

UNITED STATES HISTORY AND THE CONSTITUTION

(Required)

The focus of United States History and the Constitution is the story of the American people from the period of the colonial settlement to the present day – the establishment of the British colonies and the transfer of English political traditions, the creation of the United States as a new nation, westward expansion, the American Civil War and Reconstruction, the response to industrialization and urbanization of the late nineteenth century, and the nation’s developing role in world affairs in the twentieth and twenty-first centuries. United States History and the Constitution is generally taught in grade eleven.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student’s understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

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 utilize the knowledge and skills set forth in the following indicators:

Indicators

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

Social Studies Literacy Skills for the Twenty-First Century

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
- 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.
- Trace and describe continuity and change across **cultures**.
- Analyze, interpret, and synthesize social studies resources 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.
- Create a thesis supported by research to convince an audience of its validity.

* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

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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 utilize the knowledge and skills set forth in the following indicators:

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.
- 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.
- 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.
- 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.

Social Studies Literacy Skills for the Twenty-First Century

- Assess the relative importance of multiple causes on outcomes.
- 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.*
- 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.
- Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.*
- Create a thesis supported by research to convince an audience of its validity.

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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 interests on the rights of minority groups, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 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.
- 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.
- 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.
- 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.
- 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.

Social Studies Literacy Skills for the Twenty-First Century

- Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Assess the relative importance of multiple causes on outcomes.
- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.*

Social Studies Literacy Skills for the Twenty-First Century (cont'd)

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
- Explain contemporary patterns of human behavior, **culture**, and political and economic systems.
- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
- Create a thesis supported by research to convince an audience of its validity.

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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 utilize the knowledge and skills set forth in the following indicators:

Indicators

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

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.
- Assess the relative importance of multiple causes on outcomes.
- Analyze how a scarcity of productive resources affects economic choice.
- Analyze the role of government in promoting **entrepreneurial** activity.
- Analyze, interpret, and synthesize social studies resources 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.

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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 benefitted 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 present, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 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.
- 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.
- 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.
- 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.
- 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.

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.
- Assess the relative importance of multiple causes on outcomes.

Social Studies Literacy Skills for the Twenty-First Century (cont'd)

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

* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

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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 utilize the knowledge and skills set forth in the following indicators:

Indicators

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

Social Studies Literacy Skills for the Twenty-First Century

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

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