Indiana Department of Education

US History Content Connectors

Indiana Department of Education

Standard 1: Early National Development: 1775 to 1877

Students review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.

IAS	Content Connector
USH.1.1: Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government) http://www.ourdocuments.gov/content.php?flash=true&page=milestone	
USH.1.2: Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights. (Economics, Government)	**USH.1.2.a.1:** Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights. (Economics, Government)
USH.1.3: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. (Government, Economics)	**USH.1.3.a.1:** List the significance of controversies pertaining to slavery, abolitionism, and social reform movements.
USH. 1.4: escribe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)	

Standard 2: Development of the Industrial United States: 1870 to 1900

Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.

IAS	Content Connector
USH.2.1: Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization. (Economics)	**USH.2.1.a.1:** Define Industrialism.
	USH.2.1.a.2: List inventions and inventors for industrialization. (Economics) **Example:** factors such as land, labor, and capitol
USH.2.2: Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)	
USH 2.3: Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there. (Government, Economics, Individuals, Society, and Culture)	**USH 2.3.a.1:** List the factors associated with the development of the West and how these factors affected the lives of those who settled there. Ex; Homestead act, discovery of gold and silver,

USH.2.4: Explain how the lives of American Indians changed with the development of the West. (Government, Individuals, Society, and Culture)	USH.2.4.a.1: Explain how the lives of American Indians changed with the development of the West.
USH.2.5: Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)	USH.2.5.a.1: Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture) **Example:** Child labor, immigration increases due to industry Ellis Island
USH.2.6: Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations. (Government, Economics)	
IAS	**Content Connector**
USH.2.7 : Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.	
USH.2.8: Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act-1887, Sherman Anti-Trust Act 1890). (Government, Economics)	
USH.2.9 : Analyze the development of "separate but equal" policies culminating in the Plessy v. Ferguson (1896) case. (Government; Individuals, Society, and Culture)	USH.2.9.a.1: Match court case that depict "separate but equal" Plessy v. Ferguson

Standard 3: Emergence of the Modern United States: 1897 to 1920

Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

IAS	**Content Connector**
USH.3.1: Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)	
USH.3.2: Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (Government; Economics; Individuals, Society, and Culture)	
USH.3.3: Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson. (Government; Economics; Individuals, Society, and Culture)	USH.3.3.a.1: Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.

USH.3.4: Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Northern Securities Company v. United States* (1904), *Muller v. Oregon* (1908), *Schenck v. United States* (1919) and *Abrams v. United States* (1919).	USH.3.4.a.1:. Identify key points of the 19th amendment and significance of this amendment
USH.3.5: Identify and give the significance of contributions to American culture made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair. (Individuals, Society, and Culture)	
USH.3.6 : Analyze the reasons why the United States became involved in World War I. (Government, Economics)	USH.3.6.a.1: Analyze the reasons why the United States became involved in World War I.
USH.3.7: Analyze President Wilson's Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace. (Government)	
USH.3.8 : Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate. (Government	USH.3.8.a.1: Name the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate. (Government)
USH.3.9: Explain the impact of "New" Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth. (Economics, Geography)	USH.3.9.a.1: Explain the impact of "New" Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth. **Example:** competing for jobs, immigrants were discriminated against

Standard 4: Modern United States Prosperity and Depression: Post WW I - 1939

Students explain the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

IAS	Content Connector
USH.4.1: Understand the significance of the pro-business policies of President's Harding, Coolidge, and Hoover and the effect these policies had on the economy of the 1920s. (Economics, Government)	USH.4.1.a.1: Understand US economy is booming at beginning of 1920's
USH.4.2 : Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society. (Individuals, Society, and Culture)	USH.4.2.a.1: Describe the culture of the 20's **Example:** Roaring 20's, age of Jazz, Harlem Renaissance
USH.4.3: Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the postWWI era. (Individuals, Society, and Culture)	USH.4.3.a.1: Understand social tensions **Example:** Rise of KKK, Prohibition
USH.4.4 : Describe technological developments during the 1920s and explain their impact on rural and urban America. (Economics; Geography; Individuals, Society, and Culture)	USH4.4.a.1: List technological Development during 1920's **Example:**: Model T, Assembly line, consumer goods

USH.4.5: Analyze the causes of the Great Depression and explain how they affected American society. (Economics; Individuals, Society, and Culture)	USH4.5.a.1: List causes of Great Depression **Example:** buying on credit, overproduction of consumer goods
USH.4.6 : Identify and describe the contributions of political and social reformers during the Great Depression Era. (Government; Economics; Individuals, Society and Culture)	USH.4.6.a.1: Identify social reformers During the Great Depression **Example:** FDR, Dorthea Lang, Mary Bethune
USH.4.7 : Analyze the impact the Great Depression had on America's standard of living (Economics, Government)	USH.4.7.a.1: Identify how Great Depression Affected standard of living **Example:** Breadlines, Hoovervilles, Organized Crime
USH.4.8 : Identify and explain the significance of New Deal relief programs. (Government)	
USH.4.9 : Identify and explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation	USH.4.9.a.1: List New Deal Programs **Example:** FERA, PWA, WPA

Standard 5: The United States and World War II: 1939 to 1945

Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.

IAS	Content Connector
USH.5.1: Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation. (Government, Economics, Geography)	USH5.1.a.1: Define Isolationism during 1930's
USH.5.2: Compare and contrast President Franklin D. Roosevelt's world view with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo. (Government; Individuals, Society and Culture)	USH.5.2.a.1: Compare and contrast President Franklin D. Roosevelt's world view with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo. (Government; Individuals, Society and Culture)
USH.5.3: Identify and explain key events from Versailles to	USH.5.3.a.1: Identify and explain key events from Versailles to
IAS	**Content Connector**
Pearl Harbor that resulted in the United States entry into World War II. (Government, Geography)	Pearl Harbor that resulted in the United States entry into World War II.
USH.5.4: Identify key leaders and events from World War II and explain the significance of each. (Government)	USH.5.4.a.1: Identify key leaders and events from World War II and explain the significance of each.
USH.5.5: Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes. (Government; Geography; Individuals, Society and Culture)	USH.5.5.a.1: Describe Hitler's "final solution" policy **Example:** explain the Allied responses to the Holocaust and war crimes.

USH.5.6: Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women. (Government)	**USH.5.6.a.1:** Identify one group of people who dealt with individual rights and national security during WWII **Example:** Japanese Internment Camps
USH.5.7: Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts. (Government)	**USH.5.7.a.1:** List ways Americans contributed to WWII on the home front.
USH.5.8: Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)	
USH.5.9: Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.	**USH.5.9.a.1:** Identify who, what, when, where, why's of the Atomic Bomb

Standard 6: Postwar United States: 1945 to 1960

Students understand the political, economic, social and cultural development of the United States during the period from 1945 to

IAS	Content Connector
USH.6.1: Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War). (Government, Geography)	**USH.6.1.a.1:** Define the Cold War.
USH.6.2 : Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960). (Government; Individuals, Society and Culture)	**USH.6.2.a.1:** List Aspects of the Civil Rights movement
USH.6.3: Describe the constitutional significance and lasting societal effects of the United States *Brown v. Board of Education* Supreme Court case. *(Government)*	**USH.6.3.a.1:** Describe the constitutional significance and lasting societal effects of the United States *Brown v. Board of Education*
USH.6.4: Summarize key economic and social changes in postWW II American life. (Individuals, Society and Culture) (Individuals, Society and Culture)	**USH.6.4.a.1:** Summarize key economic and social changes in post-WW II American life. **Example:**The Red Scare

Standard 7: The United States in Troubled Times: 1960 to 1980

Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

IAS	Content Connector
USH.7.1: Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics; Individuals, Society and Culture)	**USH.7.1.a.1:** Define key people involved in Civil Rights Movement. **Example:** JFK, Bobby Kennedy, MLK, Malcom X, Lyndon Johnson
USH.7.2: Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.	**USH.7.2.a.1:** Compare/ Contrast methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights
USH.7.3: Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)	
USH.7.4 : Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.	**USH.7.4.a.1:** Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.
USH.7.5: Identify and analyze the significance of key decisions of the Warren Court. (Government)	
USH.7.6: Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (Economics; Individuals, Society and Culture)	**USH.7.6.a.1:** Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. **Example:** Bay of Pigs, Space Race, SALT
USH.7.7 : Identify areas of social tension from this time period and explain how social attitudes shifted as a result.	
USH.7.8: Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.	
USH.7.9: Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.	
USH.7.10: Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)	
USH.7.11: Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of *United States v. Nixon.* *(Government)*	**USH.7.11.a.1:** Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of *United States v. Nixon.*

Standard 8: The Contemporary United States: 1980 to the Present

Students examine the political, economic, social and cultural developments of the United States during the period from 1980 to the present.

IAS	Content Connector
USH.8.1: Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.	**USH.8.1.a.1:** Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations. ex; Iran Contra, Abortion, AIDS epidemic, Panama Canal Treaty
USH.8.2: Describe developing trends in science and technology and explain how they impact the lives of Americans today such as: NASA and space programs; identification of DNA; the Internet; global climate change; and U.S. energy policy.	**USH.8.2.a.1:** Describe developing trends in science and technology and explain how they impact the lives of Americans today such as: NASA and space programs; identification of DNA; the Internet; global climate change; and U.S. energy policy.
USH.8.3: Discuss and explain the significance of the rise of the new conservative coalition of the 1980's.	
USH.8.4: Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it. (Economics)	
USH.8.5: Explain how the Cold War ended and identify new challenges to U.S. leadership in the world. (Economics, Geography)	
USH.8.6: Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.	**USH.8.6.a.1:** List important domestic and foreign policies and events of the Clinton and Bush administrations.
IAS	**Content Connector**
	No Child Left behind, Bonia
USH.8.7: Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Westside Community School District v. Mergens* (1990), *Reno v. American Civil Liberties Union* (1997), *Mitchell v. Helms* (2000) and *Bush v. Gore* (2000).	**USH.8.7.a.1:** List the constitutional significance of the following landmark decisions of the United States Supreme Court: *Westside Community School District v. Mergens* (1990), *Reno v. American Civil Liberties Union* (1997), *Mitchell v. Helms* (2000) and *Bush v. Gore* (2000).
USH.8.8: Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.	**USH.8.8.a.1:** Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.
USH.8.9 : Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy. (Government, Economics, Geography)	

Standard 9: Historical Thinking

Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

IAS	Content Connector
USH.9.1: Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.	
USH.9.2: Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.	
USH.9.3: Analyze multiple, unexpected, and complex causes and effects of events in the past.	
USH.9.4: Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.	
USH.9.5: Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.	