



Standard VUS.2

The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians.

Essential Understanding

Early European exploration and colonization resulted in the redistribution of the world's population as millions of people from Europe and Africa voluntarily and involuntarily moved to the New World.

Exploration and colonization initiated worldwide commercial expansion as agricultural products were exchanged between the Americas and Europe. In time, colonization led to ideas of representative government and religious tolerance that over several centuries would inspire similar transformations in other parts of the world.

Essential Questions

Why did Europeans settle in the English colonies?

How did their motivations influence their settlement patterns and colony structures?

In what ways did the cultures of Europe, Africa, and the Americas interact?

What were the consequences of the interactions of European, African, and American cultures?

Colonial Characteristics

Characteristics of early exploration and settlements in the New World

1. New England was settled by _____ seeking freedom from religious _____ in Europe. They formed a "covenant _____" based on the principles of the Mayflower _____ and Puritan religious beliefs and were often intolerant of those not sharing their _____. They also sought economic opportunity and practiced a form of direct _____ through town _____.
2. The Middle _____ region was settled chiefly by English, Dutch, and _____-speaking immigrants seeking religious _____ and economic opportunity.
3. Virginia and the other _____ colonies were settled by people seeking economic opportunities. Some of the early _____ settlers were "cavaliers," i.e., English nobility who received large land grants in eastern Virginia from the King of _____. Poor English immigrants also came seeking better lives as small _____ or artisans and settled in the Shenandoah Valley or western Virginia, or as indentured _____ who agreed to work on tobacco plantations for a period of time to pay for _____ to the New World.
4. Jamestown, established in 1607 by the Virginia _____ of London as a business venture, was the first permanent English _____ in North America. The Virginia House of Burgesses, established by the 1640s, was the first _____ assembly in the New World. It has operated continuously and is known today as the General Assembly of _____.

Interactions among Europeans, Africans, and American Indians

1. The _____ and settlements of the English in the American _____ and Spanish in the Caribbean, Central America, and South America, often led to violent conflicts with the American _____. The Indians lost their traditional territories and fell victim to _____ carried from Europe. By contrast, French exploration of Canada did not lead to large-scale immigration from _____, and relations with native peoples were generally more cooperative.
2. The growth of an agricultural _____ based on large landholdings in the Southern _____ and in the Caribbean led to the introduction of _____ in the New World. The first _____ were brought against their will to Jamestown in 1619 to work on tobacco _____.

Standard VUS.3 (Social and Economic)

The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

Essential Understanding

Economic and political institutions in the colonies developed in ways that were either typically European or were distinctively American, as climate, soil conditions, and natural resources shaped regional economic development.

The African slave trade and the development of a slave labor system in many of the colonies resulted from plantation economies and labor shortages.

Essential Questions

How did the economic activity and political institutions of the three colonial regions reflect the resources and/or the European origins of their settlers?

Why was slavery introduced into the colonies?

How did the institution of slavery influence European and African life in the colonies?

Colonial Life

Economic characteristics of the Colonial Period

1. The New England _____ developed an economy based on shipbuilding, fishing, lumbering, small-scale subsistence _____, and eventually, manufacturing. The colonies prospered, reflecting the Puritans' strong _____ in the values of hard work and _____.
2. The middle _____ of New York, New Jersey, Pennsylvania, and Delaware developed _____ based on shipbuilding, small-scale farming, and _____. Cities such as New York and Philadelphia began to grow as seaports and/or commercial _____.
3. Southern _____ developed economies in the eastern coastal _____ based on large plantations that grew "cash _____" such as tobacco, rice, and indigo for export to Europe. Farther _____, however, in the mountains and _____ of the Appalachian foothills, the _____ was based on small-scale subsistence farming, hunting, and trading.
4. A strong belief in private _____ of property and free enterprise characterized _____ life everywhere.

Social characteristics of the colonies

1. New England's colonial society was based on _____ standing. The Puritans grew increasingly _____ of dissenters who challenged the Puritans' belief in the _____ between religion and government. Rhode Island was founded by _____ fleeing persecution by Puritans in Massachusetts.
2. The middle colonies were home to multiple _____ groups who generally believed in religious _____, including Quakers in Pennsylvania, Huguenots and _____ in New York, and Presbyterians in New Jersey. These colonies had more flexible social _____ and began to develop a middle class of skilled _____, entrepreneurs (business owners), and small _____.
3. Virginia and the _____ colonies had a social structure based on family _____ and the ownership of land. Large _____ in the eastern lowlands dominated colonial _____ and society and maintained an allegiance to the Church of _____ and closer social ties to Britain than did those in the other colonies. In the mountains and valleys further inland, however, society was characterized by small subsistence farmers, hunters, and _____ of Scots-Irish and English descent.
4. The "Great _____" was a religious movement that swept both _____ and the colonies during the mid-1700s. It led to the rapid growth of evangelical _____, such as Methodist and Baptist, and challenged the established _____ and governmental orders. It laid one of the social _____ for the American _____.

Standard VUS.3 (Political and Slavery)

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Essential Questions

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Why was slavery introduced into the colonies?

How did the institution of slavery influence European and African life in the colonies?

Political and Economic Life

Political life in the colonies

1. New England colonies used town _____ (an "Athenian" direct democracy model) in the operation of _____.
2. Middle _____ incorporated a number of democratic principles that reflected the basic _____ of Englishmen.
3. Southern colonies maintained stronger ties with _____, with planters playing leading roles in representative colonial _____.

The development of indentured servitude and slavery

1. The growth of a plantation-based agricultural _____ in the hot, humid coastal lowlands of the Southern _____ required cheap labor on a large scale. Some of the labor needs, especially in _____, were met by indentured _____, who were often poor persons from _____, Scotland, or Ireland who agreed to work on _____ for a period of time in return for their _____ from Europe or relief from debts.
2. Most _____ labor needs eventually came to be satisfied by the forcible importation of _____. Although some Africans worked as indentured _____, earned their freedom, and lived as free citizens during the Colonial Era, over time larger and larger numbers of enslaved _____ were forcibly brought to the Southern _____ (the "Middle Passage").
3. The development of a _____-based agricultural economy in the Southern _____ eventually led to _____ between the North and _____ and the American _____ War.

Standard VUS.4a

The student will demonstrate knowledge of events and issues of the Revolutionary Period by

a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence.

Essential Understanding

New political ideas about the relationship between people and their government helped to justify the Declaration of Independence.

The revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which American's live.

The American Revolution was inspired by ideas concerning natural rights and political authority, and its successful completion affected people & governments throughout the world for many generations.

Essential Questions

How did the ideas of John Locke and Thomas Paine influence Jefferson's writings in the Declaration of Independence?

Political Ideologies

The ideas of John Locke

The period known as the "_____ " in Europe during the seventeenth and eighteenth _____ saw the development of new _____ about the rights of people and their relationship to their _____. John Locke was an Enlightenment philosopher whose ideas, more than any others, influenced the _____ belief in self-government. Locke wrote that:

1. All people are free, equal, and have "natural _____ " of life, liberty, and _____ that rulers cannot take away.
2. All original power resides in the _____, and they consent to enter into a "social _____ " among themselves to form a _____ to protect their rights. In return, the people promise to obey the laws and rules established by their _____, establishing a system of "ordered _____."
3. Government's powers are _____ to those the people have consented to give to it. Whenever _____ becomes a threat to the people's _____ rights, it breaks the social _____, and the people have the right to alter or _____ it.
4. Locke's ideas about the sovereignty and _____ of the people were radical and _____ the centuries-old practice throughout the world of _____ rule by kings, emperors, and tribal chieftains.

Thomas Paine and *Common Sense*

_____ Paine was an English immigrant to _____ who produced a pamphlet known as *Common _____* that challenged the rule of the American _____ by the King of England. *Common _____* was read and acclaimed by many American _____ during the mid-1700s and contributed to a growing sentiment for _____ from Great Britain.

The Declaration of Independence: authored by Thomas _____ of Virginia, reflected the ideas of Locke and Paine. TJ wrote:

1. "We hold these _____ to be self-evident, that all men are created _____, that they are endowed by their _____ with certain unalienable Rights that among these are Life, _____, and the pursuit of Happiness.
 2. "That to _____ these rights, Governments are instituted among _____, deriving their just powers from the consent of the _____,
 3. "That whenever any Form of _____ becomes destructive of these ends, it is the Right of the _____ to alter or abolish it, and to institute new _____...."
- _____ then went on to detail many of the grievances against the King of _____ that was described in _____ *Sense*.

Standard VUS.4b

The student will demonstrate knowledge of events and issues of the Revolutionary Period by
b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy.

Essential Understanding

The ideals expressed in the Declaration of Independence contradicted the realities of slavery and the undemocratic nature of political participation in the early decades of the new republic.

Essential Questions

How did the Declaration of Independence become a road map for the new republic as it extended the franchise, provided for equality of opportunity, and guaranteed “unalienable rights”?

The Declaration of Independence

The key principles of the _____ of Independence increased _____, social, and economic _____ in the American experience over a _____ of time.

1. Political participation (equality)

- a. Extending the _____
- b. _____ due process of law
- c. Providing free _____ education

2. Social participation (liberty)

- a. Abolishing _____
- b. Extending civil _____ to women and other _____

3. Economic participation (pursuit of happiness)

- a. Regulating the free _____ system
- b. Promoting _____ opportunity
- c. Protecting _____ rights

Standard VUS.4c

The student will demonstrate knowledge of events and issues of the Revolutionary Period by
c) describing the political differences among the colonists concerning separation from Great Britain.

Essential Understanding

The ideas of the Enlightenment and the perceived unfairness of British policies provoked debate and resistance by the American colonists.

Essential Questions

What differences existed among Americans concerning separation from Great Britain?

The American Revolution

Anglo-French rivalry leading to conflict with the colonies

- The _____ in North America between Britain and France led to the _____ and Indian War, in which the French were driven out of _____ and their territories west of the Appalachian _____.
- As a result of the war, _____ took several actions that angered the _____ colonies and led to the _____ Revolution. These included
 - the _____ of 1763, which prohibited settlement _____ of the Appalachian Mountains, a region that was costly for the _____ to protect.
 - new taxes on legal _____ (the “Stamp Act”), tea, and _____, to pay costs incurred during the _____ and Indian War and for British troops to protect _____.

The beginning of the American Revolution

_____ to British rule in the colonies mounted, leading to _____:

- The _____ Tea Party occurred.
- The First Continental _____ was called, to which all of the colonies except _____ sent representatives—the first time most of the _____ had acted together.
- The Boston _____ took place when British troops _____ on anti-British demonstrators.
- War began when the “_____” in Massachusetts fought a brief skirmish with British _____ at Lexington and _____.

Differences among the colonists

The _____ were divided into three main groups during the _____:

- Patriots
 - Believed in complete _____ from Britain
 - Inspired by the ideas of Locke and _____ and the words of Virginian Patrick Henry (“Give me liberty, or give me _____!”)
 - Provided the troops for the American _____, led by Virginian George _____
- Loyalists (Tories)
 - Remained loyal to Britain because of _____ and economic ties
 - Believed that _____ of the colonies was justified to pay for British _____ to protect American settlers from Indian _____
- Neutrals
 - The many _____ who tried to stay as _____ in the war as _____

Standard VUS.4d

The student will demonstrate knowledge of events and issues of the Revolutionary Period by
d) analyzing reasons for colonial victory in the Revolutionary War.

Essential Understanding

The American rebels won their independence because the British government grew tired of the struggle soon after the French agreed to help the Americans.

Essential Questions

What factors contributed to the victory of the American rebels?

Revolutionary War Victory

Factors leading to colonial victory

- Diplomatic

1. Benjamin _____ negotiated a Treaty of _____ with France.
2. The war did not have popular _____ in Great _____.

- Military

1. George _____, general of the American army, avoided any situation that _____ the destruction of his army, and his _____ kept the army together when _____ seemed inevitable.
2. Americans benefited from the presence of the _____ army and navy at the Battle of _____, which ended the war with an American _____.

Standard VUS.5a

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

a) explaining the origins of the Constitution, including the Articles of Confederation.

Essential Understanding

During the Constitutional Era, the Americans made two attempts to establish a workable government based on republican principles.

Essential Questions

How did America's pre-Revolutionary relationship with Britain influence the structure of the first national government?

What weaknesses in the Articles of Confederation led to the effort to draft a new constitution?

The Constitutional Era

American _____ leaders, fearful of a powerful central _____ like Britain's, created the Articles of _____, adopted at the end of the war.

The Articles of Confederation

1. Provided for a weak national _____
2. Gave _____ no power to tax or regulate _____ among the states
3. Provided for no _____ currency
4. Gave each _____ one vote regardless of _____
5. Provided for no _____ or judicial _____

Standard VUS.5b

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington.

Essential Understanding

The Constitution of the United States established a government that shared power between the national government and state governments, protected the rights of states, & provided a system for orderly change through amendments to the Constitution itself.

Essential Questions

How did the delegates to the Constitutional Convention balance competing interests?

What compromises were reached at the Constitutional Convention?

The U.S. Constitution

Key issues and their resolutions

1. Made _____ law the supreme law of the land when _____, but otherwise gave the states considerable leeway to _____ themselves
2. _____ power between large and small states by creating a _____, where each state has two senators, and a House of _____, where membership is based on _____
3. Placated the _____ states by counting slaves as three-fifths of the _____ when determining representation in the United _____ House of Representatives
4. Avoided a too-powerful central _____ by establishing three co-equal _____—legislative, executive, and judicial—with numerous _____ and balances among them
5. Limited the _____ of the federal _____ to those identified in the _____

Key leaders

1. George _____, president of the _____
 1. Washington presided at the _____ and, although seldom participating in the _____, lent his enormous prestige to the _____.
2. James Madison, “_____ of the Constitution”
 1. Madison, a _____ and a brilliant political philosopher, often led the debate and kept copious _____ of the proceedings—the best record _____ have of what transpired at the Constitutional _____.
 2. At the Convention, he authored the “_____ Plan,” which proposed a federal _____ of three separate branches (legislative, _____, judicial) and became the _____ for the structure of the new _____.
 3. He later _____ much of the Bill of _____.

Standard VUS.5c

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.

Essential Understanding

The major principles of the Bill of Rights of the Constitution were based on earlier Virginia statutes.

Essential Questions

How was the Bill of Rights influenced by the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom?

The Bill of Rights

Virginia Declaration of Rights (George Mason)

1. Reiterated the _____ that basic human _____ should not be violated by _____

Virginia Statute for Religious Freedom (Thomas Jefferson)

1. _____ the established church—that is, the practice of _____ support for one favored _____

Bill of Rights

1. James _____ consulted the Virginia Declaration of _____ and the Virginia Statute for Religious _____ when drafting the _____ that eventually became the United States Bill of _____.

Standard VUS.5d

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today.

Essential Understanding

Elements of Federalist and Anti-Federalist thought are reflected in contemporary political debate on issues such as the size and role of government, federalism, and the protection of individual rights.

Essential Questions

What were the major arguments for and against the Constitution of 1787 in the leading Federalist and Anti-Federalist writings and in the ratification debates?

Who were the leading Federalists and Anti-Federalists in the pivotal ratification debate in Virginia?

Federalists v. Anti-Federalists

_____ advocated the importance of a strong _____ government, especially to promote economic _____ and public _____. Today, those who see a primary role for the federal _____ in solving national _____ are heirs to this tradition.

Anti-Federalists feared an overly _____ central government destructive of the _____ of individuals and the prerogatives of the _____. Today, the more _____ thinkers echo these concerns and champion _____, individual initiative, and free _____.

The leading _____ opponents of ratification were Patrick _____ and George Mason; the leading _____ proponents of ratification were _____ Washington and James _____.

Standard VUS.5e

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

e) appraising how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.

Essential Understanding

Important legal precedents established by the Marshall Court strengthened the role of the United States Supreme Court as an equal branch of the national government.

Essential Questions

How did Chief Justice John Marshall, a Virginian, contribute to the growth of the United States Supreme Court's importance in relation to the other branches of the national government?

The Marshall Court

The doctrine of judicial _____ set forth in *Marbury v. _____*, the doctrine of implied _____ set forth in *McCulloch v. _____*, and a broadly national view of economic _____ set forth in *Gibbons v. Ogden* are the foundation blocks of the _____ Court's authority to mediate _____ between branches of _____, levels of government, and competing business _____.

Standard VUS.6a

The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by

a) explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party.

Essential Understanding

Different views of economic and foreign policy issues led to the development of the first American political parties.

Essential Questions

Why did competing political parties develop during the 1790s?

Federalists v. Democratic-Republicans

Controversy over the Federalists' _____ for the Bank of the United _____, the Jay _____, and the undeclared war on _____ contributed to the emergence of an organized opposition _____, the Democratic-Republicans, led by Thomas _____ and James _____.

The presidential election of _____, won by Thomas Jefferson, was the first American _____ election in which power was peacefully _____ from one political party to another.

The _____, led by John Adams and Alexander _____, typically believed in a strong national _____ and commercial economy. They were supported by _____ and business interests in the _____.

The Democratic-_____ believed in a weak national _____ and an agricultural economy. They were supported by _____, artisans, and frontier _____ in the South.

Standard VUS.6b (Expansion)

The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by

b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians.

Essential Understanding

Economic and strategic interests, supported by popular beliefs, led to territorial expansion to the Pacific Ocean.

The new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. Americans, stirred by their hunger for land and the ideology of "Manifest Destiny," flocked to new frontiers.

Conflicts between American settlers and Indian nations in the Southeast and the old Northwest resulted in the relocation of many Indians to reservations.

Essential Questions

What factors influenced American westward movement?

United States' Expansion

Expansion resulting from the Louisiana Purchase and War of 1812

1. Thomas _____, as president in 1803, purchased the huge _____ Territory from France, which doubled the size of the United _____ overnight. He authorized the Lewis and Clark _____ to explore the new territories that lay west of the _____ River. Sacajawea, an American Indian woman, served as their guide and _____.
2. The American victory over the _____ in the War of 1812 produced an _____ claim to the Oregon Territory and _____ migration of American settlers into _____, which was later acquired by treaty from _____.
3. The _____ Doctrine (1823) stated the following:
 1. The American _____ should not be considered for future _____ by any European powers.
 2. Nations in the _____ Hemisphere were inherently different from those of _____—i.e., they were republics by nature rather than _____.
 3. The United States would regard as a _____ to its own peace and safety any _____ by European powers to _____ their system on any _____ state in the Western Hemisphere.
 4. The United States would not _____ in European affairs.

Standard VUS.6b (Manifest Destiny)

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Essential Questions

What factors influenced American westward movement?

Manifest Destiny

The westward movement and economic development

1. American _____ streamed westward from the coastal _____ into the Midwest, _____, and Texas, seeking _____ opportunity in the form of land to own and _____.
2. The growth of _____ and canals helped the growth of an industrial _____ and supported the westward movement of _____.
3. Eli Whitney's invention of the _____ gin led to the spread of the slavery-based "cotton _____" in the Deep South.
4. American _____ into Texas led to an armed revolt against _____ rule and a famous battle at the Alamo, in which a band of _____ fought to the last man against a vastly superior _____. The Texans' eventual victory over Mexican forces subsequently brought _____ into the United States.
5. The _____ victory in the Mexican War during the 1840s led to the acquisition of an enormous _____ that included the present-day states of _____, Nevada, Utah, Arizona, and parts of Colorado and New _____.

Impact on the American Indians

1. The belief that it was America's "Manifest _____" to stretch from the _____ to the Pacific provided political support for territorial _____.
2. During this period of westward _____, American Indians were repeatedly defeated in violent _____ with settlers and soldiers and forcibly removed from their ancestral _____. They were either forced to march far away from their homes (the "_____ of Tears," when several tribes were relocated from Atlantic _____ states to Oklahoma) or confined to _____.

Standard VUS.6c

The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by

c) examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation.

Essential Understanding

Regional self-interests led to a divided nation at war against the British.

Essential Questions

What were the causes of the War of 1812?

The War of 1812

British interference with _____ shipping and _____ expansionism fueled the call for a _____ of war.

_____ opposed Madison's war _____ and talked of secession and proposed constitutional _____, which were not acted upon.

Standard VUS.6d

The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by

d) relating the changing character of American political life in “the age of the common man” (Jacksonian Era) to increasing popular participation in state and national politics.

Essential Understanding

An extension of the franchise, westward expansion, and the rise of sectional interests prompted increased participation in state and national politics.

Essential Questions

In what ways did political democracy change in the years following the War of 1812?

The Jacksonian Era

The changing _____ of American politics in “the age of the _____ man” was characterized by

1. heightened emphasis on _____ in the political process for adult _____ males
2. the rise of _____ group politics and _____ issues
3. a _____ style of campaigning
4. increased voter _____.

Andrew _____ personified the “democratic _____” of the age by challenging the _____ elite and rewarding campaign _____ with public office (_____ System).

The Federalist _____ disappeared, and new political _____, the Whigs and Know-_____, were organized in _____ to the Democratic _____.

Standard VUS.6e (Sectionalism: Causes)

The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by

e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.

Essential Understanding

The nation struggled to resolve sectional issues, producing a series of crises and compromises.

These crises took place over the admission of new states to the Union during the decades before the Civil War. The issue was whether the number of "free states" and "slave states" would remain balanced, thus affecting the distribution of power in the Congress.

Essential Questions

What issues divided America in the first half of the nineteenth century?

Causes of Sectionalism

Sectional tensions caused by competing economic interests

1. The _____ North favored high protective _____ to protect Northern manufactured _____ from foreign competition.
2. The _____ South opposed high _____ that made the price of imports more _____.

Sectional tensions caused by westward expansion

1. As new _____ entered the Union, _____ were reached that maintained the _____ of power in _____ between "free" and "slave" _____.
 - a. The Missouri _____ (1820) drew an east-west line through the Louisiana _____, with _____ prohibited above the _____ and allowed below, except that _____ was allowed in Missouri, _____ of the line.
 - b. In the _____ of 1850, California entered as a free _____, while the new Southwestern _____ acquired from _____ would decide on their own.
 - c. The Kansas-_____ Act of 1854 repealed the Missouri _____ line, giving people in _____ and Nebraska the choice whether to allow _____ in their states or not ("popular sovereignty"). This law produced _____ fighting in Kansas as pro- and anti- _____ forces battled each other. It also led to the _____ of the Republican Party that same year to oppose the _____ of slavery.

Standard VUS.6e (Tension & Suffrage)

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Tension and Suffrage

Sectional tensions caused by debates over the nature of the Union

1. South Carolinians argued that sovereign _____ could nullify the Tariff of 1832 and other acts of _____. A _____ that allowed state governments to invalidate _____ of the national legislature could be dissolved by states _____ from the Union in defense of _____ (Nullification _____).
2. President _____ threatened to send federal _____ to collect the tariff _____.

Sectional tensions caused by the institution of slavery

1. Slave revolts in _____, led by Nat _____ and Gabriel Prosser, fed white Southerners' _____ about slave rebellions and led to harsh laws in the _____ against fugitive slaves. Southerners who favored _____ were intimidated into _____.
2. _____, led by William Lloyd Garrison, publisher of *The _____*, increasingly viewed the institution of _____ as a violation of Christian principles and argued for its _____. Southerners grew alarmed by the growing _____ of the Northern response to the _____.
3. Fugitive _____ events pitted Southern slave _____ against outraged Northerners who opposed returning escaped _____ to bondage.

The women's suffrage movement

1. At the same time the _____ movement grew, another reform _____ took root—the movement to give equal _____ to women.
2. Seneca _____ Declaration
 - a. Roles of Elizabeth Cady Stanton and Susan B. _____, who became involved in the women's suffrage _____ before the Civil War and continued with the _____ after the war

Standard VUS.7a

The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by

a) evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict.

Essential Understanding

Mounting sectional tensions and a failure of political will led to the Civil War.

Essential Questions

What were the causes of the Civil War?

Causes of the Civil War

Causes of the Civil War

1. _____ disagreements and debates over _____, extension of _____ in the territories, and the nature of the Union _____)
2. Northern _____ versus Southern defenders of _____
3. United States Supreme Court decision in the _____ case
4. Publication of _____ by Harriet Beecher _____
5. Ineffective _____ leadership in the 1850s
6. A series of failed _____ over the expansion of slavery in the _____
7. President _____'s call for federal troops in _____

Standard VUS.7b

The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by

b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.

Essential Understanding

The secession of Southern states triggered a long and costly war that concluded with Northern victory and resulted in the restoration of the Union and emancipation of the slaves.

The Civil War put constitutional government to its most important test as the debate over the power of the federal government versus states' rights reached a climax. The survival of the United States as one nation was at risk, and the nation's ability to bring to reality the ideals of liberty, equality, and justice depended on the outcome of the war.

Essential Questions

What were the major military and political events of the Civil War?

Who were the key leaders of the Civil War?

Why did Southern states secede?

Did any state have a right to leave the Union?

Was Lincoln right to use military force to keep the Union intact?

Civil War Events and Leaders

Major events – fill in the blanks and put in chronological order

- A. _____: Site of Lee's surrender to Grant
- B. _____: Turning point of the Civil War
- C. _____: Opening confrontation of the Civil War
- D. Election of _____ (1860), followed by the _____ of several Southern states who feared that he would try to abolish slavery
- E. _____ issued after Battle of Antietam
1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Key leaders and their roles – match the leaders with their roles

- | | |
|-----------------------------|---|
| _____ 1. Abraham Lincoln | A. Former enslaved African American who became a prominent abolitionist and who urged Lincoln to recruit former enslaved African Americans to fight in the Union army |
| _____ 2. Jefferson Davis | B. Confederate general of the Army of Northern Virginia (Lee opposed secession, but did not believe the Union should be held together by force), who urged Southerners to accept defeat and unite as Americans again, when some Southerners wanted to fight on after Appomattox |
| _____ 3. Ulysses S. Grant | C. U.S. Senator who became president of the Confederate States of America |
| _____ 4. Robert E. Lee | D. President of the United States during the Civil War, who insisted that the Union be held together, by force if necessary |
| _____ 5. Frederick Douglass | E. Union military commander, who won victories over the South after several other Union commanders had failed |

Standard VUS.7c

The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by

c) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address.

Essential Understanding

Lincoln's Gettysburg Address said the United States was one nation, not a federation of independent states. For Lincoln, the Civil War was about preserving the Union as a nation "of the people, by the people, and for the people."

Lincoln believed the Civil War was fought to fulfill the promise of the Declaration of Independence and was a "Second American Revolution." He described a different vision for the United States from the one that had prevailed from the beginning of the Republic to the Civil War.

Essential Questions

How did the ideas expressed in the Emancipation Proclamation and the Gettysburg Address support the North's war aims?

What was Lincoln's vision of the American nation as professed in the Gettysburg Address?

Essential Knowledge

Emancipation Proclamation

1. Freed those slaves located in the _____ states (_____ states that had _____)
2. Made the _____ of slavery a Northern _____
3. _____ any interference of _____ governments
4. Allowed for the enlistment of _____ soldiers in the Union Army

Gettysburg Address

1. _____ described the Civil War as a struggle to _____ a nation that was dedicated to the proposition that "_____ " and that was ruled by a government "of the _____, by the _____, and for the _____."
2. Lincoln believed America was "_____, " not a collection of sovereign states. _____ believed that states had freely joined the union and could freely _____.

Standard VUS.7d Reconstruction I

The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by

d) examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

Essential Understanding

The war and Reconstruction resulted in Southern resentment toward the North and Southern African Americans, and ultimately political, economic, and social control of the South returned to whites.

The economic and political gains of former slaves proved to be temporary.

Essential Questions

What were the consequences of the war and Reconstruction?

Reconstruction: Political

Political effects

1. Lincoln's view that the United States was _____ had prevailed.
2. Lincoln believed that since secession was _____, Confederate governments in the Southern states were _____ and the states had never really left the Union. He believed that Reconstruction was a matter of _____ legitimate _____ state governments that were loyal to the Union.
3. Lincoln also believed that to _____ the nation, the federal government should not _____ the South, but act "with _____ towards none, with _____ for all... to bind up the nation's _____."
4. The _____ of Lincoln just a few days after Lee's surrender at _____ enabled Radical _____ to influence the process of Reconstruction in a manner much more _____ towards the former Confederate states. The states that seceded were not allowed back into the Union immediately, but were put under _____ occupation.
5. Radical _____ also believed in aggressively guaranteeing voting and other civil rights to _____. They clashed repeatedly with Lincoln's successor as president, _____, over the issue of civil rights for freed slaves, eventually _____ him, but failing to remove him from office.
6. The three "Civil War Amendments" to the Constitution were added:
 - a. 13th Amendment: _____.
 - b. 14th Amendment: _____.
 - c. 15th Amendment: _____.

The Reconstruction period ended following the extremely close presidential election of 1876. In return for support from Southern Democrats in the electoral college vote, the Republicans agreed to end the military occupation of the South. Known as the _____, this enabled former Confederates who controlled the Democratic Party to regain power. It opened the door to the " _____ " and began a long period in which African Americans in the South were denied the full rights of American citizenship.

Standard VUS.7d Reconstruction II

The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by

d) examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

Essential Understanding

The war and Reconstruction resulted in Southern resentment toward the North and Southern African Americans, and ultimately political, economic, and social control of the South returned to whites.

The economic and political gains of former slaves proved to be temporary.

Essential Questions

What were the consequences of the war and Reconstruction?

Reconstruction: Economy

Economic impact

1. The _____ states were left embittered and _____ by the war. _____, railroads, and _____ had been destroyed throughout the South. Confederate _____ was worthless. Many towns and cities such as _____ and _____ lay in ruins, and the source of _____ was greatly changed due to the loss of _____ during the war and the end of _____. The South would remain an _____-based economy and the _____ section of the nation for many decades afterward.
2. The _____ and _____ emerged with strong and growing _____ economies, laying the foundation for the sweeping _____ of the nation (other than the South) in the next half-century and the emergence of the United States as a _____ economic power by the beginning of the _____ century.
3. The completion of the _____ soon after the war ended intensified the _____ movement of settlers into the states between the _____ River and the _____.

Standard VUS.7e

The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by
e) examining the social impact of the war on African Americans, the common soldier, and the home front, with emphasis on Virginia.

Essential Understanding

Although slavery ended, African-Americans did not achieve full equality during the next 100 years.

For the common soldier, warfare was brutal and camp life was lonely and boring. Many soldiers returned home wounded or disabled.

On the home front, women were required to assume nontraditional roles.

Enslaved African Americans seized the opportunity presented by the approach of Union troops to achieve freedom.

Essential Questions

How did the Civil War affect African Americans and the common soldier?

What was the war's impact on the home front?

Social Impact of the Civil War

African Americans

- The _____ allowed for the enlistment of _____ soldiers.

Common soldiers

3. Warfare often involved _____ - _____ - _____ combat.
4. Wartime _____ and _____ home record this harsh reality.
5. After the war, especially in the South, _____ returned home to find _____ homes and poverty. Soldiers on both sides lived with _____ disabilities.

Women

6. Managed _____ and families with scarce _____
7. Often faced _____ and _____
8. Assumed new roles in _____, _____, and _____ industries

Standard VUS.7f

The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by

f) explaining postwar contributions of key leaders of the Civil War.

Essential Understanding

After the Civil War, both Robert E. Lee and Ulysses S. Grant urged reconciliation between the North and the South.

After the Civil War, Frederick Douglass became the leading spokesman for African Americans in the nation.

Essential Questions

What were the postwar contributions of Ulysses S. Grant, Robert E. Lee, and Frederick Douglass?

Post War Leaders

Match the leader with his post-war accomplishments by placing the correct letter under their name.

Ulysses S. Grant

A. Served as president of Washington College (Washington & Lee University today)

B. Advocated rights for the freedman

Robert E. Lee

C. Opposed retribution directed at the defeated South

D. Supported full equality for African Americans

E. Served as ambassador to Haiti and in the civil service

Frederick Douglass

F. Urged Southerners to reconcile and rejoin the United States

G. Encouraged federal government actions to protect the rights of freedmen in the South

H. Urged Radical Republicans not to be harsh with former Confederates

I. Elected president and served during most of Reconstruction

J. Emphasized the importance of education to the nation's future

K. Advocated for the passage of the 14th and 15th Amendments

Standard VUS.8a

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the United States.

Essential Understanding

In the late nineteenth and early twentieth centuries, economic opportunity, industrialization, technological change, and immigration fueled American growth and expansion.

Essential Questions

What factors influenced American growth and expansion in the late nineteenth and early twentieth century?

Westward Expansion

Westward movement

1. Following the _____ War, the westward movement of settlers intensified in the vast region between the _____ River and the _____ Ocean.
2. The years immediately _____ and _____ the Civil War were the era of the American _____, marked by long _____ for hundreds of miles over unfenced open land in the West, the only way to get cattle to _____.
3. Many Americans had to _____ their lives after the Civil War. They responded to the incentive of free _____ and moved west to take advantage of the _____ of 1862, which gave free public land in the western territories to settlers who would _____ on and _____ the land.
4. _____, including _____ in particular, moved west to seek new _____ after the Civil War.
5. New _____ (for example, railroads and the mechanical reaper), opened new lands in the West for settlement and made _____ profitable by increasing the _____ of production and linking _____ and _____. By the turn of the century, the Great _____ and _____ Mountains regions of the American West were no longer a mostly unsettled frontier, but were fast becoming regions of _____, _____, and _____.
6. The forcible _____ of the _____ from their lands continued throughout the remainder of the _____ century as settlers continued to move _____ following the Civil War.

Standard VUS.8a

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the United States.

Essential Understanding

In the late nineteenth & early 20th centuries, economic opportunity, industrialization, technological change, and immigration fueled American growth and expansion.

Essential Questions

What factors influenced American growth and expansion in the late nineteenth and early twentieth century?

Immigration

Immigration

1. _____ to 1871, most immigrants to America came from _____ and _____ Europe (Germany, Great Britain, Ireland, Norway, and Sweden). During the half-century from _____ until _____, most immigrants came from _____ and _____ Europe (Italy, Greece, Poland, Russia, present-day Hungary, and former Yugoslavia), as well as _____ (China and Japan).
2. Like earlier immigrants, these immigrants came to the USA seeking _____ & _____ for their families.
3. Immigrants made valuable contributions to the dramatic industrial growth of America during this period. _____ workers helped to build the Transcontinental Railroad. Immigrants worked in _____ and _____ mills in the Northeast and the clothing industry in New York City. Slavs, Italians, and Poles worked in the _____ of the East. They often worked for very _____ and endured _____ working conditions to help build the nation's industrial strength.
4. During this period, immigrants from _____ entered America through _____ in New York harbor. Their first view of America was often the _____ of _____, as their ships arrived following the voyage across the Atlantic.
5. Immigrants began the process of _____ into what was termed the American "_____. While often settling in _____ neighborhoods in the growing cities, they and their children worked hard to learn English, adopt American _____, and become American _____. The public _____ served an essential role in the process of assimilating immigrants into American society.
6. Despite the valuable contributions immigrants made to building America during this period, immigrants often faced _____ and _____. There was fear and resentment that immigrants would take jobs for _____ than American workers would accept, and there was prejudice based on _____ and _____ differences.
7. Mounting resentment led _____ to limit immigration through the _____ Act of 1882 and the _____ Act of 1921. These laws effectively cut off most _____ to America for the next several decades; however, the immigrants of this period and their descendants continued to contribute immeasurably to _____ society.

Standard VUS.8a

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the United States.

Essential Understanding

In the late nineteenth & early 20th centuries, economic opportunity, industrialization, technological change, and immigration fueled American growth and expansion.

Essential Questions

What factors influenced American growth and expansion in the late nineteenth and early twentieth century?

American Growth

Growth of cities

1. As the nation's _____ growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as _____ and _____ centers. _____ in the large cities provided _____, but workers' families often lived in harsh conditions, crowded into _____ and _____.
2. The _____ growth of cities caused housing _____ and the need for new public services, such as _____ and _____ systems and public _____. New York City was the first city to begin construction of a _____ system around the turn of the twentieth century, and many cities built _____ or _____ lines.

Admission of new states

- As the population moved _____, many new states in the Great _____ and _____ Mountains regions were added to the United States. By the early _____ century, all the states that make up the _____ United States today, from the Atlantic to the Pacific, had been admitted.

Standard VUS.8b

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States.

Essential Understanding

During the period from the Civil War to World War I, the United States underwent an economic transformation that involved the development of an industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict.

Essential Questions

What fueled the modern industrial economy?

Industrialization and Inventions

Technological change spurred growth of industry primarily in northern cities.

Inventions/Innovations

1. _____ (limited liability)
2. _____
3. _____ (_____) and electricity as a source of power and light
4. _____ (Alexander Graham Bell)
5. _____ (Wright brothers)
6. _____ (Henry Ford)

Industrial leaders

1. _____ (steel)
2. _____ (finance)
3. _____ (oil)
4. _____ (railroads)

Reasons for economic transformation

1. _____ capitalism and special considerations (e.g., land grants to railroad builders)
2. The increasing _____ (from immigration and migration from farms)
3. America's possession of a wealth of _____ and navigable _____

Standard VUS.8c

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

c) analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. DuBois.

Essential Understanding

Discrimination against and segregation of African Americans intensified and took new forms in the late nineteenth century and early twentieth century.

African Americans disagreed about how to respond to these developments.

Essential Questions

How did race relations in the South change after Reconstruction, and what was the African American response?

Discrimination and Segregation

Discrimination against and segregation of African Americans

1. _____ limited _____ for African Americans.
2. After reconstruction, many Southern state governments passed “_____” laws forcing _____ of the races in public places.
3. Intimidation and crimes were directed against African Americans (_____).
4. African Americans looked to the _____ to safeguard their _____.
5. In _____, the Supreme Court ruled that “_____” did not violate the _____ Amendment, upholding the “_____” laws of the era.
6. During the early twentieth century, African Americans began the “_____” to _____ cities in search of jobs and to escape _____ and discrimination in the South.

Responses of African Americans

1. _____ led an anti-_____ crusade and called on the federal government to take action.
2. _____ believed the way to equality was through _____ education and _____ success; he _____ social separation.
3. _____ believed that education was _____ without equality. He supported _____ equality for African Americans by helping to form the _____ (NAACP).

Standard VUS.8d

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women's suffrage movement.

Essential Understanding

The period from Reconstruction through the early twentieth century was a time of contradictions for many Americans. Agricultural expansion was accomplished through wars against the Plains Indians, leading to new federal Indian policies. Industrial development brought great fortunes to a few and raised the standard of living for millions of Americans, but also brought about the rise of national labor unions and clashes between industry and labor. Social problems in rural and urban settings gave rise to third-party movements and the beginning of the Progressive Movement.

Essential Questions

How did the excesses of the Gilded Age contribute to the development of the Progressive Movement?

What were the goals of Progressives, and what were their accomplishments?

Progressive Movement: Causes and Goals

The Progressive Movement used government to institute reforms for problems created by industrialization. Examples of reform include Theodore Roosevelt's " _____ " and Woodrow Wilson's " _____ ."

Causes of the Progressive Movement

1. Excesses of the Gilded Age

- a. _____
- b. _____

2. Working conditions for labor

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Goals of Progressive Movement

- 1. Government controlled by the _____
- 2. Guaranteed _____ opportunities through government _____
- 3. _____ of social injustices

Standard VUS.8d

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What were the goals of Progressives, and what were their accomplishments?

Progressive Movement: Labor

Progressive accomplishments

1. In child labor

- a. _____
- b. _____

2. Impact of labor unions

a. Organizations

- i. _____
- ii. _____ (Samuel Gompers)
- iii. _____ (Eugene V. Debs)
- iv. _____

b. Strikes

- i. _____
- ii. _____
- iii. _____

c. Gains

- i. _____
- ii. _____

3. Antitrust laws

- a. _____: Prevents any business structure that "restrains trade" (monopolies)
- b. _____: Expands Sherman Anti-Trust Act; outlaws price-fixing; exempts unions from Sherman Act

Standard VUS.8d

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Essential Questions

How did the excesses of the Gilded Age contribute to the development of the Progressive Movement?

What were the goals of Progressives, and what were their accomplishments?

Progressive Movement: Elections and Voting Rights

Progressive accomplishments

1. In local governments

- a. New forms of government (_____ -style and _____ -style) to meet needs of increasing _____

2. In state governments

- a. _____
- b. _____
- c. _____

3. In elections

- a. _____
- b. _____ (17th Amendment)
- c. _____

4. Women's suffrage

- a. Was a _____ of modern protest movement
- b. Benefited from strong _____ (e.g., _____ B. _____)
- c. Encouraged _____ to enter the labor force during _____
- d. Resulted in the _____ Amendment to the Constitution

Standard VUS.9a

The student will demonstrate knowledge of the emerging role of the United States in world affairs by

a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets.

Essential Understanding

Many twentieth-century American foreign policy issues have their origins in America's emergence as a world power at the end of the nineteenth century. America's intervention in World War I ensured its role as a world power for the remainder of the century. The growing role of the United States in international trade displayed the American urge to build, innovate, and explore new markets.

Essential Questions

Why did the United States abandon its traditional isolationist foreign policy?

How did the United States expand its influence in the world?

Foreign Policy: Latin American and Asia

Creation of international markets

1. _____: Secretary of State John Hay proposed a policy that would give all nations _____ rights in China.
2. _____: President Taft urged American _____ and _____ to invest in Latin America. He promised that the United States would step in if unrest threatened their _____.
3. Growth in _____ trade occurred from the late 1800s to World War I: the first era of true "_____ economy."

Latin America

1. Spanish American War
 - a. _____ was annexed by the United States.
 - b. The United States asserted its right to intervene in _____ affairs.
2. Panama Canal and the role of _____
 - a. The United States encouraged _____'s independence from _____.
 - b. The parties negotiated a treaty to build the canal.

Asia and the Pacific

1. Hawaii: _____
2. Philippines: _____
3. Open Door Policy: _____

Standard VUS.9b

The student will demonstrate knowledge of the emerging role of the United States in world affairs by
b) evaluating United States involvement in World War I, including Wilson's Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations.

Essential Understanding

While American entry into World War I ensured Allied victory, the failure to conclude a lasting peace left a bitter legacy.

Essential Questions

Why did the United States become involved in World War I?

How did visions of the postwar world differ?

World War I

United States involvement in World War I

1. The war began in Europe in _____ when _____ and Austria-Hungary went to war with _____, _____, and _____.
2. For three years, America remained _____, and there was _____ sentiment not to get involved in a _____ war.
3. The decision to enter the war was the result of continuing German _____ warfare (violating freedom of the seas) and American ties to _____.
4. Americans wanted to “_____.” (Woodrow Wilson)
5. America's military _____ of soldiers and war materials tipped the balance of the war and led to _____'s defeat.

Fourteen Points

Wilson's plan to eliminate the causes of war

Key points

1. _____
2. _____
3. _____
4. _____

Treaty of Versailles

1. The _____ and _____ insisted on punishment of _____.
2. A _____ of _____ was created.
3. National boundaries were _____, creating many new _____.

League of Nations debate in United States

1. Objections to United States foreign policy decisions being made by an international organization, not by U.S. leaders
2. Senate's _____ to approve Treaty of Versailles

Standard VUS.10a

The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by
a) analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values.

Essential Understanding

Popular culture reflected the prosperity of the era.

Essential Questions

How did radio, movies, newspapers, and magazines promote challenges to traditional values?

Popular Culture

Mass media and communications

1. How did radio influence American culture?
2. Why were movies so popular?
3. How did newspapers and magazines spark national fads?

Challenges to traditional values

1. How did Darwin's Theory challenge the traditional religious culture and result in the Scopes Trial?
2. In what ways did women challenge their traditional roles?
3. What were the consequences of the post-war rise in immigration?
4. Did Prohibition support or challenge traditional American values?

Standard VUS.10b

The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by
b) assessing the causes and consequences of the stock market crash of 1929.

Essential Understanding

The United States emerged from World War I as a global power. The stock market boom and optimism of the 1920s were generated by investments made with borrowed money. When businesses failed, the stocks lost their value, prices fell, production slowed, banks collapsed, and unemployment became widespread.

Essential Questions

What caused the stock market crash of 1929?

What were consequences of the stock market crash of 1929?

Stock Market Crash

Causes of the stock market crash of 1929

1. Business was booming, but investments were made with _____ money (over-speculation).
2. There was excessive _____ of _____.
3. Business failures led to _____.
4. Bank _____ were invested in the _____.
5. When the _____ collapsed, the banks ran out of _____.

Consequences of the stock market crash of 1929

1. Clients _____, attempting to _____ their money from the banks, but there was nothing to give them.
2. _____.

Standard VUS.10c

The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by
c) explaining the causes of the Great Depression and its impact on the American people.

Essential Understanding

The Great Depression caused widespread hardship.

Essential Questions

What were the causes of the Great Depression?

How did the depression affect the lives of Americans?

The Great Depression

Causes of the Great Depression

1. The stock market crash of _____ and collapse of _____
2. _____'s failure to prevent widespread collapse of the nation's _____ system in the late 1920s and early 1930s, leading to severe _____ in the nation's supply of money in circulation
3. High _____ tariffs that produced _____ tariffs in other countries, _____ world trade (Tariff Act of 1930, popularly called the _____ Act)

Impact of the Great Depression

1. _____
2. _____
3. _____
4. _____
5. _____

Standard VUS.10d

The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by d) describing how Franklin D. Roosevelt's New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government's role in the economy.

Essential Understanding

The New Deal permanently altered the role of American government in the economy. It also fostered changes in people's attitudes toward government's responsibilities. Organized labor acquired new rights, as the New Deal set in place legislation that reshaped modern American capitalism.

Essential Questions

How did the New Deal attempt to address the causes and effects of the Great Depression?

What impact did the New Deal have on the role of the federal government?

New Deal

New Deal (Franklin Roosevelt)

1. This program changed the role of the _____ to a more active participant in _____.
2. Roosevelt rallied a _____ nation in which one in four workers was unemployed. ("_____".)
3. _____ measures provided **direct payment** to people for immediate help (_____—WPA).
4. _____ were designed to bring the nation out of the depression **over time** (_____—AAA).
5. _____ **corrected** unsound banking and investment practices (_____—FDIC).
6. _____ offered safeguards for workers.

The _____ of the New Deal influenced the public's belief in the _____ of government to **deliver** public services, to **intervene** in the economy, and to act in ways that **promote** the general welfare.

Standard VUS.11a

The student will demonstrate knowledge of World War II by

a) analyzing the causes and events that led to American involvement in the war, including military assistance to the United Kingdom and the Japanese attack on Pearl Harbor.

Essential Understanding

The United States gradually abandoned neutrality as events in Europe and Asia pulled the nations toward war.

Essential Questions

How did the United States respond to increasing totalitarian aggression in Europe and Asia?

What caused America's gradual abandonment of its policy of neutrality?

Two Ocean War

The War in Europe

- World War II began with Hitler's invasion of _____ in 1939, followed shortly after by the Soviet Union's invasion of Poland and the _____ countries from the east.
- During the first two years of the war, the United States stayed officially _____ while Germany overran _____ and most of Europe and pounded Britain from the air (the Battle of Britain). In mid-1941, Hitler turned on his former partner and invaded the _____.
- Despite strong isolationist sentiment at home, the United States increasingly helped _____. It gave _____ war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. Soon after, the _____ - _____ gave the president authority to sell or lend equipment to countries to defend themselves against the _____ powers. _____ compared it to "lending a garden hose to a next-door neighbor whose house is on fire."

The War in Asia

- During the 1930s, a militaristic _____ invaded and brutalized Manchuria and _____ as it sought military and economic domination over _____. The United States refused to recognize Japanese conquests in Asia and imposed an _____ on exports of oil and steel to Japan. Tensions rose, but both countries negotiated to avoid war.
- While negotiating with the United States and without any warning, Japan carried out an air attack on the American naval base at _____, Hawaii, on _____, 1941. The attack destroyed much of the American Pacific fleet and killed several thousand Americans. Roosevelt called it "a date that will live in infamy" as he asked _____ to declare war on Japan.
- After Pearl Harbor, _____ honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war, and the United States was fully involved.

Standard VUS.11b (Strategies)

The student will demonstrate knowledge of World War II by

b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan.

Essential Understanding

Wartime strategies reflect the political and military goals of alliances, the resources on hand, and the geographical extent of the conflict.

Essential Questions

What was the overall strategy of America and its allies in World War II?

How did America's strategy during World War II reflect available resources and the geographical scope of the conflict?

Why were some battles of World War II considered turning points of the war?

Wartime Strategy

Allied strategy

- America and its allies (Britain, and the Soviet Union after being invaded by Germany) followed a "_____ " strategy. Most American military resources were targeted for Europe.
- In the _____, American military strategy called for an "_____ " campaign, seizing islands closer and closer to Japan and using them as _____ for air attacks on Japan, and for cutting off Japanese supplies through submarine warfare against _____ shipping.

Axis strategy

- Germany hoped to defeat the _____ quickly, gain control of Soviet oil fields, and force _____ out of the war through a bombing campaign and submarine warfare before _____'s industrial and military strength could turn the tide.
- Following Pearl Harbor, Japan invaded the _____ and _____ and planned to invade both _____ and _____. Its leaders hoped that America would then accept Japanese predominance in Southeast Asia and the _____, rather than conduct a bloody and costly war to reverse Japanese gains.

Standard VUS.11b (Atlantic Theater)

The student will demonstrate knowledge of World War II by

b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan.

Essential Understanding

Wartime strategies reflect the political and military goals of alliances, the resources on hand, and the geographical extent of the conflict.

Essential Questions

What was the overall strategy of America and its allies in World War II?

How did America's strategy during World War II reflect available resources and the geographical scope of the conflict?

Why were some battles of World War II considered turning points of the war?

The Atlantic Theater

Major battles and military turning points

- North Africa
 - El Alamein: German forces threatening to seize _____ and the _____
_____ were defeated by the _____. This defeat prevented Hitler from gaining access to _____ oil supplies and attacking the Soviet Union from the south.
- Europe
 - Stalingrad: Hundreds of thousands of German soldiers were killed or captured in a months-long siege of the _____ city of Stalingrad. This defeat prevented Germany from seizing the _____ oil fields and turned the tide against Germany in the east.
 - Normandy landings (D-Day): American and Allied troops under Eisenhower landed in German-occupied _____ on June 6, 1944. Despite intense German opposition and heavy _____ casualties, the landings succeeded, and the liberation of western Europe from Hitler began.

Standard VUS.11b (Pacific Theater)

The student will demonstrate knowledge of World War II by

b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan.

Essential Understanding

Wartime strategies reflect the political and military goals of alliances, the resources on hand, and the geographical extent of the conflict.

Essential Questions

What was the overall strategy of America and its allies in World War II?

How did America's strategy during World War II reflect available resources and the geographical scope of the conflict?

Why were some battles of World War II considered turning points of the war?

Pacific Theater

Major battles and military turning points

- Pacific
 - Midway: In the Battle of Midway (termed the "Miracle at Midway"), American naval forces defeated a much larger Japanese force as it prepared to seize _____. Coming only a few months after Pearl Harbor, a Japanese victory at Midway would have enabled Japan to invade _____. The American victory ended the Japanese threat to Hawaii and began a series of American victories in the "island hopping" campaign, carrying the war closer and closer to _____.
 - Iwo Jima and Okinawa: The American invasions of the islands of Iwo Jima and Okinawa brought American forces closer than ever to Japan, but both invasions cost thousands of _____ lives and even more Japanese lives, as Japanese soldiers fought fiercely over every square inch of the islands and Japanese soldiers and _____ committed _____ rather than surrender.
 - Use of the atomic bomb: Facing the prospect of horrendous American and Japanese casualties if American forces were to invade Japan itself, President _____ ordered the use of atomic bombs on the Japanese cities of _____ and Nagasaki to force the Japanese to surrender. Tens of thousands of people were killed in both cities. Shortly after the bombs were used, the Japanese leaders _____, avoiding the need for American forces to invade Japan.

Standard VUS.11c

The student will demonstrate knowledge of World War II by

c) describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments.

Essential Understanding

World War II solidified the nation's role as a global power, ushered in social changes, and established reform agendas that would preoccupy public discourse in the United States for the remainder of the twentieth century.

Women entered into previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.

Essential Questions

How did minority participation in World War II reflect social conditions in the United States?

How did minorities contribute to Allied victory?

Essential Knowledge

Minority participation

- African Americans generally served in _____ military units and were assigned to noncombat roles but demanded the right to serve in _____ rather than support roles.

All-minority military units

- _____ (African American) served in Europe with distinction.
- _____ (Asian American) earned a high number of decorations.

Additional contributions of minorities

- Communication codes of the _____ were used (oral, not written language; impossible for the Japanese to break).
- Mexican Americans also fought, but in _____ units.
- _____ units suffered high casualties and won numerous unit citations and individual medals for bravery in action.

Standard VUS.11d

The student will demonstrate knowledge of World War II by

d) examining the Geneva Convention and the treatment of prisoners of war during World War II.

Essential Understanding

The conduct of war often reflects the social and moral codes of a nation.

The treatment of prisoners of war often reflects the savage nature of conflict and the cultural norms of a nation.

Essential Questions

What was the purpose of the Geneva Convention?

How did the treatment of prisoners of war differ during the war?

Geneva Convention

The Geneva Convention attempted to ensure the humane treatment of prisoners of war by establishing rules to be followed by all nations.

The treatment of prisoners of war in the Pacific Theater often reflected the savagery of the fighting there.

- In the _____, American POWs suffered brutal treatment by the Japanese after surrender of the Philippines.
- _____ soldiers often committed suicide rather than surrender.
- The treatment of prisoners of war in _____ more closely followed the ideas of the Geneva Convention

Standard VUS.11e

The student will demonstrate knowledge of World War II by
e) analyzing the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the postwar trials of war criminals.

Essential Understanding

Specific groups, often the object of hatred and prejudice, face increased risk of discrimination during wartime.

Essential Questions

What was the Holocaust and who were its victims?

What was the short-term and long-term significance of the Holocaust?

The Holocaust

Terms to know

- _____: The systematic and purposeful destruction of a racial, political, religious, or cultural group
- final solution: Germany's decision to exterminate all _____

Affected groups

- _____
- _____
- _____
- _____
- " _____ " (homosexuals, the mentally ill, political dissidents)

Significance

- In the _____ trials, Nazi leaders and others were convicted of war crimes.
- The Nuremberg trials emphasized individual _____ for actions during a war, regardless of orders received.
- The trials led to increased demand for a _____ homeland.

Standard VUS.12a

The student will demonstrate knowledge of the effects of World War II on the home front by
a) explaining how the United States mobilized its economic, human, and military resources.

Essential Understanding

Success in the war required the total commitment of the nation's resources. On the home front, public education and the mass media promoted nationalism.

Essential Questions

How did the United States organize and distribute its resources to achieve victory during World War II?

US Domestic Warfront

Economic resources

- United States government and _____ forged a close working relationship to allocate resources effectively.
- _____ was used to maintain supply of essential products to the war effort.
- War _____ and income tax were used for financing the war.
- Businesses retooled from peacetime to _____ production (e.g., car manufacturing to tank manufacturing).

Human resources

- More women and _____ entered the labor force.
- _____ volunteered in support of the war effort.

Military resources

- The _____ (selective service) was used to provide personnel for the military.

Standard VUS.12b

The student will demonstrate knowledge of the effects of World War II on the home front by
b) describing the contributions of women and minorities to the war effort.

Essential Understanding

Contributions to a war effort come from all segments of a society. Women entered into previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.

Essential Questions

How did women and minorities contribute to America's efforts during World War II?

Women and Minorities

Women on the home front during World War II

- Increasingly participated in the workforce to replace men serving in the military
(e.g. _____)
- Typically participated in _____ military roles

African Americans on the home front during World War II

- _____ to cities in search of jobs in war plants
- Campaigned for victory in war and _____ at home

Standard VUS. 12c

The student will demonstrate knowledge of the effects of World War II on the home front by
c) explaining the internment of Japanese Americans during the war.

Essential Understanding

Prejudice coupled with wartime fears can adversely affect civil liberties of minorities.

Essential Questions

How were Americans of Japanese descent treated after United States entry into World War II, and why?

Internment

Reasons for internment of Japanese Americans

- Strong anti-Japanese prejudice on the _____
- False belief that Japanese Americans were _____ the enemy

Internment of Japanese Americans

- Japanese Americans were _____ to internment camps.
- Internment affected Japanese American populations along the West Coast. The _____
_____ upheld the government's right to act against Japanese Americans living on the
West Coast of the United States. A public _____ was eventually issued by the United
States government, and financial _____ was made to survivors.

Standard VUS.12d

The student will demonstrate knowledge of the effects of World War II on the home front by d) describing the role of media and communications in the war effort.

Essential Understanding

During World War II, the media and entertainment industries saw their role as supporting the war effort by promoting nationalism (patriotism).

Essential Questions

How did media and communications assist the Allied efforts during World War II?

Wartime Media

Media and communications assistance

- The United States government maintained strict _____ of reporting of the war.
- Public morale and _____ campaigns kept Americans focused on the war effort.
- The entertainment industry produced movies, plays, and shows that boosted morale and _____ support for the war effort as well as portrayed the enemy in _____ ways.

Standard VUS.13a

The student will demonstrate knowledge of United States foreign policy since World War II by

a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan.

Essential Understanding

Wars have political, economic, and social consequences.

Essential Questions

What were the political, economic, and social consequences of World War II?

Outcomes of World War II

Postwar outcomes

- The end of World War II found _____ forces occupying most of Eastern and Central _____ and the eastern portion of Germany.
- Germany was _____ into East and West Germany. West Germany became _____ and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the _____ of the Soviet Union and did not adopt democratic institutions.
- Following its defeat, _____ was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong _____ of the United States.
- Europe lay in ruins, and the United States launched the _____, which provided massive financial aid to rebuild European economies and prevent the spread of communism.
- The _____ was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars.

Standard VUS.13b (Cold War)

The student will demonstrate knowledge of United States foreign policy since World War II by
b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe.

Essential Understanding

The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.

The Cold War was essentially a competition between two very different ways of organizing government, society, and the economy: the American-led western nations' belief in democracy, individual freedom, and a market economy, and the Soviet belief in a totalitarian state and socialism.

The United States government's anti-communist strategy of containment in Asia led to America's involvement in the Korean and Vietnamese Wars. The Vietnam War demonstrated the power of American public opinion in reversing foreign policy. It tested the democratic system to its limits, left scars on American society that have not yet been erased, and made many Americans deeply skeptical of future military or even peacekeeping interventions.

Essential Questions

How did the United States respond to the threat of communist expansion?

What are the origins of the Cold War?

What were the early significant events of the Cold War?

What was the impact of the Cold War on Americans at home?

What was the impact of the Vietnam War on Americans at home?

Cold War Basics

Origins of the Cold War

- The Cold War lasted from the end of World War II until the _____ of the Soviet Union.
- The United States and the Soviet Union represented starkly different _____.
- The United States represented _____ political institutions and a generally _____ market economic system. The Soviet Union was a _____ government with a _____ (socialist) economic system.
- The _____ of "containment of communism" was a guiding principle of American foreign policy throughout the Cold War, not to roll it back, but to keep it from _____ and to _____ communist aggression into other countries.
- The North Atlantic Treaty Organization (_____) was formed as a defensive _____ among the United States and western European countries to prevent a Soviet _____ of Western Europe. Soviet allies in Eastern Europe formed the _____, and for nearly _____ years, both sides maintained large military forces facing each other in Europe.
- The communist takeover in _____ shortly after World War II increased American fears of communist domination of most of the world. Rather than becoming strong allies, however, the _____ nations of _____ and the Soviet Union eventually became rivals for territory and diplomatic influence, a split that American foreign policy under President _____ in the 1970s exploited.
- After the Soviet Union matched the United States in _____ weaponry in the 1950s, the threat of a _____ war that would destroy both countries was ever-present throughout the Cold War. America, under President _____, adopted a policy of "massive retaliation" to deter any nuclear strike by the Soviets.

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What was the impact of the Vietnam War on Americans at home?

Korean War

The Korean War

- American involvement in the Korean War in the early 1950s reflected the American policy of _____ of _____.
- After _____ North Korea invaded South Korea, _____ military forces led a United Nations counterattack that drove deep into _____ itself. Communist _____ forces came into the war on the side of North Korea, and although the war threatened to widen, it eventually ended in a _____ with South Korea _____ of communist occupation.

Standard VUS.13b (Vietnam)

The student will demonstrate knowledge of United States foreign policy since World War II by
b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe.

Essential Understanding

The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.

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Essential Questions

How did the United States respond to the threat of communist expansion?

What are the origins of the Cold War?

What were the early significant events of the Cold War?

What was the impact of the Cold War on Americans at home?

What was the impact of the Vietnam War on Americans at home?

The Vietnam War

- American involvement in Vietnam also reflected the Cold War policy of _____.
- Beginning in the 1950s and continuing into the early 1960s, the communist government of _____ attempted to install through force a communist government in _____. The United States helped South Vietnam resist.
- The American military buildup in Vietnam began under _____. After _____ assassination in 1963, the buildup was intensified under President _____.
- The scale of combat in Vietnam grew larger during the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but by fighting a _____, could not force an end to the war on favorable terms.
- America became bitterly _____ over the issue. While there was support for the American military and conduct of the war among many Americans, others opposed the war, and active opposition to the war mounted, especially on _____.
- After Johnson declined to seek re-election, President _____ was elected on a pledge to bring the war to an honorable end. He instituted a policy of "_____, " withdrawing American troops and replacing them with South Vietnamese forces while maintaining military aid to the South Vietnamese.
- Ultimately "_____ " failed when South Vietnamese troops proved unable to resist invasion by the _____-supplied North Vietnamese Army. President Nixon was forced out of office by the _____ scandal. In 1975, North and South Vietnam were merged under communist control.

Standard VUS.13b (Cuba)

The student will demonstrate knowledge of United States foreign policy since World War II by
b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe.

Essential Understanding

The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.

The Cold War was essentially a competition between two very different ways of organizing government, society, and the economy: the American-led western nations' belief in democracy, individual freedom, and a market economy, and the Soviet belief in a totalitarian state and socialism.

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Essential Questions

How did the United States respond to the threat of communist expansion?

What are the origins of the Cold War?

What were the early significant events of the Cold War?

What was the impact of the Cold War on Americans at home?

What was the impact of the Vietnam War on Americans at home?

Kennedy and Cuba

Cuba

- Cuba was also a _____ of Cold War _____.
- _____ led a communist revolution that took over Cuba in the late 1950s.
- Many Cubans fled to _____ and later attempted to invade Cuba and overthrow Castro. This "_____ " invasion failed.
- In 1962, the Soviet Union stationed _____ in Cuba, instigating the _____ Crisis. President _____ ordered the Soviets to remove their missiles, and for several days the world was on the brink of _____ war. Eventually, the Soviet leadership "blinked" and removed their missiles.

Standard VUS.13b (Cold War at Home)

The student will demonstrate knowledge of United States foreign policy since World War II by
b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe.

Essential Understanding

The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.

The Cold War was essentially a competition between two very different ways of organizing government, society, and the economy: the American-led western nations' belief in democracy, individual freedom, and a market economy, and the Soviet belief in a totalitarian state and socialism.

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Essential Questions

How did the United States respond to the threat of communist expansion?

What are the origins of the Cold War?

What were the early significant events of the Cold War?

What was the impact of the Cold War on Americans at home?

What was the impact of the Vietnam War on Americans at home?

Life in America

Impact of the Cold War at home

- The fear of _____ and the threat of _____ war affected American life throughout the Cold War.
- During the 1950s and 1960s, American _____ regularly held _____ to train children what to do in case of a nuclear attack, and American _____ were urged by the government to build _____ shelters in their own basements.
- The convictions of _____ and Julius and Ethel _____ for spying for the Soviet Union and the construction of nuclear weapons by the Soviets, using technical secrets obtained through _____, increased domestic fears of communism.
- Senator _____ played on American fears of communism by recklessly accusing many American governmental officials and other citizens of being _____, based on flimsy or no evidence. This led to the coining of the term *McCarthyism*—the making of _____ accusations based on rumor or guilt by _____.
- The Cold War made _____ policy a major issue in every presidential election during the period.
- The heavy military expenditures throughout the Cold War benefited _____ economy proportionately more than any other state, especially in _____, home to several large naval and air bases, and in Northern Virginia, home to the _____ and numerous private companies that contract with the military.

Standard VUS.13c

The student will demonstrate knowledge of United States foreign policy since World War II by
c) explaining the role of America's military and veterans in defending freedom during the Cold War.

Essential Understanding

A strong military was the key to America's victory over the Soviet Union in the Cold War.

Millions of Americans served in the military during the Cold War. Their service was often at great personal and family sacrifice, yet they did their duty.

Essential Questions

How did America's military forces defend freedom during the Cold War?

Armed Forces

American military forces during the Cold War

- President _____ pledged in his _____ address that the United States would "pay any _____, bear any burden, meet any hardship, support any _____, oppose any foe, in order to assure the survival and the success of _____." In the same address, he also said, "Ask not what your _____ can do for you; ask what you can do for your _____."
- During the Cold War era, millions of Americans served in the _____, defending freedom in wars and conflicts that were not always _____. Many were killed or wounded. As a result of their service, the United States and American ideals of _____ and _____ ultimately prevailed in the Cold War struggle with Soviet communism.
- President Kennedy, a World War II veteran, was _____ in 1963 in Dallas, Texas, in an event that shook the nation's _____ and began a period of internal strife and divisiveness, especially spurred by divisions over United States involvement in _____.
- Unlike veterans of World War II, who returned to a _____ and _____ nation, _____ veterans returned often to face indifference or outright _____ from some who _____ the war.
- It was not until several years after the end of the Vietnam war that the wounds of the war began to heal in America, and Vietnam veterans were _____ and _____ for their service and sacrifices.

Standard VUS.13d

The student will demonstrate knowledge of United States foreign policy since World War II by
d) explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy.

Essential Understanding

Both internal problems and external pressures caused the collapse of the Soviet Union.

Essential Questions

How did internal problems affect the collapse of the Soviet Union?

What was President Ronald Reagan's role in the collapse of the Soviet Union?

Collapse of Communism

Internal problems of the Soviet Union

- Increasing Soviet _____ to compete with the United States
- Rising _____ in Soviet republics
- Fast-paced reforms— _____
- Economic inefficiency
- Gorbachev's _____ and _____
(openness and economic restructuring)

Role of President Ronald Reagan

- Challenged moral legitimacy of the Soviet Union, for example, in speech at the _____
("Mr. Gorbachev, tear down this wall!")
- Increased United States _____ and _____ pressure on the Soviet Union

Standard VUS.13e

The student will demonstrate knowledge of United States foreign policy since World War II by
e) explaining the impact of presidents of the United States since 1988 on foreign policy.

Essential Understanding

With the end of the Cold War, the United States changed its goals and policies.

Involvement in conflicts in other areas of the world has been an integral part of United States foreign policy since 1988.

Essential Questions

How did the United States redirect its goals and policies in the post-Cold War era?

How have presidents shaped American policy since 1988?

Post Cold War Foreign Policy

Selected post-Cold War era goals and policies

- 1.
- 2.
- 3.

President George H. W. Bush, 1989–1993

- Fall of communism in Eastern Europe
 -
 -
 -
- Persian Gulf War 1990–1991
 -
 -

President William J. Clinton, 1993–2001

- North American Free Trade Agreement (_____)
- Full diplomatic relations with _____
- Lifting of economic sanctions against South Africa when its government ended the policy of _____
- _____ action in former Yugoslavia

President George W. Bush, 2001–2008

- Terrorists attacks on United States soil on _____
- War in _____
- War in _____

Standard VUS.14a

The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
a) identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded.

Essential Understanding

By interpreting its powers broadly, the Supreme Court can reshape American society.

Essential Questions

What was the significance of *Brown v. Board of Education*?

What roles did Thurgood Marshall and Oliver Hill play in the demise of segregated schools?

How did Virginia respond to the *Brown v. Board of Education* decision?

Civil Rights and Education

Brown v. Board of Education

- Supreme Court decision that segregated schools are _____ and must desegregate
- Included _____ case

Key people

- Thurgood Marshall: _____ Legal Defense Team
- Oliver Hill: NAACP Legal Defense Team in _____

Virginia response

- _____: Closing some schools
- Establishment of _____ academies
- _____ flight from urban school systems

Standard VUS.14b

The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

Essential Understanding

African Americans, working through the court system and mass protest, reshaped public opinion and secured the passage of civil rights.

Essential Questions

How did the 1963 March on Washington influence public opinion about civil rights?

How did the legislative process advance the cause of civil rights for African Americans?

How did the NAACP advance civil rights for African Americans?

Civil Rights Notable Events

National Association for the Advancement of Colored People (NAACP)

- Challenged _____ in the courts.

1963 March on Washington

- Participants were inspired by the “_____” speech given by Dr. Martin Luther King, Jr.
- The march helped influence _____ opinion to support civil rights legislation.
- The march demonstrated the power of _____, mass protest.

Civil Rights Act of 1964

- The act prohibited _____ based on race, color, religion, gender, or national origin.
- The act desegregated public _____.
- President _____ played an important role in the passage of the act.

Voting Rights Act of 1965

- The act outlawed _____ tests.
- _____ registrars were sent to the South to register voters.
- The act resulted in an _____ in African American voters.
- President Johnson played an important role in the _____ of the act.

Standard VUS.15a

The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by

a) examining the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law.

Essential Understanding

The membership of the United States Supreme Court has changed to become more diverse over time.

The decisions of the United States Supreme Court have expanded individual rights in the years since *Brown v. Board of Education of Topeka, Kansas* (1954).

Essential Questions

How has the membership of the United States Supreme Court changed to become more diverse over time?

How have the decisions of the United States Supreme Court promoted equality and extended civil liberties?

Essential Knowledge

The membership of the United States Supreme Court has included _____ and _____ such as Sandra Day O'Connor, Ruth Bader Ginsburg, and Clarence Thomas.

The civil rights movement of the 1940s, 1950s, and 1960s provided a model that other groups have used to extend civil rights and promote _____ justice.

The United States Supreme Court protects the _____ enumerated in the Constitution of the United States.

The United States Supreme Court identifies a _____ basis for a right to privacy that is protected from government interference.

The United States Supreme Court invalidates _____ acts and _____ actions that the justices agree exceed the authority granted to government officials by the Constitution of the United States.

Standard VUS.15b

The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by

b) analyzing the changing patterns of immigration, the reasons new immigrants choose to come to this country, their contributions to contemporary America, and the debates over immigration policy.

Essential Understanding

Rising immigration has increased American diversity and redefined American identity.

Essential Questions

What factors have drawn immigrants to the United States?

What immigrant groups account for the bulk of immigration?

What issues are currently being debated related to immigration to the United States?

What are some contributions made by immigrants?

A New Melting Pot

Immigration to the United States has increased from many diverse countries, especially Asian and Latin American countries.

Reasons for immigration

- Political _____
- _____ opportunity

Issues related to immigration policy

- Strain on government services
- Filling low-paying jobs in the United States
- _____ issues
- Pathway to _____
- _____ education
- Increasing cultural _____

Contributions of immigrants

- Diversity in music, the visual arts, and _____
- Roles in labor force
- Achievements in science, _____, and other fields

Standard VUS.15c

The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by

c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education.

Essential Understanding

Dramatic advances in technology have affected life in America in many significant areas.
The American space program was a triumph of American technological prowess.
Technology can make communication and information more accessible.

Essential Questions

How has the accessibility to improved technology and communications affected American culture?

Science and Technology

In the early 1960s, President _____ pledged increased support for the American space program. The race to the _____ continued through the 1960s. U.S. astronaut _____ was the first American to orbit the Earth. In 1969, American astronaut _____ was the first person to step onto the moon's surface. He proclaimed, "That's one small step for a man; one giant leap for mankind."

_____ was the first female American astronaut.

Over the past three decades, improved technology and media have brought about better access to communication and information for businesses and individuals in both urban and rural areas. As a result, many more Americans have access to _____ and _____.

Examples of technological advances

- Space exploration
 - _____ shuttle, Mars rover, Voyager missions, _____ telescope
- Communications
 - Satellite, Global positioning system (GPS), Personal communications devices
- _____

Changes in work, school, and health care in recent decades

- _____
- _____ course work
- Growth of service industries
- Breakthroughs in medical research, including improved medical diagnostic and imaging technologies
- _____ - and off-shoring

Standard VUS.15d

The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by

d) examining the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988.

Essential Understanding

Ronald Reagan’s policies had an impact on the relationship between the federal and state governments.

The conservative political philosophy of President Reagan prompted a re-evaluation of the size and role of government in the economy and society of contemporary America.

Essential Questions

What was the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988?

Conservatism

President Reagan and conservative _____ advocated for

- _____ cuts
- transfer of responsibilities to _____ governments
- appointment of judges/justices who exercised “_____”
- _____ in the number and scope of government programs and regulations
- strengthening of the American _____.

The “_____” extended beyond his tenure in office with

- the election of his vice president, _____
- the election of a centrist Democrat, _____
- the Republican sweep of congressional elections and statehouses in the 1990s
- the election of _____ as president.

Standard VUS.15e

The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by

e) assessing the role of government actions that impact the economy.

Essential Understanding

The Federal government has the ability to influence the United States economy. It bases its decisions on economic indicators such as Gross Domestic Product (GDP), exchange rates, rate of inflation, and unemployment rate.

Essential Questions

What are the roles that government plays in the United States economy?

US Economy

Government promotes a healthy economy characterized by full _____ and low

_____ through the actions of

- _____: Monetary policy decisions control the
- supply of _____ and _____ to expand or contract economic growth.
- the president and Congress: Fiscal policy decisions determine levels of government
- _____ and _____; government _____ the economy.

Standard VUS.15f

The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by

f) assessing the role of the United States in a world confronted by international terrorism.

Essential Understanding

The United States has confronted the increase in international terrorism by formulating domestic and international policies aimed at stopping terrorism.

Essential Questions

What role has the United States played in a world confronted by international terrorism?

Terrorism

United States responses to terrorism

- Heightened _____ at home (Patriot Act)
- _____ and _____ initiatives