

High School: United States History Standards

Introduction

The United States history standards explore events, movements and ideas from 1877 to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Beginning with analyzing the causes and consequences of the Industrialization of America, students explore reasons for and responses to the move from rural to urban spaces and to the open West. As students study the United States' transition to a manufacturing economy and the movement of people, they are exposed to the conflicts and compromises within a diverse social and ethnic population that begin in 1890, through its role as a nation on the global stage in World War I. Beginning with the Great Depression of 1929, students further analyze the role of economic and political influences on what it means to be an American domestically and in World War II. Further conflicting ideologies, starting in 1945, challenge students to investigate competing viewpoints as demographics shift in America. As students continue their analysis of the collapse of the Cold War Order and Modern Challenges, students are encouraged to focus on the roles played by the United States in the modern world and their own place as a citizen within that context. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

United States History

1877–1890	Industrialization, Urbanization and Expansion
1890–1929	Cultural Shifts, U.S. Emergence as a Global Power and Growing Prosperity
1929–1945	Great Depression through World War II
1945–1991	Post-War Prosperity, Cold War and Civil Rights
1991–Present	Collapse of the Cold War Order and Modern Challenges

Concepts and Practices	Standards
I: Questioning	<p>HS.UH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.</p> <p>HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.</p>
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>

Concepts and Practices	Standards
H: Change and Continuity	HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.
	HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.
	HS.UH.CH.3 Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present.
	HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.
	HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877-present.
	HS.UH.CH.6 Analyze the role of the United States in global affairs in the post-Cold War Era from 1991-present.
	HS.UH.CH.7 Evaluate the impact of fundamental documents and speeches on the development of the United States from 1877 to present that shall include but are not limited to: <ul style="list-style-type: none"> • The September 18, 1895, Atlanta Exposition Address by Booker T. Washington; • Of Booker T. Washington and Others by W.E.B. Du Bois; • The United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896); • The August 31, 1910, New Nationalism speech by Theodore Roosevelt; • The January 11, 1944, State of the Union Address by Franklin D. Roosevelt; • The United States Supreme Court opinions in Brown v. Board of Education of Topeka, 347 U.S. 483 (1954) and Brown v. Board of Education of Topeka, 349 U.S. 294 (1955); • Letter from Birmingham Jail by Martin Luther King, Jr.; • The August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.; and • A Time for Choosing by Ronald Reagan.

Concepts and Practices	Standards
H: Cause and Effect	<p>HS.UH.CE.1 Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.</p> <p>HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.</p> <p>HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.</p> <p>HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.</p> <p>HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.</p> <p>HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890-present.</p>
H: Conflict and Compromise	<p>HS.UH.CO.1 Explain the impact of U.S. expansion at home and abroad between 1877-1929.</p> <p>HS.UH.CO.2 Evaluate domestic responses to migration and immigration in the United States from 1877-present.</p> <p>HS.UH.CO.3 Analyze the role of the United States in global compromises and conflicts between 1890-1945 in the Spanish American War, World War I, the Interwar years and World War II.</p> <p>HS.UH.CO.4 Analyze the conflicting ideologies and policies of the United States and Soviet Union and their impact, both domestically and globally, during the Cold War Era between 1945-1991.</p> <p>HS.UH.CO.5 Analyze examples of conflict and compromise between the United States and other nations, groups and individuals in the post-Cold War Era from 1991-present.</p>
H: Kentucky History	<p>HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.</p>
I: Using Evidence	<p>HS.UH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.</p>

Concepts and Practices	Standards
I: Communicating Conclusions	<p>HS.UH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in U.S. history.</p>

High School U.S. History: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

U.S. History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
H: Change and Continuity	HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.	<p>Different groups of people migrated to specific areas of the country and shaped identity of those areas. For example, push and pull factors bringing Eastern Europeans to the Eastern Seaboard and Asian immigrants moving toward economic opportunities on the West Coast shaped the culture of both areas and changed the identities of those who immigrated as well as those of the wider population.</p> <p>As the nation changed, so did the demands of meeting the needs of the diverse population. For example, there were changes in infrastructure, such as roads and railroads, as well as changes to the Constitution of the United States which addressed the changing demography and economic needs of our nation. For example, expansion of government regulations in the Progressive period and New Deal reflected new challenges generated by an industrializing economy. These concepts are addressed in documents such as the August 31, 1910, New Nationalism speech by Theodore Roosevelt and the January 11, 1944, State of the Union Address by Franklin D. Roosevelt.</p>
	HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.	
	HS.UH.CH.3 Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present.	<p>After the Civil War, the United States emerged as an industrial power. In that environment of increasing complexity, historic rights like those to private property were reasserted and new measures were taken, like the creation of the Federal Reserve in 1913, which sought to rationalize monetary policy and increase economic stability.</p>

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Concepts and Practices	Standard	Disciplinary Clarifications
H: Change and Continuity (continued)	HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.	<p>Since 1877, the United States has attempted to address working conditions and income disparities both through private organizations and by passing laws and regulations. Organized labor has countered the influence of large corporations through collective bargaining and lobbying the government for national standards, like the minimum wage. Citizens also sought protections, for example, the Pure Food and Drug Act of 1906, which was passed largely in response to public outcry stemming from the publication of Upton Sinclair’s <i>The Jungle</i>.</p>
	HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877-present.	<p>American culture has changed as innovative technologies have become available. The invention of the car and subsequent changes to the infrastructure of roads in the United States changed the way America worked, lived and utilized leisure time. Medical discoveries and public health technologies like modern sanitation systems increased lifespan. Advances like those in manufacturing, communication and banking as well as military innovations, which trickled into the private sector, have impacted American society both at home and at work.</p>
	HS.UH.CH.6 Analyze the role of the United States in global affairs in the post-Cold War Era from 1991-present. (see “continued”)	<p>U.S. political, economic and diplomatic policies changed in response to the fall of Communism, moving from a bi-polar world in which two hegemonies sought influence and power, to a world in which the United States was undoubtedly the single leader. Due to these changes, the United States encouraged the creation of a global system of governance led by America and its ideals of democracy and free markets. Seeking global consensus for the sovereignty of national borders, for example during the first Gulf War (1990–1991), was an important part of foreign policy. However, the power vacuum created by the collapse of the Soviets and its allies also stimulated new challenges to the global order created by the United States.</p>

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Concepts and Practices	Standard	Disciplinary Clarifications
H: Change and Continuity <i>(continued)</i>	HS.UH.CH.6 Analyze the role of the United States in global affairs in the post-Cold War Era from 1991-present. <i>(continued)</i>	For example, guerilla groups and terrorist organizations attempted to challenge U.S. military, cultural and economic power. In response, the United States continued to defend its position through wars like Operation Enduring Freedom after 9/11 and an increased presence in the Middle East. In recent years, the United States has responded to emerging Chinese global power and presence as well as the reemergence of Russia as a powerful global actor, through military actions, economic sanctions and strategic alliances.
	HS.UH.CH.7 Evaluate the impact of fundamental documents and speeches on the development of the United States from 1877 to present that shall include but are not limited to: <ul style="list-style-type: none"> • The September 18, 1895, Atlanta Exposition Address by Booker T. Washington; • Of Booker T. Washington and Others by W.E.B. Du Bois; • The United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896); • The August 31, 1910, New Nationalism speech by Theodore Roosevelt; • The January 11, 1944, State of the Union Address by Franklin D. Roosevelt; 	All fundamental documents and speeches listed should be evaluated, as they help form the foundation of the American experience from 1877-present. The sources listed in the standard are not a comprehensive list of documents needed to fully portray and understand American history, but they do provide insight into key action, movements and moments, in addition to establishing precedents and core principles. In addition to these documents and speeches, multiple source types that capture diverse perspectives and voices may be included to fully contextualize American history.

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Concepts and Practices	Standard	Disciplinary Clarifications
H: Change and Continuity <i>(continued)</i>	<ul style="list-style-type: none"> • The United States Supreme Court opinions in Brown v. Board of Education of Topeka, 347 U.S. 483 (1954) and Brown v. Board of Education of Topeka, 349 U.S. 294 (1955); • Letter from Birmingham Jail by Martin Luther King, Jr.; • The August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.; and • A Time for Choosing by Ronald Reagan. 	For example, from this list, a teacher could use A Time for Choosing to help their students evaluate how free markets and democratic governance were set in opposition to the model adopted by the USSR during the Cold War.
H: Cause and Effect	HS.UH.CE.1 Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.	The identity of Americans and groups within the United States are complex and shaped by diverse factors, including migration patterns, culture, economics, geography, and both internal and external forces. While there are continuities in the way Americans view themselves and each other, there are also shifts in perceptions, as the concept of citizenship expanded over time. Some of the many possible examples of the ways diverse groups viewed themselves and contributed to the identity of the United States can be seen in the following documents: the September 18, 1895, Atlanta Exposition Address by Booker T. Washington, Of Booker T. Washington and Others by W.E.B. Du Bois, and the August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.

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Concepts and Practices	Standard	Disciplinary Clarifications
H: Cause and Effect (continued)	HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.	<p>Beginning at the turn of the twentieth century through the end of the twentieth century, the United States emerged as a global power. The United States benefited from industrial might and increased participation in global markets. Immigration to a relatively free and open society caused the population to grow, and the United States became a leader in technological advances, which improved the U.S. economy and citizens' standards of living. Finally, in this period, the United States became an important actor in global conflicts and compromises, leaving behind its isolationist path and entering conflicts such as the Spanish American War, World War I, World War II and the Cold War and fighting proxy wars in places like Korea and Vietnam while also pioneering the formation of global governance and defense institutions like the United Nations and North Atlantic Treaty Organization (NATO). These concepts are addressed in documents such as A Time for Choosing by Ronald Reagan and the January 11, 1944, State of the Union Address by Franklin D. Roosevelt.</p>
	HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.	<p>Between 1877 and 1945, the United States experienced cycles of boom and bust. For example, the cattle industry of the American west, economic panics of the 1890s, the Gilded Age, the 1920s and the Great Depression all demonstrate these boom and bust cycles. These cycles had various causes, such as speculation, overproduction, underconsumption, protectionism and a lack of diversification of industry. The reality of boom and bust cycles prompted legislative action, the formation of political parties and individual and group activism. For example, institutions like the Federal Reserve Bank and Federal Deposit Insurance Corporation were formed, nativist policies like the Chinese Exclusion Act were enacted, the Populist party gained traction and the Bonus Army demanded early payment during the Depression.</p>

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Concepts and Practices	Standard	Disciplinary Clarifications
H: Cause and Effect (continued)	HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.	<p>Economists and citizens work to assess the health of the U.S. economy using a variety of measures. By collecting and analyzing data, an overall picture of the health of the economy can be seen. For example, the weak economy of the 1970s can be assessed by examining stagflation, such as the high inflation and unemployment rates, of that decade to the low unemployment, high GDP growth rates of the 1950s or 1990s, both considered periods of a healthier economy.</p> <p>Since 1877, various groups have worked to expand rights and liberties. These groups have worked to change legislation, amend the Constitution of the United States and improve daily lives for the American people. These groups and individuals participated in marches, protests and acts of civil disobedience to enact change and promote the expansion of rights in the United States. Suffrage movements, civil rights movements and reform movements all worked to improve civil liberties in the U.S. For example, the passage of the Americans with Disabilities Act (ADA) was a result of efforts by individuals and Congress to provide equal accommodations for Americans with disabilities. These concepts are addressed in documents such as Of Booker T. Washington and Others by W.E.B. Du Bois; the United States Supreme Court opinions in Brown v. Board of Education of Topeka, 347 U.S. 483 (1954) and Brown v. Board of Education Topeka, 349 U.S. 294 (1955); Letter from Birmingham Jail by Martin Luther King, Jr.; the August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.; the September 18, 1895, Atlanta Exposition Address by Booker T. Washington; and the United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896).</p>
	HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.	

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Concepts and Practices	Standard	Disciplinary Clarifications
H: Cause and Effect (continued)	HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890-present.	U.S. global interactions have led to numerous cultural shifts. Immigration, for example, has influenced the United States by infusing each generation with new ideas and customs. As the strength of the U.S. economy grew, industry attracted workers from all over the world, changing American society as new ideas and customs were integrated. As the United States participated in global conflicts, there were changes in values and beliefs, and emerging prejudices led to changes in cultural norms. Global interactions also led to the development of trade agreements like the World Trade Organization (WTO) and North American Free Trade Agreement (NAFTA) and regulatory bodies like the Department of Homeland Security, which impacted society. The concepts are addressed in documents such as A Time for Choosing by Ronald Reagan; the January 11, 1944, State of the Union Address by Franklin D. Roosevelt; and Letter from Birmingham Jail by Martin Luther King Jr.
H: Conflict and Compromise	<p>HS.UH.CO.1 Explain the impact of U.S. expansion at home and abroad between 1877-1929.</p> <p>HS.UH.CO.2 Evaluate domestic responses to migration and immigration in the United States from 1877-present.</p>	Between 1877-1929, the United States experienced growth both at home and abroad. As the United States expanded domestically, the United States developed new infrastructure and methods of governance, as immigration and migration of people from the Atlantic to the Pacific Coast burgeoned. The U.S. government also embraced policies that removed American Indians from their land, as with the Dawes Act, and initiated new limitations and restrictions on immigration. All of these developments impacted the economic and political ideologies of the United States. It was also in this time period that the United States embraced the idea of imperialism and began to develop a sphere of influence in places like the Philippines and Central America, which opened up new trade routes and access to resources, but also led to global competition and conflict, as the ideals of American values came into conflict with the realities of imperialistic policies.

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Concepts and Practices	Standard	Disciplinary Clarifications
H: Conflict and Compromise (continued)	HS.UH.CO.3 Analyze the role of the United States in global compromises and conflicts between 1890-1945 in the Spanish American War, World War I, the Interwar years and World War II.	<p>From 1890-1945, the United States became more involved on the global stage. Beginning with United States aid to Cuba during the Spanish American War and ending with the Allied victory of World War II, the United States became more and more entwined with international interests and global conflicts. The United States created a sphere of influence but vacillated between imperialism and isolationism in this time period. The United States was involved in attempts at global cooperation as presidents arbitrated global treaties as with President Roosevelt after the Russo-Japanese War, and the government participated in peace conferences, war trials and new international organizations, such as the Washington Naval Conference, the Nuremberg Trials and the creation of the United Nations, World Bank and International Monetary Fund.</p>
	HS.UH.CO.4 Analyze the conflicting ideologies and policies of the United States and Soviet Union and their impact, both domestically and globally, during the Cold War Era between 1945-1991.	<p>The United States and the Soviet Union had fundamentally different ideologies concerning economics, political foundations and individual liberties. These differences led to the Cold War, which pitted these two ideological camps against one another on a global scale following WWII. During the Cold War, the United States and the Soviet Union competed for global influence, participated in proxy wars and created organizations of collective security, like NATO and the Warsaw Pact. This also led to policies at home, such as the creation of the House Un-American Activities Committee, and fear of the spread of communism. In the post-Cold War era, the United States played a role in global attempts at compromise and conflicts. The United States has been a part of many trade treaties, such as NAFTA, and other global compromises around the environment and disarmament.</p>
	HS.UH.CO.5 Analyze examples of conflict and compromise between the United States and other nations, groups and individuals in the post-Cold War Era from 1991-present.	<p>At the same time, the United States has participated in armed conflict as part of international peacekeeping forces in places like Bosnia and as part of international alliances fighting against terrorism around the world after 9/11. These concepts are addressed in documents such as A Time for Choosing by Ronald Reagan.</p>

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Concepts and Practices	Standard	Disciplinary Clarifications
H: Kentucky History	HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.	Throughout U.S. history, Kentuckians have played a role in influencing national developments, such as, but not limited to, the following examples: Justice John Marshall Harlan was the dissenting opinion in the Berea College v Kentucky and the United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896) cases setting a precedent that segregation was inherently unequal; Governor Breathitt was instrumental in the Civil Rights Movement nationally and in Kentucky and in the implementation of the Civil Rights Act of 1964; Madeline McDowell Breckinridge fought for child labor laws and was critical in the women's suffrage movement on a national scale; Sophia Alcorn was an advocate for people with disabilities and invented the Tadoma method for people who are deaf and blind to communicate; Willa Beatrice Brown was the first African American woman in the United States to earn a pilot's license and was a lifelong civil rights advocate; Alice Allison Dunnigan was the first African American journalist to receive White House credentials.

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