Utah Social Studies - Secondary

United States History II: Grades 7, 8, 9, 10, 11, 12

Adopted 2017

Industrialization USHII.1	1. **Students will assess how innovations in transportation, science, agriculture, manufacturing, technology, communication, and marketing transformed America in the 19th and early 20th centuries.** USHII.1.1
	2. **Students will explain the connections between the growth of industry, mining, and agriculture and the movement of people into and within the United States.** USHII.1.2
	3. **Students will analyze the causal relationships between industrialization and the challenges faced by the growing working classes in urban settings.** USHII.1.3
	4. **Students will use historical evidence to compare how industrial capitalist leaders used entrepreneurship, free markets, and strategies to build their businesses.** USHII.1.4
Reform Movements USHII.2	1. **Students will use primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as organized labor, suffrage, and temperance.** USHII.2.1
	2. **Students will explain how social reform movements influenced Constitutional amendments and changes to laws and democratic processes.** USHII.2.2
	3. **Students will evaluate the methods reformers used to bring about change, such as imagery, unions, associations, writings, ballot initiatives, recalls, and referendums.** USHII.2.3
	4. **Students will evaluate the short- and long-term accomplishments and effectiveness of social, economic, and political reform movements.** USHII.2.4
America on the Global Stage USHII.3	1. **Students will describe how the role of the U.S. in world affairs changed at the turn of the 20th century, and evaluate the arguments used to promote or discourage involvement in world affairs, such as those of the "big stick," Mahan, the Roosevelt Corollary, and the Antiimperialist League.** USHII.3.1

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	2. **Students will examine and evaluate the role of the media and propaganda in promoting involvement in foreign affairs, using events such as the Spanish American War and World War I.** USHII.3.2
	3. **Students will evaluate the positive and negative impacts of imperialism on the U.S. and the U.S. territorial interests, such as the Philippines, Cuba, Guam, Hawaii, Panama, and Puerto Rico.** USHII.3.3
	4. **Students will explain the causes for U.S. involvement in World War I and the effects of the war on the home front, such as migration, trade, sedition act, shortages, voluntary rationing, and the Spanish flu.** USHII.3.4
Traditions and Social Change USHII.4	1. **Students will develop and defend an interpretation of why cultural clashes occurred in the 1920s, citing examples such as science vs. religion, rural vs. urban, Prohibition proponents vs. opponents, and nativism vs. immigration.** USHII.4.1
	2. **Students will use case studies involving African-American civil rights leaders and events to compare, contrast, and evaluate the effectiveness of various methods used to achieve reform, such as civil disobedience, legal strategies, and political organizing.** USHII.4.2
	3. **Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.** USHII.4.3
	4. **Students will identify significant counter-cultural movements of the 20th century as well as the reactions and counter-arguments to those movements, using examples such as the Beatniks, hippies, and the anti-Vietnam War movement.** USHII.4.4
Economic Boom, Bust, and the Role of the Government USHII.5	1. **Students will investigate how individual and institutional decisions made during the 1920s, such as over-production, buying on credit, poor banking policies, and stock market speculation helped lead to the boom of the 1920s and then the Great Depression.** USHII.5.1
	2. **Students will use evidence to investigate the effectiveness of the New Deal as a response to economic crises.** USHII.5.2
	3. **Students will explain how economic and environmental conditions, including the Dust Bowl, affected daily life and demographic trends during the Great Depression.** USHII.5.3
	4. **Students will craft an argument regarding the role of government in responding to economic conditions after learning about capitalism and other economic systems, historic cycles of boom and bust, and the New Deal.** USHII.5.4

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Another Global Conflict and the Beginnings of the Cold War USHII.6	1. **Students will assess the causes and consequences of America's shift from isolationism to interventionism in the years leading up to World War II.** USHII.6.1 2. **Students will use primary sources to describe the impact of World War II on the home front and the long-term social changes that resulted from the war, such as the baby boom, women in the workplace, and teenage culture.** USHII.6.2 3. **Students will cite and compare historical arguments from multiple perspectives regarding the use of "total war" in World War II, focusing on the changing objectives, weapons, tactics, and rules of war, such as carpet bombing, civilian targets, the Holocaust, and the development and use of the atom bomb.** USHII.6.3 4. **Students will research and prioritize the most significant events in the United States and the USSR's transition from World War II allies to Cold War enemies and superpowers.** USHII.6.4 5. **Students will evaluate the impact of using international economic aid and diplomacy to secure national interests, specifically citing case studies of America's investment in war-torn nations following the war, such as the Marshall Plan and the Berlin Airlift.** USHII.6.5
The Cold War Era and a Changing America USHII.7	1. **Students will compare the causes, major events, military tactics, and outcomes of the Korean and Vietnam Wars.** USHII.7.1 2. **Students will use government documents and other primary sources to investigate the motives behind a Cold War policy, event, or foreign operation, such as Truman Doctrine, containment, the domino theory, the Korean conflict, the Bay of Pigs invasion, the Cuban Missile Crisis, the Vietnam War, and Olympic boycotts.** USHII.7.2 3. **Students will develop interpretations of the impact of the Cold War on American society and culture using evidence such as cultural artifacts from the Cold War era, oral histories, and primary sources.** USHII.7.3 4. **Students will explain how Reagan's neo-conservatism differed from the policies of previous presidential administrations of this era, most notably Johnson's Great Society.** USHII.7.4 5. **Students will use evidence to demonstrate how technological developments (such as television and social media), government policies (such as Supreme Court decisions), trends (such as rock 'n' roll or environmental conservation), and/or demographic changes (such as the growth of suburbs and modern immigration) have influenced American culture.** USHII.7.5 6. **Students will use historical events and trends associated with American policies toward Israel and Middle Eastern nations and groups to make suggestions for current policies.** USHII.7.6

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The 21st Century United States USHII.8

1. **Students will select the most historically significant events of the 21st century and defend their selection.** USHII.8.1

2. **Students will apply historical perspective and historical thinking skills to propose a viable solution to a pressing economic, environmental, or social issue, such as failing social security, economic inequalities, the national debt, oil dependence, water shortages, global climate change, pandemics, pollution, global terrorism, poverty, and immigration.** USHII.8.2

3. **Students will use evidence from recent events and historical precedents to make a case for the most significant opportunities the country will have in the future.** USHII.8.3