

## **Course/Grade Level: United States History: 1900 to present (High School 1 Credit)**

**Focus:** Students will analyze different events, programs, and policies in U.S. history from 1900 to present with integrated Kansas History to distinguish their effect on history.

*Reading indicators should be used with each outcome of Social Studies: context clues, word structure, text features, inferences/draw conclusions, compare and contrast, cause and effect, retell/paraphrase, topic/main idea/supporting idea, author's purpose, author's position, fact and opinion.*

### **SS.US.1 Students examine different topics during the Second Industrial Revolution to evaluate their effect on American society.**

Students will...

- SS.US.1.1 identify reasons for the growth in big business and mechanized farming in the late 19<sup>th</sup> century (e.g., Social Darwinism, Gospel of Wealth, "Robber Barons" or "Captains of Industry", Sherman Antitrust Act, muckrakers).
- SS.US.1.2 list different inventions that impacted American society during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.
- SS.US.1.3 explain the spread of Progressive ideas (e.g., political influence on elections, desire to have government regulation of private business and industries, child labor laws, muckrakers, Theodore Roosevelt, Woodrow Wilson). (UHHSB115)
- SS.US.1.4 analyze pieces of legislature that impacted the late 19<sup>th</sup> and early 20<sup>th</sup> century American society.

#### **Embedded Concepts:**

corporations  
trusts  
monopoly  
Bessemer Process  
Laissez-faire Capitalism  
trustbuster  
tariff  
Social Darwinism  
muckraker  
Robber Baron  
Captain of Industry  
Pure Food and Drug Act  
Meat Inspection Act  
Sherman Anti-trust Act  
Square Deal  
17<sup>th</sup> Amendment  
19<sup>th</sup> Amendment

**SS.US.2 Students examine the transformation and reform of American society during the early 20<sup>th</sup> century.**

Students will...

- SS.US.2.1 explain the rise of the American labor movement (e.g., Samuel Gompers, Haymarket Tragedy, Mother Jones, Industrial Workers of the World, Eugene Debs, strikes). (UHHSB112)
- SS.US.2.2 give examples of social problems during the early 20<sup>th</sup> century.
- SS.US.2.3 describe life in the cities during the early 20<sup>th</sup> century.
- SS.US.2.4 analyze the prohibition movement and the impact it had on American society (e.g., prohibition, 18<sup>th</sup> amendment).
- SS.US.2.5 analyze significant developments in race relations (e.g., rise of the Ku Klux Klan, The Great Migration, race riots, NAACP, Tuskegee). (UHHSB1111)

**Embedded Concepts:**

Haymarket Tragedy  
Triangle Shirtwaist Fire  
NAACP  
IWW  
Prohibition  
18<sup>th</sup> Amendment

**SS.US.3 Students will analyze the United States involvement in world affairs during the early 20<sup>th</sup> century.**

Students will...

- SS.US.3.1 ▲ examine the emergence of the United States in international affairs at the turn of the 20<sup>th</sup> century (e.g., debate over *imperialism*, Spanish-American War, Philippine Insurrection, Panama Canal, Open Door Policy, Roosevelt Corollary, Dollar Diplomacy). (UHHSB114)

Instructional Examples:

- discuss political cartoons and speeches dealing with imperialism.
- create a chart using the advantages and disadvantages of imperialism.
- create a graphic organizer summarizing Theodore Roosevelt's foreign policy.

- SS.US.3.2 identify international conflicts the United States was involved with during the early 20<sup>th</sup> century.

**Embedded Concepts:**

imperialism  
Spanish-American War  
Panama Canal  
Open Door Policy  
Philippine Insurrection  
Roosevelt Corollary  
Dollar Diplomacy

**SS.US.4 Students will analyze WWI and the impact it had on the United States.**

Students will...

SS.US.4.1 analyze the reasons for and impact of the United States entrance into World War I. (UHHSB1I6)

SS.US.4.2 analyze how the home front was influenced by United States' involvement in World War I (e.g., Food Administration, Espionage Act, Red Scare, Influenza, Creel Committee). (UHHSB1I7)

**Embedded Concepts:**

Lusitania  
Zimmerman Telegram  
Food Administration  
Espionage Act  
Red Scare

**SS.US.5 Students will examine life in the United States during the 1920's. They will also analyze factors that led to cultural change in the 1920's.**

Students will...

SS.US.5.1 analyze factors that contributed to changes in work, *production*, and the rise of a consumer culture during the 1920's (e.g., leisure time, *technology*, communication, travel, assembly line, *credit* buying). (UHHSB1I9)

SS.US.5.2 interpret how the arts, music, and literature reflected social change during the Jazz Age (e.g., Harlem Renaissance, F. Scott Fitzgerald, development of blues and jazz *culture*). (UHHSB1I12)

**Embedded Concepts:**

assembly line  
credit buying  
Harlem Renaissance  
F. Scott Fitzgerald

**SS.US.6 Students will analyze the causes of the Great Depression. They will evaluate the impact the Great Depression had on U.S. citizens and public policy.**

Students will...

- SS.US.6.1 analyze the causes and impact of the Great *Depression* (e.g., overproduction, *consumer debt*, banking regulation, unequal *distribution* of wealth). (UHHSB211)
- SS.US.6.2 ▲ analyze the *costs* and *benefits* of New Deal Programs. (e.g., *budget deficits* vs. creating employment, expanding *government*: CCC, WPA, Social Security, TVA, *community infrastructure* improved, dependence on subsidies). (UHHSB212)  
Instructional Examples:
- Research the arguments of critics of the New Deal from both the left and the right.
  - Find evidence of New Deal progress in the local community.
- SS.US.6.3 analyze the debate over expansion of the federal government programs during the Depression (e.g., Herbert Hoover, Franklin Delano Roosevelt, Huey Long, Father Charles Coughlin). (USHSB213)
- SS.US.6.4 analyze the human cost of the Dust Bowl through art and literature (e.g., Dorthea Lange, Woody Guthrie, John Steinbeck). (UHHSB214)
- SS.US.6.5 ▲ use primary source materials to explore individual experiences in the Dust Bowl in Kansas (e.g., diaries, oral histories, letters). (KHHSB211)  
Instructional Example: Distribute, discuss, and analyze excerpts from diaries, letters, and/or oral histories relating to the Dust Bowl.

**Embedded Concepts:**

consumer debt  
Bull Market  
Bear Market  
margin buying  
Black Tuesday  
Black Thursday  
banking regulation  
CCC  
WPA  
social security  
TVA  
Dust Bowl

**SS.US.7 Students will examine World War II to analyze the United States entry into the war and the impact the war had on the home front and future international relations.**

Students will...

SS.US.7.1 analyze the debate over and reasons for United States entry into World War II (e.g., growth of *totalitarianism*, America First Committee, neutrality, *isolationism*, Pearl Harbor). (UHHSB215)

SS.US.7.2 ▲ discuss how World War II influenced the home front (e.g., women in the workplace, rationing, role of the radio in communicating news from the warfront, victory gardens, conscientious objectors). (UHHSB216)

Instructional Examples:

- Read or conduct oral history interviews.
- classroom speakers
- Read other primary sources.

SS.US.7.3 identify and summarize significant battles and events from World War II (e.g., Battle of the Bulge, D-Day, Iwo Jima).

SS.US.7.4 examine the complexity of race and ethnic relations (e.g., Zoot Suit Riots, Japanese internment camps, American reaction to the Holocaust and unwillingness to except Jewish refugees). (UHHSB217)

SS.US.7.5 examine the entry of the United States into the nuclear age (e.g., Manhattan Project, Truman's decision to use atomic bombs, opposition to nuclear weapons). (UHHSB218)

**Embedded Concepts:**

totalitarianism  
isolationism  
Kellog-Briand Act  
Lend-Lease Act  
Pearl Harbor  
Victory Gardens  
D-Day  
Normandy  
Battle of the Bulge  
Zoot Suit Riots  
Holocaust  
Manhattan Project

**SS.US.8 Students will analyze individuals, groups, ideas, developments and turning points in the Cold War era.**

SS.US.8.1 ▲ analyze the origins of the Cold War (e.g., establishment of the Soviet Bloc, Mao's victory in China, Marshall Plan, Berlin Blockade, Iron Curtain). (UHHSB312)

Instructional Examples:

- Create a timeline of the early Cold War era with photographs.
- Read and discuss Churchill's "Iron Curtain" speech.

SS.US.8.2 evaluate the foreign policies of Truman and Eisenhower during the Cold War (e.g., establishment of the United Nations, containment, NATO, Truman Doctrine, Berlin Blockade, Korean War, Iron Curtain, U-2 incident). (UHHSB313)

SS.US.8.3 evaluate the foreign policies of Kennedy and Johnson during the Cold War (e.g., Cuban Missile Crisis, Berlin Wall, Vietnam War, Peace Corp). (UHHSB314)

SS.US.8.4 analyze domestic life in the United States during the Cold War era (e.g., McCarthyism, federal aid to education, interstate highway system, space as the new frontier, Johnson's Great Society). (UHHSB315)

SS.US.8.5 use primary and secondary sources about an event in U.S. history to develop a credible interpretation of the event, evaluating on its meaning (e.g., uses provided primary and secondary sources to interpret a historical-based conclusion). (UHHSB513)

**Embedded Concepts:**

Soviet Bloc  
Marshall Plan  
Berlin Blockade  
Iron Curtain  
United Nations  
Israel  
NATO  
Truman Doctrine  
Korean War  
Bay of Pigs  
Cuban Missile Crisis  
Peace Corp  
Alliance for Progress  
McCarthyism  
The Great Society  
Sputnik

**SS.US.9 Students will examine the Civil Rights struggle and the movement towards racial and gender equality.**

Students will...

- SS.US.9.1 ▲ examine the struggles for racial and gender equality and for the extension of civil *rights* (e.g., *Brown vs. Board of Education of Topeka*, Little Rock Nine, Martin Luther King Jr., Montgomery Bus Boycott, Voting Rights Act of 1965, Betty Friedan, NOW, ERA, Title IX). (UHHSB317)

Instructional Example: Have the class construct a timeline of the Civil Rights and Women's Rights movement.

- SS.US.9.2 evaluate the struggle for racial tension during the mid 20<sup>th</sup> century and examine the impact it had on U.S. society.

**Embedded Concepts:**

Jim Crow  
Little Rock Nine  
Montgomery Bus Boycott  
Brown vs. Board of Education of Topeka  
feminism

**SS.US.10 Students will examine the reasons for U.S. entry into Vietnam and the impact the Vietnam War had on U.S. society.**

Students will...

- SS.US.10.1 analyze events during the Cold War and Vietnamese history that led to the U.S. entry into Vietnam.
- SS.US.10.2 identify events and policies that shaped the Vietnam War.
- SS.US.10.3 discuss how the Vietnam War influenced the home front.

**Embedded Concepts:**

Domino Theory  
Vietminh  
Vietcong  
Gulf of Tonkin Resolution  
Operation Rolling Thunder  
Doves/Hawks  
Tet Offensive  
My Lai Massacre  
Vietnamization

**SS.US.11 Students will examine the contemporary history of the United States.**

Students will...

SS.US.11.1 examine the relationship of the United States to the rest of the world in the post Cold War era (e.g., domestic and international terrorism, United States as the single superpower, United States involvement in the Middle East conflict, spread and resistance to United States popular culture). (UHHSB411)

SS.US.11.2 research major contemporary social issues. (UHHSB413)