

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-1: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.

Enduring Understanding:

Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of democracy and the conflict between local and national interests, the student will...

USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

Students should have background knowledge about European settlements in North America (4-2.2, 7-1.4) and about settlements in the three regions of British North America (8-1.2). They should also know about the impact of the triangular trade and the introduction of African slaves (4-2.3), the policy of mercantilism (7-1.3) and the beginnings of capitalism (7-1.5).

It is essential for students to know:

Students should have a mental map of where each colonial region was located. Because the colonial era has been extensively studied in earlier grades it should be enough to review the locations of the New England, the Mid-Atlantic colonies, and Southern colonies. It is important for students to understand the complexities of motivations for settlement and that these motivations impacted the type of society that developed in each region. Students should concentrate on colonies that are *examples* of their region *such as* Massachusetts for New England, Pennsylvania for the Mid-Atlantic colonies and Virginia and South Carolina for the Southern colonies.

Religion: One of the most common misunderstandings about the motivation of settlers is that they all came for religious reasons. Although the Plymouth and Massachusetts Bay were founded for religious purposes, most other settlers came to the New World to get land to improve their economic and social standing. The impact of religion in the English colonies depended upon which groups of Englishmen settled the region. The first Pilgrims and Puritans migrated for religious freedom for themselves but not for religious freedom for other religious groups. There was very little religious tolerance in New England. This is a common confusion for students. The Puritans were trying to create a “city on the hill,” a community that England could look to as a model of godliness. They did not want their model community defiled by people with other religious beliefs, so they exiled dissenters such as Roger Williams to Rhode Island and persecuted Quakers. Religion played a large role in the cultural development of New England. There was more religious diversity and tolerance in the Mid-Atlantic colonies; however, it was also limited. Pennsylvania was founded by Quaker William Penn. Quakers believed that everyone had an inner light and this belief fostered tolerance. The Act of Toleration in Maryland

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is often cited as evidence of religious tolerance but is also evidence of the intolerance practiced by the Puritans in Maryland. Lord Baltimore promoted the Act in order to protect the rights of the Catholics in the colony. Southern colonies were founded for economic reasons and religion did not play as large a role in their cultural development until the Great Awakening. The Church of England (Anglican) was the established church in the South, but religious toleration was the norm. Religious intolerance in the colonial period was a prime factor in the establishment of the principle of separation of church and state after the American Revolution.

Society: Early migrants to New England and the mid-Atlantic colonies initially developed a somewhat egalitarian society based on religious equality that fostered the development of democratic political institutions but as economic prosperity developed and immigration increased, so did class distinctions. The Congregational (Puritan) church fostered the development of towns and educational institutions and shaped New England society. The English settlements in the South developed a hierarchical social structure early because of the plantation system and their dependence on indentured servants and later on slaves. The slave system was transplanted to the Carolinas from Barbados. The development of towns and schools was impeded by these large land holdings. Although Georgia was initially chartered as a penal colony that outlawed slavery in order to promote a more egalitarian society, it soon became a plantation colony that allowed slavery.

Politics: The political development of the colonies was impacted by the political traditions of the mother country. The British emigrants brought not only their language and culture with them but also their experience with the Magna Carta and Parliament. Colonial experiences and distance from the mother country fostered the development of democratic institutions starting with Virginia's House of Burgesses and the New England town meeting. Dependence on slavery and the development of the plantation economy impacted the South's less democratic political system in which the coastal planters had more political power than ordinary farmers. Civil war in England during the 1600s and the policy of salutary neglect helped to undermine the authority of the king in the colonies and strengthened the role of colonial assemblies. Although most colonies were royal colonies by 1750, colonial assemblies used the power of the purse to control the impact of the royal governors. It is essential for students to understand that British subjects in the colonies were loyal to the Crown but believed that only their colonial assemblies had the power to tax them based on the traditions of the Magna Carta and colonial experience. The English Civil War, the Glorious Revolution and the English Bill of Rights all influenced the colonists' perception of their rights as Englishmen. This understanding is essential for Indicator 1.2.

Economics: The economic development of the English colonies in the New World depended on their geographic location and the natural resources and the human capital available to them. Geographic conditions afforded the settlers in New England only a subsistence farming economy. They turned to the forests for shipbuilding and to the sea as merchants and fishermen. New Englanders were not as dependent on slavery as Southern colonists because of geographic conditions, such as rocky soil and a short growing season and this impacted their views of democracy. The settlers of the Mid-Atlantic colonies were able to exploit their geographic resources of fertile soil and moderate climate and employ their large families to develop an export trade in food stuffs and were not dependent on slave labor. The Southern colonies used their wide expanses of fertile soil to grow cash crops, such as tobacco, rice, and indigo, with

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slave labor and to export these crops on the ships of New England. It is a common misunderstanding that cotton was a major export crop of the colonial era. Cotton became an important part of the southern economy only after the invention of the cotton gin in 1793. The three regions developed an interdependent network of coastal trade and trade with the British Caribbean as well as trade across the Atlantic with Africa and Europe. This trade and consequent economic development was impacted by the mercantilist policies of the mother country. Students should understand where the largest port cities were located and why they developed in those locales. This understanding will be essential background for future economic development included in standards 2 and 4.

It is not essential for students to know:

Students need not know the details of the settlement and development of each colony within a region in British North America. They need not understand the specific religious principles or practices of each religious group, the importance of the Half Way Covenant, or the religious implications of the Salem Witch Trials. They need only a very general understanding of the Great Awakening, not that this revival led to the split of churches into the Old Lights and the New Lights or that it resulted in the founding of new religious groups in America such as Methodists and Baptists or that it promoted religious tolerance and egalitarianism that laid a foundation for the American revolution. Students do not need to know that the religion of the backcountry of the English colonies was influenced by the migration of the Scotch Irish who brought Presbyterianism with them nor that the democratic nature of the presbytery influenced the political culture of this region.

Although students should understand the tension between different groups within the colonies, they need not remember the details of Bacon's Rebellion or the Stono Rebellion. They need not know the organizations of royal control for the English colonies or the differences of political organization of the various colonies. They need not know about the creation of the Dominion of New England nor its overthrow. They need not remember *all* of the products of each British colonial region nor the goods traded on each leg of the so-called triangular trade routes. They need not remember the specific acts that enforced mercantilism or the different ways in which mercantilism affected colonies in different regions. They do not need to know that Adam Smith's *Wealth of Nations* was an attack on mercantilism.

Social Studies Literacy Skills for the Twenty-First Century

- Analyze and draw conclusions about the location of places, the condition at places and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

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Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-1: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.

Enduring Understanding:

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USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

Students should have background knowledge about European settlements in North America (4-2.2, 7-1.4) and about settlements in the three regions of British North America (8-1.2). They should also know about the impact of the triangular trade and the introduction of African slaves (4-2.3), the policy of mercantilism (7-1.3) and the beginnings of capitalism (7-1.5).

It is essential for students to know:

Students should have a mental map of where each colonial region was located. Because the colonial era has been extensively studied in earlier grades it should be enough to review the locations of the New England, the Mid-Atlantic colonies, and Southern colonies. It is important for students to understand the complexities of motivations for settlement and that these motivations impacted the type of society that developed in each region. Students should concentrate on colonies that are *examples* of their region *such as* Massachusetts for New England, Pennsylvania for the Mid-Atlantic colonies and Virginia and South Carolina for the Southern colonies.

Religion: One of the most common misunderstandings about the motivation of settlers is that they all came for religious reasons. Although the Plymouth and Massachusetts Bay were founded for religious purposes, most other settlers came to the New World to get land to improve their economic and social standing. The impact of religion in the English colonies depended upon which groups of Englishmen settled the region. The first Pilgrims and Puritans migrated for religious freedom for themselves but not for religious freedom for other religious groups. There was very little religious tolerance in New England. This is a common confusion for students. The Puritans were trying to create a “city on the hill,” a community that England could look to as a model of godliness. They did not want their model community defiled by people with other religious beliefs, so they exiled dissenters such as Roger Williams to Rhode Island and persecuted Quakers. Religion played a large role in the cultural development of New England. There was more religious diversity and tolerance in the Mid-Atlantic colonies; however, it was also limited. Pennsylvania was founded by Quaker William Penn. Quakers believed that everyone had an inner light and this belief fostered tolerance. The Act of Toleration in Maryland

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Society: Early migrants to New England and the mid-Atlantic colonies initially developed a somewhat egalitarian society based on religious equality that fostered the development of democratic political institutions but as economic prosperity developed and immigration increased, so did class distinctions. The Congregational (Puritan) church fostered the development of towns and educational institutions and shaped New England society. The English settlements in the South developed a hierarchical social structure early because of the plantation system and their dependence on indentured servants and later on slaves. The slave system was transplanted to the Carolinas from Barbados. The development of towns and schools was impeded by these large land holdings. Although Georgia was initially chartered as a penal colony that outlawed slavery in order to promote a more egalitarian society, it soon became a plantation colony that allowed slavery.

Politics: The political development of the colonies was impacted by the political traditions of the mother country. The British emigrants brought not only their language and culture with them but also their experience with the Magna Carta and Parliament. Colonial experiences and distance from the mother country fostered the development of democratic institutions starting with Virginia's House of Burgesses and the New England town meeting. Dependence on slavery and the development of the plantation economy impacted the South's less democratic political system in which the coastal planters had more political power than ordinary farmers. Civil war in England during the 1600s and the policy of salutary neglect helped to undermine the authority of the king in the colonies and strengthened the role of colonial assemblies. Although most colonies were royal colonies by 1750, colonial assemblies used the power of the purse to control the impact of the royal governors. It is essential for students to understand that British subjects in the colonies were loyal to the Crown but believed that only their colonial assemblies had the power to tax them based on the traditions of the Magna Carta and colonial experience. The English Civil War, the Glorious Revolution and the English Bill of Rights all influenced the colonists' perception of their rights as Englishmen. This understanding is essential for Indicator 1.2.

Economics: The economic development of the English colonies in the New World depended on their geographic location and the natural resources and the human capital available to them. Geographic conditions afforded the settlers in New England only a subsistence farming economy. They turned to the forests for shipbuilding and to the sea as merchants and fishermen. New Englanders were not as dependent on slavery as Southern colonists because of geographic conditions, such as rocky soil and a short growing season and this impacted their views of democracy. The settlers of the Mid-Atlantic colonies were able to exploit their geographic resources of fertile soil and moderate climate and employ their large families to develop an export trade in food stuffs and were not dependent on slave labor. The Southern colonies used their wide expanses of fertile soil to grow cash crops, such as tobacco, rice, and indigo, with

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UNITED STATES HISTORY AND THE CONSTITUTION

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Enduring Understanding:

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USHC-1.2 Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the rule of law as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British Parliament over the right to tax that resulted in the American Revolutionary War.

Taxonomy Level: Analyze / Conceptual Knowledge – 4/B

Previous/future knowledge:

Students should have previous knowledge of the development of representative government in the British colonies (8-1.3). In United States Government, students will analyze the British heritage that fostered the development of core American political principles including the Magna Carta, the English Bill of Rights and the Mayflower Compact (USG -2.3).

It is essential for students to know:

American representative government developed during the colonial period as a result of both the transfer of ideas of representative government from England and the circumstances of the New World. The English settlers brought with them concepts from British government of the Magna Carta and were later influenced by the English Bill of Rights. The Magna Carta recognized the rights of Englishmen to be consulted on the levying of taxes and to have their rights protected by a jury of their peers. This is the basis of the English parliamentary and judicial systems. Colonial charters granted by the king included statements declaring that English colonists continued to enjoy the rights of Englishmen. English political tradition also included the rule of law, the principle that every member of society must obey the law, even the king. In this legal system rules are clear, well-understood, and fairly enforced. The English Bill of Rights reiterated that the people have the right to be consulted, through their representatives, on the levying of taxes. It established that the power of the king (executive) should be limited by the Parliament. The English Bill of Rights states that the people have the right to religious freedom which is included in the First Amendment in the American Bill of Rights. The settlers applied the principles of the right of the legislature to levy taxes and the rule of law to their colonial governments.

The House of Burgesses, the Mayflower Compact, and the New England town meetings are examples of early representative government. The Virginia Company allowed the colonists in Jamestown to start the House of Burgesses as a way of maintaining order in the colony and attracting new colonists. However, only property owners were allowed to vote and the development of social elite to whom others deferred meant that the Virginia colonists did not

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have a truly democratic government. By the 1620s, the king had appointed a royal governor, further limiting democracy in Virginia. In New England, the Mayflower Compact was an early example of the principle that government derives its authority from the people. Puritan religious ideology supported representative government in Massachusetts Bay and these ideas were spread to other parts of New England as Puritans migrated. The Puritan church was governed by the male members of the congregation who also governed their civil society through town meetings. Each town sent representatives to the General Court in Boston. At first, only members of the Puritan church were allowed to vote but the franchise was extended to all male property owners by the end of the 1700s. All thirteen colonies established a representative assembly which had the right to levy taxes. By the time of the revolution, most colonies had a royal governor.

Circumstances in England during the 1600s also affected the development of representative government in the colonies. During the English civil war in mid century, the English government left the colonies fairly much alone to develop their political institutions. After almost a century of struggle between the king and Parliament, King James II was overthrown in the Glorious Revolution and replaced with William and Mary who agreed to abide by the English Bill of Right. The monarchs were forced to recognize the supremacy of Parliament and its right to make tax law. In response to the Glorious Revolution, John Locke wrote that man had natural rights to life, liberty and property, that people established a social contract in order to form the government, and that the authority to govern rests on the will of the people.

The control that Parliament was able to exert on the colonies was limited by distance and desire. After the 1720s, the English government followed a policy of salutary neglect, leaving the colonists to govern themselves. Their colonial assemblies had the right to tax the citizens of the colonies. It was the change of this policy that riled the colonists into revolt. During the French and Indian War, Parliament abandoned salutary neglect and enforced their mercantilist policies by cracking down on smugglers. They established admiralty courts [Sugar Act] which violated the right to a trial by a jury of one's peers (Magna Carta). American reaction was to both protest the admiralty courts and increase smuggling. The cost of the French and Indian War caused Great Britain to change its policy towards the colonies and imposed taxes to help pay the war debt. Colonists vehemently opposed the Stamp Act because it was a direct tax rather than an indirect (import) tax such as the sugar tax. Parliament's failure to recognize the exclusive right of the colonial assemblies to collect taxes constituted 'taxation without representation'. Colonists responded with the creation of the Sons and Daughters of Liberty, the Stamp Act Congress and an effective economic boycott which led to the repeal of the Stamp Act. The stationing of British troops in the colonies resulted in the Boston Massacre and further alienated the colonists. The Townshend Acts resulted in a continuation of the boycott and the Tea Act resulted in the Boston Tea Party, which led to the "Intolerable" (Coercive) Acts, the First Continental Congress, and the "shot heard 'round the world" at Lexington and Concord that began the Revolutionary War.

Students should know the sequence of these events and that they were protests about the loss of the 'rights of Englishmen' and against 'taxation without representation'. In addition, there are several common misconceptions that should be avoided or corrected. The colonists were not protesting against the taxes because the taxes were too high nor were they attempting to form a new kind of government. Instead the colonists were trying to hold onto the government that they

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had developed during the time of salutary neglect. Neither did the colonists want to have representation in Parliament; since they would have been outvoted. What they wanted was British recognition that only their colonial legislatures had the right to impose taxes on the citizens of the colonies.

It is not essential for students to know:

It is not necessary to go into detail about the circumstances surrounding the signing of the Magna Carta, the English Civil War and the Puritan Commonwealth or the Glorious Revolution since this should have been covered in grades 6, 7, and World History. Students do not need to remember the specific Navigation Acts, nor that this legislation actually aided the development of colonial shipping and provided subsidies for colonial growers of products such as indigo. They do not need to know about the different types of colonies (charter, proprietary or royal). However, students *should* know that most colonies were royal colonies by the time of the American Revolution. Students do not need to know about the various battles of the French and Indian War or specific conflicts with the Native Americans. They do not need to remember specific details about the conflicts between the colonists and Parliament over taxes not listed above. For instance, the Townshend Acts were an indirect tax on a list of goods including tea, however by this time the colonists were unwilling to accept an indirect tax designed to collect taxes rather than to regulate trade. The Townshend Acts, except for the tax on tea, were repealed as a result of the colonists' boycott. The Tea Act was not a tax, but permission for the East India Tea Company to have a monopoly on the sale of tea in the colonies which would allow them to sell tea at a lower price. This lowered price threatened the effectiveness of colonial boycott and therefore their protest against the right of Parliament to levy taxes. It resulted in the Boston Tea Party. Students do not need to know the provisions of the resulting Coercive (Intolerable) Acts nor the details of the response of the First Continental Congress to the Coercive Acts. They do not need to know the details of the attack on Lexington and Concord, the midnight ride of Paul Revere, or the response of the Second Continental Congress to the "shot heard round the world."

Social Studies Literacy Skills for the 21st Century:

- Trace and describe continuity and change across cultures.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze

Differentiate

Organize

Attribute

or any verb from the **Apply, Understand** or **Remember** cognitive process dimensions.

UNITED STATES HISTORY AND THE CONSTITUTION

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Enduring Understanding:

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USHC-1.3 Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.

Taxonomy Level: Analyze /Conceptual Knowledge – 4/B

Previous/future knowledge:

Students should be able to explain the significance of major ideas in the Declaration of Independence (4-3.2) and explain how the American Revolution influenced attitudes toward slavery and women and impacted the future of Native Americans (4-3.4). They should know that the ideas of Locke and other Enlightenment thinkers influenced the writing of the Declaration (7-2.3, MWH 5.2) and that the Declaration impacted revolutions in other parts of the world. (7-3.1, 7-3.3, MWH6.2)

It is essential for students to know:

The *Declaration of Independence* was written to further the cause of the colonists' fight with the mother country already into its second year. Although the Declaration was impelled by a "decent respect to the opinions of mankind", it was more importantly addressed to those within the colonies who remained loyal to the king or were uncommitted to the cause of independence. The Declaration, which eloquently articulates the concept of limited government and is based on the ideas of John Locke, stated the ideals of democracy including the principles of equality, the natural rights of "life, liberty and the pursuit of happiness," the purpose of government to "secure those rights," and the "right of the people to alter or abolish" government when natural rights are not protected by government. It then made the case that the King, not the Parliament, had violated the rights of the colonists. The litany of actions that "He" did was designed to break the bonds between the King and his loyalist subjects in the colonies and to unify the new nation against a common enemy. Students should be able to recognize these charges as references to the events that led to the outbreak of war.

By declaring their independence, the Americans made it possible to enter into an alliance with other nations. Although the French king did not support the ideals of democracy, following the Battle of Saratoga, the French government began to believe that the colonists might be successful against the English, the traditional enemy of France. The French treaty provided the Americans with French naval support and supplies which proved invaluable to final victory at Yorktown. The principles expressed in the *Declaration of Independence* also had an impact on the newly formed state governments and the Articles of Confederation government that the Second

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Continental Congress established as its own replacement. These governments relied primarily on the role of the legislature and severely limited executive power.

In the postwar period Americans began to put the principles of the Declaration into practice. States in the North passed laws that provided for the gradual emancipation of slaves. States also provided for freedom of religion. Even though states restricted the right to vote to those who owned property, because property ownership was so widespread, many American males could exercise that right. However, the principles and promises expressed in the Declaration of Independence remained unfulfilled for certain groups. Since 1776, the idea that “all men are created equal; that they are endowed by their Creator with certain inalienable rights ... [to] life, liberty and the pursuit of happiness” has been a rallying cry for those denied their rights, both in the United States and throughout the world.

It is not essential for students to know:

It is not necessary for students to remember the debates that preceded the signing of the Declaration or which states or statesmen immediately supported it and which were more reluctant. It is not necessary to know that the Declaration was the work of a committee of which Thomas Jefferson was the most important member. It is not necessary for students to know about the role of Thomas Paine’s *Common Sense* in laying the groundwork for the Declaration or that John Locke wrote *Two Treatises on Government* on which the declaration is based in support of the Glorious Revolution in England in 1689. It is not necessary for students to remember the various battles of the American Revolution.

It is not essential that students understand that the *Declaration of Independence* not only impacted the colonists’ fight with the mother country but its principles had a worldwide impact. The French *Declaration of the Rights of Man and the Citizen* was modeled after the American *Declaration of Independence* and led to revolutionary movements throughout Europe in the 1800s. Revolutions in Latin America in the 1800s and countless groups fighting for the right to “life, liberty and the pursuit of happiness” and justifying the overthrow of corrupt governments have cited the American *Declaration of Independence*.

Social Studies Literacy Skills for the Twenty-First Century:

- Utilize contextual information to support the analysis of primary sources

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze - Break material into its constituent parts and determine how the parts relate to an overall structure or purpose.

Differentiate

Organize

Attribute

or any verb from the **Apply, Understand** or **Remember** cognitive process dimensions.

UNITED STATES HISTORY AND THE CONSTITUTION

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Enduring Understanding

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USHC-1.4 Analyze how dissatisfactions with the government under the Articles of Confederation were addressed with the writing of the Constitution of 1787, including the debates and compromises reached at the Philadelphia Convention and the ratification of the Constitution.

Taxonomy Level: Analyze/Conceptual Knowledge – 4/B

Previous/future knowledge:

Students should have some knowledge of how the Articles of Confederation compares to the Constitution (4-4.1). They should know about the role of South Carolina in the writing of the Constitution including the 3/5ths compromise and the commerce compromise (8-3.2). In United States Government, students will evaluate the founding documents of the United States, including the Articles of Confederation and the Constitution and *The Federalist Papers* among others (USG 2.4).

It is essential for students to know:

After the revolution, Americans established a government under the Articles of Confederation to protect the rights they had fought for during the war. However differences among the various states and the threat of civil unrest (Shays' Rebellion) led to the further evolution of American democracy. A new government under the Constitution was designed to address the flaws in the Articles of Confederation.

The greatest problem with the Articles of Confederation was the inability of the weak central government to meet the needs of the nation. The lack of a strong central government under the Articles of Confederation was a direct result of the experiences that led to the American Revolution. Because the Americans were fighting to preserve the rights of their colonial assemblies, they believed sovereignty rested in their state governments and developed a confederation of the thirteen states to unite to fight the war. The Continental Congress provided the model for the Articles of Confederation government (the Confederation government). Authority rested in the states, not in the central government.

Successes of the Confederation Government: The effectiveness of the new Confederation government was almost immediately called into question when its ratification was delayed by competing state interests. The controversy between large (New York and Virginia) and small states (Maryland) over land claims in the west was resolved with the ceding of state claims to the Confederation government and the creation of the national domain. The Confederation

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government established a method for distribution of this land through the Land Ordinances and set the precedent for the creation of new states through the Northwest Ordinances. The Northwest Ordinances also declared slavery illegal in the old Northwest Territory. This was the first effort by the national government to prohibit slavery in the territories. Although not specifically addressed in the writing of the new Constitution, the passing of the Land Ordinance and the Northwest Ordinance was one of the first acts of the First Congress under the new Constitution of 1787. Thus the system of creating new states on an equal footing with the original states is recognized as an achievement of the Confederation government.

The confederation form of government under the Second Continental Congress proved effective during the American Revolution when the states had a common cause. The Confederation government was satisfactory at the state level as states wrote new constitutions and passed laws that met their needs. The Confederation government was effective in negotiating the Treaty of Paris. However, soon after the fighting ended in 1781 and their common cause ended, Americans found that the Confederation government was too weak to meet the growing needs of the new nation.

Economic Problems: Interruption of trade with Great Britain, the colonies principle trading partner, had led to a depression and challenges to the Confederation government. Some Americans found it increasingly difficult to pay their mortgages and state taxes which led to a rebellion in Massachusetts [Shays Rebellion]. Farmers marched to close the local courts and prevent foreclosure proceedings on their farms. This unrest frightened many of the elite and prompted their support for a stronger national government that could preserve the peace. Without the ability to pay an army, the elite feared that the Confederation government might not be able to respond to this crisis and so they supported the call for the meeting in Philadelphia at which a new constitution was written. Under the new constitution, the national government was given the power to levy taxes so they could maintain the army to “maintain domestic tranquility.” In addition, the Confederation government could not resolve conflicts between the states over interstate trade, currency, or boundaries because their power to do so was not recognized by the states and there was no national judicial branch to resolve such conflicts. At the Philadelphia convention, the new national government was given the exclusive power to control interstate commerce and to control the currency. A judicial branch of government was established with the right to resolve disputes between the states.

Diplomatic Problems: The Confederation government had not been able to force the British government to live up to provisions in the Treaty of Paris that required the removal of British troops stationed at frontier forts on American soil. Nor could the national government persuade the British government to allow the continuation of trade between British merchants and her former colonies. The Confederation government could not persuade the Spanish to allow Americans access through New Orleans to the sea. States were attempting to negotiate with foreign powers separately. Because the Confederation government could not levy taxes but could only *request* funds from the states, once the Revolutionary War was over, many states refused to support the national government with funds. Thus the government was not able to support an army that would give the government diplomatic clout. Under the new Constitution, the national government was given the exclusive right to make treaties with foreign powers thus enhancing their ability to protect the United States’ interests diplomatically. Fear among delegates from

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Southern states that the power to control international trade might prompt the new federal government to control the slave trade led to a compromise. The federal government would not attempt to limit the international slave trade for at least 20 years. [The international slave trade was made illegal in 1808.]

Problems with Government Organization Led to Compromises: The most fundamental problem of the Confederation government was the lack of power to solve national problems because the states refused to acknowledge the authority and power of the central government. The Constitution set up a federal system in which the power of government was shared between the states and the national government. The Confederation government had not been able to solve problems in the delegation and exercise of power by amending the Articles of Confederation unless all of the states agreed. The new constitution would make it easier to fix any unforeseen problems by including a provision for amendment by three fourths of the states.

Even the structure of the Confederation government proved to be unsatisfactory. There was no executive branch of government to carry out the will of the national congress or a judiciary to resolve disputes. The Framers of the Constitution established three branches of government, legislative, executive and judicial, each with its own powers. To meet the fear that the executive might become too strong, a system of checks and balances that limited the power of each of the branches was added (USHC 1.5). The Confederation Congress consisted of one house and each state delegation had one vote, no matter how big or small the population of that state might be. At the Philadelphia Convention, large states wanted to be represented based on population [Virginia Plan] while small states wanted to preserve their power and continue to have one vote per state [New Jersey Plan]. The compromise was a bicameral legislature in which each state has two votes in the Senate and representation in the House of Representatives is based on population [Connecticut Compromise or Great Compromise]. This led to debate about who should be counted for purposes of representation. Southern states wanted to count slaves; Northern states, many of which were in the process of gradually emancipating their slaves, did not want to give southern states this political advantage. The so-called 3/5ths Compromise was that slaves were to count as 3/5 of a person for the purposes of both representation and taxation; however, no taxes were ever levied based on the population of the states.

The authority of the Confederation government derived from the states so delegates to the Confederation Congress were selected by their state legislatures. However, the Philadelphia convention declared that the authority to govern was granted by “We, the People” to the national government. Since the Framers believed in “no taxation without representation” (USHC 1.2) they gave the House of Representatives the right to initiate tax measures and so determined that Representatives should be directly elected by the voters of their states. However the Framers also feared the uncontrolled will of the people so they developed the electoral college to buffer the impact of the popular will on the election of the president, devised a system for indirect election of Senators, and provided that justices of the Supreme Court should be nominated by the President and confirmed by the Senate.

Ratification: The Constitution was sent to special state conventions for ratification that required the vote of nine states, rather than unanimous approval required for amendment of the Articles of Confederation. The ratification of the Constitution was the result of another compromise

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between those who wanted a stronger national government and those who feared it. Supporters of the constitution and a strong national government were called Federalists and represented the elites of the coastal areas. Opponents of the Constitution became known as Anti-Federalists and were concentrated among the backcountry farmers who feared the power that the elites would have in a strong national government located far away from the influence of the people. Anti-Federalists believed that state governments would be more responsive to the needs of the people. Controversy centered on the lack of a bill of rights to protect the rights of the individual against an abusive government. A compromise was reached when several states ratified only on the condition that a bill of rights would be added.

Federalists James Madison, Alexander Hamilton, and John Jay campaigned for ratification by writing a series of essays that are collectively known as *The Federalist Papers*. These essays were written to influence the New York ratifying convention to ratify a stronger national government. The authors supported a central government capable of protecting the rights of the people against local prejudices but not so strong as to threaten the liberties of the people. *The Federalist Papers* provides an understanding of the intentions of the framers of the Constitution.

It is not essential for students to know:

It is not necessary for students to remember all of the details of the Treaty of Paris or of the Land Ordinance or the Northwest Ordinance such as the division of the land into saleable lots or that the Northwest Ordinances also advocated public education by setting aside land for its support. It is not necessary for students to know about failed negotiations with Spain about the right of deposit in New Orleans nor about the Indian wars.

Students do not need to know who attended the Constitutional Convention or that these delegates included George Washington who presided as the President of the Convention, James Madison, who is often referred to as the Father of the Constitution because he came to the convention with a plan (the Virginia Plan), Benjamin Franklin, and Alexander Hamilton. Neither Thomas Jefferson nor John Adams was in attendance because they were serving as Ambassadors for the United States. Although the idea of a democratic republic derived from the Framers readings in ancient history, it is not necessary to compare the new American government to that of ancient Greece and Rome. Students do not need to know the name of the leader of the Massachusetts rebellion, Daniel Shays, or that the government of Massachusetts changed through popular election and rescinded many of the problems against which the farmers were revolting. Students do not need to know of the meetings that preceded the convention at Philadelphia such as those at Mount Vernon and Annapolis. They do not need to remember that the meetings of the Philadelphia convention were closed and strict secrecy about the proceedings was required of the delegates. Students do not need to know all of the powers delegated to the branches of government by the Constitution. Although students do need to know the substance of the debate over presentation, they do not need to know the names of the competing plans or those who championed them such as Edmund Randolph of Virginia or William Patterson of New Jersey. They do not need to know that the convention decided to send the document for ratification to special state ratifying conventions rather than the Confederation Congress or the state legislatures because they feared that these governments would not ratify a document that would limit or rescind their own power. They do not need to know the names of prominent Anti-Federalists such as Samuel Adams or Patrick Henry. They do not need to remember that John

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Jay, James Madison, and Alexander Hamilton wrote *The Federalists Papers* under the pseudonym Publius. Although *The Federalists Papers* continue to be an important source for understanding the Constitution, this series of essays had little impact on the actual ratification of the document by the New York ratifying convention. They do not need to know the order of the ratification of the Constitution by the states nor that the new government was established even before Rhode Island had ratified. In order to better understand the development of political parties (USHC 1.7), it would be helpful, though not essential, for students to understand that both Jefferson and Madison supported the ratification of the Constitution and so both were Federalists during this period.

Social Studies Literacy Skills for the Twenty-First Century

- Analyze, interpret and synthesize social studies information in order to make inferences and draw conclusions
- Create a thesis supported by research to convince an audience of its validity.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze

Differentiate

Organize

Attribute

or any verb from the **Apply, Understand** or **Remember** cognitive process dimensions.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-1: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.

Enduring Understanding:

Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of democracy and the conflict between local and national interests, the student will...

USHC-1.5 Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

Students should have a basic understanding of the structure and function of the three branches of government (4-4.2) and be able to explain the basic principles of government in the United States (8-3.3). They should understand how the Bill of Rights protected the rights of white male property owners (4-4.3). They should understand the difference between democracy and republic (6-2.1, 6-2.4) and the characteristics of a limited government (7-2.1). In United States Government, students will study the principles of American government (USG 3.1), the authority of the three branches of government (USG 3.2) and the application of federalism in the United States (USG 3.3, 3.4) in greater depth.

It is essential for the students to know:

The idea of limited government is that the government must be controlled so that it cannot infringe upon the rights of the people. Under the Constitution, the power of the national government is limited.

The fundamental principle of democracy is that the government derives its power from the consent of the governed. Under the Articles of Confederation, sovereignty lay with the states. Under the Constitution, the authority to govern derives not from the states but from the people as evidenced by the language “We the People...do ordain and establish this Constitution.” Although the United States was not a democracy at its inception because it did not recognize the right to vote of several classes of people, it did recognize that the ultimate governing authority rested with the voters. The Framers also based the government on the principle of republicanism. Voters were to be represented by elected legislators who would make decisions in the interests of the voters. Voters elect the members of the House of Representatives. However the Framers also feared the uncontrolled will of the people so they devised a system for indirect election of Senators and developed the electoral college to buffer the impact of the popular will on the election of the president. The national judiciary is not elected but appointed by the chief executive and confirmed by the Senate.

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The Framers of the Constitution included in the structure of the government protections that would limit the power of the national government. The principle of federalism limits the power of the national government by only delegating it some powers. Other powers are reserved to the states and still other powers are held concurrently by the states and by the nation, while still others reside with the people. In addition, the Framers divided the power of the national government among three branches: the executive, the legislature, and the judiciary. The legislature is divided into two houses, the House of Representatives and the Senate. The House of Representatives was given the exclusive right to initiate tax bills because they more directly represent the people. A system of checks and balances further ensured that the power of each branch was limited by a competing power in another branch. For example, although the legislature has the exclusive power to pass laws, the chief executive can veto those laws. The legislature can override a veto with a supermajority vote. The executive branch has the power to make treaties with foreign governments but only the Senate can ratify these treaties. Members of the judiciary and the chief executive can be removed from office with an impeachment procedure carried out by the legislature.

Finally, the addition of the Bill of Rights, the first ten amendments to the Constitution, as promised during the ratification process (USHC 1.4) limited the national government from infringing on the rights of the people. Included among those rights are the right to freedom of speech, religion, assembly, and the press; protections against unfair trials and unreasonable search and seizure; and the right to bear arms.

It is not essential for the students to know:

It is not necessary for students to know other details of the Constitution such as requirements for holding office. Various processes described in the Constitution such as how a bill becomes a law, the operation of the electoral college and the specific duties of the president are not required by this indicator. Students do not need to know what is in each article of the Constitution. It is also not necessary for students to know all of the specific numbers or protections in the Bill of Rights such as the right to due process and protection against double jeopardy and self-incrimination, the right to a speedy and public trial, the right to confront witnesses and the right to counsel, protection against excessive bail or fines, and cruel and unusual punishment nor do they need to know subsequent amendments for this indicator.

Social Studies Literacy Skills for the Twenty-First Century:

- Utilize contextual information to support the analysis of primary sources. Assume shared responsibility for collaborative work and value the contributions made by each team member.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

UNITED STATES HISTORY AND THE CONSTITUTION

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-1: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.

Enduring Understanding:

Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of democracy and the conflict between local and national interests, the student will...

USHC-1.6 Analyze the development of the two-party system during the presidency of George Washington, including controversies over domestic and foreign policies and the regional interests of the Democratic-Republicans and the Federalists.

Taxonomy Level: Analyze/ Conceptual Knowledge – 4/B

Previous/future knowledge:

Students were introduced to the two party system in grade 4 (4-4.6). They also analyzed the position of South Carolina on the issues that divided the nation in the early 1800s in grade 8 (8-3.4). In United States Government, students will study the role of political parties in greater depth (USG-4.3).

It is essential for the students to know:

The two-party system developed as a result of political differences between Alexander Hamilton and Thomas Jefferson during George Washington’s first administration. Jefferson and Hamilton had both supported the ratification of the Constitution and served in Washington’s cabinet. Differences arose over Secretary of the Treasury Hamilton’s economic plan.

Secretary of the Treasury Hamilton proposed that the government pay off the debt left from the Revolutionary War by issuing new bonds (funding). Secretary of State Jefferson and Representative James Madison opposed paying off current bondholders because often these were investors who had bought the bonds on speculation from the primary investor at a much reduced price. Hamilton wanted the current bondholders, wealthy investors, to have a stake in the national government. Congress authorized the funding plan.

Secretary Hamilton also proposed that the national government assume the debts of the states. Northern states supported assumption because they had outstanding debts. Southern states, with the exception of South Carolina, objected because they had already paid their debts. A compromise was reached that the capital would be moved farther south, to the District of Columbia, and state debts would be assumed.

Hamilton also proposed that the Congress establish a national bank that would act as a repository for the nation’s revenues and a source of loans to spur economic growth. Jefferson and Madison objected, arguing that the Constitution did not specifically list the establishment of a bank as one of the powers of Congress. Hamilton argued that the bank was “necessary and proper” to the

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exercise of Congressional powers to establish a national currency and regulate trade and so was allowed by the 'elastic clause' of the Constitution. This established the basis for a continuing political disagreement about how the Constitution was to be interpreted. Congress passed and Washington signed a charter for the establishment of the First Bank of the United States.

Disagreement between the two emerging political factions was exacerbated by Hamilton's proposal that Congress establish a protective tariff. A protective tariff is a high tax on imports designed to prompt consumers to purchase the lower priced goods produced in their home country. This would protect America's emerging industries. Jefferson believed that democracy depended on the independence of the farmer and did not want to promote the development of industry. Congress did not pass the protective tariff but the issue continued to divide the emerging political factions.

Perhaps the most serious difference between the parties was on an excise tax on whiskey. Hamilton wanted to raise revenue for the national government and saw a way to control the drinking habits of Americans at the same time. Jefferson and Madison supported western farmers who turned their grain into whiskey in order to transport it more easily and cheaply across the Appalachian Mountains to markets in the east. The resulting Whiskey Rebellion of western Pennsylvania farmers was the first challenge to the authority of the new national government but quickly evaporated when troops led by President Washington marched into the state. The Rebellion showed the seriousness of the split between the two political groups.

The two-party system developed as a result of different political positions on these economic issues. The Federalists, supporters of Hamilton and a strong central government included the wealthy merchants and emerging industrialists in the North as well as a few elite southern plantation owners. Federalists interpreted the Constitution loosely, using the elastic clause to give the federal government more power. Democratic-Republicans (known as Jeffersonian Republicans, later Democrats) were supporters of Jefferson and Madison who believed in a limited central government and strong state governments because state governments are closest to the will of the people. They were supported by 'the common man' including rural Northerners, Southerners and backcountry folk and supported a strict construction of the Constitution. Jefferson opposed the development of an industrialized country.

Differences over domestic policy were exacerbated by even more emotional differences of opinion over foreign policy. When the French Revolution turned violent, Jefferson and Madison supported the French despite the bloodshed, because the French *Declaration of the Rights of Man and the Citizen* was very similar to the *Declaration of Independence* and because of the French alliance during the American Revolution. Hamilton supported the British in their war against the excesses of the French Revolution because of long tradition and trade relations with the former mother country. This basic disagreement was heightened by events such as the Citizen Genet incident, Jay's Treaty, and the XYZ Affair that cumulatively led to the Alien and Sedition Acts. These acts were designed to silence the outspoken and sometimes slanderous opposition of the Democratic-Republicans to the Adams administration. Jefferson and Madison objected to the Alien and Sedition Acts in the Virginia and Kentucky Resolutions, declaring that

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state legislatures could nullify, or declare an act of Congress to be unconstitutional. The controversy contributed to Jefferson's election in 1800. The traditional two party system that evolved in the 1790s became an important part of the American political system.

It is not essential for the students to know:

Students do not need to remember all of the details of each of Hamilton's proposals explained above. However, it is important that they understand how the political parties emerged because of how each of the issues affected different interest groups. Students do not need to know that President Washington warned Americans against political factions in his Farewell Address. Although students do not need to remember the details of the Genet incident or the XYZ affair, these incidents help to explain the increasing antagonism of one party for the other that led to Jefferson's resignation as Secretary of State and eventually to Hamilton's death. Students do not need to know about the differences of opinion that arose between John Adams and Alexander Hamilton despite the fact that they belonged to the same party. Students do not need to know how foreign affairs continued to divide the parties as the war in Europe threatened to embroil the United States and Jefferson issued the Embargo of 1807, designed to stop the problem of impressment and avoid war. New England Federalists opposed the embargo because it severely hurt their trade and later opposed the War of 1812 for the same reason. Democratic- Republican "War Hawks" from the west and the south supported the war because of issues of national pride and land hunger for Canada. The Federalist Party died out as a result of their opposition to the war at the Hartford Convention and the adoption by the Democratic-Republicans of the Federalist's pet issues such as the national bank and the protective tariff in the aftermath of the War of 1812.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
- Model informed participatory citizenship.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze

Differentiate

Organize

Attribute

or any verb from the **Apply, Understand** or **Remember** cognitive process dimensions.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-1: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.

Enduring Understanding:

Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of democracy and the conflict between local and national interests, the student will...

USHC-1.7 Summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall, such as the establishment of judicial review in *Marbury v. Madison* and the impact of political party affiliation on the Court.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

Students should know that there are three branches in the United States government and one of these is the court system (4-4.2). They will know that that Supreme Court has made decisions that have impacted the way that democracy is practiced in the United States. In United States Government, they will learn about the roles and responsibilities of court system in much greater detail (USG -3.2).

It is essential for the students to know:

Since the writing of the Constitution, ideas about democracy have developed in the United States as a result of the decisions of the Supreme Court. The principals and ideas of the Constitution and the power of the national government were strengthened by the decisions of the Supreme Court under the leadership of Chief Justice John Marshall. Decisions of the Marshall Court supported a strong federal government that was supreme over the states and reflected the interests of the Federalists.

The First Congress established the court system [Judiciary Act of 1789] because the Constitution does not go into detail about how the judiciary system should be set up. The first chief justices presided over a very weak court. Federalist John Marshall was appointed by Federalist President John Adams. The Marshall Court is an example that presidential power is felt long after the appointing administration is gone. Although the Senate must confirm presidential appointments to the judiciary, presidents most often appoint justices who hold political ideas similar to the president's own and justices serve for 'good behavior'. John Marshall served for over 30 years during which time the rulings of the court reflected Marshall's support for a strong national government. This has been true throughout American history and continues to be true today.

The ruling of the Marshall Court in *Marbury v. Madison* (1803) began the enduring precedent of judicial review as a vital part of the checks and balances system. Federalist William Marbury was appointed and confirmed as one of the 'midnight' judges. However his commission to a lower court had not been delivered before the Democratic Republicans took office and Secretary

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of State James Madison refused to deliver the commission. Marbury appealed to the Supreme Court for a court order [writ of mandamus] that would require Madison to deliver the commission. The court was authorized to issue such a writ by Congress. Marshall knew that if the court ordered the commission to be delivered to Marbury that the order would be ignored by Secretary of State Madison and the judicial branch would continue to be seen as powerless. Reading the Constitution closely, Marshall realized that the document does not give the power to issue such a writ to the Supreme Court under its original jurisdiction. The court could only hear such a case on appeal. The Marshall court ruled that, although Marbury deserved his commission, the court could not order that it be delivered because Congress could not give a power to the Supreme Court which the Constitution did not authorize. This was a landmark decision because it was the first time that the court claimed for itself the right of judicial review, the right to determine the constitutionality of an act of Congress. Since the decision did not have to be enforced by the executive branch, the court could not be undermined by its Democratic-Republican rivals who now held the presidency. Jefferson and Madison had claimed the right to decide constitutionality of federal laws for the states in the *Virginia and Kentucky Resolutions* and the decision in *Marbury* countered that claim. By denying itself the right to issue the writ, the Marshall Court claimed for itself a far greater role- to determine what is constitutional and what is not. The Court under John Marshall asserted its role as a vital third branch of government that supported the principles of the Federalist Party.

Although students need not remember the specifics or names of other cases they should understand that the Marshall Court continued to strengthen the role of the federal government. The Court ruled that only the federal government could control interstate commerce [*Gibbons v Ogden*]. The Court upheld the sanctity of contracts against encroached by state government [*Dartmouth v Woodward*]. The Court ruled that the state of Maryland could not inhibit the operations of the Bank of the United States by imposing a tax, thus upholding the right of the federal government to establish the national bank [*McCulloch v Maryland*]. The Court denied the right of the state of Georgia to limit the rights of the individual in a case related to Indian reservations [*Worcester v Georgia*].

This vital but political role of the Court will be evident again in decisions made by the Court in *Dred Scott v Sanford* and others.

It is not essential for the students to know:

Students do not need to understand anything about the early court of John Jay. Students do not need to know that John Marshall was one of the ‘midnight’ judges appointed by John Adams and confirmed by the Federalist Congress before the Democratic Republican administration of Thomas Jefferson took over the presidency and the Congress. It is not necessary for students to remember all of the details of the *Marbury* case. However they should hear them in order to understand the political circumstances and importance of the ruling. They do not need to know the names or details of other Marshall cases, however exposure to them will help students to understand the important role of the Marshall Court in strengthening the federal government over the state governments and in establishing a climate that was conducive to the growth of the economy (sanctity of contracts, national control of interstate trade and the bank). Students also do not need to know that the court did not claim the right of judicial review again until the *Dred*

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Scott case of the 1850s. It is also not necessary for students to know that John C. Calhoun later claimed the right of nullification for the states in his *South Carolina Exposition and Protest*.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

Or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-2: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century.

Enduring Understanding

Political conflict is often the result of competing social values and economic interests. To understand how different perspectives based on differing interests and backgrounds led to political conflict in antebellum United States, the student will . . .

Indicators

USHC-2.1 Summarize the impact of the westward movement on nationalism and democracy, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states' rights and federal power during the era of Jacksonian democracy as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession.

Taxonomy Level: Understand/Conceptual Knowledge - 2B

Previous/future knowledge:

Students should have prior knowledge from grade 4 of major expeditions that explored the West (4-5.1), the motivations and methods of migrants (4-5.2), major land acquisitions (4-5.3) and the impact of territorial expansion on Native Americans (4-5.4). They have analyzed arguments over states' rights and federal power in the nullification crisis of the 1830s in grade 8 (8-4.3). In United States Government, they will study the place of the states' rights argument in an understanding of the principles of American democracy. (USG 3.3) They will evaluate the Ordinance of Nullification (USG-2.5).

It is essential for students to know:

Westward expansion both intensified nationalism and exacerbated sectionalism as competing regional interests agreed on expansion but differed on policies of the federal government such as cheap land, internal improvements, the support for industry through tariff policy, and the expansion of slavery. Students must know the major land acquisitions, including Louisiana, Oregon, Texas, and the Mexican Cession; from whom, why, and how these lands were acquired; their location on a map; as well as their impact on individualism, sectionalism and democracy.

Westward expansion impacted the growth of nationalism by promoting the ideal of the hardy pioneer as the iconic American and the common man as the embodiment of democracy. Expansion fueled the nationalist idea of Manifest Destiny and vice versa. Jefferson pursued the purchase of Louisiana, despite his misgivings over the constitutionality of such a purchase. Jefferson's loose interpretation of the elastic clause of the Constitution set the precedent for future land acquisitions and secured control of the Mississippi River as a highway for American agricultural products from the old Northwest through the port of New Orleans to world markets. The Louisiana Territory also provided additional government owned land available for purchase [Land Ordinance]. The addition of these lands insured the spread of democracy as new territories

became states of the Union on equal terms as the original thirteen [Northwest Ordinance]. The right to vote, originally reserved to property owners, was enjoyed by most American males as the government sold land at increasingly cheaper prices. In the 1820s and 1830s, states dropped the property qualification and expanded the franchise to all white males and specifically disenfranchised African American property owners. Political campaigns became a popular pastime and voting a festive occasion. The first president elected from the West was Andrew Jackson, a Democrat and self described champion of the common man. Westward expansion strengthened the Democratic Party.

As Americans moved west, they continued the displacement of the Native American population, just as they had in the original colonies. President Andrew Jackson announced a formal policy of removal of natives to the west to make room for opportunity for the common white man. Native Americans of the southeast responded to this encroachment through both resistance (Seminoles in Florida) and assimilation (Cherokee in Georgia). Neither of these methods was successful. The Seminoles were defeated and the Cherokee eventually lost their legal fight to retain their lands. Native Americans of the southeast were forced to move to the Indian Territory in Oklahoma on the Trail of Tears in the late 1830s. The westward movement also had an adverse impact on enslaved African Americans as slave owners took only part of their human property with them on the trek west and left the rest of a slave family behind.

Although inter-regional dependency was steadily increasing, economic differences and the growing conflict between the North and the South over the right to extend slavery to the territories led to a conflict between states' rights and federal power in the nullification crisis of the 1830s. Northern manufacturers favored a high tariff that would protect their infant industries from foreign competition. Southerners, as producers of cash crops and consumers of manufactured goods, wanted those goods to be available at a cheaper price and viewed a high tariff as an "abomination." The West sided with the North in order to get support from the Northern states for their favored issues, internal improvements and ever cheaper land prices. In the 1830s, South Carolina used the states' rights argument to declare the tariff null and void. President Andrew Jackson was determined to uphold the right of the federal government to collect the tariff in South Carolina. A compromise reduced the offending tariff. This compromise and the threat of federal force led South Carolina to rescind their nullification of the tariff but not to repudiate the right of the state to nullify an act of Congress. The immediate threat to the Union was averted.

The United States' claim to Oregon was based on the explorations of Lewis and Clark which took them beyond the boundaries of the Louisiana Purchase to the Pacific Ocean. Americans moved to the Oregon Territory in order to trade in furs and develop farms. The area was also claimed by the British with whom the U.S. had joint occupation rights until a treaty was negotiated in the 1840s. Texas was acquired through annexation of the Republic of Texas nine years after American-born Texans declared and won their independence from Mexico. The rest of the present southwestern United States was acquired by the treaty that ended the Mexican War. Circumstances of these acquisitions are the subject of indicator USHC-2.2.

Westward movement impacted the relations between the regions as Southerners sought to protect their ‘peculiar institution’ by pushing for the expansion of slavery which would ultimately threaten national unity in the Civil War [USHC 3-1].

It is not essential for students to know:

Students do not need to know the circumstances of the purchase of Louisiana or of the negotiations of the Oregon Treaty. They do not need to remember details of the expeditions of Lewis and Clark or Zebulon Pike. They do not need to know the role of Andrew Jackson in fighting the Indians or his defiance of the Supreme Court. They do not need to remember the names of the specific cases of *Cherokee Nation v Georgia* and *Worcester v Georgia* or to memorize the specific names of Native American resisters. Students do not need to know other evidence of the expansion of democracy such as the use of the national convention, the popular selection of electors, or the increasing use of campaign rhetoric and symbolism in the elections of 1824, 1828 and 1840. They do not need to know about other controversies of the Jackson presidency such as the bank war nor do they need to evaluate Jackson’s claim to be the champion of the common man. They do not need to know that John C. Calhoun was Jackson’s vice president and the author of *South Carolina Exposition and Protest* which claimed for the states the right to nullify acts of Congress, although students were expected to know this in the 8th grade.

Social Studies Literacy Skills for the Twenty-First Century:

Appropriate classroom activities could include:

- Represent and interpret Earth’s physical and human systems by using maps, mental maps, geographic models, and other social studies resources to make inferences and draw conclusions.
- Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-2: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century.

Enduring Understanding

Political conflict is often the result of competing social values and economic interests. To understand how different perspectives based on differing interests and backgrounds led to political conflict in the antebellum United States, the student will . . .

Indicators

USHC-2.2 Explain how the Monroe Doctrine and the concept of Manifest Destiny affected the United States' relationships with foreign powers, including the role of the United States in the Texan Revolution and the Mexican War.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In grade 4, students were introduced to the annexation of Texas, and the Mexican Cession and may have encountered the term Manifest Destiny; however, the concept of Manifest Destiny is sufficiently abstract that students need considerable review (4-5.3). In United States Government, students will evaluate the role, responsibilities and authority of the executive and legislative branches (USG 3.2).

It is essential for students to know:

The focus of this indicator is on the impact of the Monroe Doctrine and the Mexican War on the relations of the United States with foreign powers. Consequently it is important to teach this information with a strong focus on the differing perspectives that other nations would have of American actions.

Students need to understand the circumstances of the inception of the Monroe Doctrine including the roles of the European states and the limited impact of the proclamation on America's role in the world in the early 1800's. A common misunderstanding is that the Monroe Doctrine was immediately important. When the early 19th century wars of liberation in South America ended their mercantilist relationship with Spain, Great Britain established strong trade ties with Latin America. When the monarchs were restored in Europe at the end of the Napoleonic wars, they wanted to restore their colonial holdings. Great Britain wanted to protect its lucrative trade and encouraged the United States to join Britain in opposing any reestablishment of colonial claims. President Monroe warned European nations not to attempt to reestablish those colonial claims. American military power was very limited in the early 19th century and the enforcement of the Monroe Doctrine primarily depended on the British navy. The Monroe Doctrine would be used in the late 19th and the early 20th centuries as a basis for United States involvement in Latin American affairs by Presidents Roosevelt, Taft and Wilson. This caused resentment among Latin Americans. This theme will be discussed in USHC-5.3.

“Manifest Destiny,” the belief that Americans had a God-given right to all the land of the North American continent, was a phrase coined in the 1800s, but was an idea that had predominated American thought since the first settlers. It was based on an ethnocentric confidence that other peoples were less favored by divine providence and should give way before the Americans. The United States was willing to make a treaty with Great Britain and accept less territory than originally claimed in the Oregon territory. Many Americans from the South moved into Texas at the invitation of the Mexican government to have more land for cotton and slavery. The conditions for that invitation included that the Texans would obey the laws of Mexico. When the Mexican government outlawed slavery, the Texans revolted and won their independence however, the Mexicans did not recognize Texan independence. The annexation of Texas to the United States was delayed in order to avoid the controversy that the addition of the new slave state would raise and Texas remained independent for almost a decade. Manifest Destiny became a rallying cry for the election of James Polk in 1844 and Texas was annexed by joint resolution of Congress shortly thereafter. President Polk sent emissaries to Mexico to offer to purchase additional Mexican territory but his offer was rebuffed. Polk then sent American troops into a region that was disputed between Texas and Mexico. The Mexicans interpreted this as a hostile act. Shots were fired and President Polk interpreted that action as an act of war. In the war, United States forces penetrated deeply into Mexican territory. In the resulting peace treaty, the United States acquired land that today includes the states of California, New Mexico, and Arizona. Students have difficulty understanding that this was neither American territory nor unclaimed land. It is important for students to understand that the Mexican War established an adversarial relationship between the United States and Mexico that lasted into the twentieth century and may still influence resentments exacerbated by the contemporary controversy over illegal immigration.

It is not essential for students to know:

Students do not need to know about the Convention of 1818 with Britain that set the northern boundary of the Louisiana Purchase and acknowledged joint claim to the Oregon territory. In the Adams-Onís (Transcontinental) Treaty with Spain in 1819, the United States gained Florida and set a boundary with Spanish Mexico that reached the Pacific Ocean. The Spanish claim to the Oregon Territory was thus eliminated and United States claim was strengthened. Students do not need to know that the Monroe Doctrine was a unilateral proclamation rather than a joint statement with Britain as Britain had suggested. Some historians interpret this to be the second declaration of American independence. Students do not need to remember the personalities of the Texas revolution. They do not need to understand all of the details of why the United States finally annexed Texas including that the United States was concerned that Great Britain would develop a strong relationship with the Lone Star Republic based on cotton trade and would be a threat to the power of the United States and its ability to expand. They do not need to remember the names of battles or military leaders who fought in the Mexican War that the “halls of Montezuma” in the Marine anthem refers to the Mexican War or that many officers of the Civil War got their experience in the Mexican War.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.
- Evaluate the validity of multiple points of view or biases using evidence and sound reasoning.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-2: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century.

Enduring Understanding

Political conflict is often the result of competing social values and economic interests. To understand how different perspectives based on differing interests and backgrounds led to political conflict in antebellum United States, the student will . . .

Indicators

USHC-2.3 Compare the economic development in different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

Students should have some prior knowledge of the economic and geographic differences between the North and the South (4-6.1) and have been introduced to the term sectionalism (4-6.3) in grade 4. In grade 8, students analyzed the position of South Carolina on the political/economic issues of the late 1700s and early 1800s including assumption of debts, the creation of a national bank, and the protective tariff (8-3.4) and should understand the importance of agriculture in antebellum South Carolina (8-4.1). In Economics, students will learn how the banking system facilitates trade (ECON-3.2), how the federal government regulates the American economy today (ECON-3.5) and how specialization in the production of goods and/or services brings comparative advantage (ECON-4.2).

It is essential for students to know:

As the result of growing economic differences between the North, South, and the West, the regions developed different social values and political interests which led to political conflict and ultimately to war. Students must be able to identify on a map the areas that are known as North, South, the West and they should understand the moving frontier that defined the West. Geographic factors starting in the colonial period led to differences between the regions including safe harbors and fast flowing rivers in the North, fertile land for cash crops in the South and abundant new resources in the West such as fertile farm land and mineral deposits (USHC 1.1).

The North developed industry and finance in part because capital earned through the shipping industry was available for investment in factories while the South continued to invest in slavery and agriculture. The West also remained largely agricultural, growing crops that were suited to its various geographic regions. The North attracted immigrants, especially Germans and Irish, to work in the factories in growing towns and cities while the South continued to rely on slave labor. Economic differences affected and were affected by social differences between the regions, including differences in social reform movements such as education. Northern reformers

called for public education in order to assimilate immigrants, while the South did not provide public education and outlawed teaching Africans to read.

Economic differences contributed to political controversies including controversies over the creation (USHC 1.6) and continuation of the National Bank. The South and West opposed the National Bank because they viewed it as giving too much economic power to wealthy Northeasterners and favored state banks that would offer cheap loans. The protective tariff was supported by Northeasterners in order to protect their infant industries from foreign competition and accepted by the West in exchange for support for their own interests such as internal improvements, i.e. roads and canals, and cheap land. The South opposed the protective tariff in the nullification crisis (USHC 2.1) and also opposed internal improvements but supported cheap land as they moved west to plant more cotton. The completion of the Erie Canal strengthened economic and thus political ties between the Northeast and the Northwest. Henry Clay's American System, a political alliance that traded western support for the tariff for northern support of internal improvements and cheap land, threatened the economic and political interests of the South and added to the animosity between the regions. Different economic interests contributed to political differences over the extension of slavery into the west and contributed to disagreements over the admission of the new states of Missouri, Texas, California and Kansas which laid the groundwork for the controversies of the 1850s that culminated in secession and war (USHC 3.1).

It is not essential for students to know:

Students need not know the term Mason-Dixon Line nor the location of each state within the North, South, or West. They need not understand the changing position of Northern and Southern politicians on issues, particularly the tariff; that Daniel Webster at first opposed protective tariffs in order to protect the interests of the New England shippers and then changed his position as the North developed their infant industries; or that John C. Calhoun at first supported a protective tariff when he believed that the South might develop an industrial economy but then vehemently denounced it in the *South Carolina Exposition and Protest*. Students do not need to understand how the precedent setting rulings of the Marshall Court (USHC 1.7) helped to lay the foundation for economic growth through support for the sanctity of contract, the National Bank and the federal role in interstate commerce, nor must they remember the names of the specific cases such as *Dartmouth v New Hampshire*, *McCulloch v Maryland*, or *Gibbons v Ogden*.

Social Studies Literacy Skills for the Twenty-First Century:

- Compare the ways that different economic systems answer the fundamental questions of what goods and services should be produced, how they should be produced and who will consume them and analyze how scarcity of productive resources affects economic choices.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-2: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century.

Enduring Understanding

Political conflict is often the result of competing social values and economic interests. To understand how different perspectives based on differing interests and backgrounds led to political conflict in the antebellum United States, the student will ...

Indicators

USHC-2.4 Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge

Students should have some prior knowledge of the nature of slavery and the role of abolitionists in the mounting sectional tensions from what was studied in grades 4 and 8 (4-2.3, 4-6.2, 8-1.4, 8-4.2).

It is essential for the students to know:

In order for students to understand why the North and the South fought in the Civil War, they must understand how and why these regions grew increasingly different in the antebellum period. Social and cultural differences emerged first during the colonial period based largely on the cultures of the people who settled there (USHC 1.1). These differences were increased by the economic specialties that resulted from differences in geography of the regions (USHC 2.3). Finally, increased regional pride led to self interested sectionalism. The settlement of the West exacerbated the tensions between the North and the South leading eventually to secession and war (USHC 3.1).

The North was affected by the culture of the Puritans who settled New England and the Quakers of Pennsylvania and by the diversity of the populations of commercial centers such as New York City. In New England, towns and cities arose around the Congregational Church and as commercial centers. Education was established early by the Puritans of Massachusetts Bay to enable the faithful to read the Bible (USHC 1.1) and expanded in the early nineteenth century in order to assimilate the immigrants. Immigrants were attracted to the jobs in growing industries (USHC 2.3) and contributed to the cultural diversity and growing population of the region. There were relatively few slaves in the North and by 1840 most had been emancipated (USHC 1.3) so they did not significantly impact the culture of the region. Northerners supported political issues that promoted their regional interests such as high tariffs and a national bank (USHC 2.3).

The culture of the South was strongly influenced by its colonial beginnings and its economy. Large plantations produced a privileged class that dominated the government, society, and culture. However, contrary to popular myth, the majority of Southerners in the antebellum period

lived on family farms and did not own slaves. The South developed fewer large towns or commercial cities because navigable rivers brought ships close to the fields. The wealthy educated their children privately, did not provide public education for poor whites, and outlawed teaching slaves to read or write. The region did not attract as many immigrants because there were few jobs in industry or available land. Because of the large slave population and significant numbers of free blacks, African Americans contributed substantially to the culture and the social structure of the South. Southerners supported political issues that promoted their regional interests such as low tariffs, and the spread of slavery to the territories (USHC 2.3).

The West developed as settlers moved into the region and carried their cultural values with them. Settlers in the old Northwest reflected the values of New England while the southern states influenced the culture of states such as Kentucky, Alabama, Mississippi, and Texas. Manifest Destiny strengthened the strong individualism that naturally arose among those settling the West. Westerners supported political issues that promoted their interests such as cheap land, internal improvements, i.e. roads and canals, and uncontrolled banking (USHC 2.3).

African Americans, both enslaved and free, lived in all regions of the country. Although the Northern states had begun to emancipate their slaves' rights after the Declaration of Independence (USHC 1.3), some northern states continued to have slaves into the 1830s. Slavery was prohibited in the old Northwest by the Northwest Ordinance. Although free blacks lived in the North, they could not exercise the same rights as whites, except to legally marry. In the North, African Americans were purposefully disenfranchised by law at the same time that universal manhood suffrage was established (USHC 2.1). They were often the last hired and the first fired and did the jobs that were least attractive. De facto segregation was practiced throughout the North. Most African Americans living in the South were slaves. The conditions of their lives depended in large part on where they lived and the benevolence of their masters. Those freedmen who lived in the South lived mostly in the cities where they could find work as artisans. Although their job opportunities were better than blacks in the North because many of them had skills that were in high demand, they too were not granted civil or political rights.

The religious revival movement, the Great Awakening of the early 1800s, was national in scope and contributed to the development of reform movements that further divided the nation. The abolitionist movement first developed among Quakers who believed that everyone, even slaves, had an inner light. Abolitionists included African Americans such as Nat Turner, Frederick Douglass, and Harriet Tubman and whites such as William Lloyd Garrison, the Grimke sisters, Harriet Beecher Stowe, and John Brown who engaged in a variety of different protest activities because of the degrees of their effectiveness and radicalness. They published newspapers and organized anti-slavery conventions and wrote books and helped slaves escape on the Underground Railroad. They also led rebellions. Such activities led to a strengthening of the resolve of slave owners to justify their culture and further divided the nation. Southerners argued that slavery was a 'positive good' because slaves were better off than industrial workers in the North. It is important to note that most northerners were not abolitionists and that even some abolitionists did not believe that freed slaves should have equal rights. The abolitionist movement split over the issue of whether or not to engage in the political process and whether or not to recognize the rights of women to speak in public against slavery. Abolition was not effective until the controversy over western expansion led to political confrontation.

The women's rights movement was active in the North and was tied to the abolitionist movement. Elizabeth Cady Stanton and Lucretia Mott, organizers of the Seneca Falls (New York) Convention in 1848 which called for women's rights, met and determined to advocate for women's rights when they were denied the right to participate at an abolitionist convention. There were many other issues that caused women to protest their second class citizenship including their limited access to education and the rights to own and control property and to obtain a divorce. The women's rights movement was not successful in the antebellum period in securing additional rights for women. Other reform movements in the areas of education, temperance, and the treatment of the mentally ill and prisoners met with some success during this period.

It is not essential for the students to know:

The specific ideals of the American Renaissance, transcendentalists or the Utopian movements and reforms in education, prisons and mental hospitals and the temperance movement are not essential. Students do not need to remember the names of particular newspapers or books, except for *Uncle Tom's Cabin*, (USHC 3.1) that were published as part of the abolitionist movement. They do not need to remember other important women of the period such as Elizabeth Blackwell or other abolitionists such as Elijah Lovejoy and Theodore Dwight Weld.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.
- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.

Assessment Guidelines:

Appropriate classroom assessments could require students be able to

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-3: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.

Enduring Understanding

Democracy is based on the balance between majority rule and the protection of minority rights. To understand the impact of conflicting interests on the rights of minority groups, the student will...

USHC-3.1 Evaluate the relative importance of political events and issues that divided the nation and led to civil war, including the compromises reached to maintain the balance of free and slave states, the abolitionist movement, the Dred Scott case, conflicting views on states' rights and federal authority, the emergence of the Republican Party, and the formation of the Confederate States of America.

Taxonomy Level: Evaluate/ Conceptual Knowledge – 5/B

Previous/future knowledge:

From grades 4 and 8, students should have prior knowledge of abolitionism (4-6.2) and events and issues that led to the Civil War including slavery in the territories, states' rights, the election of Abraham Lincoln (4-6.3) and the nullification crisis compromises over westward expansion, the Kansas-Nebraska Act and the Dred Scott decision (8-4.3). They should have evaluated the arguments of secessionists in South Carolina (8-4.4). In United States Government, students may evaluate significant documents in relation to the application of core principles such as the Ordinances of Secession (USG-2.5).

It is essential for the students to know:

Democracy expanded in the United States as new territories were claimed and settled and as they entered the union as full partners under the terms of the Northwest Ordinance (USHC 1.4). However, expansion also led to the greatest challenge to democracy and the Southern elite became increasingly determined to maintain slavery.

As new western states applied for admission to the Union, sectionalism increased as the divisions between the interests of the regions became more and more evident. The struggle to maintain the balance of power between slave and free states in the federal government was rooted in the compromises made at the Constitutional Convention over representation in Congress, equal representation of the states in the Senate and representation proportional to population in the House (USHC 1.4). Because of the growing population of the northern and western states through immigration and westward movement, the South was losing the ability to protect southern interests in the House of Representatives despite the advantage given to them by being able to count three fifths of their slaves for the purposes of representation (USHC 1.4). This led Southerners to fight to maintain an equal number of slave and free states so that they would have equal numbers of votes in the Senate.

Tensions between the regions over the expansion of slavery increased between 1820 and 1860 until compromise was impossible. In 1820, Northern opposition to the application of Missouri to

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enter the union as a slave state, was overcome by a compromise that also admitted Maine as a free state and drew the line on the expansion of slavery in the territories at the 36° 30'. The annexation of Texas was delayed for almost a decade because of the divisiveness of admitting another large slave state. Northerners saw the Polk administration's willingness to give up the 54° 40' in Oregon, while at the same time provoking a war with Mexico over territories in the southwest as the influence of the slave power. During the Mexican War, Representative David Wilmot of Pennsylvania proposed that the United States assert that any territories won from Mexico be "free soil", areas not open to competition of slave labor with that of free white labor. This Wilmot Proviso passed the House but was stopped in the Senate, giving further evidence to southerners that they must maintain the balance of slave and free states in order to protect their 'peculiar institution.' The gold rush in 1849 sped the populating of California and its application for statehood as a free state which would again upset the balance. The Compromise of 1850 was cobbled together and introduced the principle of popular sovereignty which allowed the voters to decide if their state would be slave or free. California was admitted as a free state, the slavery question in other areas taken in the Mexican cession was to be decided based on popular sovereignty, the sale of slaves was prohibited in Washington DC, and a new fugitive slave law was to be enforced by the federal government. No one was happy with all parts of this compromise. Efforts by southerners to reclaim their fugitive slaves were countered by Northern states trying to circumvent the law and protect personal liberty. The compromise intensified the animosity between the sections.

Although the abolitionist movement kept the issue of slavery at the forefront of national conversation, abolitionists did not significantly impact the actions of the national government. The numerous petitions that abolitionists sent to Congress fell victim to the 'gag rule.' Abolitionist candidates running under the banner of the Liberty Party did not win office. However, abolitionists did impact the sentiments of the people in both the North and the South. The distribution of Garrison's *The Liberator* through the mail was banned in the South and shows the fear that abolitionist sentiment struck in that region. It is important for students to understand most northerners were not abolitionists. Indeed, abolitionists were not popular and even sometimes attacked in the North. Abolitionists helped some slaves escape to the North on the Underground Railroad. However, the numbers of escaped slaves were relatively small, especially in the deep South because of distance to free land. Harriet Beecher Stowe's book *Uncle Tom's Cabin* reached many northern readers and evoked popular sympathy for slaves and anger over the Fugitive Slave Laws. The abolitionist John Brown's actions at Harpers' Ferry struck fear in the hearts of slave owners and made them both determined to protect slavery and very fearful of the intentions of northerners. Brown was hailed as a martyr by vocal Northern abolitionists leading Southerners to believe the feeling was generalized in the North and thus further divided the North and the South. The actions of abolitionists were significant but it was the controversy over the spread of slavery to the territories that eventually contributed to secession, war, and ultimately, abolition.

The ideas of popular sovereignty and free soil proved most divisive when the Kansas-Nebraska Act opened the area north of the 36° 30' to deciding the question of slavery by popular vote, thus overturning the Missouri Compromise. Competition of pro-slavery and anti-slavery forces turned "Bleeding Kansas" into a battleground and led to the emergence of the Republican Party. The Republicans took the free soil position on the expansion of slavery into the territories. It is

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important to understand that the idea of free soil is not abolitionism. It means that non slave-owning whites did not want to compete with slave labor in the territories. It is essential that students understand that the Republicans and Abraham Lincoln, were NOT abolitionists. This is a common misunderstanding. The *Dred Scott* decision further called into question the democratic principle of popular sovereignty and made compromise impossible. The Supreme Court ruled that the Missouri Compromise was unconstitutional, despite the fact that the Kansas-Nebraska Act had made the Missouri Compromise null, because slaves were property and the Constitution protected the right of slave owners to their property regardless of where they took their slaves. Therefore, Congress could make no law restricting the expansion of slavery. Although this ruling narrowly applied to the territories, it led Northerners to fear that the Supreme Court, dominated by southern Democrats, might rule state laws against slavery unconstitutional and so the democratic process of popular sovereignty would not be effective in restricting the spread of slavery. The Democratic Party split along sectional lines and the Republican candidate Abraham Lincoln won the election of 1860 running on a platform of “free soil.”

Lincoln’s election in 1860 led southern states to meet in convention and pass articles of secession stating that their rights as states were being violated by the federal government. The conflicting views of states’ rights and federal authority had been evolving in the United States since the ratification of the Constitution and the development of the first political parties (USHC 1.6). However, all of these previous disagreements, such as the nullification crisis (USHC 2.1) had been successfully resolved. It was the disagreement over expanding slavery into the territories and the election of Lincoln that led southerners to argue that their rights as states were being violated by the federal government and so they had the right to secede. Secessionists believed that the federal government under the leadership of President Lincoln would not allow slavery to expand into the territories. The balance of power in the Senate would then be upset and the Congress would eventually vote to abolish slavery. To protect slavery, South Carolina secessionists led other southern states in seceding from the Union and forming the Confederate States of America. The Confederacy began to occupy the federal forts that were located in the South.

It is not essential for the students to know:

Students do not need to understand all of the incidents over states’ rights that preceded secession in 1860. They do not need to know that the states’ rights argument was made by opposition to the Alien and Sedition Acts in the Virginia and Kentucky resolutions. It continued with Federalists’ arguments made at the Hartford Convention over embargo and the War of 1812 and with Calhoun’s *South Carolina Exposition and Protest*. The liberty laws passed by northern states to counter the fugitive slave law were also based on a states’ rights argument. Although students need to know about “bleeding Kansas,” they do not need to know about the conflicting constitutions in Kansas, the Lincoln Douglas debates, or the Freeport Doctrine. They do not need to know that the Republicans included members of the abolitionist Liberty Party, the Free Soil Party, some anti-Nebraska Democrats and Whigs, or that the Democratic Party split in 1860 as a result of Douglas’s Freeport Doctrine. Students do not need to know the names of the four candidates for president in 1860. Although helpful to understanding the arguments over states rights’ and federal power, students do not need to remember the arguments made in the various articles of secession or the counter arguments made by Lincoln in his First Inaugural Address.

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They do not need to know that South Carolina was the first state to secede or the order in which other southern states followed.

Social Studies Literacy Skills for the Twenty-First Century

- Analyze the relative importance of multiple causes on outcomes.
- Create a thesis supported by research to convince an audience of its validity.
- Analyze and evaluate evidence, arguments, claims and beliefs.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Evaluate

Checking

Critiquing

or any verb from the **Analyze, Apply, Understand** or **Remember** cognitive process dimensions.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-3: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.

Enduring Understanding

Democracy is based on the balance between majority rule and the protection of minority rights. To understand the impact of conflicting interest on the rights of minority groups, the student will...

USHC-3.2 Summarize the course of the Civil War and its impact on democracy, including the major turning points; the impact of the Emancipation Proclamation; the unequal treatment afforded to African American military units; the geographic, economic, and political factors in the defeat of the Confederacy; and the ultimate defeat of the idea of secession.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

Students should have prior knowledge of the course of the Civil War (3-4.4) and the strategies used by the North and the South (8-4.5) in South Carolina. They should know about significant turning points and the role of African Americans in the war (4-6.4).

It is essential for the students to know:

Secession challenged democracy. A minority of Americans determined to leave the Union because they were dissatisfied with the outcome of the 1860 election. Southerners feared that the new administration would force them to grant freedom to their slaves. President Lincoln pledged to preserve the Union and democracy. Confederates fired on federal troops stationed at Fort Sumter in Charleston harbor and the Civil War began.

The course and outcome of the Civil War depended upon the economic resources of the North and the South, the geographic factors that influenced strategy and the military and political leadership that influenced public support. The Union had far greater economic resources including industrial capacity, miles of railroad tracks, manpower and a navy. The South depended on the power of King Cotton and their trading relationship with Great Britain to provide the manufactured goods and ships that they lacked. However the Union's strategy to blockade southern ports disrupted this trade throughout the war. The North's offensive strategy was based on geography and included splitting the South at the Mississippi River and taking the capital at Richmond [Anaconda Plan]. The South's strategy was mainly to seek support from Great Britain and defend their region until such aid was obtained or the North tired of the war effort. Confederate forces invaded the North twice in an effort to gain foreign support and hasten the end of the war but were repulsed at Antietam and defeated at Gettysburg. Initially the South enjoyed advantages in both military leadership and geography. They were able to effectively move their men and materiel via railroads between battle fronts in the east and the west under the effective leadership of Robert E. Lee. Southerners were also more familiar with their home terrain.

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The North, however, had the advantage in political leadership. Jefferson Davis, the Confederate president defending the states' rights argument, was not able to get the states of the Confederacy to effectively work together to pursue the war effort. Abraham Lincoln was able to articulate the purpose of the war as the preservation of the Union and "government of the people, by the people and for the people" and to retain sufficient public support to continue the fight despite initial military defeats. Lincoln also demonstrated his political skills by his handling of the issue of emancipation of the slaves. Lincoln initially hesitated to free the slaves because he feared this would undermine the unity of the North by antagonizing the border states, those slave states that did not secede from the Union. When emancipation was announced, it was promoted as a 'military measure' against the Confederacy. However, the Emancipation Proclamation was also a diplomatic and political document. By making a goal of the war the liberation of slaves, Lincoln made it impossible for the British, whose population was strongly opposed to slavery, to continue to support the Southern war effort. By announcing his intention to issue the Emancipation Proclamation in the fall and not making it effective until the first of the year, Lincoln gave the South a last chance to make peace and keep their slaves. It is important for students to understand that the Emancipation Proclamation did not immediately free the slaves. It did not attempt to free slaves in the regions under Union control or in the border states. Only states in rebellion on January 1, 1863 were commanded to free their slaves and Confederates were not likely to obey the President of the United States. However, as the slave population got wind of proposed emancipation, they increasingly ran to Union lines and freedom. Slaves were freed as their homeland was captured by Union forces. Finally, freedom for all slaves was formally legalized by the Thirteenth Amendment at the end of the war.

The Emancipation Proclamation allowed African Americans to enlist in the United States army as a war measure. With the help of abolitionists, several African American units were formed, most notably the 54th Massachusetts regiment that led a gallant but futile attack on Fort Wagner in Charleston Harbor, disproving myths about capability and race. While African American soldiers served with distinction, they served in segregated units under the command of white officers. They were poorly supplied and paid less than white soldiers.

The Emancipation Proclamation was an important turning point in the war. Students should know the significance of battles at Fort Sumter, Bull Run/Manassas, Antietam, Vicksburg, Gettysburg, and Atlanta and their influence on the final defeat of the Confederacy and the attempt at secession. President Lincoln effectively exercised his power as commander in chief and eventually found the right general to win the war. Lincoln was frustrated by his generals until he named Ulysses S. Grant, who had been successful at Vicksburg in cutting the South in half at the Mississippi River, as commander of northern forces. Grant changed the strategy to 'total war'. William Tecumseh Sherman's 'March to the Sea' and Grant's unrelenting attacks and siege at Petersburg strained the dwindling economic resources and manpower of the South and brought surrender at Appomattox Courthouse.

The outcome of the Civil War had a profound impact on the course of democracy, preserving the Union while at the same time liberating an enslaved minority. The idea of secession was based on the principle that a majority in one region (Southern slave owners) could deny rights to a minority (slaves) and at the same time claim their minority rights would be violated by the

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decision of the national electorate. While the Union defeated the Confederacy on the battlefield and the federal courts ruled secession to be null and void, the idea of states' right upon which secession was based was never defeated. Indeed the argument of states' rights emerged in the civil rights era and the Confederacy continues to be revered in some segments of southern society.

It is not essential for the students to know:

Students do not need to know about the battles of the Civil War except for those listed above. They do not need to know the names of the generals, except for Lee, Grant, and Sherman. They do not need to know about the military innovations of the war such as the emergence of the ironclads, the use of the submarine, or the impact of the rifle or the siege. They do not need to study the role women in the war or life on the home front or the conditions of hospitals and the changes in medicine.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.
- Analyze and draw conclusions about the locations of places, the conditions at places and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand- Construct meaning from instructional messages including oral, written, and graphic communication.

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

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Standard USHC-3: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.

Enduring Understanding:

Democracy is based on the balance between majority rule and the protection of minority rights. To understand the impact of conflicting interest on the rights of minority groups, the student will...

USHC-3.3 Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans.

Taxonomy Level: Analyze/Conceptual Knowledge – 4/B

Previous/future knowledge:

Students should have prior knowledge from grades 3, 4, 5, and 8 of the devastation of the Civil War and its impact on the lives of South Carolinians (3-4.5, 8-5.2) and the social, political, and economic effect of the war on the United States.(4-6.5) They should know that Reconstruction had both successes and failures. (3-4.5, 8-5.3) Students have been introduced to the aims, course of Reconstruction including Southern resistance, and the agenda of the Radical Republicans (5-1.1, 5-1.2). They have explained the purpose and motives of the Ku Klux Klan and compared the effects of Reconstruction on different groups in the United States (5-1.3, 5-1.4) and in South Carolina (8-5.2). Students have analyzed the development of presidential and congressional Reconstruction (8-5.1). In United States Government, students will evaluate the Reconstruction amendments (USG 2.5) and explore the role of the federal government in protecting the civil liberties of American citizens (USG-4.5).

It is essential for the students to know:

By the end of the Civil War, the southern states had suffered devastating damage to their factories, farms, and transportation systems as well as the heavy loss of their men. However, the purpose of the Reconstruction policies of the federal government was not to rebuild the South. The national government did not see this as their role but as the responsibility of individuals and of state governments. Rather the goal of Reconstruction was the re-establishment of full participation of the southern states in the Union based on the South's acceptance of the outcome of the war, including the liberation of their slaves. During the first years after the end of the war, the federal government took on an increasingly active role in protecting the rights of the freedman against the dominant white southern society. As a result the Reconstruction policies of the federal government, expanded democracy significantly impacted society in the South. Traditional interpretations of Reconstruction demonize Congress and label all northern Republicans as radicals whose only intention was to punish the South. Historical research has called that traditional view of federal Reconstruction policy into question and so this interpretation should be avoided.

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The actions of southerners, not the goals of the Congress, “radicalized” Reconstruction policy. Southerners reacted to the end of the war with determination to retain their autonomy and their way of life, despite their military defeat. Southern state governments passed Black Codes to replace their slave codes and elected former Confederate officers and officials to Congress. Southern citizens and vigilante groups engaged in violence against the freedmen. These actions and the South’s opposition to the Freedman’s Bureau and later to the fourteenth Amendment significantly changed the course of Reconstruction policy and the role of the federal government. In response to Southern actions, Congress refused to admit Southern officials to Congress and sent the fourteenth Amendment to the states for ratification. In the elections of 1866, the Republicans in Congress got a veto-proof majority from a public that was concerned by stories of violence in the South. Congress took this electoral victory as a mandate for further actions to protect the freedman. A Congressional Reconstruction plan [Military Reconstruction Act of 1867] was passed by these so-called “Radical Republicans.” This plan split the former Confederacy into five military districts to better enforce the Reconstruction Amendments. Congress impeached President Johnson to ensure that as Commander in Chief he could not undermine its efforts. Although Johnson was not removed from office, his power was curtailed and the Union army was free to try to enforce the thirteenth, fourteenth and fifteenth amendments.

By amending the Constitution, Congress and the states expanded democracy to protect the rights of the freedmen. The thirteenth amendment freed slaves throughout the United States. Recognition of this amendment was required of southern states before they could form new governments. However, the Black Codes demonstrated that southerners were not willing to recognize the rights of the newly freed slaves. The fourteenth amendment overturned the *Dred Scott* decision by recognizing the citizenship of African Americans and it upheld the right of all citizens to “equal protection” before the laws and “due process” of law. The fifteenth amendment was passed to ensure that the right of all male citizens to vote, in the North as well as in the South, would not be denied based on “race, creed or previous condition of servitude”. It was motivated by the desire to ensure the right to vote, a right conferred by citizenship, for African Americans and also by the desire of the Republican Party to establish its political power in the South. Federal troops stationed in the South attempted to ensure that these rights were protected despite the terrorist tactics of the Ku Klux Klan and other vigilante groups.

As a result of the thirteenth and fourteenth amendments, African Americans were also able to carve out a semblance of social freedom for themselves. Many freedmen left the plantation seeking a taste of freedom or looking for relatives sold “down the river”. Some black families were reunited. Most soon returned to the area that they knew best, their former plantations. It is a common misconception that former slaves left the plantation and the South as soon as they had the opportunity. After the Civil War, some African Americans moved to the West, such as the Exodusters who went to Kansas, however, most freedmen stayed in the South. The Great Migration to the North did not occur until the late 1800s and early 1900s (USHC 4.5). African Americans also formed their own churches where they were free to worship as they wished, out from under the watchful eye of the master. The Freedman’s Bureau, a federal agency that provided services to both blacks and whites displaced by the war, established schools for the freedman who had been denied the right to an education under slavery. Black colleges were

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established by northern philanthropists and religious organizations. Booker T. Washington established the Tuskegee Institute. Many freedmen were hungry for education and this opportunity significantly impacted their lives.

Freedom, citizenship, and the vote granted through the thirteenth, fourteenth, and fifteenth amendments, and protected by the army had a temporary but significant impact on political opportunity for African Americans. As a result of the fifteenth amendment, freedmen were able to exercise the right to vote and were elected to state legislatures and to Congress. Most southern governments were not dominated by freedmen. However, they were in the hands of a sympathetic Republican Party. Some of these white Republicans came from the North as missionaries and entrepreneurs and were derisively called ‘carpetbaggers’ by southern whites. Others were southern-born ‘scalawags’ who wanted to promote the rebuilding of the South in cooperation with the Republican Reconstruction governments. It is important for students to understand that these terms are those applied by the southerners who resented such cooperation. Like their counterparts in the North during the Gilded Age, Reconstruction governments were sometimes corrupt but were the *most* democratic governments that the south had had to date. Newly enfranchised African Americans made up a majority of some southern state legislatures, just as they made up a majority of the population of some southern states. State governments established social service programs and public schools which improved conditions for all people. African Americans were also elected to the United States House of Representatives and the Senate as Republicans, representing southern states.

African Americans made significant social and political progress during Reconstruction, but they made little economic progress. The Freedman’s Bureau helped to negotiate labor contracts between former slaves and landowners and provided a system of courts to protect the rights of the freedmen for a very short while the Freedman’s Bureau distributed parcels of confiscated land to former slaves. This land, however, was returned to its previous white owners once southerners received amnesty. Therefore, promises of “forty acres and a mule” went unfulfilled. Without land, freedmen, most of whom only knew farming, had little opportunity to support their families. With the help of the Freedman’s Bureau, white landowners and former slaves entered into sharecropping agreements. Although freedmen gained some measure of social independence when they moved out of the quarters to plots of land far from the big house, sharecropping and the crop lien system left former slaves in a position of economic dependence and destitution, especially as the price of cotton fell.

During Reconstruction, African Americans, protected by the federal government, were able to exercise their political, social, and economic rights as United States citizens despite the opposition of Southerners.

It is not essential for the students to know:

Although students should understand that there was a conflict between the President and Congress over who should control Reconstruction, it is not necessary that they know the details of the Wade Davis Bill or Lincoln’s pocket veto. They do not need to know that President Lincoln’s generous plan to return the South to full participation in the Union was formulated before the end of the fighting. By requiring that only ten percent of the population swear

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allegiance to the Union before they could reconstitute their state governments and send representatives to Congress, Lincoln hoped to convince southern states to surrender. He required state governments to recognize the end of slavery. Lincoln's assassination did not significantly change this Presidential Reconstruction plan. Although President Andrew Johnson added that wealthy southerners and leaders of the Confederacy had to request a pardon of the president, he basically continued Lincoln's generous policy and quickly pardoned most prominent southerners. They do not need to understand that Johnson's hatred of the planter class was the motivation behind his requirement that wealthy southerners seek a presidential pardon, nor that he was a racist. They do not need to know the details of Johnson's impeachment including the Tenure of Office Act or his firing of Secretary of War Stanton. Students do not need to know about the role of the Supreme Court in the Reconstruction controversies or the cases of *Ex parte Milligan* or *Texas v White*. Students do not need to know about the amnesty acts, force bills or the process of 'redemption' by white southerners of their state governments. Students do not need to know about the specific post war experiments at land distribution or that such economic changes might have given African Americans a greater political voice and opportunity to protect themselves after the end of Reconstruction.

Social Studies Literacy Skills for the Twenty-First Century

- Trace and describe continuity and change across cultures. Assess the relationship among multiple causes and multiple effects.
- Utilize contextual information to support the analysis of primary and secondary sources. Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze

- Differentiate
- Organize
- Attribute

or any verb from the **Apply**, **Understand** or **Remember** cognitive process dimension.

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Standard USHC-3: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.

Enduring Understanding:

Democracy is based on the balance between majority rule and the protection of minority rights. To understand the impact of conflicting interest on the rights of minority groups, the student will...

USHC-3.4 Summarize the end of Reconstruction, including the role of anti–African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In grades 3, 5, and 8, students have been introduced to the aims and course of Reconstruction (3-4.6, 5-1.1) and the development of federal Reconstruction policy (8-5.1), the effects of Reconstruction on African Americans (5-1.2, 8-5.3), the role of subversive groups and the end to federal protections (5-1.3, 8-5.3). They should know about the development of Jim Crow laws in the post- Reconstruction era (3-5.1, 5-3.2, 8-5.4). In United States Government, students will evaluate the importance of civil rights and liberties and the protective role of the federal government through the Bill of Rights, the judicial system and the Fourteenth Amendment. (USG-4.6)

It is essential for the students to know:

During Reconstruction, democracy was expanded as the federal government protected the rights of the freedmen. However when the federal government abandoned its role of protector, democracy was compromised and the rights of African Americans were limited by southern state governments.

During Reconstruction, Anti-African American hate groups such as the Ku Klux Klan were organized to intimidate black voters in the South. African Americans were able to vote only with the protection of federal troops stationed in the South under military Reconstruction. However there were never enough federal troops to protect the African American voters from both economic and physical intimidation and violence, including lynchings. When white voters were pardoned and returned to lead or, as they termed it, ‘redeem’ southern governments, Republican office holders were gradually replaced. Southern governments would remain under the control of white Democrats and be known as the “Solid South” until the Civil Rights era.

Increasingly, the corruption of the Grant administration, economic depression in the North, the growing interest in western settlement, and economic growth replaced the nation’s interest in preserving the gains made in the Civil War. At the same time, newspaper reports of continuing

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violence towards freedmen undermined the belief among the northern public that things would ever be different in the South. The resolve of the public and Congress to protect the freedman waned in the face of continuing resistance of southerners to granting equal citizenship to African Americans. The disputed election of 1876 led to the compromise of 1877. The resulting withdrawal of federal troops and their protection of the freedman brought an end to Reconstruction. Thus, the effect of Reconstruction was temporary and African Americans were left to fend for themselves in an increasingly hostile and unregulated environment.

In the two decades after the end of Reconstruction, the rights promised to the African Americans in the fourteenth and fifteenth amendments and protected by the national government during Reconstruction were gradually rescinded by southern state governments. Southern whites used race to drive a political wedge between poor black farmers and poor white farmers when farmers protested for political change in the 1890s (USHC 4.3). Southern states passed laws requiring African American and whites to use separate facilities. Segregation was upheld by the Supreme Court in the ‘separate but equal’ ruling of *Plessy v. Ferguson* (1896), that negated the equal protection provisions of the fourteenth Amendment and hastened the enactment of more Jim Crow laws. The federal government, which had once championed the rights of African Americans during Reconstruction, had not only abandoned them but now, though the Court, legitimized discrimination against them. Segregated by law, African Americans were relegated to second class citizenship in a society that was separate but not equal. Poll taxes and literacy tests all but eliminated the effectiveness of the fifteenth amendment for African Americans, while the grandfather clause assured that whites who could not read or pay the tax were able to vote. Without the vote, African Americans could not protect themselves through their state governments. As cotton exhausted the soil and cotton prices fell, sharecroppers and tenant farmers found themselves in increasingly difficult economic conditions. When textile mills opened in the South in the late 1880s, African Americans were discriminated against in hiring. Unable to get other work in the South, many fell farther into poverty and some migrated to the cities of the North.

It is not essential for the students to know:

Students do not need to know the names of all of the groups that terrorized freedmen or specific incidents such as the Colfax Massacre. They need not know the cause of the Depression of the 1870s nor the specific instances of corruption in the Grant administration. They need not remember the details of the disputed election of 1876 such as the states in which votes were disputed or the provisions of the Compromise of 1877, except for the withdrawal of federal troops. Students do not need to know the details of the emergence of the Jim Crow laws as a result of political changes in the 1890s associated with the Populist movement or the details of the efforts of Homer Plessy to challenge Jim Crow in court.

Social Studies Literacy Skills for the Twenty-First Century

- Trace and describe continuity and change across cultures.
- Analyze and evaluate evidence, arguments, claims and beliefs.
- Explain contemporary patterns of human behavior, culture and political and economic systems.

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Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

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Standard USHC-3: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.

Enduring Understanding:

Democracy is based on the balance between majority rule and the protection of minority rights. To understand the impact of conflicting interest on the rights of minority groups, the student will...

USHC-3.5 Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.

Taxonomy Level: Evaluate/Conceptual Knowledge – 5/B

Previous knowledge and future knowledge:

Although students will know about the post World War II Civil Rights Movement, they will have had no opportunity to learn about the African American response to discrimination in the late 1800s and early 1900s. In United States Government, they will study civil rights and civil liberties and the role of the citizen in the American political system (USG-4).

It is essential for students to know:

Determined to claim the full rights of citizenship in a democracy, African Americans responded to the restrictions placed upon them by the Jim Crow laws and their loss of the vote through poll taxes and literacy tests. African American leaders emerged who were united in their determination to attain full citizenship but were divided as to the best strategy to pursue. The strategies each advocated depended in large measure on personal background and the audience that each addressed.

Booker T. Washington was born a slave in the South and raised himself to a leadership position through his hard work and determination to receive an education. He founded the Tuskegee Institute in order to provide vocational training to African Americans. George Washington Carver worked at Tuskegee developing new crops to aid the poverty- stricken cotton farmers of the region. Booker T. Washington's experience in the increasingly segregated South led him to advocate vocational education and opportunities for employment as more important to the well-being of African Americans than social and political equality. Although Washington's ultimate goal was full equality, he knew that African Americans who were too assertive in advocating for their political and social rights might fall victim to a lynching. As Southern businessmen opened textile mills throughout the region, Booker T. Washington pleaded with them to hire the hard-working former slaves in his so-called "Atlanta Compromise" speech. His public statements suggested that he was willing to accept the second class citizenship offered by Jim Crow laws and literacy tests and poll taxes in exchange for jobs that would alleviate the poverty of African Americans. Yet Washington lobbied behind the scenes for greater social and political rights. He sometimes secretly financed legal challenges to Jim Crow laws. Although Washington's strategy was acceptable to the white majority of the South, jobs were not forthcoming. Southern African

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Americans revered Washington but northern African Americans criticized his gradualism and “accommodation”.

W.E.B. DuBois was born free in the North, attended prestigious schools on scholarship and earned a PhD from Harvard University. DuBois opposed Washington’s emphasis on vocational education and argued that all African Americans should have the opportunity for any education that fit their talents. DuBois promoted the development of a “Talented Tenth” of well-educated African American leaders. DuBois voiced both his opposition to Washington’s strategy and his own advocacy for full social and political rights for all African Americans through the National Association for the Advancement of Colored People (NAACP), which he had helped to found, and its publication *The Crisis*, which he edited. DuBois’s militant rhetoric energized his readers, the growing African American middle class, but was less acceptable to the white community. Schools, neighborhoods, and public facilities continued to be segregated in the North by practice (de facto) and in the South by law (de jure). African Americans were most often the last hired and the first fired. It would be many years, the 1940s, before the NAACP would be systematically successful in protecting the rights of African Americans in the courts, culminating with *Brown v. Board of Education* [1954] and launching the modern civil rights movement (USHC 8.1).

Ida Wells-Barnett was born a slave in Mississippi shortly before emancipation. She grew up on a plantation where her parents continued to work for their former master. Educated in a Reconstruction-era freedom school, Wells-Barnett took a job as a teacher and later as a newspaper writer. Ida Wells-Barnett experienced Jim Crow first hand when she was forcibly removed from a railroad car and forced to sit in a colored-only car. She sued the railroad company but her initial victory was overturned on appeal. She wrote an editorial critical of the segregated schools in Memphis that cost Wells-Barnett her job as a teacher. Wells-Barnett also experienced violent intimidation when a friend was lynched in Memphis. This experience launched her investigation of lynching as a newspaper editor. She devoted the rest of her life to an anti-lynching crusade. Her outspoken criticisms of lynching met with a violent reaction from whites and she was forced to leave Memphis. Ida Wells-Barnett strenuously objected to Booker T. Washington’s strategy which she labeled as accommodation. She was a founding member of the NAACP, but left that group when it was not militant enough. She worked with Jane Addams to prevent the Chicago public schools from being segregated and supported the cause of women’s suffrage. Although Wells-Barnett’s campaign against lynching was not successful in convincing Congress to enact anti-lynching laws, it raised awareness of the conditions of African Americans on both the national and international levels.

It is not essential for students to know:

Students do not need to remember the details of either Booker T. Washington’s, W.E.B. DuBois’s or Ida Wells Barnett’s upbringing and schooling. They do not need to know that Washington was once invited to Teddy Roosevelt’s White House, or that the resulting public outcry meant that he was never invited again. They need not know of the extensive funding raising efforts of Washington for Tuskegee or the circumstances of the founding of the NAACP. They do not need to be familiar with the writings of these advocates such as Washington’s autobiography *Up From Slavery*, or DuBois’s many scholarly works including *The Souls of*

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Black Folk or the pamphlets written by Ida Wells-Barnett including *Southern Horrors: Lynch Law in All Its Phases* and *A Red Record*. Students do not need to know of other advocates for African American rights or the role of organizations such as the National Urban League in promoting educational and employment opportunities for African Americans who migrated to northern cities.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society
- Utilize contextual information to support the analysis of primary and secondary sources

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Evaluate

Checking

Critiquing

or any verb from the **Remember, Understand, Apply** or **Analyze** cognitive process dimensions.

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Standard USHC-4: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries.

Enduring Understanding:

Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will...

USHC 4.1 Summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of Native American peoples.

Taxonomy Level: Understanding/Comprehension – 2/B

Previous knowledge and future knowledge:

Students have been introduced to the role of the government in providing subsidies for the building of the railroad and the impact of the railroad on westward expansion in grade 5 (5-2.2). They have been introduced to the social and economic effects of westward expansion on Native Americans. In Economics, students will learn about the role of the federal government in the economy in providing services that the private sector fails to provide (ECON 3.9).

It is essential for students to know:

During and after the Civil War, the United States entered a period of rapid economic growth and westward expansion fostered by government policies. This growth created a national market but also threatened the cultural survival of the Native Americans of the West.

The Civil War marked an important turning point in the development of a national system of transportation. Railroad construction prior to the Civil War had impacted the growing tension between the regions as Northerners and Southerners vied for routes to the Pacific Ocean. The Kansas-Nebraska Act had been passed in order to provide a route west for the railroad. The absence of Southern Democrats from Congress during the war allowed Republicans to pass laws that reflected their understanding of the broader role of the national government. The authorization of subsidies in the form of land grants [The Pacific Railway Act] promoted the building of transcontinental railroads because it provided both a route and land to sell to raise capital for the building of the tracks. The passage of a law granting western farm land to settlers for free as long as they created a home there [Homestead Act] also promoted the growth of the west and of the national economy. The transcontinental railroad fostered the development of a national market by linking all parts of the country. The railroad provided access for farmers and ranchers to markets in the east as well as access for emerging industries to the natural resources of the west.

The building of railroads profoundly impacted Native Americans in the West. Because the roaming buffalo posed a threat to the integrity of railroad tracks on the plains, the railroad encouraged the killing of the bison. Plains Indians, largely dependent on the buffalo, could no

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longer sustain themselves. White settlers were attracted to the west by the availability of free land with access to markets via the railroad. Just as the Trail of Tears had resulted in the removal of eastern Native American tribes to the Indian Territory in Oklahoma (USHC 2.1), a similar policy of moving native peoples off of their traditional lands to reservations to make way for white settlers was followed for western tribes. Native peoples were forced to agree to treaties that moved them onto smaller reservations where they were taken advantage of by corrupt agents of the U.S. government. Some Native Americans resisted but were relentlessly pursued in a series of Indian Wars by the United States cavalry. Others acquiesced only to be driven from the reservations because of the discovery of some precious mineral in the lands they had been granted. Criticisms of the United States policy of breaking treaties with the Native Americans resulted in a change of policy. The new policy attempted to foster Native American assimilation into American society [Dawes Severalty Act]. Tribal lands were divided into farming parcels and given to individual families. This arrangement did not match the cultural habits of native peoples who believed in tribal ownership of lands and who did not know how to be farmers. As a result, many Native Americans lost the land to whites. In an additional attempt to promote assimilation, Native American children were taken from their families and sent to boarding schools in the east where they were taught English and how to dress and act like white Americans, thus losing their cultural heritage. Native Americans' attempts to revive their traditions, such as the Ghost Dance, were viewed as a threat by the United States army and resulted in a massacre at Wounded Knee, South Dakota. Native Americans were left in poverty and cultural decline, without a voice in America's democracy.

It is not essential for students to know:

Students do not need to know the specific names of the legislation such as the Pacific Railway Act or the Homestead Act. It is not necessary for students to know about the impact of the railroad on standardization of time, the routes or the names of the specific railroads that crossed the continent, nor the exact date or place of the completion of the first transcontinental route. Students do not need to know the role of Buffalo Bill in the extermination of the bison or in the development of the Wild West Show. They do not need to know about specific incidents of the Indian Wars such the massacre at Sand Creek or Custer's Last Stand. Students do not need to memorize the specific names of Native American tribes or resisters, the name of the Dawes Severalty Act, the role of Helen Hunt Jackson and *The Century of Dishonor* in 'reforming' Indian policy, nor the name of the Carlisle Indian School in Pennsylvania.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.
- Represent and interpret Earth's physical and human systems by using maps, mental maps, geographic models, and other social studies resources to make inferences and draw conclusions.

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Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-4: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries.

Enduring Understanding:

Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will...

USHC-4.2 Analyze the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of railroad subsidies, tariffs, and labor policies; and the expansion of international markets.

Taxonomy Level: Analyze/Conceptual Knowledge – 4/B

Previous knowledge and future knowledge:

Students should have prior knowledge from grade 5, of how the Industrial Revolution was fostered by new inventions and technologies (5-3.1). They should have knowledge of how the Industrial Revolution caused economic, cultural, and political changes throughout the world (7-3.4) and they compared industrial development in South Carolina to industrialization in the rest of the United States (8-5.5.). In Economics, students will learn that the factors of production of land, labor, and capital are limited. (ECON-1.2) Students will learn that the government must provide services that the private sector fails to provide (ECON-3.9).

It is essential for students to know:

During and after the Civil War, the United States entered a period of rapid economic growth (boom) that was due in part to government policies that contributed to changes in the factors of production in the United States. Factors that contribute to economic growth are land (natural resources), labor, capital, technology, and entrepreneurship. This indicator addresses land, labor, and government actions. Indicator 4.3 will focus on the role of capital and entrepreneurs.

Students should understand that economic growth started in the first half of the century (USHC 2.3). It was fostered by both government actions and changes in each of the factors of production. It is important to emphasize the role of government in providing the business environment in which entrepreneurs could be successful because it is a common misunderstanding that government impedes economic growth and that American individualism was sufficient to promote America's emergence as an industrial power in the late nineteenth century. This would be a good time to review what the government did prior to the Civil War to foster economic growth. The national bank (USHC 1.6) provided needed capital and at the same time somewhat regulated lending. Expansion to the West promoted by government actions through purchase, treaties, and war (USHC-2.1) opened up a vast region rich in natural resources (land) such as coal and iron ore. The government was also instrumental in removing or controlling the Native Americans who threatened to impede access to these resources (USHC-2.1 and USHC 4.1). The growth of business was supported by court decisions that upheld the

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sanctity of contracts [*Dartmouth v Woodward*] and passed patent laws that protected the rights of the inventor (technology). The national government regulated interstate commerce (USHC-1.7) [*Gibbons v Ogden*] and protected infant industries with a protective tariff (USHC-2.3). Pre-Civil War technological changes such as the invention of the steam engine and its application to the steamboat, oil drilling and the railroad should also be reviewed.

Policies to foster economic growth were promoted by the Republican Party during and after the war. Congress passed laws which stimulated westward expansion by offering subsidies in the form of land grants to railroads and by giving free land to settlers (USHC 4.1). The reorganization of banking fostered a more secure financial climate. War contracts further stimulated the economy. In the postwar period, the United States government provided protection for settlers in the West against the Native Americans (USHC 4.1). Tariffs were raised throughout the period to protect industry from foreign competition. Labor policies promoted the interests of business. The government generally promoted open immigration that supplied a ready force of workers. The Chinese Exclusion Act was passed after the completion of the railroad when these workers were no longer desired. As workers began to organize into unions and strike to protect their interests, the government took the side of management and sent federal troops to break up strikes and to jail strikers (USHC 4-4). These actions supported the interests of Big Business rather than the workers whose wages were depressed by the supply of unskilled immigrant workers and whose organization into labor unions was undermined by government actions. Although high tariffs protected the jobs of workers, protective tariffs did not support the interests of consumers because prices of goods were kept artificially high.

Industrial growth led to a surplus of products that could not be purchased by American consumers and became available for export. These surpluses prompted the United States government to support the expansion of international markets through foreign policy initiatives that expanded United States' territorial influence, protected American investments abroad and promoted trade (USHC 5).

It is not essential for students to know:

It is not essential for students to be able to list the factors of production or to categorize government actions into these factors; however, they are a convenient way for students to understand the variety of factors that influence economic growth and how they particularly changed during the later half of the nineteenth century. Although students should understand the influence of laws, they do not need to remember the names of the laws that supported economic growth such as the Homestead Act and the Pacific Railway Act, nor how the subsidies of the railroad worked by granting land for routes and sales in checkerboard patterns. They need not know about the Foran Act, which limited the immigration of workers who were already contracted to employers. They need not know the names of the different tariff acts such as the McKinley Tariff and the Wilson Gorman Tariff, or the differing positions of the Republican and Democratic parties on the issue of the tariff.

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Social Studies Literacy Skills for the Twenty-First Century:

- Analyze the role of the government in promoting entrepreneurial activity.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze

Differentiate

Organize

Attribute

or any verb from the **Apply, Understand** or **Remember** cognitive process dimensions.

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Standard USHC-4: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries.

Enduring Understanding

Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will...

USHC-4.3 Evaluate the role of capitalism and its impact on democracy, including the ascent of new industries, the increasing availability of consumer goods and the rising standard of living, the role of entrepreneurs, the rise of business through monopoly and the influence of business ideologies.

Taxonomy Level: Evaluate/ Conceptual understanding – 5/B

Previous knowledge and future knowledge:

Students should have some prior knowledge of the term capitalism and the early development of the market economy (7-1.4) and the impact of the development of banks on the movement of goods (MWH-1.5). They may have compared capitalism with other political and economic ideologies including social, communism, and anarchism (MWH-5.5). In Economics, students will study the free market system in much greater detail (ECON 2).

It is essential for students to know:

Capitalism has played a central role in the development of the United States and the American economy since the first settlers landed (USHC 1.1). Capitalism is an economic system that is characterized by private ownership of property and the use of that property to make a profit for the individual or the corporation acting as an individual. As such, capitalism supports the democratic ideal of individual freedom and opportunity. Corporations promoted early industrialization before the Civil War by raising capital through the sale of stock to invest in large scale business ventures. In the post-Civil War period, corporations became larger and more powerful through mergers and monopoly and had a greater influence on the economy, politics and government policy. Consequently, critics began to question the compatibility of large unfettered corporations and the rights of workers and consumers in a democracy.

New industries rose to prominence in the post-Civil War period. The railroad was the economic engine that drove the economy. The establishment of several transcontinental routes helped to unite the country and promoted economic growth and the development of a national market (USHC 4.1). The industry's need for steel rails; wooden railroad ties and railroad cars; and its ability to transport goods contributed to the growth of the steel, the lumber, the meat packing, and the coal industries; and many others. The railroad brought new settlers through aggressive advertising and land sales and provided farmers access to markets. New towns grew along its routes and older ones were able to specialize in particular products. Competition caused some railroads to be forced to merge with others to survive. When the cut-throat competition drove

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some railroad companies into bankruptcy, the national economy was thrown into depression. Entrepreneurs used new technologies and new business tactics to create large corporations to control their industry. Although students do not need to know the names of specific individuals, the practices of Andrew Carnegie and John D. Rockefeller are offered as examples of the role of entrepreneurs. The introduction of the Bessemer process and astute business practices prompted the ascendancy of Andrew Carnegie to control of the steel industry through a vertical integration of his business that gave him a monopoly. Carnegie controlled the steel industry from the mining of iron ore and coal to the steel mill. John D. Rockefeller used a variety of tactics in his struggle against his competitors to gain control of the oil industry. He forced railroads to give him kickbacks and rebates that hurt his competitors. He controlled retail outlets and forced them not to sell the products of his competitors. He undersold the market until he drove his competition out and then increased the price of oil. He initiated the business device known as the trust to gain control of the oil refining industry through a horizontal integration. When public concern over monopoly led to the passage of the Sherman Anti-Trust Act, Rockefeller turned to the holding company to continue his monopoly. Critics of these entrepreneurs and unfettered capitalism questioned whether the interests of the so-called “Robber Barons” were protected too much by government. Whether the business leaders in this period should be labeled robber barons or captains of industry can be debated. It is important for students to understand that unfettered competition led to economic uncertainty and periodic depressions and eventually to a public call for government regulation of monopolistic practices. Through the democratic process, the voting public pressured the Congress to assert limited control over the power of Big Business through the Sherman Anti-Trust Act. Concerns of the public over the political power of the monopolies later contributed to the Progressive Movement (USHC 4.6).

Public concerns over monopoly were offset by the popularity of pro-business ideologies. Captains of industry justified their sometime use of cut-throat practices with the ideologies of Social Darwinism (survival of the fittest) and *laissez faire* capitalism (government hands off). However, contrary to both of these ideologies, captains of industry also advocated government protection of the rights of management against labor and called for high tariffs to protect their monopolies. Popular literature such as the Horatio Alger stories of “rags to riches” success provided support for the myth that anyone could make it if they worked hard enough. Andrew Carnegie improved his public image with his advocacy of the Gospel of Wealth and gave away millions to libraries and universities. John D. Rockefeller was also a philanthropist, especially after his business practices came under public scrutiny and the threat of anti-trust action during the early twentieth century.

Despite the higher prices that monopolies were able to charge for their products, the period ushered in a rise in the standard of living and new consumer products for many Americans. The harnessing of electricity and the invention of the typewriter and the telephone provided new opportunities for women in the workplace and new conveniences in the home. Deflation and mass production lowered the price of goods. Although mass production was in use in this time period, the assembly line was not introduced until 1913 by Henry Ford. This is a common confusion that should be avoided. However, some Americans, including farmers and factory workers, did not enjoy this improved standard of living because of low prices for their crops and low wages for their labor.

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It is not essential for students to know

Although students should understand that competition and unscrupulous business practices contributed to depressions, they do not need to know that these economic dislocations occurred in 1873, 1884, and 1893. Although they should have heard of their practices as examples of the business practices of the time period, students do not need to remember the specific roles of Carnegie and Rockefeller. They need not remember all of the industries that developed monopolies such as the Lumber Trust, the Coal Trust, the Sugar Trust, and the Meat Packing Trust. They need not know the advantages of incorporation: permanence, protection from liability, person; nor that the monopolies defended themselves in court under the provisions of the fourteenth amendment that guaranteed to any legal person the right to due process. While African Americans were losing cases (*Plessy v Ferguson*) based on the fourteenth amendment that was originally designed to protect them (USHC 3.3), corporations were taking advantage of their status as a legal person under the fourteenth amendment and winning their cases. They need not know that the Supreme Court's ruling in *E.C. Knight* undermined the impact of the Sherman Anti-Trust Act. They need not know the background of the application of Charles Darwin's ideas of natural selection in the *Origin of Species* to society such as the names of Herbert Spenser and William Graham Sumner.

Social Studies Literacy Skills for the Twenty-First Century

- Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.
- Utilize contextual information to support the analysis of primary and secondary sources.
- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Evaluate

Checking

Critiquing

or any verb from the **Analyze, Apply, Understand** or **Remember** cognitive process dimensions

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Standard USHC-4: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries.

Enduring Understanding:

Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will...

USHC-4.4 Explain the impact of industrial growth and business cycles on farmers, workers, immigrants, labor unions, and the Populist movement and the ways that these groups and the government responded to the economic problems caused by industry and business.

Taxonomy Level: Understanding/ Comprehension – 2/B

Previous/future knowledge:

In grades 5 and 8, students have been introduced to conditions of the workers (5-3.4) and the plight of farmers in South Carolina (8-5.6). They may have been introduced to the Populist movement as a reform movement (5-3.4) and will have studied the role of Populism in South Carolina (8-5.6). They will have no previous knowledge of the development of labor unions. In United States Government, students will analyze the process through which citizens influence public policy including political parties and interest groups (USG-4.4).

It is essential for students to know

As the influence of Big Business grew in the late nineteenth century, farmers and workers formed political organizations in an effort to influence the government and claim greater political leverage and economic well-being for themselves.

In order to understand the economic problems and the political actions of farmers in the nineteenth century, students must understand the influence of supply and demand on prices. As a result of the introduction of the steel plow, mechanization such as the reaper that greatly improved productivity, and the availability of land in the West, American farmers produced an abundance of cash crops. Despite the growing urban market, supply exceeded demand and the price that farmers were able to get for their crops fell. Farmers were unable to make payments on the loans they had taken to purchase land and equipment. Farmers first responded to this problem as individuals by planting more so that they could make more profit. However, the more farmers planted, the greater the supply and the more prices fell. Farmers tried to solve their economic problems by organizing politically and electing representatives to state legislatures. Because farmers blamed their economic distress on the railroad for the high prices they charged to ship farm goods to market and to store crops prior to shipment, state legislatures passed laws, known collectively as the Granger Laws after the farmers' organization, which tried to regulate how much the railroad could charge for transport and storage of crops. However, the Supreme Court found that state law could not regulate the rate charged by the railroad for transportation across state lines because only the federal government can regulate interstate commerce. In response to the outcry of the farmers, the United States Congress passed the Interstate Commerce Act to

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control railroad rates and practices, which set a precedent for regulation of business by the federal government. In a series of cases [the *Freight Rate Cases*], the Supreme Court severely limited the effectiveness of this law, just as the Court limited the effectiveness of the Sherman Anti-Trust Act through the E.C. Knight case (USHC 4.3). Farmers also attempted to influence the national government through the Populist movement. The Populist Party was formed in the 1890s and supported the regulation of railroads and banking and an inflationary currency in the form of the free and unlimited coinage of silver, which Populists argued would help them get higher prices for their goods. The party also advocated government reforms to protect democracy from the overweening influence of Big Business such as the popular election of Senators, the secret ballot, and a graduated income tax. The farmers attempted to ally with the workers by advocating an eight-hour day and restrictions on immigration. The Populist Party was successful in electing senators, governors, and state legislators in the South and West but failed to win the presidency.

The workers' attempt to join together to protect themselves against the abuses of the market place resulted in the development of unions. As a 'right to work' state, there is little public sympathy in South Carolina for the role of unions, so it is essential that unionization receive a balanced treatment in the classroom. It is also important not to judge the unions of the late nineteenth century by twentieth century allegations of corruption. Workers protested their treatment in the colonial era and continue to protest their treatment today. The Gilded Age saw the greatest movement toward organization. This organization was fostered by the deteriorating working conditions, including long hours, low wages, and unsafe working conditions, and the changing composition of the work force. The pursuit of profit caused management to increasingly treat workers as replaceable cogs in the wheels of production. Long hours and unsafe working conditions also resulted from management's attempt to hold down the cost of production. The law of supply and demand was applied to labor. As more and more immigrants came to the United States, women and children were added to the industrial work force and the influx of dispossessed farmers drove down wages. During the 1890s only forty-five percent of unskilled workers earned more than \$500 a year, the equivalent of today's poverty line. Unemployment, injury, and death were a constant threat to the industrial worker. Labor unions developed to address these conditions. Although the early unions advocated arbitration and opposed the strike, wildcat walkouts, spontaneous responses to lay-offs, or wage cuts, were blamed on the union. These conditions often occurred during cyclical depressions. Striking when many other unskilled workers were also desperately seeking employment undermined the effectiveness of the strike. Management used recent immigrants and African Americans as 'scabs' to break the strikes. Management also employed private security forces, exercised economic pressure through company ownership of homes and company stores, as well as 'yellow dog' contracts and blacklisting to control the workers. Local and national government also took the side of management, protecting their property by putting down strikes and arresting strikers. Students should be familiar with the role of the government and the use of government troops in major labor incidents such as the Railroad Strike of 1877, the Haymarket Incident, and the Pullman Strike. As a result of violence during strikes, union members were often associated in the media and therefore in the public mind, with dangerous foreign radicals such as socialists, communists, and anarchists. Nativist prejudices created animosity towards labor organizations. The arrest and imprisonment of the leader of the Pullman Strike led to the Supreme Court's

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application of the Sherman Anti-Trust Act to unions. This act, designed to control the power of Big Business, was used against the workers' unions at the same time that the court was finding that it could not be applied to Big Business (USHC 4.3). The organization of workers into craft unions of skilled workers rather than industrial unions of all workers led to some success for the labor union movement through use of collective bargaining on the "bread and butter" issues of wages, hours, and conditions. Skilled workers were more difficult to replace and so the threat of strike was more effective. Although wages rose and hours fell by the end of the century, the average hours worked were still far longer than the eight hour day advocated by unions. Wages were still very low. Union effectiveness was undermined by the relatively small number of workers who belonged to unions, only about four percent of all workers by 1900. It is essential for students to understand that the labor unions of the late nineteenth century were neither socialist nor communist organizations. This common misunderstanding is the result of anti-immigrant and anti-union rhetoric. By the end of the nineteenth century, unions were not successful in changing the abuses of the workplace. This was due to public perception of them as dangerous and to government support of Big Business.

Students should understand that the election of 1896 was a pivotal one for farmers and workers. Although the main issue was "soft" money versus "hard" money, bimetallism versus gold; the underlying issue was which groups the government would protect, bankers and businessmen or farmers and laborers. They should be familiar with William Jennings Bryan and the "Cross of Gold" speech, with the front porch campaign of William McKinley and the role of Big Business in securing McKinley's election. They should also note that workers voted for the Republican Party because they feared for their jobs and because they did not support an inflationary monetary policy that would raise the price of food. Farmers and workers were unsuccessful in using the democratic process to solve their economic problems in the nineteenth century because they failed to appeal to the growing middle class.

Students should understand that the problems of the farmers and workers continued into the twentieth century and were somewhat addressed by policies of the Progressive Era (USHC 4.6) and that farmers and workers fell onto hard times again in the 1920s with the policies of Republican presidents and depression (USHC 6.3). Farmers' and workers' issues were eventually addressed during the Great Depression in the New Deal (USHC 6.4).

It is not essential for students to know:

It would be helpful, but not essential, for students to understand the reasoning behind the farmers' call for an inflationary currency. Demand for goods is influenced by the amount of money available in the economy. The late nineteenth century was an era of deflation, meaning that there was a declining amount of currency available to buy an expanding array of goods. During periods of depression [1873, 1884, and 1893], farmers were hard pressed to make payments on their loans and suffered foreclosures. Farmers wanted the money supply to be increased to inflate the price they could get for their crops while at the same time allowing them to pay off their fixed mortgages with money that was not worth as much as when they took out the loan. Bankers did not want to be paid back in money that was less valuable so they opposed any policy that might be inflationary and advocated *laissez faire*. Students do not need to know all of the steps towards the formation of the Populist Party including farmers' support of the

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Greenback-Labor Party and the formation of regional Farmers' Alliances in the 1880s or that African American farmers were also active in the Alliance movement. It is not essential that students remember the role of the Populist movement in the passage of the Jim Crow laws that they were introduced to in the eighth grade. Elite southerners and Northern capitalists feared the cooperation of African Americans and white farmers in the political process. By their racist rhetoric they made it impossible for southern farmers to unite in their own interests. Students do not need to know that the Supreme Court upheld the right of the states to regulate the rates charged by railroads for storage in stationary grain silos [*Munn v Illinois*] or to remember the names of the individuals active in the various farmers' organization such as Oliver Kelley, Mary Elizabeth Lease, "Pitchfork" Ben Tillman, or James B. Weaver. Students do not need to remember the details of the government's policy on the coinage of silver, including the "Crime of '73;" the significance of the ratio of 16:1; the Bland- Allison Act; or the role of the silver mine owners in supporting the farmers' advocacy of silver. They do not need to know that the passage of the Bland Allison Act was not inflationary since the government purchased the minimum amount required by the law. Neither was the Sherman Silver Purchase Act an inflationary measure since the government purchased silver, thus solving the problem for silver mine operators, but did not coin and circulate it as money. They do not need to understand the role of J.P. Morgan in bailing out the government from its financial woes as the purchase of silver depleted gold reserves in the 1890s. They do not need to understand the conflict within the Populist Party about whether or not to endorse Democratic candidate William Jennings Bryan or his dual nomination by the Democratic and Populist Parties. Students do not need to know that *The Wizard of Oz* can be read as an allegory on the problems of the farmers and the workers in the late nineteenth century.

It is not essential that students know that the evolution of manufacturing from artisan's shop to large scale factory changed the nature of work from one in which the skilled craftsman could take pride in his product to work that was repetitious and impersonal for the unskilled worker. It is not essential that student know that union activity preceded the Civil War and developed as economic depression caused management to speed up the pace of work or cut wages. The first strikes were organized by female workers in the textile factories of New England. The success of union activity was undermined when Irish workers took the place of the original Lowell girls in the 1840s and 1850s, an early indication of the role of immigration in undermining the effectiveness of unions. References to the changing nature of the workplace from the convivial shop where the bottle was passed periodically to one that was run by the clock may be left out of the discussion. Transient workers laid off as a result of economic downturns moved about the country looking for work which undermined efforts to organize them. Students do not need to know all of the details about job related injury such as black lung and brown lung disease. The government did not protect the worker in the workplace in the nineteenth and early twentieth centuries because the courts considered employer negligence to be one of the normal risks that employees took to be able to work. Workers formed fraternal organizations and ethnic clubs in order to provide each other sickness and accident benefits but wages were so low that these organizations were able to collect little and widows and orphans relied upon relatives and neighbors for help. These organizations increased ethnic identity and undermined the unions. They need not know the names of the labor organization such as the Knights of Labor or the American Federation of Labor or the leaders of these organizations such as William H. Sylvis

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(NLU), Uriah Stephens, Terrence Powderley (Knights of Labor) and Samuel Gompers (AFL). It is not essential that students recognize and weigh the relative importance of factors that contributed to the degree of success of organized labor. The effectiveness of these organizations depended on the unity of the organization, the economic conditions of the time, and the public's perception of the union. Although students should know that public prejudices against ethnic groups created prejudices against labor organizations, they need not know that prejudice native born workers often resented foreign born workers and advocated restrictions on immigration. Male workers also resented women in the labor force because they were paid less and so were a threat to male jobs. The National Labor Union did not allow African American members so African Americans formed their own organization, the Colored National Labor Union. The Knights of Labor included African Americans and women but the unity of the organization was severely undermined by workers' and society's prejudices. It is not necessary for students to know the specific names of women's labor organizations such as the International Ladies Garment Workers' Union or the Telephone Operators Department of the International Brotherhood of Electrical Workers. In addition, common cultural perceptions such as the Horatio Alger myth and Social Darwinism played a role in undermining sympathy for workers among the middle class. Students must know that the popular association in the public mind of unions with socialism undermined the effectiveness of union in the late nineteenth century, however they do not need to know that anti-union government action resulted in the radicalization of the union movement. After Eugene V. Debs was jailed as a result of the Pullman Strike, he became a Socialist and was the Socialist candidate for president four times. They do not need to know about the origins and role of the Industrial Workers of the World (IWW) in the early twentieth century. The IWW, known as the "Wobblies", was founded in 1905 and advocated the overthrow of capitalism. The unpopularity of the IWW led to the arrest and deportation of many of its members during the Red Scare. (USHC 6.2)

Social Studies Literacy Skills for the Twenty-First Century:

- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
- Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

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Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-4: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries.

Enduring Understanding:

Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will...

USHC-4.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West.

Taxonomy Level: Understanding/ Conceptual Knowledge – 2/B

Previous/future knowledge:

Students should have prior knowledge of the significance of immigration to America including the cultural and economic contributions immigrants have made (5-3.3). They have compared migration patterns of South Carolinians to patterns throughout the United States (8-5.6). In United States Government, students will analyze the process through which citizens influence public policy including political parties and candidate support (USG 4.4).

It is essential for students to know

As immigration increased in the late nineteenth century and cities grew, immigrants sought ways to participate in the democratic process.

Students should know that cities developed as a result of geographic factors - first as centers of trade, then as transportation hubs and finally, with the advent of electricity, as centers of industrial production in the nineteenth century. They were affected by technological innovations such as the elevator, steel girders, suspension bridges, electric trolley cars, elevated tracks ('els'), and subways that allowed cities to grow both skyward and outward. They should understand that city populations grew as people immigrated from abroad and migrated from the farm to the city (USHC 4.4). Farm technology played a role as farmers in all regions produced more and sold it for less, defaulted on loans, lost their land, and moved to the cities to find work (USHC 4.4). Others were attracted to the city because of its rich cultural life and excitement. Despite the phenomenal growth of cities, the *majority* of the American people still lived *outside* of urban areas before 1920.

In the late nineteenth century, immigration patterns changed as more and more immigrants came from southern and eastern Europe rather than northern and western Europe. While the Irish and the Germans who predominated prior to the Civil War had also been met with hostility and resentment from the native-born American population, nativism increased as Italians and Poles, Jews and Russians, came to dominate immigration. A movement to restrict immigration through a literacy test was initiated but was not successful until the 1920s (USHC 6.1). Many immigrants were too poor to move beyond the port cities where they landed. Thus ethnic neighborhoods grew as immigrants looked for the familiar in a strange new land. Churches, schools, businesses,

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and newspapers reflected the ethnicity of Little Italy, Greektown, or Polonia. Many established immigrants helped those who had newly arrived to find jobs and housing. This had a powerful impact on city politics. People voted for those who found them jobs and helped them through hard times. Immigrants gave their votes to neighborhood and ward bosses in gratitude for the help they had received, not as a result of any direct bribery. Although many political bosses were corrupt and routinely used graft and bribery in awarding city contracts, they also served an important role in helping immigrants to adapt to their new country. The power that immigrant groups gave to the urban political machine allowed the bosses to solve important urban problems despite the abuses that occurred under city bosses such as New York's Boss Tweed. Increasingly crowded city conditions led to problems with housing, sanitation, transportation, water, crime, and fire. The progressive movement developed as a result of the need to address urban problems and political corruption (USHC 4.6).

Most freedmen had stayed in the South immediately after the Civil War. In the 1890s, the migration of African Americans from the South was the result of poor cotton yields due to soil exhaustion and the boll weevil, as well as the discrimination of Jim Crow laws, intimidation, and lynchings. As farm prices fell, African Americans joined other farmers in the move to the cities for job opportunities. However jobs in mill towns of the South were not open to them. So African Americans headed to the West in search of land and to the cities of the North and Midwest. African Americans found discrimination in the cities. They were the last to be hired and the first to be fired. Often used as strikebreakers, they suffered resentment of striking workers. They were relegated to the least desirable parts of the city in segregated neighborhoods. This movement intensified during World War I as more jobs became available and the movement of African American culture to the cities of the North and Midwest would result in a cultural renaissance in the post World War I period. (USHC 6.1)

It is not essential for students to know:

Students do not need to know about the influence of disasters such as the Great Chicago Fire; the hurricane and flood in Galveston, Texas; and the 1906 San Francisco earthquake on the development of new strategies for addressing urban problems. They need not know that ethnic neighborhoods were not completely homogeneous and a single ethnic group did not necessarily make up the majority of an ethnic neighborhood. Although students should know Boss Tweed, they do not need to know the names of other political bosses. Students do not need to know about anti-immigrant initiatives such as the temperance movement or efforts to assimilate immigrants through public education that started in the pre-Civil War period and continued into the twentieth century. The temperance movement was directed at ethnic groups whose cultures were associated with drink such as the Irish and Germans and later applied to Italians. The public school movement was promoted to teach the newly arrived about democracy and the Protestant religion of the American majority. Consequently, Roman Catholic immigrant groups developed their own parochial school systems. Students do not need to be able to name the Chinese Exclusion Act or the Foran Contract Labor Law.

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Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

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Standard USHC-4: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries.

Enduring Understanding:

Political democracy depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will...

USHC-4.6 Compare the accomplishments and limitations of the women's suffrage movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and Presidents Theodore Roosevelt and Woodrow Wilson.

Taxonomy Level: Understanding/ Conceptual Knowledge – 2/B

Previous/future knowledge:

Students were introduced to the effects of the Nineteenth Amendment in grade 5 (5-4.1). They studied the women's suffrage movement as part of the Progressive Movement and compared support for women's suffrage in South Carolina with support from other regions of the country in grade 8 (8-5.8). Students may have studied progressivism as a result of industrialization (5-3.4) and compared progressivism in South Carolina to the rest of the nation on issues including temperance, labor laws, education, agricultural, health, and government reform (8-5.8). In United States Government, students will learn about the role of American citizens in the political process (USG-4).

It is essential for students to know:

The Progressive Movement developed as concerned citizens organized into civic groups in response to the problems of the city and the workplace in the late nineteenth century. Progressivism was essentially a movement of the middle class who objected to paying taxes to corrupt city governments and who desired better city services.

Progressivism was also the result of role of the media. "Muckrakers" investigated the corporations and conditions of the times and pointed out the corruption of machine politics; the power of the monopolists; and the plight of the Native American, the worker, and the immigrant. Their writing was made available to the general public through inexpensive newspapers and books. The most famous muckraker was Upton Sinclair whose book *The Jungle* exposed the meat packing industry.

During the progressive era, many young educated women took a role in promoting social reform. The movement for women's rights which had been initiated at the Seneca Falls Convention and focused on suffrage since the Civil War intensified. Women had the opportunity for higher education at new women's colleges and new job opportunities in factories and offices. The movement west also had an impact on gaining the right of women to vote. Wyoming was the first state to grant women suffrage. Western states generally allowed women to vote before Eastern states did. Historians attribute this to appreciation for the role that women played as pioneers. Middle class women were increasingly frustrated by their inability to have political

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influence in solving the problems of city life and the workplace. African American women formed an association, the National Association of Colored Women, to secure the civil rights of African Americans which included women's suffrage. In 1890, Carrie Chapman Catt helped to found another woman's group, the National American Women's Suffrage Association, to lobby for the vote. Women campaigned on the idea that they would clean up society and government. Therefore, they were opposed by the liquor industry and political bosses. A split over tactics disrupted the movement as Catt's organization lobbied state legislatures while other women supported a national amendment to the Constitution. This group, the National Woman's Party, led by feminist Alice Paul, engaged in marches and picketed the White House during World War I. Suffragettes were attacked by angry men, arrested, and held in prison where they engaged in hunger strikes and were force fed by their jailers. The nineteenth amendment was finally passed in 1920 in part as a result of this activism and of the contribution women made to the war effort as nurses, public workers and factory laborers. Democracy was extended as women gained the right to vote. However, few women ran for political office or were treated equally in the work place. In the 1920s, Alice Paul campaigned for an equal rights amendment. Jane Addams was an educated woman who should be associated with her introduction of a settlement house, the Hull House in Chicago, where her immigrant neighbors were able to take vocational classes and receive childcare. Addams and other progressives advocated protection for child laborers. State laws limited hours and conditions and a federal child labor act was passed. However, progress was limited by the Supreme Court which ruled the federal child labor legislation unconstitutional.

The progressive movement started at the city and state level with progressive mayors and governors and gained support at the national level with the presidency of Theodore Roosevelt. Roosevelt was the first president to give any support to the rights of workers when he used his office as a 'bully pulpit' and required that the coal mine owners negotiate with their workers in order to avoid a strike. During his administration, legislation enhancing the powers of the Interstate Commerce Commission over the railroads was passed. He supported government regulation of corporations through the application of the Sherman Anti-Trust Act in a series of cases that won him the appellation of "trust-buster." He also protected the consumer with his championing of the Pure Food and Drug Act and the Meat Inspection Act, prompted by the publication Upton Sinclair's, *The Jungle*. Roosevelt also promoted conservation of natural resources by creating national parks. He was the founding force behind and candidate of the Progressive (Bull Moose) Party in 1912 which split the Republican Party and gave the election to Woodrow Wilson.

Woodrow Wilson was a progressive governor during whose presidency a number of progressive measures were passed. The Clayton Anti-Trust Act, which the AFL's Samuel Gompers referred to as the 'Magna Carta of Labor', allowed labor unions to be exempt from the anti-trust laws. The sixteenth amendment authorized a progressive income tax and the seventeenth amendment provided for the direct election of senators. It was during Wilson's administration that the first federal child labor act was passed. However, the Supreme Court later ruled that act unconstitutional, thus limiting the progressive's impact on this problem. The Federal Reserve Act, although prompted by the financial markets fear in the Panic of 1907, addressed the farmers' demand for a more elastic money supply (USHC 4.4). The Federal Reserve is still active today as a bankers' bank, providing a safety net to prevent bank failures due to market

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conditions by regulating the amount of money in circulation. Other actions made credit more available to farmers, protected the eight hour day for some workers, as well as providing some workman's compensation for injury on the job.

World War I limited the continuation and effectiveness of progressive reforms. Little significant progressive legislation was passed after the war broke out and the rights of individuals were limited because of wartime fears. Wartime grain shortages and anti-German propaganda prompted the passage of the eighteenth amendment, establishing Prohibition, long a goal of reformers. Support for women's rights grew as a result of their contribution to the war effort and the nineteenth amendment was passed granting women the right to vote. Disillusionment with the progressive idealism of Wilson's Fourteen Points and the very unprogressive Treaty of Versailles undermined the commitment of American voters to progressivism (USHC 5.5). During the 1920s, the limits of progressivism were evident. The eighteenth amendment was impossible to enforce. The nineteenth amendment did not result in any significant political changes. The traditional Republican Party won the election of 1920 and the enforcement of progressive legislation lapsed. The idea that government is responsible for the welfare of all of the people would be revived in the New Deal (USHC 6. 4).

Any comparison of the movement for women's suffrage and the progressive movement would include the following factors. Both were essentially middle class movements that employed the tactics of persuasion in order to pass legislation. Both employed the talents of many educated supporters, particularly women. Both experienced significant opposition. While presidents championed the goals of progressivism, they did not advocate women's suffrage. In fact, Wilson openly opposed it. Women eventually took more aggressive actions and marched and picketed to achieve their goal.

It is not essential for students to know:

Students need not know about the origins and impetus for the progressive movement. The roots of progressivism can be found in the Liberal Republicans (Mugwumps) who advocated civil service reform in the 1880s and in the Social Gospel movement. The direct impetus for the progressive movement can be found in the return of prosperity at the end of the nineteenth and beginning of the twentieth century which made the radicalism of workers and farmers of the mid 1890s no longer a threat. It was the result of an intellectual climate change that promoted the role of the expert. Progressives believed that if you changed the structure of society through laws you could improve social conditions. Although students should understand the connection between Populism and Progressivism, they do not need to remember which planks on the Populist platform were eventually passed during the progressive era. Although students should understand the nature and importance of muckraking journalism, it is not essential for them to remember the names of the many muckraking journalists such as Jacob Riis, Lincoln Steffens, or Ida Tarbell. It is not necessary that students be able to name progressive mayors and governors or the many progressive initiatives at the city and state level such as Robert La Follette and the Wisconsin Idea. Nor is it essential for students to understand how the Federal Reserve System works to create a more elastic money supply. It is not necessary for students to understand President William Howard Taft's role in progressive reform. Although Taft's administration continued to break up trusts, Taft did not support other progressive reforms such as the lowering of the tariff, the reorganization of the leadership of the House of Representatives or conservation. This Old

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Guard control of the Republican Party prevented Roosevelt from gaining the Republican nomination in 1912. It is not necessary for students to understand the difference between Roosevelt's New Nationalism and Wilson's New Freedom. They need not know about the role of the Anti-Saloon League or of the Immigration Restriction League in promoting temperance and immigration restriction. It is not necessary that students be able to label the progressive movement as either liberal or conservative, although it had elements of both.

Students do not need to know the full impact that the war effort had on progressivism. The cooperation of business and government in the various World War I boards undid the rigorous enforcement of anti-trust laws and promoted the power of big business. Protection for unions was undermined by the war; the AFL's independence was compromised by their cooperation with government and the War Labor Board. The Industrial Workers of the World (IWW), a labor union, was actively prosecuted for sedition during the war and effectively destroyed in the Red Scare after the war. African Americans continued to be limited to second class citizenship despite their contribution to the war effort.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
- Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.
- Trace and describe continuity and change.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-5: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.

Enduring Understanding:

The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and in the present, the student will...

USHC-5.1 Analyze the development of American expansionism, including the change from isolationism to intervention and the rationales for imperialism based on Social Darwinism, expanding capitalism, and domestic tensions.

Taxonomy Level: Analyze/Conceptual Knowledge - 4B

Previous/future knowledge:

In grades 5 and 7, respectively, students have been introduced to the United States' control of new territories (5-3.5) and analyzed how industrialization led to imperialism by European powers (7-3.5).

It is essential for the students to know:

Since the Washington administration, the United States had steered clear of 'entangling alliances,' as President Washington advised in his Farewell Address, because of the predominance of domestic interests and the United States' limited military capacity. The United States was involved in westward expansion since its inception; however American expansionism changed in the late nineteenth century. While previous expansionism had been motivated by land hunger and resulted in the establishment of new states that entered the Union as full participants in the democratic republic, the expansionism of the late nineteenth century reached beyond contiguous territory to secure markets. The purchase of Alaska in the 1860s was the last land on the North American continent to be added, but did not become a state until the 1950s.

Following an international trend, the United States moved from isolationism to intervention because of expanding capitalism (USHC 4.2) that increased the need for raw materials and new markets for the products of developing industries. Depression, strikes, and farmer unrest demonstrated some of the domestic tensions that were prevalent in the 1890's (USHC 4.4). Overseas markets were potential outlets for American produce and manufactured products that would increase demand for American farm products and ensure continuous production for America's factories. Growing nationalism fostered the desire to expand American naval power to compete with other nations which had long been engaged in imperialist activities, to protect trade and secure markets and to spread Christianity around the world. Social Darwinism fostered the idea that Americans were superior to other cultures and countries and should expand to fulfill the nation's destiny. Developments in other countries contributed to the United States' emergence as a world power, including competition for markets among the European nations and a continuing movement for liberation in Latin America, especially in Cuba. The United States initiated their status as a world power with their involvement in the Spanish-American War. This new

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expansionism led the United States to spread American ideas, religious beliefs, and capitalism to other nations but also initiated foreign resentment of American interference.

It is not essential for the students to know:

Students do not need to understand that American expansionism or imperialism at the end of the 1800s was the continuation of the Puritan idea of the ‘city on a hill’ and American exceptionalism. They do not need to know the circumstances of Washington’s Farewell Address or other evidence of isolationism in the nineteenth century. They do not need to know about early interest in Cuba to extend slavery such as the Ostend Manifesto. They do not need to know about any of the early efforts to exercise international leadership such as the promotion of the founding of the Pan-American Union nor the efforts of the Cleveland administration to negotiate conflict between Great Britain and Venezuela. They do not need to understand that the closing of the United States frontier, credited by Frederick Jackson Turner in the 1890s as the source of American democracy, prompted a strong need both economically and emotionally to find new areas for expansion. They do not need to know about the role of Alfred Thayer Mahan in promoting the development of the American Navy.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret, and synthesize social studies information to make inferences and draw conclusion.
- Assess the relationship among multiple causes and multiple effects.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze

Differentiate

Organize

Attribute

or any verb from the **Apply, Understand** or **Remember** cognitive process dimensions.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-5: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.

Enduring Understanding:

The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and in the present, the student will...

USHC-5.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In grades 5 and 7, students were introduced to the Spanish American War as the cause of America's control of new territories (5-3.6) and studied the causes and effects of the Spanish American War as a reflection of American imperialist interests (7-3.7).

It is essential for the students to know:

The involvement of the United States in the Spanish-American War marked America's emergence as a world power. The humanitarian desire to support the rights of Cubans against an oppressive Spanish regime contributed to the United States' involvement in the war because of sympathy for the democratic aspirations of the Cuban rebels. Pressures from domestic tensions at home and expanding capitalism (USHC 5.1) pushed Americans to find new markets and impelled involvement. The push for increased naval power [Alfred Thayer Mahan] also contributed to the United States' entry into the war and the expanded navy helped to prepare America for involvement world-wide. Yellow journalism led to a public outcry for American involvement in Cuba's struggle for independence. Competition for sales between rival newspapers in New York led to sensationalism that was exacerbated by the explosion of the *U.S.S. Maine* in Havana's harbor and the publication of the DeLome letter. All of these factors put pressure on President McKinley to ask Congress for a declaration of war.

The initial result of the war declaration was expansion of the United States in the South Pacific with the annexation of Hawaii and the capture of Manila Harbor in the Philippines. Both of these islands offered the United States a convenient fueling stop on the way to markets in the Far East. When the war ended, the Anti-Imperialists argued against annexation of the Philippines on the grounds that the Filipinos could never be incorporated into the union. McKinley argued that it was an American responsibility to govern the Filipinos who were incapable of governing themselves. Social Darwinism and racial prejudices played a role in both of these arguments and found a domestic counterpart in the passage of the Jim Crow laws and restrictions on voting for African Americans. The treaty ending the war recognized United States' ownership of the Philippines, Wake Island, Guam, and Puerto Rico, and United States' control of Cuba. With the

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acquisition of new lands came the struggle to govern these areas. The United States soon faced armed resistance in the Philippines. The United States Supreme Court ruled in several cases, known collectively as the Insular cases, that the ‘Constitution does *not* follow the flag so subject peoples did not have the same rights as citizens of the United States.’ Unlike the contiguous territories populated by westward migration, these new lands were not offered statehood. The perception of the United States among subject peoples therefore changed from a champion of liberty to a colonial power, just like European powers.

It is not essential for the students to know:

Students do not need to remember the political controversies in Cuba, the role of Jose Marti, the abusive actions of the Spanish government towards the Cuban rebels, or the pledge by Spain that they would change that policy in response to American objections. Although students need to know that yellow journalism had a significant impact on public opinion for war, they do not need to know details about this competition such as the names of the newspapers or their publishers, Hearst and Pulitzer. They do not need to know the extent to which President McKinley agonized over the decision to go to war and was impacted by public opinion. They do not need to know about the actual strategies of the war, the shortages of supplies or the impact of disease, nor the role of the Rough Riders under Teddy Roosevelt. They do not need to know about the role of Teddy Roosevelt as the Under Secretary of the Navy to position Admiral Dewey’s fleet to take Manila at the outbreak of the war nor about the role of Filipino Emilio Aguinaldo as an early ally of the American ‘liberators’ and as the leader of the resistance movement against United States control of the Philippines. They do not need to know details about the rebellion of the Filipinos against the occupation of the Americans.

Social Studies Literacy Skills for the Twenty-First Century:

- Assess the relationships among multiple causes and multiple effects and analyze, interpret, and synthesize social studies information.
- Represent and interpret Earth’s physical and human systems by using maps ...to make inferences and draw conclusions.
- Create a thesis supported by research to convince an audience of its validity.
- Analyze and evaluate evidence, arguments, claims and beliefs.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

UNITED STATES HISTORY AND THE CONSTITUTION

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-5: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.

Enduring Understanding:

The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and in the present, the student will...

USHC-5.3 Summarize United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy" and changing worldwide perceptions of the United States.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

Students have been introduced to the building of the Panama Canal (5-3.5) and the Open Door Policy (7-3.5).

It is essential for the students to know:

As United States policy changed from isolationism to imperialism based on the need for new markets, American policies for China and Latin America became more assertive. In China, European countries had special trade privileges in areas called 'spheres of influence.' However, the United States did not have such a sphere. In an effort to open trade with China, the United States issued a series of diplomatic notes asking that all foreign powers allow other foreign powers equal opportunity to trade within their sphere of influence. This Open Door Policy was not designed to help China. However, it did lead to increased economic opportunity for the United States. The success of the Open Door Policy was due, like the success of the early Monroe Doctrine before it (USHC 2.2), to the relationship of the United States with the leading world power, Great Britain. When Chinese nationalists called "Boxers" resisted foreign encroachment on their sovereignty, the United States took a leading role in the multinational effort to put down the Boxer Rebellion, further alienating the Chinese.

The United States' involvement in Latin America increased after the Spanish American War. The Platt Amendment to the Cuban constitution brought about an extended American supervision over Cuban affairs and the right to lease a military base at Guantanamo Bay. American imperialism in Latin America was also manifested in the United States' support for the Panama Revolution, subsequent construction of the Panama Canal and the American control of the canal until the end of the twentieth century. When the government of Colombia refused to accept the American offer of payment for the Isthmus of Panama, the United States sent gunboats to support the bloodless revolution in Panama. Then the leader of the revolt signed a treaty giving exclusive rights to build a canal to the United States. This alienated the Colombians, but gave the United States a foothold in Central America for almost a century.

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Eventually, the Panamanians also resented the American presence. In addition, President Theodore Roosevelt's Corollary to the Monroe Doctrine (USHC 2.2) described the role of the United States as a policeman that would keep European powers from intervening in the Western Hemisphere. This "Big Stick" diplomacy increased the profile of the United States on the world scene. The United States intervened in several Central American countries, taking over their customs houses and collecting taxes to pay trade debts owed to European nations to prevent the Europeans from using military power to collect those debts. President Roosevelt sent the Great White Fleet on a trip around the world to show off America's naval superiority. President William Howard Taft supported 'dollar diplomacy', promising to protect the investments of American businesses in Latin America with a guarantee of United States intervention if any problems arose, thus increasing both American investment and control. President Woodrow Wilson vowed to use 'moral diplomacy' to intervene in Mexico to 'teach the Mexicans to elect good men' while also supporting the economic interests of American businessmen in the Western Hemisphere. Each president's policy involved the United States more deeply in affairs in the Western Hemisphere, angered the neighbors of the United States in the hemisphere and increased the American role in world affairs.

It is not essential for the students to know:

Students do not need to understand details about United States involvement in governing Cuba, Puerto Rico, Panama, and the Philippines. Students do not need to know details of Wilson's intervention in Mexico such as the incident at Vera Cruz or the futile efforts to capture Pancho Villa for the purposes of the United States History End of Course, however, this will help students to understand why the Zimmerman telegram was viewed as a threat by the American people and why the Germans did not see the United States army as a military threat in 1917 (USHC 5.4).

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.
- Use contextual information to support the analysis of primary and secondary sources.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

UNITED STATES HISTORY AND THE CONSTITUTION

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-5: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.

Enduring Understanding:

The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and in the present, the student will...

USHC-5.4 Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson's leadership in the Treaty of Versailles and the creation of the League of Nations.

Taxonomy Level: Analyze /Conceptual Knowledge – 4/B

Previous/future knowledge:

Students have been introduced to the factors that led to the involvement of the United States in World War I and the role of the United States in fighting the war (5-3.6). They studied the causes and course of World War I including militarism, alliances, imperialism, nationalism, and United States entry into the war (7-4.1). They may have analyzed the importance of economic and political rivalries, ethnic and ideological conflicts, social class, militarism and imperialism as causes of World War I including propaganda used to mobilize popular support for the war effort (MWH-7.1). In United States Government, students may evaluate the roles of the executive and the legislative branches of government in declaring war and mobilizing the country for war (USG-3.2).

It is essential for the students to know:

In order for students to analyze the role of the United States in “making the world safe for democracy” in World War I and in the making of the peace they must understand the role of nationalism and alliances in bringing about the war. ‘Nation’ refers to a group of people who share a common language, religion, history and traditions. Not all nations had states; many were included in empires. Ethnic and ideological differences led to conflict within these empires. Nationalism spurred competition among states in military strength and led European nations to establish a complex system of military alliances. The igniting incident of the Great War was the assassination of the Archduke Franz Ferdinand, heir to the Austro-Hungarian Empire, in Bosnia by a Serbian nationalist. The resulting confrontation between Austria-Hungary and Serbia quickly involved much of Europe in conflict due to the alliance system.

The United States declared neutrality at the outbreak of the war; however various factors led to the failure of neutrality. The traditional trading partnership with Great Britain and the blockade of German ports by the British navy severely limited American trade with Germany. American businesses made loans to the Allies in order to continue trade. Public opinion was impacted by America's traditional connection to the British. The German use of the submarine affected public opinion against Germany and alienated President Wilson, who was incensed by the loss of

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innocent lives. The 1915 German U-boat's sinking of the British passenger ship, the *Lusitania*, brought about sharp protests from President Wilson but did not bring the United States into the European war. As a result of American protests, Germany pledged to restrict their use of the submarine. Wilson campaigned for re-election in 1916 on the slogan that "he kept us out of war." The interception and publication by the British of Germany's Zimmerman note to Mexico negatively impacted American public opinion. The decision of Germany to resume unrestricted submarine warfare in the spring of 1917 and Wilson's desire to broker a just peace prompted Wilson to ask the Congress for a declaration of war on Germany in April of 1917. President Wilson announced his intention to "make the world safe for democracy" and later issued his Fourteen Points peace plan. In order to achieve a just and lasting peace Wilson proposed that the adversaries agree to freedom of the seas, an end to secret treaties, arms reduction, self-determination of peoples, and an international peace organization.

As a consequence of American involvement, the last push of the Germans on the western front in France was deflected and the armistice of November 11, 1918 ended the fighting between the Allies and the Central Powers. President Wilson was in a position to take part in the peace negotiations.

Propaganda created a united war effort at the expense of individual liberties. Americans were persuaded to plant victory gardens, enlist in the military and buy war bonds. Wartime propaganda also characterized Germans as "Huns" and resulted in discrimination against Americans of German descent. Americans stopped teaching German in schools, restricted the playing of German music and renamed German foods. The passage of the Sedition Act restricted the individual liberties of Americans to voice their ideological objections to the war effort and contributed to the post-war Red Scare.

Another consequence of America's involvement in the war was that President Wilson took a leadership role at the Versailles Conference. Wilson wanted to create a lasting peace based on his Fourteen Points which he hoped would eliminate many of the causes of the war. However, the other allies were determined to protect their own national interests. In order to get agreement from the Allies to support the creation of the League of Nations, Wilson made concessions to the interest of his European allies. The treaty imposed a war guilt clause and reparations payments on Germany. To fulfill one of Wilson's Fourteen Points and to eliminate boundary disputes based on nationalism, new national borders were drawn at the conference based on self-determination of peoples. However these borders could not accommodate all of the complexities of ethnic diversity within Europe. The war guilt clause, reparations, and redrawn borders laid the basis for the next war.

It is not essential for the students to know:

Since students should know the basic causes of the World War I learned in grade 7 and World History, it should only be necessary to review these as a basis for understanding the Fourteen Points and the Treaty of Versailles. The M.A.I.N. causes of World War I were Militarism, Secret Alliances, Imperialism, and Nationalism. Students do not need to remember which European nations were allied with each other; however it would help them to understand this war and World War II better if they did. Russia, France, and England formed an alliance and Germany, Italy, and Austria-Hungary formed a competing alliance. Italy did not go to war with their Triple

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Alliance partners so they were not considered to be one of the Central Powers. Students do not need to remember the names of the alliances, the Triple Entente and Triple Alliance. Students do not need to understand that revolution in Russia in early 1917 replaced the monarchy with a republic and President Wilson could now consider allying the United States with a 'democratic' Russia. Students do not need to know the new weaponry introduced in World War I, except for the submarine. Students do not need to remember that the Bolshevik Revolution in Russia led to the separate treaty of Brest-Litovsk or that American troops were landed in Russia to support the Whites in the Russian civil war. They do not need to know how the United States mobilized the home front such as the actions of the War Industries Board or the Food Administration. The 1918 flu epidemic and its effects do not need to be covered.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.
- Utilize contextual information to support the analysis of primary and secondary sources.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze

Differentiate

Organize

Attribute

or any verb from the **Apply, Understand** or **Remember** cognitive process dimensions.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-5: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.

Enduring Understanding:

The American belief in political democracy led the United States to support natural rights and political democracy for others, especially when it benefited American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and in the present, the student will...

USHC-5.5 Analyze the United States rejection of internationalism, including postwar disillusionment, the Senate's refusal to ratify the Versailles Treaty, the election of 1920, and the role of the United States in international affairs in the 1920s.

Taxonomy Level: Analyze/Knowledge – 4/B

Previous/ Future Knowledge:

Students will have no prior knowledge of this information.

It is essential for student to know:

According to the United States Constitution, foreign policy is the domain of the executive branch but the system of checks and balances (USHC 1.5) requires that the Senate ratify all treaties. Despite President Wilson's central role in the drafting of the Versailles Treaty and his desire for the United States to play a leading role in the League of Nations, the Senate refused to ratify the treaty. Some members of the Senate were concerned that the principle of collective security, which was the central idea of the League, would require the United States become involved in future military action under the auspices of the League without the consent of the Senate. In part, the rejection of the treaty was the result of political partisanship. Republican leadership in the Senate opposed ratification outright or had reservations about the treaty. Democrat Wilson refused to compromise with the Republican Senate. Instead Wilson took his case to the American people on a cross country speaking tour, attempting to secure the election of Democrats to the Senate in the upcoming elections. In the midst of this tour, Wilson suffered a stroke. Both physically and mentally debilitated, Wilson stubbornly refused to compromise. The United States Senate never ratified the Versailles Treaty. The United States later made a separate peace with Germany.

The election of 1920 became a referendum on the League of Nations. The Democratic candidate (Cox) supported Wilson's international idealism while the Republican candidate (Harding) advocated a return to 'normalcy'. The public had responded to Wilson's idealistic call to "make the world safe for democracy" but the American people were disillusioned by the brutality of the war, the cost in human life and the greed of the post war Allies. The Republicans won in a landslide; the American people seemed to have rejected internationalism in favor of isolationism.

Although the United States had rejected collective security, it had not rejected economic involvement with the rest of the world. As a result of the war, the United States became the

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world's leading economic power, the leading exporter of goods, a major creditor nation and the world's financial capital. America continued to be involved in Latin America (USHC 5.3) and attempted to improve relations there through the 'Good Neighbor Policy.'

The United States never joined the League, but did send observers to meetings of the League of Nations and participated actively in several international conferences to limit the size of the world's navies. The United States also helped to make it possible for the Germans to continue to pay the war reparations through a loan program [Dawes and Young Plans]. The United States took a hands-off approach to events in Europe as dictators rose to power in Italy and Germany in the 1920s and 1930s. After the crash of 1929 signaled the start of the Great Depression, Americans were too concerned with their domestic economic problems to take much heed of the gathering storm in Europe. In Congressional hearings early in the 1930s, testimony about how the United States became involved in the Great War led the Congress to pass legislation to attempt to keep the United States out of any future war. The resulting Neutrality Acts would tie the hands of President Roosevelt and delay American involvement in World War II.

It is not essential for students to know:

Students do not need to know the names of the groups who opposed the ratification of the treaty such as the Irreconcilables or the Reservationists or their respective leaders, William Borah and Henry Cabot Lodge. They do not need to know the details of Wilson's cross country campaign to gain public support for the Versailles Treaty or the multiple mistakes that Wilson made in the negotiation of the treaty or in his attempts to get the Senate to ratify it. They do not need to know the details of nor the signatories to the 5 Power and the 9 Power Treaties or the Kellogg Briand Pact. Students do not need to know about how dictators rose to power in Italy and Germany, only that they did so. Students do not need to know anything about the Spanish Civil War or the dictatorship in Spain. Students do not need to know the findings of the Nye committee or the provisions of the Neutrality Acts.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and extrapolate into the future.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze- Break material into its constituent parts and determine how the parts relate to an overall structure or purpose.

Differentiate

Organize

Attribute

or any verb from the **Apply, Understand** or **Remember** cognitive process dimensions.

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Standard USHC-6: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.

Enduring Understanding:

The role of government in a democracy is to protect the rights and well-being of the people. Government's role in regulating the economy and promoting economic growth, however, is controversial. To understand the consequences of economic cycles and to make informed economic choices and political decisions about government policies, the student will...

USHC-6.1 Explain the impact of the changes in the 1920s on the economy, society, and culture, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture, and the cultural changes exemplified by the Harlem Renaissance.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In grade 5 and 8, students have been introduced to the changes in life-style in the 1920s including transportation and entertainment (5-4.1) and those changes in South Carolina (8-6.1). Students have also been introduced to the causes and impact of emigration from South Carolina (3-5.2), the Great Migration, and the Harlem Renaissance (5-4.1), and the contributions of South Carolinians to the Harlem Renaissance (8-6.2). Students should have a good understanding of how the movement to cities and resulting concentrations of groups help to lead to a cultural renaissance from their understanding of the European Renaissance (6-6.1, MWH-1.2).

It is essential for students to know

After World War I, the United States entered a period of economic growth and cultural change that had both positive and negative consequences. The expansion of economic opportunity in the 1920s did not extend to all Americans.

The economic boom of the 1920s had negative consequences for some segments of the economy. By the end of the 1920s, electric energy fueled most of American industry which brought economic hardship to the coal industry. Farmers suffered economic depression when the end of World War I brought a loss of markets and thus surpluses led to low prices and foreclosures, as it had in the late nineteenth century (USHC 5.3). Mass production techniques such as the assembly line, introduced by Henry Ford in 1913, brought radios, refrigerators, and many other new products to the marketplace, but also further marginalized the skilled worker. Workers were still underpaid and labor unions were unable to protect their members because of the anti-union attitudes. This led to a widening gap between the 'haves' and the 'have-nots.'

Mass media exacerbated these differences by advertising the goods that many American workers could not afford to buy. The introduction of the installment plan encouraged consumers to change their attitudes about debt. This cultural shift to a 'buy now, pay later' philosophy stimulated the economy but later contributed to depression (USHC 6.3) when the capacity of consumers to borrow was reached. The invention of new home appliances such as the washing

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machine, electric irons, and vacuum cleaners led to some social change as women were able to do their household chores more easily. However, working class women could not afford these labor-saving devices and middle class women began to do their own housework rather than hiring help. Consequently, electric appliances led to no significant decrease in household chores or to any changes in women's position in society or the economy. Although the flapper is an icon of the 1920s and her freedom helped to change cultural attitudes towards the role of women, most women continued the traditional roles as wife and mother. Advertising, radio, and the movies spread the mass consumer culture at the same time that it reinforced traditional gender roles.

Transportation helped to change urban life. The automobile changed living and dating patterns for those who could afford to buy a car. Transportation by street car within the cities led to a further differentiation in living and working neighborhoods that divided the urban community. Suburbs grew but not as much as in the 1950s. The availability of the automobile also changed the lives of country folk by mitigating the isolation of rural life. Cars made it easier to get to town both to socialize and to market crops. The advent of aviation was exciting but had little impact on the average American who could not afford to fly.

During this period, African Americans migrated in greater numbers to segregated neighborhoods in the cities of the Northeast and Midwest in response to push factors such as Jim Crow discrimination, violence and poverty in the South and pull factors such as job opportunities and a cultural renaissance in the Northern cities [Great Migration]. As African Americans congregated in neighborhoods and developed businesses that catered to their community, a black middle class developed. This middle class supported African American writers, musicians, and artists. The resulting Harlem Renaissance brought recognition and pride to black artists, particularly musicians, but further pointed out their second class citizenship. Writers of the Harlem Renaissance including James Weldon Johnson and Langston Hughes, celebrated ties to African cultural traditions and black pride and questioned the position of African Americans in American life. The radio helped to spread appreciation for new trends in music such as jazz to white audiences and promoted a shared national culture. Such appreciation for African American artistic contributions helped to slowly break down barriers and lay the foundation for the civil rights movement of the post-World War II era. However, African Americans were still most often portrayed as racial stereotypes, most notably in the popular film "Birth of a Nation" that fostered a resurgence of the Ku Klux Klan (USHC 6.2) and discrimination against African Americans continued.

It is not essential for students to know:

Students do not need to know that techniques of efficiency practiced in the 1920s furthered the loss of individuality for the worker. They also do not need to know that oligopolies controlled major industries. They do not need to know about the sports and entertainment celebrities of the 1920s or about the rise of aviation or Charles Lindbergh. They do not need to know about Marcus Garvey and his Back-to-Africa movement in the Universal Negro Improvement Association. They do not need to remember the names of movie stars such as Al Jolson or Rudolph Valentino.

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Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.
- Assess the relative importance of multiple causes on outcomes.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

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Standard USHC-6: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.

Enduring Understanding:

The role of government in a democracy is to protect the rights and well-being of the people. Government's role in regulating the economy and promoting economic growth, however, is controversial. To understand the consequences of economic cycles and to make informed economic choices and political decisions about government policies, the student will...

USHC-6.2 Explain the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the "Red Scare", the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

Students have been introduced to daily life in the post World War I period, Prohibition, and the racial and ethnic conflict of the 1920s in grade 5 (5-4.1). They have studied Prohibition and the revival of the Ku Klux Klan in grade 8 (8-6.2).

It is essential for students to know

Although the 1920s are often thought of as a care-free boom time, American society was divided by the trauma of change and not everyone experienced prosperity. Social changes were the result of industrialization, immigration, and urbanization. By 1920, more than half of the American population lived in cities. The increasing emphasis on science and the experiences of the war years also contributed to social change. The result of these changes was often social conflict between traditional American conservatism and modern scientific liberalism.

The role of women changed somewhat during the 1920s. During the war, women had taken new jobs while men were fighting, but many gave them up as soon as the soldiers returned. Having advocated for suffrage since the Seneca Falls convention of 1848 (USHC 2.4) and winning it in many states particularly in the West, women finally won the right to vote throughout the United States with the passage of the nineteenth amendment (USHC 4.6). Students do not generally understand the word suffrage, confusing it with suffering. Women did not make politics more moral as they had promised to do in their campaign for suffrage, voting most often as their husbands did. Women did not win new opportunities in the workplace and continued to be concentrated in the few occupations in which they had made inroads since the Civil War, as teachers, nurses, telephone operators, and secretaries. They also continued to be employed as domestic servants, factory workers, and sweatshop laborers. Working women made less money than their male counterparts. Movement to the cities during the war nurtured new sexual attitudes and aroused public anxiety about the decline of moral values. The iconic image of the flapper represented this change but posed little threat to the traditional roles of wife and mother.

The wartime propaganda of '100 percent Americanism' (USHC 5.4) exacerbated traditional American nativism and turned it into xenophobia. In the postwar period, high inflation,

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competition from returning veterans and the end of wartime concessions to workers led to labor unrest. Strikes frightened middle and upper class Americans as did the Russian Revolution and the growing socialist movement in Europe. Anarchist bombs exploded in eight American cities in 1919. Fear caused by workers' strikes, bolshevism and bombs led to a Red Scare. Taking advantage of this fear to gain public support for a bid for the presidency, the United States Attorney General [A. Mitchell Palmer] led a series of raids, known as the Palmer Raids. As a result, the government arrested 4,000 alleged communists who were held without bond. Later hundreds were deported. The Attorney General predicted a series of anarchist attacks that did not materialize and he was discredited, but not before arousing fear against dangerous foreigners.

Anti-immigrant sentiment became part of the rationale for a resurgence of the Ku Klux Klan in the 1920s. In 1915, the movie *The Birth of a Nation* intensified racism against African Americans. The Red Scare added radicals, immigrants, and Catholics to the list of groups targeted by the new Klan. The business climate of the 1920s also contributed to the Klan's resurgence as they used advertising and business organization to promote membership. The Klan was now a national organization with a strong following in the small towns and cities of the Midwest as well as in the South. Seeing themselves as a moral regulators, Klansmen targeted bootleggers and gamblers with cross burnings, public beatings and lynching. However, Klan leaders involved in sex scandals and corruption undermined these claims to moral leadership and the Klan soon faded from public view. A comparison of the Klan of the 1920s with the Klan of the Reconstruction period would help students to better understand the nature of each.

As anti-immigrant sentiment turned to xenophobia, it also resulted in the passage of Congressional legislation that authorized immigration quotas. This had been a goal of conservatives since the end of the nineteenth century and was supported by arguments based on Social Darwinism and Anglo Saxon superiority. Immigration from Eastern and Southern Europe was severely limited and Asians were barred entirely. This was a continuation of limitations on immigration from Asia of the nineteenth century [Chinese Exclusion Act of 1882].

The temperance movement had been advocating prohibition in order to preserve American culture in the face of immigration since the 1830s. As a result of anti-German sentiment and grain shortages during the war years, it was finally successful on a national scale. The eighteenth amendment prohibited the sale and distribution of alcohol, but not its consumption. Compliance was often a matter of class, ethnic background, and religious affiliation. Soon illegal sources were filling the demand and speakeasies proliferated in cities and ethnic communities. Neither the federal nor local governments had the manpower to stop this illegal trade or the organized crime that grew as a result of the bootlegging business. The twenty-first amendment passed in 1933 repealed the eighteenth amendment and ended prohibition.

Conflict between traditional religious beliefs and science also caused anxiety in the 1920s. A religious revival at the beginning of the century led to the development of religious fundamentalism which believed in the literal truth of the Bible. Charles Darwin's theory of evolution challenged that belief. The Scopes Trial, also known as the Monkey Trial, was the result of a Tennessee state law that forbade the teaching of evolution in public schools. A young biology teacher purposefully defied the law in order to bring a test case, was arrested and defended by the American Civil Liberties Union. The clash of two famous lawyers resolved

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nothing. Although the teacher was fined, both sides believed that they had won the argument that continues to this day.

The conflict between social conservatives who advocate conformity to a traditional moral code and liberals who advocate individual rights took place in the 1920s and continues today. Students should understand the positions of both conservatives and liberals in the 1920s.

It is not essential for students to know:

Students do not need to know about the sexual revolution of the 1920s or the role of Margaret Sanger in the birth control movement. They need not know that the women's suffrage movement evolved into the League of Women Voters.

Students do not need to know about the campaign against radicalism during the war or the subsequent jailing of Eugene Debs for speaking out against the war. They do not need to remember that Debs ran for the presidency on the socialist ticket from jail. They do not need to know the details of the post-war strikes such as the police officers strike that brought Calvin Coolidge to national attention. They do not need to know about the strikes sponsored by the Industrial Workers of the World (IWW).

It is not necessary for students to know the details of the sex scandals that led to the decline in popularity of the Klan. Students do not need to know the evolution of the movement for immigration restriction or that the original bill, National Origins Act of 1924, was amended later to make it even more restrictive. Students do not need to know that this new wave of nativism was furthered by the trial of Italian immigrants Sacco and Vanzetti. These avowed anarchists were accused of robbing an armored car and killing a guard. Their case became a *cause célèbre* among liberals and civil rights advocates who claimed they were being prosecuted for their immigrant status and radical views. Although the prosecution had clearly not made the case against them, they were convicted and executed. Historical evidence indicates that they were most likely guilty.

Students do not need to know the details of the organized crime that developed in the 1920s as a result of prohibition or the details of bootlegging and bathtub gin. They need not know that there was also a campaign to outlaw smoking and the use of tobacco during the 1920s. Students do not need to know the names of the two famous lawyers in the Scopes trial: Clarence Darrow for the defense and William Jennings Bryan for the state. They need not know details of the trial or that Clarence Darrow tried to embarrass William Jennings Bryan by putting him on the witness stand and grilling him on his belief in the literal interpretation of the Bible. They need not know that Bryan was a four time presidential candidate but they should remember him from his role in the 1896 presidential campaign (USHC 4.4). They need not know that Bryan died five days after the trial ended.

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Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

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Standard USHC-6: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.

Enduring Understanding

The role of government in a democracy is to protect the rights and well-being of the people. Government's role in regulating the economy and promoting economic growth, however, is controversial. To understand the consequences of economic cycles and to make informed economic choices and political decisions about government policies, the student will...

USHC-6.3 Explain the causes and consequences of the Great Depression, including the disparities in income and wealth distribution; the collapse of the farm economy and the effects of the Dust Bowl; limited governmental regulation; taxes, investment; and stock market speculation; policies of the federal government and the Federal Reserve System; and the effects of the Depression on the people.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

Students have been introduced to the effects of the Great Depression on daily life in South Carolina and to the efforts of the federal government to create jobs (3-5.3). They have summarized the causes of the Great Depression (5-4.2) and explained the reasons for depressed conditions in South Carolina prior to 1929 (8-6.3). They studied the worldwide depression of the 1930s (7-4.3) and compared the ideologies of socialism, communism, fascism, and Nazism as a response to the worldwide depression (7-4.4). In Economics, students will learn about how business cycles, market conditions, government policies, and inequalities affect the living standards (ECON-2.5), how changes in economic activity affect households and businesses, (ECON-3.4), and the relationships among business cycles and unemployment, growth, price levels, wage rates, and investment (ECON-3.7). They will learn that the federal government regulates the American economy (ECON-3.5) and how the Federal Reserve regulates the money supply (ECON-3.8).

It is essential for students to know:

The economic policies of the 1920s reflected the traditional understanding of the government's limited role in the economy. This role included support for economic growth by encouraging Big Business, not the protection of the interests of farmers and workers. The Great Depression called this role into question.

In the 1920s, the basic underlying problems in the economy were declining demand and overproduction. The stock market crash was not the cause of the Great Depression but rather an outward sign of long term problems within the economy. After the crash signaled the start of the Depression, economic conditions worsened over a period of years spiraling deeper and deeper until the New Deal put an end to the spiral and massive government spending during World War II finally ended the depression.

The 1920s *seemed* prosperous with high employment rates and almost no inflation. Industrial production and per capita income were both up; however, this was a false prosperity. The disparity in incomes and the distribution of wealth was very large and uneven. The gap between

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the rich and the poor widened during the 1920s; the wealthiest Americans had a far greater share of the disposable income. The great majority of Americans lived below the poverty line (\$2500 in 1929 dollars). Wages for most workers fell or stagnated during the 1920s, despite increasing productivity. Companies did not pass on their prosperity to their employees in the form of higher wages and workers could not afford to buy the products they manufactured. When consumers reached their limit of installment payments, they had to stop spending. This drop in consumer spending led to lay-offs and furthered the inability for workers to spend. It is important for students to understand the cyclical nature of these economic decisions.

During the 1920s, the farm economy collapsed. Farmers who had prospered in the war years now faced international competition and depressed prices as well as debts and taxes in the 1920s, as they had in the 1890s (USHC 4.4). Farmers' defaults on bank loans placed pressure on banks and many banks failed *before* the crash. These bank failures, in turn, limited the number of loans available for small businesses which then could not expand and hire.

Under the Republican administrations, the federal government abandoned its previous policy of progressivism and limited the government regulation of Big Business that had started with the passage of the Sherman Anti-Trust Act (USHC 4.3) and the trust-busting of Teddy Roosevelt (USHC 4.6). This return to laissez-faire policy resulted in corporations becoming increasingly powerful. The tariff was raised. The Supreme Court overturned limitations on child labor and minimum wage laws for women. Income taxes for the wealthy were slashed; however, this did not help the economy. The wealthy spent a high proportion of their income on luxury goods and could not make up for the loss of spending power of the great majority of the people. Much of their tax savings was put into investments in the stock market rather than in new factories, since there was limited demand for goods. Investments in the stock market drove up speculation in businesses that could not sustain profitability in the face of lagging consumer demand. At the end of the 1920s, businesses cut back production; this resulted in excessive inventories. Companies then also invested their money in stock market speculation rather than in production. Investors, noting the large inventories, began to reconsider their investments.

Stock market speculation fueled by a "get rich quick" mentality led to inflated stock values and to a crash. The stock market was not regulated and investors were allowed to buy on the margin. That is, investors were allowed to borrow on the paper value of their stock in order to buy more stock. When an unusual number of sell orders kicked the bottom out of the market in October of 1929, brokerage firms called in their margin loans. Investors were forced to sell at low prices in order to meet their obligations and as a result stock prices plunged. Although prominent bankers helped to prop up the market for several days, public confidence was shattered. On "Black Tuesday," [October 29, 1929], the market experienced the greatest crash in its history, an event that symbolized the end of the false prosperity of the 1920s.

Over the next few years, the economy spiraled deeper into a depression exacerbated by decisions of individual companies, consumers and investors as well as by the policies of the Federal Reserve. The Federal Reserve, established in 1913 as the nation's central bank, has the capacity to regulate the money supply by making loans to banks, which then make loans to businesses, which hire workers, who buy products. Early in the 1920s, the Federal Reserve pursued easy credit policies. By charging low interest rates on its loans to member banks, the Fed helped to fuel the stock market speculation mania. In the late 1920s, the Federal Reserve initiated a tight

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money strategy in an effort to curb stock market speculation. By charging higher interest rates for their loans, the Fed discouraged lending. After the crash, they tightened the money supply even more thus making it even harder to limit the effects of the crash. If the Fed had cut interest rates and expanded the money supply, the Depression may not have been as intense or as long lasting.

Government policies did little to halt the downward spiral of the economy. In an effort to protect American industries from foreign competition, Congress passed a very high tariff in 1930. These taxes on imports further damaged the economy by depressing international trade. Foreigners were unable to sell their goods in United States markets, and so did not have dollars with which to buy American products. In reaction to this United States policy, foreign nations imposed trade barriers of their own, stifling international trade and further exacerbating the depressed condition of the world's economies. In previous depressions the reaction of the government had been merely to wait it out and let the marketplace find a new equilibrium. However, President Hoover went farther than any president before him and urged companies to voluntarily maintain wages and hours. In the face of increasingly lower consumer demand, this was impossible and companies laid off workers and cut hours. Advocating the American value of "rugged individualism," Hoover urged confidence and announced that "prosperity is just around the corner."

The Great Depression had a devastating impact on the lives of many people. It was the worst economic disaster to ever hit the United States. The unemployment rate reached twenty-five percent. The United States had no system of unemployment insurance like other western countries. Unable to pay mortgages or rents, people lost their homes and took to the streets wandering from town to town looking for a job or selling apples or pencils door to door. Wages and hours of those who were lucky enough to still have jobs were cut. Those with jobs stopped buying anything but the most essential goods; thus demand and therefore prices fell even further. "Runs" on the banks took place when people tried to withdraw their savings because they feared that the bank would close taking their savings with it. This panicked rush of withdrawals often caused banks to collapse and many investors lost their savings as a result. Students should be familiar with the images of the Depression: soup kitchens, bread lines, 'Hooverilles', the Dust Bowl, and Okies fleeing to California. Many were undernourished. Schools closed because communities could not pay their teachers. Many teachers worked for nothing. The Great Depression took a terrific toll on families. Marriages were delayed and the birthrate fell. Although divorce rates declined, many men abandoned their families. Other families pulled together to help each other out. Unemployed men lost status and women and children were forced into the work force to find whatever menial job might feed their families. States and private charities could not alleviate the suffering created by the Great Depression. Increasingly, people looked to the federal government for solutions. Unemployed veterans marched on Washington seeking an early payment of their promised bonus, earning the name the Bonus Army, but were disbanded by the United States Army under orders of the Hoover administration.

During the Depression, the farming community suffered from an environmental disaster as well as an economic one. The fragile environment of the plains had been damaged by overgrazing since the 1890s. During World War I, farmers had plowed ever more of the plains and planted more wheat, which destroyed the sod that held the soil. When drought and winds came in the 1930s, the top soil blew away. The Dust Bowl produced additional human tragedy for farm

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families. Tenant farmers were evicted from the land and became migrant workers, roaming the country in search of work. In the election of 1932 the American people demanded help from their government.

It is not essential for students to know:

Students do not need to know the exact date of Black Tuesday however they *should* know the year being 1929. They do not need to know that J. P. Morgan put up \$20 million to try to stop the crash after the selling spree on Black Thursday. Students do not need to know the name of the high tariff of 1930, Hawley-Smoot. They do not need to know that President Hoover went farther than any president before him to address the problems created by the Great Depression. They do not need to know about the Hoover administration's Reconstruction Finance Corporation, designed to give government loans to businesses and banks but not to individuals, or the President's Organization on Unemployment Relief, designed to encourage private charity for relief of the destitute. They do not need to know that Hoover rejected the repeal of Prohibition or that he vetoed bills that would give direct federal relief to individuals. They do not need to remember the Farmers' Holiday Association, although this is a good illustration of the peoples' suffering and desperation.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.
- Explain how the United States government provides public services, redistributes income, regulates economic activity, and promotes economic growth.
- Analyze how a scarcity of productive resources affects economic choices.
- Assess the relative importance of multiple causes on outcomes.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

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Standard USHC-6: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.

Enduring Understanding:

The role of government in a democracy is to protect the rights and well-being of the people. Government's role in regulating the economy and promoting economic growth, however, is controversial. To understand the consequences of economic cycles and to make informed economic choices and political decisions about government policies, the student will ...

USHC-6.4 Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including the effectiveness of New Deal programs in relieving suffering and achieving economic recovery, in protecting the rights of women and minorities, and in making significant reforms to protect the economy such as Social Security and labor laws.

Taxonomy Level: Analyze/Conceptual Knowledge – 4/B

Previous/ future knowledge:

Students have been introduced to a variety of New Deal programs (3-5.3) including the Civilian Conservation Corps, the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Act (5-4.3). They have studied the effects of the Great Depression and the New Deal in South Carolina, including the Rural Electrification Act, the CCC, the Works Progress Administration, the Public Works Administration, the Social Security Act, and the Santee Cooper electricity project (8-6.4). They have studied the causes and the consequences of the depression in other parts of the world (7-4.3, MWH 7.2). In Economics, students will learn how the federal government regulates the American economy in order to provide economic security, full employment, and economic equity (ECON-3.5).

It is essential for students to know:

As a result of the economic and personal destitution of many of the American people, voters looked to the presidential candidate in 1932 to solve the problems that beset the nation and to protect the rights and well being of the American people. They elected Franklin Delano Roosevelt who immediately initiated a series of relief and recovery measures that came to be called the New Deal. The New Deal is one of the most complex and controversial topics in United States History and is an area of emphasis in USHC 6. The New Deal was *not* an attempt to introduce socialism in the United States, although that is what its critics claimed. Indeed, many historians argue that because of New Deal policies, capitalism was saved. Although New Deal policies alleviated some suffering and offered hope to Americans in their bleakest hour, they did not solve the economic problems of the Depression. Rather, massive government spending during World War II ended the Depression. As a result of the reforms initiated during the New Deal, the United States has not suffered another economic depression of the magnitude of the Great Depression. Although it is not essential for students to remember the names of the legislation passed during the New Deal, it is essential that they understand how each of the agencies established was intended to address the goals of relief, recovery, and reform.

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President Franklin Delano Roosevelt's initial purpose in the New Deal was to stabilize the economy, help it recover, and relieve human suffering. The closing of the banks for a bank holiday stopped the escalating collapse of the banking industry. Roosevelt's first Fireside Chat encouraged people to trust in the banks. When the banks reopened, the panic had subsided and the Government insurance of bank deposits instilled confidence in the safety of banks [Federal Deposit Insurance Corporation (FDIC)]. Regulations were placed on the stock market to prevent the conditions that led to the crash [Securities and Exchange Commission (SEC)]. The federal government sent millions of dollars to the states to use for relief, using deficit spending to boost the economy and 'prime the pump.' Farmers were paid government subsidies so that they would not plant so many crops, which addressed the traditional problem of overproduction and low prices [Agricultural Adjustment Act (AAA)] (USHC 4.4). Although this program stabilized prices and raised farm income, it hurt sharecroppers and tenant farmers by taking some farm land out of production. Rural electrification programs brought power to many. The government built dams to generate electricity for people in seven states [Tennessee Valley Authority (TVA)]. This created jobs for thousands of people who spent their government paychecks in the marketplace and thus stimulated the economy. Unemployed young men were given work in the nations' parks [Civilian Conservation Corps (CCC)]. Other programs built bridges, hospitals, schools and air fields. Spending on cultural programs provided work to thousands of writers, artists, and actors and established the precedent for federal support of the arts [Works Progress Administration (WPA)]. Job creation programs put some people to work, alleviated their despair, and pumped some money into the economy. However, the New Deal did not result in economic recovery.

In order to analyze the New Deal students should be familiar with criticism of the New Deal from both liberals and conservatives. Critics on the political left, including workers and labor unions, claimed that Roosevelt was not doing enough to redistribute income and help the elderly and the poor. Labor unions also demanded recognition of their right to bargain collectively. Criticism from wealthy business owners on the political right was that the New Deal was too expensive and socialist. Franklin Delano Roosevelt was accused of taking too much power for the federal government and the executive branch and critics compared him to fascist leaders in Europe. The conservative Supreme Court undermined New Deal programs by ruling several of them unconstitutional, including programs for farmers and workers. Conservatives also criticized Roosevelt for the unbalanced budget that provided the economic stimulus to halt the downward spiral and relieve the suffering of the people.

Roosevelt responded to the actions of the Supreme Court by proposing a plan to increase the size of the Court. Roosevelt's so-called "court-packing" plan fueled criticism from the Right; however, the Supreme Court did not overturn any subsequent New Deal reforms. Roosevelt championed some successful and enduring reforms to meet the criticisms from the left. A national insurance policy was established for the unemployed, the disabled, the elderly and dependent children [Social Security Act]. Workers would pay into the plan for protection against unemployment as well as for retirement. Although the program did not cover all workers, it became the most significant and enduring part of the New Deal and later significantly impacted the poverty level. Social Security, however, did nothing to immediately aid the recovery from the Depression since it took money out of paychecks and did not make payments immediately. Conservative critics of the New Deal cite the Social Security Act as evidence of going too far and laying the foundation for the welfare state. The New Deal also established minimum wage

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and maximum hours [Fair Labor Standards Act] and recognized the right of workers to organize in labor unions and bargain collectively [Fair Employment Practices Act (Wagner Act)]. Such recognition had been a goal of unions since the late nineteenth century (USHC 4.4). Taxes on those with large incomes, as well as estate taxes and taxes on corporate profits were raised in order to fund New Deal programs. Since the wealthy now had to bear a larger share of all government programs, their criticism for New Deal programs increased. FDR responded to conservatives' criticisms of the unbalanced budget due to deficit spending designed to stimulate the economy by cutting spending in 1937. The result was the recession of 1937 during which unemployment rates that had been on the way down went back up again. Deficit spending has been used since the 1930s to prevent depressions.

Historians criticize the New Deal for not doing enough to protect the rights of women and African Americans. African Americans were the last hired and the first fired and so were disproportionately affected by the privation of the Depression. They continued to suffer discrimination and racial hostility. Forty-eight percent of black workers were unemployed in 1933 but they were not protected by the programs of the New Deal. The farm subsidies paid to landowners hurt sharecroppers and tenant farmers, who were often African American. The CCC was racially segregated and the TVA gave skilled jobs to whites. However there were significant attempts to address racial discrimination. President Roosevelt was the first president to make a concerted effort to consider the needs of African Americans. FDR regularly consulted the "Black Cabinet," a group of African American government employees but not Cabinet members. Eleanor Roosevelt championed Marian Anderson against the Daughters of the American Revolution and arranged for her concert on the steps of the Lincoln Memorial. After African Americans threatened a march on Washington, a commission was established to protect the rights of African American workers in wartime industries [Fair Employment Practices Commission (FEPC)]. Consequently, northern blacks began to vote for the Democratic Party.

During the Depression, women had to "use it up, wear it out, and make it do or do without." They also had to find whatever work they could to help their families, despite job discrimination based on the idea that they were taking jobs away from men. The New Deal did *not* address the specific problems of women. The CCC was limited to young men and other New Deal programs hired many more men than women. Some early business codes [National Recovery Administration (NRA)] allowed a lower minimum wage for women. The Social Security Act failed to provide coverage for many women workers. President Roosevelt named the first woman to a cabinet level position, Frances Perkins, and relied upon his wife Eleanor for information and advice.

The New Deal should be understood as part of the pattern of reform movements that are followed by a conservative reaction in United States history. The New Deal recognized the role of labor unions and established minimum wage and maximum hours that were a goal of the unions of the late 1800s and the progressive movement of the early twentieth century; however, advancements for unions came under attack again in the 1950s. The New Deal was both a continuation of the progressive movement and a precursor to the reform movements of the 1960s, including the civil rights movement (USHC 8.1) and the Great Society (USHC 8.2).

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It is not essential for students to know:

This indicator no longer requires that students be able to compare the first and second New Deals. Students do not need to know the names, or acronyms, of legislation or agencies not mentioned above. Where the name of legislation is listed in brackets [] above, students do not need to memorize the name of the legislation but they should know the intent of the law. Students do not need to know that during the Roosevelt administration Prohibition was repealed and the United States went off of the gold standard. Students do not need to know the names or roles of the many advisers of President Roosevelt known as the Brain Trust, but *should* know about the role played by Eleanor Roosevelt.

Students do not need to know the names or the proposals of specific critics such as Father Charles Coughlin, Dr. Francis Townsend, or Huey Long. Although students need to know about the role of the Supreme Court in undermining the first New Deal, they do not need to know the details or which pieces of legislation were ruled unconstitutional by the Supreme Court and why. The Court struck down a program designed to help the economy stabilize and recover by establishing business codes of fair practices written by representatives of business, labor and government [NRA] in the “sick chicken” case of *Schechter v U.S.* By declaring this program [NRA] unconstitutional, the court also struck down other provisions that it included such as the right of labor unions to organize and bargain collectively and minimum wage and maximum hour provisions. The court also struck down the subsidies for farmers [AAA] in *U.S. v Butler*. Students do not need to know that deficit spending in order to “prime the pump” of the economy is based on the theory of economist John Maynard Keynes and is sometimes referred to as Keynesian economics.

It is not necessary to evaluate the policies of the 1930s based on subsequent social, economic, and demographic changes such as medical advances that prolonged life expectancy and today places the Social Security program in jeopardy. It is not necessary to evaluate the Social Security Act based on the subsequent increase in the number of people who developed a dependence on the public dole. Students do not need to know specifics of the sit-down strikes of the 1930s, nor do they need to know that the Congress of Industrial Organizations’ split with the American Federation of Labor. They do not need to know the names of the members of the Black Cabinet or Frances Perkins, the first woman Cabinet member. They do not need to know the story of the Scottsboro boys or about the increased lynching during the 1930s. They do not need to know that A. Philip Randolph organized the threatened march on Washington that led to the creation of the FEPC.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.
- Analyze the role of fiscal and regulatory policies in a mixed economy.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Explain contemporary patterns of human behavior, culture, and political and economic systems.

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Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze

Differentiate

Organize

Attribute

or any verb from the **Apply, Understand** or **Remember** cognitive process dimensions.

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Standard USHC-7: The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world.

Enduring Understanding:

In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will ...

USHC-7.1 Analyze the decision of the United States to enter World War II, including the nation's movement from a policy of isolationism to international involvement and the Japanese attack on Pearl Harbor.

Taxonomy Level: Analyze /Conceptual Knowledge – 4/B

Previous/future knowledge:

Students have been introduced to the major campaigns and battles of World War II including Pearl Harbor in grade 5 (5-4.4) and the concept of isolationism and the Lend Lease program in grade 7 (7-4.5). Students have also learned about the policies of appeasement and the evolution of German aggression which culminated in the invasion of Poland and the outbreak of war in Europe (7-4.5). However, the slow development of American involvement implied in this standard for United States History and the Constitution is new for students.

It is essential for the students to know:

In the 1930s, as the United States confronted economic crisis at home, a crisis was brewing in Europe. Based on their studies in seventh grade and World History, students should know that the totalitarian regimes of Italy's Mussolini, Germany's Hitler, and Japan's Tojo threatened and then disrupted world peace. Initially the United States, dealing with the Great Depression, was unwilling and unprepared to become involved in events overseas. Congress passed a series of neutrality acts designed to prevent war based on America's experiences prior to their entrance into World War I and on Americans' disillusionment with the Great War (USHC 5.5). These acts prohibited the sale of arms or lending of money to countries involved in any military action. This reestablished the policy of isolationism from foreign conflicts and severely restricted the ability of President Roosevelt to respond to the aggression of Nazi Germany and a militaristic Japan. The Japanese invasion of Manchuria in 1931 initiated the aggressive Japanese policy against China and Indochina that was designed to create a Japanese sphere of economic domination. The response of the United States to Japan's aggressive actions, hampered by isolationism, was limited to trade restrictions, such as embargos on gas and iron, which the Japanese viewed as threatening.

When Hitler broke the Munich Pact by invading Czechoslovakia, the European policy of appeasement ended. The German invasion of Poland in 1939 led to war in Europe. French and British forces fell back against the onslaught of the Nazi blitzkrieg and the British came under devastating air attack. In an effort to provide aid to the Allies, Franklin Delano Roosevelt sought to have the neutrality acts amended and to change American policy from isolationism to international involvement. This led to the progressively more involved policies of "Cash and

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Carry,” the destroyers-for-bases deal and Lend Lease. To supply the Allies and prepare for the possibility of war, the process of changing from a peacetime to a wartime economy was begun even before the United States was officially at war. Roosevelt’s commitment to oppose German and Japanese aggression was evidenced by the signing of the Atlantic Charter. Prior to the official entry of the United States into World War II, the American Navy was involved in protecting shipments of Lend Lease goods to the Allies and therefore lost ships in the Atlantic to German attacks. By 1941, the United States was in a state of undeclared naval war with Germany. The Japanese surprise attack on Pearl Harbor on December 7, 1941 forced the United States to officially abandon its policy of isolationism. The subsequent American declaration of war against Japan led Germany to declare war on the United States. The United States was officially at war with Germany and its allies, Japan and Italy.

It is not essential for the students to know:

Students do not need to remember the details of the rise of Mussolini, Hitler, or Tojo in their respective countries. They do not need to remember all of the details of their aggressive actions such as the “Rape of Nanking,” the remilitarization of the Rhineland, the annexation of Austria, or the invasion of the Sudetenland. They need not know that the Spanish Civil War was a dress rehearsal for World War II, as Germany and Italy supported the forces of Francisco Franco against the legitimate communist-dominated republican government in Spain. They do not need to know about the Italian invasion of Ethiopia. Students need not know about the Quarantine Speech and specific actions taken in response to Japanese aggression against Manchuria, China, and Southeast Asia. It is not necessary for students to understand the differences among the three neutrality acts. Any discussion of the conspiracy theory surrounding the bombing of Pearl Harbor would be counterproductive as this theory has been refuted by historians.

Social Studies Literacy Skills for the Twenty-First Century:

- Establish the chronological order in reconstructing a historical narrative.
- Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze

Differentiating

Organizing

Attributing

or any verb from the **Remember, Understand, or Apply** cognitive process dimensions.

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Standard USHC-7: The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world.

Enduring Understanding:

In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will ...

USHC-7.2 Evaluate the impact of war mobilization on the home front, including consumer sacrifices, the role of women and minorities in the workforce, and limits on individual rights that resulted in the internment of Japanese Americans.

Taxonomy Level: Evaluate/ Conceptual Knowledge – 5/B

Previous/future knowledge:

In grades 3, 5, and 8, students have learned about the impact of World War II on South Carolina (3-5.4, 8-6.5) and the United States home front. (5-4.7)

It is essential for the students to know:

Students must be able to evaluate the effectiveness of the wartime mobilization and the impact of this mobilization on democracy and society. To what extent did Americans make the sacrifices necessary to mount a total war effort and to what extent did all Americans contribute to this war effort? The fighting of World War II required the total mobilization of the American economy, the United States government, and American society on the home front. At the urging of the Roosevelt administration, private industries converted to war production even before Pearl Harbor to supply the Allies through Lend Lease. The national government managed the economy by controlling the allocation of scarce resources to businesses, and controlling wages and prices. In order to finance the war, war bond drives marshaled all of the techniques of modern advertising to persuade citizens to lend money to the American government by purchasing war bonds. Although citizens were urged to plant victory gardens and conserve resources as during World War I, persuasion was not enough. During World War II, rationing of scarce resources was made mandatory through the allocation of ration coupon booklets. Although there was a black market, all consumers were required to make sacrifices.

Because young male workers were needed on the battlefield, women and minorities were urged to work in wartime industries. Women often took traditionally male jobs and “Rosie the Riveter” became an icon of the period. Women were allowed to serve in some support positions in the military. A leader of an African American labor union, A. Philip Randolph, threatened to organize a march on Washington demanding equal access to war-time jobs. In response, President Roosevelt issued an executive order establishing a commission to ensure that war jobs were open to African American workers. Mexican workers were also welcomed into the United States to take the place of American farm workers who had enlisted or been drafted.

Despite the unifying experience of the war effort and wartime propaganda, racial and ethnic tensions impacted American society and threatened individual liberties. African American

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soldiers served in segregated units and faced discrimination as they trained on military bases in the South. Many young northern African Americans experienced the humiliation of Jim Crow laws for the first time. These experiences would influence the civil rights movement of the postwar period. Young Mexican Americans were attacked in Los Angeles because their clothing was considered un-American. After Pearl Harbor, the western states, fearing a surprise attack and expressing their ethnic prejudices, urged President Roosevelt to take action against Japanese residents and Japanese American citizens. Without any evidence of wrong doing, Japanese residents and Americans of Japanese descent were ordered to sell their property and belongings and to report for deportation to camps in inland deserts. The Supreme Court upheld the establishment of these internment camps by the United States government.

It is not essential for the students to know:

Students do not need to recall the names of the various government agencies that organized and supervised mobilization such as the War Production Board, the Office of Price Administration, or the Fair Employment Practices Commission. They do not need to know about the specific roles of women in the military through the WAVES and the WAACS or as nurses or about the role of specific African Americans during the war, such as the Tuskegee Airmen. They do not need to know that A. Philip Randolph was the leader of the Brotherhood of Sleeping Car Porters or that he would be the organizer of the March on Washington in 1963. They do not need to remember that the program to bring Mexican workers to the United States was called the *bracero* program or that their offending clothing was the zoot-suit. They do not need to be able to recall that *Korematsu v United States* was the case that upheld the right of the government to confine Japanese Americans in internment camps or that this position was later reversed and restitution paid to surviving internees. Students do not need to remember that some Japanese Americans served with distinction as American soldiers in the European theater.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Evaluate

Check

Critique

or any verb from the **Analyze, Apply, Understand** or **Remember** cognitive process dimensions.

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Standard USHC-7: The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world.

Enduring Understanding:

In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will ...

USHC-7.3 Explain how controversies among the Big Three Allied leaders over war strategies led to post-war conflict between the United States and the USSR, including delays in the opening of the second front in Europe, the participation of the Soviet Union in the war in the Pacific, and the dropping of atomic bombs on Hiroshima and Nagasaki.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

Students have been introduced to the significant battles of World War II (5-4.4, 7-4.5) and have learned about the key wartime leaders in grades five and seven (5-4.5), however they have never considered the strategic implications of wartime decisions or their impact on the relationship of the allies in the post war period.

It is essential for the students to know:

Circumstances and decisions made during World War II laid the foundation for the postwar tension between the Soviet Union and United States known as the Cold War. During World War II, the United States and the Soviet Union were allies only because both were enemies of Germany. Tensions between the United States and the Soviet Union were based on the fundamental differences in their economic and political systems. At the end of World War I, the United States landed troops in Russia in support of the forces that opposed the Russian Revolution which increased the Soviet distrust of Americans. American fear of communism was reflected in the Red Scare of the 1920s (USHC 6.2). American distrust of the Soviet Union grew when Stalin signed a non-aggression pact with Hitler. However, when Hitler violated that pact and invaded the Soviet Union, the Soviets became recipients of Lend Lease and an American ally in the war against Germany.

An understanding of the timeline of major events during World War II is vital to comprehending the war itself and the tension that continued to grow between the wartime allies (USHC 7.5). The Big Three allied leaders, Winston Churchill of Great Britain, Franklin Delano Roosevelt of the United States, and Joseph Stalin of the Soviet Union, met throughout the war to plan strategy and later to make post-war plans. The Soviet Union, taking the brunt of German aggression in 1941-1944 on the eastern front, desperately wanted the other Allies to open a second ground front that would directly attack Germany and provide the Soviet Union with some relief. The British were more anxious for United States bombers to help the Royal Air Force (RAF) take out the German Air Force that was devastating Britain [Battle of Britain]. The delay in opening a second front that would take pressure off the ground forces in the Soviet Union was partly based on the decision to produce bombers rather than the landing craft needed to launch a full scale

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invasion of Europe. The invasion of North Africa [Operation Torch] was launched to free the Mediterranean Sea from German control and protect the oil fields of the Middle East. This military operation took some pressure off the Soviet Union but it was their fierce resistance to the Germans at Stalingrad that turned the tide on the eastern front. American and British landings in Italy [Italian Campaign] opened another front in Europe but again delayed a direct attack on Germany. Italy surrendered but German forces continued the bitter fight on the Italian peninsula and tied down Allied forces there. The invasion of Normandy on D-Day [Operation Overlord] finally provided the long-awaited western front. Germany was now engaged on three fronts in Europe [Italy, France, and the Soviet Union] and had to divert military resources to the western front. The Battle of the Bulge was the last German offensive and the beginning of the end for the Nazis. American, British, and French forces marched towards Berlin from the west as the Soviets moved towards Berlin from the east, laying the foundation for the post-war division of Berlin and Germany and Cold War tensions over the Soviet dominance of Eastern Europe.

In the Pacific theater, the United States pursued a strategy of island-hopping. The goal was to get close enough to the Japanese home islands to launch air attacks in preparation for an invasion of the Japanese home islands. The unexpected naval victory at Midway stopped the Japanese advance and put Japan on the defensive. Battles at Iwo Jima and Okinawa demonstrated the tenacity of Japanese soldiers and the cost in American lives that any invasion of the Japanese home islands would entail. Consequently, the United States was determined to have the participation of the Soviet Union in any invasion of Japan and gained that agreement at a Big Three conference [Yalta]. As promised, soon after the war in Europe ended, the Soviet Union marched into Korea. President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki was designed to prevent the necessity for landing and fighting on the Japanese home islands and consequently prevent large numbers of American casualties. As a result, the Japanese surrendered unconditionally before any Allied troops landed on their home islands and the end of the war found the United States in Japan providing economic aid and military supervision to rebuild and democratize Japan. Consequently, with the advent of the Cold War, post-war U.S. occupation and assistance also created a strong new ally in modern Japan. The end of the war left the Soviets occupying northern Korea, laying the foundation for the Korean War in the 1950s. The use of the atomic bomb also had the effect of increasing the distrust between the United States and the Soviet Union since the technology was not shared either before the bombs were dropped or after the end of the war. Instead, the bombing of Hiroshima and Nagasaki started an arms race with the Soviet Union.

It is not essential for the students to know:

Other specific battles such as the retreat from Dunkirk, the Battle of Britain, or the landings at Palermo are not essential for students to know. Campaign names and battles are offered above in brackets [] as a convenience to the teacher. Students need not memorize these names. Students do not need to remember specific events such as Doolittle's Raid, specific tactics of the German subs, or the scorched earth policy or special groups, such as the 101st airborne division. It is not necessary for students to be able to recall the names of the specific conferences held by the allied leaders such as Casablanca, Teheran, Yalta, or Potsdam nor the specific decisions that were made at each meeting. The details of the Manhattan Project are not essential to understanding the strategy of dropping the two bombs. The theory that the atomic bombs were dropped as a warning to the Soviet Union and were the first shots of the Cold War is not essential.

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Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret and synthesize social studies information in order to make inferences and draw conclusions.
- Analyze how a scarcity of productive resources affects economic decisions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-7: The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world.

Enduring Understanding

In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will ...

USHC-7.4 Summarize the economic, humanitarian, and diplomatic effects of World War II, including the end of the Great Depression, the Holocaust, the war crimes trials, and the creation of Israel.

Taxonomy Level: Understand /Conceptual Knowledge – 2/B

Previous/future knowledge:

Students have been introduced to the Holocaust and its impact on European society and Jewish culture, the Nuremberg trials (7-4.6), and the creation of the state of Israel (7-4.6, MWH 7.4).

It is essential for the students to know:

Although the war required great sacrifice from the American people, it was the war effort that finally pulled the United States out of the Great Depression. Government spending on the war provided jobs not only for soldiers but also for women and minorities in the workforce. Because there were few consumer goods to purchase during the war, workers accumulated savings that they would spend on consumer goods once the war was ended.

World War II had a devastating impact on the European Jewish community. German action against the Jews was part of the Nazi propaganda machine and was based on both Social Darwinism and longstanding prejudice. Anti-Semitism became the official policy of the German government in the early 1930s with the Nuremberg Laws, which restricted the rights of Jews in Germany and culminated with the Holocaust, Hitler's effort to rid Europe of its entire Jewish population. The program of genocide carried out by the German government resulted in the extermination of six million Jews and over five million others.

Before the end of the war, the response of the United States and the Allies to German anti-Semitic policies was severely limited. Although passage of the Nuremberg laws and the organized attacks on Jews such as *Kristallnacht* were widely reported, little action was taken by the world community to stop the Nazis. Immigration laws were not eased to grant asylum to Jewish refugees. Once the war began, no military action was taken to interrupt the shipment of people to the death camps. As the war ended, the death camps of the Final Solution horrified both the soldiers who liberated these camps and the public. The Allies responded to the war crimes committed during World War II by Adolph Hitler and the German Nazis by identifying war criminals and putting them on public trial. Although Hitler committed suicide and so escaped prosecution, some Nazi officers and civilians were charged with crimes against humanity at the Nuremberg War Crimes Trials. Although many pleaded that they were "just following orders," the conviction and death sentence of twelve Nazis demonstrated that

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individuals are responsible for their own actions. The Nuremberg trials established the precedent for future trials on war crimes. It has not, however, brought an end to genocide.

The establishment of the state of Israel after the war, the prompt recognition by the United States of Israel, and the United States' continuing support for Israel in the Middle East are a result of the impact of German war crimes on the conscience of the world and the United States.

It is not essential for the students to know:

Students do not need to know the details of the United States policy towards Jewish immigrants before the outbreak of the war, including the rejection of the *St Louis* passengers. They do not need to understand the controversy over the lack of American effort during the war to stop the death camps. They do not need to know the details of the war crimes trials nor the names of those who were tried and convicted. They do not need to know specifics about other examples of genocide such as the Armenian massacre of the 1920s, the actions of the Khmer Rouge in Cambodia in the 1970s, the 'ethnic cleansing' committed during the civil war in Bosnia, the slaughter in Rwanda in the 1990s, or the Darfur crisis. Students do not need to know the hardships that liberated Jews endured after the war in getting to Israel and establishing their community there.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and extrapolate into the future.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-7: The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world.

Enduring Understanding

In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will ...

USHC-7.5 Analyze the impact of the Cold War on national security and individual freedom, including the containment policy and the role of military alliances, the effects of the "Red Scare" and McCarthyism, the conflicts in Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race.

Taxonomy Level: Analyze /Conceptual Knowledge – 2/B

Previous/ Future Knowledge

In grades five, seven and Modern World History, students have been introduced to the course of the Cold War (5-5.1). They have compared the ideologies of the United States and the Soviet Union (7-5.1) and summarized the impact of American policies and Cold War alliances (7-5.2). They have studied the spread of communism in Africa, Asia, and Latin America (7-5.3) and the impact of the Cold War on specific developing countries (MWH 8.3). They have examined specific incidents of the Cold War (7-5.4) and analyzed the events that led to the collapse of the Soviet Union (7-5.5).

It is essential for students to know:

Although World War II was fought to stop Nazi aggression and preserve democracy in Europe, the war also made allies of the democratic, capitalist United States and the totalitarian, communist regime in the Soviet Union. However conflicting ideologies, wartime priorities and the course of the fighting during World War II (USHC 7- 3) laid the foundation for post-war tensions between the United States and the Soviet Union. Postwar goals also put the United States and the Soviet Union at odds. The Soviet Union wanted to create a buffer zone of friendly states on its eastern border so that Germany could not invade again as it had in the previous two world wars. The United States wanted the states of Eastern Europe to be able to hold free and fair elections. The United States also supported the efforts of their other wartime allies to continue their influence in other regions. When the British were unable to continue to prop up an autocratic government in Greece that was in danger of falling to a communist-leaning rebel force; the United States took up the effort. The French attempted to restore their control of Southeast Asia and met with resistance from the nationalist forces that had fought the Japanese and also sought help from the United States (USHC 8.3). The United States became involved around the world in containing the communist threat as a result of wartime and postwar circumstances.

By 1946, tensions between the United States and the Soviet Union were publicly recognized when Winston Churchill said an 'Iron Curtain' had descended upon Europe, cutting off Soviet-dominated Eastern Europe from the west. The United States began to formulate a policy of

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containment, first enunciated by President Truman. The Truman Doctrine pledged to contain communism in Europe and was first applied when the United States supplied military and financial aid to Greece and Turkey to resist the communist-backed rebel forces there. Fearing that a war-torn and economically weak Western Europe would elect socialist/communist governments, the United States offered financial aid [the Marshall Plan] to promote economic rebuilding and prevent the fall of European countries to communism. Berlin, divided at the end of World War II, became the first Soviet test of the United States policy when the Soviets blockaded Berlin. The United States won this first Cold War confrontation with the Berlin Airlift [1948-49]. Later Berlin became the symbol of the Cold War when Soviet forces erected the Berlin Wall to separate East and West Berlin and keep people of the eastern block from escaping to freedom in the west through Berlin [1962].

In 1949, a series of events increased Cold War fears. The United States formed the North Atlantic Treaty Organization (NATO) which established a military alliance aimed at the Soviet Union. The test explosion of an atomic bomb by the Soviet Union led the United States to accelerate the development of the hydrogen bomb and began a nuclear arms race. Also in 1949, after a long civil war, China under the leadership of the American-backed nationalist [Chiang Kai-shek], fell to the communist forces led by Mao Tse-tung (Mao Zedong).

In 1950, communist North Korea invaded South Korea. Believing that the invasion was orchestrated by the Soviet Union, the Truman administration urged the United Nations to take action. The United Nations voted unanimously to demand a cease fire and supported a 'police action' to defend South Korea. However, the majority of troops and financial support for the Korean War came from the United States. When United States forces neared the Chinese border, the Communist Chinese attacked and drove the forces back to the 38th parallel. American casualties turned public opinion against the war. Formal peace negotiations ended with North Korean forces contained above the 38th parallel, a victory for containment at a cost of tens of thousands of American lives.

The Soviet Union organized the Warsaw Pact, a military alliance of Eastern European nations and the Soviet Union for defense against NATO [1955]. The space race took off when the Soviet Union launched *Sputnik* [1957]. The United States Congress passed the National Defense Education Act to promote science and math skills and to counteract the fear that consumerism had made Americans less competitive (USHC 7.6) and less likely to win the arms race. The arms race raised fears that were reflected in the building of bomb shelters as well as in the popular culture. Eventually the United States took the lead in the space race when the first man landed on the moon [1969].

These threats set the stage for a Red Scare in the United States in the late 1940s and early 1950s. The tough, simplistic talk of the Truman administration caused the public to see the tension between the United States and the Soviet Union as good against evil. The anxiety caused by the fall of China, the Soviet acquisition of the bomb, and the Korean War, made Americans look for an enemy within. Cold War propaganda and anti-Soviet media permeated the culture in the United States and contributed to the climate of fear. Partisan politics caused Republicans, who had not held the presidency since 1933, to accuse the Democrats of being "soft on communism." Republican Senator Joseph McCarthy lent his name to the anticommunist crusade, McCarthyism.

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McCarthy used the tactic of the *Big Lie*, repeating an untrue accusation of affiliation with communism loudly and often, to smear countless diplomats, artists, and statesmen. McCarthy's attack on individual freedom finally ended when televised [Army-McCarthy] hearings showed the public what a bully McCarthy was and the public rejected him. It was later revealed that some spies aided the Soviets; however, countless public servants had their reputations unjustly smeared by false accusations.

Cuba became a battleground for the Cold War when forces under Fidel Castro overthrew the American-backed dictator of Cuba. Castro nationalized American-owned properties and developed a close relationship with the Soviet Union. Cuban exiles trained by the CIA invaded Cuba hoping to initiate a popular uprising against Castro [Bay of Pigs]. The plan failed, United States prestige suffered, and President Kennedy became more determined to prove his Cold War credentials in other world arenas such as Berlin, Vietnam, and Cuba. In the fall of 1963, American spy planes photographed nuclear missile sites being built in Cuba. President Kennedy placed a naval blockade around Cuba to prevent the Soviets from arming these sites. After thirteen days of escalating fear of nuclear war, an agreement was reached that ended the crisis and averted nuclear confrontation. The Cuban Missile Crisis was the closest that the United States and the Soviet Union came to armed conflict during the Cold War. In its aftermath, efforts were made to avoid nuclear war through the installation of a hot line in the White House and in the Kremlin and the signing of a nuclear test ban treaty.

The Cold War rivalry between the United States and the Soviet Union, as well as extensive American interests in oil and support for the state of Israel, contributed to American involvement in the Middle East and to continuing conflict in the region. Israel was recognized by the United States in 1948 as a homeland for Jews after the Holocaust (USHC -7.4) and America has supported Israel in their ongoing defense against their Arab neighbors. The Soviet Union increased its influence on Arab nations that opposed the creation of the state of Israel. President Eisenhower intervened in the Suez Crisis [1956] and extended containment to the Middle East in the Eisenhower Doctrine. The importance of Middle East oil to the United States' economy led the United States to engage in diplomacy to stop the oil embargo by the Organization of Petroleum Exporting Countries (OPEC) in the 1970s. The United States attempted to facilitate peace in the Middle East, resulting in the Camp David Accords. Cold War tensions also impacted America's foreign policy towards other states in the Middle East. In the 1950s, the CIA helped the Shah of Iran overthrow a rival who had attempted to nationalize foreign oil interests and supported the Shah's unpopular and repressive regime in order to maintain a friendly buffer state on the southern border of the Soviet Union. When the Shah's government was overthrown by a fundamentalist Islamic group, popular anger against the United States led to the taking of the American embassy and the holding of over one hundred fifty American hostages for more than a year in the 1970s. Relations with the regime in Iran continue to be strained today. When the Soviet Union invaded Afghanistan to support a friendly government on their southern border, the United States' Cold War policy of containing communism led the United States to support the Afghan resistance movement. These rebel groups evolved into the Taliban, which later harbored al Qaeda terrorism.

The Cold War ended as a result of changes within the Soviet Union, the strain of the arms race and the Soviet war in Afghanistan on the Soviet economy, and a movement for liberation in

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Eastern Europe. The 1989 fall of the Berlin Wall, the most important symbol of the Cold War, marked the end of the Cold War.

It is not essential for students to know:

Since the indicator no longer includes the *course* of the Cold War, it is not necessary to take a chronological approach to this indicator. However a chronological approach would help students to understand the escalating nature of these tensions. Dates are provided above in brackets [] for the convenience of the teacher; students do not need to remember dates.

Students do not need to know the details of other events not listed above that intensified the tensions between the United States and the Soviet Union in the immediate postwar period such as the Baruch proposal for the international control of atomic technology and materials. They do not need to know of the Soviet demand that they be able to take industrial equipment from defeated Germany in order to rebuild nor that the United States rejected the Soviet demands. Instead, the United States remembered that the punitive Versailles Treaty that ended World War I helped to create the climate for the rise of Hitler. The United States wanted an economically strong and democratic Germany as a counterbalance to the Soviet Union in Europe.

Students do not need to know the details of the development of the policy of containment, that it was authored by George F. Kennan, nor that the threats, backed by atomic capability and the harsh rhetoric used by Harry Truman to “sell” the expenses of the Truman Doctrine and the Marshall Plan to Congress, exacerbated the tensions between the United States and the Soviet Union. Students do not need to understand the partisan political reasons for the escalation of the Cold War, such as the China Lobby’s accusation that the Truman administration “lost” China despite the corruption and lack of popular support for the Nationalist Chinese. Students do not need to know that the Soviet Union did not support the North Korean decision to invade South Korea. The Soviet Union was boycotting the meetings of the Security Council at the time of the North Korean invasion and so did not veto the decision of the United Nations to authorize a ‘police action.’ Students do not need to know about the conflict between Republican-backed General Douglas MacArthur and President Truman nor the impact of the Korean War on the election of 1952.

Students do not need to know the details of Cold War espionage, such as the stories of the Rosenbergs, Alger Hiss, Whitaker Chambers, Nixon and the microfilm in the pumpkin, nor the House Un-American Activities Committee (HUAC) investigation of Hollywood. Although students should understand the role of propaganda during the Cold War and the importance in popular media of Cold War themes, they need not know that in order to prove their loyalty some filmmakers made strongly anticommunist films that confirmed to the American public the existence of a threat. The United States Information Agency used propaganda in the developing world to promote capitalism.

Students do not need to remember the details of the Bay of Pigs or the Cuban Missile Crisis, nor the details of the Cold War in the Middle East. For instance, they need not know the names of leaders in these regions, except for Fidel Castro.

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Students do not need to know the role of the United Nations during the Cold War, except for their authorization of the ‘police action’ in Korea. New nations in Africa and the Middle East became members of the General Assembly. The United States and Soviet Union tried to influence these new states with loans and technical assistance to gain their support on votes in the United Nations. Third World countries played one interest against the other to get the most assistance possible. Race relations in the United States influenced and were influenced by relations with Third World countries (USHC 8.1). American foreign policy, aided by the actions of the Central Intelligence Agency, often supported unpopular and undemocratic governments because they were our Cold War allies and they protected American business interests in their nations. For instance, the United States supported the apartheid government in South Africa and the white-minority government in Rhodesia. Although it is important for students to understand that Cold War events led to resentment against the United States and to problems that we still face today, they need not remember specific incidents which reflect this resentment such as the “Black Hawk Down” incident in Somalia in the 1990s.

Students do not need to be able to recall details of the Middle East conflict between Israel, the Palestinians, and their neighbors in the region that they learned about in World History. Palestinians left their homeland when Israel was created and formed the Palestinian Liberation Organization (PLO). In the Six Day War of 1967, Israel defended itself against attack by Egypt and Syria who were supplied by the Soviet Union. Israel drove back the attacking forces and took over land from Egypt and Syria, creating the problem of the “occupied territories.” After another war in 1973, the Organization of Petroleum Exporting Countries (OPEC) embargoed oil shipments to the United States, contributing to an energy crisis. American diplomatic efforts resulted in an end of the embargo, but not an end to hostilities. President Carter’s Camp David Accords, although remarkable, brought only momentary peace to the Middle East. Problems persist in the Middle East today over the rights of the Palestinians and Israeli settlements in occupied territory.

Social Studies Literacy Skills for the Twenty-First Century:

- Assume shared responsibility for collaborative work and value the contributions made by each team member.
- Communicate effectively in diverse environments by using media and technology.
- Analyze and evaluate evidence, arguments, claims and beliefs.
- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.

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Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze

Differentiating

Organizing

Attributing

or any verb from the **Remember, Understand, or Apply** cognitive process dimensions.

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Standard USHC-7: The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world.

Enduring Understanding

In defense of democracy, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of democracy at home. To make informed political decisions about when and how government should go to war, the student will . . .

USHC-7.6 Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society.

Taxonomy Level: Analyze/ Conceptual Knowledge – 4/B

Previous/future knowledge:

Students have been introduced to the social and cultural changes in the United States of the post-World War II era in grade five (5-5.2).

It is essential for students to know:

As a result of World War II the United States entered a period of prosperity in the post-war period that was shared by many Americans. Although the fight against communism at home and abroad (USHC 7.5) threatened the practice of democracy, broad-based prosperity, and government programs helped to expand democracy.

Government investment in educational programs expanded the middle class and narrowed the gap between the rich and the poor in the postwar period. Veterans took advantage of the GI Bill [Servicemen's Readjustment Act] to attend colleges and trade schools thus providing a more educated and skilled work force that would, in turn, promote economic growth in the postwar period. The end of the Great Depression and World War II and the resulting prosperity of the 1950s contributed to an explosion in the birthrate. This baby boom led to an increase in the number of school-aged children and placed a strain on the educational system so that new schools were needed. The Cold War, intensified by the launch of Sputnik in 1957, resulted in an increased emphasis on quality education, especially in science and math. Prosperity allowed young people to stay in school longer, at least through high school, and more young men *and* women attended college.

The GI Bill also made available federal loan guarantees to veterans buying homes or starting new businesses. The wide availability of the automobile and the expansion of highways by the national government [Federal Defense Highway Act] during the Eisenhower administration accelerated the suburbanization. Shopping malls, motels, and fast food restaurants followed. The baby boom of the late 1940s and 1950s also contributed to the growth of suburbia. As a result of the concentration of war industries in cities of the Northeast and the west coast, many African Americans moved from the South during the war and continued to move in the 1950s and 1960s to escape poverty and racism. These population shifts contributed to white flight from the cities that also spurred suburbanization. As middle and upper class people moved to the suburbs, so did

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jobs and businesses, leaving the cities with high unemployment, limited services, and a shrinking tax base. This set the stage for the race riots of the 1960s (USHC 8.1).

Pent-up demand for consumer goods that were unaffordable during the Depression and unavailable during wartime created markets for a wide array of goods and services and helped to recreate a consumer culture. The baby boom also contributed as parents bought items designed specifically for their growing families. Demand led to an increase in production, more jobs, and consequently an economic boom during the 1950s. The Cold War contributed to economic growth as the government spent more money on weapons systems and growing defense industries hired workers. Americans had the highest standard of living in the world by the end of the 1950s. The expanding consumer economy offered more jobs in 'white-collar' occupations such as clerical, professional, or managerial positions in sales, advertising, insurance, and communications rather than traditional 'blue-collar' manufacturing jobs. As middle class Americans had more money to spend, businesses offered more products to buy and advertised through expanding print and television mediums as well as billboards along new highways. Television played a significant role in fostering the a national consumer culture and promoting a 'buy now, pay later' mentality based on a heavy use of credit cards, first introduced in the 1950s, which resulted in rising consumer debt.

The postwar period also saw advances in medical technology that impacted the health of the American people. Penicillin was used extensively during the war and stimulated the search for more antibiotics and other miracle drugs. In the postwar period, scientists developed various vaccines to prevent diseases such as polio. Surgeons who had treated wounded soldiers came home to develop new surgical techniques including advancements in heart surgery. These life-saving techniques impacted demographic patterns as the infant mortality rate fell and Americans lived longer. Such changes profoundly impacted society and politics. The demand for foodstuffs during the war and prosperity of the postwar period led to advances in agricultural technology. The widespread use of pesticides and chemical fertilizers provided a greater array of foods and improved nutrition which further impacted demographics while fostering the consolidation of small family farms into large commercial farms. Reliance on chemicals to increase crop yields also had a long-term environmental impact and resulted in environmental legislation in the 1970s and, eventually, a worldwide concern about global warming.

The expansion of the role of women in the workplace (USHC 7.2) during the war helped to lay the foundation for the women's rights movement of the postwar period. When the war ended women were displaced from their wartime jobs by returning veterans. In the late 1940s and 1950s, many women returned to the traditional roles of stay-at-home wife and mother. The consumer culture impacted the role of women as increasingly their role as the chief consumer of the family was emphasized through advertising. Media, both television and print, glorified the role of the traditional homemaker. Suburban living increased women's sense of isolation and many found consumerism unfulfilling. Although forty percent of women held jobs outside of the home by 1960, their career opportunities were limited to nursing, teaching, domestic service, social work, retail sales and secretarial work. Few women were promoted to managerial positions and women's pay was a fraction of what men earned. As more young women graduated from college, they were frustrated by their inability to find and advance in jobs that matched their skills. The publication of *The Feminine Mystique* by Betty Freidan in the early 1960s helped launched the modern women's rights movement (USHC 8.1).

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It is not essential for students to know

Students do not need to know the details of the GI Bill, for example, that it provided a year's worth of unemployment benefits. They also do not need to understand other impacts of the returning veterans on society such as high divorce rate or high unemployment. The end of wartime wage and price controls and the high demand for limited consumer products led to skyrocketing inflation are also factors that do not need to be studied. They do not need to understand the resulting labor unrest, such as the controversy involving Truman and the steel strike or Truman's veto of the Taft-Hartley Act. They need not understand that the postwar period saw the emergence of conglomerates and franchises as business forms in the new consumer economy or ushered in planned obsolescence and the use of psychology in advertising. Students do not need to know that suburbs were also the product of the innovations of builders such as William Levitt or that Levittowns were a symbol of the conformity of the post war period. Although students should understand the impact of television on consumerism and conformity and the role of women and the civil rights movement (USHC- 8.1), they do not need to know the names of particular television shows that illustrate this development. Although students should be aware that there was some resistance to the consumer conformity of the post war period, they do not need to know particulars such as specific pieces of literature or films or the beat movement and the emergence of rock and roll. They do not need to know about Ralph Nader and the consumer protection movement. Although students do need to know that diseases, such as polio were effectively eradicated, they do not need to know the specific vaccines such as the Sabin or the Salk vaccines. They do not need to know about Rachel Carson's *Silent Spring* or the Kyoto Treaty. They do not need to know about Three Mile Island or specifics about the debate over the use of nuclear power.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret, and synthesize social studies information tin make inferences and draw conclusions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze

Differentiate

Organize

Attribute

or any verb from the **Apply, Understand** or **Remember** cognitive process dimensions.

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Standard USHC-8: The student will demonstrate an understanding of social, economic and political issues in contemporary America.

Enduring Understanding:

In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will...

USHC-8.1 Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.

Taxonomy Level: Analyze/Conceptual Knowledge – 4/B

Previous/ future knowledge:

Students have been introduced to the key people, judicial rulings, and legislation of the modern Civil Rights Movement (5-5.3). They should know the role of South Carolinians in the movement (8-7.2), the role of Gandhi in developing the nonviolence movement in India (7-6.2), and the relationship of worldwide anti-colonial movements and Pan-Africanism to the American Civil Rights Movement (MWH 7-5). In American Government, students will evaluate significant American historical documents such as “Letter from a Birmingham Jail”, the eleventh through the twenty-seventh amendments and critical Supreme Court cases such as *Brown v. Board of Education* (USG-2.5). They will evaluate the importance of civil liberties and civil rights and the protective role of the federal government (USG 4-5).

It is essential for students to know:

The Civil Rights Movement was a liberal movement that challenged the conservative status quo of race relations in the United States to secure for African Americans the full rights of citizenship including the right to “life, liberty, and the pursuit of happiness.” In order to analyze the strategies of the Civil Rights Movement, it is essential that students understand its goals which were equal treatment and the right to vote. A thorough review of the failed promises of the Declaration of Independence (USHC 1.3); Reconstruction and the thirteenth, fourteenth, and fifteenth amendments (USHC 3.3); the Jim Crow era (USHC 3.4); and the response of African Americans to discrimination (USHC 3.5) should establish the context for the Civil Rights Movement of the post-World War II period.

It is also important to place the Civil Rights Movement in the context of the post World War II Cold War era. During the war, African Americans demanded more equitable treatment in war industries. As a result, President Roosevelt established the Fair Employment Practices Commission (USHC 7.2). However when the war ended, African Americans lost jobs to returning white soldiers. African Americans also served in the military but were in segregated units. African American soldiers from the North experienced Jim Crow as they trained on military bases in the South. Some returning African American veterans were lynched. This motivated President Truman to establish a civil rights commission, to support an anti-lynching law and to desegregate the military by executive order. Revelations of concentration camps and the ‘Final Solution’ shocked Americans and called into question race relations in the United

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States. Cold War competition required that the United States gain the support of emerging nations in Asia and Africa (USHC 7.5). Strategies used by the African American Civil Rights Movement forced the United States to live up to its constitutional promises or face embarrassment on the international stage.

The strategies of the Civil Rights Movement had roots in the early twentieth century in the development of organizations [NAACP] that established the judicial precedents that eventually led to the *Brown* decision and in the successful application of the strategy of non-violent civil disobedience by Gandhi in India (7-6.2). Students need to know the ruling in the *Brown* decision and the reaction of both conservatives and liberals to this decision. A real understanding of nonviolence requires that students understand the direct action nature of the movement in so much as sites were specifically selected to show to the nation and the world the face of racism in order to get the support of the electorate for government assistance in securing civil rights. Students should understand how those strategies were used in the Montgomery bus boycott, sit-ins, freedom rides, the Birmingham campaign, the March on Washington, Freedom Summer, and the Selma March. A focus on the role of the media, especially television, will link the Civil Rights Movement to the popular culture of the post-World War II era and help explain its strategy and success (USHC 7.6).

The Civil Rights Movement is an example of the importance of leadership. Although students have some familiarity with Martin Luther King, Jr., they may not understand the complexity of his role as the movement's organizer and spokesperson. Students should understand that the non-violent direct action campaign of the Civil Rights Movement was successful in getting presidential support and the support of the majority of the voting public in the early 1960s; the extent to which Presidents Truman, Eisenhower, Kennedy, Johnson, and Nixon were advocates of the civil rights movement; the specific pieces of legislation that were passed and how they addressed discrimination including the Civil Rights Act of 1964 and the Voting Rights Act of 1968; and how politics affected and was affected by the movement. For instance, Harry Truman's advocacy of civil rights in 1948 led to the emergence of the Dixiecrats. Democratic (Kennedy and Johnson) support of civil rights legislation and Nixon's Southern Strategy (USHC 8.3) turned a formerly solid Democratic south into a Republican stronghold.

Students should understand how changes within the movement affected public support for civil rights legislation. The goals, actions, and leadership of the black power movement [Malcolm X, Stokely Carmichael, and the Black Panthers] among northern, urban African Americans were significantly different from those of southern African Americans. While Southern African Americans could confront segregation by law (de jure) with direct action, de facto segregation as practiced in other parts of the country was more insidious. Televised reports of urban riots and the radical rhetoric of the black power movement alienated the general public and undermined support for further government action. Oversimplification of black power should be avoided by including the efforts of black power advocates to protect and empower the African American community and promote ethnic pride.

The movement for African American civil rights had an impact on the movements for women's rights, the rights of Latinos, and the rights of Native Americans. Students should understand how the participation of women in the civil rights movement prompted them to form organizations

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such as the National Organization for Women (NOW) to promote their own rights and the extent to which women were successful in securing the support of government and the public in promoting women's rights. Students should understand the impact of *The Feminine Mystique*, the Civil Rights Act of 1964, *Roe v Wade*, and the Equal Rights Amendment on the women's rights movement and the development of conservative counter movements (USHC 8.4). The goals, strategies and government response to movements for the rights of Latinos and Native Americans were similar to the early African American civil rights movement. These movements also lost support when they turned more militant.

It is not essential for students to know

Although students should know that there were many advocates for civil rights besides Martin Luther King, Jr., it is not necessary for students to remember all of the names of the organizations or the leaders. Students should understand how politics was influenced by civil rights; however, it is not necessary that they know all of the policies of each presidential administration. For instance, they need to know the political implications of Harry Truman's advocacy of civil rights in 1948 and the emergence of the Dixiecrats, but they need not know that the Progressive Party split from the Democrats in 1948. Students do not need to know that Kennedy's role in having Martin Luther King released from jail in 1960 led to support from formerly Republican African American voters for Kennedy, a Democrat. They do not need to know the impact of the formation of the Mississippi Freedom Democratic Party and its role at the 1968 Democratic National Convention.

Although students should generally know about the conflict between the national government and state governments they do not need to know the details of the conflict between Eisenhower and Governor Faubus of Arkansas in the Little Rock incident, nor the conflict over students entering state universities. They do not need to know the names of specific individuals such as James Meredith at University of Mississippi, George Wallace at University of Alabama, or Bull Connor in Birmingham. They do not need to know every incident of discrimination such as the murder of Emmett Till, nor every detail of the major incidents such as the role of NAACP in Montgomery Bus Boycott, or the influence of A. Philip Randolph on the strategies of the 1963 March on Washington.

Although students need to know about King's philosophy of non-violence and the importance of his leadership; they do not need to remember that Martin Luther King won the Nobel Peace prize in 1964 or that the FBI wire-tapped his phones because they wanted to find evidence that he was a communist and thus discredit the movement.

Although students need to know the connections between African American civil rights and the women's movement, they do not need to know that it was the intention of senators who included "gender" in the Civil Rights Act of 1964 to make the act ridiculous to other members of Congress and thus less likely to pass. They do not need to know all the details of the women's movement nor that women protested at the Miss America Pageant and that they burned bras wigs etc.

Students do not need to know specifics of other cases of the Warren Court, such as *Miranda*, or *Gideon*, that extended the civil rights of the accused. Although these cases contributed to the

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backlash against civil rights and were a target of Nixon's "law and order" campaign, they were not caused by the civil rights movement.

Students do not need to know the role of the *bracero* program for Mexican workers during World War II and the impact of the Longoria incident on early development of the Unity League of California to register Mexican-American voters because this does not show "the influence of the African American civil rights movement on other groups." This could be used as background for their later actions which *were* influenced by the African American civil rights movement but need not be remembered. There is no need for students to know the policies of the 1930s and 1950s towards Native Americans, including the 1934 Indian Reorganization Act and the termination policy of the Eisenhower administration. They do not need to know that the participation of Native Americans in World War II, like the experiences of African Americans, increased awareness of discrimination as a result of their leaving the reservation for war service nor that this helped them to make contact among tribes and organize for change, since this was not influenced by the African American civil rights movement. Names of leaders of the women's rights or other movements are not essential to remember. It is not essential for students to know that the movement for gay and lesbian civil rights developed at the same time as other movements.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.
- Assume shared responsibility for collaborative work and value the contributions made by each team member.
- Communicate effectively in diverse environments by using media and technology.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze

Differentiate

Organize

Attribute

or any verb from the **Apply, Understand** or **Remember** cognitive process dimensions.

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Standard USHC-8: The student will demonstrate an understanding of social, economic and political issues in contemporary America.

Enduring Understanding:

In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will ...

USHC-8.2 Compare the social and economic policies of presidents Lyndon Johnson and Richard Nixon, including support for civil rights legislation, programs for the elderly and the poor, environmental protection, and the impact of these policies on politics.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous and future knowledge:

Students have had an opportunity to learn about changing politics in South Carolina and the shift from the Democratic Party to the Republican Party (8-7.3). Students have not been introduced to the policies of Lyndon Johnson or Richard Nixon. In American Government, students will study the role of political parties in representing the interests of particular groups in order to influence public policy (USG 4.4).

It is essential for students to know:

The Johnson administration's advocacy of the Great Society was an extension of the New Deal. President Nixon moved to the center but did not dismantle either the Great Society or New Deal programs. Students must be able to identify which policies were pursued during the presidential administrations of presidents Lyndon B. Johnson and Richard Nixon in order to be able to compare them. Students must know how these policies reflected political party affiliation and impacted elections.

Lyndon Johnson used his own political expertise and experience as Majority Leader of Congress and the memory of the slain John F. Kennedy to push through civil rights legislation that had been proposed by Kennedy. The Civil Rights Act of 1964, the Voting Rights Act of 1965, the Fair Housing Act of 1968, and an affirmative action plan for awarding government contracts were passed over the opposition of conservative Southern Democrats in Congress. These social policies (Great Society) had a profound impact on the lives of African Americans but antagonized some white voters, particularly in the solidly Democratic South. These voters turned to the Republican Party starting with the election of 1968. Johnson's vision of the Great Society led to the establishment of Medicare and Medicaid and the initiation of the War on Poverty. These economic programs helped to insure that the poor and the elderly received health care. They also reduced the poverty rate. Other legislation, such as education, including Head Start, was aimed at both social and economic problems among all ethnic groups. These programs extended the government's commitment to social welfare that started with the New Deal. Johnson's support for civil rights won the African American vote for the Democrats. Opposition to this expansion of the federal government would give rise to a resurgence of conservatism (USHC 8.4). Liberals objected when social programs were not fully funded because of the need to also fund the Vietnam War.

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Richard Nixon won the 1968 election in the midst of social conflict about civil rights and the Vietnam War on the campaign slogan of “law and order.” He promised to bring an end to the war in Vietnam. His domestic policy included the commitment to limit efforts to build the Great Society and limit enforcement of civil rights laws. This “southern strategy” was designed to gain support from southern conservatives for the Republican Party. Nixon’s southern strategy turned the formerly Democratic ‘solid South’ into a Republican stronghold. However, Great Society programs continued, including Medicare and Medicaid. The Democratic Congress passed and Nixon signed into law, landmark environmental legislation in the Clean Air and Clean Water Acts and the Endangered Species Act. Nixon also established the Environmental Protection Agency (EPA) in response to public concerns reflected in the first celebration of Earth Day. Conservative Republicans argued that the EPA limited the opportunity for businesses to create jobs. Spending on the Vietnam War, which continued for five years after Nixon’s election, caused inflation while economic growth stagnated. Nixon responded to this ‘stagflation’ by imposing wage and price controls which were unpopular with the conservatives in his party. The Nixon administration intervened to negotiate an end to the OPEC oil boycott because of United States economic dependence on foreign oil.

It is not essential for students to know:

Students do not need to know all of the programs included in the Great Society. Students do not need to know the influence that Johnson had on the Supreme Court by nominating Thurgood Marshall, nor do they need to understand the role of the court in the 1960s in protecting the rights of criminals.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain how the United States government provides public services, redistributes income, regulates economic activity, and promotes economic growth.
- Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

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Standard USHC-8: The student will demonstrate an understanding of social, economic and political issues in contemporary America.

Enduring Understanding:

In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will ...

USHC-8.3 Explain the development of the war in Vietnam and its impact on American government and politics, including the Gulf of Tonkin Resolution and the policies of the Johnson administration, protests and opposition to the war, the role of the media, the policies of the Nixon administration, and the growing credibility gap that culminated in the Watergate scandal.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous and future knowledge:

In grades five, seven, and Modern World History, students were introduced to the Vietnam War as part of the Cold War (5-5.1, 7-5.4, MWH-8.3) and the concepts of containment and the domino theory (7-5.3). In United States Government, students will evaluate the formal and informal roles and authority of the Congress and the President (USG -3.2).

It is essential for students to know

The Vietnam War provided another issue that split conservatives and liberals in the post-World War II era. The war in Vietnam developed as a result of Cold War fears and was a manifestation of the containment policy. After World War II, the French attempted to restore their control of Southeast Asia. However, they met with resistance from the nationalist forces, the Viet Minh, under the leadership of Ho Chi Minh. Despite American aid from both the Truman and the Eisenhower administrations, including arms and money, the French were defeated. The Geneva Accords provided that Vietnam be divided at the 17th parallel until elections could be held. Claiming that the followers of Ho Chi Minh were communists directed from Moscow and Beijing and citing the domino theory, the United States backed an unpopular and corrupt government in South Vietnam. The South Vietnamese government refused to hold the elections called for in the Geneva Accords because Ho Chi Minh would have won and the Eisenhower administration supported the South Vietnamese government in this decision. The Viet Cong were formed as a resistance movement to the South Vietnamese government. The United States supplied military aid and military advisers to the government of South Vietnam. North Vietnam supplied support to the Viet Cong. Determined to contain communism in the wake of the failed attempt to overthrow Cuba's Fidel Castro [Bay of Pigs], Kennedy steadily increased the number of military advisers sent to South Vietnam. The South Vietnamese support in the government continued to erode. A CIA-supported coup overthrew the corrupt president of South Vietnam, who was assassinated, shortly before President Kennedy was assassinated.

President Johnson took office in November 1963 and continued the policies of previous administrations in Vietnam. In 1964, the Gulf of Tonkin Incident led Congress to pass the Gulf of Tonkin Resolution which authorized the buildup of American troops to help the South Vietnam without the specific authorization by Congress. Congress never officially declared war.

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Later, the Tonkin Gulf incident was shown to have been exaggerated. Not wanting to lose the war for fear of being called “soft on communism” by his conservative opponents, Johnson initiated a bombing campaign against North Vietnam and continued to send more ground troops to the region. By 1967, there were 500,000 American troops in Vietnam.

Opposition to the war also grew. The Vietnam War was seen as a “poor man’s fight.” The draft was seen as unfair because some young men were granted medical exemptions and college deferments or enlisted in the National Guard to avoid going to Vietnam. African Americans served in large numbers as ground troops. Organizations which had formed in response to McCarthyism and the Civil Rights Movement turned their attention to the war. Some returning soldiers joined the protest. As protests became more provocative, including the burning of draft cards, protesters lost public support. Extensive television coverage of the war and the protests divided the nation into hawks and doves. In January of 1968, media coverage of the Tet Offensive showed that the Viet Cong forces could attack anywhere and anytime, thus leading to a shift in public opinion against the war.

Public opposition and a split within the Democratic Party over the war led Lyndon Johnson to withdraw his name from consideration for the Democratic presidential nomination in 1968 and begin negotiations to end the conflict. Republican Richard Nixon was elected president in November of 1968 and voters understood that he would end the war. However, Richard Nixon was unable to admit that the war in Vietnam could not be won. Although Nixon began a policy of Vietnamization, at the same time, despite public expectations, he escalated the war effort by extending a secret, massive bombing campaign to Laos and Cambodia. Protests continued with a massive peace march in Washington. When the Nixon administration ended the draft and initiated a lottery system, the protest movement was somewhat calmed but intensified again when American forces invaded Cambodia to close the Ho Chi Minh trail. Resulting protests led to the Kent State Massacre. Nixon opened a dialogue with China in hopes of undermining Chinese support for the North Vietnamese. He also followed a policy of detente with the Soviet Union in hopes of splitting these two powerful communist countries. On the eve of the 1972 elections, the Nixon administration announced that they had reached an agreement with North Vietnam. American forces were withdrawn and American prisoners of war (POW) returned home in 1973. In 1975, Saigon fell to the North Vietnamese and the war was over. The containment policy had failed in Southeast Asia.

It is important for students to understand that Vietnam is bigger than the failed war effort and the loss of 58,000 American soldiers. It was a cultural phenomenon that called into question American values in the My Lai Massacre, the use of Agent Orange and napalm, ‘fragging’ and heavy use of drugs among the troops, and the mistreatment of returning veterans. It led to distrust between generations and between the people and their government. Evidence of false information was confirmed by the release of *The Pentagon Papers* and increased the ‘credibility gap.’ Ultimately, it was the controversy over Vietnam that led the Nixon administration to employ the ‘plumbers’ and authorize the break-in into the Watergate offices of the Democratic Party. The break-in led to the Watergate scandal, impeachment hearings, and Nixon’s resignation and further mistrust of government. Vietnam affected government power and foreign policy. The Congress took action to curb the President’s war-making powers with the passage of the War

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Powers Act. The ‘Vietnam syndrome,’ or the fear of becoming mired in a prolonged unpopular war, affected United States’ foreign policy for the next several decades.

It is not essential for students to know:

Students do not need to remember details such as that Dien Bien Phu was the site of the French defeat in 1954. Students do not need to know the names of government leaders of either North or South Vietnam nor military terms such as DMZ or the names of bases. Students do not need to know the details of the Kennedy assassination. Students do not need to remember the names of American generals or of the secretaries of State or Defense. Although students should understand that there was opposition to the war within the government and within the Democratic Party, they do not need to know the specific roles of George Ball, Eugene McCarthy, or Bobby Kennedy. They do not need to know the names of the various organizations that developed to protest the war such as Students for a Democratic Society, the Free Speech movement, and Vietnam Veterans Against the War. They do not need to know the circumstances of the release of the Pentagon Papers including the role of Daniel Ellsberg, the Supreme Court case of *Nixon v The New York Times*, or the details of the Watergate scandal.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.
- Assume shared responsibility for collaborative work and value the contributions made by each team member.
- Analyze and evaluate evidence, arguments, claims and beliefs.
- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

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Standard USHC-8: The student will demonstrate an understanding of social, economic and political issues in contemporary America.

Enduring Understanding

In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will ...

USHC-8.4 Analyze the causes and consequences of the resurgence of the conservative movement, including social and cultural changes of the 1960s and 1970s, Supreme Court decisions on integration and abortion, the economic and social policies of the Reagan administration, and the role of the media.

Taxonomy: Analyze/ Conceptual Knowledge – 4/B

Previous/future knowledge:

Students were introduced to the concepts of conservatism and liberalism in their study of the French Revolution and its aftermath (7-3.1, 7-3.2, MWH-6.2, MWH-6.4). In United States Government, students will analyze the process through which citizens participate in politics and influence public policy, including political parties and interest groups (USG 4.3, USG 4.4). They will analyze federalism and its application in the United States (USG 3.3).

It is essential for students to know:

Conservatism and liberalism have been in conflict throughout the history of the United States, especially in times of great social and cultural change and economic uncertainty such as the 1920s and 1930s (USHC 6), and again in the 1960s and 1970s (USHC 8). This conflict continues in politics and society today. Political positions on issues span a continuum, from the far Right to the far Left, with moderates of both sides finding some common ground in the middle. Individuals may be either social or fiscal conservatives or social or fiscal liberals or a mixture of both. Since their inception in the 1790s, political parties have been the means by which like-minded people have influenced their government and shaped policies that reflect their positions on the issues (USHC 1.7). The main issue that split the Federalists and the Democratic Republicans was the appropriate role and power of the national government. This remains a major divisive issue between the parties today. However, partisan politics addresses many issues and everyone who identifies with a political party does not hold exactly the same position on all of the issues. Within each party is a wide spectrum of positions, some of which are more conservative and others more liberal. Political parties also respond to swings in public opinion and become more conservative or liberal in order to reflect the current concerns of voters.

The basic differences between conservatives and liberals in the 1980s and today developed as a result of the varied responses to the Great Depression and the New Deal (USHC 6.4), the Civil Rights Movement, and the Great Society. Social upheaval and the counterculture of the 1960s strengthened the appeal of the conservative movement. The Supreme Court decision in *Brown v Board of Education* triggered the modern civil rights movement which led to the passage of the Civil Rights Act and the Voting Rights Act (USHC 8.1). A conservative backlash, first evident in southern resistance to the *Brown* decision, was further fueled by television images and media

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reports of social unrest evident in riots in cities of the North and West. Anti-poverty programs and affirmative action plans passed as part of Johnson's Great Society (USHC 8.2), were seen by some conservatives as helping African Americans at the expense of whites, despite the fact that many whites also benefited from anti-poverty programs. Reactions to civil rights and affirmative action pointed out the basic difference between conservative and liberals about the appropriate role of the federal government. Conservatives believe that a large federal government threatens individual liberties and that the majority of governing should be left to the states (states' rights). Conservatives believe in personal responsibility and that the government should leave charity to the private sector. Consequently they do not support the extension of the welfare state because they believe that welfare programs make their recipients permanently dependent on government and are too costly. Liberals believe that the federal government should take an active role in protecting the rights and welfare of the individual and of minority groups against local prejudices. Liberals advocate government programs to aid those who are least able to care for themselves.

Other events of the 1960s fostered the development of the social conservative movement. The women's rights movement challenged the status quo and conservative ideals about the proper role of women in society. The Supreme Court decision that state laws that criminalized abortion violated a woman's right to privacy [*Roe v Wade* (1973)] outraged some conservatives and prompted a "right to life" movement. Many social conservatives believe the Supreme Court should overturn the decision allowing abortion. Liberals believe that the individual should have the right to make decisions about his/her well being and support a woman's right to choose. Most conservatives opposed the ratification of the Equal Rights Amendment while most liberals supported it. President Reagan named the first woman to the Supreme Court, Sandra Day O'Connor, who was a conservative. The conservative Supreme Court remains one of Reagan's most enduring legacies.

The Vietnam War, brought into American living rooms on the nightly news (USHC 8.3), intensified the generation gap and the polarization of society as America divided between conservative "hawks" and liberal "doves." Pictures of peace marches and the burning of draft cards carried on the nightly news enraged conservatives. The fall of Vietnam to communists in 1975 intensified some conservatives' anti-communist world view and their fear that America was losing its place as a world leader. The counterculture that developed out of the anti-war movement contributed to the sexual revolution of the 1960s and further alienated many conservatives. As drug use, the divorce rate, and the number of unmarried people living together climbed, conservatives bemoaned this decline of "family values."

Increasingly conservatives had an impact on politics. Richard Nixon, a moderate Republican, was elected on the campaign promise to restore "law and order," amid urban riots and anti-war protests, then used his Southern Strategy to broaden his appeal to southern conservatives (USHC 8.3). In the 1970s, businessmen who opposed environmental protections as a job-killing limit on their economic freedom and social conservatives and were galvanized by their opposition to abortion, joined in a movement that became known as the New Right. Fundamentalist and evangelical churches organized politically as social conservatives and became a cornerstone of the growing conservative movement. Televangelists and radio personalities of the New Right used the media to reach millions with their conservative take on the issues of the day. By the

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1980s cable television, the twenty-four hour news cycle, and political talk shows intensified the political rhetoric and sense of partisanship.

The Watergate scandal of the Nixon administration and Nixon's pardon by President Ford covered extensively by the media led to the election of Jimmy Carter in 1976. The Carter administration was beset by economic problems that had been exacerbated by spending on the Vietnam War and the ongoing crisis in the Middle East, including double digit inflation and an energy crisis that eroded middle class prosperity and undermined support for social welfare programs. This strengthened the popular appeal of fiscal conservatives. When the administration was unable to end the Iran hostage crisis (USHC 8.6), the stage was set for change. Ronald Reagan campaigned for the presidency [1980] amid growing concern about the American economy and the weakened status of the United States in the world. Reagan's patriotism and can-do attitude appealed to American voters buffeted by economic conditions, social change and international embarrassment. Television coverage of the return of the hostages on the day of Reagan's inauguration added to his can-do image.

President Reagan launched what some have called the "Reagan Revolution", cutting the taxes for the wealthy to promote investment and the creation of jobs, while at the same time cutting government spending. These policies found support among the fiscal conservatives whose position on the economy was rooted in their opposition to the New Deal. These conservatives believe that if the wealthy have more money then prosperity will "trickle down" to the rest of society as the rich invest in building factories and hire workers (supply side). Liberal opponents of so-called "Reaganomics" believe that the economic well being of the nation depends on the ability of all of the people to consume the goods produced because increased demand will prompt entrepreneurs to create more jobs and more people with jobs will spend more money (demand side). They believe that the wealthy should pay taxes in proportion to their ability to pay and that tax cuts should go to the lower and middle class who will use those funds to consume goods prompting investment, jobs, and prosperity. Liberals hold that in economic hard times, the federal government should stimulate the economy through deficit spending. Conservatives advocate belt-tightening and balanced budgets. After a deep recession, the economy entered an era of growth and prosperity.

The Reagan administration also limited the enforcement of regulations on businesses and banks. Deregulation found support among economic conservatives who believe that regulation of businesses constrains the free enterprise system. Liberals in the progressive tradition (USHC 4.6) generally support regulation. The Reagan administration also limited the enforcement of environmental protections. Conservatives argue that jobs are more important than the environment and deny the impact of pollution. Liberal opponents of Reagan's policies argued that we can have both jobs and protection of the environment in order to ensure the health and well being of both the general public and the environment. Many conservatives also approved when President Reagan took a rhetorical hard line against the Soviet Union and significantly increased Cold War defense spending. Conservatives credit Reagan's policies with bringing about the dissolution of the Soviet Union; liberals attribute the fall of the Soviet Union to internal problems there as well as a change of Soviet leadership.

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Reaganomics and defense spending, as well as globalization, had a long term impact on the economy that is still being debated today. Yearly budget deficits due to increased defense spending contributed to a tripling of the national debt. The failure of many deregulated financial institutions led to the need for massive bailouts that further added to the debt and the crisis in economic confidence in the 1980s and again in 2008. Neither liberal nor conservatives addressed the increasing exodus of manufacturing jobs to places where labor costs were significantly lower. New jobs that were created were most often in low-paying service industries which resulted in lower tax revenues. Low wages and Reagan's tax policy contributed to a significant widening of the gap between the rich and the poor while consumerism and speculation fueled both prosperity and further speculation. President Reagan, as a media personality, successfully changed the vocabulary of politics so that conservative was now seen as synonymous with economic growth and traditional values and liberalism with wasteful spending and an overweening government. Liberals attempted to counter this interpretation, portraying themselves as the champions of the middle class and the role of government as protecting the middle class.

It is not essential for students to know

Students do not need to know about other Supreme Court decisions that galvanized conservatives including protections for the rights of the accused such as *Miranda* and *Gideon* or the Supreme Court decision that prohibited school-sponsored prayer in the public schools (*Engle v Vitale*). They do not need to know about the role of specific conservatives such as Phyllis Schlafly in defeating the ratification of the Equal Rights Amendment. They need not know the names of specific media personalities such as William Buckley and Rush Limbaugh, media venues such as the Christian Broadcasting Network and the *National Review*, or specific political organizations such as Jerry Falwell's Moral Majority or Pat Robertson's Christian Coalition. Students do not need to know about the anti-union strategies of the Reagan administration including the firing of striking air traffic controllers.

Social Studies Literacy Skills for the Twenty-First Century:

- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
- Analyze and evaluate evidence, arguments, claims and beliefs.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze

Differentiating

Organizing

Attributing

or any verb from the **Remember, Understand, or Apply** cognitive process dimensions.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-8: The student will demonstrate an understanding of social, economic and political issues in contemporary America.

Enduring Understanding:

In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will ...

USHC-8.5 Summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements and globalization; health and education reforms; increases in economic disparity and recession; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

Students were introduced to the impact of globalization on South Carolina and the changes in tax policy on the state (8-7.4). They evaluated the costs and benefits of increasing worldwide trade and the resulting migration of people (MWH 8.7). In Economics, students will learn how trade among nations affects markets, employment, and economic growth. (ECON-4) Students will also learn how business cycles, market conditions, government policies and inequalities affect living standards (ECON 2.5) and illustrate the relationship of business cycles, employment, wages, prices, and investment (ECON 3.7). In United States Government, students will learn about checks and balances and the responsibilities of the executive, legislative and judicial branches of government (USG 3.1, 3.2).

It is essential for the students to know:

Economic issues arising from changes in international trade have intensified the confrontation between conservatives and liberals in the last twenty-five years. Globalization is the growing trend towards expansion and integration of worldwide trading networks. The United States is impacted by globalization as its place as the world's foremost economic power in the post World War II world is challenged by growing economies around the world. The United States continues to be dependent on foreign oil and therefore the American economy is impacted by fluctuations in world oil prices. In the 1990s, the European Common Market developed into the European Union (EU) to provide political cooperation as well as promote democracy, trade, and the development of European economies. A majority of members of the EU adopted a common currency. In the Western Hemisphere, the North American Free Trade Agreement (NAFTA) attempted to increase trade by eliminating trade barriers. The 1994 General Agreement on Tariffs and Trades (GATT) lowered tariffs around the world. As a result of this globalization, United States industries are experiencing greater competition and a growing unfavorable balance of trade. Outsourcing of jobs to foreign markets where labor costs are cheaper has resulted in unemployment for some American workers. The tremendous growth in the use of computers, the Internet, E-bay, e-mail, pagers, computer games, and cell phones by a large portion of the population brought changes to society, privacy laws, and communication networks in the United States and around the world. The internet and satellite communication have promoted the

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outsourcing of some service jobs to places such as India. Mechanization and globalization are causing a loss of manufacturing jobs in the United States and a continued shift to jobs in service industries. Added to this competition for jobs is the influx of immigrants who are willing to work at menial jobs for low wages. The resulting controversy over immigration policies, especially of Hispanics, impacted politics at the same time that trade policy created political controversy about jobs. With a loss of manufacturing jobs, labor unions experienced a decline in membership and influence as their workers faced competition from overseas, new immigrants, further mechanization of the manufacturing process, and an increasingly hostile political climate. The movement of industries and retirees from the “rustbelt” to the “sunbelt” means a big population shift to the “right-to-work” states that continues to impact the political influence of labor unions. Globalization has also raised concerns about how well the American education system is preparing the nation’s children to compete in the global marketplace. As a result “No Child Left Behind” was passed during the George W. Bush administration. This federal law mandated that states test students to see if they meet increasingly difficult goals to demonstrate academic proficiency.

Demographic changes in the United States also significantly affect the economy and politics. Economic conditions make it increasingly likely that both mothers and fathers have to work to provide for the family. Demand for services such as day care and fast food, and the resulting impact on the obesity rate and health, are growing. Medical advances prolong productivity and life for many Americans. The aging population contributes to the rising cost of health care and of health insurance. As workers lose jobs in manufacturing and as companies drop benefits to maintain competitiveness, many Americans are losing their health insurance. Lack of basic health care increases the burden on hospital emergency rooms and the cost of health care continues to rise. An attempt to pass health care reform legislation during the Clinton administration met with intense Republican opposition and did not pass. Health care legislation was passed by the Democrat controlled Congress during the Obama administration but continues to be politically controversial. The aging population also contributes to political controversies over the financial burden of Social Security. Both issues contribute to arguments over the yearly budget deficit and the national debt.

In the 1980s, yearly budget deficits due in large measure to increased defense spending contributed to an accumulating national debt. Thus, budget deficits and recession were campaign issues in the early 1990s and contributed to partisan rancor. Bill Clinton was elected in 1992. In a concession to critics on the right, Clinton introduced welfare reform legislation that modified decades of policy dating back to the New Deal. Clinton’s health care reform legislation became a partisan battleground. President Clinton and the Republican Congress also fought over how to both balance the budget and stimulate the economy. Partisan rancor was evident in continuous investigations of the Clintons by a special prosecutor and reached a peak when the Republican-controlled House of Representative impeached President Clinton. Unlike President Nixon, who tendered his resignation rather than be impeached, President Clinton maintained that he had not engaged in an impeachable offense and was tried by the Senate. The Senate refused to convict him and Clinton remained in office. During the Clinton administration a deficit reduction plan that included a tax increase, spending cuts, and the establishment of the earned income tax credit was passed. The Federal Reserve kept inflation in check and stimulated the economy by managing interest rates. Resulting economic growth brought low unemployment; but, the gap

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between rich and poor continued to widen. The national debt lessened as the world experienced the end of the Cold War and the ‘peace dividend.’ When Clinton left office there was a budget surplus and the national debt was shrinking.

The outcome of the election of 2000 remained undecided for several weeks beyond Election Day as Democrats and Republicans contested the counting of ballots in Florida. Finally, the Supreme Court stopped the recount and Republican candidate George W. Bush won the election. During the Bush administration, tax cuts for the wealthy designed to stimulate the economy further increased economic disparity and eventually budget deficits. When the United States became involved in wars in Afghanistan and Iraq in the post 9/11 era, defense spending climbed and the United States again experienced deficit spending and escalating debt. At the end of the Bush administration, the housing bubble burst and the Bush administration turned to deficit spending to stop the decline. They initiated a stimulus package and a bail-out for banks to forestall a deepening recession. The unemployment rate topped ten percent. Tax revenues fell and deficits grew. This Great Recession saw the worst economic conditions since the Great Depression of the 1930s as people lost their jobs and their homes.

The election of 2008 came amid these worsening economic conditions. Barack Obama, an African American, was elected president. The Obama administration passed a second stimulus package in an effort to jump-start the economy. Conservative critics objected to deficit spending because it raised the national debt. However Congress did not repeal the Bush tax cuts for the wealthy to bring in more revenue to help to balance the budget. Although economists have declared that the Great Recession has ended, lack of confidence in the economy because of political wrangling and the worsening debt crises in Europe continue to dampen consumer spending. At the time of this writing, many Americans remain unemployed, despite low interest rates, and significant cash in the hands of businesses. Currently deficits and debt continue to grow as does the gap between the rich and the poor. Conservatives and liberals continue to seem unable to find a compromise solution and the political extremes control the debate.

It is not essential for the students to know:

Since the indicator requires that students be able to summarize, it is not essential for students to know the details about the rabid partisanship of the 1990s, including the details of the Whitewater investigations and the Clinton impeachment and trial; political conflicts over the health reform and the budget; nor the controversy over the hanging chads of the 2000 election. Students do not need to know about the Republican’s Contract with America, nor the details of the Welfare Reform Act. Students do not need to know about the advances in environmental protection during the 1990s and their reverses in the new century. They do not need to know about other demographic changes such as that young people began moving back to the cities, resulting in gentrification and revitalization of the inner cities and the trend of rebuilding of waterfronts and downtown areas or that African Americans continue to move back to the South. They do not need to know that the rapid rise and fall of the ‘dot coms’ and other computer industries caused a stock market adjustment in the late 1990s.

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Social Studies Literacy Skills for the Twenty-First Century:

- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Explain how the United States government provides services, redistributes income, regulates economic activity, and promotes economic growth.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

UNITED STATES HISTORY AND THE CONSTITUTION

Standard USHC-8: The student will demonstrate an understanding of social, economic and political issues in contemporary America.

Enduring Understanding:

In the recent past, political views in the United States have embraced both conservative and liberal perspectives. To make informed political decisions about contemporary issues, the student will ...

USHC-8.6 Summarize America's role in the changing world, including the dissolution of the Soviet Union, the expansion of the European Union, the continuing crisis in the Middle East, and the rise of global terrorism.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

Students have had an opportunity to learn about the changes in world politics that followed the collapse of the Soviet Union (5-6.1) and about how and why the Soviet Union dissolved (7-5.5). They identified places in the world in which the United States is involved (5-6.2) and learned about the impact of September 11, 2001 (5-6.3). They studied the ongoing conflict in the Middle East (7-6.2) and the origins of that conflict (MWH 7.4).

It is essential for the students to know:

Conservatives and liberals interpret foreign policy from different perspectives. Conservatives credit United States policy with the dissolution of the Soviet Union. Liberals credit forces within the Soviet Union for bringing about change. When Mikhail Gorbachev became the leader of the Soviet Union in 1985, he advocated *glasnost* (openness) and *perestroika* (economic restructuring). Soviet-bloc nations were also seeking change, including independence movements within Poland and the Baltic states. The Soviet invasion of Afghanistan placed a strain on the Soviet economy and it was near collapse. The destruction of the Berlin Wall in 1989 signaled the waning power of the Soviet Union and symbolized the end of the Cold War. Soviet hardliners attempted to overthrow Gorbachev and the resulting confusion led to the break up of the Soviet Union into separate states. Controversy surrounds what role the United States played in this result. Certainly the buildup of arms throughout the Cold War and especially during the Reagan administration placed added strain on the Soviet economy. However, the Soviet Union fell from internal problems rather than as a direct result of the American policy of containment.

At the end of World War II, the United States assisted European nations in their recovery from the war in order to serve as a strong bulwark against the spread of communism. While the United States continued to protect Europe through the North American Treaty Organization (NATO) and the deployment of weapons in Europe to confront the Soviet threat, the Europeans established the European Common Market in order to improve trade within the region. Eventually the Common Market established a common currency and evolved into the European Union. The United States provided a model of the federal system.

As a result of the end of the Cold War, the United States became the world's only superpower. Consequently, the United States not only had a greater responsibility for maintaining world

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peace in the face of regional conflicts, but in the process has also aroused resentment. Liberals and conservatives have different perspectives on the proper role of the United States in the world. The establishment of the state of Israel as a homeland for the Jewish people in the wake of the atrocities experienced in the Holocaust precipitated an ongoing conflict in the Middle East. The United States has been involved in this crisis since it first recognized the state of Israel in 1948 [Truman]. The containment policy was extended to the Middle East [Eisenhower]. In an effort to maintain friendly states on the border of the Soviet Union, the Central Intelligence Agency (CIA) aided in the overthrow of a nationalist government in Iran and supported the repressive regime of the Shah until he was overthrown by Muslim fundamentalists. American foreign policy supported Israel in its ongoing defense against its Arab neighbors and the Palestinian Liberation Organization (PLO). Terrorist groups attempted to call attention to the plight of the Palestinians and extort concessions from the Israelis by hijacking airplanes and cruise ships and by sending suicide bombers to murder civilians and spread terror. The United States policy was never to negotiate with terrorists. The importance of Middle East oil to the United States' economy led to shuttle diplomacy to stop the oil embargo by the Organization of Petroleum Exporting Countries (OPEC) [Nixon]. President Jimmy Carter's personal commitment to human rights led to the first steps towards peace in the Middle East [Camp David Accords]. The invasion of the American embassy and the holding of one hundred seventy-nine American hostages by the government of Iran contributed to Carter's defeat in the 1980 presidential election. The United States withdrew troops from Lebanon when terrorists bombed a United States army barracks and negotiated with the regime in Iran to gain the release of American hostages held in Lebanon [Reagan]. The United States attempted to exercise leadership in the Middle East because of American dependence on foreign oil. The United States led the world in the response to the Iraqi invasion of Kuwait in the early 1990s. The first Persian Gulf War had the support of many other nations of the world and resulted in a quick military victory which restored the independence of Kuwait [George H.W. Bush]. Students should be able to locate Israel, Afghanistan, and Iraq on a map of the Middle East.

The prompt withdrawal of United States military forces from Iraq after the first Gulf War did not alter the balance of power in the Middle East, but the presence of United States troops in bases in Saudi Arabia aroused the enmity of religious fanatics. These joined with other fanatic religious fundamentalists groups, particularly the Taliban that had driven the Soviets out of Afghanistan, to form terrorist groups such as al Qaeda. After the bombing of the World Trade Center in 9/11 by al Qaeda, the United States sent military forces to overthrow the Taliban in Afghanistan because they had harbored al Qaeda. The United States government, citing the presence of weapons of mass destruction (WMD), also invaded Iraq [George W. Bush]. Such weapons were never found. As of this writing, the United States continues to have troops in Afghanistan and is supporting the development of democratic institutions in both Afghanistan and Iraq. During the Arab Spring of 2011 the United States provided diplomatic support to those protesting for more democratic institutions and gave air support to the Libyan pro-democracy forces. Relations with Iran continue to be strained because of the Iranian development of nuclear capability. The United States continues to try to mediate the issue of a Palestinian state with little success [Clinton and Obama]. The Middle East continues to be a major area of concern for American foreign policy.

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It is not essential for students to know:

Students do not need to know the details of the fall of the Soviet Union. They do not need to remember the names and dates of the wars in the Middle East or the names of leaders such as Anwar Sadat, Menachim Begin, Yassar Arafat or Osama Bin Laden. They do not need to be able to associate the name of a particular presidential administration with the incidents in the Middle East with the exception of President Carter. These are provided this information for the benefit of chronology and to emphasize that administrations from Truman to George W. Bush have accelerated United States involvement in the Middle East. Students do not need to be able to locate the individual states of the Middle East on a map with the exception of Israel, Afghanistan, and Iraq.

Social Studies Literacy Skills for the Twenty-First Century:

- Examine the relationship of the present to the past and use knowledge of the past to make informed decision in the present and to extrapolate into the future.
- Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.