Standard VUS.2

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

<table>
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<tr>
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<tbody>
<tr>
<td>Early European exploration and colonization resulted in the redistribution of the world’s population as millions of people from Europe and Africa voluntarily and involuntarily moved to the New World.</td>
<td>Why did Europeans settle in the English colonies?</td>
</tr>
<tr>
<td>Exploration and colonization initiated worldwide commercial expansion as agricultural products were exchanged between the Americas and Europe. In time, colonization led to ideas of representative government and religious tolerance that over several centuries would inspire similar transformations in other parts of the world.</td>
<td>How did their motivations influence their settlement patterns and colony structures?</td>
</tr>
<tr>
<td>Interactions of the Africans, and involuntary</td>
<td>In what ways did the cultures of Europe, Africa, and the Americas interact?</td>
</tr>
<tr>
<td></td>
<td>What were the consequences of the interactions of European, African, and American cultures?</td>
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</table>

### Colonial Characteristics

**Characteristics of early exploration and settlements in the New World**

1. New England was settled by ________________ seeking freedom from religious ________________ in Europe. They formed a “covenant ________________” based on the principles of the Mayflower ________________ and Puritan religious beliefs and were often intolerant of those not sharing their ________________. They also sought economic opportunity and practiced a form of direct ________________ through town ________________.

2. The Middle ________________ region was settled chiefly by English, Dutch, and ________________-speaking immigrants seeking religious ________________ and economic opportunity.

3. Virginia and the other ________________ colonies were settled by people seeking economic opportunities. Some of the early ________________ settlers were “cavaliers,” i.e., English nobility who received large land grants in eastern Virginia from the King of ________________. Poor English immigrants also came seeking better lives as small ________________ or artisans and settled in the Shenandoah Valley or western Virginia, or as indentured ________________ who agreed to work on tobacco plantations for a period of time to pay for ________________ to the New World.

4. Jamestown, established in 1607 by the Virginia ________________ of London as a business venture, was the first permanent English ________________ in North America. The Virginia House of Burgesses, established by the 1640s, was the first ________________ assembly in the New World. It has operated continuously and is known today as the General Assembly of ________________.

### Interactions among Europeans, Africans, and American Indians

1. The ________________ and settlements of the English in the American ________________ and Spanish in the Caribbean, Central America, and South America, often led to violent conflicts with the American ________________. The Indians lost their traditional territories and fell victim to ________________, carried from Europe. By contrast, French exploration of Canada did not lead to large-scale immigration from ________________, and relations with native peoples were generally more cooperative.

2. The growth of an agricultural ________________ based on large landholdings in the Southern ________________ and in the Caribbean led to the introduction of ________________ in the New World. The first ________________ were brought against their will to Jamestown in 1619 to work on tobacco ________________.
**Standard VUS.3 (Social and Economic)**

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

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<td>How did the economic activity and political institutions of the three colonial regions reflect the resources and/or the European origins of their settlers?</td>
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<td>How did the institution of slavery influence European and African life in the colonies?</td>
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**Colonial Life**

**Economic characteristics of the Colonial Period**

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

**Social characteristics of the colonies**

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

Henrico County Public Schools, 2010.
Standard VUS.3 (Political and Slavery)
The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

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Political and Economic Life

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

The development of indentured servitude and slavery
1. The growth of a plantation-based agricultural ________________ in the hot, humid coastal lowlands of the Southern ________________ required cheap labor on a large scale. Some of the labor needs, especially in ________________, were met by indentured ________________, who were often poor persons from ________________, Scotland, or Ireland who agreed to work on ________________ for a period of time in return for their _____________ from Europe or relief from debts.
2. Most ________________ labor needs eventually came to be satisfied by the forcible importation of ________________. Although some Africans worked as indentured ________________, earned their freedom, and lived as free citizens during the Colonial Era, over time larger and larger numbers of enslaved ________________ were forcibly brought to the Southern ________________ (the “Middle Passage”).
3. The development of a ________________-based agricultural economy in the Southern ________________ eventually led to __________ between the North and ________________ and the American ________________ War.
# Standard VUS.4a

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

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

## Essential Understanding

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

The revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which America’s life.

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

## Essential Questions

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

## Political Ideologies

### The ideas of John Locke

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

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

### Thomas Paine and *Common Sense*

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

### The Declaration of Independence:

authored by Thomas ____________ of Virginia, reflected the ideas of Locke and Paine. TJ wrote:

1. “We hold these ____________ to be self-evident, that all men are created ____________, that they are endowed by their ____________ with certain unalienable Rights that among these are Life, ____________, and the pursuit of Happiness.”
2. “That to _________ these rights, Governments are instituted among _________, deriving their just powers from the consent of the ____________.”
3. “That whenever any Form of ____________ becomes destructive of these ends, it is the Right of the ____________ to alter or abolish it, and to institute new ____________.”

___________ then went on to detail many of the grievances against the King of ____________ that was described in ____________ Sense.
Standard **VUS.4b**

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

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<tr>
<td>The ideals expressed in the Declaration of Independence contradicted the realities of slavery and the undemocratic nature of political participation in the early decades of the new republic.</td>
<td>How did the Declaration of Independence become a road map for the new republic as it extended the franchise, provided for equality of opportunity, and guaranteed “unalienable rights”?</td>
</tr>
</tbody>
</table>

**The Declaration of Independence**

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

1. **Political participation (equality)**
   - a. Extending the _____________
   - b. _____________ due process of law
   - c. Providing free _____________ education

2. **Social participation (liberty)**
   - a. Abolishing _____________
   - b. Extending civil _____________ to women and other _____________

3. **Economic participation (pursuit of happiness)**
   - a. Regulating the free _____________ system
   - b. Promoting _____________ opportunity
   - c. Protecting _____________ rights

Henrico County Public Schools, 2010.
### Standard VUS.4c

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

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<tbody>
<tr>
<td>The ideas of the Enlightenment and the perceived unfairness of British policies provoked debate and resistance by the American colonists.</td>
<td>What differences existed among Americans concerning separation from Great Britain?</td>
</tr>
</tbody>
</table>

### The American Revolution

**Anglo-French rivalry leading to conflict with the colonies**

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

**The beginning of the American Revolution**

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

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

**Differences among the colonists**

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

- **Patriots**
  1. Believed in complete __________ from Britain
  2. Inspired by the ideas of Locke and __________ and the words of Virginian Patrick Henry (“Give me liberty, or give me __________!”)
  3. Provided the troops for the American __________, led by Virginian George __________
- **Loyalists (Tories)**
  1. Remained loyal to Britain because of __________ and economic ties
  2. Believed that __________ of the colonies was justified to pay for British __________ to protect American settlers from Indian __________
- **Neutrals**
  1. The many __________ who tried to stay as __________ in the war as __________
Standard VUS.4d
The student will demonstrate knowledge of events and issues of the Revolutionary Period by (d) analyzing reasons for colonial victory in the Revolutionary War.

Essential Understanding | Essential Questions
--- | ---
The American rebels won their independence because the British government grew tired of the struggle soon after the French agreed to help the Americans. | What factors contributed to the victory of the American rebels?

Revolutionary War Victory
Factors leading to colonial victory

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

- Military
  1. George ____________, general of the American army, avoided any situation that ____________ the destruction of his army, and his ____________ kept the army together when ____________ seemed inevitable.
  2. Americans benefited from the presence of the ____________ army and navy at the Battle of ____________, which ended the war with an American ____________.
Standard VUS.5a

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by a) explaining the origins of the Constitution, including the Articles of Confederation.

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<tbody>
<tr>
<td>During the Constitutional Era, the Americans made two attempts to establish a workable government based on republican principles.</td>
<td>How did America’s pre-Revolutionary relationship with Britain influence the structure of the first national government?</td>
</tr>
<tr>
<td>How did America’s pre-Revolutionary relationship with Britain influence the structure of the first national government?</td>
<td>What weaknesses in the Articles of Confederation led to the effort to draft a new constitution?</td>
</tr>
</tbody>
</table>

The Constitutional Era

American __________ leaders, fearful of a powerful central __________ like Britain’s, created the Articles of ______________, adopted at the end of the war.

The Articles of Confederation

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

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

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

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<tr>
<td>The Constitution of the United States established a government that shared power between the national government and state governments, protected the rights of states, &amp; provided a system for orderly change through amendments to the Constitution itself.</td>
<td>How did the delegates to the Constitutional Convention balance competing interests?</td>
</tr>
<tr>
<td>What compromises were reached at the Constitutional Convention?</td>
<td></td>
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</table>

**The U.S. Constitution**

**Key issues and their resolutions**

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

**Key leaders**

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

Henrico County Public Schools, 2010.
Standard VUS.5c

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.

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<tr>
<td>The major principles of the Bill of Rights of the Constitution were based on earlier Virginia statutes.</td>
<td>How was the Bill of Rights influenced by the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom?</td>
</tr>
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</table>

The Bill of Rights

**Virginia Declaration of Rights (George Mason)**

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

**Virginia Statute for Religious Freedom (Thomas Jefferson)**

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

**Bill of Rights**

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

Henrico County Public Schools, 2010.
Standard VUS.5d

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today.

### Essential Understanding

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<tr>
<td>Elements of Federalist and Anti-Federalist thought are reflected in contemporary political debate on issues such as the size and role of government, federalism, and the protection of individual rights. What were the major arguments for and against the Constitution of 1787 in the leading Federalist and Anti-Federalist writings and in the ratification debates?</td>
</tr>
<tr>
<td>Who were the leading Federalists and Anti-Federalists in the pivotal ratification debate in Virginia?</td>
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### Federalists v. Anti-Federalists

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<td>____________ advocated the importance of a strong ____________ government, especially to promote economic ____________ and public ____________. Today, those who see a primary role for the federal ____________ in solving national ____________ are heirs to this tradition.</td>
</tr>
<tr>
<td>Anti-Federalists feared an overly ____________ central government destructive of the ____________ of individuals and the prerogatives of the ____________. Today, the more ____________ thinkers echo these concerns and champion ____________, individual initiative, and free ____________.</td>
</tr>
<tr>
<td>The leading ____________ opponents of ratification were Patrick ____________ and George Mason; the leading ____________ proponents of ratification were ____________ Washington and James ____________.</td>
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**Standard VUS.5e**

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
e) appraising how John Marshall’s precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.

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<td>Important legal precedents established by the Marshall Court strengthened the role of the United States Supreme Court as an equal branch of the national government.</td>
<td>How did Chief Justice John Marshall, a Virginian, contribute to the growth of the United States Supreme Court’s importance in relation to the other branches of the national government?</td>
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**The Marshall Court**

The doctrine of judicial ____________ set forth in *Marbury v. __________*, the doctrine of implied ____________ set forth in *McCulloch v. __________*, and a broadly national view of economic ____________ set forth in *Gibbons v. Ogden* are the foundation blocks of the ____________ Court’s authority to mediate ____________ between branches of ____________, levels of government, and competing business ____________.
**Standard VUS.6a**

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

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

### Essential Understanding

<table>
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<th>Different views of economic and foreign policy issues led to the development of the first American political parties.</th>
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### Essential Questions

| Why did competing political parties develop during the 1790s? |

### Federalists v. Democratic-Republicans

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

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

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

The Democratic-___________ believed in a weak national _____________ and an agricultural economy. They were supported by _____________, artisans, and frontier _____________ in the South.
Standard VUS.6b (Expansion)
The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians.

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

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

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

Essential Questions
What factors influenced American westward movement?

United States’ Expansion

Expansion resulting from the Louisiana Purchase and War of 1812
1. Thomas _____________, as president in 1803, purchased the huge _____________ Territory from France, which doubled the size of the United _____________ overnight. He authorized the Lewis and Clark _____________ to explore the new territories that lay west of the _____________ River. Sacajawea, an American Indian woman, served as their guide and _____________.

2. The American victory over the _____________ in the War of 1812 produced an _____________ claim to the Oregon Territory and _____________ migration of American settlers into _____________, which was later acquired by treaty from _____________.

3. The _____________ Doctrine (1823) stated the following:
   1. The American _____________ should not be considered for future _____________ by any European powers.
   2. Nations in the _____________ Hemisphere were inherently different from those of _____________—i.e., they were republics by nature rather than _____________.
   3. The United States would regard as a _____________ to its own peace and safety any _____________ by European powers to _____________ their system on any _____________ state in the Western Hemisphere.
   4. The United States would not _____________ in European affairs.
### Standard VUS.6b (Manifest Destiny)

The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians.

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

### Manifest Destiny

The westward movement and economic development

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

### Impact on the American Indians

1. The belief that it was America’s “Manifest ____________” to stretch from the ____________ to the Pacific provided political support for territorial ____________.
2. During this period of westward ____________, American Indians were repeatedly defeated in violent ____________ with settlers and soldiers and forcibly removed from their ancestral ____________. They were either forced to march far away from their homes (the “__________ of Tears,” when several tribes were relocated from Atlantic ____________ states to Oklahoma) or confined to ____________.
**Standard VUS.6c**

The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
c) examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation.

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<td>Regional self-interests led to a divided nation at war against the British.</td>
<td>What were the causes of the War of 1812?</td>
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**The War of 1812**

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

__________ opposed Madison’s war __________ and talked of secession and proposed constitutional ____________, which were not acted upon.
**Standard VUS.6d**
The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
d) relating the changing character of American political life in “the age of the common man” (Jacksonian Era) to increasing popular participation in state and national politics.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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<tbody>
<tr>
<td>An extension of the franchise, westward expansion, and the rise of sectional interests prompted increased participation in state and national politics.</td>
<td>In what ways did political democracy change in the years following the War of 1812?</td>
</tr>
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</table>

**The Jacksonian Era**
The changing _______________ of American politics in “the age of the ____________ man” was characterized by

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

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

The Federalist _______________ disappeared, and new political _______________, the Whigs and Know-___________, were organized in _______________ to the Democratic ____________.
Standard VUS.6e (Sectionalism: Causes)
The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union.

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

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

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

Causes of Sectionalism
Sectional tensions caused by competing economic interests

1. The ___________ North favored high protective ___________ to protect Northern manufactured ___________ from foreign competition.

2. The ___________ South opposed high ___________ that made the price of imports more ___________.

Sectional tensions caused by westward expansion

1. As new ___________ entered the Union, ___________ were reached that maintained the ___________ of power in ___________ between “free” and “slave” ___________.
   a. The Missouri ___________ (1820) drew an east-west line through the Louisiana ___________, with ___________ prohibited above the ___________ and allowed below, except that ___________ was allowed in Missouri, ___________ of the line.
   b. In the ___________ of 1850, California entered as a free ___________, while the new Southwestern ___________ acquired from ___________ would decide on their own.
   c. The Kansas-___________ Act of 1854 repealed the Missouri ___________ line, giving people in ___________ and Nebraska the choice whether to allow ___________ in their states or not (“popular sovereignty”). This law produced ___________ fighting in Kansas as pro- and anti-
   ___________ forces battled each other. It also led to the ___________ of the Republican Party that same year to oppose the ___________ of slavery.
Standard VUS.6e (Tension & Suffrage)
The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union.

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

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

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

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

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

The women’s suffrage movement
1. At the same time the __________ movement grew, another reform __________ took root—the movement to give equal __________ to women.
2. Seneca __________ Declaration
   a. Roles of Elizabeth Cady Stanton and Susan B. __________, who became involved in the women’s suffrage __________ before the Civil War and continued with the __________ after the war
**Standard VUS.7a**

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

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

<table>
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<tbody>
<tr>
<td>Mounting sectional tensions and a failure of political will led to the Civil War.</td>
<td>What were the causes of the Civil War?</td>
</tr>
</tbody>
</table>

**Causes of the Civil War**

1. __________ disagreements and debates over __________, extension of _______ in the territories, and the nature of the Union ___________ ___________.

2. Northern ____________ versus Southern defenders of ____________.

3. United States Supreme Court decision in the ___________ ___________ case.

4. Publication of ___________ ___________ ___________ by Harriet Beecher ____________.

5. Ineffective __________ leadership in the 1850s.

6. A series of failed ____________ over the expansion of slavery in the ____________.

7. President ____________’s call for federal troops in ____________.
The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by

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

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<tbody>
<tr>
<td>The secession of Southern states triggered a long and costly war that concluded with Northern victory and resulted in the restoration of the Union and emancipation of the slaves.</td>
<td>What were the major military and political events of the Civil War?</td>
</tr>
<tr>
<td>The Civil War put constitutional government to its most important test as the debate over the power of the federal government versus states’ rights reached a climax. The survival of the United States as one nation was at risk, and the nation’s ability to bring to reality the ideals of liberty, equality, and justice depended on the outcome of the war.</td>
<td>Who were the key leaders of the Civil War?</td>
</tr>
<tr>
<td></td>
<td>Why did Southern states secede?</td>
</tr>
<tr>
<td></td>
<td>Did any state have a right to leave the Union?</td>
</tr>
<tr>
<td></td>
<td>Was Lincoln right to use military force to keep the Union intact?</td>
</tr>
</tbody>
</table>

### Civil War Events and Leaders

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

A. ______________________________: Site of Lee’s surrender to Grant

B. ______________________________: Turning point of the Civil War

C. ______________________________: Opening confrontation of the Civil War

D. Election of __________________ (1860), followed by the __________________________ of several Southern states who feared that he would try to abolish slavery

E. ________________________________ issued after Battle of Antietam

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

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

_____ 1. Abraham Lincoln

A. Former enslaved African American who became a prominent abolitionist and who urged Lincoln to recruit former enslaved African Americans to fight in the Union army

_____ 2. Jefferson Davis

B. Confederate general of the Army of Northern Virginia (Lee opposed secession, but did not believe the Union should be held together by force), who urged Southerners to accept defeat and unite as Americans again, when some Southerners wanted to fight on after Appomattox

_____ 3. Ulysses S. Grant

C. U.S. Senator who became president of the Confederate States of America

_____ 4. Robert E. Lee

D. President of the United States during the Civil War, who insisted that the Union be held together, by force if necessary

_____ 5. Frederick Douglass

E. Union military commander, who won victories over the South after several other Union commanders had failed
**Standard VUS.7c**

The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by
c) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address.

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<tr>
<td>Lincoln’s Gettysburg Address said the United States was one nation, not a federation of independent states. For Lincoln, the Civil War was about preserving the Union as a nation “of the people, by the people, and for the people.”</td>
<td>How did the ideas expressed in the Emancipation Proclamation and the Gettysburg Address support the North’s war aims?</td>
</tr>
<tr>
<td>Lincoln believed the Civil War was fought to fulfill the promise of the Declaration of Independence and was a “Second American Revolution.” He described a different vision for the United States from the one that had prevailed from the beginning of the Republic to the Civil War.</td>
<td>What was Lincoln’s vision of the American nation as professed in the Gettysburg Address?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Knowledge</th>
<th>Emancipation Proclamation</th>
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<tbody>
<tr>
<td>Freed those slaves located in the ________________ states (______________ states that had ________________)</td>
<td>1. Freed those slaves located in the ________________ states (______________ states that had ________________)</td>
</tr>
<tr>
<td>Made the ________________ of slavery a Northern ________________ ________________</td>
<td>2. Made the ________________ of slavery a Northern ________________ ________________</td>
</tr>
<tr>
<td>________________ any interference of ________________ governments</td>
<td>3. ________________ any interference of ________________ governments</td>
</tr>
<tr>
<td>Allowed for the enlistment of ________________ ________________ soldiers in the Union Army</td>
<td>4. Allowed for the enlistment of ________________ ________________ soldiers in the Union Army</td>
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<tr>
<th>Gettysburg Address</th>
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<td>________________ described the Civil War as a struggle to ________________ a nation that was dedicated to the proposition that “________ _________ _________ _________ _________” and that was ruled by a government “of the ________________, by the ________________, and for the ________________.”</td>
<td>1. ________________ described the Civil War as a struggle to ________________ a nation that was dedicated to the proposition that “________ _________ _________ _________ _________” and that was ruled by a government “of the ________________, by the ________________, and for the ________________.”</td>
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<td>Lincoln believed America was “_______ ________________,” not a collection of sovereign states. ________________ believed that states had freely joined the union and could freely __________.</td>
<td>2. Lincoln believed America was “_______ ________________,” not a collection of sovereign states. ________________ believed that states had freely joined the union and could freely __________.</td>
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**Standard VUS.7d Reconstruction I**

The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by
d) examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

### Essential Understanding

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

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

### Essential Questions

What were the consequences of the war and Reconstruction?

### Reconstruction: Political

**Political effects**

1. Lincoln’s view that the United States was ________ ________ _______ _______ had prevailed.

2. Lincoln believed that since secession was ____________, Confederate governments in the Southern states were ________ ________ _______ and the states had never really left the Union. He believed that Reconstruction was a matter of ________ ________ _______ _______ legitimate ________ _______ state governments that were loyal to the Union.

3. Lincoln also believed that to ________ the nation, the federal government should not ________ _______ the South, but act “with ________ _______ towards none, with ________ _______ for all... to bind up the nation’s ________ _______....”

4. The ________ _______ of Lincoln just a few days after Lee’s surrender at ______________________ enabled Radical ________ _______ _______ to influence the process of Reconstruction in a manner much more ________ _______ towards the former Confederate states. The states that seceded were not allowed back into the Union immediately, but were put under ________ _______ occupation.

5. Radical ________ _______ _______ also believed in aggressively guaranteeing voting and other civil rights to ________ _______. They clashed repeatedly with Lincoln’s successor as president, ________ _______ _______. Over the issue of civil rights for freed slaves, eventually ________ _______ _______ him, but failing to remove him from office.

6. The three “Civil War Amendments” to the Constitution were added:

   a. 13th Amendment: ____________________________.

   b. 14th Amendment: ____________________________.

   c. 15th Amendment: ____________________________.

   ____________________________________________________________________________________.

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

Henrico County Public Schools, 2010.
The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by
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<td>What were the consequences of the war and Reconstruction?</td>
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### Reconstruction: Economy

**Economic impact**

1. The ________________ states were left embittered and ________________ by the war. ________________, railroads, and ________________ had been destroyed throughout the South. Confederate ________________ was worthless. Many towns and cities such as ________________ and ________________ lay in ruins, and the source of ________________ was greatly changed due to the loss of ________________ during the war and the end of _________________. The South would remain an ________________-based economy and the ________________ section of the nation for many decades afterward.

2. The ________________ and ________________ emerged with strong and growing ________________ economies, laying the foundation for the sweeping ________________ of the nation (other than the South) in the next half-century and the emergence of the United States as a ________________ economic power by the beginning of the ________________ century.

3. The completion of the ________________, ________________ soon after the war ended intensified the ________________ movement of settlers into the states between the ________________ River and the ________________ ________________.
Standard VUS.7e

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

Essential Understanding

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

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

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

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

Essential Questions

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

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

Social Impact of the Civil War

African Americans

- The ____________________________ ____________________________ allowed for the enlistment of ____________________________ ____________________________ soldiers.

Common soldiers

3. Warfare often involved _______ - ______ - _______ combat.

4. Wartime __________________ and __________________ home record this harsh reality.

5. After the war, especially in the South, __________________ returned home to find __________________ homes and poverty. Soldiers on both sides lived with ________________ disabilities.

Women

6. Managed ________________ and families with scarce ________________

7. Often faced ________________ and ________________

8. Assumed new roles in _____________________________, ________________, and _______ industries
Standard VUS.7f

The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by 
f) explaining postwar contributions of key leaders of the Civil War.

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<tbody>
<tr>
<td>After the Civil War, both Robert E. Lee and Ulysses S. Grant urged reconciliation between the North and the South.</td>
<td>What were the postwar contributions of Ulysses S. Grant, Robert E. Lee, and Frederick Douglass?</td>
</tr>
<tr>
<td>After the Civil War, Frederick Douglass became the leading spokesman for African Americans in the nation.</td>
<td></td>
</tr>
</tbody>
</table>

Post War Leaders

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

**Ulysses S. Grant**
- A. Served as president of Washington College (Washington & Lee University today)
- B. Advocated rights for the freedman

**Robert E. Lee**
- C. Opposed retribution directed at the defeated South
- D. Supported full equality for African Americans
- E. Served as ambassador to Haiti and in the civil service

**Frederick Douglass**
- F. Urged Southerners to reconcile and rejoin the United States
- G. Encouraged federal government actions to protect the rights of freedmen in the South
- H. Urged Radical Republicans not to be harsh with former Confederates
- I. Elected president and served during most of Reconstruction
- J. Emphasized the importance of education to the nation’s future
- K. Advocated for the passage of the 14th and 15th Amendments
Standard VUS.8a

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the United States.

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<td>In the late nineteenth and early twentieth centuries, economic opportunity, industrialization, technological change, and immigration fueled American growth and expansion.</td>
<td>What factors influenced American growth and expansion in the late nineteenth and early twentieth century?</td>
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</table>

### Westward Expansion

**Westward movement**

1. Following the _______________ War, the westward movement of settlers intensified in the vast region between the _______________ River and the _______________ Ocean.

2. The years immediately _______ and _______ the Civil War were the era of the American _______________, marked by long _______________ _______ for hundreds of miles over unfenced open land in the West, the only way to get cattle to _______________.

3. Many Americans had to _______________ their lives after the Civil War. They responded to the incentive of free _______________ _______ and moved west to take advantage of the _________________ ____________ of 1862, which gave free public land in the western territories to settlers who would _______ on and _________ the land.

4. _________________, including _______________ _________________ in particular, moved west to seek new _________________ after the Civil War.

5. New _________________ (for example, railroads and the mechanical reaper), opened new lands in the West for settlement and made _________________ profitable by increasing the ________________ of production and linking _________________ and _______________. By the turn of the century, the Great _______________ and _______________ Mountains regions of the American West were no longer a mostly unsettled frontier, but were fast becoming regions of _________________, _________________, and _______________.

6. The forcible _______________ of the __________________ _________ from their lands continued throughout the remainder of the _________________ century as settlers continued to move _______ following the Civil War.
The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the United States.

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

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

### Immigration

1. During the time from 1871, most immigrants to America came from and Europe (Germany, Great Britain, Ireland, Norway, and Sweden). During the half-century from until , most immigrants came from and Europe (Italy, Greece, Poland, Russia, present-day Hungary, and former Yugoslavia), as well as (China and Japan).

2. Like earlier immigrants, these immigrants came to the USA seeking and for their families.

3. Immigrants made valuable contributions to the dramatic industrial growth of America during this period. workers helped to build the Transcontinental Railroad. Immigrants worked in and mills in the Northeast and the clothing industry in New York City. Slavs, Italians, and Poles worked in the and of the East. They often worked for very and endured working conditions to help build the nation’s industrial strength.

4. During this period, immigrants from entered America through in New York harbor. Their first view of America was often the of , as their ships arrived following the voyage across the Atlantic.

5. Immigrants began the process of into what was termed the American “.” While often settling in neighborhoods in the growing cities, they and their children worked hard to learn English, adopt American , and become American . The public served an essential role in the process of assimilating immigrants into American society.

6. Despite the valuable contributions immigrants made to building America during this period, immigrants often faced and . There was fear and resentment that immigrants would take jobs for than American workers would accept, and there was prejudice based on and differences.

7. Mounting resentment led to limit immigration through the Act of 1882 and the Act of 1921. These laws effectively cut off most to America for the next several decades; however, the immigrants of this period and their descendants continued to contribute immeasurably to society.
**Standard VUS.8a**

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

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

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<td>What factors influenced American growth and expansion in the late nineteenth and early twentieth century?</td>
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**American Growth**

**Growth of cities**

1. As the nation’s ______________ growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as ______________ and ______________ centers. ______________ in the large cities provided ______________, but workers’ families often lived in harsh conditions, crowded into ______________ and ______________.

2. The ______________ growth of cities caused housing ______________ and the need for new public services, such as ______________ and ______________ systems and public ______________. New York City was the first city to begin construction of a ______________ system around the turn of the twentieth century, and many cities built ______________ or ______________ lines.

**Admission of new states**

- As the population moved ______________, many new states in the Great ______________ and ______________ Mountains regions were added to the United States. By the early ______________ century, all the states that make up the ______________ United States today, from the Atlantic to the Pacific, had been admitted.
**Standard VUS.8b**

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States.

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<tr>
<td>During the period from the Civil War to World War I, the United States underwent an economic transformation that involved the development of an industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict.</td>
<td>What fueled the modern industrial economy?</td>
</tr>
</tbody>
</table>

**Industrialization and Inventions**

Technological change spurred growth of industry primarily in northern cities.

**Inventions/Innovations**

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

**Industrial leaders**

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

**Reasons for economic transformation**

1. ____________________________ capitalism and special considerations (e.g., land grants to railroad builders)
2. The increasing ____________________________ (from immigration and migration from farms)
3. America’s possession of a wealth of _____________ _____________ and navigable ___________
The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

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<td>Discrimination against and segregation of African Americans intensified and took new forms in the late nineteenth century and early twentieth century.</td>
<td>How did race relations in the South change after Reconstruction, and what was the African American response?</td>
</tr>
<tr>
<td>African Americans disagreed about how to respond to these developments.</td>
<td></td>
</tr>
</tbody>
</table>

### Discrimination and Segregation

Discrimination against and segregation of African Americans

1. ______________ limited _______________ for African Americans.

2. After reconstruction, many Southern state governments passed “________ _________” laws forcing _______________ of the races in public places.

3. Intimidation and crimes were directed against African Americans (____________________).

4. African Americans looked to the _______________ to safeguard their _______________.

5. In _________________, the Supreme Court ruled that “________ _________ _______________” did not violate the ______________ Amendment, upholding the “________ _________” laws of the era.

6. During the early twentieth century, African Americans began the “________ _______________” to __________________ cities in search of jobs and to escape _______________ and discrimination in the South.

### Responses of African Americans

1. _________________ led an anti-_______________ crusade and called on the federal government to take action.

2. _________________ believed the way to equality was through _______________ education and _______________ success; he _______________ social separation.

3. _________________ believed that education was _______________ without equality. He supported _______________ equality for African Americans by helping to form the _________________ (NAACP).
**Standard VUS.8d**

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement.

<table>
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| The period from Reconstruction through the early twentieth century was a time of contradictions for many Americans. Agricultural expansion was accomplished through wars against the Plains Indians, leading to new federal Indian policies. Industrial development brought great fortunes to a few and raised the standard of living for millions of Americans, but also brought about the rise of national labor unions and clashes between industry and labor. Social problems in rural and urban settings gave rise to third-party movements and the beginning of the Progressive Movement. | How did the excesses of the Gilded Age contribute to the development of the Progressive Movement?  
What were the goals of Progressives, and what were their accomplishments? |

**Progressive Movement: Causes and Goals**

The Progressive Movement used government to institute reforms for problems created by industrialization. Examples of reform include Theodore Roosevelt’s “________________ _________” and Woodrow Wilson’s “_______ ______________.”

**Causes of the Progressive Movement**

1. Excesses of the Gilded Age
   a. ____________________________
   b. ____________________________

2. Working conditions for labor
   a. ____________________________
   b. ____________________________
   c. ____________________________
   d. ____________________________
   e. ____________________________

**Goals of Progressive Movement**

1. Government controlled by the ______________________

2. Guaranteed ______________________ opportunities through government ______________________

3. ______________________ of social injustices
The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement.

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

**Progressive Movement: Labor**

**Progressive accomplishments**

1. In child labor
   a. __________________________________________________________________________
   b. __________________________________________________________________________

2. Impact of labor unions
   a. Organizations
      i. __________________________________________________________________________
      ii. __________________________________________________________________________ (Samuel Gompers)
      iii. __________________________________________________________________________ (Eugene V. Debs)
      iv. __________________________________________________________________________
   b. Strikes
      i. __________________________________________________________________________
      ii. __________________________________________________________________________
      iii. __________________________________________________________________________
   c. Gains
      i. __________________________________________________________________________
      ii. __________________________________________________________________________

3. Antitrust laws
   a. __________________________________________________________________________: Prevents any business structure that “restrains trade” (monopolies)
   b. __________________________________________________________________________: Expands Sherman Anti-Trust Act; outlaws price-fixing; exempts unions from Sherman Act
The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
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### Progressive Movement: Elections and Voting Rights

#### Progressive accomplishments

1. In local governments
   a. New forms of government (___________________________-style and __________________________-style)
      to meet needs of increasing ______________________

2. In state governments
   a. ________________________________
   b. ________________________________
   c. ________________________________

3. In elections
   a. ________________________________
   b. ________________________________ (17th Amendment)
   c. ________________________________

4. Women’s suffrage
   a. Was a ___________________________ of modern protest movement
   b. Benefited from strong __________________________ (e.g., __________________ B. __________________)
   c. Encouraged __________________________ to enter the labor force during __________________________
   d. Resulted in the ________________ Amendment to the Constitution
### Standard VUS.9a
The student will demonstrate knowledge of the emerging role of the United States in world affairs by
a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets.

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

### Essential Questions
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| Many twentieth-century American foreign policy issues have their origins in America’s emergence as a world power at the end of the nineteenth century. America’s intervention in World War I ensured its role as a world power for the remainder of the century. The growing role of the United States in international trade displayed the American urge to build, innovate, and explore new markets. | Why did the United States abandon its traditional isolationist foreign policy?  
How did the United States expand its influence in the world? |

### Foreign Policy: Latin American and Asia

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

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

#### Asia and the Pacific
1. Hawaii: ___________________________________________________________________
2. Philippines: ___________________________________________________________________
3. Open Door Policy: ___________________________________________________________________
**Standard VUS.9b**
The student will demonstrate knowledge of the emerging role of the United States in world affairs by
b) evaluating United States involvement in World War I, including Wilson’s Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations.

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<tbody>
<tr>
<td>While American entry into World War I ensured Allied victory, the failure to conclude a lasting peace left a bitter legacy.</td>
<td>Why did the United States become involved in World War I? How did visions of the postwar world differ?</td>
</tr>
</tbody>
</table>

**World War I**

**United States involvement in World War I**

1. The war began in Europe in _________ when __________________ and Austria-Hungary went to war with __________________, ________________, and ____________________.

2. For three years, America remained __________________, and there was __________________ sentiment not to get involved in a __________________ war.

3. The decision to enter the war was the result of continuing German __________________ warfare (violating freedom of the seas) and American ties to __________________ ________________.

4. Americans wanted to “________________________________________________________.” (Woodrow Wilson)

5. America’s military __________________ of soldiers and war materials tipped the balance of the war and led to __________________’s defeat.

**Fourteen Points**
Wilson’s plan to eliminate the causes of war

Key points

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

**Treaty of Versailles**

1. The __________________ and __________________ insisted on punishment of ____________________

2. A __________________ of __________________ was created.

3. National boundaries were ____________________, creating many new ____________________

**League of Nations debate in United States**

1. Objections to United States foreign policy decisions being made by an international organization, not by U.S. leaders

2. Senate’s ______________________ to approve Treaty of Versailles
### Standard VUS.10a

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

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<tbody>
<tr>
<td>Popular culture reflected the prosperity of the era.</td>
<td>How did radio, movies, newspapers, and magazines promote challenges to traditional values?</td>
</tr>
</tbody>
</table>

### Popular Culture

**Mass media and communications**

1. How did radio influence American culture?

2. Why were movies so popular?

3. How did newspapers and magazines spark national fads?

### Challenges to traditional values

1. How did Darwin’s Theory challenge the traditional religious culture and result in the Scopes Trial?

2. In what ways did women challenge their traditional roles?

3. What were the consequences of the post-war rise in immigration?

4. Did Prohibition support or challenge traditional American values?
### Standard VUS.10b

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

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<tr>
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<tbody>
<tr>
<td>The United States emerged from World War I as a global power. The stock market boom and optimism of the 1920s were generated by investments made with borrowed money. When businesses failed, the stocks lost their value, prices fell, production slowed, banks collapsed, and unemployment became widespread.</td>
<td>What caused the stock market crash of 1929?</td>
</tr>
<tr>
<td>What were consequences of the stock market crash of 1929?</td>
<td></td>
</tr>
</tbody>
</table>

### Stock Market Crash

**Causes of the stock market crash of 1929**

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

**Consequences of the stock market crash of 1929**

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

---

Henrico County Public Schools, 2010.
**Standard VUS.10c**
The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by
c) explaining the causes of the Great Depression and its impact on the American people.

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<tr>
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<tbody>
<tr>
<td>The Great Depression caused widespread hardship.</td>
<td>What were the causes of the Great Depression?</td>
</tr>
<tr>
<td></td>
<td>How did the depression affect the lives of Americans?</td>
</tr>
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</table>

**The Great Depression**

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

**Impact of the Great Depression**
1. ____________________________________________________________________________________
2. ____________________________________________________________________________________
3. ____________________________________________________________________________________
4. ____________________________________________________________________________________
5. ____________________________________________________________________________________
Standard VUS.10d
The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by
d) describing how Franklin D. Roosevelt’s New Deal relief, recovery, and reform measures addressed the
Great Depression and expanded the government’s role in the economy.

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<td>The New Deal permanently altered the role of American government in the economy. It also fostered changes in people’s attitudes toward government’s responsibilities. Organized labor acquired new rights, as the New Deal set in place legislation that reshaped modern American capitalism.</td>
<td>How did the New Deal attempt to address the causes and effects of the Great Depression?</td>
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<td>How did the New Deal attempt to address the causes and effects of the Great Depression?</td>
<td>What impact did the New Deal have on the role of the federal government?</td>
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### New Deal

**New Deal (Franklin Roosevelt)**

1. This program changed the role of the ________________________________ to a more active participant in ______________________ ________________________.

2. Roosevelt rallied a ______________________ nation in which one in four workers was unemployed.
   ("__________________________________________________________.”)

3. __________________________ measures provided direct payment to people for immediate help (________________________—WPA).

4. __________________________ were designed to bring the nation out of the depression over time (________________________—AAA).

5. __________________________ corrected unsound banking and investment practices (________________________—FDIC).

6. __________________________ __________________________ _________ offered safeguards for workers.

The ________________ of the New Deal influenced the public’s belief in the ________________ of government to deliver public services, to intervene in the economy, and to act in ways that promote the general welfare.
### Standard VUS.11a

The student will demonstrate knowledge of World War II by

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

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<td>The United States gradually abandoned neutrality as events in Europe and Asia pulled the nations toward war.</td>
<td>How did the United States respond to increasing totalitarian aggression in Europe and Asia?</td>
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<td>What caused America’s gradual abandonment of its policy of neutrality?</td>
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### Two Ocean War

#### The War in Europe

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

#### The War in Asia

- During the 1930s, a militaristic __________________________ invaded and brutalized Manchuria and __________________________ as it sought military and economic domination over ________________. The United States refused to recognize Japanese conquests in Asia and imposed an __________________________ on exports of oil and steel to Japan. Tensions rose, but both countries negotiated to avoid war.

- While negotiating with the United States and without any warning, Japan carried out an air attack on the American naval base at __________________________ __________________________, Hawaii, on __________________________, 1941. The attack destroyed much of the American Pacific fleet and killed several thousand Americans. Roosevelt called it “a date that will live in infamy” as he asked __________________________ to declare war on Japan.

- After Pearl Harbor, __________________________ honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war, and the United States was fully involved.
## Standard VUS.11b (Strategies)

The student will demonstrate knowledge of World War II by
b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan.

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<td>Wartime strategies reflect the political and military goals of alliances, the resources on hand, and the geographical extent of the conflict.</td>
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### Wartime Strategy

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

**Axis strategy**
- Germany hoped to defeat the ______________________ quick, gain control of Soviet oil fields, and force ______________________ out of the war through a bombing campaign and submarine warfare before ______________________’s industrial and military strength could turn the tide.
- Following Pearl Harbor, Japan invaded the ___________________________ and ___________________________ and planned to invade both ___________________________ and ___________________________. Its leaders hoped that America would then accept Japanese predominance in Southeast Asia and the ______________________, rather than conduct a bloody and costly war to reverse Japanese gains.
Standard VUS.11b (Atlantic Theater)

The student will demonstrate knowledge of World War II by b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan.

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The Atlantic Theater

Major battles and military turning points

- North Africa
  - El Alamein: German forces threatening to seize ____________________ and the __________
    ________________ were defeated by the _____________________. This defeat prevented Hitler from
    gaining access to ____________________ __________________________ oil supplies and attacking the
    Soviet Union from the south.

- Europe
  - Stalingrad: Hundreds of thousands of German soldiers were killed or captured in a months-long siege
    of the ____________________ city of Stalingrad. This defeat prevented Germany from
    seizing the ____________________ oil fields and turned the tide against Germany in the east.
  - Normandy landings (D-Day): American and Allied troops under Eisenhower landed in German-occupied
    ____________________ on June 6, 1944. Despite intense German opposition and heavy
    ____________________ casualties, the landings succeeded, and the liberation of western
    Europe from Hitler began.
Standard VUS.11b (Pacific Theater)

The student will demonstrate knowledge of World War II by b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan.

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Pacific Theater

Major battles and military turning points

- Pacific
  - Midway: In the Battle of Midway (termed the “Miracle at Midway”), American naval forces defeated a much larger Japanese force as it prepared to seize ________________ ________________. Coming only a few months after Pearl Harbor, a Japanese victory at Midway would have enabled Japan to invade ____________________. The American victory ended the Japanese threat to Hawaii and began a series of American victories in the “island hopping” campaign, carrying the war closer and closer to ____________________________.

  - Iwo Jima and Okinawa: The American invasions of the islands of Iwo Jima and Okinawa brought American forces closer than ever to Japan, but both invasions cost thousands of ________________ lives and even more Japanese lives, as Japanese soldiers fought fiercely over every square inch of the islands and Japanese soldiers and ________________ committed ________________ rather than surrender.

  - Use of the atomic bomb: Facing the prospect of horrendous American and Japanese casualties if American forces were to invade Japan itself, President ________________ ________________ ordered the use of atomic bombs on the Japanese cities of ________________ and Nagasaki to force the Japanese to surrender. Tens of thousands of people were killed in both cities. Shortly after the bombs were used, the Japanese leaders ________________, avoiding the need for American forces to invade Japan.
**Standard VUS.11c**
The student will demonstrate knowledge of World War II by
c) describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments.

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<td>World War II solidified the nation’s role as a global power, ushered in social changes, and established reform agendas that would preoccupy public discourse in the United States for the remainder of the twentieth century.</td>
<td>How did minority participation in World War II reflect social conditions in the United States?</td>
</tr>
<tr>
<td>Women entered into previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.</td>
<td>How did minorities contribute to Allied victory?</td>
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**Essential Knowledge**

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

**All-minority military units**
- ____________________________ (African American) served in Europe with distinction.
- ____________________________ (Asian American) earned a high number of decorations.

**Additional contributions of minorities**
- Communication codes of the ____________________________ were used (oral, not written language; impossible for the Japanese to break).
- Mexican Americans also fought, but in ____________________________ units.
- ____________________________ units suffered high casualties and won numerous unit citations and individual medals for bravery in action.
Standard VUS.11d

The student will demonstrate knowledge of World War II by
d) examining the Geneva Convention and the treatment of prisoners of war during World War II.

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<td>The conduct of war often reflects the social and moral codes of a nation.</td>
<td>What was the purpose of the Geneva Convention?</td>
</tr>
<tr>
<td>The treatment of prisoners of war often reflects the savage nature of conflict and the cultural norms of a nation.</td>
<td>How did the treatment of prisoners of war differ during the war?</td>
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**Geneva Convention**

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

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

- In the ____________________________ ____________________________, American POWs suffered brutal treatment by the Japanese after surrender of the Philippines.
- ____________________________ soldiers often committed suicide rather than surrender.
- The treatment of prisoners of war in ____________________________ more closely followed the ideas of the Geneva Convention.
Standard VUS.11e
The student will demonstrate knowledge of World War II by
e) analyzing the Holocaust (Hitler's “final solution”), its impact on Jews and other groups, and the postwar
trials of war criminals.

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<td>Specific groups, often the object of hatred and prejudice, face increased risk of discrimination during wartime.</td>
<td>What was the Holocaust and who were its victims?</td>
</tr>
<tr>
<td></td>
<td>What was the short-term and long-term significance of the Holocaust?</td>
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The Holocaust
Terms to know
- _________________________________: The systematic and purposeful destruction of a racial, political,
  religious, or cultural group
- final solution: Germany's decision to exterminate all _________________________________

Affected groups
- _________________________________
- _________________________________
- _________________________________
- _________________________________
- _________________________________
- “_______________________________” (homosexuals, the mentally ill, political dissidents)

Significance
- In the _________________________________ trials, Nazi leaders and others were convicted of war crimes.
- The Nuremberg trials emphasized individual _________________________________ for actions during a war,
  regardless of orders received.
- The trials led to increased demand for a _________________________________ homeland.
**Standard VUS.12a**
The student will demonstrate knowledge of the effects of World War II on the home front by a) explaining how the United States mobilized its economic, human, and military resources.

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<tr>
<td>Success in the war required the total commitment of the nation’s resources. On the home front, public education and the mass media promoted nationalism.</td>
<td>How did the United States organize and distribute its resources to achieve victory during World War II?</td>
</tr>
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**US Domestic Warfront**

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

**Human resources**
- More women and _________________ entered the labor force.
- _______________________________ volunteered in support of the war effort.

**Military resources**
- The _____________________________ (selective service) was used to provide personnel for the military.
Standard VUS.12b

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

**Essential Understanding**

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

**Essential Questions**

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

**Women and Minorities**

**Women on the home front during World War II**

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

- Typically participated in ______________________________ military roles

**African Americans on the home front during World War II**

- ______________________________ to cities in search of jobs in war plants

- Campaigned for victory in war and ______________________________ at home
**Standard VUS. 12c**
The student will demonstrate knowledge of the effects of World War II on the home front by
c) explaining the internment of Japanese Americans during the war.

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<tbody>
<tr>
<td>Prejudice coupled with wartime fears can adversely affect civil liberties of minorities.</td>
<td>How were Americans of Japanese descent treated after United States entry into World War II, and why?</td>
</tr>
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</table>

**Interment**

**Reasons for internment of Japanese Americans**

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

**Internment of Japanese Americans**

- Japanese Americans were ____________________________ to internment camps.
- Internment affected Japanese American populations along the West Coast. The ____________________________ ____________________________ upheld the government’s right to act against Japanese Americans living on the West Coast of the United States. A public ____________________________ was eventually issued by the United States government, and financial ____________________________ was made to survivors.
**Standard VUS.12d**

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

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<tbody>
<tr>
<td>During World War II, the media and entertainment industries saw their role as supporting the war effort by promoting nationalism (patriotism).</td>
<td>How did media and communications assist the Allied efforts during World War II?</td>
</tr>
</tbody>
</table>

**Wartime Media**

**Media and communications assistance**

- The United States government maintained strict ____________________________ of reporting of the war.

- Public morale and ____________ campaigns kept Americans focused on the war effort.

- The entertainment industry produced movies, plays, and shows that boosted morale and ____________________________ support for the war effort as well as portrayed the enemy in ____________________________ ways.
### Standard VUS.13a
The student will demonstrate knowledge of United States foreign policy since World War II by
a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wars have political, economic, and social consequences.</td>
<td>What were the political, economic, and social consequences of World War II?</td>
</tr>
</tbody>
</table>

### Essential Questions

#### Wars have political, economic, and social consequences.

### Outcomes of World War II

**Postwar outcomes**

- The end of World War II found __________________________ forces occupying most of Eastern and Central ____________________________ and the eastern portion of Germany.

- Germany was ____________________________ into East and West Germany. West Germany became ____________________________ and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the _________________ of the Soviet Union and did not adopt democratic institutions.

- Following its defeat, ____________________________ was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ________________ of the United States.

- Europe lay in ruins, and the United States launched the ____________________________ ____________________________, which provided massive financial aid to rebuild European economies and prevent the spread of communism.

- The ____________________________ ____________________________ was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars.
Standard VUS.13b (Cold War)

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

Essential Understanding

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

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

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

Essential Questions

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

What are the origins of the Cold War?

What were the early significant events of the Cold War?

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

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

Cold War Basics

Origins of the Cold War

• The Cold War lasted from the end of World War II until the ___________________________ of the Soviet Union.

• The United States and the Soviet Union represented starkly different _________________________________.

• The United States represented ________________________________ political institutions and a generally ______________ market economic system. The Soviet Union was a ________________________________ government with a ________________________________ (socialist) economic system.

• The ________________________________ of “containment of communism” was a guiding principle of American foreign policy throughout the Cold War, not to roll it back, but to keep it from ________________________________ and to ________________________________ communist aggression into other countries.

• The North Atlantic Treaty Organization (_______________) was formed as a defensive ______________ among the United States and western European countries to prevent a Soviet ________________________________ of Western Europe. Soviet allies in Eastern Europe formed the ________________________________, and for nearly ____________ years, both sides maintained large military forces facing each other in Europe.

• The communist takeover in ________________________________ shortly after World War II increased American fears of communist domination of most of the world. Rather than becoming strong allies, however, the ________________________________ nations of ________________ and the Soviet Union eventually became rivals for territory and diplomatic influence, a split that American foreign policy under President ________________________________ in the 1970s exploited.

• After the Soviet Union matched the United States in ________________________________ weaponry in the 1950s, the threat of a ________________________________ war that would destroy both countries was ever-present throughout the Cold War. America, under President ________________________________, adopted a policy of “massive retaliation” to deter any nuclear strike by the Soviets.
Standard VUS.13b

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

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Korean War

The Korean War

- American involvement in the Korean War in the early 1950s reflected the American policy of ___________________________ of ____________________________.

- After ___________________________ North Korea invaded South Korea, ____________________________ military forces led a United Nations counterattack that drove deep into ____________________________ itself. Communist ____________________________ forces came into the war on the side of North Korea, and although the war threatened to widen, it eventually ended in a ____________________________ with South Korea ____________________ of communist occupation.
# Standard VUS.13b (Vietnam)

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

## Essential Understanding

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

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

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

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</tr>
<tr>
<td>What was the impact of the Vietnam War on Americans at home?</td>
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</table>

## The Vietnam War

- American involvement in Vietnam also reflected the Cold War policy of _____________________________________________________________________________.

- Beginning in the 1950s and continuing into the early 1960s, the communist government of ________________________ attempted to install through force a communist government in _________________________. The United States helped South Vietnam resist.

- The American military buildup in Vietnam began under _________________________. After _________________________ assassination in 1963, the buildup was intensified under President _________________________.

- The scale of combat in Vietnam grew larger during the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but by fighting a _________________________, could not force an end to the war on favorable terms.

- America became bitterly _____________ over the issue. While there was support for the American military and conduct of the war among many Americans, others opposed the war, and active opposition to the war mounted, especially on _____________________________________.

- After Johnson declined to seek re-election, President _________________________ was elected on a pledge to bring the war to an honorable end. He instituted a policy of “_______________________,” withdrawing American troops and replacing them with South Vietnamese forces while maintaining military aid to the South Vietnamese.

- Ultimately “_______________________” failed when South Vietnamese troops proved unable to resist invasion by the _________________________-supplied North Vietnamese Army. President Nixon was forced out of office by the _________________________ scandal. In 1975, North and South Vietnam were merged under communist control.
Stanard VUS.13b (Cuba)
The student will demonstrate knowledge of United States foreign policy since World War II by b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe.

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Kennedy and Cuba

- Cuba was also a ______________ of Cold War ________________.
- ____________________ led a communist revolution that took over Cuba in the late 1950s.
- Many Cubans fled to ________________ and later attempted to invade Cuba and overthrow Castro. This “__________________” invasion failed.
- In 1962, the Soviet Union stationed ____________________ in Cuba, instigating the ____________________ Crisis. President ____________________ ordered the Soviets to remove their missiles, and for several days the world was on the brink of ____________________ war. Eventually, the Soviet leadership “blinked” and removed their missiles.
# Standard VUS.13b (Cold War at Home)

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

## Essential Understanding

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## Life in America

**Impact of the Cold War at home**

- The fear of ___________________________ and the threat of ___________________________ war affected American life throughout the Cold War.

- During the 1950s and 1960s, American ___________________________ regularly held ___________________________ to train children what to do in case of a nuclear attack, and American ___________________________ were urged by the government to build ___________________________ shelters in their own basements.

- The convictions of ___________________________ and Julius and Ethel ___________________________ for spying for the Soviet Union and the construction of nuclear weapons by the Soviets, using technical secrets obtained through ___________________________, increased domestic fears of communism.

- Senator ___________________________ ___________________________ played on American fears of communism by recklessly accusing many American governmental officials and other citizens of being ___________________________, based on flimsy or no evidence. This led to the coining of the term *McCarthyism*—the making of ___________________________ accusations based on rumor or guilt by ___________________________.

- The Cold War made ___________________________ policy a major issue in every presidential election during the period.

- The heavy military expenditures throughout the Cold War benefited ___________________________ economy proportionately more than any other state, especially in ___________________________, home to several large naval and air bases, and in Northern Virginia, home to the ___________________________ and numerous private companies that contract with the military.
Standard VUS.13c

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

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A strong military was the key to America’s victory over the Soviet Union in the Cold War.</td>
<td>How did America’s military forces defend freedom during the Cold War?</td>
</tr>
<tr>
<td>Millions of Americans served in the military during the Cold War. Their service was often at great personal and family sacrifice, yet they did their duty.</td>
<td></td>
</tr>
</tbody>
</table>

**Essential Understanding**

**Essential Questions**

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

**Armed Forces**

**American military forces during the Cold War**

- President __________________________ pledged in his __________________________ address that the United States would “pay any ________________, bear any burden, meet any hardship, support any ________________, oppose any foe, in order to assure the survival and the success of ________________.”
  In the same address, he also said, “Ask not what your ________________ can do for you; ask what you can do for your ________________.”

- During the Cold War era, millions of Americans served in the __________________________, defending freedom in wars and conflicts that were not always __________________________. Many were killed or wounded. As a result of their service, the United States and American ideals of ________________ and __________________________ ultimately prevailed in the Cold War struggle with Soviet communism.

- President Kennedy, a World War II veteran, was __________________________ in 1963 in Dallas, Texas, in an event that shook the nation’s __________________________ and began a period of internal strife and divisiveness, especially spurred by divisions over United States involvement in __________________________.

- Unlike veterans of World War II, who returned to a __________________________ and __________________________ nation, __________________________ veterans returned often to face indifference or outright __________________________ from some who __________________________ the war.

- It was not until several years after the end of the Vietnam war that the wounds of the war began to heal in America, and Vietnam veterans were __________________________ and __________________________ for their service and sacrifices.
**Standard VUS.13d**

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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Both internal problems and external pressures caused the collapse of the Soviet Union.</td>
<td>How did internal problems affect the collapse of the Soviet Union?</td>
</tr>
<tr>
<td></td>
<td>What was President Ronald Reagan’s role in the collapse of the Soviet Union?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collapse of Communism</th>
</tr>
</thead>
</table>

**Internal problems of the Soviet Union**

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

**Role of President Ronald Reagan**

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

Henrico County Public Schools, 2010.
**Standard VUS.13e**

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

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>With the end of the Cold War, the United States changed its goals and policies.</td>
<td>How did the United States redirect its goals and policies in the post-Cold War era?</td>
</tr>
<tr>
<td>Involvement in conflicts in other areas of the world has been an integral part of United States foreign policy since 1988.</td>
<td>How have presidents shaped American policy since 1988?</td>
</tr>
</tbody>
</table>

**Post Cold War Foreign Policy**

Selected post-Cold War era goals and policies

<table>
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<tr>
<th>1.</th>
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<th>3.</th>
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</table>

**President George H. W. Bush, 1989–1993**
- Fall of communism in Eastern Europe
  -
  -
  -
- Persian Gulf War 1990–1991
  -
  -

**President William J. Clinton, 1993–2001**
- North American Free Trade Agreement (______________________________)
- Full diplomatic relations with ________________________________
- Lifting of economic sanctions against South Africa when its government ended the policy of __________________
- ________________________________ action in former Yugoslavia

**President George W. Bush, 2001–2008**
- Terrorists attacks on United States soil on ________________________________
- War in ________________________________
- War in ________________________________
Standard VUS.14a
The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by a) identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded.

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

### Essential Questions
- What was the significance of *Brown v. Board of Education*?
- What roles did Thurgood Marshall and Oliver Hill play in the demise of segregated schools?
- How did Virginia respond to the *Brown v. Board of Education* decision?

---

### Civil Rights and Education

**Brown v. Board of Education**
- Supreme Court decision that segregated schools are ______________________ and must desegregate

- Included __________________ case

**Key people**
- Thurgood Marshall: ___________________ Legal Defense Team
- Oliver Hill: NAACP Legal Defense Team in ______________________________

**Virginia response**
- ___________________________: Closing some schools
- Establishment of ___________________________ academies
- ___________________________ flight from urban school systems
The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

<table>
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<tr>
<td>African Americans, working through the court system and mass protest, reshaped public opinion and secured the passage of civil rights.</td>
<td>How did the 1963 March on Washington influence public opinion about civil rights?</td>
</tr>
<tr>
<td></td>
<td>How did the legislative process advance the cause of civil rights for African Americans?</td>
</tr>
<tr>
<td></td>
<td>How did the NAACP advance civil rights for African Americans?</td>
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</table>

**Civil Rights Notable Events**

**National Association for the Advancement of Colored People (NAACP)**
- Challenged ___________________________ in the courts.

**1963 March on Washington**
- Participants were inspired by the “___ _______________ ___ _____________” speech given by Dr. Martin Luther King, Jr.
- The march helped influence _______________ opinion to support civil rights legislation.
- The march demonstrated the power of ____________________________, mass protest.

**Civil Rights Act of 1964**
- The act prohibited ___________________________ based on race, color, religion, gender, or national origin.
- The act desegregated public _________________________________.
- President ________________________________ .................. ________________________________ played an important role in the passage of the act.

**Voting Rights Act of 1965**
- The act outlawed ___________________________ tests.
- ___________________________ registrars were sent to the South to register voters.
- The act resulted in an ___________________________ in African American voters.
- President Johnson played an important role in the ___________________________ of the act.
**Standard VUS.15a**

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

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

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<td>The membership of the United States Supreme Court has changed to become more diverse over time.</td>
<td>How has the membership of the United States Supreme Court changed to become more diverse over time?</td>
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<tr>
<td>The decisions of the United States Supreme Court have expanded individual rights in the years since <em>Brown v. Board of Education of Topeka, Kansas</em> (1954).</td>
<td>How have the decisions of the United States Supreme Court promoted equality and extended civil liberties?</td>
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**Essential Knowledge**

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

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

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

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

The United States Supreme Court invalidates ____________________________ acts and ____________________________ actions that the justices agree exceed the authority granted to government officials by the Constitution of the United States.
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<td>Rising immigration has increased American diversity and redefined American identity.</td>
<td>What factors have drawn immigrants to the United States?</td>
</tr>
<tr>
<td></td>
<td>What immigrant groups account for the bulk of immigration?</td>
</tr>
<tr>
<td></td>
<td>What issues are currently being debated related to immigration to the United States?</td>
</tr>
<tr>
<td></td>
<td>What are some contributions made by immigrants?</td>
</tr>
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</table>

### A New Melting Pot

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

#### Reasons for immigration

- Political _______________________
- ________________________ opportunity

#### Issues related to immigration policy

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

#### Contributions of immigrants

- Diversity in music, the visual arts, and ________________________
- Roles in labor force
- Achievements in science, ________________________, and other fields
## Standard VUS.15c

The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by
c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education.

### Essential Understanding

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

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<td>How has the accessibility to improved technology and communications affected American culture?</td>
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### Science and Technology

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

_________________ ____________ was the first female American astronaut.

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

### Examples of technological advances

- Space exploration
  - ____________ shuttle, Mars rover, Voyager missions, ____________ telescope

- Communications
  - Satellite, Global positioning system (GPS), Personal communications devices

- ____________________________

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

- ____________________________

- ____________ course work

- Growth of service industries

- Breakthroughs in medical research, including improved medical diagnostic and imagining technologies

- ____________________________ - and off-shoring
Standard VUS.15d
The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by
d) examining the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988.

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<td>Ronald Reagan’s policies had an impact on the relationship between the federal and state governments.</td>
<td>What was the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988?</td>
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<tr>
<td>The conservative political philosophy of President Reagan prompted a re-evaluation of the size and role of government in the economy and society of contemporary America.</td>
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**Conservatism**
President Reagan and conservative ___________________________ advocated for

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

The “__________________________ ____________________” extended beyond his tenure in office with

- the election of his vice president, __________________________ __ __ __ __ __
- the election of a centrist Democrat, __________________________ ____________________
- the Republican sweep of congressional elections and statehouses in the 1990s
- the election of __________________________ ____________________ as president.
**Standard VUS.15e**
The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by
e) assessing the role of government actions that impact the economy.

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<td>The Federal government has the ability to influence the United States economy. It bases its decisions on economic indicators such as Gross Domestic Product (GDP), exchange rates, rate of inflation, and unemployment rate.</td>
<td>What are the roles that government plays in the United States economy?</td>
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**US Economy**
Government promotes a healthy economy characterized by full ____________________________ and low ____________________________ through the actions of

- __________ __________________________: Monetary policy decisions control the
  supply of __________________________ and __________________________ to expand or contract economic growth.

- the president and Congress: Fiscal policy decisions determine levels of government
  __________________________ and __________________________; government __________________________ the economy.
The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by f) assessing the role of the United States in a world confronted by international terrorism.

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<tr>
<td>The United States has confronted the increase in international terrorism by formulating domestic and international policies aimed at stopping terrorism.</td>
<td>What role has the United States played in a world confronted by international terrorism?</td>
</tr>
</tbody>
</table>

**Terrorism**

**United States responses to terrorism**

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