Kansas Standards
For
History
Government
And
Social Studies

Adopted April 16, 2013
United States History:
International Expansion to the Present
Kansas Course Code # 04103

This high school course of study begins with a review of the major ideas, issues, and events of the late 19th century including imperialism, industrialization, and immigration. Students will then concentrate on the critical events, people, groups, ideas, and issues of the period from 1900 to the present, including Progressivism, World War I, the 1920s, the Great Depression and New Deal, World War II and its aftermath, the Civil Rights Movement, Vietnam, and the Modern World including the presidencies from Nixon to Obama, and the United States’ response to globalization and international crises. The course should be rigorous and relevant, with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide and are organized chronologically but this should not prevent teachers and districts from taking a thematic instructional approach. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students’ ability to integrate content as part of their understanding of the Standards and Benchmarks. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated, but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- Immigration, Industrialization, Progressives
- Expansion and Imperialism
- World War I and the Roaring 20s
- Great Depression, New Deal
- World War II and the Aftermath
- Cold War Conflicts
- Civil Rights and Social Change
- Moving into the 21st Century

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the U.S. history course.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations, and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

As they prepare to teach the United States history course teachers should review the Profile of the 21st Century Learner and the Kansas Social Emotional and Character Development Model Standards endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should possess a general understanding of the exploration and colonization of North America and the establishment of the United States prior to 1800, and should be familiar with nation-building and major historic events through the end of the 19th century. Students should possess a general understanding of the economic, social, political, and international changes experienced by the United States that creates a nation strong enough to take on the challenges of the 20th century. They should be familiar with critical events in World History including the importance of the Renaissance period and how it leads to global changes that resonate into the 20th century.

Students should also be proficient with Best Practices and Literacy Expectations and be able to integrate those into their own learning. This course should build on prior student learning with a brief review of the major events and ideas leading to the American War for Independence. This review should also include the Declaration of Independence and the decisions made during the Constitutional Convention with a focus on their impact on the nation and its people.

Connecting with Future Learning

Certain themes will be emphasized as part of the high school curriculum: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state, and between minority rights and majority power; the emergence of a modern corporate economy; and the role of the United States as a major world power. These issues and others will be reviewed as a part of the high school United States government curriculum. Critical skills and knowledge from this course will be used as background knowledge as students embark on college, career, and citizenship pathways.
Instructional Narrative and Content Outline

The content included in this outline is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of American history would include, but not be limited to, the following as part of a high-quality course instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. The outline is not a list of required items, and so, was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. It would be impossible for students to learn, for example, about the New Deal, without learning about the Works Progress Administration or the Civilian Conservation Corp, so they do not appear in this outline.

This also means that the outline should be amended in ways that best fits the instructional needs of students. While retaining the integrity of the outline’s scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order.

Immigration, Industrialization, Progressives

In this unit, students will explore the United States’ recovery from the period of the Civil War and Reconstruction. Immigration and rapid industrialization went hand-in-hand as the country became more mechanized in all areas of production. Immigrants coming into the country fed the industrial machine by providing a cheap labor force for the rapid growth of the United States as a modern nation. Massive immigration and internal migration coupled with massive industrialization led to a need for reforms. Students will examine how the cost paid by the immigrant workers in the factories to fuel this rapid growth drew the attention of social activists and led to progressive reforms at all levels of government.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>rise of big business, monetary policies, citizenship legislation, progressive reforms, political machines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places/Institutions</td>
<td>Haymarket Riot, Homestead Strike, Ellis Island and Angel Island, Triangle Shirtwaist Factory</td>
</tr>
<tr>
<td>Events</td>
<td>unionization (AFL, Knights of Labor), movement from rural to urban, Pendleton Act, The Jungle, 16th, 17th, 18th, and 19th Amendments, Niagara Movement, creation of the National Association for the Advancement of Colored People (NAACP)</td>
</tr>
</tbody>
</table>
Sample Compelling Questions

- How did new choices created by the Industrial Revolution change the way people lived? (Standard 1)
- How did the Industrial Revolution affect the rights of workers? (Standard 2)
- What were the results of increased labor demands fueled by industrialization? (Standard 3)
- What are some of the benefits of an industrialized society and how are they achieved? (Standard 4)
- What social, economic and political problems created a need for reforms in this era? (Standard 5)

Expansion and Imperialism

In this unit, students will analyze the events and circumstances that start the United States on the road to becoming a foreign power. Students will examine how the United States’ efforts at globalization led to conflict in the Philippines, Cuba, Puerto Rico, and the building of the Panama Canal. Students will also evaluate the motives behind the acquisition of the Hawaiian Islands as a territory of the United States.

Ideas: yellow journalism, Open Door Policy, spheres of influence, Latin America interventions, motives for imperialism, legacy of imperialism


Places/Institutions: Cuba, China, Latin America, Philippines, Guam, Puerto Rico

Events: Panama Canal, Russo-Japanese War, Great White Fleet, annexation of Hawaii, 1898 Treaty of Paris

Sample Compelling Questions

- How did American foreign policy choices affect its relationships with old world powers? (Standard 1)
- As new international territories were added to the American political sphere, what sort of issues arose and how were they solved? (Standard 2)
- Is imperialism contrary to the principles of American democracy? (Standard 3)
- How did the actions of the United States during the age of expansion and imperialism impact the peoples of Cuba, Puerto Rico, the Philippines, Hawaii and Panama in the 20th century? (Standard 4)
- Why did the United States seek and acquire new territories and expand its area, influence, and power during the period? (Standard 5)

World War I and the Roaring 20s

In this unit, students will trace the chain of events as the entire world erupted into its first global conflict of the 20th century in the summer of 1914. Students will focus on the role of the United States as it is
eventually drawn into the conflict and sends its own off to save the world for democracy. Students will examine the effects of the war as United States’ troops return from the war to find democracy challenged in the United States, leading to riots in 1919, the Palmer Raids, the Red Scare of the early 1920s, and the growth of hate organizations such as the Ku Klux Klan. They will also examine other changes to American society, including a growth of consumerism that led to economic growth and prosperity.

**Ideas**
- causes of World War I, war strategies and technological developments, Selective Service Act, home front during war, Harlem Renaissance, consumer revolution, immigration legislation, organized crime, entertainment of the 20s, pro-business economic policies, women’s suffrage

**People/Roles**
- John J. Pershing, Woodrow Wilson, George Creel, Big Four, Langston Hughes, Louis Armstrong, Calvin Coolidge, Warren G. Harding, Ku Klux Klan (KKK)

**Places/Institutions**
- Belgium, Germany, Versailles, France, Great Britain, Austria-Hungary, Russia/USSR, Balkans, Eastern and Western Fronts

**Events**

**Sample Compelling Questions**
- What actions could the United States have taken to avoid direct involvement in World War I? (Standard 1)
- Did the threat of “foreign philosophies” (Communism, Socialism, Marxism, Anarchism) justify government action in the World War I and post-World War I eras? (Standard 2)
- Why did events from World War I lead to a powerful isolationist sentiment in the United States? (Standard 3)
- How did social changes of the 1920s impact society over the next half century? (Standard 4)
- How influential was the United States on the World stage after World War I? (Standard 5)

**Great Depression, New Deal**

In this unit, students will examine how the Great Depression was ushered in by the stock market collapse in the fall of 1929. The election of 1932 and Franklin Delano Roosevelt’s administration seemed to provide hope through his New Deal programs. Students will examine the range of potential solutions to the growing economic problems of the United States during the 1930s, including those compounded by the environmental disaster of the Dust Bowl. Students will evaluate the effectiveness of the New Deal programs over time, including their effects on various minority groups in the United States.

**Ideas**
- causes of the Great Depression, growing roles of women and African Americans, entertainment in daily life, Hoover’s reaction
to the Great Depression, First and Second New Deals, effects of New Deal programs

People/Roles  Herbert Hoover, Franklin Roosevelt, Frances Perkins, Huey Long, Dorothea Lange, Eleanor Roosevelt, Francis Townsend, Father Coughlin, Alf Landon, John Steinbeck, Aaron Douglas

Places/Institutions  Wall Street, Hoovervilles, Kansas, Oklahoma, Texas panhandle, California, Harlem

Events  Stock Market Crash, Hawley-Smoot Tariff, Dust Bowl, bank runs, Bonus Army, fireside chats, First 100 days

Sample Compelling Questions

• How did economic choices made in the 1920s lead to the stock market crash and the Great Depression? (Standard 1)
• How were minority populations in the United States affected by New Deal programs? (Standard 2)
• How were the ideas of a work ethic, pride, individualism, and self-reliance challenged during the Great Depression? (Standard 3)
• How did the successes and failures of the First and Second New Deals affect the future of the United States? (Standard 4)
• Which New Deal agricultural programs and conservation methods were the most effective in fighting the environmental disaster of the Dust Bowl? (Standard 5)

World War II and the Aftermath

In this unit, students will examine the response of the United States to the growing tensions in Europe during the 1930s. While World War II started in September 1939 when Germany invaded Poland, the United States did not enter the war until after the Japanese attack on Pearl Harbor in 1941. Students will trace the rapid growth of the United States' war machine as it used the mechanization skills perfected in the previous quarter century. They will analyze the impact of the war on the home front and on the treatment of minorities. Students will examine how the United States emerged from World War II as a world power and how the stage for future conflict with the Soviet Union was set in the waning days of the war.

Ideas  causes of World War II, changes on the home front, treatment of minorities (Zoot Suit Riots, etc.), appeasement policy, Four Freedoms, isolationism to intervention


Places/Institutions  theaters of war, Midway, Stalingrad, Normandy, Poland, map changes post-World War II, Pearl Harbor, Berlin
High School U.S. History 2013

Events
Nuremberg Trials, creation of the United Nations (UN), holocaust and genocide, Yalta Conference, Geneva Convention, Potsdam, Manhattan Project, D-Day, death of FDR, the creation of Israel, Japanese internment

Sample Compelling Questions

- How did the choices made by the United States during the 1930s impact Europe as World War II began? (Standard 1)
- In what ways was the cause of minority groups in the U.S. advanced by World War II? (Standard 2)
- How does the United States’ choice to use the atomic bomb challenge American ideas about human rights? (Standards 3)
- In what ways did the atomic bomb change the world? (Standard 4)
- How did America’s international influence change after World War II? (Standard 5)

Cold War Conflicts

In this unit, students will examine the impact of Cold War tensions on the politics, society, and economics of the United States in the decades following World War II. They will analyze the United States government’s response to the spread of communism at home and in other parts of the world, both in political and military decisions. They will evaluate the impact of the Cold War on the cultural fabric of the United States during the 1950s and 1960s. As the Vietnam War dragged on through the 1960s, conflict within the United States grew. Students will examine the causes and effects of those conflicts.

Ideas
rise of the superpowers, containment, Marshal Plan, arms race, United Nations, 1950s consumerism, Red Scare, Cold War alliances, Domino Theory, space race, Vietnamization

People/ Roles

Places/Institutions
East/West Berlin, Korea, China, Cuba, Turkey, Iron Curtain, Dien Bien Phu, Vietnam, Laos, Cambodia, Hanoi, Saigon, My Lai

Events
Cuban Missile Crisis, Bay of Pigs, Berlin Airlift, Suez Crisis, Sputnik, SALT Treaty, Nixon’s resignation, Geneva Accords, Tet Offensive, Kent State

Sample Compelling Questions

- What are the critical factors in U.S. decisions to engage in war in the 20th century? (Standard 1)
• Is forced service in the military (the draft) a responsibility of American citizenship? (Standard 2)
• Did the spread of Communism justify U.S. government action in the Cold War era? (Standard 3)
• How has current American society been influenced by the Vietnam War experience? (Standard 4)
• Which presidential administration from Truman to Reagan do you think best managed the Cold War and defend your answer? (Standard 5)

Civil Rights, Social Change

Race issues have been a part of the American history landscape since the nation’s beginnings. The second half of the 20th century saw dramatic changes in how Americans perceived race relations and the concept of equality. In this unit, students will compare and contrast the role of the many different groups who took an active stance against discrimination in all parts of American society, including economic, political, and social injustice. Students will examine the social change that takes place as a result of community, executive, legislative and/or judicial actions that impact equality in everyday life in the United States.

Ideas
integration, desegregation, economic equality, nonviolent protest, student activists, sit-ins, Freedom Riders, counter culture, National Organization of Women (NOW), Great Society

People/Roles

Places/Institutions
Birmingham, Little Rock, Montgomery, Memphis, Greensboro, Pine Ridge Indian Reservation, Haight-Asbury, Three Mile Island

Events

Sample Compelling Questions

• What were the most important choices made that advanced the United States towards greater equality? (Standard 1)
• Under what circumstances, if any, is civil disobedience justified? (Standard 2)
• In what ways were politics, economics, history, and geography obstacles to social change in the United States? (Standard 3)
High School U.S. History

- What social, political and economic changes have occurred as a result of civil rights movements? (Standard 4)
- What factors led to the rise of the environmental movement and how has it progressed? (Standard 5)

**Moving into the 21st Century**

As the 20th century comes to a close the world sees the end of the Soviet Union and a reunification of Germany. As a result, the 20th century Cold War conflicts and tensions that were precipitated by two World Wars and many smaller conflicts came to an end. Conflict will continue to be a part of the American landscape as small terrorist groups create an enemy for all nations that is more difficult to find and elusive to fight.

**Ideas**
- glasnost, détente, perestroika, conservative movement, breakup of the Soviet Union, Middle East issues, war on terrorism, globalization, world, growth of the Internet, immigration debates, economic crisis, domestic terrorism, natural disasters

**People/ Roles**

**Places/Institutions**
- Iran, former Soviet Union, Iraq, Afghanistan, Silicon Valley, Nicaragua, Kuwait, Saudi Arabia, Israel, Palestine, Egypt, Persian Gulf

**Events**
- SALT, SALTII, Oil Embargo, Camp David Accords, Iran Hostage Crisis, Iran Contra Affair, Challenger Explosion, Desert Storm, 9/11, Reunification of Germany, Doomsday Clock

**Sample Compelling Questions**
- What motivated Anwar Sadat and Menachem Begin to sign the Camp David Accords, and was it worth it? (Standard 1)
- Should the United States tie foreign aid and support to a country’s human rights record? (Standard 2)
- How does our society adapt to increasingly more radical religious, political, economic, and social ideologies? (Standard 3)
- What are the differences between defeating our enemies in the 20th century (Nazi Germany, USSR) and defeating our enemies in the 21st century (al-Qaeda, Taliban)? (Standard 4)
- What responsibility do the people of the wealthiest and most powerful nations in the world have to the people of the poorest and least powerful nations in the world? (Standard 5)