweet potatoes, grits; languages – Creole (Louisiana) & Gullah (Georgia & South Carolina); architecture – homes built by slave labor, shotgun homes, used of mud/clay in home construction**
 |
| **c. Describe different methods of colonial self-governance in the period of Salutary Neglect.** |
| * **Salutary Neglect: England decides that the colonies could make more money for England by having less trade restrictions; lessens governance rules as long as colonies provide resources**
* **Colonial self- governance: each colony uses governor & form of elected legislature, House of Burgesses – Jamestown, town meetings – New England; voting rights restricted to white male landowners (though less land ownership requirement than in England); Bacon’s Rebellion – low-income colonists demand equal protection under the law (not just protection for the wealthy), becomes a standard in future US govt**
 |
| **d. Explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.** |
| * **Great Awakening: stressed a personal relationship with God (outside of established churches)**
* **Creating unity: appealing to every societal class (not just members of a church or the elite) in all colonies**
* **Challenging traditional authority: questioned need to follow Church of England or English monarchy**
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**Unit 2: Revolution** [**Text Reference**](http://www.jacksonsd.org/site/default.aspx?PageType=14&DomainID=682&PageID=3062&ModuleInstanceID=4855&ViewID=1e008a8a-8e8a-4ca0-9472-a8f4a723a4a7&IsMoreExpandedView=True) **Ch 4-6**

**SSUSH3**

**Analyze the causes of the American Revolution.**

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| **a. Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.**  |
| * **French & Indian War: Britain & colonists fight French & natives; British wins**
* **1763 Treaty of Paris: France loses territory in North America (except New Orleans)**
* **Groundwork for American Revolution: British want colonists to pay high tariffs (taxes) on goods to pay war debt; colonists did not have representation in Parliament (those deciding on tariffs) nor jury courts on smuggler court cases**
 |
| **b. Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence.**  |
| * **Proclamation of 1763: Battle btwn British & natives; British agree not to settle in natives’ lands (since they don’t have enough troops to monitor the area), tell colonists not to settle past the Appalachian Mtns; angers colonists since they fought with British against French for lands & won; colonists ignore rule & settle in natives’ lands**
* **Stamp Act: British passes tax on all documents or newspapers (receive a ‘stamp’ on the document/paper when tax was paid); previous Sugar Tax affected traders only, Stamp Act affects all colonists**
* **Committees of Correspondence: set up by Massachusetts legislature to communicate with other colonies about tax injustices (no representation in Parliament – those deciding tax laws); New York calls for colonies to send delegates to ‘Stamp Act Congress’ to discuss a unified response to Stamp Act; New York boycotts British goods**
* **Sons & Daughters of Liberty: Samuel Adams organizes protests in Boston against taxes, Daughters of Liberty sew American cloth to boycott British cloth**
* **Intolerable Acts: 5 laws punishing colonists for response to Tea Act (dumping tea in Boston harbor); Boston harbor closed by British, Massachusetts lost ability to self-govern – become a royal colony, court cases would be tried in England, Quartering Act renewed (British soldiers protecting Boston had to live in colonists homes to save British govt $), Quebec land enlarged**
 |
| **c. Explain the importance of Thomas Paine’s *Common Sense* to the movement for independence.**  |
| * **Thomas Paine’s *Common Sense*: pamphlet written to persuade undecided colonists to support independence; written in clear, everyday language**
* **Movement for independence: Blamed King George III for colonists’ struggle with Britain; asked colonists why they would support a king whose laws were unreasonable**
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**SSUSH4**

**Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.**

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| **a. Investigate the intellectual sources, organization, and argument of the Declaration of Independence including the role of Thomas Jefferson and the Committee of Five.**  |
| * **Declaration of Independence: explanation to Britain about why the colonists were seeking their independence**
* **Intellectual sources: John Locke – natural rights are guaranteed to all men by God not govt; Social Contract Theory – govt & people have an unwritten contract; if govt does not protect its people, people don’t have to obey govt**
* **Organization: Preamble – reasons for colonists’ break with Britain, guarantee of natural rights, reference to Social Contract Theory**
* **Argument: preamble supported by 27 points against King George III, including colonists’ attempt at peace through Olive Branch Petition and determination to declare united colonial independence**
* **Thomas Jefferson: main writer of Declaration of Independence**
* **Committee of Five: team of writers of Declaration of Independence (Thomas Jefferson, Benjamin Franklin, John Adams, Robert Livingston of New York, and Roger Sherman of Connecticut)**
 |
| **b. Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams.**  |
| * **Foreign assistance: British military was better trained & prepares, so colonists asked Spain, France, & Netherlands for financial help**
* **French alliance: France helped militarily as well after Battle of Saratoga (colonial victory)**
* **Benjamin Franklin: helped get French support**
* **John Adams: helped get Netherlands support**
 |
| **c. Analyze George Washington as a military leader including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.**  |
| * **George Washington: Commander in Chief of Continental Army; well-respected by troops even with limited resources**
* **Professional Military: Washington asked Continental Congress to appoint a standing army (‘Continental Army), secured additional equipment and supplies, and started a training program for unorganized state militias (from each colony)**
* **Baron von Steuben: Prussian military general, helped train troops at Valley Forge**
* **Marquis de Lafayette: French military general, helped train troops at Valley Forge; helped troops in battle and secured a French alliance at Yorktown**
* **Valley Forge: training camp for Continental Army**
 |
| **d. Investigate the role of geography at Battles of Trenton, Saratoga, and Yorktown.**  |
| * **Role of geography: bodies of water and high ground provided defense; colonists knew the land better than the British**
* **Battle of Trenton: Continental Army (the colonists) crossed the Delaware River on Christmas night and surprise attacked the Hessians (the German soldiers hired by the British); colonists win, boosts morale (makes colonists think they can beat the British even in the winter with no supplies or much training experience)**
* **Battle of Saratoga: British wanted to divide colonies by taking over New York, were going to go through Canada & down Hudson River, but stayed in Philadelphia instead; colonists attacked from high ground; shows colonists’ knowledge of the land helped defeat British, helped gain alliance with French**
* **Battle of Yorktown: British tried to divide colonies again by taking over Southern colonies; unsuccessful – moved back to Yorktown to rejoin more British troops & get supplies; French attacked from Chesapeake Bay/Atlantic Ocean on the east, colonists attacked from the west; British surrendered the war**
 |
| **e. Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.**  |
| * **Women: helped with cooking & sewing; some served as spies**
* **American Indians: some supported British (since they did not want westward expansion); some supported colonists (to force Europeans out); did not receive land protection at the end of the war**
* **Blacks: some were free; many enslaved and free Blacks fought with colonists against British; those in slavery did not receive freedom after the war**
 |
| **f. Explain the significance of the Treaty of Paris, 1783.**  |
| * **Treaty of Paris 1783: ended American Revolution; colonies become independent; new western border – Mississippi River; pre-war debts to be paid back to British**
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**SSUSH5**

**Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**

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| **a. Examine the strengths of the Articles of Confederation including but not limited to the Land Ordinance of 1785, Northwest Ordinance of 1787 and their influence on westward migration, slavery, public education, and the addition of new states.**  |
| * **Strengths of Articles of Confederation: successfully administered new territories (land from the Appalachian Mountains to the Mississippi River**
* **Land Ordinance of 1785: negotiated western portion of states to the federal govt; state govts sold the land back to spectators (real estate agents) to pay fed govt back for war debts; spectators sold for a profit to settlers;**
* **Northwest Ordinance of 1787: land north and west of Ohio River; established method for territory to become a state; needed 5000 free males to establish a legislature; 60,000 people to apply for statehood; required to use one acre of land for a public school; slavery outlawed**
* **Influence: method established for addition of new states; Westward migration – population increased; Slavery - illegal; Public education – developed**
 |
| **b. Evaluate how weaknesses in the Articles of Confederation and Daniel Shays’ Rebellion led to a call for a stronger central government.**  |
| * **Weaknesses in Articles of Confederation: new states feared a strong, central govt, but Articles of Confederation had only one branch of govt (with not oversight); citizens paid taxes directly to their state (no federal tax); could not regulate commerce (trade) or establish a national currency;**
* **Daniel Shays’ rebellion: farmers revolt against state taxes; many feared mob rule**
 |
| **c. Explain the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.**  |
| * **Constitution features: representation in Congress divided among large and small states, focus on limited government, slavery permitted to continue 20 more years**
* **Great Compromise: Virginia Plan – number of representatives determined by population; New Jersey Plan – number of representatives equal between states; Great Compromise – 2-house Congress (Representatives & Senate)**
* **Limited government: state & federal govts; three branches in both (executive, judicial, legislative)**
* **Three-Fifths Compromise: states were permitted to count 3/5 of their slave population for representation in Congress**
 |
| **d. Evaluate the major arguments of the Anti-Federalists and Federalists during the debate on ratification of the Constitution, *The Federalist Papers*, and the roles of Alexander Hamilton and James Madison.**  |
| * **Anti-Federalists: feared a strong, central government; wanted state & individual rights**
* **Federalists: wanted a strong, central government; feared mob rule**
* **The Federalist Papers: written to persuade states to ratify the Constitution**
* **Alexander Hamilton: wrote Federalist Papers with John Jay & James Madison**
* **James Madison: designed foundation of the Constitution**
 |
| **e. Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights.** |
| * **Objections: no state or civil (individual) protections)**
* **Bill of Rights protections: free expression, no self-incrimination, trial by jury, states’ rights if not in Constitution**
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**Unit 3: Growth of a Nation** [**Text Reference**](http://www.jacksonsd.org/site/default.aspx?PageType=14&DomainID=682&PageID=3062&ModuleInstanceID=4855&ViewID=1e008a8a-8e8a-4ca0-9472-a8f4a723a4a7&IsMoreExpandedView=True) **Ch 6-9**

**SSUSH6**

**Analyze the challenges faced by the first five presidents and how they responded.**

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| **a. Examine the presidency of Washington, including the precedents he set.**  |
| * **Washington’s presidency:** **establishment of the Cabinet: informal title “Mr President”; enforcement of federal laws (Whiskey Rebellion)**
* **Precedents:** **no foreign alliances, no political parties, stay neutral**
 |
| **b. Explain how the presidency of John Adams including the Sedition Acts and its influence on the election of 1800.**  |
| * **Adams’ presidency:** **struggled with French; struggled with Dem-Rep; limited citizens speech; increased citizenship requirements; threatened deportation to immigrants who spoke against govt**
* **Sedition Acts:** **cannot talk against the govt (unconstitutional – wanted to limit Jefferson’s followers)**
* **Election of 1800:** **Jefferson wins; Federalist party weakens; 12th Amendment passed (elect pres & VP separately)**
 |
| **c. Explore Jefferson’s expansion of presidential power including the purchase and exploration of the Louisiana Territory.**  |
| * **Jefferson’s presidency:** **Dem-Rep gain power; want** **power centered in states; Jefferson stretched fed power through Louisiana Purchase – wanted to purchase New Orleans for trade transport of Ohio River Valley goods**
* **Louisiana purchase:** **Jefferson bought Louisiana Territory from France for $15mil; not in Constitution; stretched his executive powers; doubles size of US**
 |
| **d. Explain James Madison’s presidency in relation to the War of 1812 and the war’s significance on the development of a national identity.**  |
| * **Madison’s presidency:** **Father of Constitution; asks Congress to declare war of GB**
* **War of 1812: Causes** – **British control of Amer trade w France; British impressment of American merchant ships; British occupation of American forts/alliance with natives in Ohio River Valley**
* **National identity:** **US wins war; world & US see US as strong, independent nation**
 |
| **e. Explain James Monroe’s presidency in relation to the Monroe Doctrine.** |
| * **Monroe’s presidency:** **Era of Good Feelings; nation prospers economically (they’re rich)**
* **Monroe Doctrine:** **European countries ally to attack former American colonies who have recently revolted; Monroe says that the US will stay out of European affairs, and Europe should stay out of the Western Hemisphere; still a foreign policy supported & debated today**
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**SSUSH7**

**Investigate political, economic, and social developments during the Age of Jackson.**

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|  **a. Explain Jacksonian Democracy including expanding suffrage, the Nullification Crisis and states’ rights, and the Indian Removal Act.**  |
| * **Jackson’s presidency:** **wants ‘common man’ to have power in govt; feels elite landowners are running the govt**
* **Suffrage expansion:** **increases voting to all white males (‘universal suffrage’), regardless of land ownership**
* **Nullification Crisis:** **Calhoun (VP) resigns over tariffs imposed on imports, feels they benefit Northern industrialists only, wants states to be able to ‘nullify’ federal laws that they don’t agree with**
* **States’ rights:** **states’ feel they should be supreme over national govt; don’t want to be controlled by nat govt; sectionalism develops**
* **Indian Removal Act:** **Jackson declares that natives can have land out west in exchange for their lands in the east; tribes reluctantly leave; one group sues (Worcester vs GA); Supreme Court sides with natives; Jackson refuses to enforce SC orders, sends fed troops to escort natives west, informally known as ‘Trail of Tears’ (many natives die of starvation, disease, exhaustion)**
 |
| **b. Explain how the North, South, and West were linked through industrial and economic expansion including Henry Clay and the American System.**  |
| * **North, South, & West:** **North – manufacture raw materials; South & West – produce raw materials (grow stuff)**
* **Expansion:** **steamboat – transportation of people & goods; Erie Canal – improves transportation of goods on barges; textile mills on rivers (water power)**
* **Henry Clay:** **Speaker of the House; proponent of American System**
* **American System:** **Clay’s plan for US economy – infrastructure, tariffs on imports, national bank**
 |
| **c. Explain the influence of the Second Great Awakening on social reform movements, including temperance, public education, and women’s efforts to gain suffrage.**  |
| * **Second Great Awakening:** **rebirth of religion through preachers of revivals**
* **Social reform movements:** **Revivalists want to reform society, believe it’s their duty to develop good moral character of new American society**
* **Temperance:** **belief that alcohol consumption should be ‘tempered’ (lessened); protection of women & children from physical & financial abuse**
* **Public education:** **belief that education should be free for all citizens, since voting was now universal; want an educated society to choose govt officials**
* **Women’s suffrage efforts:** **women help with social reforms, want the right to vote**
 |
| **d. Explain how the significance of slavery grew in American politics including slave rebellions and the rise of abolitionism.**  |
| * **Slavery in politics:** **North resentful of high Southern representation in Congress, South feels North imposing tariffs on imports to deliberately financially benefit themselves**
* **Slave rebellions:** **Nat Turner (Black preacher in VA) organizes** **rebellion against white plantation owners’ families, slave laws intensify after this**
* **Abolitionism:** **abolishment of slavery; issue of slavery divides US (South – dependent of slave labor, North – resentful of large #s of reps in Congress due to southern slave populations)**
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**Unit 4: Civil War & Reconstruction** [**Text Reference**](http://www.jacksonsd.org/site/default.aspx?PageType=14&DomainID=682&PageID=3062&ModuleInstanceID=4855&ViewID=1e008a8a-8e8a-4ca0-9472-a8f4a723a4a7&IsMoreExpandedView=True) **Ch 10-12**

**SSUSH8**

**Explore the relationship between slavery, growing north-south divisions, and westward expansion**

 **that led to the outbreak of the Civil War.**

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| **a. Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.**  |
| * **Missouri Compromise:** **states new to the union above the 36 30” line (except Missouri) will be slave states**
* **Louisiana Territory:** **new territory gained from France; Mississippi River to Spanish/Mexican lands**
 |
| **b. Examine James K. Polk’s presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.**  |
| * **James K Polk:** **president during Mexican-American War; annexes Texas**
* **Manifest Destiny:** **belief that it is the fate of Americans to control lands from the Atlantic to the Pacific Oceans**
* **Texas annexation:** **Texas becomes a state after gaining independence from Mexico**
* **Oregon:** **Polk compromises with Great Britain for the southern portion of the Oregon territory; cannot fight two wars – chooses to fight Mexico & compromise w Great Britain (new govt)**
 |
| **c. Analyze the impact of the Mexican War on growing sectionalism.**  |
| * **Mexican War:** **Mexico allows for Texans to take lands; argues that border is Nueces River; Texans say border is Rio Grande river; US gains Texas, as well as California, Utah territory, New Mexico (out of Texas)**
* **Sectionalism**: **Congress debates whether new lands will be slave or free states**
 |
| **d. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.**  |
| * **Compromise of 1850:** **California becomes a free state, DC slave trade outlawed, Fugitive Slave Law, popular sovereignty in New Mexico**
* **Territorial expansion:** **US gains lands in the west (California, Oregon, Texas, New Mexico)**
* **Population growth:** **Population grows in territories; they apply for statehood, must determine in Congress whether they will be slave or free (to keep Congressional balance)**
 |
| **e. Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, *Scott v. Sanford*, John Brown’s Raid on Harper’s Ferry, and the election of 1860 as events leading to the Civil War.** |
| * **Kansas-Nebraska Act:** **repealed Missouri Compromise, began popular sovereignty of slavery in new states**
* **Failure of popular sovereignty:** **“Bleeding Kansas”; pro & anti-slavery groups rush into Kansas; violence erupts as state struggles to determine whether to become free or slave state**
* **Scott v. Sanford:** **former slave appeals to Supreme Court for freedom (since his owner resettled to free state); SC rules slaves a re property and have no rights, also says Congress cannot determine slavery rights of states, repeals Kansas-Nebraska Act & Fugitive Slave Law**
* **John Brown’s Raid on Harper’s Ferry:** **white abolitionist attacks arsenal with mob to attack plantation owners**
* **Election of 1860:** **Lincoln wins; does not win any southern states; South feels unrepresented; secedes from Union**
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**SSUSH9**

**Evaluate key events, issues, and individuals relating to the Civil War**

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| **a. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.**  |
| * **North: more population, railroads, industry**
* **South:** **less population, railroads, industry**
* **Population:** **soldiers (larger immigrant population & later, former slaves)**
* **Functioning railroads:** **transportation of troops & supplies**
* **Industrial output:** **production of weapons & supplies**
 |
| **b. Discuss Lincoln’s purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.**  |
| * **Lincoln:** **President of Union**
* **Suspension of habeas corpus:** **Lincoln forbids Southern sympathizers from speaking against Union (jails without informing them of rights)**
* **Emancipation Proclamation:** **Lincoln gives speech; ends slavery in states in rebellion; indirectly encourages slaves to abandon south & join Union army**
* **Gettysburg Address:** **Lincoln gives speech after battle of Gettysburg; honors fallen soldiers; encourages union to continue the fight for unification**
* **Second Inaugural Address:** **Lincoln gives speech; after reelection & end of war; encourages forgiveness & reconciliation**
 |
| **c. Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, William T. Sherman, and Jefferson Davis.**  |
| * **Ulysses S Grant:** **Commander of Union army**
* **Robert E Lee:** **Commander of Confederate Army**
* **Stonewall Jackson:** **General of Confederate Army; his death marks turning point**
* **William T Sherman:** **General of Union Army; burns Atlanta to Savannah**
* **Jefferson Davis:** **President of Confederacy**
 |
| **d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, Atlanta as well as the impact of geography on these battles.**  |
| * **Ft Sumter:** **start of Civil War; South fires on Northern troops in South Carolina (S)**
* **Antietam:** **bloodiest one-day battle; Northern victory; Lincoln issues Emancipation Proclamation after this in Maryland (Border State)**
* **Vicksburg:** **Northern victory; Confederate West & East divided in Mississippi (S)**
* **Gettysburg:** **Northern victory; last major battle; Lincoln gives Gettysburg Address in Pennsylvania (N)**
* **Atlanta:** **Northern victory; Sherman burns Atlanta to Savannah; destroys railroads (supply lines) in Georgia (S)**
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**SSUSH10**

**Identify legal, political, and social dimensions of Reconstruction.**

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| **a. Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln’s assassination and Johnson’s impeachment.**  |
| * **Presidential Reconstruction:** **lenient policy of readmitting South to the union; 10% plan – citizens pledge allegiance to be readmitted as a state**
* **Congressional Reconstruction:** **strict policy of making South pay for the war; federal military districts in South**
* **Lincoln’s assassination:** **ends lenient reconstruction**
* **Johnson’s impeachment:** **Congress (unconstitutionally) passes Tenure of Office Act; forbids Johnson from firing cabinet members; impeaches Johnson when he fires Sec of War**
 |
| **b. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen’s Bureau) to support poor whites, former slaves, and American Indians.**  |
| * **Freedmen’s Bureau:** **govt organization to help AA gain education & training, as well as food & clothing**
 |
| **c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.**  |
| * **13th Amendment: slavery outlawed**
* **14th Amendment: equality for all citizens**
* **15th Amendment: voting rights for all male citizens**
 |
| **d . Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.** |
| * **Black Codes: denied AA their legal rights in the South**
* **Ku Klux Klan:** **intimidated black voters through violence**
 |
| **e. Analyze how the Presidential Election of 1876 marked the end of Reconstruction.**  |
| * **Election of 1876:** **Tie btwn Hayes (Republican) & Tilden (Democrat)**
* **End of Reconstruction:** **Compromise of 1877; federal troops removed from South, Hayes (Republican) wins election tie over Tilden**
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**Unit 5: Industrial Growth & Reform** [**Text Reference**](http://www.jacksonsd.org/site/default.aspx?PageType=14&DomainID=682&PageID=3062&ModuleInstanceID=4855&ViewID=1e008a8a-8e8a-4ca0-9472-a8f4a723a4a7&IsMoreExpandedView=True) **Ch. 13-17**

**SSUSH11**

**Examine connections between the rise of big business, the growth of labor unions, and technological innovations.**

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| **Explain the effects of railroads on other industries, including steel and oil.**  |
| * **Railroads: grew dramatically after Civil War; goods were no longer bought only regionally; mass production and consumption resulted**
* **Steel: needed for railroad tracks; steel process became cheaper**
* **Oil: could now be transported from western oil drilling areas to eastern markets on railroad**
 |
| **Examine the significance of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies.**  |
| * **Rockefeller: founder of Standard Oil; used horizontal integration (buying all competitors)**
* **Carnegie: founder of Carnegie Steel; used vertical integration (buying all parts of production)**
* **Trusts: another company owns the company (‘parent company’)**
* **Monopolies: only company in a market (no competition)**
 |
| **Examine the influence of key inventions on U.S. infrastructure including but not limited to the telegraph, telephone, and electric light bulb.**  |
| * **Telegraph: coded messages across electric wires connecting long distances; lines built along railroad lines; helped standardize railroad times and communicate btwn east & west coasts**
* **Telephone: voiced messages across electric wires**
* **Light bulb: electric light; led to longer factory hours since workers could work at night now; led to social night life in cities**
 |
| **Describe Ellis and Angel Islands, the change in immigrants’ origins and their influence on the economy, politics, and culture of the United States.**  |
| * **Ellis Island: east coast processing center for immigrants**
* **Angel Island: west coast processing center for immigrants**
* **Change in immigrants’ origins: East – Southern & Eastern Europe; West - China**
* **Influence: Overcrowded cities & economic growth; use of poll taxes & literacy tests to limit voting rights on immigrants**
 |
| **Discuss the origins, growth, influence, and tactics of labor unions including the American Federation of Labor.** |
| * **Labor unions: united groups of workers who fought business owners for better working conditions & pay**
* **American Federation of Labor: union of skilled workers created by Samuel Gompers**
 |

**SSUSH12**

**Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.**

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| **Examine the construction of the transcontinental railroad including the use of immigrant labor.**  |
| * **Transcontinental railroad: railroad that linked east & west coasts**
* **Immigrant labor: Chinese – built Western railroads; Irish – built Eastern railroads**
 |
| **Evaluate how the growth of the western population and innovations in farming and ranching impacted Plains Indians.**  |
| * **Growth of western population: people moved west; railroad companies sold land for cheap; farmers & ranchers sold grain & cattle east & shipped on railroad**
* **Innovations in farming & ranching: barbed-wire fencing closed off the open range; lands became enclosed by ranches**
* **Impact on Plains Indians: Plains Indians’ lands were taken; could not migrate with buffalo (buffalo was their main supply of food, shelter, & clothing)**
 |
| **Explain the Plains Indians’ resistance to western expansion of the United States and the consequences of their resistance** |
| * **Plains Indians: natives who lived in western area of US; Sitting Bull - leader**
* **Resistance to western expansion: Ft Laramie treaty promised native lands but later began to settle in them after gold was found; natives attacked in Battle of Little Big Horn**
* **Consequences of their resistance: US massacred natives at Wounded Knee**
 |

**SSUSH13**

**Evaluate efforts to reform American society and politics in the Progressive Era.**

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| **Describe the influence of muckrakers on affecting change by bringing attention to social problems.**  |
| * **Muckrakers: investigative urban journalists; Upton Sinclair – *The Jungle*, exposed unsanitary meat factories; Ida Tarbell – *The History of Standard Oil*, exposed development of monopolies; Jacob Riis – *How the Other Half Lives*, exposed unsanitary immigrant living conditions**
* **Effect: *The Jungle* – Meat Inspection Act passed & FDA created (required food safety standards); *The History of Standard Oil* – Supreme Court outlaws monopolies; *How the Other Half Lives* – creation of govt sanitation & water depts.**
 |
| **Examine and explain the roles of women in reform movements.**  |
| * **Roles of Women reformers: protested for temperance, women's suffrage, sanitation, educational reforms, anti-racism; Jane Addams – created Hull House (settlement house for new female immigrants to help with finding housing & employment)**
 |
| **Connect the decision of *Plessy v. Ferguson* to the expansion of Jim Crow laws and the formation of the NAACP.**  |
| * **Plessy vs Ferguson: court case; ruled that segregation was legal; businesses had to create ‘separate but equal’ facilities for Blacks**
* **Expansion of Jim Crow laws: segregation laws created in the South to discourage Blacks from participating in politics; expanded to social aspects with separate facilities for Whites & Blacks; expanded to entire country after Plessy vs Ferguson case**
* **Formation of the NAACP: National Association for the Advancement of Colored People; founded by WEB Du Bois to fight White violence & discrimination against Blacks**
 |
| **Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.**  |
| * **Voter empowerment: corrupt govt officials (accepting business bribes in exchange for political favors) angered voters; 17th Amendment – direct election of senators; initiative – citizens can propose laws themselves (not just Congressmen); referendum – an issue can be voted on directly by voters (not just Congressmen); recall – a corrupt elected official can be removed from office**
* **Labor Laws: established minimum work age & wage and maximum work week hours; set standards for workplace conditions & compensation for injured workers**
* **Conservation movement: President Roosevelt developed national parks system to preserve national areas**
 |

**Unit 6: Imperialism & World War I** [**Text Reference**](http://www.jacksonsd.org/site/default.aspx?PageType=14&DomainID=682&PageID=3062&ModuleInstanceID=4855&ViewID=1e008a8a-8e8a-4ca0-9472-a8f4a723a4a7&IsMoreExpandedView=True) **Ch 17-19**

**SSUSH14**

**Explain America’s evolving relationship with the world at the turn of the twentieth century.**

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| **Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism.**  |
| * **Debate over American Imperialism: aid/respect European colonies’ fight for independence; or compete with European powers for colonial territory & world economic power**
* **Spanish-American War: attacked Spanish colonies of Cuba & Philippines under the guise of giving colonies their independence; Cuba – granted independence, Puerto Rico & Guam – given from Spain to US, Philippines – bought from Spain for $20mil, later granted independence**
* **War in the Philippines: US helped Philippines fight Spain for independence, but did not grant independence after war (afraid another country would take over); Philippines fought back, US won – later granted Philippines their independence**
* **Territorial Expansion: US wanted to compete against European nations for world economic power (Europe was colonizing Africa & Asia); also wanted naval bases & trade ports in Caribbean & Pacific**
 |
| **Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.**  |
| * **US Involvement in Latin America: defense & trade btwn Atlantic & Pacific Oceans; Panama Canal connected them**
* **Roosevelt Corollary: added to Monroe Doctrine; if Europe intervened in Latin America, US would intervene with Europe; angered Latin Americans**
* **Panama Canal: built to connect Pacific & Atlantic Oceans; acquired diplomatically**
 |

**SSUSH15**

**Analyze the origins and impact of U.S. involvement in World War I.**

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| **Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.**  |
| * **WWI: Europe fighting (Austria-Hungary & Germany vs Great Britain, France, & Russia)**
* **US Neutrality: European-Americans divided (from many different countries in Europe); President Wilson wants to avoid war**
* **Unrestricted submarine warfare: Germany relies on imports to survive (food, industrial products); British blocks all ports in NW Europe to Germany; Germany retaliates with submarine warfare (even on passenger ships – British shipping war materials on these)**
* **Zimmerman Telegram: Germany wants to force Britain into peace talks; resumes unrestricted warfare; knows US will enter when this resumes; asks Mexico to join Germany to attack US for former lands lost; Mexico declines; US declares war on Germany**
 |
| **Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.**  |
| * **Domestic Impact of WWI: African American population moved North; immigration stopped; factory workers went to war; African Americans replaced them**
* **Great Migration: African American population increased dramatically in Northern factory cities (Chicago, Cleveland, Detroit)**
* **Espionage Act: speech/actions against the war were prohibited**
* **Eugene Debs: Socialist Leader; jailed for anti-war speeches; ran for president from jail**
 |
| **Explain Wilson’s Fourteen Points and the debate over U.S. entry into the League of Nations.** |
| * **Wilson’s Fourteen Points: President Wilson’s plan to avoid future world wars; included in Treaty of Versailles**
* **League of Nations: Wilson’s proposed international organization; Senate did not ratify (blocked by influence of Senate majority leader Henry Cabot Lodge); League created; US did not join**
 |

**Unit 7: Roaring 20s & Great Depression** [**Text Reference**](http://www.jacksonsd.org/site/default.aspx?PageType=14&DomainID=682&PageID=3062&ModuleInstanceID=4855&ViewID=1e008a8a-8e8a-4ca0-9472-a8f4a723a4a7&IsMoreExpandedView=True) **Ch 20-23**

**SSUSH16**

**Investigate how political, economic, and cultural developments after WW I led to a shared national identity.**

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| **Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.**  |
| * **Communism: German philosopher Karl Marx; combined history and economics; world history – series of revolutions by oppressed who form new governments, then become oppressors; final revolution – business owners vs workers; workers will make dictatorship – share ownership of economic process; extreme socialist form**
* **Socialism: Workers like the idea of controlling the economy themselves (not being controlled by business owners); unions created (Industrial Workers of the World); Socialist Party created (weak 3rd Party); 1917 – Russian Revolution, ‘Bolsheviks’ (workers) take over; establish Union of Soviet Socialist Republics (USSR), Vladimir Lenin – leader, wants to end capitalism (private ownership of business), targets the US**
* **Red Scare: union strikes for higher pay; US govt believes strikers are communists; strikes become violent; fear of communism – ‘Red Scare’; most Americans do not want communism, support capitalism**
* **Immigration Restriction: 1924 National Origins Act; quota system – limit on immigrants from each country; caused by Red Scare & ethnocentric views (belief that Americans were superior to outside cultures); resurgence of KKK (nationwide) – target immigrants & non-Protestants**
 |
| **Describe the effects of the Eighteenth and Nineteenth Amendments.**  |
| * **18th Amendment: ban on alcohol distribution; caused by need for grain to feed troops (not to make alcohol) and anti-German sentiments (many beer companies were German businesses)**
* **19th Amendment: women can legally vote; in reaction to women working in factories during WWI & women’s protests; Wilson believed women would support League of Nations**
* **Effects of 18th Amendment: negative –illegal alcohol sale & distribution increased (speakeasies, bootleggers, smuggling, organized crime); positive – tax revenue created from alcohol sales when 21st Amendment passed (repealed 18th Amendment)**
* **Effects of 19th Amendment: women’s independence, equality, political voice improves; women’s dress, activities, attitudes change (go against Victorian moral taboos)**
 |
| **Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.**  |
| * **Consumerism: increased consumer buying during 1920s; financing changes (credit introduced); people move away from their jobs; advertising through mass media becomes popular; people buy automobiles and appliances, see ‘wants’ as ‘needs’**
* **Henry Ford: created Model T (affordable car) using mass production using standard parts and labor specialization in one location; price dropped from $950 to $280 in 10 yrs**
* **Effects: people move to suburbs (no longer necessary to live in city to work, can commute with car); roads improve, highways develop; travel becomes popular; gas stations, motels, restaurants along roads develop**
 |
| **Describe the impact of radio and movies as a unifying force in the national culture.**  |
| * **Radio: 1st broadcast – 1920 Presidential Election; 3mil Americans had radios in 1923; national (no longer regional) identity develops on music, sports, & news**
* **Movies: silent in 1920s; studios make large amount of movies; very popular; conservatives object to moral changes presented in movies; unify national culture (large audience – watching products, activities, clothing)**
* **National Culture: mass market audience; Americans see and hear many of the same products at once; influences unilateral attitudes**
 |
| **Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.** |
| * **Modernism: anti-Victorian era; impressionism, abstract art; art deco (furniture using building materials); skyscrapers; literature - disillusionment (disappointment in reality)**
* **Harlem Renaissance: Black culture in NYC Harlem ‘borough’ (neighborhood); literature, art, music; WEB DuBois & Langston Hughes – writers; Cotton Club - Black jazz club in Harlem, white audiences exposed to Black culture**
* **Jazz: 1920s – ‘Jazz Age’; jazz – used to fill airtime on radio; American art form – from Deep South (New Orleans) with West African musical traditions; improvisational (unrehearsed – free-flowing); musicians - Louis Armstrong and Duke Ellington; influenced composers Cole Porter and the Gershwin Brothers (*Rhapsody in Blue* and *Porgy and Bess*)**
 |

**SSUSH17**

**Analyze the causes and consequences of the Great Depression.**

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| **Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.**  |
| * **Overproduction: mass production lead to over production (supply exceeded demand)**
* **Underconsumption: Europe – low demand after WWI (financial strain); US – more goods than consumers, would not buy American farm goods; oil replaced coal – miners lost jobs; people’s income stayed the same, while prices for goods increased; 1% of Americans owned 40% of the country's wealth**
* **Stock Market Speculation: people ‘speculated’ (guessed) that stocks would increase in wealth and never come down; companies wanted to grow, so they kept offering stock for the public to buy (basically giving the companies money); people bought stock using loans, banks used the stocks themselves as collateral (which were not real – just based on their ‘speculated’ value)**
* **Stock Market Crash: stocks fell – stock buys could not pay their brokers, who could not pay the companies, who lost funds to operate, who had to fire workers, who stopped buying products from other companies, who lost profits, and had to fire workers. And the cycle continued to every business and eventually industry**
* **Great Depression: unemployment increased, depositors withdrew savings; banks asked for loans to be paid – unpaid loans caused 9,000 bank failures; people lost life savings; cash shortage in economy made things worse; Fed Reserve would not help**
 |
| **Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.**  |
| * **Climate: US Great Plains (southern Midwest) – many wet and dry cycles; first farmers arrived during wet period; grain in demand during WWI – famers planted large amounts**
* **Over-farming: people moved out west to profit from rich soil (could produce large yields of crops); Homestead Act – gave people cheap land; 1931 dry cycle – 75% of US in drought, farmers continues planting – destroyed grasses**
* **Dust Bowl: wind blew topsoil away; mile-long dust clouds blew for the next 10 yrs; ended in 1938 – wet cycle returned; Soil Conservation Act passed (regulated plowing methods)**
* **Migration West: 1/3 families (share croppers & tenant farmers – people who rented land) moved west to central California; worked as migrant workers – farmers during growing season who would move to the next farm with the season; known as ‘Okies’ (from Oklahoma)**
 |
| **Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.**  |
| * **Unemployment: 1933 – 25% unemployment (5% unemployment is standard); millions underemployed; 2 mil homeless; women fired for men (many women were single parents); Black workers laid-off, replaced for White workers; children malnourished**
* **Hoovervilles: public assistance programs were flooded with people needing help; men left families to search for work, did not return out of shame; teenagers asked to leave and find work; people became homeless, used packing crates to build housing; crates became known as ‘Hoovervilles’ after President Hoover’s lack of action**
* **Impact: Hoover – implemented work relief programs (construction of Golden Gate Bridge & Hoover Dam); asked fed govt to guarantee home loans so that small banks would not fail; Election of 1932 – Roosevelt victorious over Hoover (57% to 39% - popular vote)**
 |

**SSUSH18**

**Evaluate Franklin D. Roosevelt’s New Deal as a response to the Great Depression**

**and compare how governmental programs aided those in need.**

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| **Describe Roosevelt’s attempts at relief, recovery, and reform reflected in various New Deal programs.**  |
| * **Relief: "New Deal" – Roosevelt’s govt-funded programs; executive order – temporarily closed all US banks; called special session of Congress – sent ‘New Deal’ bills (Federal Emergency Relief Administration - money to states for soup kitchens)**
* **Recovery: work agencies - Public Works Administration (money to states for construction - roads, bridges, dams); Civilian Conservation Corps – money to build land projects (parks); Tennessee Valley Authority - money to build dams & power plants; Agricultural Adjustment Act – farmer subsidies to help recover crop prices by cutting production**
* **Reform: Federal Deposit Insurance Corporation (FDIC) – govt insurance on individual bank accounts with deposits up to $5000; Securities and Exchange Commission (SEC) – regulation of stock market, limited stock speculation**
 |
| **Explain the passage of the Social Security Act as a part of the second New Deal.**  |
| * **Social Security Act: 1935; old-age pensions, unemployment insurance, and aid to the disabled**
* **Second New Deal: supported senior citizens – gave Social Security; (first New Deal did not support elderly)**
 |
| **Analyze political challenges to Roosevelt’s leadership and New Deal programs.**  |
| * **Challenges to Roosevelt’s New Deal: conservatives - government too large and powerful, did not respect individual rights; liberals – did not eliminate inequality; Huey Long – LA Senator, big critic, "Share Our Wealth" - family income from wealth Americans, shot in 1936; Supreme Court declared New Deal pieces unconstitutional - National Industrial Recovery Act declared unconstitutional - fair wages and hours; Agricultural Adjustment Act – farmer subsidies to cut production in an effort to stabilize crop prices; too much govt regulation in business; Roosevelt did not like Supreme Court (conservative & older); wanted to reorganize Supreme Court by adding new judges for every non-retired judge over 70yrs; criticized for wanting to "pack the court." With judges who would approve his New Deal programs; people begin to lose interest in New Deal programs – felt Roosevelt wanted too much power**
 |
| **Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need.** |
| * **Eleanor Roosevelt: President Roosevelt's wife; first to testify in Congress, hold press conferences, speak at a party convention, write a newspaper column, be a radio commentator, earn money as a lecturer; interested in humanitarian causes and social progress; women’s activist - "First Lady of the World" in United Nations; shifted Black vote to Democratic party; changed First Lady’s role to social activism**
* **New Deal Programs: told Roosevelt to create programs to help minorities and the poor; traveled the US to see what was happening (Roosevelt could not travel due to polio)**
 |

**Unit 8: World War II** [**Text Reference**](http://www.jacksonsd.org/site/default.aspx?PageType=14&DomainID=682&PageID=3062&ModuleInstanceID=4855&ViewID=1e008a8a-8e8a-4ca0-9472-a8f4a723a4a7&IsMoreExpandedView=True) **Ch 24-25**

**SSUSH19**

**Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.**

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| **Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.**  |
| * **US Involvement in WWII: WWII led to US as superpower; in the beginning – wanted neutrality; Congressional investigation of WWI showed US entered for own financial gain (European & US stock markets dependent on each other); public against entry in WWII for this reason**
* **1939 Neutrality Act:; Congress – passes laws to stay neutral (no loans or weapons to other countries); ‘cash & carry’ permitted – other countries could pick up weapons & pay (no loans), transport their own weapons – US stayed ‘neutral’ this way (but supported British & French indirectly); US stayed safe (did not have to risk being sunk by German subs); Roosevelt opposed (wanted to have allies if needed), but needed Congress to support his New Deal programs**
* **Lend-Lease Act: GB could not afford to pay cash anymore (needed loaned weapons); new policy – Lend Lease, countries could borrow weapons, pay back later ($50bil – GB, France, SU, China)**
* **Japan Imperialism: Japan wanted to conquer Asia for resources (food, industry); targeted China & Korea; US did not like this – wanted free trade with China; Japan invades Manchuria – leads to war w China; China loses territory (except SW region)**
* **Oil Embargo: US could not aid China during this time bc of Neutrality Acts; Lend-Lease – allowed loans to China; Germany takes over France/Netherlands - Japan takes their Asian colonies (French Indochina, British Malaysia, Dutch East Indies, American Philippines); US – put embargo (stop of trade) on airplane gas & parts to Japan, moved Pacific fleet (navy ships) from CA to HI; June 1941 – total embargo on Japan**
* **Pearl Harbor: Japan feels US threat, plans to take over Asian colonies (East Indies, Malay Peninsula, and the Philippines); wants to destroy US Pacific fleet in defense; Japan launches surprise attack on Pearl Harbor, Hawaii (location of naval base) – Dec 7, 1941; 2400 Americans killed; attack brings US into WWII**
 |
| **Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs.**  |
| * **Pacific Theater: 2 ‘theaters’ (area) of war – Europe & Pacific; US entered war after attack at Pearl Harbor (Pacific Theater); difficulties – distance (Pacific Ocean), 5 mos. travel time, equipment sent to Europe instead; equipment sent to Pacific was outdated/limited, no place to store; climate – could not store food (tropical – heat); ‘Island Hopping’ policy began, used small islands as landing to travel slowly towards Japan’s mainland; bombed Japanese forts along the way**
* **Battle of Midway: Midway – refueling station; US knew Japan would attack; US – loses one carrier, Japan loses four; makes Americans feel that they could win war in Pacific**
* **Manhattan Project: Truman – new pres (FDR dies – Truman – his VP); decision – military invasion of Japan or atomic weapon?; if invade – 1mil Amer deaths could happen; German scientists who left during war – tell FDR that Germany may be making a bomb; US decides to try & make their own; code name for atomic bomb research – ‘Manhattan Project’; Los Alamos, New Mexico – location of atomic weapon test**
* **Atomic Bombing: US bombs Hiroshima & Nagasaki; saves American lives by not invading Japan; Japan surrenders – Aug 1945; WWII ends; arms race begins with Soviet Union & US; research leads to goods, medicine, energy production for electrical power**
 |
| **Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.**  |
| * **Difficulties in the European Theater: supplied Allies with war materials & food; had to cross Atlantic & German submarines/bombing from planes; difficult to get across Europe do deliver supplies (roads were destroyed from bombings); gasoline – short supply; difficult to get supplies to Soviet Union (German subs were blocking their coasts, had to go around Africa & through Iran)**
* **D-Day: ‘Deployment Day’ (day that troops would be released in Europe to free France & later all or Europe); went from GB ro France’s coast (Normandy); largest water invasion ever (150K+); Germans in France unprepared (thought invasion was coming from a different area); Allies win – free France, move towards Germany; turning point of war for Allies**
* **Fall of Berlin: one of last battles in Europe; Soviet Union attacks Berlin & wins; Adolf Hitler commits suicide; Germany surrenders (V-E Day – ‘Victory in Europe’, May 8 1945)**
 |
| **Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.**  |
| * **Wartime conversion: FDR creates War Production Board - private companies (makers of household appliances, goods, & cars) turned in to government war factories (makers of weapons & war vehicles); assembly line produced major weapons & war machines very quickly**
* **Rationing: using less of products; people had to buy food w ‘rationing stamps’ based on family size); people planted gardens to supplement their diet; gas & tires – use less, some ‘black market’ deals (illegal sales)**
* **Role of women: job opportunities & pay increased; served in military; ad campaign – ‘Rosie the Riveter’ (want to attract women to job opportunities to help staff factories – since men have left these jobs for war); 18mil women in workforce**
* **Role of African Americans: not allowed to work in war factories; A Philip Randolph meets w FDR to ask for desegregation in military & to allow AA to work in war factories – FDR says no**
 |
| **Examine Roosevelt’s use of executive powers including the integration of defense industries and the internment of Japanese-Americans** |
| * **Integration of defense industries: Randolph tells FDR he will lead a protest, FDR does not want a protest (needs people united – does not want Hitler to think US has weakness); FDR gives ‘executive order’ (does not need approval of Congress) to integrate defense (allow black Americans to work in war factories & serve in military with white Americans) and make it illegal to discriminate in government employment;**
* **Internment of Japanese Americans: Enemy Alien List – people of German, Italian, Japanese ancestry, required to move away from defense facilities; too many people with German or Italian ancestry to force into camps; people thought Japanese Americans on West Coast had helped with Pearl Harbor bombing, executive order for Japanese internment camps (forced segregated places of living in the desert for Americans with Japanese ancestry); case taken to Supreme Court, internment camps declared legal to protect national security (Schenck vs the US)**
 |

**Unit 9: Cold War & Vietnam** [**Text Reference**](http://www.jacksonsd.org/site/default.aspx?PageType=14&DomainID=682&PageID=3062&ModuleInstanceID=4855&ViewID=1e008a8a-8e8a-4ca0-9472-a8f4a723a4a7&IsMoreExpandedView=True) **Ch. 26-28, 30**

**SSUSH20**

 **Analyze the U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.**

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| **Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War.**  |
| * **Containment: change in foreign policy; no more isolationism – US started to see itself as the ‘world police’; had to save countries from falling to communism (letting Soviet Union become a world power)**
* **Marshall Plan: financial aid to repair Europe after war (destroyed from bombings)**
* **Truman Doctrine: US would help any country that was in danger of falling to communism**
* **Korean War: US wanted to help Korea fight communism; China had recently fallen to communism after civil war; US – defended South Korea, but was not able to defend North Korea since they had aid from China**
 |
| **Connect major domestic issues to their social effects including the G.I. Bill, Truman’s integration policies, McCarthyism, the National Interstate and Defense Highways Act~~, and~~ *~~Brown v. Board of Education~~*~~.~~**  |
| * **G.I. Bill: gave money to returning soldiers for homes, college; increased population boom & educated Americans**
* **Truman’s integration policies: integrated ALL government jobs (added to Roosevelt’s order to integrate the military)**
* **McCarthyism: Red Scare; people (wrongly) accused of being communists; went against freedom of speech; showed fear of spread of communism (and fear of Soviet Union)**
* **National Interstate and Defense Highways Act: established by Eisenhower to ensure safety within the nation (in case of attack – troops & supplies could be quickly transported); indirect effect – growth of suburbs**
 |
| **Examine the influence of Sputnik on U.S. technological innovations and education.** |
| * **Sputnik: Soviet Union’s satellite; first in the world**
* **US Response: increase in science & math education, development of NASA & the Internet; fear of missile gap (not having as many missiles as the Soviet Union)**
 |

**SSUSH21**

**Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.**

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| **Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.** |
| * **Cuba: Cuba uses black market for trade with US when Castro comes in to power, US places an embargo on trade, uses CIA-trained Cuban exiles to overthrow Castro in the Bay of Pigs, Cuban Army defeats them, Cuba asks Soviet Union for help, Soviets move missiles to Cuba, US asks them to take them away, Soviets agree – in return for US taking missiles off of Turkey**
* **Vietnam War: South Vietnamese do not want communism – US helps them fight North Vietnam (helped by Soviet Union & China)**
* **Gulf of Tonkin Resolution: gave president Johnson unlimited use of military without needing a declaration of war from Congress**
 |

**SSUSH23**

**Assess the political, economic, and technological changes during the Reagan, Bush, Sr., Clinton, Bush, and Obama administrations.**

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| **Analyze challenges faced by recent presidents including the collapse of the Soviet Union, ~~Clinton’s impeachment, the attacks of September 11, 2001, and the war against terrorism.~~**  |
| * **Collapse of Soviet Union: Soviet Union’s economy was weakening; Gorbachev set up policies of perestroika & glasnost (rebuilding & reform), allowed more democratic freedoms, Eastern Europeans became democratic through reduced central control, Soviet Union disbanded**
 |

**Unit 10: Civil Rights** [**Text Reference**](http://www.jacksonsd.org/site/default.aspx?PageType=14&DomainID=682&PageID=3062&ModuleInstanceID=4855&ViewID=1e008a8a-8e8a-4ca0-9472-a8f4a723a4a7&IsMoreExpandedView=True) **Ch.28-31**

**SSUSH20**

**Analyze the U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.**

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| **Connect major domestic issues to their social effects including ~~the G.I. Bill, Truman’s integration policies, McCarthyism, the National Interstate and Defense Highways Act, and~~ *Brown v. Board of Education*.*** **Brown vs Board of Education:** **reversed earlier Plessy vs Ferguson case (‘separate but equal’ public accommodations for White & Black persons); black student’s parent sued Kansas court & lost, appealed to Supreme Court & won (‘separate is inherently unequal’); Brown vs BOE permanently integrated public schools**
* **States’ response: slow to comply, some states closed schools rather than integrate; Arkansas governor closed schools, President Eisenhower took over his state National Guard to force integration**
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**SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations**

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| **Connect major domestic issues to their social effects including the passage of Civil Rights legislation following the assassination of John F. Kennedy, and Johnson’s Great Society.*** **Assassination of Kennedy: Kennedy killed by Lee Harvey Oswald in Dallas, TX while driving in a convertible w his wife campaigning for the presidency; VP Johnson sworn in as new president**
* **Civil Rights legislation: Congress had been fighting civil rights legislation – approved it after Kennedy assassination (to honor Kennedy); Civil Rights Act - outlawed segregation in public places, later – outlawed segregation in private businesses & women’s wage discrimination; Voting Rights Act of 1965 – outlawed unequal voter registration requirements (literacy tests), required federal oversight of elections in the South**
* **Johnson’s Great Society:** **wanted to end poverty in the US through social programs paid for by the govt (‘Great Society’);**

**Economic Opportunity Act of 1964 (War on Poverty); Education bills (new and better-equipped classrooms, minority scholarships, and low-interest student loans); Medicare – health care for the elderly; Medicaid - health care for low-income persons; Environment – new requirements for clean air and drinking water; National Endowment for the Arts and the Humanities – financial programs for artists, performers, and writers; Job Corps - job training for young workers; Head Start - program for four and five year olds from disadvantaged families**  |

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| **Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news of the Civil Rights Movement, the moon landing, and the war in Vietnam.*** **Impact of Television: affordable after WWII, grew dramatically (7K to 67mil in 20yrs); created a common national culture; impacted political and social events (Presidential debate between candidates Kennedy and Nixon in 1960, the events of the Civil Rights Movement, reporting from the combat zones of Vietnam, and the moon landing)**
* **News Coverage of Civil Rights Movement: people watched attack & fire hoses on children protesting peacefully; Alabama State Patrol's attack of the Selma Marchers (right before a TV program on Nuremberg War Crimes Trial – Nazi soldiers who carried out the Holocaust); Dr. Martin Luther King Jr.'s "I Have a Dream" speech – live broadcast, brought awareness to segregation & a need for a solution**
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| **Investigate the growth, influence, and tactics of Civil Rights groups, Martin Luther King, Jr., the Letter from a Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.*** **Civil Rights groups: SCLC (Southern Christian Leadership Conference) – group of African American ministers from urban, wealthy middle class areas led by Dr Martin Luther King, Jr who organized after the 1955 Montgomery Bus Boycott (protest by African Americans to end segregation on buses); goal – non-violent protest to discrimination of African Americans; later included northern upper class white supporters; tactics - class-action lawsuits & non-violent civil disobedience (sit-ins, boycotts, marches, voter registration); SNCC (Student Non-Violent Coordinating Committee) – group of African American college students; goal – outlaw segregation; tactics – sit-ins (sat in ‘Whites Only’ section), Freedom Rides (test integrated interstate buses), helped organize March on Washington & ‘Freedom Summer’ (voter registration drive); later – protested Vietnam War, some members split off & pushed ‘Black Power’, dropped ‘non-violence’, became more militant**
* **Martin Luther King, Jr: leader of Civil Rights Movement; minister in Alabama – helped organize non-violent sit-ins & bus boycotts there**
* **Letter from a Birmingham Jail: MLK was arrested in Birmingham while protesting at a sit-in, wrote a letter to church leaders stating why he would not stop protesting, stated he was protesting non-violently & would not wait for justice, since it would not come if he waited**
* **I Have a Dream Speech: MLK’s speech during March on Washington (1963); used A Philip Randolph’s idea; supported Civil Rights legislation (debated in Congress, not yet approved); repeats the phrase ‘I have a dream..’ giving examples of living life with his family and being treated as an equal member of American society; gave much support to Kennedy’s civil rights proposals to Congress**
* **Cesar Chavez: one of primary leaders of United Farm Workers (Latino migrant farm workers);** **wanted better work conditions & pay; founder of National Farm Worker’s Association (first agricultural labor union); tactic – form a group to influence elections, boycotts of grapes, forced employers to give higher wages, water fasts – helped gain fair contacts for other farm workers**
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| **Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr. and Robert F. Kennedy, ~~the Tet Offensive~~, and the presidential election.*** **Election of 1968: Johnson decides not to run for a second term; Democratic Party needed a candidate; Robert Kennedy comes into popularity**
* **Assassination of MLK: killed in Memphis, Tennessee in April 1968 by James Earl Ray; riots broke out; Black Power Movement begins**
* **Assassination of Robert Kennedy: killed in California in June 1968 at Democratic Party primary election celebration by Sirhan Sirhan (Palestinian American – mad about Kennedy’s support of Israel)**
* **Democratic National Convention: Chicago, Illinois; no clear candidate; anti-war protesters; Chicago police used National Guard to violently maintain order; protesters wanted violent attacks broadcast on TV, but Americans did not like violent protests; Republican Party gains popularity through Richard Nixon, calls on ‘silent majority’ to rise up & vote for Republican Party, politics shifts away from liberalism and towards conservativism**
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| **Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, ~~Nixon’s resignation due to the Watergate scandal, and his pardon by Ford.~~*** **Environmental Protection Agency: *Silent Spring* by Rachel Carson brings attention to pollutants in environment (harmful household chemicals, pesticides in farming); Earth Day creation brings attention to environmental movement; creation of Environmental Protection Agency (EPA), Clean Air Act, & Endangered Species Act; EPA – enforces environmental laws & pollutant emission restrictions for individuals & businesses**
* **National Organization for Women: women gained suffrage (right to vote) in 1920, but still were not offered economic equity;**

**Title VII of the Civil Rights Act said discrimination of women was illegal, Equal Employment Opportunity Commission (EEOC) formed to enforce this, yet still permitted gender-segregated job postings; Betty Friedan & Dr. Pauli Murray create the National Organization of Women (NOW); goal – full equality with men; wanted the Equal Rights Amendment (ERA), the repeal of all abortion laws, publicly-funded child care, end of sexual discrimination in hiring practices & income earnings** |

**Unit 11: Nixon to Present** [**Text Reference**](http://www.jacksonsd.org/site/default.aspx?PageType=14&DomainID=682&PageID=3062&ModuleInstanceID=4855&ViewID=1e008a8a-8e8a-4ca0-9472-a8f4a723a4a7&IsMoreExpandedView=True) **Ch 32-34**

**SSUSH22**

**Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.**

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| **Substandard: a. Analyze the international policies and actions taken as a response to the Cold War including the opening of and establishment of diplomatic relations with China, the end of U.S. involvement in Vietnam, the War Powers Act, the Camp David Accords, and Carter’s response to the 1979 Iranian Revolution and hostage crisis.*** **Diplomatic relations with China: Nixon wanted to better the US’s relationship with China in order to end the war in Vietnam and have an ally against the Soviet Union (who was in disagreement with China about borders); Nixon & Kissinger (his National Security Advisor) met with Mao Zedong (Chinese Communist Party Chairman) and agreed to One China policy (China & Taiwan as one entity)**
* **End of U.S. involvement in Vietnam: Nixon’s visit also led to Chinese and Soviet Union to withdraw support for North Vietnam, Soviet Union disarmament (producing fewer weapons), and North Vietnam signing a peace treaty with the US**
* **War Powers Act: required Congress to authorize troop commitments; gave president less power in military allocation decisions**
* **Camp David Accords: Carter’s presidency, wanted worldwide human rights; helped formed a deal btwn Egypt and Israel that led to a peace treaty – Israel withdrew from the Sinai Peninsula, Egypt recognized Israel**
* **Carter’s response to the 1979 Iranian Revolution: US supported Iran’s shah, who was overthrown by Islamic fundamentalists - thought the US was corrupting the Islamic world and did not like its support of Israel**
* **Iran hostage crisis: Iranian terrorists took over the US Embassy in Iran and held it hostage until Carter left office**
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| **Substandard: b. Connect major domestic issues to their social effects including ~~the creation of the Environmental Protection Agency, the emergence of the National Organization for Women,~~ Nixon’s resignation due to the Watergate scandal, and his pardon by Ford.*** **Watergate scandal: Nixon’s reelection campaign accepted donations from corporations for govt favors, later broke in to Democratic campaign headquarters at Watergate Hotel to ‘bug’ (leave recording devices), Nixon tried to cover this and interfere with the investigation afterwards; media received credit for exposing govt corruption; govt checks & balances system shown successfully**
* **Nixon’s resignation: Nixon resigned before being impeached (based on advice from Congressional leaders that he would be convicted after impeachment) – did not want to be first president to be removed; Ford (VP) becomes president (was not elected in presidential election with Nixon – replaced Agnew)**
* **Ford’s Pardon of Nixon: Ford pardoned Nixon in order to move the country forward; future perceptions of the govt were cynical (negative & distrusting), voter turnout declined & fewer candidates ran for office; Republican party weakened; Democratic Jimmy Carter was elected**
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**SSUSH23**

**Assess the political, economic, and technological changes during the Reagan, Bush, Sr., Clinton, Bush, and Obama administrations.**

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| **Substandard: a. Analyze challenges faced by recent presidents including the collapse of the Soviet Union, Clinton’s impeachment, the attacks of September 11, 2001, and the war against terrorism.*** **Collapse of the Soviet Union: failure of production, lack of resources, could not keep up with arms race against US, lack of export demand for oil (US was now buying from Middle East); Gorbachev (Soviet Union president) started rebuilding & reforming (perestroika & glasnost) – free speech & press; Reagan started talks with Gorbachev because of these reforms – arms agreements resulted; Kremlin reduced control of SU states – rebellion resulted; 1989 – end of Cold War**
* **Clinton’s impeachment: House of Representatives impeached (charged) Clinto with perjury (using funds from a real estate improperly) and obstruction of justice (lying under oath about a relationship; Senate aquitted (he was not removed from office)**
* **Attacks of September 11, 2001: Islamic terrorist group used commercial airplanes as weapons on the World Trade Center Twin Towers in NYC and the Pentagon in Washington, DC (another airplane was forced by passengers & crewmembers to crash before it hit its target)**
* **War against terrorism: Patriot Act – allowed suspected terrorists to be held without being charged for 7 days, increased access to private communication by law enforcement; created Department of Homeland Security – respond to terrorist attacks and natural disasters; Operation Enduring Freedom – invasion of Afghanistan to destroy Taliban govt and al-Qaeda terrorist group (Osama bin Laden escaped); Operation Iraqi Freedom – invasion of Iraq to search for weapons of mass destruction supplied to terrorist groups (none found); Iraq president Saddam Hussein executed for crimes against humanity**
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| **Substandard: b. Examine economic policies of recent presidents including Reaganomics.** * **Reaganomics: supply-side economics (more spending by consumers); reduced govt spending, income tax, capital gains tax, govt regulations, loans to consumers; federal deficits increased dramatically (economics problems in 1990s)**
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| **Substandard: c. Examine the influence of technological changes on society including the personal computer, the internet, and social media.** * **Personal computer: first computer – 1946, University of Pennsylvania, large structure; first microprocessor – 1971 (size of a stamp); capability & speed grew quickly**
* **Internet: network of computers, developed in 1980s-1990s; home computers became affordable, email developed**
* **Social Media: online communities (Facebook, Twitter, Instagram, and Snapchat); news source & information sharing; credibility of sources and cyberbullying are concerns**
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| **Summary: Examine the historic nature of the presidential election of 2008.** |
| * **Presidential Election of 2008: historic election, first person of color elected president (Barack Obama), skilled speaker, beat John McCain, who had much more experience; Healthcare Reform (Obamacare), elimination of Osama bin Laden; state elections became divisive**
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