

## **American History—Learning Standards—Semester One**

### **Core Conceptual Objective I: Government**

The students will examine the central ideas of American constitutional government and how this form of government has shaped the character of American society.

### **Core Conceptual Objective II: History**

The student will analyze and interpret decisions, actions and events that influenced continuity and change in United States History from Westward Expansion to the present.

### **Core Conceptual Objective III: Geography**

The student will utilize geographic tools and concepts as they apply to historical contexts in order to interpret the past, understand the present and make predictions.

### **Core Conceptual Objective IV: Economics**

The student will analyze the roles individuals, businesses, and government play in the US economic system.

### **Core Conceptual Objective V: Culture**

Students will analyze how the changing culture of the US is shaped by the actions and belief of various groups.

## **Chapter 4—The Industrial Revolution:**

I (the student) will be able to:

- Describe how advancements in transportation, communication and electric power affected people and business.
- Explain why American industrialists of the late 1800s were called both “robber barons” and “captain of industry.”
- Describe the theory of social Darwinism and its connection to big business.
- Summarize the ways that industrialists gained a competitive edge over rivals and the effects that big business had on American society.
- Identify the sources of the growing American work force and the reasons why entire families worked.
- Describe factory work in the late 1800’s.
- Explain the roles that women and children played in the work force.
- List some of the early labor unions and their activities.
- Describe the causes and outcomes of the major strikes of the late 1800s.

## **Chapter 5—The West:**

I (the student) will be able to:

- Explain how settlers acquired land in the West.
- Describe the experiences of women and African American in the West.
- Explain how Indian cultures were weakened by wars and government reforms.
- Describe the division and settlement of Indian Territory.
- List the changes that transformed farming on the Great Plains.
- Describe the growth and decline of the cattle industry.
- Describe farmers’ economic complaints during the late 1800s.
- Explain populism, the people behind the movement, and its legacy.

### **Chapter 6—The Gilded Age:**

I (the student) will be able to:

- Explain how business influenced politics during the Gilded Age.
- Describe the government efforts to reform the spoils system and regulate railroads.
- Explain how the cycle of depression and prosperity hurt the Democrats and helped the Republicans in the 1890's.
- Describe the experiences of immigrants in the late 1800s and early 1900s.
- Explain why people left farms for cities in the late 1800s and early 1900s.
- Describe some of the new developments that helped cities grow.
- Describe urban living conditions and the result of city growth.
- Describe the efforts in the late 1800s to control immigration and personal behavior.
- Explain how different movements helped the needy.

### **Chapter 7—Life in the Gilded Age:**

I (the student) will be able to:

- List the reasons why public schools expanded during the late 1800s.
- Examine the views of W.E.B. Du Bois on civil rights & education for African Americans.
- Describe the popular amusements that emerged in the late 1800s.
- List the means by which African Americans were discriminated against after Reconstruction.
- Describe how African Americans responded to discrimination.
- Describe the debate over women's equality in the late 1800s.
- List the ways in which women's work in the home changed in the late 1800s.
- Describe women's work outside the home during the late 1800s.

### **Chapter 8—Spanish American War:**

I (the student) will be able to:

- Explain some of the reasons for the growth of imperialism around the world.
- Summarize the American view regarding imperialism prior to 1890.
- Describe the ways in which the United States took advantage of several incidents in Latin America to reaffirm the Monroe Doctrine.
- Summarize the events leading up to and following the Spanish-American War.
- Identify the areas after the war where the United States gained influence and new territories.
- Explain why the United States built the Panama Canal and the impact that it had.
- Compare American foreign policy in the early 1900s in Latin America and in Asia.
- Describe Taft's use of "dollar diplomacy," including its legacy as an American foreign policy.
- Describe the main arguments raised by the anti-imperialists.

- Explain why imperialism appealed to many Americans.

### **Chapter 9—The Progressives:**

I (the student) will be able to:

- Describe the new reform ideas that took hold at the turn of the century.
- Summarize the methods muckrakers used to bring about reform.
- List the goals that most progressive reformers had in common.
- Describe urban reforms that took place during the Progressive Era.
- Summarize the reforms made in state government that gave voters more power.
- List the reforms that took place at the federal level.
- Describe the major controversies that took place during Taft's presidency.
- Summarize the results of the election of 1912 and the role of the Bull Moose Party.
- List Wilson's policies as President.
- List some of the efforts Susan B. Anthony and other women made in their quest to win suffrage at the turn of the century.
- Summarize the different strategies that suffragists used to win the vote.
- Analyze the factors that led to a final victory for the suffragists.

### **Chapter 10—World War One:**

I (the student) will be able to:

- Identify the main causes of WWI.
- Describe how the conflict expanded to draw in much of Europe.
- Describe the American response to the war in Europe.
- Describe German submarine tactics during WWI.
- Identify events that moved the United States toward war.
- Describe how the United States prepared to take part in WWI.
- Explain how American troops helped turn the tide of war.
- Describe the war's end and its costs.
- Explain how the government financed the war and managed the wartime economy.
- Describe how efforts to enforce loyalty led to hostility and repression.
- Describe how the lives of Americans on the home front changed during the war.
- Describe how Wilson's vision for peace fared during the Paris Peace Conference.
- Explain the main points of the peace treaty and describe Wilson's efforts to gain approval for the treaty.

### **Chapter 11—The 1920's:**

I (the student) will be able to:

- Analyze the cause and effects of the red scare and the labor strikes of 1919.
- Describe the key features of the Republican administrations of the 1920s.
- Compare Harding and Coolidge presidencies.
- Describe how the growth of a consumer economy changed American life.

- Explain how Henry Ford made automobiles affordable for average Americans.
- Explain why American businesses boomed in the 1920s.
- Describe changes in women's attitudes and roles in society during the 1920s.
- Analyze the causes for population changes in American cities and suburbs.
- Analyze the impact of the growth of the nation's mass media.
- Explain how the Harlem Renaissance influenced American culture.

### **Chapter 12—The Great Depression:**

I (the student) will be able to:

- Explain why the economy appeared to be healthy in the 1920s.
- Explain why, in reality, the economy was headed into danger.
- Outline the key events of the stock market's Great Crash of 1929.
- Analyze the effects of the Crash.
- List the main causes of the Great Depression.
- Describe the spread of poverty during the Great Depression.
- Define the social problems caused by poverty in the 1930s and explain how people struggled to survive.
- Describe ways in which Americans pulled together to survive the Depression.
- Outline Hoover's responses to the Great Depression.
- Explain what Roosevelt meant when he offered Americans a "new deal."
- Explain why the 1932 election was a turning point in US history.