

U.S. HISTORY: POST-RECONSTRUCTION TO PRESENT

The U.S. History: Post-Reconstruction to Present framework requires students to examine the major turning points in American history from the period following Reconstruction throughout the Twentieth Century and entering into the new millennium. Specific themes should be emphasized throughout the course focusing on the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the role of the federal government and Federal Reserve System in the economy; the impact of technology and industry on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial and ethnic minorities and women; and the role of the United States as a major world power. The instructional approach should provide opportunities for students to examine American culture, including religion, literature, art, drama, and the mass media. Students should also become knowledgeable of the civic affairs of the community; capable actors in local, state and federal political affairs; aware of cultural differences and cultural freedom; knowledgeable of the diversity of human experience; and capable of living and prospering in a global economy.

The framework is comprised of five content strands: **Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture**. The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence in support of a clearly defined thesis, and developing a solid command of major geographic features by interpreting physical and political maps of the United States and the world's continents.

The competencies, printed in bold face type, are the required learning standards for all students. Competencies do not have to be taught in the order presented in the framework. The competencies are presented in outline form for consistency and for easy reference throughout the framework. Competencies are intentionally broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. They may be combined and taught with other competencies throughout the school year. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. The competencies are not intended to be a list of content skills that are taught and recorded as “mastered.”

The objectives indicate how competencies can be fulfilled through a progression of content and concepts for the course. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time.

The 2010-2011 Mississippi Subject Area Test for U.S. History will be aligned to these competencies and objectives. At least fifty percent of the test items on the state assessment must match the Depth of Knowledge (DOK) level assigned to the objectives for each competency. The DOK level is indicated at the end of each objective.

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CONTENT STRANDS:

Domestic Affairs

Economics

Global Affairs

Culture

Civil Rights/Human Rights

COMPETENCIES AND OBJECTIVES:

Domestic Affairs

- 1. Understand the evolution of the American political system, its ideals, and institutions post-reconstruction.**
 - a. Cite and analyze evidence that the United States Constitution is a “living” document as reflected in Supreme Court cases, Amendments, and presidential actions. (DOK 3)
 - b. Analyze and evaluate the impact of presidential policies and congressional actions on domestic reform. (DOK 3)
 - c. Explain and analyze the expansion of federal powers. (DOK 3)
 - d. Analyze and evaluate the ongoing tension between individual liberty and national security. (DOK 3)

- 2. Understand major social problems and domestic policy issues in post-reconstruction American society.**
 - a. Explain how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force. (DOK 2)
 - b. Trace the response of American institutions such as government and non-profit organizations to environmental challenges such as natural disasters, conservation and pollution, and property rights (including but not limited to the expansion of the national park system, the development of environmental protection laws, and eminent domain). (DOK 2)
 - c. Compare and contrast various social policies such as welfare reform and public health insurance and explain how such social policies are influenced by the persistence of poverty. (DOK 2)

Global Affairs

3. **Understand how the global position of the United States has evolved as a result of imperialism, economics, technological changes, and involvement in international wars and conflicts.**
 - a. Analyze the effects of imperialism on the foreign policy of the United States from Reconstruction to World War I. (DOK 3)
 - b. Compare and contrast the arguments between the imperialists and anti-imperialists in the late 19th century and justify why the imperialists prevailed. (DOK 3)
 - c. Draw conclusions about the causes and effects of American involvement in the world wars. (DOK 3)
 - d. Analyze the origins and development of the Cold War between the United States and the Soviet Union and their respective allies, including ideology, technology, economics, and geography. (DOK 3)
 - e. Explain and analyze America’s role in international organizations, humanitarian relief, and post-war reconstruction efforts throughout the 20th century. (DOK 3)
 - f. Analyze and evaluate the causes and effects of the United States’ growing involvement in the Middle East and the Persian Gulf. (DOK 3)

Civil Rights/Human Rights

4. **Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the Civil Rights struggle of African Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, immigrant groups, and individuals with disabilities).**
 - a. Analyze the issues that gave rise to the Civil Rights Movement from post-reconstruction to the modern movement. (DOK 3)
 - b. Trace the major events of the modern movement and compare and contrast the strategies and tactics for social change used by leading individuals/groups.(DOK 2)
 - c. Analyze the response of federal and state governments to the goals (including but not limited to ending *de jure* and *de facto* segregation and economic inequality) of the Civil Rights Movement. (DOK 3)
 - d. Evaluate the impact of the Civil Rights Movement in expanding democracy in the United States. (DOK 3)

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- e. Compare and contrast the goals and objectives of other minority and immigrant groups to those of the Civil Rights Movement led predominantly by African-Americans. (DOK 2)
- f. Cite and analyze evidence of the political, economic, and social changes in the United States that expanded democracy for other minority and immigrant groups. (DOK 3)

Economics

5. Understand the continuing economic transformation of the United States involving the maturing of the industrial economy, the expansion of big business, the changing demographics of the labor force, and the rise of national labor unions and industrial conflict.

- a. Evaluate the factors leading to and the effects of industrialization on the political, physical, and economic landscape of the United States during the late 19th and early 20th century. (DOK 3)
- b. Explain the conditions of industrialization that led to the rise of organized labor and evaluate labor’s effectiveness in achieving its goals. (DOK 3)
- c. Identify and explain migration and immigration patterns that developed from the push-pull effects of economic circumstances. (DOK 2)

6. Understand the scope of government involvement in the economy including the following: the regulation of industry and labor, the attempts to manipulate the money supply, and the use of tariffs or trade agreements to protect or expand U.S. business interests.

- a. Cite and explain evidence that led to the transition of the U.S. economy from laissez-faire capitalism to an increasingly regulated economy. (DOK 2)
- b. Analyze and evaluate historical arguments regarding monetary policy. (DOK 3)
- c. Critique the government’s use of tariffs and trade agreements. (DOK 3)
- d. Evaluate deficit spending as a means of financing government programs. (DOK 3)

Culture

- 7. Understand cultural trends, religious ideologies, and artistic expressions that contributed to the historical development of the United States.**
- a. Examine cultural artifacts (including but not limited to visual art, literature, music, theatre, sports) to contextualize historical developments. (DOK 2)
 - b. Analyze and evaluate the impact of religion on various social movements, domestic/foreign policies, and political debates. (DOK 3)
 - c. Evaluate the role mass media has played in shaping perceptions toward certain policies, social groups, other nations, and political ideas. (DOK 3)
 - d. Contrast modernism and traditionalism relating to social change. (DOK 2)
 - e. Cite and explain evidence of the diversity of the United States. (DOK 2)