

## Standards of Learning for The American Journey Modern Times

### Correlations: Academic Standards for United States History: 1865 to the Present

<b>STANDARD USII.1a</b>	<b>Student Edition/ Online Learning Center</b>
The student will demonstrate skills for historical and geographical analysis, and responsible citizenship, including the ability to a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;	Prologue 28–Prologue 31, Prologue 42–Prologue 63, 26–27, 28–29, 54, 73, 103, 110, 118, 135, 139, 155, 158–159, 167, 174, 193, 203, 229, 240, 246, 252, 256–257, 259, 289, 292, 295, 310, 327, 334, 340, 342–343, 359, 364, 368–369, 393, 402–403, 406, 429, 459, 474–475, 493, 504, 525, 532, 556–557, 569, 590, 604–615, VA Essentials USII.1a
<b>STANDARD USII.1b</b>	<b>Student Edition/ Online Learning Center</b>
The student will demonstrate skills for historical and geographical analysis, and responsible citizenship, including the ability to b) make connections between past and present;	52–53, 147, 152, 188–189, 216, 244, 354–355, 420–421, VA Essentials USII.1b
<b>STANDARD USII.1c</b>	<b>Student Edition/ Online Learning Center</b>
The student will demonstrate skills for historical and geographical analysis, and responsible citizenship, including the ability to c) sequence events in United States history from 1865 to the present;	13, 69, 150, 218, 247, 367, 420–421, 446–447, 487, 513, 539, 555, 583, 587, VA Essentials USII.1c
<b>STANDARD USII.1d</b>	<b>Student Edition/ Online Learning Center</b>
The student will demonstrate skills for historical and geographical analysis, and responsible citizenship, including the ability to d) interpret ideas and events from different historical perspectives;	100, 158–159, 577, 585, VA Essentials USII.1d
<b>STANDARD USII.1e</b>	<b>Student Edition/ Online Learning Center</b>

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<p>The student will demonstrate skills for historical and geographical analysis, and responsible citizenship, including the ability to</p> <p style="padding-left: 40px;">e) evaluate and debate issues orally and in writing;</p>	<p>26–27, 158–159, 256–257, 342–343, 474–475, 556–557, VA Essentials USII.1e</p>
<p><b>STANDARD USII.1f</b></p>	<p style="text-align: center;"><b>Student Edition/ Online Learning Center</b></p>
<p>The student will demonstrate skills for historical and geographical analysis, and responsible citizenship, including the ability to</p> <p style="padding-left: 40px;">f) analyze and interpret maps that include major physical features;</p>	<p>Ref 24, Ref 26, Ref 30–Ref 31, Prologue 4, Prologue 12, 112, 130, 239, 244, 250, 268, 339, 382, 486, 536, 538, 584, VA Essentials USII.1f</p>
<p><b>STANDARD USII.1g</b></p>	<p style="text-align: center;"><b>Student Edition/ Online Learning Center</b></p>
<p>The student will demonstrate skills for historical and geographical analysis, and responsible citizenship, including the ability to</p> <p style="padding-left: 40px;">g) use parallels of latitude and meridians of longitude to describe hemispheric location;</p>	<p>Ref 20–Ref 21, 7, 12, 415, 416, 417, VA Essentials USII.1g</p>
<p><b>STANDARD USII.1h</b></p>	<p style="text-align: center;"><b>Student Edition/ Online Learning Center</b></p>
<p>The student will demonstrate skills for historical and geographical analysis, and responsible citizenship, including the ability to</p> <p style="padding-left: 40px;">h) interpret patriotic slogans and excerpts from notable speeches and documents;</p>	<p>Prologue 28–Prologue 31, Prologue 42–Prologue 63, 62, 324–325, 445, 579, 587, VA Essentials USII.1h</p>
<p><b>STANDARD USII.1i</b></p>	<p style="text-align: center;"><b>Student Edition/ Online Learning Center</b></p>
<p>The student will demonstrate skills for historical and geographical analysis, and responsible citizenship, including the ability to</p> <p style="padding-left: 40px;">i) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the</p>	<p>60, 264, 265, 332, 333, 334, 362–365, 389, 390, 436, 437, 484–490, 500–503, 518, 519, 520, 533, 535, 536, 573, 576, VA Essentials USII.1i</p>

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decision and how people and nations responded to positive and negative incentives.			
<b>STANDARD USII.2a</b>		<b>Student Edition/ Online Learning Center</b>	
The student will use maps, globes, photographs, pictures, or tables for a) explaining how physical features and climate influenced the movement of people westward;		90, 110–114, 118–122, 130–131, VA Essentials USII.2a	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>During the nineteenth century, people's perceptions and use of the Great Plains changed.</p> <p>Technological advances allowed people to live in more challenging environments.</p>	<p>How did people's perceptions and use of the Great Plains change after the Civil War?</p> <p>How did people adapt to life in challenging environments?</p>	<p><b>Physical features/climate of the Great Plains</b></p> <ul style="list-style-type: none"> <li>▪ Flatlands that rise gradually from east to west</li> <li>▪ Land eroded by wind and water</li> <li>▪ Low rainfall</li> <li>▪ Frequent dust storms</li> </ul> <p>Because of new technologies, people saw the Great Plains not as a "treeless wasteland" but as a vast area to be settled.</p> <p><b>Inventions/adaptations</b></p> <ul style="list-style-type: none"> <li>▪ Barbed wire</li> <li>▪ Steel plows</li> <li>▪ Dry farming</li> <li>▪ Sod houses</li> <li>▪ Beef cattle raising</li> <li>▪ Wheat farming</li> <li>▪ Windmills</li> <li>▪ Railroads</li> </ul>	Analyze and interpret maps that include major physical features. (USII.1f)
<b>STANDARD USII.2b</b>		<b>Student Edition/ Online Learning Center</b>	

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The student will use maps, globes, photographs, pictures, or tables for b) explaining relationships among natural resources, transportation, and industrial development after 1865;		100–101, 112, 114, 120–121, 132–133, 142–143, 144, VA Essentials USII.2b	
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Advances in transportation linked resources, products, and markets.  Manufacturing areas were clustered near centers of population.	How did advances in transportation link resources, products, and markets?  What are some examples of manufacturing areas that were located near centers of population?	<b>Transportation of resources</b> <ul style="list-style-type: none"> <li>▪ Moving natural resources (e.g., copper and lead) to eastern factories</li> <li>▪ Moving iron ore deposits to sites of steel mills (e.g., Pittsburgh)</li> <li>▪ Transporting finished products to national markets</li> </ul> <b>Examples of manufacturing areas</b> <ul style="list-style-type: none"> <li>▪ Textile industry—New England</li> <li>▪ Automobile industry—Detroit</li> <li>▪ Steel industry—Pittsburgh</li> </ul>	Make connections between past and present. (USII.1b)  Sequence events in United States history. (USII.1c)  Analyze and interpret maps that include major physical features. (USII.1f)
<b>STANDARD USII.2c</b>		<b>Student Edition/ Online Learning Center</b>	
The student will use maps, globes, photographs, pictures, or tables for c) locating the 50 states and the cities most significant to the historical development of the United States.		6–7, 8, 12, 23, 40–41, 42–43, 68–69, 83, 91, 100–101, 110–111, 112, 114, 120–121, 126–127, 130, 144, 162, 168–169, 173, 176, 178–179, 182, 202, 211, 229, 234, 236–237, 239, 306–307, 339, 347, 370, 393, 394–395, 426–427, 430, 432–433, 442–443, 519, 548–549, 554, 556–557, VA Essentials USII.2c	
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A state is an example of a political region. States may be grouped as part of different regions,	What is one way of grouping the 50 states?	<b>States grouped by region</b> <i>Northeast:</i> Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New	Make connections between past and present. (USII.1b)

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<p>depending upon the criteria used.</p> <p>Cities serve as centers of trade and have political, economic, and cultural significance.</p>	<p>What are some examples of cities that historically have had political, economic, and/or cultural significance to the development of the United States?</p>	<p>York, New Jersey, Pennsylvania</p> <p><i>Southeast:</i> Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas</p> <p><i>Midwest:</i> Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota</p> <p><i>Southwest:</i> Texas, Oklahoma, New Mexico, Arizona</p> <p><i>Rocky Mountains:</i> Colorado, Utah, Nevada, Montana, Wyoming, Idaho</p> <p><i>Pacific:</i> Washington, Oregon, California</p> <p><i>Noncontiguous:</i> Alaska, Hawaii</p> <p><b>Cities</b></p> <p><i>Northeast:</i> New York, Boston, Pittsburgh, Philadelphia</p> <p><i>Southeast:</i> Washington, D.C., Atlanta, New Orleans</p> <p><i>Midwest:</i> Chicago, St. Louis, Detroit</p> <p><i>Southwest:</i> San Antonio, Santa Fe</p>	<p>Analyze and interpret maps that include major physical features. (USII.1f)</p> <p>Use parallels of latitude and meridians of longitude to describe hemispheric location. (USII.1g)</p>
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		<p><i>Western (Rocky Mountains):</i> Denver, Salt Lake City</p> <p><i>Pacific:</i> San Francisco, Los Angeles, Seattle</p> <p><i>Noncontiguous:</i> Juneau, Honolulu</p>	
<b>STANDARD USII.3a</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of the effects of Reconstruction on American life by a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America;		Prologue 56, 67, 79, 82, 85, 97, VA Essentials USII.3a	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
The 13th, 14th, and 15th Amendments to the Constitution of the United States of America address the issues of slavery and guarantee equal protection under the law for all citizens.	What are the basic provisions of the 13th, 14th, and 15th Amendments?	<p><b>Basic provisions of the Amendments</b></p> <ul style="list-style-type: none"> <li>▪ 13th Amendment: Bans slavery in the United States and any of its territories</li> <li>▪ 14th Amendment: Grants citizenship to all persons born in the United States and guarantees them equal protection under the law</li> <li>▪ 15th Amendment: Ensures all citizens the right to vote regardless of race or color or previous condition of servitude</li> </ul> <p>These three amendments guarantee equal protection under the law for all citizens.</p>	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Make connections between the past and the present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different</p>

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			historical perspectives. (USII.1d)
<b>STANDARD USII.3b</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of the effects of Reconstruction on American life by b) describing the impact of Reconstruction policies on the South and North;		76–79, 80–85, 86–89, 92–95, VA Essentials USII.3b	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>The Reconstruction policies were harsh and created problems in the South.</p> <p>Reconstruction attempted to give meaning to the freedom that the former enslaved African Americans had achieved.</p>	<p>What were the Reconstruction policies for the South?</p>	<p><b>Reconstruction policies and problems</b></p> <ul style="list-style-type: none"> <li>▪ Southern military leaders could not hold office</li> <li>▪ African Americans could hold public office</li> <li>▪ African Americans gained equal rights as a result of the Civil Rights Act of 1866, which authorized the use of federal troops for its enforcement</li> <li>▪ Northern soldiers supervised the South</li> <li>▪ Freedman’s Bureau, established to aid former enslaved African Americans in South</li> <li>▪ Southerners resented northern “carpetbaggers,” who took advantage of the South during Reconstruction</li> </ul> <p><b>Reconstruction ended with the Election of 1876</b></p>	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>

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		<ul style="list-style-type: none"> <li>▪ Federal troops removed</li> <li>▪ Rights that African Americans gained were lost through Black Codes</li> </ul>	
<b>STANDARD USII.3c</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of the effects of Reconstruction on American life by c) describing the legacy of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.		44–45, 73, 77, VA Essentials USII.3c	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
The actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass created lasting impacts.	What were the lasting impacts of Abraham Lincoln, Robert E. Lee, and Frederick Douglass?	<p>Lincoln:</p> <ul style="list-style-type: none"> <li>▪ Reconstruction plan called for reconciliation</li> <li>▪ Preservation of the Union was more important than punishing the South</li> </ul> <p>Lee:</p> <ul style="list-style-type: none"> <li>▪ Urged Southerners to reconcile at the end of the war and reunite as Americans when some wanted to continue to fight</li> <li>▪ Became president of Washington College which is now known as Washington and Lee University</li> </ul> <p>Douglass:</p> <ul style="list-style-type: none"> <li>▪ Fought for adoption of constitutional amendments that guaranteed voting rights</li> <li>▪ Powerful voice for human</li> </ul>	



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		rights and civil liberties for all	
<b>STANDARD USII.4a</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of how life changed after the Civil War by a) identifying the reasons for westward expansion, including its impact on American Indians;		112, 113, 114, 115, 118–119, 121, 122, 123, 124–129, 611, VA Essentials USII.4a	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
New opportunities and technological advances led to westward migration following the Civil War.	<p>Why did westward expansion occur?</p> <p>How did the lives of American Indians change with western expansion?</p>	<p><b>Reasons for westward expansion</b></p> <ul style="list-style-type: none"> <li>▪ Opportunities for land ownership</li> <li>▪ Technological advances, including the Transcontinental Railroad</li> <li>▪ Possibility of wealth created by the discovery of gold and silver</li> <li>▪ Adventure</li> <li>▪ A new beginning for former enslaved African Americans</li> </ul> <p><b>Impact on American Indians</b></p> <ul style="list-style-type: none"> <li>▪ Opposition by American Indians to westward expansion (Battle of Little Bighorn, Sitting Bull, Geronimo)</li> <li>▪ Forced relocation from traditional lands to reservations (Chief Joseph, Nez Percé)</li> <li>▪ Reduced population through warfare and disease (Battle of Wounded Knee)</li> </ul>	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>

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		<ul style="list-style-type: none"> <li>▪ Assimilation attempts and lifestyle changes, e.g., reduction of buffalo population</li> <li>▪ Reduced their homeland through treaties that were broken</li> </ul>	
<b>STANDARD USII.4b</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of how life changed after the Civil War by b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;		146–151, 152–154, 156, 170–175, 178–183, 200–202, 208, 209, VA Essentials USII.4b	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>Population changes, growth of cities, and new inventions produced interaction and often conflict between different cultural groups.</p> <p>Population changes, growth of cities, and new inventions produced problems in urban areas.</p> <p>Inventions had both positive and negative effects on society.</p>	<p>Why did immigration increase?</p> <p>Why did cities develop?</p> <p>What inventions created great change and industrial growth in the United States?</p> <p>What challenges faced Americans as a result of those social and technological changes?</p>	<p><b>Reasons for increased immigration</b></p> <ul style="list-style-type: none"> <li>▪ Hope for better opportunities</li> <li>▪ Religious freedom</li> <li>▪ Escape from oppressive governments</li> <li>▪ Adventure</li> </ul> <p><b>Reasons why cities developed</b></p> <ul style="list-style-type: none"> <li>▪ Specialized industries including steel (Pittsburgh), meat packing (Chicago)</li> <li>▪ Immigration from other countries</li> <li>▪ Movement of Americans from rural to urban areas for job opportunities</li> </ul>	<p>Make connections between the past and the present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>

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		<p><b>Inventions that contributed to great change and industrial growth</b></p> <ul style="list-style-type: none"> <li>▪ Lighting and mechanical uses of electricity (Thomas Edison)</li> <li>▪ Telephone service (Alexander Graham Bell)</li> </ul> <p>Rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.</p> <p><b>Efforts to solve immigration problems</b></p> <ul style="list-style-type: none"> <li>▪ Settlement houses, such as Hull House founded by Jane Addams</li> <li>▪ Political machines that gained power by attending to the needs of new immigrants (e.g., jobs, housing)</li> </ul> <p><b>Discrimination against immigrants</b></p> <ul style="list-style-type: none"> <li>▪ Chinese</li> <li>▪ Irish</li> </ul> <p><b>Challenges faced by cities</b></p> <ul style="list-style-type: none"> <li>▪ Tenements and ghettos</li> <li>▪ Political corruption (political machines)</li> </ul>	
<p><b>STANDARD USII.4c</b></p>		<p><b>Student Edition/ Online Learning Center</b></p>	

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<p>The student will demonstrate knowledge of how life changed after the Civil War by</p> <p style="padding-left: 40px;">c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;</p>		<p>80–81, 88, 89, 97, 98, 126–129, 172, 173, 174, 175, 220–226, VA Essentials USII.4c</p>	
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Discrimination against African Americans continued after Reconstruction.</p> <p>“Jim Crow” laws institutionalized a system of legal segregation.</p> <p>African Americans differed in their responses to discrimination and “Jim Crow.”</p>	<p>What is racial segregation?</p> <p>How were African Americans discriminated against?</p> <p>How did African Americans respond to discrimination and “Jim Crow”?</p>	<p><b>Racial segregation</b></p> <ul style="list-style-type: none"> <li>▪ Based upon race</li> <li>▪ Directed primarily against African Americans, but other groups also were kept segregated</li> <li>▪ American Indians were not considered citizens until 1924</li> </ul> <p>“Jim Crow” laws were passed to discriminate against African Americans.</p> <p><b>“Jim Crow” laws</b></p> <ul style="list-style-type: none"> <li>▪ Made discrimination practices legal in many communities and states</li> <li>▪ Were characterized by unequal opportunities in housing, work, education, government</li> </ul> <p><b>African American response</b></p> <ul style="list-style-type: none"> <li>▪ Booker T. Washington— Believed equality could be achieved through vocational education; accepted social separation</li> </ul>	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>

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		<ul style="list-style-type: none"> <li>▪ W.E.B. Du Bois—Believed in full political, civil, and social rights for African Americans</li> </ul>	
<b>STANDARD USII.4d</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of how life changed after the Civil War by d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;		142–145, 146–151, 152–157, 168–169, 170, 171, 172, 173, 178, 179, VA Essentials USII.4d	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
Between the Civil War and World War I, the United States was transformed from an agricultural to an industrial nation.	<p>What created the rise in big business?</p> <p>What factors caused the growth of industry?</p> <p>How did industrialization and the rise in big business influence life on American farms?</p>	<p><b>Reasons for rise and prosperity of big business</b></p> <ul style="list-style-type: none"> <li>▪ National markets created by transportation advances</li> <li>▪ Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Cornelius Vanderbilt, shipping and railroads)</li> <li>▪ Advertising</li> <li>▪ Lower-cost production</li> </ul> <p><b>Factors resulting in growth of industry</b></p> <ul style="list-style-type: none"> <li>▪ Access to raw materials and energy</li> <li>▪ Availability of work force due to immigration</li> <li>▪ Inventions</li> <li>▪ Financial resources</li> </ul> <p><b>Examples of big business</b></p> <ul style="list-style-type: none"> <li>▪ Railroads</li> </ul>	<p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>

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		<ul style="list-style-type: none"> <li>▪ Oil</li> <li>▪ Steel</li> </ul> <p><b>Postwar changes in farm and city life</b></p> <ul style="list-style-type: none"> <li>▪ Mechanization (e.g., the reaper) had reduced farm labor needs and increased production.</li> <li>▪ Industrial development in cities created increased labor needs.</li> <li>▪ Industrialization provided access to consumer goods (e.g., mail order).</li> </ul>	
<b>STANDARD USII.4e</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of how life changed after the Civil War by e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.		Prologue 27, 160–164, 184, 185, 186, 208–213, 608, VA Essentials USII.4e	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
The effects of industrialization led to the rise of organized labor and important workplace reforms.	<p>How did the reforms of the Progressive Movement change the United States?</p> <p>How did workers respond to the negative effects of industrialization?</p>	<p><b>Negative effects of industrialization</b></p> <ul style="list-style-type: none"> <li>▪ Child labor</li> <li>▪ Low wages, long hours</li> <li>▪ Unsafe working conditions</li> </ul> <p><b>Rise of organized labor</b></p> <ul style="list-style-type: none"> <li>▪ Formation of unions—Growth of American Federation of Labor</li> </ul>	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Make connections</p>

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		<ul style="list-style-type: none"> <li>▪ Strikes—Aftermath of Homestead Strike</li> </ul> <p><b>Progressive Movement workplace reforms</b></p> <ul style="list-style-type: none"> <li>▪ Improved safety conditions</li> <li>▪ Reduced work hours</li> <li>▪ Placed restrictions on child labor</li> </ul> <p><b>Women’s suffrage</b></p> <ul style="list-style-type: none"> <li>▪ Increased educational opportunities</li> <li>▪ Attained voting rights                             <ul style="list-style-type: none"> <li>–Women gained the right to vote with passage of the 19<sup>th</sup> Amendment to the Constitution of the United States of America.</li> <li>–Susan B. Anthony and Elizabeth Cady Stanton worked for women’s suffrage.</li> </ul> </li> </ul> <p><b>Temperance Movement</b></p> <ul style="list-style-type: none"> <li>▪ Composed of groups opposed to the making and consuming of alcohol</li> <li>▪ Supported 18th Amendment prohibiting the manufacture, sale, and transport of alcoholic beverages</li> </ul>	<p>between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>
<b>STANDARD USII.5a</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of the changing role of the United States from the late		242–247, VA Essentials USII.5a	

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nineteenth century through World War I by a) explaining the reasons for and results of the Spanish American War;			
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States emerged as a world power as a result of victory over Spain in the Spanish American War.</p> <p>Economic interests and public opinion often influence U.S. involvement in international affairs.</p>	<p>What were the reasons for the Spanish American War?</p> <p>What were the results of the Spanish American War?</p>	<p><b>Reasons for the Spanish American War</b></p> <ul style="list-style-type: none"> <li>▪ Protection of American business interests in Cuba</li> <li>▪ American support of Cuban rebels to gain independence from Spain</li> <li>▪ Rising tensions as a result of the sinking of the U.S.S. <i>Maine</i> in Havana Harbor</li> <li>▪ Exaggerated news reports of events (Yellow Journalism)</li> </ul> <p><b>Results of the Spanish American War</b></p> <ul style="list-style-type: none"> <li>▪ The United States emerged as a world power.</li> <li>▪ Cuba gained independence from Spain.</li> <li>▪ The United States gained possession of the Philippines, Guam, and Puerto Rico.</li> </ul>	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Sequence events in United States history. (USII.1c)</p>
STANDARD USII.5b		Student Edition/ Online Learning Center	
The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by b) describing Theodore Roosevelt’s impact on the foreign policy of the United States;		251, 252, 254, VA Essentials USII.5b	
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Roosevelt expanded the	What were Theodore	<b>The Roosevelt Corollary to the</b>	Analyze and interpret



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<p>Monroe Doctrine as a way to prevent European involvement in the affairs of Caribbean and South American countries.</p>	<p>Roosevelt's foreign policies, and what were their impacts on the United States?</p>	<p><b>Monroe Doctrine:</b></p> <ul style="list-style-type: none"> <li>▪ Asserted the United States' right to interfere in economic matters of nations in the Americas</li> <li>▪ Claimed the United States' right to exercise international police power</li> <li>▪ Advocated Big Stick Diplomacy (building the Panama Canal)</li> </ul>	<p>primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Make connections between past and present. (USII.1b)</p>
<p><b>STANDARD USII.5c</b></p>		<p style="text-align: center;"><b>Student Edition/ Online Learning Center</b></p>	
<p>The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by</p> <p style="padding-left: 40px;">c) explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.</p>		<p>270–275, 276–281, 287–290, VA Essentials USII.5c</p>	
<p><b>Essential Understandings</b></p>	<p><b>Essential Questions</b></p>	<p><b>Essential Knowledge</b></p>	<p><b>Essential Skills</b></p>
<p>The United States involvement in World War I ended a long tradition of avoiding involvement in European conflicts and set the stage for the United States to emerge as a global superpower later in the 20th century.</p> <p>There were disagreements about the extent to which the</p>	<p>What were the reasons for the United States becoming involved in World War I?</p> <p>Who were the Allies?</p> <p>Who were the Central Powers?</p> <p>In what ways did the United States provide leadership at the</p>	<p><b>Reasons for U.S. involvement in war</b></p> <ul style="list-style-type: none"> <li>▪ Inability to remain neutral</li> <li>▪ German submarine warfare—sinking of Lusitania</li> <li>▪ U.S. economic and political ties to Great Britain</li> <li>▪ The Zimmerman Telegram</li> </ul> <p><b>Major Allied Powers</b></p> <ul style="list-style-type: none"> <li>▪ Great Britain</li> <li>▪ France</li> <li>▪ Russia</li> <li>▪ Serbia</li> </ul>	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and</p>

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<p>United States should participate in world affairs.</p>	<p>conclusion of the war?</p>	<ul style="list-style-type: none"> <li>▪ Belgium</li> </ul> <p><b>Central Powers</b></p> <ul style="list-style-type: none"> <li>▪ Germany</li> <li>▪ Austria-Hungary</li> <li>▪ Bulgaria</li> <li>▪ Ottoman Empire</li> </ul> <p><b>U.S. leadership as the war ended</b></p> <ul style="list-style-type: none"> <li>▪ At the end of World War I, President Woodrow Wilson prepared a peace plan known as the Fourteen Points that called for the formation of the League of Nations, a peacekeeping organization.</li> <li>▪ The United States decided not to join the League of Nations because the United States Senate failed to ratify the treaty.</li> </ul>	<p>events from different historical perspectives. (USII.1d)</p>
<p><b>STANDARD USII.6a</b></p>		<p style="text-align: center;"><b>Student Edition/ Online Learning Center</b></p>	
<p>The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</p> <p style="padding-left: 20px;">a) explaining how developments in factory and labor productivity and transportation (including the use of the automobile), communication, and electrification changed American life;</p>		<p>148, 149, 150, 151, 312–315, 317, 318, VA Essentials USII.6a</p>	
<p><b>Essential Understandings</b></p>	<p><b>Essential Questions</b></p>	<p><b>Essential Knowledge</b></p>	<p><b>Essential Skills</b></p>
<p>Technology extended progress into all areas of American life, including</p>	<p>How was social and economic life in the early twentieth</p>	<p><b>Results of improved transportation brought by affordable automobiles</b></p>	<p>Make connections between past and present. (USII.1b)</p>

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<p>neglected rural areas.</p>	<p>century different from that of the late nineteenth century?</p> <p>What factors increased factory and labor productivity?</p>	<ul style="list-style-type: none"> <li>▪ Greater mobility</li> <li>▪ Creation of jobs</li> <li>▪ Growth of transportation-related industries (road construction, oil, steel, automobile)</li> <li>▪ Movement to suburban areas</li> </ul> <p><b>Invention of the airplane</b></p> <ul style="list-style-type: none"> <li>▪ The Wright brothers</li> </ul> <p><b>Use of the assembly line</b></p> <ul style="list-style-type: none"> <li>▪ Henry Ford, automobile</li> <li>▪ Rise of mechanization</li> </ul> <p><b>Communication changes</b></p> <ul style="list-style-type: none"> <li>▪ Increased availability of telephones</li> <li>▪ Development of the radio and broadcast industry</li> <li>▪ Development of the movies</li> </ul> <p><b>Ways electrification changed American life</b></p> <ul style="list-style-type: none"> <li>▪ Labor-saving products (e.g., washing machines, electric stoves, water pumps)</li> <li>▪ Electric lighting</li> <li>▪ Entertainment (e.g., radio)</li> <li>▪ Improved communications</li> </ul>	<p>Interpret ideas and events. (USII.1d)</p>
<p><b>STANDARD USII.6b</b></p>		<p style="text-align: center;"><b>Student Edition/ Online Learning Center</b></p>	
<p>The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</p>		<p>283, 306–307, 310, 313–315, 319, 320, VA Essentials USII.6b</p>	

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b) describing the social and economic changes that took place, including prohibition, and the Great Migration north and west;			
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Reforms in the early twentieth century could not legislate how people behaved.</p> <p>Economic conditions and violence led to the migration of people.</p>	<p>What was Prohibition, and how effective was it?</p> <p>Why did African Americans migrate to northern cities?</p> <p>What were the economic changes during the early twentieth century?</p>	<p>Prohibition was imposed by a constitutional amendment that made it illegal to manufacture, transport, and sell alcoholic beverages.</p> <p><b>Results of Prohibition</b></p> <ul style="list-style-type: none"> <li>▪ Speakeasies were created as places for people to drink alcoholic beverages.</li> <li>▪ Bootleggers smuggled illegal alcohol and promoted organized crime.</li> <li>▪ Repealed by the 21<sup>st</sup> Amendment.</li> </ul> <p><b>Great Migration north and west</b></p> <ul style="list-style-type: none"> <li>▪ Jobs for African Americans in the South were scarce and low paying.</li> <li>▪ African Americans faced discrimination and violence in the South.</li> <li>▪ African Americans moved to cities in the North and Midwest in search of better employment opportunities.</li> <li>▪ African Americans also faced discrimination and violence in the North and Midwest.</li> </ul>	<p>Interpret ideas and events from different historical perspectives. (USII.1d)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>

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STANDARD USII.6c		Student Edition/ Online Learning Center	
<p>The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</p> <p style="padding-left: 20px;">c) examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance;</p>		318, 324–325, 349, VA Essentials USII.6c	
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The 1920s and 1930s were important decades for American art, literature, and music.</p> <p>The leaders of the Harlem Renaissance drew upon the heritage of black culture to establish themselves as powerful forces for cultural change.</p>	<p>Who were the leaders in art, literature, and music? What were their contributions?</p> <p>How did the Harlem Renaissance influence American life?</p>	<p><b>Cultural climate of the 1920s and 1930s</b></p> <ul style="list-style-type: none"> <li>▪ <i>Art</i>—Georgia O’Keeffe, an artist known for urban scenes and, later, paintings of the Southwest</li> <li>▪ <i>Literature</i>—F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s</li> <li>▪ <i>Music</i>—Aaron Copland and George Gershwin, composers who wrote uniquely American music</li> </ul> <p><b>Harlem Renaissance</b> African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture.</p> <ul style="list-style-type: none"> <li>▪ <i>Art</i>—Jacob Lawrence, painter</li> </ul>	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>

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		<p>who chronicled the experiences of the Great Migration north through art</p> <ul style="list-style-type: none"> <li>▪ <i>Literature</i>—Langston Hughes, poet who combined the experiences of African and American cultural roots</li> <li>▪ <i>Music</i>—Duke Ellington and Louis Armstrong, jazz composers; Bessie Smith, blues singer</li> </ul> <p>Popularity of these artists spread to the rest of society.</p>	
<b>STANDARD USII.6d</b>		<b>Student Edition/ Online Learning Center</b>	
<p>The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</p> <p style="padding-left: 40px;">d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.</p>		<p>330–335, 336–341, 344–349, 352–356, VA Essentials USII.6d</p>	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>The optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.</p> <p>The Great Depression had a widespread and severe impact on</p>	<p>What were the causes of the Great Depression?</p> <p>How were the lives of Americans affected by the Great Depression?</p> <p>What were the major features of the New</p>	<p><b>Causes of the Great Depression</b></p> <ul style="list-style-type: none"> <li>▪ People overspeculated on stocks, using borrowed money that they could not repay when stock prices crashed.</li> <li>▪ The Federal Reserve failed to prevent the collapse of the banking system.</li> <li>▪ High tariffs discouraged international trade.</li> </ul>	<p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical</p>

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<p>American life.</p> <p>Franklin Roosevelt's New Deal used government programs to help the nation recover from the Depression.</p>	<p>Deal?</p>	<p><b>Impact on Americans</b></p> <ul style="list-style-type: none"> <li>▪ A large number of banks and businesses failed.</li> <li>▪ One-fourth of workers were without jobs.</li> <li>▪ Large numbers of people were hungry and homeless.</li> <li>▪ Farmers' incomes fell to low levels.</li> </ul> <p><b>Major features of the New Deal</b></p> <ul style="list-style-type: none"> <li>▪ Social Security</li> <li>▪ Federal work programs</li> <li>▪ Environmental improvement programs</li> <li>▪ Farm assistance programs</li> <li>▪ Increased rights for labor</li> </ul>	<p>perspectives. (USII.1d)</p>
<p><b>STANDARD USII.7a</b></p>		<p style="text-align: center;"><b>Student Edition/ Online Learning Center</b></p>	
<p>The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by</p> <p style="padding-left: 40px;">a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;</p>		<p>362–365, 366–371, VA Essentials USII.7a</p>	
<p><b>Essential Understandings</b></p>	<p><b>Essential Questions</b></p>	<p><b>Essential Knowledge</b></p>	<p><b>Essential Skills</b></p>
<p>Political and economic conditions in Europe following World War I led to the rise of fascism and to World War II.</p> <p>The rise of fascism threatened peace in</p>	<p>How did post-World War I Europe set the stage for World War II?</p> <p>How did the rise of fascism affect world events following</p>	<p><b>Causes of World War II</b></p> <ul style="list-style-type: none"> <li>▪ Political instability and economic devastation in Europe resulting from World War I <ul style="list-style-type: none"> <li>–Worldwide depression</li> <li>–High war debt owed by Germany</li> </ul> </li> </ul>	<p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p>

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<p>Europe and Asia.</p> <p>As conflict grew in Europe and Asia, American foreign policy evolved from neutrality to direct involvement.</p>	<p>World War I?</p> <p>How did American policy toward events in Europe and Asia change over time?</p>	<ul style="list-style-type: none"> <li>–High inflation</li> <li>–Massive unemployment</li> <li>▪ Rise of Fascism             <ul style="list-style-type: none"> <li>–Fascism is a political philosophy in which total power is given to a dictator and individual freedoms are denied.</li> <li>–Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan).</li> <li>–These dictators led the countries that became known as the Axis Powers.</li> </ul> </li> </ul> <p><b>The Allies</b></p> <ul style="list-style-type: none"> <li>▪ Democratic nations (the United States, Great Britain, Canada) were known as the Allies.</li> <li>▪ The Soviet Union joined the Allies after being invaded by Germany.</li> <li>▪ Allied leaders included Franklin D. Roosevelt and later Harry S. Truman (United States), Winston Churchill (Great Britain), and Joseph Stalin (Soviet Union).</li> </ul> <p><b>Gradual change in American policy from neutrality to</b></p>	<p>Interpret ideas and events from different historical perspectives. (USII.1d)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>
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		<p><b>involvement</b></p> <ul style="list-style-type: none"> <li>▪ Isolationism (Great Depression, legacy of World War I)</li> <li>▪ Economic aid to Allies</li> <li>▪ Direct involvement in the war</li> </ul> <p><b>War in the Pacific</b></p> <ul style="list-style-type: none"> <li>▪ Rising tension developed between the United States and Japan because of Japanese aggression in East Asia.</li> <li>▪ On December 7, 1941, Japan attacked the United States at Pearl Harbor without warning.</li> <li>▪ The United States declared war on Japan.</li> <li>▪ Germany declared war on the United States.</li> </ul>	
<b>STANDARD USII.7b</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by b) locating and describing the major events and turning points of the war in Europe and the Pacific;		366–371, 378–385, 386–390, VA Essentials USII.7b	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated	What were the major events and turning points of World War II?	<p><b>Major events and turning points of World War II</b></p> <ul style="list-style-type: none"> <li>▪ Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded</li> </ul>	Sequence events in United States history. (USII.1c)  Interpret events from

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<p>Germany and Japan.</p> <p>The Holocaust is an example of prejudice and discrimination taken to the extreme.</p>	<p>What was the Holocaust?</p>	<p>Poland and the Baltic nations.</p> <ul style="list-style-type: none"> <li>▪ Germany invaded France, capturing Paris.</li> <li>▪ Germany bombed London and the Battle of Britain began.</li> <li>▪ The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. (Lend Lease)</li> <li>▪ Japan bombed Pearl Harbor.</li> <li>▪ After Japan bombed Pearl Harbor, Germany declared war on the United States.</li> <li>▪ The United States declared war on Japan and Germany.</li> <li>▪ The United States was victorious over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific.</li> <li>▪ Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe.</li> <li>▪ American and Allied troops landed in Normandy, France, on D-Day to begin the liberation of Western Europe.</li> <li>▪ The United States dropped two atomic bombs on Japan</li> </ul>	<p>different historical perspectives. (USII.1d)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>
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		<p>(Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II.</p> <p><b>The Holocaust</b></p> <ul style="list-style-type: none"> <li>▪ Anti-Semitism</li> <li>▪ Aryan supremacy</li> <li>▪ Systematic attempt to rid Europe of all Jews</li> <li>▪ Tactics <ul style="list-style-type: none"> <li>–Boycott of Jewish stores</li> <li>–Threats</li> <li>–Segregation</li> <li>–Imprisonment and killing of Jews and others in concentration and death camps</li> </ul> </li> </ul> <p>Liberation by Allied forces of Jews and others in concentration camps</p>	
<b>STANDARD USII.7c</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by c) describing the impact of World War II on the home front.		372–377, VA Essentials USII.7c	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
World War II affected every aspect of American life.	How did Americans at home support the war effort?	American involvement in World War II brought an end to the Great Depression.	Make connections between past and present. (USII.1b)
Americans were asked to make sacrifices in	What effect did the war have on race	Factories and workers were needed to produce goods to win the war.	Sequence events in United States history.

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<p>support of the war effort and the ideas for which we fought.</p>	<p>relations in America</p>	<p>Thousands of American women took jobs in defense plants during the war (e.g., Rosie the Riveter).</p> <p>Americans at home supported the war by conserving and rationing resources.</p> <p>The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants) although discrimination against African Americans continued.</p> <p>While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps.</p>	<p>(USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>
<p><b>STANDARD USII.8a</b></p>		<p style="text-align: center;"><b>Student Edition/ Online Learning Center</b></p>	
<p>The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</p> <p style="padding-left: 40px;">a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;</p>		<p>400–405, 407, VA Essentials USII.8a</p>	
<p><b>Essential Understandings</b></p>	<p><b>Essential Questions</b></p>	<p><b>Essential Knowledge</b></p>	<p><b>Essential Skills</b></p>
<p>Learning from the mistakes of the past, the United States accepted its role as a world</p>	<p>How did the United States help rebuild postwar Europe and Japan?</p>	<p>Much of Europe was in ruins following World War II. Soviet forces occupied most of Eastern and Central Europe and the eastern</p>	<p>Analyze and interpret primary and secondary source documents to increase</p>

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<p>superpower, helping to rebuild Europe and Japan and taking the leading role in establishing the United Nations.</p>		<p>portion of Germany. The United States felt it was in its best interest to rebuild Europe and prevent political and economic instability.</p> <p><b>Rebuilding efforts</b></p> <ul style="list-style-type: none"> <li>▪ The United States instituted George C. Marshall's plan to rebuild Europe (the Marshall Plan), which provided massive financial aid to rebuild European economies and prevent the spread of communism.</li> <li>▪ Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions.</li> <li>▪ Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States.</li> </ul> <p><b>Establishment of the United</b></p>	<p>understanding of events and life in United States history. (USII.1a)</p> <p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>
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		<b>Nations</b> <ul style="list-style-type: none"> <li>▪ The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars.</li> </ul>	
<b>STANDARD USII.8b</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by b) describing the conversion from a wartime to a peacetime economy;		408, 409, 410, 413, VA Essentials USII.8b	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
Following World War II, Americans prospered due to an expanding economy stimulated by America's involvement in the war.	What contributed to the prosperity of Americans following World War II?	<b>Reasons for rapid growth of American economy following World War II</b> <ul style="list-style-type: none"> <li>▪ With rationing of consumer goods over, business converted from production of war materials to consumer goods.</li> <li>▪ Americans purchased goods on credit.</li> <li>▪ The work force shifted back to men, and most women returned to family responsibilities.</li> <li>▪ Labor unions merged and became more powerful; workers gained new benefits and higher salaries.</li> <li>▪ As economic prosperity</li> </ul>	Make connections between past and present. (USII.1b)

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		continued and technology boomed, the next generation of women re-entered the labor force in large numbers.	
<b>STANDARD USII.8c</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by c) identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban Missile Crisis, the collapse of communism in Europe, and the rise of new challenges;		400–407, 414–417, 420, 462–467, 468–473, 474–475, 476–481, 484–490, 492–493, 533, 534–536, 544, 547, 548–555, 556–557, 558–564, 566–567, VA Essentials USII.8c	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>The United States and the Soviet Union emerged from World War II as world powers, triggering a rivalry over ideology and national security.</p> <p>Since World War II, the United States has been directly involved in various conflicts that reflected the divisions created by Cold War tensions and hostilities.</p> <p>The tension between the free world and the</p>	<p>How and why did the Cold War begin?</p> <p>What have been the major conflicts and confrontations involving America in the post-World War II era?</p> <p>How did Cold War tensions cause divisiveness at home?</p> <p>How did communism collapse in Europe?</p> <p>How were the</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• Cold War: State of tension between the United States and the Soviet Union without actual fighting that divided the world into two camps</li> </ul> <p><b>Origins of the Cold War</b></p> <ul style="list-style-type: none"> <li>▪ Differences in goals and ideologies between the United States and the Soviet Union (the two superpowers)—The United States was democratic and capitalist; the Soviet Union was dictatorial and communist.</li> <li>▪ The Soviet Union’s</li> </ul>	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and</p>

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<p>communist world caused divisiveness at home and abroad.</p> <p>The Cold War was the central organizing principle in foreign affairs for 40 years.</p>	<p>challenges after the Cold War different from earlier challenges?</p>	<p>domination over Eastern European countries</p> <ul style="list-style-type: none"> <li>▪ American policy of containment (to stop the spread of communism)</li> <li>▪ North Atlantic Treaty Organization (NATO) versus Warsaw Pact</li> </ul> <p><b>Major conflicts in the post-World War II era</b></p> <ul style="list-style-type: none"> <li>▪ South Korea and the United States resisted Chinese and North Korean aggression. The conflict ended in a stalemate.</li> <li>▪ The Cuban Missile Crisis occurred when the Soviet Union placed missiles in Cuba. The Soviets removed the missiles in response to a U.S. blockade.</li> <li>▪ The United States intervened to stop the spread of communism into South Vietnam (Domino Theory). Americans were divided over whether the United States should be involved militarily in Vietnam. The conflict ended in a cease-fire agreement in which U.S. troops withdrew.</li> </ul> <p><b>Collapse of Communism in</b></p>	<p>events from different historical perspectives. (USII.1d)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>
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		<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>▪ Breakup of the Soviet Union into independent countries</li> <li>▪ Destruction of Berlin Wall</li> </ul> <p><b>New challenges</b></p> <ul style="list-style-type: none"> <li>▪ Role of U.S. military intervention</li> <li>▪ Environmental challenges</li> <li>▪ Global issues, including trade, jobs, diseases, energy</li> </ul>	
<b>STANDARD USII.8d</b>		<b>Student Edition/ Online Learning Center</b>	
<p>The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</p> <p style="padding-left: 40px;">d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;</p>		<p>408, 409, 413, 418, 419, 421, 424, 426–427, 432–437, 440, 441, 442–449, 452–456, 508, 539, VA Essentials USII.8d</p>	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>Changing patterns in American society at the end of World War II changed the way most Americans lived and worked.</p>	<p>What factors led to changing patterns of society in the post-World War II era?</p> <p>What policies and programs expanded educational and employment opportunities for the military, women, and minorities?</p>	<p><b>Factors leading to changing patterns in U.S. society</b></p> <ul style="list-style-type: none"> <li>▪ Strong economy (healthy job market, increased productivity, increased demand for American products)</li> <li>▪ Greater investment in education</li> <li>▪ “The Baby Boom,” which led to changing demographics</li> <li>▪ Interstate highway system</li> <li>▪ Evolving role of women</li> </ul>	<p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>

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		<p>(expected to play supporting role in the family, but increasingly working outside the home)</p> <ul style="list-style-type: none"> <li>▪ Role of Eleanor Roosevelt in expanding human rights</li> <li>▪ African Americans' aspirations for equal opportunities</li> </ul> <p><b>Policies and programs expanding educational and employment opportunities</b></p> <ul style="list-style-type: none"> <li>▪ G.I. Bill of Rights gave educational, housing, and employment benefits to veterans.</li> <li>▪ Truman desegregated the armed forces.</li> <li>▪ Civil Rights legislation led to increased educational, economic, and political opportunities for women and minorities.</li> </ul>	Interpret slogans and documents. (USII.1h)
<b>STANDARD USII.8e</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by e) describing how international trade and globalization have impacted American life.		558, 559, 560, 561, VA Essentials USII.8e	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
Between the end of World War II and the	How has globalization impacted American	Globalization is the linking of nations through trade, information,	Identify the costs and benefits of specific

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<p>present, the world has been marked by an increase in globalization and interdependence.</p>	<p>life?</p>	<p>technologies, and communication.</p> <p><b>Globalization involves:</b></p> <ul style="list-style-type: none"> <li>▪ Increased integration of different societies</li> </ul> <p><b>Impact of globalization on American life:</b></p> <ul style="list-style-type: none"> <li>▪ Improvement of all communications (e.g., travel, telecommunications/Internet)</li> <li>▪ Availability of a wide variety of international goods and services</li> <li>▪ Outsourcing of jobs</li> </ul>	<p>choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives. (USII.1f)</p>
<b>STANDARD USII.9a</b>		<b>Student Edition/ Online Learning Center</b>	
<p>The student will demonstrate knowledge of the key and international issues during the second half of the twentieth and early twenty-first centuries by</p> <p style="padding-left: 40px;">a) examining the Civil Rights Movement and the changing role of women;</p>		<p>432–437, 440, 442–449, 452–456, 508, 530–531, 613, 615, VA Essentials USII.9a</p>	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>The Civil Rights Movement resulted in legislation that ensured constitutional rights to all citizens regardless of race.</p> <p>Women activists were inspired by the achievements of the Civil Rights Movement and</p>	<p>What were some effects of segregation on American society?</p> <p>How did the African American struggle for equality become a mass movement?</p> <p>How did the law support the struggle</p>	<p><b>Some effects of segregation</b></p> <ul style="list-style-type: none"> <li>▪ Separate educational facilities and resources for white and African American students</li> <li>▪ Separate public facilities (e.g., restrooms, drinking fountains, restaurants)</li> <li>▪ Social isolation of races</li> </ul> <p><b>Civil Rights Movement</b></p>	

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<p>took action to gain equality for themselves, particularly in the workplace.</p>	<p>for equality for African Americans?</p> <p>How were women disadvantaged in the workplace?</p> <p>What actions were taken to improve conditions for women?</p>	<ul style="list-style-type: none"> <li>▪ Opposition to <i>Plessy v. Ferguson</i>—"Separate but equal"</li> <li>▪ <i>Brown v. Board of Education</i>, desegregation of schools</li> <li>▪ Martin Luther King, Jr.—Passive resistance against segregated facilities; "I have a dream..." speech</li> <li>▪ Rosa Parks—Montgomery bus boycott</li> <li>▪ Organized protests, Freedom Riders, sit-ins, marches</li> <li>▪ Expansion of the National Association for the Advancement of Colored People (NAACP)</li> <li>▪ Civil Rights Act of 1964</li> <li>▪ Voting Rights Act of 1965</li> </ul> <p><b>Changing role of women</b></p> <ul style="list-style-type: none"> <li>▪ Workplace disadvantages <ul style="list-style-type: none"> <li>–Discrimination in hiring practices against women</li> <li>–Lower wages for women than for men doing the same job</li> </ul> </li> <li>▪ Improved conditions <ul style="list-style-type: none"> <li>–National Organization for Women (NOW)</li> <li>–Federal legislation to force colleges to give women equal athletic opportunities</li> <li>–The Equal Rights Amendment, despite its</li> </ul> </li> </ul>	
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		failure, and a focus on equal opportunity employment created a wider range of options and advancement for women in business and public service.	
<b>STANDARD USII.9b</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of the key and international issues during the second half of the twentieth and early twenty-first centuries by b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;		419, 421, 422, 426–427, 467, 558, 559, VA Essentials USII.9b	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>After the war, Americans turned their energies to the development of peacetime technologies.</p> <p>New technologies in communication, entertainment, and business have dramatically affected American life.</p>	<p>Which industries benefited the most from the new technologies?</p> <p>What impact did the new technologies have on American life?</p> <p>How have new technologies in communication, entertainment, and business affected American life?</p>	<p><b>Industries benefiting from new technologies</b></p> <ul style="list-style-type: none"> <li>▪ Airline industry—Jets engines</li> <li>▪ Automobile industry and interstate highway system</li> <li>▪ Entertainment and news media industry</li> <li>▪ Exploration of space</li> <li>▪ Computer industry</li> <li>▪ Satellite system—Telecommunications (pagers, cell phones, television)</li> <li>▪ Internet</li> </ul> <p><b>Impact of new technologies on American life</b></p> <ul style="list-style-type: none"> <li>▪ Increased domestic and international travel for</li> </ul>	<p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive</p>

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		<ul style="list-style-type: none"> <li>▪ business and pleasure</li> <li>▪ Greater access to news and other information</li> <li>▪ Cheaper and more convenient means of communication</li> <li>▪ Greater access to heating and air-conditioning improved the quality of life and encouraged population growth in certain areas of the country</li> <li>▪ Decreased regional variation, resulting from nationwide access to entertainment and information provided by national television and radio programming, Internet services, computer games</li> </ul>	and negative incentives. (USII.1f)
<b>STANDARD USII.9c</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of the key and international issues during the second half of the twentieth and early twenty-first centuries by c) identifying how individual citizens from the time period influenced America scientifically, culturally, academically, and economically;		VA Essentials USII.9c	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
Individual citizens have influenced America scientifically, culturally, academically, and economically.	How have individual citizens influenced America scientifically, culturally, academically, and	<b>Science:</b> <ul style="list-style-type: none"> <li>▪ Charles Drew—plasma</li> <li>▪ J. Robert Oppenheimer (Manhattan Project team)—physics</li> </ul>	

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	economically?	<p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>▪ Frank Lloyd Wright—architecture</li> <li>▪ Martha Graham—dance</li> </ul> <p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>▪ Henry Louis Gate—historian</li> <li>▪ Maya Angelou—literature</li> </ul> <p><b>Economic:</b></p> <ul style="list-style-type: none"> <li>▪ Bill Gates—computer technology</li> <li>▪ Ray Kroc—franchising</li> </ul>	
<b>STANDARD USII.9d</b>		<b>Student Edition/ Online Learning Center</b>	
The student will demonstrate knowledge of the key and international issues during the second half of the twentieth and early twenty-first centuries by d) examining American foreign policy, immigration, the global environment, and other emerging issues.		503, 504, 505, 519, 520, 532, 537, 544, 548–555, 556–557, 558–564, 566–567, VA Essentials USII.9d	
<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
American foreign policy, immigration policies, energy policies, [and] environmental policies affect both people in the United States and in other countries.	How have American foreign policy, immigration policies, energy policies, [and] environmental policies affected both people in the United States and in other countries?	<p><b>Foreign Policy:</b></p> <ul style="list-style-type: none"> <li>▪ Increase in terrorist activities</li> <li>▪ Conflicts in the Middle East</li> <li>▪ Changing relationships with nations</li> </ul> <p><b>Immigration:</b></p> <ul style="list-style-type: none"> <li>▪ Changing immigration patterns, e.g., Hispanic Americans, Asian Americans</li> <li>▪ More people want to</li> </ul>	Identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative

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		<p>immigrate to the United States than are allowed by law</p> <p><b>Global environment:</b></p> <ul style="list-style-type: none"><li>▪ Policies to protect the environment</li><li>▪ Global climate change</li><li>▪ Conservation of water and other natural resources</li></ul> <p><b>Other Issues:</b></p> <ul style="list-style-type: none"><li>▪ World health issues (global pandemics)</li></ul>	<p>incentives. (USII.1f)</p>
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