

**Georgia Department of Education**  
**Georgia AP US History Alignment**

2014 AP US History Concept Outline	<b>Illustrative samples from the APUSH Concept Outline</b> (Note: Page 30 of the AP course description states these samples will <u>not</u> be assessed)	<b>State-mandated topics, concepts, and details from <i>Georgia Performance Standards</i> (GPS ) for preparing students for the Georgia Milestone exam in US History</b> (full GPS follows on page 47)	<b>Suggestions for optional examples of topics and details for use by AP Teachers in delivering the Concept Outline</b>
<p style="text-align: center;"><b>1.1IA</b></p> <p>The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these area; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.</p>	<p style="text-align: center;">Pueblo, Chinook</p>		<p style="text-align: center;">Early Mesoamerican, Mayan and Aztec culture, Hohokam culture, Navajo culture</p>
<p style="text-align: center;"><b>B</b></p> <p>Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.</p>			<p style="text-align: center;">Sioux and Pawnee culture</p>
<p style="text-align: center;"><b>C</b></p> <p>In the Northeast and along the Atlantic Seaboard, some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.</p>	<p style="text-align: center;">Iroquois, Algonquian</p>		<p style="text-align: center;">Anasazi culture, Mississippian culture</p>
<p style="text-align: center;"><b>1.2 IA</b></p> <p>Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans.</p>	<p style="text-align: center;">smallpox, Mestizo, Zambo</p>		<p style="text-align: center;">Smallpox</p>
<p style="text-align: center;"><b>B</b></p> <p>Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas.</p>			<p style="text-align: center;">Age of Discovery, Renaissance</p>

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<p style="text-align: center;"><b>C</b></p> <p>The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns as well as on economic, social, and political development in the Western Hemisphere.</p>	horses, cows		Columbian Exchange
<p style="text-align: center;"><b>D</b></p> <p>In the economies of the Spanish colonies, Indian labor, used in the encomienda system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.</p>	sugar, silver		Peninsulares, criollos
<p style="text-align: center;"><b>1.2 IIA</b></p> <p>European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity.</p>			New Mexico, Pope, Hispaniola
<p style="text-align: center;"><b>B</b></p> <p>New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism.</p>	corn, potatoes		Plantation based agriculture
<p style="text-align: center;"><b>C</b></p> <p>Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.</p>	sextant, joint-stock companies		Astrolabe, Ptolemy, Amerigo Vespucci

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<p style="text-align: center;"><b>1.3 IA</b></p> <p>With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how “civilized” these groups were compared to European standards.</p>	<p style="text-align: center;">Juan de Sepúlveda, Bartolomé de Las Casas</p>		<p style="text-align: center;">subjugation</p>
<p style="text-align: center;"><b>B</b></p> <p>Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.</p>			
<p style="text-align: center;"><b>1.3 IIA</b></p> <p>European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict.</p>	<p style="text-align: center;">Spanish mission system, Pueblo, Juan de Oñate</p>		<p style="text-align: center;">Treaty of Tordesillas, Encomienda</p>
<p style="text-align: center;"><b>B</b></p> <p>In spite of slavery, Africans’ cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.</p>	<p style="text-align: center;">maroon communities in Brazil and the Caribbean, mixing of Christianity and traditional African religions</p>		

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<p style="text-align: center;"><b>2.1 IA</b>            Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population.</p>			
<p style="text-align: center;"><b>B</b>            French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with American Indians to acquire furs and other products for export to Europe.</p>		<p style="text-align: center;"><b>SSUSH1-</b>            Reasons for French settlement of Quebec, Dutch settlement of New Amsterdam</p>	<p>Joliet, Marquette, de La Salle, French colonization, Dutch colonization</p>
<p style="text-align: center;"><b>C</b>            Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlement, while having relatively hostile relationships with American Indians.</p>		<p style="text-align: center;"><b>SSUSH1-</b>            Virginia’s development, Virginia Company, relationship with Powhatans, Bacon’s Rebellion, settlement of New England, religious incentive, King Phillip’s War, development of the mid-Atlantic colonies including the English takeover of New York and the settlement of Pennsylvania, role of location and place on colonial settlement, transportation, and economic development</p>	<p>English colonization, White indentured servants, Indentures, enclosure movement, joint stock companies, Gilbert, Raleigh, Roanoke, Jamestown, John Smith, feudalism</p>
<p style="text-align: center;"><b>2.1 IIA</b>            Unlike Spanish, French, and Dutch colonies, which accepted intermarriage and cross-racial sexual unions with native peoples (and, in Spain’s case, with enslaved Africans), English colonies attracted both males and females who rarely intermarried with either native peoples or Africans, leading to the development of a rigid racial hierarchy.</p>		<p style="text-align: center;"><b>SSUSH1-</b>            development of slavery</p>	<p>John Rolfe, Dutch slave trade Atlantic Slave Trade</p>

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<p style="text-align: center;"><b>B</b></p> <p>The abundance of land, a shortage of indentured servants, the lack of an effective means to enslave native peoples, and the growing European demand for colonial goods led to the emergence of the Atlantic slave trade.</p>		<p style="text-align: center;"><b>SSUSH1-</b> Tobacco cultivation</p>	<p style="text-align: center;">Triangular Trade, Middle Passage, slave codes, African chattel</p>
<p style="text-align: center;"><b>C</b></p> <p>Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies, and was one factor that led the British colonists into violent confrontations with native peoples.</p>		<p style="text-align: center;">Bacon’s Rebellion</p>	
<p style="text-align: center;"><b>D</b></p> <p>Africans developed both overt and covert means to resist the dehumanizing aspects of slavery.</p>	<p style="text-align: center;">rebellion, sabotage, escape</p>		<p style="text-align: center;">Stono Rebellion</p>
<p style="text-align: center;"><b>2.1 IIIA</b></p> <p>The New England colonies, founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and-aided by favorable environmental conditions-a thriving mixed economy of agriculture and commerce.</p>		<p style="text-align: center;"><b>SSUSH1-</b> role of location and place on settlement, transportation, and economic development</p>	<p style="text-align: center;">Mercantilism, Puritans, Pilgrims, Mayflower Compact, Anglicanization, capitalism</p>

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<p style="text-align: center;"><b>B</b></p> <p>The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops, while the Chesapeake colonies and North Carolina relied on the cultivation of tobacco, a labor-intensive product based on white indentured servants and African chattel.</p>		<p style="text-align: center;"><b>SSUSH1-</b></p> <p>Dutch settlement of New Amsterdam, Quaker settlement of Pennsylvania, tobacco cultivation in Virginia, development of slavery and “plantations,” role of location and place on colonial settlement, transportation, and economic development</p>	<p>fishing, lumbering, indenture, Chesapeake colonies, headrights, subsistence farming, backcountry</p>
<p style="text-align: center;"><b>C</b></p> <p>The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple crops; in some cases, enslaved Africans constituted the majority of the population.</p>	<p>the Carolinas (rice), Barbados (sugar)</p>	<p style="text-align: center;"><b>SSUSH1-</b></p> <p>role of location and place on colonial settlement, transportation, and economic development</p>	<p>Mercantilism, slave codes, planter elite</p>
<p style="text-align: center;"><b>2.2 IA</b></p> <p>Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability.</p>	<p>Beaver Wars, Chickasaw Wars</p>	<p style="text-align: center;"><b>SSUSH1-</b></p> <p>King Phillip’s War, English takeover of New York</p>	
<p style="text-align: center;"><b>B</b></p> <p>As European nations competed in North America, their colonies focused on gaining new sources of labor and on producing and acquiring commodities that were valued in Europe.</p>	<p>furs, tobacco</p>	<p style="text-align: center;"><b>SSUSH1-</b></p> <p>Bacon’s Rebellion</p>	<p>Rice, cotton, “Atlantic World”</p>

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<p style="text-align: center;"><b>C</b></p> <p>The goals and interests of European leaders at times diverged from those of colonial citizens, leading to growing mistrust on both sides of the Atlantic, as settlers, especially in the English colonies, expressed dissatisfaction over territorial settlements, frontier defense, and other issues.</p>	<p>Wool Act, Molasses Act, widespread smuggling in Spanish and English colonies</p>	<p style="text-align: center;"><b>SSUSH1-</b> loss of MA charter, royal colonies</p>	<p style="text-align: center;">Admiralty courts</p>
<p style="text-align: center;"><b>2.2 IIA</b></p> <p>Continuing contact with Europeans increased the flow of trade goods and diseases into and out of native communities, stimulating cultural and demographic changes.</p>	<p>Catawba nation, population collapse and dispersal of Huron Confederacy, religious conversion among Wampanoag in New England leading to the outbreak of King Philip’s War</p>	<p style="text-align: center;"><b>SSUSH1-</b> King Philip’s War</p>	
<p style="text-align: center;"><b>B</b></p> <p>Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists’ worldviews on land and gender roles.</p>	<p>praying towns, clothing</p>		<p style="text-align: center;">Sublimus Dei</p>
<p style="text-align: center;"><b>C</b></p> <p>By supplying American Indian allies with deadlier weapons and alcohol and by rewarding Indian military actions, Europeans helped increase the intensity and destructiveness of American Indian warfare.</p>			

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<p style="text-align: center;"><b>2.3 IA</b></p> <p>The growth of an Atlantic economy throughout the 18<sup>th</sup> century created a shared labor market and a wide exchange of new World and European goods, as seen in the African slave trade and the shipment of products from the Americas.</p>		<p style="text-align: center;"><b>SSUSH2-</b> trans-Atlantic trade, Middle Passage</p>	<p style="text-align: center;">Slave Codes</p>
<p style="text-align: center;"><b>B</b></p> <p>Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English model, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.</p>	<p>Maryland Toleration Act of 1649, founding of Pennsylvania, John Locke</p>	<p style="text-align: center;"><b>SSUSH1-</b> House of Burgesses, “town meetings,” development of MA legislature, religious tension and founding of Rhode Island, Halfway Covenant, Salem Witch Trials</p> <p style="text-align: center;"><b>SSUSH2-</b> Benjamin Franklin (social mobility and individualism), Great Awakening</p>	<p style="text-align: center;">European Enlightenment, Montesquieu, William Penn, Quakers</p>
<p style="text-align: center;"><b>C</b></p> <p>The presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which contrasted with Spanish and French acceptance of racial gradations.</p>	<p>Casta system, mulatto, Métis</p>	<p style="text-align: center;"><b>SSUSH2-</b> from growth of African population to development of African American culture</p>	
<p style="text-align: center;"><b>2.3 IIA</b></p> <p>As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system.</p>			<p style="text-align: center;">royal colonies, proprietary colonies, self-government, British imperial system</p>

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<p style="text-align: center;"><b>B</b></p> <p>Late 17<sup>th</sup> century efforts to integrate Britain’s colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with America Indian groups, and were followed by nearly a half-century of the British government’s relative indifference to colonial governance.</p>	<p style="text-align: center;">Dominion of New England, Navigation Acts</p>	<p style="text-align: center;"><b>SSUSH2-</b> mercantilism</p>	
<p style="text-align: center;"><b>C</b></p> <p>Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.</p>	<p style="text-align: center;">Great Awakening, republicanism</p>	<p style="text-align: center;"><b>SSUSH2-</b> Great Awakening</p>	<p style="text-align: center;">John Locke, natural rights, Baptists and slavery. George Whitfield</p>
<p style="text-align: center;"><b>3.1 IA</b></p> <p>English population growth and expansion into the interior disrupted existing French-Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers.</p>		<p style="text-align: center;"><b>SSUSH3-</b> French and Indian War</p>	
<p style="text-align: center;"><b>B</b></p> <p>After the British defeat of the French, white-Indian conflicts continued to erupt as native groups sought both to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands.</p>	<p style="text-align: center;">Pontiac’s Rebellion, Proclamation of 1763</p>	<p style="text-align: center;"><b>SSUSH3-</b> Treaty of Paris of 1763, Proclamation of 1763</p>	<p style="text-align: center;">Benjamin Franklin, Albany Plan, Seven Years War, encroachment</p>

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<p style="text-align: center;"><b>C</b></p> <p><b>During and after the colonial war for independence, various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands.</b></p>	<p>Iroquois Confederation, Chief Little Turtle and the Western Confederacy</p>		
<p style="text-align: center;"><b>3.1 IIA</b></p> <p><b>Great Britain’s massive debt from the Seven Years’ War resulted in renewed efforts to consolidation imperial control over North American markets, taxes, and political institutions-actions that were supported by some colonists but resisted by others.</b></p>	<p>Stamp Act, Committees of Correspondence, Intolerable Acts</p>	<p style="text-align: center;"><b>SSUSH3-</b></p> <p>American Revolution, Stamp Act, Intolerable Acts, Committees of Correspondence, colonial response</p>	<p>Stamp Act Congress, Sam Adams, Townshend Acts, John Hancock, John Adams, Thomas Paine, <i>Common Sense</i>, Paul Revere</p>
<p style="text-align: center;"><b>B</b></p> <p><b>The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.</b></p>	<p>Sons of Liberty, Mercy Otis Warren, <i>Letters from a Farmer in Pennsylvania</i></p>	<p style="text-align: center;"><b>SSUSH3-</b></p> <p>Sons of Liberty, Daughters of Liberty</p>	<p>Boston Massacre, Boston Tea Party, Declaration of Independence, boycott, writs of assistance, Virginia Resolves, Crispus Attucks, Coercive Acts, 1<sup>st</sup> Continental Congress, Lexington and Concord, Loyalists and Patriots, 2<sup>nd</sup> Continental Congress, American Revolution, Articles of Confederation, state constitutions</p>
<p style="text-align: center;"><b>C</b></p> <p><b>Despite considerable loyalist opposition, as well as Great Britain’s apparently overwhelming military and financial advantages, the patriot cause succeeded because of the colonists’ greater familiarity with the land, their resilient military and political leadership, their ideological commitment, and their support from European allies.</b></p>		<p style="text-align: center;"><b>SSUSH4-</b></p> <p>French alliance and foreign assistance, Marquis de Lafayette, role of Benjamin Franklin, George Washington’s military leadership, creation of a professional military, life of a common soldier, crossing of the Delaware River, Valley Forge, geography at the Battle of Yorktown, Lord Cornwallis, Treaty of Paris of 1783</p>	<p>Robert Morris, guerilla warfare, Fall of New York, Fall of Philadelphia, Fall of Savannah, Fall of Charleston, King’s Mountain, Francis Marion, Saratoga, French Revolution</p>

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<p style="text-align: center;"><b>3.1 IIIA</b></p> <p>The continued presence of European powers in North American challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promoted its economic interests.</p>		<p style="text-align: center;"><b>SSUSH5-</b></p> Whiskey Rebellion, importance of the presidencies of George Washington and John Adams	Jay’s Treaty, Pinckney’s Treaty
<p style="text-align: center;"><b>B</b></p> <p>The French Revolution’s spread throughout Europe and beyond helped fuel Americans’ debates not only about the nature of the United States’ domestic order but also about its proper role in the world.</p>		<p style="text-align: center;"><b>SSUSH5-</b></p> non-intervention in Europe,	French Revolution
<p style="text-align: center;"><b>C</b></p> <p>Although George Washington’s Farewell Address warned about the dangers of divisive political parties and permanent foreign alliances, European conflict and tensions with Britain and France fueled increasingly bitter partisan debates throughout the 1790s.</p>		<p style="text-align: center;"><b>SSUSH5-</b></p> development of political parties, Alexander Hamilton	Washington’s Farewell Address
<p style="text-align: center;"><b>3.2 IA</b></p> <p>Protestant evangelical religious fervor strengthened many British colonists’ understandings of themselves as a chose people blessed with liberty, while enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege.</p>	John Locke, Jean-Jacques Rousseau, Adam Smith	<p style="text-align: center;"><b>SSUSH4-</b></p> John Locke	

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<p style="text-align: center;"><b>B</b></p> <p>The colonists’ belief in the superiority of republican self-government based on the natural rights of the people found its clearest American expression in Thomas Paine’s <i>Common Sense</i> and in the Declaration of Independence.</p>		<p style="text-align: center;"><b>SSUSH3-</b> Thomas Paine’s <i>Common Sense</i></p> <p style="text-align: center;"><b>SSUSH4-</b> Thomas Jefferson’s role in the Declaration of Independence (language and organization)</p>	<p style="text-align: center;">First State Constitutions</p>
<p style="text-align: center;"><b>C</b></p> <p>Many new state constitutions and the national Articles of Confederation, reflecting republican fears of both centralized power and excessive popular influence, placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.</p>		<p style="text-align: center;"><b>SSUSH5-</b> weaknesses of the Articles of Confederation,</p>	<p style="text-align: center;">Shay’s Rebellion, Northwest Ordinance</p>
<p style="text-align: center;"><b>3.2 IIA</b></p> <p>Difficulties over trade, finances, and interstate and foreign relations, as well as internal unrest, led to calls for significant revisions to the Articles of Confederation and a stronger central government.</p>	<p>tariff and currency disputes, Spanish restrictions on navigation of the Mississippi River</p>	<p style="text-align: center;"><b>SSUSH5-</b> need for a stronger central government, Shays’s Rebellion</p>	<p style="text-align: center;">Liberty v. power</p>
<p style="text-align: center;"><b>B</b></p> <p>Delegates from the states worked through a series of compromises to form a Constitution for a new national government while providing limits on federal power.</p>		<p style="text-align: center;"><b>SSUSH5-</b> Key features including the Great Compromise, separation of powers (influenced by Montesquieu), limited government, issue of slavery</p>	<p>Constitutional Convention, James Madison, Alexander Hamilton, Virginia Plan, New Jersey Plan, 3/5s Compromise, popular sovereignty, federalism</p>

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<p style="text-align: center;"><b>C</b></p> <p><b>Calls during the ratification process for greater guarantees of rights resulted in the addition of a Bill of Rights shortly after the Constitution was adopted.</b></p>		<p style="text-align: center;"><b>SSUSH5-</b></p> <p>Federalist v. Anti-Federalist ratification debate and arguments, <i>The Federalist Papers</i>: form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison, Bill of Rights: protector of individual and states' rights</p>	<p>Federalist 10, Federalist 39, John Jay, republicanism, limited government, enumerated powers, reserved powers, George Mason, James Monroe, Thomas Jefferson, Federalists vs. Democratic-Republicans, republican motherhood, Virginia Bill of Rights</p>
<p style="text-align: center;"><b>D</b></p> <p><b>As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties.</b></p>	<p>KY and VA Resolutions, Hamilton's Financial Plan, Proclamation of Neutrality</p>	<p style="text-align: center;"><b>SSUSH5-</b></p> <p>development of political parties, Alexander Hamilton</p>	<p>Compact Theory, Nullification, First Bank of the US, strict vs. loose construction</p>
<p style="text-align: center;"><b>3.2 IIIA</b></p> <p><b>During and after the American Revolution, an increased awareness of the inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.</b></p>	<p>Abigail Adams, Pennsylvania Gradual Emancipation Law</p>		<p style="text-align: center;">Liberia</p>
<p style="text-align: center;"><b>B</b></p> <p><b>The constitutional framers postponed solution to the problems of slavery and the slave trade, setting the stage for recurring conflicts over these issues in later years.</b></p>			<p>Non-importation of slaves, 3/5s compromise</p>

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<p style="text-align: center;"><b>C</b></p> <p>The American Revolution and the ideals set forth in the Declaration of Independence had reverberations in France, Haiti, and Latin America, inspiring future rebellions.</p>			
<p style="text-align: center;"><b>3.3. IA</b></p> <p>The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white-Indian conflicts along the western borders of British and, later, the U. S. colonial settlement and among settlers looking to assert more power in interior regions.</p>	march of the Paxton Boys, Battle of Fallen Timbers		Treaty of Greenville
<p style="text-align: center;"><b>B</b></p> <p>Migrants from within North America and around the world continued to launch new settlements in the West, creating new distinctive backcountry cultures and fueling social and ethnic tensions.</p>	Scots-Irish, Shays’s Rebellion, frontier vs. tidewater Virginia	<p style="text-align: center;"><b>SSUSH5-</b> Shays’s Rebellion</p>	
<p style="text-align: center;"><b>C</b></p> <p>The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending.</p>	<i>corridos</i> , architecture of Spanish missions, <i>vaqueros</i>		

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<p style="text-align: center;"><b>3.3 IIA</b></p> <p>As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states and sought to promote public education, the protection of private property, and the restriction of slavery in the Northwest Territory.</p>		<p style="text-align: center;"><b>SSUSH6-</b></p> <p>Northwest Ordinance and westward migration, slavery, public education, and addition of new states</p>	<p style="text-align: center;">Republican Motherhood</p>
<p style="text-align: center;"><b>B</b></p> <p>The Constitution’s failure to precisely define the relationship between America Indian tribes and the national government led to problems regarding treaties and Indian legal claims relating to the seizure of Indian lands.</p>			<p style="text-align: center;">Washington’s refusal to appear before Congress</p>
<p style="text-align: center;"><b>C</b></p> <p>As western settlers sought free navigation of the Mississippi River, the United States forged diplomatic initiatives to manage the conflict with Spain and to deal with the continued British presence on the American continent.</p>	<p style="text-align: center;">Jay’s Treaty, Pinckney’s Treaty</p>		<p style="text-align: center;">XYZ Affair</p>
<p style="text-align: center;"><b>3.3. IIIA</b></p> <p>As national political institutions developed in the new United States, varying regionally based positions on economic, political, social, and foreign policy issues promoted the development of political parties.</p>		<p style="text-align: center;"><b>SSUSH5-</b></p> <p>development of political parties, role of Alexander Hamilton</p>	<p style="text-align: center;">Tariffs, Election of 1800</p>

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<p style="text-align: center;"><b>B</b></p> <p>The expansion of slavery in the lower South and adjacent western lands, and its gradual disappearance elsewhere, began to create distinctive regional attitudes toward the institution.</p>		<p style="text-align: center;"><b>SSUSH7-</b>            Eli Whitney’s cotton gin in 1793 and “interchangeable parts”</p>	Northern emancipation of slaves, Southern dependency on slavery and single crop
<p style="text-align: center;"><b>C</b></p> <p>Enlightenment ideas and women’s experiences in the movement for independence promoted an ideal of “republican motherhood,” which called on white women to maintain and teach republican values within the family and granted women a new importance in American political culture.</p>			
<p style="text-align: center;"><b>4.1 IA</b></p> <p>As various constituencies and interest groups coalesced and defined their agendas, various political parties, most significantly the Federalist and Democratic-Republicans in the 1790s and the Democrats and Whigs in the 1830s, were created or transformed to reflect and/or promote those agendas.</p>		<p style="text-align: center;"><b>SSUSH7-</b>            Jacksonian Democracy: expanding suffrage, rise of popular political culture, American nationalism</p>	Election of 1824, 1828, 1840 , 2 <sup>nd</sup> Bank of the US
<p style="text-align: center;"><b>B</b></p> <p>Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.</p>	<p style="text-align: center;"><i>McCulloch v. Maryland,</i>  <i>Worcester v. Georgia</i></p>		<p style="text-align: center;"><i>Marbury v. Madison, John Marshall, Supreme Court, Gibbons v. Ogden</i></p>

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<p style="text-align: center;"><b>C</b></p> <p>With the acceleration of a national and international market economy, Americans debated the scope of government’s role in the economy, while diverging economic systems meant that regional political and economic loyalties often continued to overshadow national concerns.</p>	<p>New England opposition to the Embargo Act, debates over the tariff and internal improvements</p>	<p style="text-align: center;"><b>SSUSH6-</b></p> <p>Louisiana Purchase, Lewis and Clark, War of 1812 and nationalism, Erie Canal, rise of NYC, infrastructure</p>	<p>Impressment, Monroe Doctrine, The American System, War Hawks</p>
<p style="text-align: center;"><b>D</b></p> <p>Many white Americans in the South asserted their regional identity through pride in the institution of slavery, insisting that the federal government should defend that institution.</p>		<p style="text-align: center;"><b>SSUSH8-</b></p> <p>Nat Turner’s rebellion and political issue of slavery</p>	<p>Denmark Vesey, American Colonization Society</p>
<p style="text-align: center;"><b>4.1 IIA</b></p> <p>The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women’s rights.</p>	<p>Charles G. Finney, Seneca Falls convention, Utopian communities</p>	<p style="text-align: center;"><b>SSUSH7-</b></p> <p>Reform movements, women’s suffrage, Elizabeth Cady Stanton, Seneca Falls Conference, temperance, abolitionism, public schools,</p> <p style="text-align: center;"><b>SSUSH8-</b></p> <p>Frederick Douglass, Grimke Sisters, William Lloyd Garrison</p>	<p>Second Great Awakening, Unitarians, Charles Finney, Oberlin College, American Anti-Slavery Society</p>
<p style="text-align: center;"><b>B</b></p> <p>Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the United States and many state governments continued to restrict African Americans’ citizenship possibilities.</p>	<p>American Colonization Society, Frederick Douglass</p>	<p style="text-align: center;"><b>SSUSH8-</b></p> <p>Frederick Douglass</p>	

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<p style="text-align: center;"><b>C</b></p> <p>Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, anti-black sentiments in political and popular culture, and restrictive anti-Indian policies.</p>			<p style="text-align: center;">Nativism, Xenophobia</p>
<p style="text-align: center;"><b>4.1 IIIA</b></p> <p>A new national culture emerged, with various Americans creating art, architecture, and literature that combined European forms with local and regional cultural sensibilities.</p>	<p>the Hudson River School, John James Audubon, Jeffersonian, Neoclassical, national capital</p>		
<p style="text-align: center;"><b>B</b></p> <p>Various groups of American Indians, women, and religions followers developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class.</p>			
<p style="text-align: center;"><b>C</b></p> <p>Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status.</p>	<p>Richard Allen, David Walker, slave music</p>		
<p style="text-align: center;"><b>4.2 IA</b></p> <p>Innovations including textile machinery, steam engines, interchangeable parts, canals, railroads, and the telegraph, as well as agricultural inventions, both extended markets and brought efficiency to production for those markets.</p>	<p>steel plow, mechanical reaper, Samuel Slater</p>	<p style="text-align: center;"><b>SSUSH6-</b> Erie Canal, rise of NYC, infrastructure  <b>SSUSH7-</b> Industrial Revolution, Eli Whitney’s cotton gin and interchangeable parts</p>	<p style="text-align: center;">Telegraph, <i>Gibbons v Ogden</i>, Robert Fulton, Peter Cooper, steam engines, railroads</p>

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<p style="text-align: center;"><b>B</b></p> <p>Increasing numbers of Americans, especially women in factories and low-skilled male workers, no longer relied on semi-subsistence agriculture but made their livelihoods producing goods for distant markets, even as some urban entrepreneurs went into finance rather than manufacturing.</p>	<p>Lowell system, Baldwin Locomotive Works, anthracite coal mining</p>		<p>Textile mills, unions, strikes, textile machinery</p>
<p style="text-align: center;"><b>4.2 IIA</b></p> <p>Southern cotton furnished the raw material for manufacturing in the Northeast, while the growth in cotton production and trade promoted the development of national economic ties, shaped the international economy, and fueled the internal slave trade.</p>			
<p style="text-align: center;"><b>B</b></p> <p>Despite some governmental and private efforts to create a unified national economy, most notably the American System, the shift to market production linked the North and the Midwest more closely than either was linked to the South.</p>		<p style="text-align: center;"><b>SSUSH6-</b> Erie Canal</p>	
<p style="text-align: center;"><b>C</b></p> <p>Efforts to exploit the nation’s natural resources led to government efforts to promote free and forced migration of various American peoples across the continent as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources.</p>			<p style="text-align: center;">Indian Removal Act</p>

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<p style="text-align: center;"><b>4.2 IIIA</b></p> <p>With the opening of canals and new roads into the western territories, native-born white citizens relocated westward, relying on new community systems to replace their old family and local relationships.</p>		<p style="text-align: center;"><b>SSUSH6-</b> Erie Canal, rise of NYC, infrastructure</p>	<p style="text-align: center;">Public schools</p>
<p style="text-align: center;"><b>B</b></p> <p>Migrants from Europe increased the population in the East and Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest.</p>		<p style="text-align: center;"><b>SSUSH6-</b> rise of NYC</p>	<p style="text-align: center;">Irish Immigration</p>
<p style="text-align: center;"><b>C</b></p> <p>The South remained politically, culturally, and ideologically distinct from the other sections while continuing to rely on its exports to Europe for economic growth.</p>			
<p style="text-align: center;"><b>D</b></p> <p>The market revolution helped to widen a gap between rich and poor, shaped emerging middle and working classes, and cause an increasing separation between home and workplace, which led to dramatic transformations in gender and in family roles and expectations.</p>	<p>cult of domesticity, Lydia Maria Child, early labor unions</p>		<p style="text-align: center;"><i>Commonwealth v Hunt</i></p>
<p style="text-align: center;"><b>E</b></p> <p>Regional interests continued to trump national concerns as the basis for many political leaders' positions on economic issues including slavery, the national ban, tariffs, and internal improvements.</p>		<p style="text-align: center;"><b>SSUSH8-</b> sectionalism, Nullification Crisis, states' rights ideology, role of John C. Calhoun</p>	<p style="text-align: center;">Missouri compromise</p>

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<p style="text-align: center;"><b>4.3 IA</b></p> <p>Following the Louisiana Purchase, the drive to acquire, survey, and open up new lands and markets led Americans into numerous economic, diplomatic, and military initiatives in the Western Hemisphere and Asia.</p>	<p>negotiating the Oregon border, annexing Texas, trading with China</p>	<p style="text-align: center;"><b>SSUSH6-</b> Monroe Doctrine</p>	
<p style="text-align: center;"><b>B</b></p> <p>The United States sought dominance over the North American continent through a variety of means, including military actions, judicial decisions, and diplomatic efforts.</p>	<p>Monroe Doctrine, Webster-Ashburton Treaty</p>	<p style="text-align: center;"><b>SSUSH6-</b> War of 1812, Monroe Doctrine</p>	
<p style="text-align: center;"><b>4.3 IIA</b></p> <p>With expanding borders came public debates about whether to expand and how to define and use the new territories.</p>	<p>designating slave/non-slave areas, defining territories for American Indians</p>		<p style="text-align: center;">Missouri Compromise</p>
<p style="text-align: center;"><b>B</b></p> <p>Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times.</p>	<p>Hartford Convention, nullification crisis</p>	<p style="text-align: center;"><b>SSUSH8-</b> Nullification Crisis, John C. Calhoun</p>	<p style="text-align: center;">Daniel Webster, Robert Hayne, 1833 Force Bill, states' rights</p>
<p style="text-align: center;"><b>C</b></p> <p>Whites living on the frontier tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations.</p>	<p>War Hawks, Indian Removal Act, Seminole Wars</p>		<p style="text-align: center;">Andrew Jackson, 2<sup>nd</sup> Bank of the US, Trail of Tears, Whigs, spoils system, Democrats vs. Whigs</p>
<p style="text-align: center;"><b>4.3 IIIA</b></p> <p>The 1820 Missouri Compromise created a truce over the issues of slavery that gradually broke down as confrontations over slavery became increasingly bitter.</p>		<p style="text-align: center;"><b>SSUSH8-</b> Missouri Compromise</p>	

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<p style="text-align: center;"><b>B</b></p> <p>As over-cultivation depleted arable land in the Southeast, slaveholders relocated their agricultural enterprises to the new Southwest, increasing sectional tensions over the institution of slavery and sparking a broad scale debate about how to set national goals, priorities, and strategies.</p>			<p style="text-align: center;">Texas migration</p>
<p style="text-align: center;"><b>5.1 IA</b></p> <p>The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era’s political debates.</p>		<p style="text-align: center;"><b>SSUSH7-</b> Manifest Destiny <b>SSUSH8-</b> Mexican American War</p>	<p style="text-align: center;">Treaty of Guadalupe Hildalgo, annexation</p>
<p style="text-align: center;"><b>B</b></p> <p>The acquisition of new territory in the West and the U.S. victory in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories.</p>		<p style="text-align: center;"><b>SSUSH8-</b> Wilmot Proviso</p>	
<p style="text-align: center;"><b>C</b></p> <p>The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians.</p>			
<p style="text-align: center;"><b>D</b></p> <p>U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia.</p>	<p>clipper ships, Commodore Matthew Perry’s expedition to Japan, missionaries</p>		

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<p style="text-align: center;"><b>5.1 IIA</b></p> <p>Substantial numbers of new international migrants-who often lived in ethnic communities and retained their religion, language, and customs-entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants' cultural influence and political and economic power.</p>	<p>parochial schools, Know-Nothings</p>		<p>German immigration, American Party</p>
<p style="text-align: center;"><b>B</b></p> <p>Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War, with the passage of new legislation promoting national economic development.</p>	<p>Mormons, the gold rush, the Homestead Act</p>		<p>Transcontinental Railroad</p>
<p style="text-align: center;"><b>C</b></p> <p>As the territorial boundaries of the United States expanded and the migrant population increased, U.S. government interaction and conflict with Hispanics and American Indians increased, altering these groups' cultures and ways of life and raising questions about their status and legal rights.</p>	<p>Mariano Vallejo, Sand Creek Massacre, Little Big Horn</p>		
<p style="text-align: center;"><b>5.2 IA</b></p> <p>The North's expanding economy and its increasing reliance on a free-labor manufacturing economy contrasted with the South's dependence on an economic system characterized by slave-based agriculture and slow population growth.</p>			

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<p style="text-align: center;"><b>B</b></p> <p>Abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, adopting strategies of resistance ranging from fierce arguments against the institution and assistance in helping slaves escape to willingness to use violence to achieve their goals.</p>		<p style="text-align: center;"><b>SSUSH9-</b> John Brown’s Raid on Harper’s Ferry</p>	<p>Lawrence, Kansas, Uncle Tom’s Cabin, <i>Dred Scott v Sanford</i>, abolitionists</p>
<p style="text-align: center;"><b>C</b></p> <p>States’ rights, nullification, and racist stereotyping provided the foundation for the Southern defense of slavery as a positive good.</p>	<p>John C. Calhoun, minstrel shows</p>		
<p style="text-align: center;"><b>5.2 IIA</b></p> <p>National leaders made a variety of proposals to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas-Nebraska Act, and the <i>Dred Scott</i> decision but these ultimately failed to reduce sectional conflict.</p>		<p style="text-align: center;"><b>SSUSH8-</b> Compromise of 1850 <b>SSUSH9-</b> Kansas-Nebraska Act, failure of popular sovereignty, <i>Dred Scott</i> case</p>	<p>Webster-Calhoun debates, Henry Clay, popular sovereignty, concept of Union</p>
<p style="text-align: center;"><b>B</b></p> <p>The second party system ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North and the Midwest.</p>			<p>Republican Party, Abraham Lincoln, Free Soil, Lincoln-Douglas debates</p>
<p style="text-align: center;"><b>C</b></p> <p>Lincoln’s election on a free soil platform in the election of 1860 led various Southern leaders to conclude that their states must secede from the Union, precipitating civil war.</p>		<p style="text-align: center;"><b>SSUSH9-</b> Fort Sumter</p>	<p>Jefferson Davis, Civil War, Election of 1860</p>

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<p style="text-align: center;"><b>5.3 IA</b></p> <p><b>Both the Union and the Confederacy mobilized their economies and societies to sage the war even while facing considerable home front opposition.</b></p>		<p style="text-align: center;"><b>SSUSH9-</b> population, industrial output, functioning railroads</p>	<p style="text-align: center;">Northern war boom, Southern shortages, United States Sanitary Commission, Clara Barton</p>
<p style="text-align: center;"><b>B</b></p> <p><b>Lincoln’s decision to issue the Emancipation Proclamation changed the purpose of the war, enabling many African Americans to fight in the Union Army and helping prevent the Confederacy from gaining full diplomatic support from European powers.</b></p>		<p style="text-align: center;"><b>SSUSH9-</b> Emancipation Proclamation, Battle of Antietam</p>	
<p style="text-align: center;"><b>C</b></p> <p><b>Although Confederate leadership showed initiative and daring early in the war, the Union ultimately succeeded due to improved military leadership, more effective strategies, key victories, greater resources, and the wartime destruction of the South’s environment and infrastructure.</b></p>	<p style="text-align: center;">Gettysburg, March to the Sea</p>	<p style="text-align: center;"><b>SSUSH9-</b> Gettysburg, Gettysburg Address, Lincoln’s Second Inaugural Address, use of emergency powers, including suspension of habeas corpus, William T. Sherman, Ulysses S. Grant, Robert E. Lee, “Stonewall” Jackson, Jefferson Davis, Battle of Vicksburg, Battle of Atlanta, role of geography, growing economic disparities</p>	
<p style="text-align: center;"><b>5.3 IIA</b></p> <p><b>The 13<sup>th</sup> Amendment abolished slavery, bringing about the war’s most dramatic social and economic change, but the exploitative and soil-intensive sharecropping system endured for several generations.</b></p>			<p style="text-align: center;">Lincoln’s assassination, 13<sup>th</sup> Amendment</p>

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<p style="text-align: center;"><b>B</b></p> <p>Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South.</p>	<p>Hiram Revels, Blanche K. Bruce, Robert Smalls</p>	<p style="text-align: center;"><b>SSUSH10-</b>            Presidential v. Congressional/            Radical Reconstruction</p>	
<p style="text-align: center;"><b>C</b></p> <p>Radical Republicans’ efforts to change southern racial attitudes and culture and establish a base for their party in the South ultimately failed due both to determined southern resistance and to the North’s waning resolve.</p>		<p style="text-align: center;"><b>SSUSH10-</b>            efforts to redistribute land in the South among former slaves, advanced education (i.e. Morehouse College), Freedmen’s Bureau, impeachment of President Andrew Johnson, presidential election of 1876, Compromise of 1877</p>	<p>Emergence of African-American Church structure, sharecropping</p>
<p style="text-align: center;"><b>5.3 IIIA</b></p> <p>Although citizenship, equal protection of the laws, and voting rights were granted to African Americans in the 14<sup>th</sup> and 15<sup>th</sup> Amendments, these rights were progressively stripped away through segregation, violence, Supreme Court decisions, and local political tactics.</p>		<p style="text-align: center;"><b>SSUSH10-</b>            13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments, Black Codes, Ku Klux Klan,  <b>SSUSH13-</b>            Jim Crow laws, <i>Plessy v. Ferguson</i> (1896)</p>	<p>“New South”, property rights, grandfather clauses, poll tax, disenfranchisement</p>
<p style="text-align: center;"><b>B</b></p> <p>The women’s rights movement was both emboldened and divided over the 14<sup>th</sup> and 15<sup>th</sup> Amendments to the Constitution.</p>			

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<p style="text-align: center;"><b>C</b></p> <p>The Civil War Amendments established judicial principles that were stalled for many decades but eventually became the basis for court decisions upholding civil rights.</p>			<p style="text-align: center;">Equal protection, due process</p>
<p style="text-align: center;"><b>6.1 IA</b></p> <p>Following the Civil War, government subsidies for transportation and communication systems opened new markets in North America, while technological innovations and redesigned financial and management structures such as monopolies sought to maximize the exploitation of natural resources and a growing labor force.</p>		<p style="text-align: center;"><b>SSUSH11-</b></p> <p>Organization of big business: trusts, monopolies; impact of railroads on other industries and the West, transcontinental rail road (1869), steel, Chinese labor, Thomas Edison: electric light bulb, motion pictures, phonograph and impact on American life</p>	<p>Riparian rights, barbed wire, Alexander Graham Bell, oil industry, Gross National Product, consolidation, holding companies, industrial unions, American Federation of Labor, Samuel Gompers, Knights of Labor</p>
<p style="text-align: center;"><b>B</b></p> <p>Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific, Asia, and Latin America.</p>			
<p style="text-align: center;"><b>C</b></p> <p>Business leaders consolidated corporations into trusts and holding companies and defended their resulting status and privilege through theories such as Social Darwinism.</p>	<p style="text-align: center;">John D. Rockefeller, J.P. Morgan</p>	<p style="text-align: center;"><b>SSUSH11-</b></p> <p style="text-align: center;">John D. Rockefeller, Standard Oil</p>	<p>Andrew Carnegie, robber barons, Social Darwinism, Knights of Labor, Haymarket Riot, Pullman Strike, Gospel of Wealth, laissez faire</p>
<p style="text-align: center;"><b>D</b></p> <p>As cities grew substantially in both size and in number, some segments of American society enjoyed lives of extravagant “conspicuous consumption,” while many others lived in relative poverty.</p>			<p>Skyscrapers, mass transit, high society, working class, urban politics, Boss Tweed, political machines, Gilded Age</p>

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<p style="text-align: center;"><b>6.1 IIA</b></p> <p>The industrial workforce expanded through migration across national borders and internal migration, leading to a more diverse workforce, lower wages, and an increase in child labor.</p>		<p style="text-align: center;"><b>SSUSH12-</b></p> <p>Ellis Island, Southern and Eastern Europeans during 2<sup>nd</sup> Wave of Immigration and their impact on urbanization</p>	<p>Asian immigration, New Immigration, child labor, Little Italy, Chinatown, Angel Island</p>
<p style="text-align: center;"><b>B</b></p> <p>Labor and management battled for control over wages and working conditions, with workers organizing local and national unions.</p>	<p>Knights of Labor, American Federation of Labor, Mother Jones</p>	<p style="text-align: center;"><b>SSUSH12-</b></p> <p>American Federation of Labor, Samuel Gompers, Pullman Strike (1894) and labor/industrial unrest</p>	<p>Homestead Strike, Molly Maguires, Great Railroad Strike</p>
<p style="text-align: center;"><b>C</b></p> <p>Despite the industrialization of some segments of the southern economy, a change promoted by southern leaders who called for a “New South” agrarian sharecropping, and tenant farming systems continued to dominate the region.</p>			<p>Tenant farming, Tom Watson</p>
<p style="text-align: center;"><b>6.1 IIIA</b></p> <p>Government agencies and conservationist organizations contended with corporate interests about the extension of public control over natural resources, including land and water.</p>	<p>U.S. Fish Commission, Sierra Club, Department of the Interior</p>		<p>Preservationists, national parks</p>
<p style="text-align: center;"><b>B</b></p> <p>Farmers adapted to the new realities of mechanized agriculture and dependence on the evolving railroad system by creating local and regional organizations that sought to resist corporate control of agricultural markets.</p>	<p>the Grange, Las Gorras Blancas, Colored Farmers’ Alliance</p>		

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<p style="text-align: center;"><b>C</b></p> <p>The growth of corporate power in agriculture and economic instability in the farming sector inspired activists to create the People’s (Populist) Party, which called for political reform and a stronger governmental role in the American economic system.</p>			<p style="text-align: center;">Populist/ People’s Party</p>
<p style="text-align: center;"><b>D</b></p> <p>Business interests battled conservationists as the later sought to protect sections of unspoiled wilderness through the establishment of national parks and other conservationist and preservationist measures.</p>		<p style="text-align: center;"><b>SSUSH13-</b>            conservation movement, development of national parks and forests, Theodore Roosevelt</p>	<p style="text-align: center;">Gifford Pinchot</p>
<p style="text-align: center;"><b>6.2 IA</b></p> <p>Increased migration from Asia and from southern and eastern Europe, as well as African American migrations within and out of the South, accompanied the mass movement of people into the nation’s cities and the rural and boomtown areas of the West.</p>		<p style="text-align: center;"><b>SSUSH14-</b>            Chinese Exclusion Act of 1882, anti-Asian sentiments</p>	<p style="text-align: center;">Dennis Kearney</p>
<p style="text-align: center;"><b>B</b></p> <p>Cities dramatically reflected divided social conditions among classes, races, ethnicities, and cultures, but presented economic opportunities as factories and new businesses proliferated.</p>			<p style="text-align: center;">New industrial middle class</p>
<p style="text-align: center;"><b>C</b></p> <p>Immigrants sought both to “Americanize” and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.</p>			<p style="text-align: center;">assimilation</p>

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<p style="text-align: center;"><b>D</b></p> <p><b>In an urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement house helped immigrants adapt to the new language and customs, and women’s clubs and self-help groups targeted intellectual development and social and political reform.</b></p>	National American Woman Suffrage Association (NAWSA), Woman’s Christian Temperance Union (WCTU)	<p style="text-align: center;"><b>SSUSH13-</b></p> <p>Jane Addams and Hull House, role of women</p>	Settlement houses, public education and Americanization/Americanize
<p style="text-align: center;"><b>6.2 IIA</b></p> <p><b>Post-Civil War migration to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate treaties with American Indian nations in order to expand the amount of land available to settlers.</b></p>	subsidies, land-grant colleges	<p style="text-align: center;"><b>SSUSH12-</b></p> <p>Growth of western population and its impact on Native Americans</p>	Morrill Act, Helen Hunt Jackson, Carlisle School,
<p style="text-align: center;"><b>B</b></p> <p><b>The competition for land in the west among white settlers, Indians, and Mexican Americans led to an increase in violent conflict.</b></p>		<p style="text-align: center;"><b>SSUSH12-</b></p> <p>Sitting Bull</p>	
<p style="text-align: center;"><b>C</b></p> <p><b>The U.S. government generally responded to American Indian resistance with military force, eventually dispersing tribes onto small reservations and hoping to end American Indian tribal identities through assimilation.</b></p>	Dawes Act, Chief Joseph, Ghost Dance movement	<p style="text-align: center;"><b>SSUSH12-</b></p> <p>Wounded Knee</p>	
<p style="text-align: center;"><b>6.3 IA</b></p> <p><b>Corruption in government-especially as it related to big business-energized the public to demand increased popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system.</b></p>	referendum, socialism, Interstate Commerce Act	<p style="text-align: center;"><b>SSUSH13-</b></p> <p>Progressives, initiative, recall, direct election of senators, labor laws, living conditions of urban poor, referendum</p>	Tammany Hall, political machines, progressive reformers

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<p style="text-align: center;"><b>B</b></p> <p>Increasingly prominent racist and nativist theories, along with Supreme Court decisions such as <i>Plessy v. Ferguson</i>, were used to justify violence as well as local and national policies of discrimination and segregation.</p>	<p>American Protective Association, Chinese Exclusion Act</p>	<p style="text-align: center;"><b>SSUSH13-</b>  <i>Plessy v. Ferguson</i>, Jim Crow laws  <b>SSUSH14-</b>            Chinese Exclusion Act of 1882, anti-Asian sentiments</p>	
<p style="text-align: center;"><b>6.3 IIA</b></p> <p>Cultural and intellectual arguments justified the success of those at the top of the socioeconomic structure as both appropriate and inevitable, even as some leaders argued that the wealthy had some obligation to help the less fortunate.</p>	<p>Henry George, Edward Bellamy, Gospel of Wealth</p>		<p style="text-align: center;">Andrew Carnegie</p>
<p style="text-align: center;"><b>B</b></p> <p>A number of critics challenged the dominant corporate ethic in the United States and sometimes capitalism itself, offering alternate visions of the good society through utopianism and the Social Gospel.</p>			<p style="text-align: center;">Panic of 1893, Bimetallism, Cross of Gold Speech</p>
<p style="text-align: center;"><b>C</b></p> <p>Challenging their prescribed “place,” women and African American activists articulated alternative visions of political, social, and economic equality.</p>	<p>Booker T. Washington, Ida B. Wells-Barnett, Elizabeth Cady Stanton</p>	<p style="text-align: center;"><b>SSUSH13-</b>            NAACP, 19<sup>th</sup> Amendment</p>	<p style="text-align: center;">W. E. B. DuBois, Niagara Movement</p>
<p style="text-align: center;"><b>7.1 IA</b></p> <p>Large corporations came to dominate the U.S. economy as it increasingly focused on the production of consumer goods, driven by new technologies and manufacturing techniques.</p>		<p style="text-align: center;"><b>SSUSH16-</b>            Henry Ford, mass production, automobile</p>	

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<p style="text-align: center;"><b>B</b></p> <p>The United States continued its transition from a rural, agricultural society to an urban, industrial one, offering new economic opportunities for women, internal migrants. And international migrants who continued to flock to the United States.</p>			
<p style="text-align: center;"><b>C</b></p> <p>Even as economic growth continued, episodes of credit and market instability, most critically the Great Depression, led to calls for the creation of a stronger financial regulatory system.</p>			<p style="text-align: center;">Business cycle fluctuations</p>
<p style="text-align: center;"><b>7.1 IIA</b></p> <p>In the late 1890s and the early years of the 20<sup>th</sup> century, journalists and Progressive reformers-largely urban and middle class, and often female-worked to reform existing social and political institutions at the local, state, and federal levels by creating new organizations aimed at addressing social problems associated with an industrial society.</p>		<p style="text-align: center;"><b>SSUSH13-</b></p> <p>muckrakers, Upton Sinclair and <i>The Jungle</i>, federal oversight of meat-packing industry, Ida Tarbell, Progressives, initiative, recall, direct election of senators, labor laws, living conditions of urban poor, referendum, 18<sup>th</sup> Amendment</p>	<p style="text-align: center;">Jacob Riis, Lewis Hine, William Howard Taft</p>
<p style="text-align: center;"><b>B</b></p> <p>Progressives promoted federal legislation to regulate abuses of the economy and the environment, and many sought to expand democracy.</p>	<p style="text-align: center;">Clayton Antitrust Act, Florence Kelley, Federal Reserve Bank</p>		<p style="text-align: center;">Woodrow Wilson</p>

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<p style="text-align: center;"><b>7.1 IIIA</b></p> <p>The liberalism of President Franklin Roosevelt’s New Deal drew on earlier progressive ideas and represented a multifaceted approach to both the causes and effects of the Great Depression, using government power to provide relief to the poor, stimulate recovery, and reform the American economy.</p>	<p>National Recovery Administration, Tennessee Valley Authority, Federal Writers’ Project</p>	<p style="text-align: center;"><b>SSUSH17-</b>            causes: overproduction, under consumption, stock market speculation, stock market crash of 1929, over farming, climate, Dust Bowl; Effects: widespread unemployment, Hoovervilles  <b>SSUSH18-</b>            TVA, works programs and environmental impact</p>	<p>Great Depression, Franklin D. Roosevelt, Hundred Days, Civilian Conservation Corps, Banking Holiday, New Deal, welfare state</p>
<p style="text-align: center;"><b>B</b></p> <p>Radical, union, and populist movements pushed Roosevelt toward more extensive reforms, even as conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope.</p>	<p>Huey Long, Supreme Court fight</p>	<p style="text-align: center;"><b>SSUSH18-</b>            Political challenges to FDR’s leadership: Huey Long, “court-packing” bill, neutrality acts</p>	<p>Democratic Party, Father Coughlin, AAA and Supreme Court</p>
<p style="text-align: center;"><b>C</b></p> <p>Although the New Deal did not completely overcome the Depression, it left a legacy of reforms and agencies that endeavored to make society and individuals more secure, and it helped foster a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.</p>	<p>Social Security Act, Federal Deposit Insurance Corporation (FDIC)</p>	<p style="text-align: center;"><b>SSUSH18-</b>            Wagner Act and the rise of industrial unionism, Social Security Act, 2<sup>nd</sup> New Deal, Eleanor Roosevelt (symbol of social progress and women’s activism)</p>	
<p style="text-align: center;"><b>7.2 IA</b></p> <p>New technologies contributed to improved standards of living, greater personal mobility, and better communications systems.</p>	<p>radio, motion pictures, automobiles</p>	<p style="text-align: center;"><b>SSUSH16-</b>            Impact of radio, movies and automobiles</p>	<p>Charles Lindbergh, National Broadcasting Company, consumerism</p>

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<p style="text-align: center;"><b>B</b></p> <p>Technological change, modernization, and changing demographics led to increased political and cultural conflict on several fronts: tradition versus innovation, urban versus rural, fundamentalist Christianity versus scientific modernism, management versus labor, native-born versus new immigrants, white versus black, and idealism versus disillusionment.</p>			<p>Emergency Quota Act, Billy Sunday, Aimee Semple McPherson, Fundamentalist Christianity vs. Scientific modernism, Scopes Trial, Sacco and Venzetti</p>
<p style="text-align: center;"><b>C</b></p> <p>The rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the Harlem Renaissance movement); it also contributed to national culture by making shared experiences more possible through art, cinema, and the mass media</p>	<p>Yiddish theater, jazz, Edward Hopper</p>	<p style="text-align: center;"><b>SSUSH16-</b></p> <p>Harlem Renaissance, Louis Armstrong, Jazz music, Langston Hughes, Irving Berlin, Tin Pan Alley</p>	<p>Flappers, prohibition, 21<sup>st</sup> amendments, Langston Hughes</p>
<p style="text-align: center;"><b>7.2 IIA</b></p> <p>World War I created a repressive atmosphere for civil liberties, resulting in official restrictions on freedom of speech.</p>		<p style="text-align: center;"><b>SSUSH15-</b></p> <p>Espionage Act, socialist Eugene V. Debs</p>	<p style="text-align: center;"><i>Schenck v. US</i></p>
<p style="text-align: center;"><b>B</b></p> <p>As labor strikes and racial strife disrupted society, the immediate postwar period witnessed the first “Red Scare,” which legitimized attacks on radicals and immigrants.</p>		<p style="text-align: center;"><b>SSUSH16-</b></p> <p>rise of socialism and communism in U.S, Red Scare</p>	<p>A Mitchell Palmer, J Edgar Hoover</p>

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<p style="text-align: center;"><b>C</b></p> <p>Several acts of congress established highly restrictive immigration quotas, while national policies continued to permit unrestricted immigration from nations in the Western hemisphere, especially Mexico, in order to guarantee an inexpensive supply of labor.</p>		<p style="text-align: center;"><b>SSUSH16-</b> Immigrant restrictions</p>	<p style="text-align: center;">National Origins Quota Act</p>
<p style="text-align: center;"><b>7.2 IIIA</b></p> <p>Although most African Americans remained in the South despite legalized segregation and racial violence, some began a “Great Migration” out of the south to pursue new economic opportunities offered by World War I.</p>		<p style="text-align: center;"><b>SSUSH15-</b> Great Migration</p>	
<p style="text-align: center;"><b>B</b></p> <p>Many Americans migrated during the Great Depression, often driven by economic difficulties, and during World Wars I and II, as a result of the need for wartime production labor.</p>		<p style="text-align: center;"><b>SSUSH17-</b> movement and migration west during the Great Depression</p>	<p style="text-align: center;">Dust Bowl</p>
<p style="text-align: center;"><b>C</b></p> <p>Many Mexicans, drawn to the United States by economic opportunities, faced ambivalent government policies in the 1930s and 1940s.</p>	<p style="text-align: center;">Great Depression-era deportations, Bracero program, Luisa Moreno</p>		
<p style="text-align: center;"><b>7.3 IA</b></p> <p>The perception in the 1890s that the western frontier was “closed,” economic motives, competition with other European imperialist ventures of the time, and racial theories all furthered arguments that Americans were destined to expand their culture and norms to others, especially the nonwhite nations of the globe.</p>		<p style="text-align: center;"><b>SSUSH14-</b> debates over American expansionism</p>	<p style="text-align: center;">Frederick Jackson Turner’s Frontier Thesis, Social Darwinism</p>

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<p style="text-align: center;"><b>B</b></p> <p>The American victory in the Spanish-American War led to the U. S. acquisition of island territories, an expanded economic and military presence in the Caribbean and Latin America, engagement in a protracted insurrection in the Philippines, and increased involvement in Asia.</p>		<p style="text-align: center;"><b>SSUSH14-</b></p> <p>war in the Philippines, Spanish-American War, Roosevelt Corollary, Panama Canal</p>	<p>1898 Treaty of Paris, annexation, Puerto Rico, Platt Amendment</p>
<p style="text-align: center;"><b>C</b></p> <p>Questions about America’s role in the world generated considerable debate, prompting the development of a wide variety of views and arguments between imperialists and anti-imperialists and, later, interventionists and isolationists.</p>	<p>dollar diplomacy, Mexican intervention</p>	<p style="text-align: center;"><b>SSUSH14-</b></p> <p>debates over American expansionism</p>	<p>Anti-Imperialism, Mark Twain, Albert Beveridge, Open Door</p>
<p style="text-align: center;"><b>7.3 IIA</b></p> <p>After initial neutrality in World War I, the nation entered the conflict, departing from the U. S. foreign policy tradition of noninvolvement in European affairs in response to Woodrow Wilson’s call for the defense of humanitarian and democratic principles.</p>		<p style="text-align: center;"><b>SSUSH15-</b></p> <p>from neutrality to engagement in WWI, unrestricted submarine warfare, 14 Points, 18<sup>th</sup> Amendment and prohibition, 19<sup>th</sup> Amendment and woman suffrage</p>	<p>American Expeditionary Force, <i>Schenck v. United States</i></p>
<p style="text-align: center;"><b>B</b></p> <p>Although the American Expeditionary Force played a relatively limited role in the war, Wilson was heavily involved in postwar negotiations, resulting in the Treaty of Versailles and the League of Nations, both of which generated substantial debate within the United States.</p>		<p style="text-align: center;"><b>SSUSH15-</b></p> <p>League of Nations</p>	<p>Treaty of Versailles, Round Robin, Woodrow Wilson</p>

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2014 AP US History Concept Outline	<b>Illustrative samples from the APUSH Concept Outline</b> (Note: Page 30 of the AP course description states these samples will <u>not</u> be assessed)	<b>State-mandated topics, concepts, and details from Georgia Performance Standards (GPS ) for preparing students for the Georgia Milestone exam in US History</b> (full GPS follows on page 47)	<b>Suggestions for optional examples of topics and details for use by AP Teachers in delivering the Concept Outline</b>
<p style="text-align: center;"><b>C</b></p> <p>In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism, which continued to the late 1930s.</p>	<p>Washington Naval Conference, Stimson Doctrine, Neutrality Acts</p>		<p>Normalcy, Tea Pot Dome, Dawes Plan, isolationism, Kellogg-Briand Pact, neutrality, isolationism</p>
<p style="text-align: center;"><b>7.3 IIIA</b></p> <p>The mass mobilization of American society to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided opportunities for women and minorities to improve their socioeconomic positions.</p>		<p style="text-align: center;"><b>SSUSH19-</b></p> <p>Pearl Harbor, women in war industries</p>	<p>Lend Lease, War bonds, Victory Gardens, Rosie the Riveter, A. Phillip Randolph, rationing,</p>
<p style="text-align: center;"><b>B</b></p> <p>Wartime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values.</p>		<p style="text-align: center;"><b>SSUSH19-</b></p> <p>A. Philip Randolph’s proposed march on Washington and FDR’s response, internment camps: Japanese, German, and Italian</p>	<p>Korematsu v. US</p>
<p style="text-align: center;"><b>C</b></p> <p>The United States and its allies achieved victory over the Axis powers through a combination of factors, including allied political and military cooperation, industrial production, technological and scientific advances, and popular commitment to advancing democratic ideals.</p>	<p>Atlantic Charter, development of sonar, Manhattan Project</p>	<p style="text-align: center;"><b>SSUSH19-</b></p> <p>lend-lease program, D-Day, Battle of Midway, fall of Berlin, war mobilization, rationing, war-time conversion, Manhattan Project at Los Alamos, implications (scientific, economic and military) of atomic bomb, European and Pacific theaters and the respective difficulties caused by geographic locations (i.e. delivering weapons, food, and medical supplies to troops)</p>	<p>Pearl Harbor, Battle of the Bulge, Ploesti Raids, Casablanca, Tehran, Yalta, Potsdam</p>

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<p style="text-align: center;"><b>D</b></p> <p>The dominant American role in the Allied victory and postwar peace settlements, combined with the war-ravaged condition of Asia and Europe, allowed the United States to emerge from the war as the most powerful nation on earth.</p>			
<p style="text-align: center;"><b>8.1 IA</b></p> <p>The United States developed a foreign policy base on collective security and a multilateral economic framework that bolstered non-communist nations.</p>		<p style="text-align: center;"><b>SSUSH20-</b> Marshall Plan, American commitment to Europe, Truman Doctrine</p>	<p style="text-align: center;">Berlin Airlift, Domino Theory, decolonization, communism</p>
<p style="text-align: center;"><b>B</b></p> <p>The United States sought to “contain” Soviet-dominated communism through a variety of measures, including military engagements in Korea and Vietnam.</p>	<p style="text-align: center;">development of hydrogen bomb, massive retaliation, space race</p>	<p style="text-align: center;"><b>SSUSH20-</b> containment policy, Korean War, Vietnam War, Tet Offensive, role of geography</p>	<p style="text-align: center;">Truman-MacArthur controversy, Cold War</p>
<p style="text-align: center;"><b>C</b></p> <p>The cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente).</p>		<p style="text-align: center;"><b>SSUSH20-</b> Cuban Missile Crisis, Cold War <b>SSUSH21-</b> Sputnik I and Eisenhower’s actions (the space race, NASA) <b>SSUSH25-</b> Nixon’s opening of China</p>	<p style="text-align: center;">Ping Pong diplomacy, Henry Kissinger, detente</p>
<p style="text-align: center;"><b>8.1 IIA</b></p> <p>Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.</p>		<p style="text-align: center;"><b>SSUSH20-</b> New communist regime in China</p>	<p style="text-align: center;">NATO, SEATO</p>

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<p style="text-align: center;"><b>B</b></p> <p>Cold War competition extended to Latin America, where the United States supported non-communist regimes with varying levels of commitment to democracy.</p>		<p style="text-align: center;"><b>SSUSH20-</b> Cuban Revolution, Bay of Pigs, role of geography</p>	
<p style="text-align: center;"><b>C</b></p> <p>Ideological, military, and economic concerns shaped U. S. involvement in the middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.</p>	Suez Crisis, OPEC	<p style="text-align: center;"><b>SSUSH25-</b> Carter’s administration efforts in the Middle East, Camp David Accords,</p>	Fall of the Shah or Iran
<p style="text-align: center;"><b>8.1 IIIA</b></p> <p>Americans debated policies and methods designed to root out Communists within the United States even as both parties tended to support the broader Cold War strategy of containing communism.</p>		<p style="text-align: center;"><b>SSUSH20-</b> Joseph McCarthy and the Second Red Scare, impacted by fall of China and Korean War</p>	Loyalty Review Board
<p style="text-align: center;"><b>B</b></p> <p>Although the Korean conflict produced some minor domestic opposition, the Vietnam War saw the rise of sizable, passionate, and sometimes violent antiwar protests that became more numerous as the war escalated.</p>		<p style="text-align: center;"><b>SSUSH20-</b> growing opposition to Vietnam <b>SSUSH24-</b> anti-Vietnam War movement</p>	
<p style="text-align: center;"><b>C</b></p> <p>Americans debated the merits of a large nuclear arsenal, the “military-industrial complex,” and the appropriate power of the executive branch in conducting foreign and military policy.</p>			Military Industrial Complex

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<p style="text-align: center;"><b>8.2 IA</b></p> <p>Following World War II, civil rights activists utilized a variety of strategies-legal challenges, direct action, and nonviolent protest tactics-to combat racial discrimination.</p>	<p>Fannie Lou Hamer, John Lewis, Thurgood Marshall</p>	<p style="text-align: center;"><b>SSUSH22-</b>            Jackie Robinson and integration of baseball, MLK’s Letter from a Birmingham Jail and “I Have a Dream Speech,”</p> <p style="text-align: center;"><b>SSUSH24-</b>            SCLC vs. SNCC: tactics, including sit-ins, freedom rides, and changing composition</p>	<p>Integration of the Armed Forces, Dixiecrats, Truman and the 1948 election</p>
<p style="text-align: center;"><b>B</b></p> <p>Decision-makers in each of the three branches of the federal government used measures including desegregation of the armed services, <i>Brown v. Board of Education</i>, and the Civil Rights Act of 1964 to promote greater racial justice.</p>		<p style="text-align: center;"><b>SSUSH22-</b>            President Truman’s integration of the military and federal government, <i>Brown v. Board of Education</i>, Civil Rights Act of 1964, Voting Rights Act of 1965</p> <p style="text-align: center;"><b>SSUSH23-</b>            LBJ and the role of JFK’s assassination on civil rights legislation</p>	<p>Central High School-federal authority vs. state-Eisenhower</p>
<p style="text-align: center;"><b>C</b></p> <p>Continuing white resistance slowed efforts at desegregation, sparking a series of social and political crises across the nation, while tensions among civil rights activists over tactical and philosophical issues increased after 1965.</p>		<p style="text-align: center;"><b>SSUSH23-</b>            Efforts to resist school integration, social and political turmoil of 1968: assassinations of MLK and RFK, Democratic National Convention</p> <p style="text-align: center;"><b>SSUSH24-</b>            SCLC vs. SNCC: tactics, including sit-ins, freedom rides, and changing composition</p>	<p>Montgomery Bus Boycott, Selma, Martin Luther King, Jr. , Civil Rights Act of 1964, Voting Rights Act of 1965, Housing Act of 1968</p>
<p style="text-align: center;"><b>8.2 IIA</b></p> <p>Activists began to question society’s assumptions about gender and to call for social and economic equality for women and for gays and lesbians.</p>	<p><i>The Feminine Mystique</i>,            Gloria Steinem</p>	<p style="text-align: center;"><b>SSUSH24-</b>            National Organization of Women, modern women’s movement</p>	

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<p style="text-align: center;"><b>B</b></p> <p>Latinos, American Indians, and Asian Americans began to demand social and economic equality and a redress of past injustices.</p>		<p style="text-align: center;"><b>SSUSH24-</b> César Chávez and the United Farm Workers’ movement</p>	
<p style="text-align: center;"><b>C</b></p> <p>Despite the perception of overall affluence in postwar America, advocates raised awareness of the prevalence and persistence of poverty as a national problem, sparking efforts to address this issue.</p>			<p style="text-align: center;">Poverty line, Appalachia</p>
<p style="text-align: center;"><b>8.2 IIIA</b></p> <p>Liberalism reached its zenith with Lyndon Johnson’s Great Society efforts to sue federal power to end racial discrimination, eliminate poverty, and address other social issues while attacking communism abroad.</p>		<p style="text-align: center;"><b>SSUSH23-</b> LBJ’s “Great Society” and its plans, Medicare/Medicaid</p>	<p style="text-align: center;">War on Poverty, Elementary and Secondary Education Act, Head Start, child Nutrition Act, Housing and Urban Development Act</p>
<p style="text-align: center;"><b>B</b></p> <p>Liberal ideals were realized in Supreme Court decisions that expanded democracy and individual freedoms, Great Society, social programs and policies, and the power of the federal government, yet these unintentionally helped energize a new conservative movement that mobilized to defend traditional visions of morality and the proper role of state authority.</p>	<p style="text-align: center;"><i>Griswold v. Connecticut,</i> <i>Miranda v. Arizona</i></p>	<p style="text-align: center;"><b>SSUSH23-</b> Warren Court and the expansion of individual rights (i.e. Miranda decision) <b>SSUSH24-</b> rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968)</p>	<p style="text-align: center;"><i>Gideon v Wainwright,</i> <i>Mapp v Ohio,</i> <i>Katzenbach v. McClung,</i> liberalism</p>
<p style="text-align: center;"><b>C</b></p> <p>Groups on the left also assailed liberals, claiming they did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.</p>	<p style="text-align: center;">Students for a Democratic Society, Black Panthers,</p>		<p style="text-align: center;">Counter Culture</p>

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<p style="text-align: center;"><b>8.3 IA</b></p> <p>A burgeoning private sector continued federal spending, the baby boom, and technological developments helped spur economic growth, middle-class suburbanization, social mobility, a rapid expansion of higher education, and the rise of the “Sun Belt” as a political and economic force.</p>		<p style="text-align: center;"><b>SSUSH21-</b></p> <p>Baby boom, Levittown, Interstate Highway Act, impact of technology: personal computer, air conditioning</p>	<p>Sun Belt, growth of the middle class, Space Race, Apollo 11, beginning of the revolution in telecommunications, medical advances and vaccinations</p>
<p style="text-align: center;"><b>B</b></p> <p>These economic and social changes, in addition to the anxiety engendered by the Cold War, led to an increasingly homogeneous mass culture as well as challenges to conformity by artists, intellectuals, and rebellious youth.</p>	<p>Beat movement, <i>The Affluent Society</i>, rock and roll music</p>	<p style="text-align: center;"><b>SSUSH21-</b></p> <p>impact of television: Civil Rights Movement, Kennedy/Nixon 1960 presidential debate, American culture</p>	
<p style="text-align: center;"><b>C</b></p> <p>Conservatives, fearing juvenile delinquency, urban unrest, and challenges to the traditional family, increasingly promoted their own values and ideology.</p>			<p>Resurgent conservative movements</p>
<p style="text-align: center;"><b>8.3 IIA</b></p> <p>Internal migrants as well as migrants from around the world sought access to the economic boom and other benefits of the United States, especially after the passage of new immigration laws in 1965.</p>			<p>Immigration Reform Act of 1965</p>
<p style="text-align: center;"><b>B</b></p> <p>Responding to the abuse of natural resources and the alarming environmental problems, activists and legislators began to call for conservation measures and a fight against pollution.</p>	<p>Rachel Carson, Clean Air Act</p>	<p style="text-align: center;"><b>SSUSH24-</b></p> <p>Rachel Carson’s <i>Silent Spring</i> and resulting developments: Earth Day, EPA, and modern environmental movement</p>	

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<p style="text-align: center;"><b>8.3 IIIA</b></p> <p>Although the image of the traditional nuclear family dominated popular perceptions in the postwar era, the family structure of Americans was undergoing profound changes as the number of working women increased and many social attitudes changed.</p>			<p style="text-align: center;">Title IX</p>
<p style="text-align: center;"><b>B</b></p> <p>Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents’ generation, initiated a sexual revolution, and introduced greater informality into US culture.</p>			<p style="text-align: center;">Counter Culture</p>
<p style="text-align: center;"><b>C</b></p> <p>Conservatives and liberals clashed over many new social issues, the power of the presidency and the federal government, and movements for greater individual rights.</p>	<p style="text-align: center;"><i>Watergate, Bakke v. University of California, Phyllis Schlafly</i></p>	<p style="text-align: center;"><b>SSUSH25-</b> <i>Roe v. Wade</i> (1973), Bakke decision on affirmative action, ideas about civil liberties and civil rights</p>	
<p style="text-align: center;"><b>9.1 IA</b></p> <p>Public confidence and trust in government declined in the 1970s in the wake of economic challenges, political scandals, foreign policy “failures,” and a sense of social and moral decay.</p>	<p>OPEC oil embargo, 1970s inflation, Iranian hostage crisis</p>	<p style="text-align: center;"><b>SSUSH25-</b></p> <p>Watergate scandal, Nixon’s resignation, changing attitudes towards government, Gerald Ford, Carter’s response to the 1979 Iranian Revolution, Iranian hostage crisis</p>	<p style="text-align: center;">Camp David Accords, energy policy, stagflation</p>
<p style="text-align: center;"><b>B</b></p> <p>The rapid and substantial growth of evangelical and fundamentalist Christian churches and organizations, as well as increased political participation by some of those groups, encouraged significant opposition to liberal social and political trends.</p>	<p style="text-align: center;">Moral Majority, Focus on the Family</p>		<p style="text-align: center;">Ronald Reagan, Economic globalization, conservatism, Michael Gorbachev, Election of 1980</p>

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<p style="text-align: center;"><b>9.1 IIA</b></p> <p>Conservatives enjoyed significant victories related to taxation and deregulation of many industries, but many conservative efforts to advance moral ideals through politics met inertia and opposition.</p>	tax cuts passed under Ronald Reagan and George W. Bush, Contract with America, <i>Planned Parenthood v. Casey</i>	<p style="text-align: center;"><b>SSUSH25-</b> Reaganomics</p>	<p style="text-align: center;">Trickle Down</p>
<p style="text-align: center;"><b>B</b></p> <p>Although Republicans continued to denounce “big government,” the size and scope of the federal government continued to grow after 1980, as many programs remained popular with voters and difficult to reform or eliminate.</p>	expansion of Medicare and Medicaid, growth of the budget deficit		
<p style="text-align: center;"><b>9.2 IA</b></p> <p>President Ronald Reagan, who initially rejected détente with increased defense spending, military action, and bellicose rhetoric, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by both countries.</p>	“Star Wars” missile defense system, Start I	<p style="text-align: center;"><b>SSUSH25-</b> collapse of the U.S.S.R., Iran-Contra Scandal</p>	<p>Persian Gulf War, Presidential War vs. Congressional War,</p>
<p style="text-align: center;"><b>B</b></p> <p>The end of the Cold War led not only to new diplomatic relationships but also to new U.S. military and peacekeeping interventions as well as debates over the nature and extent of American power in the world.</p>		<p style="text-align: center;"><b>SSUSH25-</b> relationship between President Bill Clinton and Congress, including his impeachment and acquittal</p>	

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<p style="text-align: center;"><b>9.2 IIA</b></p> <p>In the wake of attacks on the World Trade Center and the Pentagon, U. S. decision-makers launched foreign policy and military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.</p>		<p style="text-align: center;"><b>SSUSH25-</b> election of 2000 and role of the electoral college, 9/11 Attacks, War on Terrorism, Iraq and Afghanistan</p>	<p style="text-align: center;">TSA</p>
<p style="text-align: center;"><b>B</b></p> <p>The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.</p>			<p style="text-align: center;">USA Patriot Act</p>
<p style="text-align: center;"><b>9.3 IA</b></p> <p>Economic inequality increased after 1980 as U. S. manufacturing jobs were eliminated, union membership declines, and real wages stagnated for the middle class.</p>			<p style="text-align: center;">Corporate downsizing</p>
<p style="text-align: center;"><b>B</b></p> <p>Policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U. S. financial system.</p>	<p style="text-align: center;">North American Free Trade Agreement, debates over health care reform, debates over Social Security reform</p>	<p style="text-align: center;"><b>SSUSH25-</b> NAFTA</p>	
<p style="text-align: center;"><b>C</b></p> <p>Conflict in the Middle East and concerns about climate change led to debates over U. S. dependence on fossil fuels and the impact of economic consumption on the environment.</p>			<p style="text-align: center;">Global Warming</p>

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<p style="text-align: center;"><b>D</b></p> <p>The spread of computer technology and the Internet into daily life increased access to information and led to new social behaviors and networks.</p>			1996 Telecommunications Act, Internet, Biotechnology
<p style="text-align: center;"><b>9.3 IIA</b></p> <p>After 1980, the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas, fueled in part by a surge in migration from regions that had not been heavily represented in earlier migrations, especially Latin America and Asia.</p>			Population growth in the south and southwest; new immigration wave from Central America
<p style="text-align: center;"><b>B</b></p> <p>The new migrants affected U. S. culture in many ways and supplied the economy with an important labor force, but they also became the focus of intense political, economic, and cultural debates.</p>			
<p style="text-align: center;"><b>C</b></p> <p>Demographic changes intensified debates about gender roles, family structures, and racial and national identity.</p>	Immigration Reform and Control Act of 1986, Don't Ask, Don't Tell debate		

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**Georgia Performance Standards US History , Brief\***

**GPS:**

- SSUSH1-** The student will describe European settlement in North America during the 17<sup>th</sup> century.
- SSUSH2-** The student will trace the ways that the economy and society of British North America developed.
- SSUSH3-** The student will explain the primary causes of the American Revolution.
- SSUSH4-** The student will identify the ideological, military, and diplomatic aspects of the American Revolution.
- SSUSH5-** The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.
- SSUSH6-** The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.
- SSUSH7-** Students will explain the process of economic growth, its regional and national impact in the first half of the 19<sup>th</sup> century, and the different responses to it.
- SSUSH8-** The student will explain the relationship between growing north-south divisions and westward expansion.
- SSUSH9-** The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.
- SSUSH10-** The student will identify legal, political, and social dimensions of Reconstruction.
- SSUSH11-** The student will describe the economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction.
- SSUSH12-** The student will analyze important consequences of American industrial growth.
- SSUSH13-** The student will identify major efforts to reform American society and politics in the Progressive Era.
- SSUSH14-** The student will explain America’s evolving relationship with the world at the turn of the twentieth century.
- SSUSH15-** The student will analyze the origins and impact of U.S. involvement in World War I.
- SSUSH16-** The student will identify key developments in the aftermath of WWI.
- SSUSH17-** The student will analyze the causes and consequences of the Great Depression.
- SSUSH18-** The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.
- SSUSH19-** The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.
- SSUSH20-** The student will analyze the domestic and international impact of the Cold War on the United States.
- SSUSH21-** The student will explain the impact of technological development and economic growth on the United States, 1945-1975.
- SSUSH22-** The student will identify dimensions of the Civil Rights Movement, 1945-1970.
- SSUSH23-** The student will describe and assess the impact of political developments between 1945 and 1970.
- SSUSH24-** The student will analyze the impact of social change movements and organizations of the 1960s.
- SSUSH25-** The student will describe changes in national politics since 1968.

\***Note-** To read the entire standards with elements, please visit [www.georgiastandards.org](http://www.georgiastandards.org)