

# THE PEOPLE'S UNFILTERED UNITED STATES HISTORY

*an inclusive and comprehensive  
modern approach to secondary  
social studies education*

**PUUSH**  
Model Curriculum



## FOREWORD

In the year 2020, a racial awakening swept our nation. Throughout the year, every facet of American life was tasked with re-evaluating its efforts to advance the fight for social, political, gender, and racial justice and our education systems and curriculums have not been spared. A secondary social studies teacher in the Cleveland Metropolitan School District, Paige Shoemaker DeMio, recognized the dire need for inclusive teachings of the United States History curriculum within our schools. While many teachers, including Shoemaker DeMio, have lead their classroom instructions with an inclusive and comprehensive lens (such as, encouraging thought provoking and difficult conversations amongst students regarding race, gender, and politics within United States History) it has been made clear that these conversations should become the new standard not in their classroom discussions alone, but in all set curriculums distributed throughout classrooms across the country.

In light of this, Shoemaker DeMio organized and led a group from diverse professional and personal backgrounds to advance this mission and to develop the People's Unfiltered United States History (PUUSH) model curriculum. The team designed the PUUSH curriculum and learning standards which seek to provide a more historically accurate and inclusive lens to United States History.

The ultimate goal was to answer the simple question: Who's history has been left out and why is it so important that we integrate it into our work?

The redesign has answered that question by expanding on existing standards and including new standards and topics of history that were previously excluded. The goal for this project is to encourage high schools across the country to adopt the People's Unfiltered United States History curriculum and teach United States history through a more accurate, representative, and transparent lens.

As you begin to implement this curriculum in your own classroom, we would like to provide as much support as possible. You can find resources, lesson plans, unit plans, and more at [www.puush.org](http://www.puush.org) as well as our contact information if you should need additional support.

Sincerely,

The PUUSH Team

*"The way to right wrongs is to turn the light of truth upon them"* – Ida B. Wells

Note: This curriculum is a redesign of the current state of Ohio's model curriculum and many pieces of it are taken directly from it or adapted to include what our team believes to be important pieces of United States History. For comparison purposes, the current State of Ohio model curriculum can be found here: [Ohio Model Curriculum for Social Studies](#).



**Topic: Historical Thinking and Skills****Content Statement**

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.

**CONTENT ELABORATION**

The use of primary and secondary sources in the study of history includes an analysis of their credibility. This is accomplished by checking sources for:

- the perspective of the author;
- agreement with other credible sources;
- the qualifications and reputation of the author;
- bias of the author (including use of stereotypes);
- the circumstances in which the author prepared the source; and
- accuracy and consistency of arguments made throughout the source.

**EXPECTATIONS FOR LEARNING**

Analyze and evaluate the credibility of primary and secondary sources.

**Content Statement**

2. Historians develop theses and use evidence to support or refute positions.

**CONTENT ELABORATION**

Historians develop theses and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context.

The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs, and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.

Historians cite their sources and use the results of their research to support or refute assertions made by others.

**EXPECTATIONS FOR LEARNING**

Develop a thesis and use evidence to support or refute a position.



**Content Statement**

3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causations and long- and short-term causal relations.

**CONTENT ELABORATION**

When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of the Great Migration, an analysis would include its long- and short-term causes and effects.

An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another?

An examination of the Great Migration would include the demand for workers in the industrial north as a short-term cause and the introduction of Jim Crow legislation as a long-term factor contributing to internal migration.

**EXPECTATIONS FOR LEARNING**

Identify examples of multiple long- and short-term causal relationships with respect to historical events.

Analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation.



**Topic: The Founding Documents****Content Statement**

4. The Declaration of Independence reflects an application of Enlightenment ideas, including social contract and natural rights, to the grievances of British subjects in the United States colonies.

**CONTENT ELABORATION**

The Declaration of Independence was written to express the ideals that Americans believed a government should be founded on. These ideals, embodied in individual and civil liberties, include:

- unalienable rights;
- consent of the people;
- equality of rights for all citizens; and
- responsibility of the government to protect the rights of its citizens.

While the Declaration of Independence symbolized the freedom of the United States, slavery was still widely practiced in the United States. This would be noted as hypocrisy by many, including Frederick Douglass in his famous speech, “What to the Slave is the Fourth of July”.

**EXPECTATIONS FOR LEARNING**

Explain the unalienable rights found in the Declaration of Independence as they apply to individual rights, marginalized groups, and the changing role of government.

**Content Statement**

5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the United States through its establishment of natural rights, including setting up educational institutions and outlawing slavery in the Northwest Territory.

**CONTENT ELABORATION**

The Northwest Ordinance provided the basis for temporary governance for the Northwest Territory and eventual entry of these states into the United States. This land was largely occupied by Indigenous Peoples and although the ordinance promised tribal land rights it also encouraged westward expansion leading to many tribes being forced to give up their land and move further West

The Northwest Ordinance established precedents that included:

- public education (“schools and the means of education”) to be encouraged;
- the establishment of civil liberties (e.g., religious liberty, right to trial by jury, writ of habeas corpus);
- the prohibition of slavery (later included in the Constitution as the 13th Amendment);



- state governments were to be republican in structure (this provision was repeated in the U.S. Constitution); and
- clear processes for acquiring, settling, and organizing Western lands.

#### EXPECTATIONS FOR LEARNING

Explain the precedents for governing the United States that were established by the Northwest Ordinance.

#### Content Statement

6. The U.S. Constitution established the foundations of the United States and the relationship between the people and their government while avoiding the failures of the Articles of Confederation.

#### CONTENT ELABORATION

The U.S. Constitution strengthened the structure of the national government by:

- establishing three separate branches;
- including the principle of federalism that delineated the distribution of powers between the national government and the states;
- instituting the ability to pass legislation and amend the Constitution; and
- giving the ability to address the issues facing the nation (e.g., powers to levy taxes, raise armies, and regulate commerce) to Congress.

The U.S. Constitution defined the relationship between the people and their government by:

- limiting government to protect individual and civil liberties;
- ensuring people have a role in electing government representation; and
- formally legalizing the practice of slavery within the United States.

#### EXPECTATIONS FOR LEARNING

Explain how the U.S. Constitution establishes a limited government that is meant to protect the rights of the people.

#### Content Statement

7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

#### CONTENT ELABORATION

The Federalists published a series of essays to convince others to support the ratification of the U.S. Constitution. The Federalists advocated for:

- national taxation to fund the central government;



- a standing army for a strong national defense; and
- a strong central government with checks and balances.

The Anti-Federalists also published their concerns relating to the shift of power from state governments to a strong central government. Their concerns included:

- national taxation becoming repressive;
- the use of a standing army against their own citizens; and
- establishing a balance of power between national and state governments.

One of the key issues in the debate over the ratification of the Constitution concerned individual rights. Anti-Federalist arguments regarding the lack of protections of individual liberties led to the introduction and eventual ratification of the Bill of Rights, which included:

- freedom of speech, press, assembly, petition, religion;
- due process of law; and
- protections against illegal search and seizure.

#### EXPECTATIONS FOR LEARNING

Compare the arguments of the Federalists and Anti-Federalists.

Explain how the Federalist and Anti-Federalist debates led to the adoption of the Bill of Rights.



**Topic: The Indigenous Peoples of America and the Era of Colonization****Content Statement**

8. During the 19th century, the newly founded U.S. government enacted policies that led to the land removal and genocide of Indigenous Peoples and their cultures.

**CONTENT ELABORATION**

Millions of Native Peoples died as a result of European colonization. This genocide was enacted through:

- epidemics (i.e. Smallpox);
- land removal (i.e. The Indian Removal Act, Trail of Tears, The Dawes Act of 1887, Land Runs);
- war and conflicts (i.e. King Philip's War, the Massacre at Wounded Knee, Battle of Little Big Run, Battle of Fallen Timbers); and
- enslavement of Indigenous Peoples.

**EXPECTATIONS FOR LEARNING**

Explain the various policies the U.S. government enacted that led to the genocide and land removal of Indigenous Peoples of America and analyze the long lasting effects this had on the Indigenous population.

**Content Statement**

9. The ideology of Manifest Destiny was a contributing factor to the U.S. government's attempts to assimilate Indigenous Peoples to white European culture.

**CONTENT ELABORATION**

Manifest Destiny was the American ideal that God had destined white European colonizers to take over the land that now makes up the continental United States and compel Natives to accept as well as adjust life based on colonizer beliefs.

The idea of Manifest Destiny led to the forced assimilation of Native Peoples through:

- the use of boarding schools, which were abusive and had catastrophic long-term effects on native tribes; and
- the Dawes Act.

Despite attempts to assimilate into white culture, many Indigenous Peoples, notably the Cherokee, were still forced to leave their tribal lands. Many Indigenous Peoples persevered to continue practicing their traditions and speaking in their native language.

**EXPECTATIONS FOR LEARNING**

Examine the various ways in which the American government attempted to assimilate Indigenous peoples to white European culture and the long-term effects this had on Indigenous culture.





**Content Statement**

10. The Indigenous Peoples of Ohio had rich cultures, religions, and languages that can still be seen today through the sacred land and landmarks that remain.

**CONTENT ELABORATION**

Ohio has been home to many native tribes who have left their mark on the state.

- mounds (i.e. Serpent, Miamisburg, Shrum);
- earthworks (i.e. Fort Ancient, Newark, Fort Hill, Marietta);
- SunWatch Archaeological Park;
- Flint Ridge Ancient Quarries; and
- names of various cities, parks, and the State (i.e. Miami, Delaware, Ohio, Erie, etc.).

Some of the tribes native to Ohio include the Erie, Shawnee, and Kickapoo. In Ancient History, the Hopewell and Adena were also native to the lands of Ohio. As a result of conflict and/or relocation, many other tribes migrated to Ohio, these include the Delaware, Miami, Ottawa, Seneca, and Wyandot.

Each tribe had its own unique cultural atmospheres, but they held some similar practices, beliefs, and experiences including:

- spiritual religious practices such as mound building;
- the Three Sisters crops;
- conflict with the Iroquois Confederacy; and
- forced relocation.

**EXPECTATIONS FOR LEARNING**

Compare and contrast the various cultures of the Indigenous peoples of Ohio.

Examine how their cultures were threatened by European colonization and ways they are celebrated today.



**Topic: Slavery, The Civil War, and Reconstruction****Content Statement**

11. From the 17th to the 19th century, Africans were forcibly removed from their homes and transported across the Atlantic to be sold to white landowners and exploited for economic and societal gain. The economics of slave labor established wealth for European generations to come.

**CONTENT ELABORATION**

Slavery was constitutional in the United States from the start of its foundation. Africans were primarily enslaved through the transatlantic slave trade and sold in North and South America, where they were abused and exploited.

The United States Constitution legalized, sanctioned, and promoted the practice of slavery throughout the states through means such as:

- three-Fifths Compromise;
- slave Codes;
- slave Patrols; and
- the North Atlantic Slave Trade.

**EXPECTATIONS FOR LEARNING**

Explain how the practice of race-based slavery was ingrained in the founding, establishment and expansion of the United States.

**Content Statement**

12. Throughout the 19th century, abolitionists in the United States fought to end slavery. Ultimately, this conflict led to many southern states seceding and began the Civil War.

**CONTENT ELABORATION**

Abolitionists fought against the practice of slavery. The abolition movement was started by E. William Lloyd Garrison in 1831. Prominent figures of this movement include:

- Frederick Douglass; who escaped slavery and took political action against slavery;
- Harriet Tubman; who escaped slavery, helped run the Underground Railroad, and led armed military operations (Combahee Ferry Raid); and
- Nat Turner; who led the largest slave rebellion in the United States.

The fight to end slavery resulted in multiple important documents that would shape the future of the country. These include:

- Emancipation Proclamation; and



- South Carolina Secession letter.

Enslaved people fought against slavery in various ways including uprisings, runaways, and refusal to work.

Once the Civil War began many people (Black, white, Indigenous, women, and men) fought on both sides of the Civil War, which would be known as the bloodiest war within the United States.

#### EXPECTATIONS FOR LEARNING

Identify the key individuals and events that led to the beginnings of the abolitionist movement that set the stage for the Civil War.

#### Content Statement

13. Post Civil War, the military occupied the South during a time referred to as Reconstruction. This period resulted in amendments to the United States Constitution as well as social and political changes throughout the South.

#### CONTENT ELABORATION

With the end of the Civil War, the United States entered a period of reconstruction. During this time, the military occupied the South to see to the freeing of all enslaved people. The United States saw many political and social changes across the country.

While some of these political and social changes were seen as progressive steps forward:

- the ratification of the 13th, 14th, and 15th amendments;
- the elections of Hiram Revels and Joseph Rainey;
- the establishment of freedmen's schools by both the government and citizens;
- Juneteenth; and
- Freedmen's Bureau.

Pro slavery organizations and individuals continued to push back with instances and ideals, including:

- the assassination of President Lincoln;
- the rising of the Ku Klux Klan;
- sharecropping;
- the Colfax massacre; and
- the Andrew Johnson Administration through the lack of protection provided to former slaves by the federal government.

#### EXPECTATIONS FOR LEARNING

Analyze the ways in which the United States restructured its laws, economy, and society in the post-Civil War era.



**Content Statement**

14. Although the war and slavery had ended, the ideology of white supremacy still raged within the United States while racial discrimination was institutionalized on federal, state, and local levels.

**CONTENT ELABORATION**

The election of 1876 ended in a deal between Republicans and Democrats, giving Republican Rutherford Hayes the presidency in exchange for a commitment to end Reconstruction and remove federal troops in the South. This deal helped lead to the restoration of the Democratic Party's control of state governments and many reforms enacted by Reconstruction were repealed.

Racial discrimination was further institutionalized with the passage of Jim Crow Laws. These state laws and local ordinances enforced discriminatory policies that included:

- racial segregation;
- limited ballot access;
- prohibition of interracial marriage;
- limited protection of civil rights for African Americans; and
- the United Daughters of the Confederacy and the Lost Cause.

The U.S. Supreme Court affirmed segregation in the Plessy v Ferguson decision. The rise of the Ku Klux Klan and other nativist organizations brought increased violence against African Americans

**EXPECTATIONS FOR LEARNING**

Examine how Black Americans were treated by citizens and the government after being freed from slavery and the long-term effects this has caused.



**Topic: Industrial America****Content Statement**

15. The rise of corporations, heavy industry, mechanized farming, and technological innovations transformed the U.S. economy from an agrarian to an increasingly urban industrial society.

**CONTENT ELABORATION**

Industrialization in the United States in the late 19th and early 20th centuries was characterized by the rise of corporations and heavy industry, which transformed the U.S. economy. Consequences of this transformation included:

- a shift from a predominance of agricultural workers to a predominance of factory workers;
- a shift from rural living to urban living, with more people living in crowded and unsanitary conditions;
- new technologies made production more efficient as machines replaced human labor;
- increased agricultural production due to mechanized farming; and
- the development of the mechanized assembly line and mass production which led to the transition from skilled to unskilled labor.

Some of the technological innovations that transformed the United States' economy in the late 19th and early 20th centuries included the telephone, phonograph, incandescent light bulb, washing machine, skyscraper, automobile, and airplane.

**EXPECTATIONS FOR LEARNING**

Analyze how the rise of corporations, heavy industry, mechanized farming, and technological innovations transformed the American economy from an agricultural economy to an increasingly industrial economy.

**Content Statement**

16. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.

**CONTENT ELABORATION**

The rise of industrialization in the United States in the late 19th and early 20th centuries increased the demand for workers. With this demand, immigrants came from other countries and American citizens migrated from other parts of the United States to take jobs in industrial centers.

Laissez-faire policies allowed the formation of monopolies and trusts. Without regulation, the working class was targeted including:

- unfair pay;
- poor working conditions (i.e. Triangle Shirtwaist Factory Fire); and
- the use of child labor.



Conflict between corporations and labor led to the growth of labor unions. Labor unions advocate for workplace reforms such as:

- shorter workdays;
- increased pay;
- safer working conditions; and
- restrictions on child labor.

Tactics employed by the labor unions to achieve their goals included:

- collective bargaining;
- strikes; and
- boycotts.

Labor organizations faced a violent backlash from business owners that sometimes led to government intervention, such as:

- Haymarket Square Riot;
- Pullman Strike; and
- Homestead Strike.

#### EXPECTATIONS FOR LEARNING

Explain the economic and societal effects of industrialization, the growth of organized labor, and the influences of laissez-faire policies.  
Analyze how the growth of labor organizations gave power to the working class.

#### Content Statement

17. Immigration, internal migration and urbanization transformed life in the United States, led to increased racial tension, and intensified conflict between the U.S. government and The Indigenous Peoples of America.

#### CONTENT ELABORATION

Mass immigration at the turn of the 20th century made the country more diverse and transformed American life.

Effects of mass immigration included:

- filling a demand for workers;
- displacement of Indigenous Tribes;
- diffusion of ethnic traits into American culture;
- impacting the growth of cities; and
- increased nativist sentiment encouraged by President Woodrow Wilson.



While many Europeans immigrated to the United States, the Chinese working class were banned through a policy known as the Chinese Exclusion act.

Internal migration contributed to the growth of urban areas. Many people left their farms for the cities seeking greater job opportunities.

The Great Migration was the mass movement of African Americans who fled the rural South for the urban North. They sought to escape discrimination and secure better-paying jobs. The Great Migration helped transform northern cities economically (e.g., as workers and consumers) and culturally (e.g., art, music, and literature).

The demand for resources and land in the West negatively affected the lives of Indigenous Tribes as they continued to be displaced from their ancestral lands through a series of treaties and government actions. Indigenous Tribes continued to resist forced assimilation.

Urbanization transformed the physical nature of cities including:

- buildings becoming taller and tenement buildings providing housing for working families;
- increased crime, disease, overcrowding, poor living conditions, and lack of sanitation services;
- the emergence of ethnic neighborhoods;
- improvements in public transportation; and
- a growing middle class that could easily commute for employment and leisure activities.

Industrialization led to increased demand for natural resources and encouraged westward migration by Americans.

#### EXPECTATIONS FOR LEARNING

Analyze how immigration, internal migration, and urbanization transformed life in the U.S. and affected populations differently.

#### Content Statement

18. The Progressive Era was an effort to address the ills of the United States society stemming from industrial capitalism, urbanization, and political corruption.

#### CONTENT ELABORATION

Industrial capitalism, urbanization, and political corruption contributed to problems in American society in the late 19th and early 20th centuries. Public reaction to the effects of industrialization led to the creation of a reform agenda which contributed to the rise of Progressivism. Journalists exposed political corruption, corporate and industrial practices, social injustice, and life in urban America.

Progressives introduced reforms to address the issues associated with industrial capitalism. Their efforts led to antitrust lawsuits, antitrust



legislation, railroad regulation, consumer protection legislation, and conservation reforms. Examples of progressive reforms included:

- Sherman and Clayton Antitrust Acts;
- Pure Food and Drug Act;
- Meat Inspection Act; and
- creation of the U.S. Forest Service and the National Park Service.

Progressives sought to address concerns arising with growing urban settlement. Actions taken to combat problems caused by urbanization included:

- the creation of settlement houses;
- improvements in public sanitation; and
- building codes established to address concerns with tenement housing.

The Federal Reserve Act was passed to control the nation's money supply and regulate the banking system. Progressives fought political corruption and introduced reforms to make the political process more democratic. Other progressive reforms included:

- 16th Amendment (power of Congress to levy an income tax); and
- 17th Amendment (direct election of U.S. Senators).

#### EXPECTATIONS FOR LEARNING

Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization, and political corruption.





**Topic: Imperialism and World War I****Content Statement**

19. With the ideology of Manifest Destiny, the United States began to expand overseas by annexing multiple island countries as a part of their goal to compete with European countries for world power.

**CONTENT ELABORATION**

Following the initial settlement of the western frontier, the American government developed favorable attitudes toward foreign expansion. Pushed along by global competition for markets, prestige, an expanded navy, and a sense of cultural superiority, the United States engaged in a series of overseas actions which fostered its move to global power status. Such actions included:

- the annexation of Hawaii;
- the Spanish-American War;
- Open Door Policy; and
- Big Stick Diplomacy.

As countries continued to expand, tensions rose throughout Europe beginning the first world war in 1914. German aggression, most notably the sinking of the *Luisitania*, led to the United States entering the war in 1917. With its entry into World War I, the United States mobilized a large army and navy to help the Allies achieve victory.

Any critique to the the United States involvement in the war was discouraged by the government through anti-democratic acts created under President Woodrow Wilson including:

- Espionage Act of 1917; and
- Sedition Act of 1918.

The United States fought on the side of the allies and their ultimate victory helped the U.S. emerge as a world power. After the war, European countries were forced to concentrate their resources on rebuilding their countries which allowed the United States to emerge as a world power.

**EXPECTATIONS FOR LEARNING**

Examine the United States' use of imperialism and the role it played in instigating the First World War.

Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s and the effects this had worldwide.



**Content Statement**

20. Post WWI, the United States worked with their allies to create policies that would maintain peace throughout the world. However, national debates over these policies pushed the United States away from the role of world peacekeeper and began a period of isolationism.

**CONTENT ELABORATION**

After World War I, the United States emerged as a world leader and pursued efforts to maintain peace in the world. The United States' efforts partially helped shape the Treaty of Versailles. President Woodrow Wilson led efforts to establish his 14-points and the League of Nations to promote peace. Debates over its terms and efforts to avoid foreign entanglements led to its defeat in the Senate and the United States' decision not to join the League of Nations.

Desires to avoid another major war led to treaties addressing arms limitation and territorial expansion. In 1928, the United States signed the Kellogg-Briand Pact to prohibit war as "an instrument of national policy." In later legislative acts, the United States sought to limit its involvement in international affairs.

**EXPECTATIONS FOR LEARNING**

Explain why and how the United States moved to a policy of isolationism following World War I.



**Topic: The Roaring 20s****Content Statement**

21. Anti immigrant attitudes, the Great Migration, and the Red Scare contributed to social unrest after World War I

**CONTENT ELABORATION**

The Great Migration of African Americans to northern cities heightened racial tensions due to increased competition for jobs, housing, and public services. Evidence of racial tension throughout the nation included:

- enforcement of Jim Crow legislation that continued in the South during the postwar era;
- Segregation of the federal workforce, including the Navy, led by President Woodrow Wilson;
- the release of the film *The Birth of a Nation*;
- lynchings and threats of racial violence;
- the nationwide revival and promotion by President Wilson of the Ku Klux Klan and their strategy called the “decade”; and
- urban race riots such as Chicago’s Red Summer and the Tulsa Massacre.

An increase in immigration to the United States from southern and eastern Europe preceded World War I. Nativism after the war was reflected in the passage of immigration quotas. Intolerance toward immigrants, Catholics, and Jews was exhibited by groups such as the Ku Klux Klan. The rise of Communism in Russia as well as post-war labor strikes and violence in the United States stirred fears of revolution among Americans. The Red Scare of 1919-1920 was a reaction to these perceived threats and led to the incarceration and deportation of many immigrants.

**EXPECTATIONS FOR LEARNING**

Explain the evidence of racial tension that continued during the postwar era and how it contributed to social unrest.

**Content Statement**

22. An improved standard of living combined with technological advancements resulted in social and cultural changes including economic growth.

**CONTENT ELABORATION**

Following World War I, the United States experienced a period of successful advances in industry and an economic boom that improved the standards of living for many Americans. Technological innovations in industry, transportation, and communication included:

- the assembly line;
- automobile;
- commercial aircraft;



- talking motion pictures;
- commercial radio broadcasts; and
- wider circulation of newspapers and magazines.

These innovations brought change but some changes challenged social norms and increased tensions.

#### EXPECTATIONS FOR LEARNING

Identify the ways the United States added to their advances in the transportation industry.

#### Content Statement

23. Movements such as the Harlem Renaissance, women's suffrage, and Prohibition all contributed to social change.

#### CONTENT ELABORATION

The Harlem Renaissance was a celebration of African American culture and contributed to social change. The themes of African American art and literature gave pride to people of African heritage and increased awareness of the struggles related to intolerance and life in large urban centers. There was increased publication in black authors such as Langston Hughes, Zora Neal Hurston and W.B. Dubois. Jazz flourished during the Harlem Renaissance and became an established American music genre.

The goal of the women's suffrage movement was obtained with the passage of the 19th Amendment. For over seventy years, women had fought for their right to vote through protests, conventions (i.e. Seneca Falls Convention), and campaigns. Sometimes women were faced with violence from authorities throughout the movement (i.e. Night of Terror). With the passage of the 19th Amendment, women increased economic and political participation which led to changes in social attitudes.

The temperance movement, which began as early as the 1820s, urged communities to ban alcohol. Led by primarily Christian women to strengthen families, prohibition had mixed results and lacked popular support. This led to a rise in criminal activity through bootlegging (i.e. Al Capone, St. Valentine's Day Massacre). The 18th Amendment was difficult, costly to enforce, and was eventually repealed with the 21st Amendment in 1932 to help create jobs.

#### EXPECTATIONS FOR LEARNING

Examine the cultural changes that shifted attitudes during this time both politically and socially.



**Topic: The Great Depression and The New Deal****Content Statement**

24. The Great Depression, caused, in part, by the government's financial policies, stock market speculation, and increasing consumer debt, was the largest economic downturn in the industrialized United States. It had long lasting effects on society and disproportionately affected marginalized communities.

**CONTENT ELABORATION**

The Great Depression was caused by many factors and began after a major fall in stock prices leading to the stock market crash of 1929 known as Black Tuesday.

One factor leading to the Great Depression in the United States was the excessive amount of lending by banks. This increased the easy access to loans and fueled the use of consumer credit. The Federal Reserve attempted to curb these practices by constricting the money supply. This action worsened economic conditions by making it more difficult for people to repay debts. It was also difficult for businesses and banks to continue operations.

Another factor leading to the Depression was stock market speculation. Many investors were buying on margin with the hope of making huge profits. However, the collapse of the stock market led many to lose their investments and fortunes. The closing of many businesses led to the rise of consumer debt as workers lost needed income.

The Depression had devastating effects on both rich and poor populations, especially those employed in city and heavy industrial areas. This caused widespread food and financial insecurity across the nation. These effects were worsened by some as the drought stricken area in the Southern Plains region experienced severe dust storms, known as the Dust Bowl.

Marginalized communities felt the effects of the Great Depression even deeper as some of their communities were targeted (i.e. Tuskegee Syphilis Experiment) and were already at an economic disadvantage due to geography, segregation, and lack of opportunity.

**EXPECTATIONS FOR LEARNING**

Analyze the causes of the Great Depression and describe the economic outcomes in relation to the industrialized United States. Compare and contrast how the Great Depression affected different communities of Americans.



**Content Statement**

25. Direct and public communication and new federal assistance provided by the New Deal, led by President Franklin D. Roosevelt, redefined the role of the federal government for United States citizens and recovery from the Great Depression.

**CONTENT ELABORATION**

With the election of Franklin D. Roosevelt in 1933, the role of the federal government greatly expanded to stimulate the economy and prevent further economic downturn. This increased role was communicated directly to citizens via “Fireside Chats” with the president thanks to the widespread access to radio.

President Roosevelt’s New Deal included legislation, policies, and agencies:

- the Social Security Act;
- the National Recovery Administration;
- the Securities and Exchange Commission (SEC);
- the Federal Deposit Insurance Corporation (FDIC); and
- Public Works Programs (e.g., Works Progress Administration, Tennessee Valley Authority, Civilian Conservation Corps).

However, the benefits of New Deal programs were unevenly distributed furthering the divide between social classes and minorities.

Faced with housing shortages, the US government instituted housing programs specifically for white middle to lower middle class families which further pushed Black Americans into urban housing projects.

- Redlining; and
- Racist loaning.

As President Roosevelt worked to strengthen the American economy, he fought a personal battle with polio that resulted in his paralyzation from the waist down. Though FDR was very much in the public eye, he was still able to hide his partial paralysis from the American people.

**EXPECTATIONS FOR LEARNING**

Describe how the New Deal was implemented and analyze the benefits it provided for different communities within the United States.



**Topic: World War II****Content Statement**

26. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

**CONTENT ELABORATION**

Following World War I, the United States was reluctant to become involved in overseas conflicts that could lead to another war. The Neutrality Acts of the 1930s were attempts to isolate the country from the emerging problems in Asia and Europe.

International trade deals were created to give the economy time to rest after the Great Depression as well as prevent any argument between regions possibly inflicting additional wars.

- General Agreement on Tariffs and Trade (GATT);
- World Trade Organization;
- North American Free Trade Agreement; and
- Uruguay Round.

In an effort to aid countries fighting against fascist aggression, the United States introduced the cash-and-carry policy, the Lend-Lease Act, and helped write the Atlantic Charter. The expansionist policies of Japan and the bombing of Pearl Harbor ended U.S. isolationist policies.

**EXPECTATIONS FOR LEARNING**

Analyze the United States' motives for an isolationist approach and how this transitioned to involvement in World War II.

**Content Statement**

27. An attack by Japan at naval base Pearl Harbor brought the United States into World War II and caused a ripple effect of racism towards Japanese-Americans.

**CONTENT ELABORATION**

A surprise bombing at naval base Pearl Harbor in the United States was stemmed from increasingly competing interests with Asian natural resources, specifically China's market. This, coupled with Japan's expansionist policies, ended the United States isolationist policies and brought them directly into World War II.

Particularly on the West Coast, US citizens and government leaders distrusted Japanese Americans, suspecting them of treason. President FDR signed an executive order forcing Japanese Americans into internment camps.



- creation of military zones created in Oregon, California, and Washington;
- forced relocation to internment camps and the inhumane conditions within;
- Korematsu v. United States; and
- Ex parte Endo.

With the decision of Ex parte Endo and the closing of the war, internment camps began to close with the last one closing in March of 1946. Many Japanese-Americans returned to find their property had been stolen or damaged while they were held. It wasn't until 1988 that Congress officially apologized and provided reparations to survivors and their families.

### EXPECTATIONS FOR LEARNING

Describe why the United States eventually entered into World War II and how it caused a rise in racism towards Japanese Americans.

### Content Statement

28. United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.

### CONTENT ELABORATION

The policy and mobilization of the United States at the outbreak of World War II greatly impacted the lives of Americans.

Aspects of wartime policy and mobilization included:

- transition from peacetime to wartime economy (e.g., price controls, War Production Board);
- personal sacrifices for the war effort (e.g., rationing, victory gardens);
- military mobilization efforts (e.g., military draft, naval expansion);
- contributions to the war effort (e.g., war bonds, scrap drives); and
- propaganda efforts by the government.

Job opportunities in the civilian workforce and in the military opened for women and minorities as they were asked to join white male-dominated industries. This resulted in many political, economic, and social changes including:

- Rosie the Riveter;
- dangerous working conditions for women; lower pay for women in workforce; balance of childcare and work;
- Black women experienced additional mistreatment from White women;
- Community Facilities Act;
- Women's Auxiliary Army Corps (Women's Army Corp.);
- Women Accepted for Volunteer Emergency Service; and





- Women's Airforce Service Pilots.

Marginalized groups and their experiences during World War II included:

- African Americans (e.g., Double V Campaign, Chicago Black Renaissance);
- Japanese Americans (e.g., internment camps);
- American Indians (e.g., Navajo Code Talkers); and
- Mexican Immigrants (e.g., Bracero Program).

Although many marginalized groups served in the war to defeat Nazism and fascism, they did so in segregated units. The same discriminatory Jim Crow policies that were rampant in American society were reinforced by the U.S. military. Black servicemen rarely saw combat and were largely relegated to labor and supply units that were commanded by white officers. They fought against this in what is known as the Double V Campaign.

#### EXPECTATIONS FOR LEARNING

Explain how the United States entering World War II changed the workforce and analyze how it has created lasting effects in society.



**Topic: The Cold War****Content Statement**

29. Use of atomic weapons by the United States brought the world to a new level of warfare and threat of destruction, changed the nature of war, altered the balance of power, and began the nuclear age.

**CONTENT ELABORATION**

As World War II was coming to an end, Japanese efforts to win continued after the defeat of Germany and Italy. The United States dropped atomic bombs on Hiroshima and Nagasaki on August 6th and August 9th, 1945. The bombings killed hundreds of thousands of Japanese citizens and is the only time nuclear weapons have been used in warfare.

The dropping of the atomic bombs on Japan hastened the end of World War II and is considered the beginning of the nuclear age. Atomic bombs introduced a new type of weapon capable of mass destruction. Possession of the nuclear bomb contributed to the status of the United States as a superpower.

Successful Soviet development of the atomic bomb in 1949 escalated an arms race that continued throughout the Cold War and led to heightened fears of a nuclear war and the establishment of the Soviet Union as a second superpower.

In 1961, the world came closest to nuclear war when a failed invasion of Cuba led dictator Fidel Castro to seek help from the Soviet Union, receiving nuclear missiles in response to US missiles located in Europe. Days of tension ensued and both powers were steps away from launching missiles, but diplomacy from Attorney General Robert Kennedy and Soviet Ambassador Anatoly Dobrynin averted the crisis.

**EXPECTATIONS FOR LEARNING**

Explain how the fear of nuclear war and the arms race between the United States and the Soviet Union affected the relationship between the superpowers and consequently the safety of the entire world.

**Content Statement**

30. The United States government fought to stop the spread of communism, both foreign and domestic, through various policies, treaties, and social efforts.

**CONTENT ELABORATION**

Following WWII, Europe was in shambles. There were fears concerning Soviet expansion, the rise of communism in China, and the spread of communism through Latin America and Asia.



In response the United States government enacted various policies and international alliances:

- the Marshall Plan;
- the Truman Doctrine; and
- the North Atlantic Trade Organization (NATO).

These policies and alliances deepened tensions between the United States and the USSR.

As fear of the spread of communism continued, a Second Red Scare began. Dissidents of the war, those who supported the Civil Rights Movement, or donated money to the wrong organization could be accused of having communist leanings. This effort to curb the spread of communist ideas seeped into many corners of American life from Hollywood to college campuses to Congress. The Second Red Scare focused attention on the media, labor unions, universities, and the military as targets of communist subversion.

Fears of subversion and charges of communist infiltration of the U.S. government led to the following actions:

- McCarthyism;
- investigations of the House Un-American Activities Committee (HUAC); and
- blacklisting of suspected communists.

#### EXPECTATIONS FOR LEARNING

Understand the ideological conflict between the US and USSR in regards to Communism and capitalism, and how paranoia consumed the United States, who was doing everything it could in policy and social action to prevent Communism domestically and foreign.

#### Content Statement

31. The United States chose to get involved in both the Vietnam and Korean wars to prevent the spread of communism. This influenced domestic and international policies and created controversy.

#### CONTENT ELABORATION

The United States' actions against communism were global, reaching from China to Latin America to Asia, as well as actively resisting the spread of Soviet influence any further throughout Europe. This ultimately led to both the United States and the Soviet Union's involvement in both the Vietnam and Korean wars.

The Korean War sparked international events and concerns that would persist for decades including:

- further tensions between the United States and China;
- the continued division of North and South Korea;
- improved relations and diplomacy between the United States and Japan; and



- "scorched earth" method of warfare.

Vietnam was the first war to appear on the TV's of Americans, causing much outrage among America's youth. This divided the country and sparked massive protests. Major domestic and international issues and events included:

- cuts to spending on domestic programs;
- urban unrest and violence;
- anti-war protests;
- Operation Rolling Thunder; and
- the use of Agent Orange.

#### EXPECTATIONS FOR LEARNING

Examine how the US justified their interference in foreign governments to prevent the spread of Communism, leading to bloody wars which bred mistrust of government throughout the country, and lasting damage to the countries in which the United States interjected itself into.

#### Content Statement

32. For decades, the United States and the Soviet Union competed in various ways to become the world superpower and prove either capitalism or communism to be dominant. Ultimately, the Soviet Union and other communist governments collapsed, bringing an end to the Cold War.

#### CONTENT ELABORATION

As tensions continued to grow between the United States and the Soviet Union, each country sought to prove their economic system to be superior. In the United States, propaganda was released and taught in favor of capitalism to prove communism as an unethical practice.

The two nations would go head to head in the Space Race as a way of proving their country to be the true superpower.

- Sputnik 1, Sputnik 2;
- NASA;
- Apollo 11; and
- Hubble Space Telescope.

This competition, coupled with the end of World War II, promoted an era of unprecedented prosperity and economic growth in the United States. Several factors that contributed to this prosperity and economic growth included:

- increased demand for goods and services;
- growth of suburbs; and
- the Baby Boom.



Advances in science and technology following the war also impacted American life in several ways including:

- medicine (e.g., polio vaccine, birth control pill);
- nuclear power plants;
- transportation (e.g., passenger jet plane, automobiles); and
- television.

U.S. economic and military pressure contributed to the collapse of communist governments in Eastern Europe and the Soviet Union (i.e., Union of Soviet Socialist Republics). This led to a reduction of tensions between the United States and the former Soviet Union. The fall of the Berlin Wall followed by mass demonstrations for democracy contributed to the decline of communist governments in Eastern Europe. The collapse of the Soviet Union resulted in independent republics that moved to institute democratic reforms and introduce free-market economies. The United States supported economic and education reforms by providing assistance to some of the former communist countries.

#### EXPECTATIONS FOR LEARNING

Explain the tactics used by the US government to scare citizens away from any Communist thought or sympathy and the ways that much of the conflict was made to stoke loyalty from fear.



**Topic: Fights for Freedoms****Content Statement**

33. Segregation and racial intolerance created underlying systemic issues for the black and brown American communities.

**CONTENT ELABORATION**

The postwar movement from cities to suburbs had social and political effects that included:

- white flight and discriminatory loan practices towards minorities (i.e., redlining);
- polarization of urban and rural voters; and
- urban riots throughout the 1960s.

The Indian Relocation Act of 1956 forced Native Americans to assimilate to the general population in urban areas and to lose their own cultural identities for the favor of land gain by the federal government.

The assassination of Reverend Martin Luther King Jr, unjust killings of Black Americans, and many other public forms of overt racism further publicized racial intolerance towards black and brown Americans.

- Central Park Five;
- Emmett Till, mass media coverage; and
- Levittown.

President Nixon's 1971 declaration of "The War on Drugs" associated "hippie" and Black American communities with rises in recreational substance abuse which ultimately criminalized and disrupted these communities through excessive policing and the beginning of mass incarceration.

**EXPECTATIONS FOR LEARNING**

Interpret the effects of segregation and racial intolerance on Black and brown American communities.

**Content Statement**

34. After lifetimes of oppression, leaders called on the Black community to band together, beginning the Civil Rights Movement and fighting for the extension of civil rights to all citizens.

**CONTENT ELABORATION**

Following World War II, movements began to highlight the need to secure the same freedoms and opportunities for groups of marginalized Americans that other Americans enjoyed.



Civil Rights organizations fought for equal opportunities for African Americans and to end segregation. Organizations such as the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), and the Student Nonviolent Coordinating Committee (SNCC) sought to change long-standing policies and laws.

Many Civil Rights activists demonstrated to affect political and social change, including:

- Reverend Martin Luther King Jr;
- Malcolm X;
- Rosa Parks;
- Claudette Colvin;
- John Lewis; and
- Black Panthers.

These activists mobilized to carry out demonstrations to bring light to the injustices plaguing the nation. Citizens took to protests, boycotts, sit-ins and other forms of civil unrest to fight for their freedoms.

Examples of these actions included:

- the Montgomery Bus Boycott;
- the March on Washington;
- the Freedom Rides; and
- Little Rock Nine.

Their actions helped to bring about legislative change, such as:

- Civil Rights Act, proposed by President John F. Kennedy and signed by President Lyndon B. Johnson; and
- Voting Rights Acts.

As well as, judicial change through the United States Supreme Court:

- Brown v. Board of Education, 1954;
- Gideon v. Wainwright, 1963;
- Miranda v. Arizona, 1966; and
- Loving v. Virginia, 1967.

#### EXPECTATIONS FOR LEARNING

Evaluate the ways in which Black Americans and the Civil Rights Movement created social and political change in the United States.



**Content Statement**

35. Throughout the 20th century, The United States experienced various social and political movements for the extension of civil rights, serving a wide range of identities including racial, sexual, and gender equality.

**CONTENT ELABORATION**

Following World War II and inspired by the progress made in the Civil Rights Movement, other movements began to highlight the need to secure the same freedoms and opportunities for groups of marginalized Americans.

Women, Indigenous Peoples, Mexican-Americans, and the LGBTQ+ community made progress toward equal opportunities through:

- demonstrations;
- strikes;
- boycotts;
- marches; and
- legislation.

The second wave of feminism began in the early 1960's focused primarily on employment discrimination and legal inequality. During this time, the National Organization for Women (NOW) was established to mobilize women and promote full equality of the sexes. This resulted in:

- Equal Pay Act, 1963;
- Title VII of the Civil Rights Act, 1964;
- Title IX, 1972; and
- Roe v. Wade, 1973.

The American Indian Movement (AIM) worked to improve conditions on reservations, protect land rights, and improve opportunities in education and employment. The movement included:

- Occupation of Alcatraz Island;
- Trail of Broken Treaties;
- Indian Civil Rights Act, 1968; and
- the Wounded Knee Occupation.

The Gay Liberation Movement began with the Stonewall Uprising, which led to an organized effort for full inclusion in public life and





institutions. This movement included:

- One, Inc. v. Olesen, 1958;
- Stonewall Uprising;
- National March on Washington for Gay and Lesbian Rights; and
- the founding of ACT UP.

Mexican and Filipino Americans organized through the United Farm Workers of America (UFW) to improve the conditions of migrant workers.

This movement included:

- Delano Grape Strike; and
- Agricultural Labor Relations Act, 1975.

### EXPECTATIONS FOR LEARNING

Identify the ways in which the Fights for Freedom impacted various marginalized populations across the nation.

### Content Statement

36. The role of the federal government shifted in the handling of the economy, environmental affairs, social welfare and national security.

### CONTENT ELABORATION

In the post-World War II period, the role of the government in influencing the economy continued to be a source of partisan debate. Public opinion on the issue was often influenced by the state of the economy (e.g., poverty, and unemployment). Examples of major economic policies influenced by shifts in public opinion included:

- the Great Society (Medicare and Medicaid); and
- Reaganomics (Supply-Side Economics and Deregulation).

The debate on the government's role in protecting the environment also increased due to research on the effects of pesticides, pollution, waste disposal, and the extent of climate change. Demands from environmentalists led to the establishment of the Environmental Protection Agency (EPA).

The role of the federal government shifted in the handling of national security, including the Watergate Scandal of 1972-74, revealed the shortcomings of the presidential administration and caused national unrest.

- United States v. Nixon; and
- Assassination of President John F. Kennedy.



**EXPECTATIONS FOR LEARNING**

Analyze the ways in which the Watergate scandal and the assassination of JFK affected citizens and future federal policies.

**Content Statement**

37. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had lasting social and political effects.

**CONTENT ELABORATION**

Residents of the Rust Belt region of the country were being drawn by the employment opportunities offered by defense plants and high-tech industries located in the South and California. This migration led to the growth of the Sun belt. This development contributed to a political power shift in the country reflected in the reapportionment of congressional districts.

The 1965 Immigration Act allowed more individuals from Asia, Africa, and Latin America to enter the United States. The immigration that followed impacted the country's demographic makeup. For example, Hispanics became the fastest growing minority in the U.S. which led to an increase in Spanish language media and funding for bilingual education programs.

These demographic changes impacted voting practices and the balance of power between the major political parties.

**EXPECTATIONS FOR LEARNING**

Analyze the ways in which changes and influxes of immigrations and migrations throughout the United States had long lasting effects on the country's political and social realms.



**Topic: The Nineties****Content Statement**

38. United States' involvements abroad in the Middle East, Africa, and Asia had monumental effects on domestic and foreign United States Policy for years to come.

**CONTENT ELABORATION**

Operation Desert Storm was the first major foreign crisis for the United States after the end of the Cold War. More than 500,000 American troops deployed to Saudi Arabia as part of Operation Desert Shield, in case Iraqi troops attacked Saudi Arabia.

The 1998 United States embassy bombings killed more than 200 people in nearly simultaneous truck bomb explosions in two East African cities, one at the United States Embassy in Dar es Salaam, Tanzania, the other at the United States Embassy in Nairobi, Kenya.

The 1993 World Trade Center bombing was organized by terrorists trained by Al-Qaeda to avenge the suffering of Palestinian people and blame the United States for aiding Israel.

**EXPECTATIONS FOR LEARNING**

Understand the key events that shaped the United States' relationships with the Middle East and North African from 1990 to early 2000.

**Content Statement**

39. The negative relationship between race and the criminal justice system in the 1990's led to an exponential increase in the targeting of minorities and furthered the racial divide in the United States.

**CONTENT ELABORATION**

During the 1990's, drastic changes were made in the criminal justice system in an effort to be "tough on crime". This led to mass incarceration and social unrest as misconduct was revealed and minorities were targeted.

- The Violent Crime Control and Law Enforcement Act of 1994;
- Three-strikes law;
- Mass Incarceration;
- 1992 Los Angeles Riots;
- Dirty Thirty Scandal;
- War on Drugs;
- 1994 Crime Bill; and
- the OJ Simpson Trial.



**EXPECTATIONS FOR LEARNING**

Identify how the drastic change in policing tactics, strategies, and legislation throughout the 90's adversely impacted minorities and led to an exponential increase in incarceration rates.

**Content Statement**

40. The expansion of global trade, production, and interconnectedness has led to many technological and societal advances but have also led to increased poverty and inequality amongst Americans.

**CONTENT ELABORATION**

In August 1991, the World Wide Web became publicly available. The internet revolutionized technology and communication globally, as well as the personal computer, social media, and mobile phones.

International trade began to grow and nations established the World Trade Organization, as well as the North American Free Trade Agreement.

International trade, transnational business organizations, and overseas competition have challenged American producers and local communities, the effects of which have led to:

- a decrease in manufacturing jobs and closing of plants;
- a shift from a manufacturing industry toward a service industry;
- growth in lower-paying jobs;
- growth of information technology jobs; and
- an increase in the U.S. trade deficit.

These effects resulted in increased poverty, widening the wealth gap between the upper and lower classes.

As the economic boom of the 1990's began to crash, income inequality increased exponentially. The median wealth and income for families at the top income bracket were 10 times that of lower-middle-income families.

**EXPECTATIONS FOR LEARNING**

Explain the revolutionary impacts the World Wide Web had on technology and communication across the world.

Analyze how key international trade agreements expanded trade across borders and the dramatic results they had on the global economy.



**Topic: A New Millenium****Content Statement**

41. Following the September 11, 2001 terrorist attacks, the United States government responded by enacting both foreign and domestic policies that had major global consequences.

**CONTENT ELABORATION**

On September 11, 2001, the United States was attacked by the Islamist terrorist group, Al-Qaeda. These attacks presented new domestic and foreign challenges for the United States.

Issues impacting national security include:

- the dynamic of balancing national security with civil liberties (USA PATRIOT Act and Freedom Act);
- Edward Snowden;
- the creation of the Transportation Security Administration;
- an increase in Islamophobia and xenophobia;
- increasing fears of domestic terrorism;
- increased defense spending as a result of the war on terrorism; and
- the debate over the treatment of enemy combatants.

At an international level, the United States responses include:

- War on Terrorism;
- War in Afghanistan;
- Iraq War;
- accusations of Iraq's possession of weapons of mass destruction;
- an increase in the immigration of refugees from war-torn regions of the world; and
- international humanitarian aid.

Both the domestic and international responses to the Attacks on September 11, 2001 became highly controversial after prolonged engagement in multiple wars.

**EXPECTATIONS FOR LEARNING**

Analyze the global effects that occurred as a result of the United States enactment of foreign and domestic policies post September 11, 2001.



**Content Statement**

42. The United States faces an ongoing series of economic, political and social challenges following the post-Cold War Era and post-September 11, 2001

**CONTENT ELABORATION**

The Great Recession of 2008 was a severe financial crash, stemming from reckless risk-taking by banks and the burst of the US housing market. Though the recession started in the US, the impacts rippled out damaging financial institutions globally.

- Occupy Wall Street;
- excessive housing lending by banks;
- housing market crash;
- excessive approval of sub-prime loans resulting in faulting; and
- bailing out of the banks.

Hurricane Katrina was a category 5 Atlantic Hurricane that devastated southern US citizens, particularly in New Orleans and surrounding areas, causing over 1,800 deaths and being the costliest tropical storm of its era.

- FEMA supply failures; and
- aid money fraud and abuse.

Relationships between the criminal justice system and minorities continue to deteriorate as incarceration rates continue to rise. The ongoing misconduct from law enforcement and the spread of information through social media, adds to social unrest.

Throughout the 2000s, domestic terrorism in the form of school shootings grows exponentially and creates further debate over gun control and the March for Our Lives Foundation. These attacks include:

- Columbine;
- Sandy Hook; and
- Stoneman Douglas.

Social media and widespread internet has been largely beneficial to many aspects of life, including political participation, The access to the larger US community aided in protest and campaign organization and public voter knowledge. The development and consistent evolution of social media and affordable/accessible technology has greatly impacted US citizens and proved to be beneficial in aiding in communication and access to knowledge at the tap of a button.

- election of 2016;
- election of 2020; and



- spread of Fake News.

### EXPECTATIONS FOR LEARNING

Analyse how the economic, political, and social changes and occurrences of post-September 11th 2001 changed the lives of United States citizens with both positive and negative outcomes.

### Content Statement

43. The fight for social equality continues with the ongoing debate between the roles of the state and federal government in political and social affairs.

### CONTENT ELABORATION

The continuing increase of minority voices in social and political spheres further push the boundaries of social and political equity for American citizens and have lead to disagreements over:

- LGBTQ+ rights;
- voting rights (2013 changed in the Voting Rights Act);
- legalization of marijuana for medical conditions;
- decriminalization of drugs with a focus on recovery;
- police brutality;
- gun rights and gun control;
- racial and gender equality; and
- health care.

These disagreements have led to various social movements, including:

- Black Lives Matter; and
- #MeToo Movement.

The Supreme Court has decided on multiple cases that have had major impacts on social and political levels of both the government and American citizens daily lives, such as:

- Lawrence v. Texas, 2003;
- Citizens United v. FEC, 2010;
- Shelby County v. Holder, 2013;
- United States v. Windsor, 2013;
- Obergefell v. Hodges, 2015;
- Burwell v. Hobby Lobby, 2014;



- Trump v. Hawaii. 2018; and
- McGirt v. Oklahoma, 2020.

#### EXPECTATIONS FOR LEARNING

Analyze the increasing political and social movements of minority citizens as it pertains to the need for inclusion and intervention at state and federal government levels.

