



# Indiana Academic Standards Resource Guide United States History

1877 to the Present

Standards Approved March 2014

## Indiana Department of Education

College and Career Readiness

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# APPENDIX A – TEACHER RESOURCE GUIDE UNITED STATES HISTORY (1877 to Present)

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This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document will be continually updated. Please send any suggested links and report broken links to:

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## GOOD STUDIES SOCIAL WEBSITES:

[EDSITEMENT](#)

[DOCS TEACH](#)

[DIGITAL HISTORY](#)

[HISTORICAL SCENE INVESTIGATION](#)

[LIBRARY OF CONGRESS](#)

[TEACHING AMERICAN HISTORY.ORG](#)

[READING LIKE A HISTORIAN](#) (free registration)

[GILDER LEHRMAN Institute of American History](#) (free registration)

[Historical Thinking Matters](#)

[John Green US History Crash Course Videos](#) (Nice short videos to either wrap up or kick off a unit of study)

[PBS: American Experience](#) (A number of videos are available for online viewing)

[America: The Story of US](#) (Teacher's guide for the series)

[Thomas Nast Cartoons](#)

[HarpWeek](#)

[National Archives – Teaching With Documents](#)

[The Smithsonian: Resources for Teaching American History](#)

[U.S. History.org](#)

[American History Outlines, Charts, Etc](#)

[Have Fun With History](#)

[Educational Resource](#)

[American Rhetoric: Top 100 Speeches](#)

## Standard 1: Early National Development: 1775 to 1877

Students review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.

### Primary Source Documents

[100 Milestone Documents](#)

[Revolution and the New Nation](#) (1754-1820's)

[Expansion and Reform](#) (1801-1868)

[Civil War and Reconstruction](#) (1850-1877)

**USH.1.1** Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government)

#### Resources

[The Declaration of Independence: An Analytical View](#)

[Declaration of Independence](#)

[The Declaration of Independence](#) (ConSource)

[The Declaration and Natural Rights](#)

[Northwest Ordinance \(1787\)](#)

[U.S. Constitution \(1787\)](#)

[Federalist Paper 10 \(1787\)](#)

[Federalist Paper 51 \(1788\)](#)

[Bill of Rights \(1791\)](#)

[Bill of Rights Infographic](#)

[Washington's Farewell Address \(1796\)](#)

[Gilder Lehrman: Washington's Farewell Address](#) (free registration)

[The Alien and Sedition Acts \(1798\)](#)

[Jefferson's First Inaugural Address \(1801\)](#)

[Marbury v. Madison \(1803\)](#)

[McCulloch v. Maryland \(1819\)](#)

[Indiana Constitution \(1816\)](#)

[Indiana Constitution \(1851\)](#)

**USH.1.2** Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights. (Economics, Government)

#### Key Terms/Topics

Federalism

Sectionalism

Nationalism

States' Rights

Expansion

Slavery

Liberty vs. Order

#### Resources

iCivics: [Federalism](#) (free registration)

[Federalism: U.S. v. the States](#)

[Nationalism and Sectionalism](#) (short video)

**USH.1.3** Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. (Government, Economics)

#### Key Terms/Topics

Nat Turner Rebellion

Compromise of 1820

Compromise of 1850

Kansas-Nebraska Act

Dred Scott Decision

John Brown's Raid

Great Awakening

Temperance Movement

Women's Rights

Horace Mann -- Education

Reform

#### Resources

[The Second Great Awakening and the Age of Reform](#) Articles

[Edsitement Lesson: Slave Narratives](#)

[Nat Turner rebellion](#)

[Compromise of 1820](#)

[Abolitionism in Indiana](#)

[Levi Coffin](#) (Indiana)

[Compromise of 1850](#)

[Kansas-Nebraska Act](#)

[EDSITEment Lesson: The Kansas-Nebraska Act of 1854: Popular Sovereignty and the Political Polarization over Slavery](#)

[Teach US History.org: Lesson Plan](#) [Kansas-Nebraska Act](#)

[Dred Scott v. Sanford \(1856\)](#)

[Teach US History.org: Lesson Plan](#) [Dred Scott](#)

[John Brown's Raid](#)

[Temperance movement](#) (Indiana)

[Temperance Reform in the Early 19<sup>th</sup> Century](#)

[Women's Rights Movement](#)

## USH. 1.4

Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

### Key Terms/Topics

#### Causes

- Economic and Social differences between the North and the South
- States versus Federal rights
- The fight between Slave and Non-Slave State proponents
- Growth of abolition movement
- Election of Lincoln

#### Lasting Effects

- Civil War Amendments (13,14,15)
- Lincoln's Reconstruction Plan
- Johnson's Reconstruction Plan
- Congressional Reconstruction Plan

#### Political Controversies

- Impeachment of Andrew Johnson
- Black Codes
- Jim Crow laws
- Election of Rutherford B. Hayes as President
- Compromise of 1877

### Resources

[Civil War Primary Documents](#)

[Causes of the Civil War](#)

[Reconstruction Plans:](#) Lincoln's Plan, Johnson's Plan, Congressional Plan

[Digital History: Overview of Reconstruction](#)

[Edsitement: the Battle Over Reconstruction: The Aftermath of War](#)

[Edsitement: the Battle Over Reconstruction: The Politics of Reconstruction](#)

[Edsitement: the Battle Over Reconstruction: The Aftermath of Reconstruction](#)

[13<sup>th</sup> Amendment](#)   [14<sup>th</sup> Amendment](#)   [15<sup>th</sup> Amendment](#)

[The Thirteenth Amendment & the Abolition of Slavery](#)

[Effects of Reconstruction Timeline](#) (National Humanities Center)

[Emancipation Movements](#) (National Humanities Center)

[How successful was reconstruction in dealing with the economic and social problems of freedmen?](#)

[To what extent did Reconstruction create political equality for freedmen?](#)

[What happened to freedmen after reconstruction came to an end?](#)

[How was legalized segregation created in the south?](#)

[After Reconstruction: Problems of African Americans in the South](#) (Library of Congress)

[Johnson's impeachment](#)

[The Impeachment of Andrew Johnson](#)

[The Impeachment of Andrew Johnson](#)

[Black Codes](#) (Short Video)

[Reconstruction – Black Codes](#) (You Tube Video)

[The Compromise of 1877](#)

[Hayes vs Tilden political cartoon](#)

[Rutherford B. Hayes Election](#)

[The Election Riot of 1876](#) 

## Standard 2: Development of the Industrial United States: 1870 to 1900

Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.

### Primary Source Documents

National Archives: [The Development of the Industrial United States](#) (1870-1900)

Library of Congress: [Development of the Industrial United States](#) (1876-1915)

[America's Industrial Revolution](#)

[American History Resource Center – 1879-1990](#)

### USH.2.1

Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization. (Economics)

#### Resources

[Industrial Revolution](#)

[Growth of railroads](#)

[Transcontinental Railroads: Compressing Time and Space](#) Gilder Lehrman article-free registration

[Binding the Nation by Rail](#)

#### Inventions

[Inventors and Inventions from 1851-1900](#)

[Inventions from 1870-1900](#) Timeline and text view

[Development of big business](#)

[The Black Inventor Online Museum](#)

[The Faces of Science: African Americans in the Sciences](#)

#### Robber Barons such as:

[Robber Barons or Captains of Industry?](#) (Article)

[Captains of Industry or Robber Barrons](#) Lesson

[John D. Rockefeller](#)

Digital History: [Business Regulation Case Study: Standard Oil](#)

[Andrew Carnegie](#)

[Wealth and Weightlessness](#)

[Cornelius Vanderbilt](#)

[Edsitement: The Industrial Age in America: Robber Barons and Captains of Industry](#)

[Edsitement: The Industrial Age in America: Sweatshops, Steel Mills, and Factories](#)

### USH.2.2

Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)

#### Resources

DocsTeach: [Assimilation of American Indians](#)

[Inventions from 1870-1900](#)

[Zoom Inventors and Inventions](#)

[Henry Grady's New South](#)

PBS: [Who Made America Timeline](#)

[African American Identify in the Gilded Age](#) (Library of Congress)

#### **Growth of political machine politics (Boss Tweed)**

[Gilded Age – Political Cartoon Analysis](#)

[Political Cartoons of Political Machines](#)

#### **Populism**

[The Farmers Revolt](#)

[William Jennings Bryan](#)

Reading Like a Historian: [Populism and the Election of 1896](#) (free registration)

[Grange Movement](#) (Oliver Kelley)

[National People's Party Platform](#)

*USH.2.2 continued on next page*

**Agricultural Innovations**

George Washington Carver

John Deere

Cyrus McCormick

Joseph F. Glidden

refrigerated box car (Andrew Chase)

the elevator (Elisha Otis)

the telephone (Alexander Graham Bell)

contributions of Thomas Edison

George Westinghouse

Indiana: discovery of the Trenton Gas Field, development of gas boom cities/towns in East Central Indiana

**USH.2.3**

Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there. (Government, Economics, Individuals, Society, and Culture)

**Key Terms/Topics**

Technological advances, including the transcontinental railroad

Possibility of wealth created by discovery of gold and silver

Adventure

New beginning

Opportunities for land ownership (Homestead Act)

**Resources**

Docs TEACH: Reasons for Westward Expansion

PBS: New Perspectives on THE WEST

The Homestead Act

Homestead Act

Turner Thesis

The Significance of the Frontier in American History

The Closing of the Frontier

**USH.2.4**

Explain how the lives of American Indians changed with the development of the West. (Government, Individuals, Society, and Culture)

**Key Terms/Topics**

Opposition by American Indians to westward expansion (Battle of Little Bighorn, Sitting Bull, Geronimo)

Forced relocation from native lands to reservations

Reduced population through warfare and disease

Assimilation attempts

Destruction of buffalo

Broken treaties

**Resources**

Reading Like a Historian: Battle of Little Big Horn (free registration)

Were the policies and actions towards Native Americans justified?

To what extent were US policies towards the Native Americans justified?

Indian Removal and the Politics of Westward Expansion

Natives of North America

**USH.2.5**

Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)

**Key Terms/Topics**

Social Darwinism – Herbert Spencer  
Gospel of Wealth – Andrew Carnegie  
Hull House – Jane Addams  
Jacob Riis  
they provided cheap labor

Child labor  
Chinese Exclusion Act  
The Tweed Ring (Boss Tweed)  
Immigrant groups

**Resources**

[Herbert Spencer: Social Darwinism](#)  
[Carnegie's Gospel of Wealth recording](#)  
[Andrew Carnegie: The Gospel of Wealth](#)  
Gospel of Wealth - [www.fordham.edu/halsall/Mod/1889carnegie.html](http://www.fordham.edu/halsall/Mod/1889carnegie.html)  
[Jane Addams](#) (Hull House)  
[The Subjective Necessity of Social Settlements](#) by Jane Addams  
[Jacob Riis Video](#)  
[Jacob Riis \(YouTube\)](#)

Reading Like a Historian: [Chinese Immigration and Exclusion](#) (free registration)  
[Chinese Exclusion Act](#) (explanation and Primary Sources)

[Vaudeville Acts](#)

[William \(Boss\) Tweed and Thomas Nast](#)  
[Responses to Industrialization](#)

**USH.2.6**

Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations. (Government, Economics)

**Key Terms/Topics**

Homestead Strike      Knights of Labor  
Pullman Strike      American Federation of Labor  
Haymarket Riot      Triangle Shirtwaist Factory Fire

**Resources**

[Major Events in Labor History](#)  
[The Labor Union Movement in America](#)  
[Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial Era](#)  
[Labor Unions in a Industrializing U.S.](#)

Reading Like a Historian: [Homestead Strike](#) (free registration)

PBS: [The Homestead Strike](#)

History Channel: [Homestead Steel Strike](#)

[Pullman Strike](#) (1894)

[Gilder Lehrman: The Haymarket Riot](#) (free registration)

[Samuel Gompers](#)

[Eugene Debs](#)

[Terence V. Powderly, The Knights of Labor, 1889](#)

[Triangle Shirtwaist Factory Fire](#)

**USH.2.7** Describe and assess the contribution of Indiana’s only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.

**Key Terms/Topics**

New states in the Union (North & South Dakota, Montana, Washington)  
Forest Reserve Act (National Parks: Yosemite, Sequoia, Grant)  
Sherman Antitrust Act (business)  
Ellis Island opened (Immigration)  
The Lodge Bill—a.k.a. Federal Election Bill (civil rights)

**Resources**

[Benjamin Harrison Presidential Site](#)  
[American President: Benjamin Harrison](#)  
[Federal Election Bill](#) Cartoon & Explanation  
[Benjamin Harrison Domestic Papers of Benjamin Harrison](#)

**USH.2.8** Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act-1887, Sherman Anti-Trust Act 1890). (Government, Economics)

**Resources**

[Sherman Anti-Trust Act \(1890\)](#) Text  
[The Sherman Anti-Trust Act](#)  
[Should the Government Regulate Business?](#) Debate  
[Interstate Commerce Act](#)

**USH.2.9** Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. (Government; Individuals, Society, and Culture)

**Resources**

[Civil Rights Acts](#)  
[Jim Crow laws](#)  
[The Rise and Fall of Jim Crow](#) (PBS)  
[Creation of KKK](#)

**Plessy v. Ferguson**

[Abridged version](#)  
iCivics: [Plessy v. Ferguson](#) (free registration)  
Streelaw.org: [Plessy v. Ferguson](#)  
[From Jim Crow to Linda Brown](#) (Library of Congress)  
[The Supreme Court and Civil Rights](#)

### Standard 3: Emergence of the Modern United States: 1897 to 1920

Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

#### Primary Sources Documents

[The Emergence of Modern America](#) (1890-1930)

[Early 1900s U.S. Foreign Policy](#)

[American History Resource Center-1890-1914](#)

[American History Resource Center-1914-1920](#)

#### USH.3.1

Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)

#### Key Terms/ Topics

##### EVENTS:

Spanish-American War

Acquisition of

Open Door Policy

Roosevelt Corollary

Dollar Diplomacy

##### Resources

#### Spanish-American War

[Spanish-American War \(1898\)](#)

Edsitement: [The Spanish-American War](#)

Reading Like a Historian: [American Imperialism](#) (free registration)

[The World of 1898: The Spanish-American War](#)

[Crucible of Empire: The Spanish-American War](#)

#### Hawaii

[Annexation of Hawaii \(1898\)](#)

Teaching With Documents: [The 1897 Petition Against the Annexation of Hawaii](#)

#### Open Door Policy

[Open Door Policy \(1899\)](#)

Edsitement: [Imperialism and the Open Door](#)

[Treaty of Portsmouth](#)

#### Intervention in Central America

[Imperialism in Central America](#)

#### The Roosevelt Corollary

[Gilder Lehrman: The Roosevelt Corollary to the Monroe Doctrine](#) (free registration)

[Roosevelt Corollary to the Monroe Doctrine](#)

[building the Panama Canal \(1903-1914\)](#)

[Dollar Diplomacy](#)

World War I (1914-1918)

See USH.3.6

##### PEOPLE:

[William McKinley](#)

[John Hay](#)

[William Randolph Hearst/Joseph Pulitzer](#)

[Presidential Diplomacy](#)

[Theodore Roosevelt \(Big Stick Diplomacy\)](#)

[William H. Taft \(Dollar Diplomacy\)](#)

[Woodrow Wilson \(Moral Diplomacy\)](#)

[Alfred Thayer Mahan](#)

[John J. Pershing](#)

[Eddie Rickenbacker](#)

## USH.3.2

Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (Government; Economics; Individuals, Society, and Culture)

### Key Terms/Topics

#### **POLITICAL**

Party primaries  
Decline of machine politics  
Women get right to vote

#### **ECONOMIC:**

Conservation of land and water  
Regulation of business  
Lower tariffs  
Reformed banking system  
Federal income tax

#### **SOCIAL**

Child Labor  
Upton Sinclair – *The Jungle*

### Resources

Library of Congress: [Progressive Era to New Era, 1900 - 1929](#)

Best of History Websites: [Progressive Era](#)

Gilder Lehrman: [Reform Movements of the Progressive Era](#) (Free Registration)

[Primary Sources: Progressive Era](#)

[Progressive Era Politics Timeline](#)

[The 1911 Triangle Factory Fire](#)

#### **POLITICAL:**

[Extending Suffrage to Women](#)

#### **SOCIAL:**

[Progressive Perspectives](#)

[The Jungle](#)

[Child Labor in America](#)

[Black Women Clubbing for Healthcare Reform](#) 

**USH.3.3** Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson. (Government; Economics; Individuals, Society, and Culture)

**Key Terms/Topics**

Square Deal	Meatpacking and Food industry	National Conservation Commission	Clayton Antitrust Act
Anthracite Coal Strike	Pure Food and Drug Act	Mann-Elkins Act	Federal Trade Commission
Anti-trust	Meat Inspection Act	16 <sup>th</sup> Amendment	17 <sup>th</sup> Amendment
Railroad regulation	Conservation	New Freedom	19 <sup>th</sup> Amendment
Elkins Act	Newlands Reclamation Act	Underwood Tariff	
Hepburn Act	Forest Reserve Act	Federal Reserve Act	

**Resources**

[Theodore Roosevelt primary sources](#)

[William Howard Taft primary sources](#)

[Woodrow Wilson primary sources](#)

[Progressive Party Platform of 1912](#)

[Teaching With Documents: Political Cartoons Illustrating Progressivism and the Election of 1912](#)

**Theodore Roosevelt**

[To what extent did TR provide a “Square Deal” for the American people?](#) Anthracite Coal Strike

[T. Roosevelt and the Trusts](#) Gilder Lehrman (free registration)

[Northern Securities case](#)

[Progressive Reform and Trusts](#)

[Federal Power: Theodore Roosevelt](#)

**Woodrow Wilson**

[To what extent did W. Wilson provide a “New Freedom” for the American people?](#)

[History of the Federal Reserve](#)

[Classroom Edition - St. Louis Fed - Federal Reserve Bank of St. Louis](#)

[Clayton Antitrust Act](#)

[Winning the Vote for Women: The 19th Amendment](#)

**USH.3.4** Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Northern Securities Company v. United States* (1904), *Muller v. Oregon* (1908), *Schenck v. United States* (1919) and *Abrams v. United States* (1919).

**Resources**

[Northern Securities Company v. United States](#) (1904)

[Muller v. Oregon](#) (1908)

[Schenck v. United States](#) (1919)

[Clear & Present Danger Test for Subversive Advocacy](#)

[Abrams v. United States](#) (1919)

**USH.3.5**

Identify and give the significance of contributions to American culture made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair. (Individuals, Society, and Culture)

**Resources**

[The Progressive Movement and African Americans](#)  
[Booker T. Washington](#)  
[Booker T. Washington primary sources](#)  
[W.E.B. Du Bois primary sources](#)  
[The Debate Between W.E.B. DuBois and Booker T. Washington](#)  
[The NAACP: A Century in the Fight for Freedom](#) (Library of Congress)  
[The Jungle](#)  
[Progressive Perspectives](#)  
[Frederick Law Olmsted](#) (landscape architect – Central Park)  
[Frances Willard](#) (educator, women’s suffrage movement)  
[Women’s Christian Temperance Union](#) (WCTU)  
[Winning the Vote for Women: The 19th Amendment](#)

**Indiana**

[May Wright Sewall](#)  
[Madam C.J. Walker](#)  
[T.C. Steele and the Hoosier Group](#)  
[Elwood Haynes](#)  
[Juliet Strauss](#)  
[Richard Lieber](#)

[Ball Brothers \(Muncie\)](#)  
[Indianapolis Recorder](#)  
[Carl Fisher](#)  
[James Allison](#)  
[The Hoosier Behind the Jazz Charts](#)

**USH.3.6**

Reasons why the United States became involved in World War I. (Government, Economics)

**Key Terms/Topics**

**CAUSES**

Violation of neutral rights  
Economic ties to the allies  
“The world must be made safe for democracy”  
Zimmerman Telegram  
Russian Revolution

**Resources**

[PBS: The Great War](#)  
[Digital History: World War I](#)  
[Digital History: World War I](#) (Interpreting Primary Sources)  
[House-Grey Memorandum](#)  
Edsitement: [U.S. Entry into World War I: Two Diametrically Oppose Views](#)  
Edsitement: [U.S. Entry into World War I: Some Hypotheses About U.S. Entry](#)  
Edsitement: [U.S. Entry into World War I: A Documentary Chronology of World War I](#)  
Edsitement: [Wilson and American Entry into World War I](#)  
KHAN ACADEMY: [United States enters World War I](#) (video)  
[WWI Timeline: Pre - 1914](#)

[PBS: The Blame Game](#) Lusitania  
[Images](#) Lusitania

[Zimmermann Telegram](#)

Gilder Lehrman: [The Zimmermann Telegram and American Entry into World War I](#) (free registration)

[World War I Posters: The Graphic Art of Propaganda](#)

**USH.3.7**

Analyze President Wilson's Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace. (Government)

**Key Terms/Topics**

<b>FOURTEEN POINTS</b>	<b>OBSTACLES</b>
Recognition of freedom of the seas No more secret treaties Free trade Reduction of armaments Impartial adjustment of all colonial claims Allow Russia to determine its own government Respect for Belgium's integrity Restoration of French territory Italy receives territory based on ethnicity Austria-Hungary receives fair development opportunities Independence of the Balkan states Self-determination for Ottoman Empire & free passage through Dardanelles Independence for Poland League of Nations	Henry Cabot Lodge Irreconcilables and reservationists Wilson's unwillingness to compromise

**Resources**

[Wilson's Fourteen Points](#) (Video)  
[Interpretation of President Wilson's Fourteen Points](#) (Colonel House)  
[PBS: The Great War](#)

**USH.3.8**

Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate. (Government)

**Key Terms/Topics**

<b>PROVISIONS</b>	<b>REASONS TREATY WAS NOT RATIFIED</b>
Germany required to admit total blame for starting WWI Germany required to pay huge reparations Germany's army reduced in size; navy turned over to the Allies Germany's colonial possessions divided among the Allies Austria-Hungary divided (Austria, Hungary, Yugoslavia, Czechoslovakia) New nations created (Poland, Finland, Estonia, Latvia, Lithuania) A League of Nations was created	Republican Senate (Wilson was a Democrat) Concern over League of Nations Strong efforts to prevent future wars Collective action against states that went to war in violation of the treaty Article 10 – guaranteed political independence of League members states and their protection against external aggression

**Resources**

[Paris Peace Conference and the Treaty of Versailles](#) Video  
 Edsitement: [The Debate in the United States over the League of Nations: League of Nations Basics](#)  
[PBS: The Great War](#)

**USH.3.9** Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth. (Economics, Geography)

**Key Terms/Topics**

**“New Immigrants” Basic Information**

From southern and eastern Europe  
 Roman Catholic, Greek Orthodox, Russian Orthodox, Jewish  
 Most entered the U.S. through Ellis Island  
 These “new immigrants” began competing for jobs  
 These “new immigrants” were discriminated against

**Resources**

[Immigration Restriction and the Ku Klux Klan](#)  
[Immigration and Migration](#) from Gilder Lehrman (free registration)  
 Digital History: [Immigration](#)  
[Why did immigrants come to America?](#)  
[To what extent has America welcomed immigrants?](#)  
[To what extent was America xenophobic in the 1920's?](#)

**Standard 4: Modern United States Prosperity and Depression: Post WWI to 1939**

Students explain the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

**Primary Source Documents:**

[The Great Depression and World War II](#) (1929-1945)  
[American History Resource-1920-1932](#)  
[American History Resource-1933-1939](#)  
[Best of Ansel Adams](#)

**USH.4.1** Understand the significance of the pro-business policies of President’s Harding, Coolidge, and Hoover and the effect these policies had on the economy of the 1920s. (Economics, Government)

**Resources**

[From Boom Times to Depression](#)  
[America in the 1920's](#)

<p><b><u>HARDING</u></b>  <a href="#">Harding Inaugural Address</a></p>	<p><b><u>COOLIDGE</u></b>  <a href="#">Coolidge Inaugural Address</a>  <a href="#">Calvin Coolidge primary sources</a>  <a href="#">Coolidge Administration Accomplishments</a></p>	<p><b><u>HOOVER</u></b>  <a href="#">Hoover Inaugural Address</a>  <a href="#">From the Hoover Presidential Library</a></p>
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**USH.4.2** Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society. (Individuals, Society, and Culture)

**Key Terms/Topics**

Harlem Renaissance  
 Langston Hughes

Jazz Age  
 F. Scott Fitzgerald

**Resources**

Digital History: [1920's](#)  
 PBS: [The Harlem Renaissance](#)  
 The Library of Congress: [A Guide to Harlem Renaissance Materials](#)  
[Harlem Renaissance multimedia resource](#)  
 The Library of Congress: [The Harlem Renaissance](#)

Teaching with Primary Documents [Teacher's Guide](#)  
[The Harlem Renaissance](#)  
[Langston Hughes I, Too](#) (Video)  
[F. Scott Fitzgerald](#)  
[Jazz Age](#)

**Indiana Avenue**  
[George's Bar on Indiana Avenue -](#)

### USH.4.3

Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)

#### **Resources**

Digital History: [1920's](#)

#### **Palmer Raids**

[What caused the Palmer Raids?](#)

[Red Scare! The Palmer Raids and Civil Liberties](#)

#### **Red Scare**

[Red Scare](#)

[Red Scare images](#)

#### **Prohibition**

[Prohibition](#)

Edsitement: [How Teachers Can make the most of Prohibition](#)

Gilder Lehrman: [The Supreme Court uphold national prohibition, 1920](#) (free registration)

[Prohibition Lesson Plan](#) Reading Like a Historian

#### **Religious Fundamentalism**

[Scopes Trial](#)

[Scopes Trial](#) Reading Like a Historian

[Scopes Trial](#) from HISTORYnet

[Tennessee vs. John Scopes](#) [The Monkey Trial](#)

#### **Ku Klux Klan**

[KKK](#)

[D.C. Stephenson](#)

[D.C. Stephenson in Indiana](#)

[The "New Morality" \[PPT\]](#)

[Immigration restrictions](#)

[Opening of Crispus Attucks High School \(1927\)](#)

**USH.4.4** Technological developments during the 1920s and explain their impact on rural and urban America. (Economics; Geography; Individuals, Society, and Culture)

#### **Resources**

Digital History: [1920's](#)

[Henry Ford and the Model T](#)

Henry Ford and Production – <http://www.econedlink.org/lessons/index.cfm?lesson=NN668&page=teacher>

Business Boom of the 1920s - <http://us.history.wisc.edu/hist102/lectures/lecture15.html>

**USH.4.5**

Analyze the causes of the Great Depression and explain how they affected American society. (Economics; Individuals, Society, and Culture)

**Key Terms/Topics****Causes of the Great Depression**

Uneven distribution of income  
 Stock market speculation  
 Excessive use of credit  
 Overproduction of consumer goods  
 Weak farm economy  
 Government policy (protective tariff)  
 Global economic problems

**Resources**

[Why was the Great Depression a Disaster Waiting to Happen?](#)

[Causes and Effects of the New Deal](#)

Digital History: [Great Depression](#)

[The Great Depression Lesson Plans](#)

Econedlink: [Where did all the money go? The Great Depression Mystery](#)

Gilder Lehrman: [The Great Depression](#) (free registration)

Gilder Lehrman: [Causes of the Great Depression \(video\)](#) (free registration)

Causes of the Great Depression – [http://www.socialstudieshelp.com/Lesson\\_83\\_Notes.htm](http://www.socialstudieshelp.com/Lesson_83_Notes.htm)

[The Great Depression: Causes and Effects](#) (Video)

[Depression-Era Photographs: Worth a Thousand Words](#) (Edsitement)

Stock Market Crash – <http://wsjclassroom.com/archive/02nov/ECON3.htm><http://wsjclassroom.com/archive/02nov/ECON3.htm>

[Where did all the money go? The Great Depression Mystery](#)

[To Kill a Mockingbird: A Historical perspective](#) (Library of Congress)

**USH.4.6**

Identify and describe the contributions of political and social reformers during the Great Depression Era. (Government; Economics; Individuals, Society and Culture)

**Key Terms/Topics****SOCIAL REFORMERS**

Franklin D. Roosevelt

Mary McLeod Bethune

Eleanor Roosevelt

Father Charles Coughlin

Senator Huey Long

Dr. Francis Townsends

Dorthea Lang

**Resources**

Digital History: [Great Depression](#)

Gilder Lehrman: [Women in the Great Depression](#) (free registration)

[Roosevelt's Critics](#)

Digital History: [Roosevelt's Critics](#)

[What was the opposition to the New Deal and how did FDR deal with it?](#)

**Miriam Anderson**

[The Concert That Sparked the Civil Rights Movement](#) (Life Magazine)

**USH.4.7** Analyze the impact the Great Depression had on America's standard of living (Economics, Government)

**Key Terms/Topics**

Breadlines  
Hoovervilles  
Bonus Army  
Founding of the Congress of Industrial Organization (CIO)

25% unemployment  
Farmer's incomes fell to low levels  
Crime (gangsters such as John Dillinger)

**Resources**

Digital History: [Great Depression Effects of the Great Depression](#) (Video)  
[Hoovervilles](#)  
[Near v. Minnesota \(1931\)](#)  
[Bonus Army Marches \(1932\) PBS Video](#)  
[Migrant Farm Families](#)  
True Grit: [Dust Bowl Survivors](#) Life Magazine

**USH.4.8** Identify and explain the significance of New Deal relief programs. (Government)

**Key Terms/Topics**

<b>Aid to the unemployed</b>	<b>Aid to the Homeowner</b>
-Federal Emergency Relief Administration (FERA) -Public Works Administration (PWA) -Works Progress Administration (WPA)	-Home Owners Loan Corporation (HOLC) -Federal Housing Authority (FHA)

**Resources**

Digital History: [New Deal Programs Recovery Programs](#)  
[How did the New Deal go about fixing the problems of the Great Depression?](#)  
[The Top Ten New Deal Programs](#)  
[The Economics of the New Deal](#)

**USH.4.9** Identify and explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation.

**Key Terms/Topics**

<b>Agriculture</b>	<b>Money &amp; Banking</b>	<b>Industry</b>	<b>Labor</b>	<b>Social Welfare</b>	<b>Conservation</b>
-Agricultural Adjustment Act (AAA) -Resettlement Administration (RA) -Rural Electrification Administration (REA) -Farm Credit Administration (FCA)	-Bank holiday -Federal Deposit and Insurance Corp (FDIC) -Securities and Exchange Commission (SEC)	-National Recovery Administration (NRA)	-National Labor Relations Act (NLRA) -Fair Labor Standards Act	<a href="#">Social Security Act</a> <a href="#">Social Security Lesson Plan</a>	-Civilian Conservation Corps (CCC) -Tennessee Valley Authority (TVA)

**Resources**

[To what extent did the New Deal end the Great Depression?](#)  
[Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938](#)  
[Roosevelt, the Deficit and the New Deal](#)  
DocsTeach: [The New Deal: Revolution or Reform?](#)

## Standard 5: The United States and World War II: 1939 to 1945

Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.

### Primary Source Documents:

[The Great Depression and World War II](#) (1929-1945)  
[American History Resource-1940-1945](#)

**USH.5.1** Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation. (Government, Economics, Geography)

#### **Key Terms/Topics**

American preoccupation with economic conditions in the U.S.

Nye Commission

Neutrality Acts

#### **Resources**

[The Merchants of Death](#)  
[Aggressive policies of Mussolini and Hitler](#)  
[Neutrality Act \(August 31, 1935\)](#)  
[Neutrality Act \(February 29, 1936\)](#)  
[Neutrality Act \(May 1, 1937\)](#)

**USH.5.2** Compare and contrast President Franklin D. Roosevelt's world view with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo. (Government; Individuals, Society and Culture)

#### **Resources**

##### **FDR**

[FDR's Four Freedoms speech](#) Video

[Atlantic Charter](#)

[FDR's Declaration of War](#)

##### **HITLER**

[Hitler's May Day speech](#) (May 1, 1937)

[Did Hitler Have A Clear World View And To What Extent Did This Shape The Third Reich?](#)

##### **MUSSOLINI**

[Benito Mussolini](#)

[The Doctrine of Fascism](#) Benito Mussolini (1932)

##### **TOJO**

[Hideki Tojo](#)

**USH.5.3** Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II. (Government, Geography)

#### **Key Terms/Topics**

Failure of the League of Nations

German invasion of France

Japanese invasion of Manchuria

Battle of Britain

Nye Investigation (see USH.5.1)

Lend-Lease Act

German invasion of Poland

Japanese bombing of Pearl Harbor

Edsitement: [The Road to Pearl Harbor: The United States and East Asia, 1915-1941](#)

Digital History: [World War II](#)

[Why did the U.S. enter WWII?](#)

Edsitement: [From Neutrality to War](#) 4 Lessons

[Battle of Britain](#)

[Pearl Harbor Slide Show](#)

[After Pearl Harbor: Rare Photos from the American Home Front](#)

**USH.5.4**

Identify key leaders and events from World War II and explain the significance of each. (Government)

**Key Terms/Topics****LEADERS**

FDR  
Hitler  
Tojo  
Stalin  
Mussolini

Eisenhower  
MacArthur  
Nimitz  
Patton

**EVENTS**

Allied Conferences (Tehran, Yalta, Potsdam)  
Internment of Japanese Americans  
Bataan Death March  
Battle of Midway  
El Alamein  
Battle of Stalingrad

D-Day  
Battle of the Bulge  
Manhattan Project  
Sinking of the USS Indianapolis  
Hiroshima & Nagasaki

**Resources**

WWII Animated Maps: Europe & N. Africa <http://www.historyanimated.com/wwiianimated.com/>

WWII Animated Maps: Pacific War <http://www.pacificwaranimated.com/>

Edsitement: [The United States in World War II: "The Proper Application of Overwhelming Force"](#) 4 Lessons

[Eisenhower's Order of the Day \(1944\)](#)

[The War After D-Day: Deeper Into Hell](#) (Life Magazine)

[Germany Surrenders](#)

[Germany Surrenders at Reims, May 7, 1945](#) (Life Magazine)

[Hiroshima and Nagasaki: Photos from the Ruins](#) (Life Magazine)

[V-J Day: A Nation Lets Loose](#) (Life Magazine)

**USH.5.5**

Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes. (Government; Geography; Individuals, Society and Culture)

**Resources**

[Bureau of Jewish Education – Holocaust Education](#)

DocsTeach: [Human Strife](#)

Edsitement: [Holocaust and Resistance](#)

[Holocaust and War Crimes](#)

[Life Behind the Picture: The Liberation of Buchenwald, 1945](#) (Life Magazine) Please take the time to preview – some of these pictures are disturbing

[ECHOES and REFLECTIONS](#) Student/Teacher Resource Center

[Holocaust Timeline](#)

**USH.5.6** Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women. (Government)

**Resources**

[To what extent is it acceptable for the government to limit civil liberties in time of war?](#)

**Japanese-Americans**

Reading Like a Historian: [Japanese Internment](#) free registration  
[Transcript of Executive Order 9066](#)  
[Korematsu v. United States \(1944\)](#)  
[Hirabayashi v. United States \(1943\)](#)

**African Americans**

[African Americans in World War II - The National WWII Museum](#)  
[African Americans in WWII & Civil Rights](#)  
[The War at Home: Civil Rights/Minorities](#)  
[African Americans in World War II](#)

**Women**

[Women in WWII at a glance - The National WWII Museum](#)  
[Images for women in WWII](#)  
[Women Come to the Front](#) Journalists, Photographers, and Broadcasters During World War II

**Hispanics**

[The Hispanic Experience in World War II](#)  
[Mexican Americans in World War II](#)

[America and WWII](#)

**USH.5.7** Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts. (Government)

**Resources**

[Home Front - The National WWII Museum](#)  
[On the Home Front \(PDF\) »](#)  
[World War II: The Home Front - Social Studies School Service](#)

**USH.5.8** Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)

**Resources**

Digital History: [Impact of World War II](#)  
Reading Like a Historian: [Zoot Suit Riots](#) free registration  
[World War II on the Home Front: CIVIC RESPONSIBILITY](#)

**USH.5.9** Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.

Digital History: [The Atomic Bomb](#)  
Reading Like a Historian: [the Atomic Bomb](#) free registration  
[Post WWII Goals and Plans](#)

## Standard 6: Postwar United States: 1945 to 1960

Students understand the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

Edsitement: [Origins of the Cold War; 1945-49](#) 3 Lessons

History Channel: [The Cold War](#)

[American History Resource-1946-1960](#)

### **Primary Source Documents**

[Postwar United States](#) (1945 to early 1970's)

[Life Photos – Classic Pictures from Life Magazine’s archives](#)

### **USH.6.1**

Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War). (Government, Geography)

#### **Key Terms/Topics**

##### **Events**

Truman Doctrine  
Marshall Plan  
Domino Theory  
NATO

Berlin Airlift  
Korean War  
Red Scare  
U-2 Incident

##### **Individuals/Terms**

Joseph McCarthy  
Alger Hiss  
Julius & Ethel Rosenberg

McCarthyism  
Blacklisting  
Hollywood Ten

##### **Domino Theory**

[Domino Theory](#) (History Channel)

[Eisenhower gives famous “domino theory” speech](#)

##### **Resources**

[Beginning of the Cold War](#)

Gilder Lehrman—[Origins of the Cold War: The Containment Policy](#)

[Cold War Lesson Plan1](#)

Digital History: [The Origins of the Cold War](#)

[Truman Doctrine/ Marshall Plan - JohnDClare.net](#)

Edsitement: [The Formation of the Western Alliance, 1948-1949](#)

[Berlin Airlift](#) Video

Edsitement: [The Korean War](#)

[McCarthyism](#) Witch hunts of the 1950's

[The Rise and Fall of Joseph McCarthy](#)

Edsitement: [The House Un-American Activities Committee](#)

[Hollywood Ten](#) (History Channel)

[The Atom Spy Case](#)

[The Trials of Alger Hiss: A Chronology](#)

[“duck and cover”](#)

[The U-2 Incident of 1960](#)

## USH.6.2

Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960).  
(Government; Individuals, Society and Culture)

### **Resources**

[Civil Rights Timeline](#)

[Civil Rights in the Postwar Era: 1946-1953](#)

[Civil Rights Resource Guide](#) (Library of Congress)

[Integration of the U.S. Armed Forces](#)

[The Civil Rights Movement and the Second Reconstruction, 1945-1968](#)

[Gilder Lehrman: The Civil Rights Movement: Major Events and Legacies](#) (free registration)

[Civil Rights in the USA 1956-1968](#)

[Civil Rights Chronology](#)

[The NAACP: A Century in the Fight for Freedom](#) (Library of Congress)

[The Supreme Court and Civil Rights](#)

[We Shall Overcome](#) (National Parks Service)

[Historic Places of the Civil Rights Movement](#) (National Parks Service)

[History of the Civil Rights Movement](#) (YouTube)

### **Jackie Robinson**

[Jackie Robinson, Civil Rights Advocate](#) (National Archives)

[Jackie Robinson - The Official Site](#)

[Baseball, Race Relations and Jackie Robinson](#) (Library of Congress)

[Baseball, Race and Ethnicity: Rounding the Bases](#) (Library of Congress)

### **Rosa Parks**

[Rosa Parks Biography -- Academy of Achievement](#)

[Rosa Parks Materials - Library of Congress](#)

[Rosa Parks Interview](#)

[Rosa Parks](#)

### **Montgomery Boycott**

[Montgomery Bus Boycott \(1955-1956\)](#)

[Riding the Bus – Taking a Stand](#)

### **Freedom Riders**

[Martin Luther King Jr. and the Freedom Riders: Rare and Classic Photos](#) (Life Magazine)

### **Emmett Till**

[Emmett Till - Legacy](#)

[Bob Dylan's interpretation of Emmett Till's murder](#)

[A Savage Season in Mississippi: The Murder of Emmett Till](#) (Life Magazine)

### **Central High School**

[The Little Rock School Integration Crisis](#)

[Executive Order 10730](#)

[Integration of Central High School](#) Info plus Short Video

[Elizabeth Eckford and the Little Rock Nine](#)

[School Desegregation and Equal Educational Opportunity](#)

[Brave Hearts: Remembering the Little Rock Nine, 1957](#) (Life Magazine)

**USH.6.3**

Describe the constitutional significance and lasting societal effects of the United States Supreme Court case *Brown v. Board of Education*. (Government)

**Resources**

[\*\*\*Brown v. Board of Education\*\*\* in PBS' The Supreme Court - YouTube](#)

[\*\*\*Brown v. Board of Education\*\*\* \(1954\) - Bill of Rights Institute](#)

[Brown v. Board of Education \(1954\)](#)

[Separate But Not Equal](#) (History Channel clip)

[The Supreme Court and Civil Rights](#)

[Separate but Equal Education: The Road to \*Brown v Board\*](#)

[Case Study: Brown v Board of Educ. Trial](#)

[BROWN V. BOARD OF EDUCATION LESSONS](#)

Brown v. Board at 60: <http://www.epi.org/publication/brown-at-60-why-have-we-been-so-disappointed-what-have-we-learned/>

“Massive Resistance”: <https://www.youtube.com/watch?v=XLvuJTwbXCs&safe=active>

[The NAACP: A Century in the Fight for Freedom](#) (Library of Congress)

**USH.6.4**

Summarize key economic and social changes in post-WW II American life. (Individuals, Society and Culture)

**Key Terms/Topics**

Soviet Espionage in America

The House Un-American Activities Committee

The Rise and Fall of Joseph McCarthy

**Resources**

Edsitement: [Anticommunism in post-war America](#) 3 Lessons:

[The Postwar United States, 1945-1968](#) Library of Congress

[Economic Recovery: Lessons from the Post-WWII Period](#)

[American Cultural History – 1950-1959](#)

## Standard 7: The United States in Troubled Times: 1960 to 1980

Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

[How do JFK and LBJ compare as Presidents](#)

[American History Resource-1961-1969](#)

[American History Resource-1969-1980](#)

[Religion in Post-World War II America](#)

[Life Photos – Classic Pictures from Life Magazine’s archives](#)

[Frank Beckwith for President](#)

### USH.7.1

Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics; Individuals, Society and Culture)

[Five Essential Practices for Teaching the Civil Rights Movement](#)

[The History of the Civil Rights Movement](#) (You Tube video)

#### **Key Terms/Topics**

##### **People:**

**John F. Kennedy**

[JFK, Freedom Riders and the Civil Rights Movement](#) (Edsitement)

[JFK, LBJ, and the Fight for Equal Opportunity in the 1960’s](#) (Edsitement)

**Robert Kennedy**

[Robert F. Kennedy’s Martin Luther King Jr. Assassination Speech](#) (delivered in Indianapolis)

**Lyndon B. Johnson**

[JFK, LBJ, and the Fight for Equal Opportunity in the 1960’s](#) (Edsitement)

**Dr. Martin Luther King, Jr. (See USH.7.2)**

[Birmingham 1963](#)

**Malcolm X (See USH.7.2)**

**Medgar Evers**

[NAACP History: Medgar Evers](#)

[Behind the Picture: Medgar Evers’ Funeral, June 15, 1963](#) (Life Magazine)

[The Legacy of Medgar Evers](#)

**Stokely Carmichael**

**George Wallace**

[The Opinions of the Public](#)

**Earl Warren**

##### **Organizations**

[The NAACP: A Century in the Fight for Freedom](#) (Library of Congress)

**Southern Christian Leadership Conference (SCLC)**

USH.7.1 continued on next page

## **Resources**

[Equity on the Hardwood](#)   
[Civil Rights Resource Guide](#) (Library of Congress)  
[Civil Rights Timeline](#)  
[Docs Teach: We shall Overcome](#)  
Edsitement: [Competing Voices of the Civil Rights Movement](#)  
[Timeline of the Civil Rights Movement, 1960-1964](#)  
[Civil Rights Timeline](#) (Civil Rights.org)  
[The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission](#) (National Archives)  
[The Supreme Court and Civil Rights](#)  
[Civil Rights Primary Sources \(1955-1983\)](#)  
[We Shall Overcome](#) (National Parks Service)  
[Historic Places of the Civil Rights Movement](#) (National Parks Service)  
[Marching for Justice – Selma to Montgomery](#)  
[Voting Rights](#)  
[Teaching about 1963 in 2013: Civil Rights Movement History](#)  
[The March on Washington DBQ](#) [Teachers Guide](#)  
[The Choices Program](#) [Fifty Years after the March on Washington: Students in the Civil Rights Movement](#)

### **USH.7.2**

Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement. (Individuals, Society and Culture)

#### **Resources**

[Gilder Lehrman: Martin Luther King Jr.'s "I Have a Dream" Speech](#) (free registration)  
[The March on Washington: Power to the People](#) (Life Magazine)  
[How effective was the civil rights movement in bringing about social change in America?](#)  
[Malcolm X: The Problem is Still Here](#) (YouTube Video)  
[Malcolm X and the Nation of Islam](#) (Life Magazine)

### **USH.7.3**

Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)

#### **Key Terms/Topics**

New Frontier  
Great Society  
War on Poverty  
Medicare/Medicaid  
VISTA  
Civil Rights Acts of 1964 & 1965

#### **Resources**

[The Legacy of President John F. Kennedy – 50 years later](#)  
[War on Poverty - PBS](#)  
[The War on Poverty - School of Law](#)  
PBS: [LBJ and the Great Society](#)  
Study Aid: [Great Society Legislation](#)  
Gilder Lehrman: [Great Society](#) (free registration)  
[Federal Power: Lyndon B. Johnson and Ronald Reagan](#)

**USH.7.4** Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.

**Resources**

[Landing a Man on the Moon: President Nixon and the Apollo Program](#)

[Apollo-Soyuz: Space Age Detente](#)

[Birth of the Environmental Protection Agency \(EPA\)](#)

[Apollo Landing](#)

[Apollo 11](#)

**USH.7.5** Identify and analyze the significance of key decisions of the Warren Court. (Government)

**Key Terms/Topics**

*Mapp v. Ohio*

*Baker v. Carr*

*Gideon v. Wainwright*

*Yates v. United States*

*Escobedo v. Illinois*

*Engel v. Vitale*

*Miranda v. Arizona*

*Griswold v. Connecticut*

**Resources**

[How did the Warren Court use judicial review to protect the rights of citizens?](#)

[The Impact of the Warren Court Lesson Plans](#)

**USH.7.6** Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (Economics; Individuals, Society and Culture)

**Key Terms/Topics**

Discrimination

Affirmative Action

Counterculture

Students for a Democratic Society

Equal Rights Amendment

NOW

Vietnam

**Resources**

[Lowering the Voting Age: Nixon and the 26<sup>th</sup> Amendment](#)

[The Protest Era, 1960-1980](#)

[Women's Rights Movement \(1960-1980\)](#)

[Race Relations in the United States, 1960-1980](#) Timeline

[Cesar Chavez & the UFW](#)

[Affirmative Action and the Constitution](#) (Bill of Rights Institute)

**USH.7.7** Identify areas of social tension from this time period and explain how social attitudes shifted as a result.

**Key Terms/Topics**

Equal Opportunity Act

Immigration Reform Act of 1965

**USH.7.8** Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.

**Key Terms/Topics**

Bay of Pigs  
Berlin Crisis  
Cuban Missile Crisis  
Space Race  
Nuclear Test Ban Treaty  
Vietnam  
Nixon's visit to China  
SALT  
1980 Olympic Boycott

**Resources**

[Edsitement: Cuban Missile Crisis](#)  
[Crisis in Berlin \(Video\)](#)  
[The Space Race \(Video\)](#)  
[John F. Kennedy and the Space Race](#)  
[The Choices Program On the Brink of Nuclear War: Leadership and the Cuban Missile Crisis](#)

**USH.7.9** Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.

**Key Terms/Topics**

Domino Theory  
Gulf of Tonkin Resolution  
Tet Offensive  
Hawks vs. Doves

**Resources**

[The Vietnam War \(Map\)](#)  
[The Vietnam War](#)  
[Teaching With Documents: The War in Vietnam – A Story in Photographs ...](#) (National Archives)  
[Vietnam War - Best of History Web Sites](#)  
[Explorations: The Vietnam war as History](#) (Digital History)  
[The Gulf of Tonkin Resolution and Escalation of the Vietnam War](#) (Edsitement)  
[Nixon and the War Powers Resolution](#)

**USH.7.10** Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)

**Key Terms/Topics**

Six Day War – 1967  
Yom Kippur War – 1973  
Nixon visit to China

**Resources**

[Nixon Visits China: The Week that Changed the World](#)  
[Negotiating U.S.-Chinese Rapprochement](#)

**USH.7.11**

Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of *United States v. Nixon*. (Government)

**Resources**

[Watergate and the Constitution](#) (National Archives)

[Watergate](#)

[Nixon Resigns](#)

[Watergate CNN](#)

[The Watergate Story](#) (Washington Post)

**Standard 8: The Contemporary United States: 1980 to the Present**

Students examine the political, economic, social and cultural developments of the United States during the period from 1980 to the present.

[Entering a New Era: Conservatism, Globalization, Terrorism \(1980-2006\)](#)

**Primary Source Documents**

[Contemporary United States](#) (1969 to the Present)

[Current Events and the Constitution](#)

**USH.8.1**

Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.

**Key Terms/Topics**

Panama Canal Treaty

Iran Hostage Crisis

Air Traffic Controllers Strike

Iran – Contra Scandal

Impeachment of President Clinton

2000 Presidential Election

Immigration Policy

Affirmative Action

Social Security

Wage earnings and income disparity

Government entitlements

AIDS epidemic

Los Angeles race riots

Abortion

Gay rights

Civil Rights

**Resources**

[Teaching about 1963 in 2013: Civil Rights Movement History](#)

[How has the Burger/Rehnquist Court effected the issue of rights in America?](#)

[How have recent U.S. Presidents dealt with domestic and foreign issues?](#)

[The Panama Canal Treaties: Jimmy Carter](#)

**Air Traffic Controllers strike**

[1981 Strike Leaves Legacy for American Workers](#)

[Reagan remarks on Air Traffic Controllers strike](#) (Video)

[Gramm-Rudman-Hollings Act](#)

[Iran-Contra Scandal](#)

**Impeachment of President Clinton**

[The Clinton Impeachment](#) (Bill of Rights Institute)

[The Impeachment Trial of President William Clinton](#)

[The Impeachment of President Clinton](#)

[The Clinton Impeachment, Ten Years Later](#)

USH 8.1 continued on next page

### **2000 Presidential election**

[Bush v. Gore and the 2000 Presidential Election](#) (Bill of Rights Institute)

[President Elect - 2000](#)

[Bush v. Gore – Cornell University](#)

### **Immigration**

[History of U.S. Immigration Laws](#)

[Historical Timeline – Illegal Immigration – ProCon.org](#)

[U.S. Immigration Policy: What Should We Do?](#)

[Immigration](#) (U.S. Chamber of Commerce)

[Affirmative Action and the Constitution](#) (Bill of Rights Institute)

### **Social Security**

[Social Security, Present and Future](#) (New York Times)

[Social Security: A guide to critical questions](#)

[Global Aids Overview](#)

## **USH.8.2**

Describe developing trends in science and technology and explain how they impact the lives of Americans today such as:

### **Key Terms/Topics**

NASA and space programs;  
identification of DNA;  
the Internet and broadband access  
global climate change;  
U.S. energy policy.  
Compact discs and cell phones

Cable news  
Blogging  
Facebook  
Stem cell research  
SDI

### **Resources**

[Science and Engineering Indicators 2012](#)

[STEM Education Data and Trends](#)

[People and Discoveries](#)

[Chronology of twentieth-century science](#)

[12 Most Important Trends in Science Over the Past 30 Years](#)

[Ted Talks; Science Trends](#)

## **USH.8.3**

Discuss and explain the significance of the rise of the new conservative coalition of the 1980's.

### **Key Terms/Topics**

William F. Buckley, Jr.

Taxpayers Revolt

Reverse Discrimination

Reaganomics (Supply-Side Economics)

Spending cuts

Deregulation

### **Resources**

[Federal Power: Lyndon B. Johnson and Ronald Reagan](#)

[Conservatism and the Rise of Ronald Reagan](#)

[The Age of Reagan](#)

**USH.8.4** Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it. (Economics)

**Resources**

[Primary Source Lesson Plan](#) Debating the Success & Failure of Reaganomics

[LBJ and Ronald Reagan](#)

[Reaganomics Facts, information, pictures | Encyclopedia.com ...](#)

[Reaganomics – Then, Now, and Forever](#)

**USH.8.5** Explain how the Cold War ended and identify new challenges to U.S. leadership in the world. (Economics, Geography)

**Resources**

[President Reagan and the Cold War: Vision and Diplomacy](#)

[End of the Cold War](#)

[Détente and the End of the Cold War](#) (Video)

[The Cold War and Beyond](#)

**USH.8.6** Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.

**Key Terms/Topics**

**Domestic Policy**

"Read My Lips"

Family and Medical Leave Act

NAFTA

Balanced Budget

No Child Left Behind Act

**Foreign Policy**

Tiananmen Square

Breakup of the Soviet Union

Persian Gulf War

Bosnia -- Peacekeeping

September 11

Iraq War

War in Afghanistan

**Resources**

The American Experience; The Presidents: [George H.W. Bush](#)

[George H.W. Bush](#) Teachers Guide

[The Legacy of the Clinton Administration](#)

The American Experience; The Presidents: [William Jefferson Clinton](#)

The American Experience; The Presidents: [George W. Bush](#)

[George W. Bush and the Military Tribunals](#) Bill of Rights Institute

**USH.8.7** Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Westside Community School District v. Mergens* (1990), *Reno v. American Civil Liberties Union* (1997), *Mitchell v. Helms* (2000) and *Bush v. Gore* (2000).

**Resources**

[Westside Community School District v. Mergens](#)

[Reno v. American Civil Liberties Union](#)

[Mitchell v. Helms](#)

[Bush v. Gore](#)

[Bush v. Gore and the 2000 Presidential Election](#) (Bill of Rights Institute)

**USH.8.8** Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.

**Resources**

[911 Materials for Teachers](#)

[Teach + Learn](#)

[The Ultimate Resource Guide To Teaching About September 11th](#)

[TeachersFirst's September 11 Resources](#)

[National Commission on Terrorist Attacks upon the United States](#)

[George W. Bush and the Military Tribunals](#)

**USH.8.9** Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy. (Government, Economics, Geography)

**Resources**

**INDIANA**

[Immigrant Welcome Center](#)

[International Center of Indianapolis](#)

[Institute for Latino Studies](#) (Notre Dame)

[Indiana District Export Council](#)

[Indiana Business Research Center](#)

[Center for the Study of Global Change](#)

**NATIONAL:**

[Mapping the Nation](#)

[Asia Society](#)

[National League of Cities](#)

[Teachers Guide to International Collaboration-Internet](#)

## Standard 9: Historical Thinking

Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

- USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.  
[Civil Rights Supreme Court Cases that Shaped Our Government: America's Melting Pot](#)
- USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

# Appendix B - Resources from the Indiana Historical Society

## UNITED STATES HISTORY (1877 to Present)

### Standard 1: Early National Development: 1775 to 1877

Students review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.

**USH.1.1** Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government)

[Indiana State Constitution-1816](#)

[Indiana State Constitution-1851](#)

[Northwest Ordinance](#)

[An Act for Regulating the Appointment of Officers and for Other Purposes, Passed by the Legislative Council and House of Representatives of Indiana Territory](#)

**USH.1.2** Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights. (Economics, Government)

[Father Petit Letter, Trail of Tears](#)

[William Henry Harrison to William Eustis, Secretary of War, about the Treaty of Fort Wayne, 1809](#)

[Advertisement for Laborers to work on the Central Canal of Indiana](#)

[Wabash and Erie Canal in Indiana Rates of Toll for 1850](#)

**USH.1.3** Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. (Government, Economics)

[State of Indiana vs Graves \(Abolition\)](#)

[List of Emigrants to Liberia](#)

[Homestead of Levi Coffin, Fountain City, Indiana](#)

[New Harmony Land Contract Letter](#)

**USH. 1.4** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

[Photograph of the Original Emancipation Proclamation – September 22, 1862](#)

[Eagleson Civil Rights Case 1894](#)

[Fifteenth Amendment \(Image\)](#)

### Standard 2: Development of the Industrial United States: 1870 to 1900

Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.

**USH.2.1** Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization. (Economics)

[Letter of Inquiry Regarding the Elevation of Railroad Tracks](#)

[Owensburg Tunnel](#)

[Inspection Train for the Kentucky and Indiana Routs, 1897](#)

**USH.2.2** Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)

**USH 2.3** Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there. (Government, Economics, Individuals, Society, and Culture)

- USH.2.4** Explain how the lives of American Indians changed with the development of the West. (Government, Individuals, Society, and Culture)  
[Cessions of Land by Indian Tribes to the United States: Illustrated by those in the State of Indiana, 1881 -](#)
- USH.2.5** Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)
- USH.2.6** Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations. (Government, Economics)  
["Glass Work, Indiana," Child Labor -](#)  
[Gillis Drug Store, Clinton, Indiana -](#)  
["Protection for American Labor" Campaign Ribbon with Images of Benjamin Harrison & Levi P. Morton -](#)  
[Indianapolis Street Car Strike of 1892 -](#)  
[Eugene V. Debs -](#)
- USH.2.7** Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.
- USH.2.8** Evaluate the effectiveness of government attempts to regulate business (Pendleton Act-1883, Interstate and Commerce Act-1887, and Sherman Anti-Trust Act 1890). (Government, Economics)
- USH.2.9** Analyze the development of "separate but equal" policies culminating in the Plessy v. Ferguson (1896) case. (Government; Individuals, Society, and Culture)

### **Standard 3: Emergence of the Modern United States: 1897 to 1920**

Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

- USH.3.1** Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)  
[160th Indiana Volunteer Infantry, Spanish-American War -](#)  
[Birthplace of John Hay, Salem, Indiana -](#)  
[President Theodore Roosevelt in Conversation with Mrs. Cornelia Fairbanks -](#)
- USH.3.2** Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (Government; Economics; Individuals, Society, and Culture)  
[Woman Suffrage is Here! -](#)  
[Suffragists in Auburn, Indiana -](#)  
[Union Traction Company Safety Pamphlet -](#)  
[Case Now Goes to the Jury -](#)
- USH.3.3** Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson. (Government; Economics; Individuals, Society, and Culture)
- USH.3.4** Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Northern Securities Company v. United States* (1904), *Muller v. Oregon* (1908), *Schenck v. United States* (1919) and *Abrams v. United States* (1919).

**USH.3.5** Identify and give the significance of contributions to American culture made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair. (Individuals, Society, and Culture)

[May Wright Sewall -](#)  
[Tudor Hall School -](#)  
[Portrait of Madam C.J. Walker -](#)  
[T.C. Steele -](#)  
[Elwood Haynes and the Haynes Pioneer -](#)  
[Juliet Strauss -](#)  
[Richard Lieber](#)  
[McCormick's Creek State Park, Owen County, Indiana -](#)  
[Cole Royal Sedan -](#)  
[Office of Indianapolis Recorder -](#)  
[Spectators View the Race Cars on the Track at the Indianapolis Motor Speedway, 1909 –](#)  
[African-American Indiana History](#) 

**USH.3.6** Analyze the reasons why the United States became involved in World War I. (Government, Economics)

[Eddie Rickenbacker -](#)  
[Women of American Work for Victory -](#)  
[President Woodrow Wilson, Governor Samuel M. Ralston, and Mayor Viewing Parade from Soldiers' and Sailors' Monument -](#)

**USH.3.7** Analyze President Wilson's Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace. (Government)

**USH.3.8** Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate. (Government)

**USH.3.9** Explain the impact of "New" Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth. (Economics, Geography)

#### **Standard 4: Modern United States Prosperity and Depression: Post WW I - 1939**

Students explain the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

**USH.4.1** Understand the significance of the pro-business policies of President's Harding, Coolidge, and Hoover and the effect these policies had on the economy of the 1920s. (Economics, Government)

[Warren G. Harding and Marie Edwards of Peru, Indiana at the Social Justice Day in Marion, Ohio -](#)  
[Fortune with Members of the American Peace Society -](#)

**USH.4.2** Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society. (Individuals, Society, and Culture)

[Clippings, Club Life and Programmes, ca. 1931 -](#)  
[Thomas Edison -](#)  
[Circle Theater Crowd Mingles on the Sidewalk after the Show, 1926 -](#)  
[George's Bar on Indiana Avenue -](#)

**USH.4.3** Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, New Morality, and the New Woman and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)

[David Curtis Stephenson -](#)  
[Ku Klux Klan Parade at New Castle, Indiana -](#)  
[WKKK Godfrey Klan No. 93 -](#)  
[Crispus Attucks High School -](#)  
[Purdue University, Women's Residence Hall -](#)

- USH.4.4** Describe technological developments during the 1920s and explain their impact on rural and urban America. (Economics; Geography; Individuals, Society, and Culture)  
**Connersville Plant of Auburn Automobile Company -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=2867&CISOBX=1&REC=2](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=2867&CISOBX=1&REC=2)  
**Delegates to the Marmon Dealers Convention Indianapolis, Indiana, Oct. 27-28-29, 1924 -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/dc013&CISOPTR=370&CISOBX=1&REC=3](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/dc013&CISOPTR=370&CISOBX=1&REC=3)  
**Connersville Plant of Auburn Automobile Company, Assembly Line -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=2868&CISOBX=1&REC=2](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=2868&CISOBX=1&REC=2)
- USH.4.5** Analyze the causes of the Great Depression and explain how they affected American society. (Economics; Individuals, Society, and Culture)  
[Fairgoers Pay for their Entrance Fee with Wheat at the 1931 Indiana State Fair -](#)  
[Correspondence, William Temple Hornaday, 1931 -](#)  
[Continental National Bank Building on Monument Circle in 1924 -](#)  
["A Wise Economist Asks a Question" -](#)
- USH.4.6** Identify and describe the contributions of political and social reformers during the Great Depression Era. (Government; Economics; Individuals, Society and Culture)  
[Dr. Mary McLeod Bethune with Walker Staff and Graduates-](#)  
[John Dillinger -](#)  
[President Franklin Roosevelt Speaks to the Crowd at the 1936 Indiana State Fair -](#)
- USH.4.7** Analyze the impact the Great Depression had on America's standard of living (Economics, Government)
- USH.4.8** Identify and explain the significance of New Deal relief programs. (Government)  
["Kitchen Force" at CCC Camp 1514, North Vernon, Indiana-](#)  
[Civilian Conservation Corps \(CCC\), Co. 1536 at Mitchell, Indiana -](#)  
[Exterior View of the Federal Economic Recovery Act "Alphabet Building" during the 1934 Indiana State Fair -](#)  
[Lockefield Garden Apartments -](#)
- USH.4.9** Identify and explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation.

## **Standard 5: The United States and World War II: 1939 to 1945**

Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.

- USH.5.1** Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation. (Government, Economics, Geography)  
[Which Way Is War Less Likely To Come? -](#)
- USH.5.2** Compare and contrast President Franklin D. Roosevelt's world view with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo. (Government; Individuals, Society and Culture)  
[Diary Entries of Willard E. Harold, Dec. 7, 1941- Dec. 18, 1941 -](#)

- USH.5.3** Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II. (Government, Geography)  
**Diary Entries of Willard E. Harold, Dec. 7, 1941- Dec. 18, 1941 -**  
<http://images.indianahistory.org/cdm4/document.php?CISOROOT=/ww2&CISOPTR=243&REC=13>  
**Avenge December 7 -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/ww2&CISOPTR=24&CISOBX=1&REC=16](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/ww2&CISOPTR=24&CISOBX=1&REC=16)
- USH.5.4** Identify key leaders and events from World War II and explain the significance of each. (Government)  
**U.S.S. Indianapolis:**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/ww2&CISOPTR=332&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/ww2&CISOPTR=332&CISOBX=1&REC=1)  
**Mysterious Cargo -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/ww2&CISOPTR=376&CISOBX=1&REC=4](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/ww2&CISOPTR=376&CISOBX=1&REC=4)  
**Oil Soaked Two Dollar Bill from WT3 James E. O'Donnell's Wallet After 100 Hours in the Ocean Awaiting Rescue -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=3622&CISOBX=1&REC=17](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=3622&CISOBX=1&REC=17)
- USH.5.5** Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes. (Government; Geography; Individuals, Society and Culture)  
**Remember ... Lest from this We Learned Nothing -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=1943&CISOBX=1&REC=2](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=1943&CISOBX=1&REC=2)  
**The Kaplan Family's Experience in Indianapolis One Year After Their Arrival in the United States -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=2811&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=2811&CISOBX=1&REC=1)
- USH.5.6** Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women. (Government)  
**Keep Out by Order of U.S. Army -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=3417&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=3417&CISOBX=1&REC=1)  
**Land Acquisition Map Columbus, Indiana, Triangular Division Camp Site : Portions of Bartholomew, Brown & Johnson Counties, Indiana -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/dc035&CISOPTR=166&CISOBX=1&REC=4](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/dc035&CISOPTR=166&CISOBX=1&REC=4)  
**Willard E. Harold Letter to Bobby**  
<http://images.indianahistory.org/cdm4/document.php?CISOROOT=/ww2&CISOPTR=288&REC=2>
- USH.5.7** Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts. (Government)
- USH.5.8** Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)  
**Ernie Pyle Letter, 1944, Dec. 4, Albuquerque, N.M. [to] Robert N. Farr, Washington, D.C. -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/ww2&CISOPTR=193&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/ww2&CISOPTR=193&CISOBX=1&REC=1)  
**Ernie Pyle with Bomber Crew on Saipan, 1945 -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=1761&CISOBX=1&REC=7](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=1761&CISOBX=1&REC=7)  
**Ernie Pyle Interment Photographs -**  
<http://images.indianahistory.org/cdm4/document.php?CISOROOT=/ww2&CISOPTR=192&REC=3>  
**Letter by Red Cross Worker, Florence Ritchey -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=2394&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=2394&CISOBX=1&REC=1)  
**USO Party at St. Stephen's Church -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/P0129&CISOPTR=2843&CISOBX=1&REC=5](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/P0129&CISOPTR=2843&CISOBX=1&REC=5)  
**Walter Palmer with his P 51 Mustang "Duchess" -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/ww2&CISOPTR=322&CISOBX=1&REC=3](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/ww2&CISOPTR=322&CISOBX=1&REC=3)  
**World War II Ration Book -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/dc014&CISOPTR=11&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/dc014&CISOPTR=11&CISOBX=1&REC=1)  
**Do With Less - So They'll Have Enough! -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/ww2&CISOPTR=25&CISOBX=1&REC=3](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/ww2&CISOPTR=25&CISOBX=1&REC=3)
- USH.5.9** Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.

## Standard 6: Postwar United States: 1945 to 1960

Students understand the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

**USH.6.1** Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War). (Government, Geography)

**Survival Under Atomic Attack -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=3482&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=3482&CISOBX=1&REC=1)

**Your Passport to Survival: the Indianapolis and Marion County Civil Defense Evacuation Plan, January, 1959 -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=3481&CISOBX=1&REC=2](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=3481&CISOBX=1&REC=2)

**President Truman's Train and Crowd at Union Station, Terre Haute, Indiana -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/P0129&CISOPTR=43&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/P0129&CISOPTR=43&CISOBX=1&REC=1)

**Virgil I. "Gus" Grissom -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=2569&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=2569&CISOBX=1&REC=1)

**Ike takes a beach head : Indiana Avenue -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0266&CISOPTR=157&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0266&CISOPTR=157&CISOBX=1&REC=1)

**Surrender Ceremonies -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/ww2&CISOPTR=330&CISOBX=1&REC=2](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/ww2&CISOPTR=330&CISOBX=1&REC=2)

**USH.6.2** Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960). (Government; Individuals, Society and Culture)

**Jackie Robinson -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=456&CISOBX=1&REC=4](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=456&CISOBX=1&REC=4)

**1949 Indiana School Desegregation Law -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=1383&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=1383&CISOBX=1&REC=1)

**W. Rowland Allen -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=3528&CISOBX=1&REC=2](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=3528&CISOBX=1&REC=2)

**Letter from Martin Luther King, Jr. to Henry J. Richardson, December 22, 1959 -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=106&CISOBX=1&REC=4](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=106&CISOBX=1&REC=4)

**Segregation at Riverside Park -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=36&CISOBX=1&REC=3](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=36&CISOBX=1&REC=3)

**John Wooden and the '47-'48 Basketball Team -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=2850&CISOBX=1&REC=20](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=2850&CISOBX=1&REC=20)

**"White Trade Only" -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/dc018&CISOPTR=541&CISOBX=1&REC=2](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/dc018&CISOPTR=541&CISOBX=1&REC=2)

**USH.6.3** Describe the constitutional significance and lasting societal effects of the United States Supreme Court case *Brown v. Board of Education*. (Government)

**USH.6.4** Summarize key economic and social changes in post-WW II American life. (Individuals, Society and Culture)

**For Our Neighbors-to-be in Glendale -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=3479&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=3479&CISOBX=1&REC=1)

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=3478&CISOBX=1&REC=2](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=3478&CISOBX=1&REC=2)

**The Meadows -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/P0130&CISOPTR=2010&CISOBX=1&REC=11](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/P0130&CISOPTR=2010&CISOBX=1&REC=11)

**Soap Box Derby -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=3476&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=3476&CISOBX=1&REC=1)

**Tee Pee Drive-In Restaurant -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/P0130&CISOPTR=2009&CISOBX=1&REC=9](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/P0130&CISOPTR=2009&CISOBX=1&REC=9)

**Toy Display in Block's Department Store, 1951 -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=326&CISOBX=1&REC=17](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=326&CISOBX=1&REC=17)

**Voting Booth, League of Women Voters -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=1199&CISOBX=1&REC=2](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=1199&CISOBX=1&REC=2)

**King of the Wild Frontier, Not So Wild -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=350&CISOBX=1&REC=19](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=350&CISOBX=1&REC=19)

## Standard 7: The United States in Troubled Times: 1960 to 1980

Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

- USH.7.1** Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics; Individuals, Society and Culture)
- Robert F. Kennedy Announcing Martin Luther King's Death -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=390&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=390&CISOBX=1&REC=1)
- President John F. Kennedy with Astronauts -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=2579&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=2579&CISOBX=1&REC=1)
- President Johnson Meets with Officials of the National Medical Association in the Cabinet Room of the White House -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=131&CISOBX=1&REC=3](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=131&CISOBX=1&REC=3)
- YMCA Group with Martin Luther King -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=393&CISOBX=1&REC=18](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=393&CISOBX=1&REC=18)
- Louis Armstrong Endorses Book on NAACP -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=13&CISOBX=1&REC=2](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=13&CISOBX=1&REC=2)
- Andrew J. Brown Visits Bloomington -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=440&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=440&CISOBX=1&REC=1)
- Three Missing Civil Rights Workers -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=443&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=443&CISOBX=1&REC=1)
- Letter from Henry J. Richardson, Jr. to Martin Luther King, Jr., August 28, 1963 -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=2391&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=2391&CISOBX=1&REC=1)
- Protest -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=2853&CISOBX=1&REC=14](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=2853&CISOBX=1&REC=14)
- Picketing Riverside Amusement Park -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=445&CISOBX=1&REC=3](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=445&CISOBX=1&REC=3)
- USH.7.2** Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement. (Individuals, Society and Culture)
- USH.7.3** Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)
- Joseph Irwin Miller Speaks before the Senate Finance Committee on the Tax Reform Act -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=3315&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=3315&CISOBX=1&REC=1)
- A Map of Indianapolis Proposing Progress for the Latter Half of the Twentieth Century -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/dc035&CISOPTR=144&CISOBX=1&REC=11](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/dc035&CISOPTR=144&CISOBX=1&REC=11)
- NAACP Voter Registration Campaign -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=136&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=136&CISOBX=1&REC=1)
- USH.7.4** Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.
- USH.7.5** Identify and analyze the significance of key decisions of the Warren Court. (Government)
- USH.7.6** Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (Economics; Individuals, Society and Culture)
- NOW Rally in Indianapolis -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=1196&CISOBX=1&REC=2](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=1196&CISOBX=1&REC=2)
- Remember the Ladies! Abigail Adams 1776 Button -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=1195&CISOBX=1&REC=2](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=1195&CISOBX=1&REC=2)
- League of Women Voters Convention in San Francisco, 1974 -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=1201&CISOBX=1&REC=2](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=1201&CISOBX=1&REC=2)
- Prohibiting the Teaching of Creationism in public schools -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=3521&CISOBX=1&REC=8](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=3521&CISOBX=1&REC=8)
- USH.7.7** Identify areas of social tension from this time period and explain how social attitudes shifted as a result.
- USH.7.8** Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.

- USH.7.9** Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.  
**Peace Rally -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=3562&CISOBX=1&REC=6](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=3562&CISOBX=1&REC=6)  
**U.S. Soldiers in Vietnam -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/dc051&CISOPTR=65&CISOBX=1&REC=9](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/dc051&CISOPTR=65&CISOBX=1&REC=9)  
**Karren Mundell Letter to Folks, June 18, 1966 -**  
<http://images.indianahistory.org/cdm4/document.php?CISOROOT=/dc051&CISOPTR=53&REC=4>
- USH.7.10** Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)  
**Afrikan Liberation Day March -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=3&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=3&CISOBX=1&REC=1)  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=6&CISOBX=1&REC=12](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=6&CISOBX=1&REC=12)
- USH.7.11** Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of *United States v. Nixon*. (Government)  
**Richard Nixon and Senator Dirksen (no Bass #) -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/dc012&CISOPTR=7141&CISOBX=1&REC=14](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/dc012&CISOPTR=7141&CISOBX=1&REC=14)

## Standard 8: The Contemporary United States: 1980 to the Present

Students examine the political, economic, social and cultural developments of the United States during the period from 1980 to the present.

- USH.8.1** Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.  
**Jesse Jackson at a Job March in Anderson, Indiana -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=423&CISOBX=1&REC=11](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=423&CISOBX=1&REC=11)  
**Neighborhood Crime Watch Group -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/p0303&CISOPTR=424&CISOBX=1&REC=2](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/p0303&CISOPTR=424&CISOBX=1&REC=2)  
**Ryan White -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=3522&CISOBX=1&REC=3](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=3522&CISOBX=1&REC=3)
- USH.8.2** Describe developing trends in science and technology and explain how they impact the lives of Americans today such as: NASA and space programs; identification of DNA; the Internet; global climate change; and U.S. energy policy.
- USH.8.3** Discuss and explain the significance of the rise of the new conservative coalition of the 1980's.
- USH.8.4** Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it. (Economics)
- USH.8.5** Explain how the Cold War ended and identify new challenges to U.S. leadership in the world. (Economics, Geography)
- USH.8.6** Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.
- USH.8.7** Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Westside Community School District v. Mergens* (1990), *Reno v. American Civil Liberties Union* (1997), *Mitchell v. Helms* (2000) and *Bush v. Gore* (2000).  
**"City of Indianapolis v. Edmond" -**  
[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/V0002&CISOPTR=3567&CISOBX=1&REC=3](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=3567&CISOBX=1&REC=3)

- USH.8.8** Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.
- USH.8.9** Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy.  
(Government, Economics, Geography)

### Standard 9: Historical Thinking

Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

- USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

- USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

<http://images.indianahistory.org/cdm4/search.php> (Search diaries and letters)

**David H. Reynolds diary -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/cwmf&CISOPTR=4157&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/cwmf&CISOPTR=4157&CISOBX=1&REC=1)

**Albert S. Underwood diary -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/cwmf&CISOPTR=4156&CISOBX=1&REC=4](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/cwmf&CISOPTR=4156&CISOBX=1&REC=4)

**James M. Little diary -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/cwmf&CISOPTR=4153&CISOBX=1&REC=5](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/cwmf&CISOPTR=4153&CISOBX=1&REC=5)

**James F. Elliott diary, 1862-1863 -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/cwmf&CISOPTR=4159&CISOBX=1&REC=9](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/cwmf&CISOPTR=4159&CISOBX=1&REC=9)

**Andrew Jackson Smith diary -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/cwmf&CISOPTR=4155&CISOBX=1&REC=20](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/cwmf&CISOPTR=4155&CISOBX=1&REC=20)

- USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

- USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

**Captain Charles B. McVay, Letter Regarding His Court Martial -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/ww2&CISOPTR=395&CISOBX=1&REC=1](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/ww2&CISOPTR=395&CISOBX=1&REC=1)

**Melvin W. Modisher Letter Regarding the Sinking of the U.S.S. Indianapolis -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/ww2&CISOPTR=394&CISOBX=1&REC=3](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/ww2&CISOPTR=394&CISOBX=1&REC=3)

**Kenley M. Lanter, Sr. Letter Regarding the Sinking of the U.S.S. Indianapolis -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/ww2&CISOPTR=390&CISOBX=1&REC=4](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/ww2&CISOPTR=390&CISOBX=1&REC=4)

**Resolution Honoring Hunter Scott -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/ww2&CISOPTR=378&CISOBX=1&REC=6](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/ww2&CISOPTR=378&CISOBX=1&REC=6)

**Bill Drayton Letter Regarding the Sinking of the U.S.S. Indianapolis -**

[http://images.indianahistory.org/cdm4/item\\_viewer.php?CISOROOT=/ww2&CISOPTR=388&CISOBX=1&REC=7](http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/ww2&CISOPTR=388&CISOBX=1&REC=7)

- USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

# INDIANA STATE MUSEUM AND HISTORIC SITES

Angel Mounds  
Corydon  
Culbertson  
Gene Stratton-Porter Home

Lanier Mansion  
Levi Coffin House  
Limberlost  
New Harmony

T.C. Steele  
Vincennes  
Whitewater Canal

The Indiana State Museum and Historic Sites has graciously agreed to connect Indiana Academic Standards to their museum and historic sites. If you have questions or need further assistance, contact:

Joanna E. Hahn  
Manager of School Programs  
Indiana State Museum and Historic Sites  
317-232-8293  
[jhahn@indianamuseum.org](mailto:jhahn@indianamuseum.org)

Bruce Blomberg  
Social Studies Specialist  
Indiana Department of Education  
317-232-9078  
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SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
<p><a href="#"><u>Angel Mounds</u></a></p>		<p><u>4<sup>th</sup> GRADE</u> 4.1.1</p>	<p>Located on the banks of the Ohio River in southwest Indiana, Angel Mounds State Historic Site is one of the best-preserved pre-contact Native American sites in North America. Built between A.D. 1050 and 1400, the town was occupied by 1,000 plus Mississippians. The society built 11 earthen mounds as platforms to elevate important buildings. The original town covered an area of 103 acres and served as an important religious, political and trade center for people living within a 75-mile radius.</p> <p>The site was abandoned before European explorers came to North America. Possible explanations for abandonment are depletion of natural resources, climatic changes or the collapse of the chiefdom.</p> <p>More than 600 acres comprise Angel Mounds State Historic Site. The site includes an interpretive center, recreations of the Mississippian buildings and a working reconstruction of the 1939 WPA archaeology laboratory.</p>

SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
<p><a href="#"><u>Corydon Capitol State Historic Site</u></a></p>		<p><b><u>8TH GRADE</u></b>  8.1.28-31  8.2.8  8.2.10  8.3.2  8.4.3  8.4.10</p> <p><b><u>HIGH SCHOOL U.S. HISTORY</u></b>  USH.1.2  USH.2.3  USH.2.4</p> <p><b><u>U.S. GOVERNMENT</u></b>  USG.2.4  USG.2.6  USG.2.8</p>	<p>Corydon Capitol State Historic Site commemorates Indiana's first state capital and follows the development of Indiana from a territory to a state. Vincennes, the first territorial capital, was left on Indiana's western edge when the Illinois Territory was created and, in 1813, the capital moved to Corydon, a more central location for Indiana's population at the time.</p>
<p><a href="#"><u>Culbertson</u></a></p>		<p><b><u>8<sup>th</sup> GRADE</u></b>  8.3.9  8.4.4  8.4.10</p> <p><b><u>HIGH SCHOOL U.S. HISTORY</u></b>  USH.1.3  USH.2.1  USH.2.3  USH.2.5</p>	<p>The Culbertson Mansion reflects the affluence of a man once considered to be the wealthiest in Indiana. The three-story French, Second-Empire mansion encompasses more than 20,000 square feet and contains 25 rooms. The mansion stands as an example of the tastes, ideals and lifestyle of people during the late 1800/s</p>

SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
<p><a href="#"><u>Lanier Mansion</u></a></p>		<p><b><u>8<sup>th</sup> GRADE</u></b>  8.1.25  8.1.28-31  8.2.9  8.3.2  8.3.4  8.4.3  8.4.4  8.4.6  8.4.7  8.4.8  8.4.9  8.4.10</p> <p><b><u>HIGH SCHOOL U.S. HISTORY</u></b>  USH.1.2  USH.2.1  USH.2.2</p> <p><b><u>U.S. GOVERNMENT</u></b>  USG.2.8  USG.3.8  USG.5.6  USG.5.8</p>	<p>Designated a National Historic Landmark in 1994, this 1844 Greek Revival mansion was designed by architect Francis Costigan for financier and railroad magnate James F.D. Lanier. Recent restoration made possible largely by funding from private sources - has recaptured the Mansions 19th century splendor</p>
<p><a href="#"><u>Levi Coffin House</u></a></p>		<p><b><u>8<sup>TH</sup> GRADE</u></b>  8.1.20-22  8.1.24  8.1.27  8.1.28-31  8.2.7  8.2.10  8.4.8</p> <p><b><u>HIGH SCHOOL U.S. HISTORY</u></b>  USH.1.2  USH.1.2  USH.1.3</p> <p><b><u>U.S. GOVERNMENT</u></b>  USG.2.8</p>	<p>Levi Coffin lived in this house from 1827 to 1847, where he helped as many as 2,000 slaves escape to freedom. The house was known as the Union Depot of the Underground Railroad, and it contained secret doors that could hide fugitives</p>

**SITE**

**INDIANA ACADEMIC STANDARD**

**DESCRIPTION**

[Limberlost /](#)  
[Gene Stratton-Porter](#)  
[Home](#)

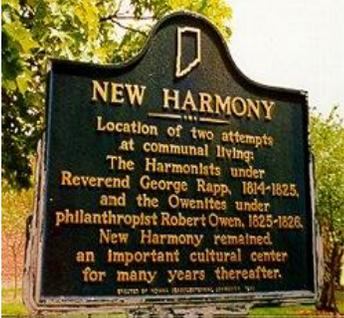


**HIGH SCHOOL U.S. HISTORY**

- USH.3.2
- USH.3.5
- USH.4.2
- USH.4.3
- USH.4.4

Gene Stratton-Porter is Indiana’s most widely read female author, as well as a gifted nature photographer and entrepreneur. In her lifetime, 1863 to 1924, Porter authored 12 novels, seven nature studies, three poetry books, children’s books and numerous magazine articles. With an estimated 50 million readers, her works have been translated into several foreign languages as well as Braille. Eight of her novels were produced as motion pictures

To famed Indiana author Gene Stratton-Porter, the Limberlost Swamp was her playground, laboratory and inspiration for her acclaimed articles, fiction and photographs. In the early 1900’s the Limberlost Swamp was described as a “treacherous swamp and quagmire, filled with every plant, animal and human danger known — in the worst of such locations in the central states.”

SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
<p><a href="#"><u>New Harmony</u></a></p>	 <p><b>Historic Marker</b> (photo by Ruth Reichmann)</p>	<p><b><u>8<sup>TH</sup> GRADE</u></b> 8.1.28-31 8.4.4 8.4.10</p>	<p>New Harmony was the site of two early American utopian communities. The Harmonie Society, a group of German dissenters led by George Rapp, arrived in the United States in 1804, settling in Pennsylvania. 10 years later the Harmonists purchased 20,000 acres on the Wabash River, and moved to Indiana in 1814.</p> <p>In 1824, George Rapp decided to sell New Harmony. He found a buyer in Robert Owen, a wealthy industrialist from Scotland. In 1825, with his business partner William Maclure, Owen purchased New Harmony outright, hoping to establish a model community where education and social equality would flourish. Maclure, a well-respected amateur geologist, attracted many important scholars to New Harmony, including naturalists, geologists, educators, and early feminists.</p>
<p><a href="#"><u>T.C. Steele</u></a></p>		<p><b><u>HIGH SCHOOL U.S. HISTORY</u></b> USH.3.5 USH.4.2 USH.4.4</p>	<p>Theodore Clement Steele (1847-1926), noted Indiana artist and member of the Hoosier Group of American regional impressionist painters [link to collections], was inspired by the picturesque scenes that he encountered in Brown County. Steele was at the forefront of the state's art movement and remains one of Indiana's most honored artists.</p>

SITE	INDIANA ACADEMIC STANDARD	DESCRIPTION
<p><a href="#"><u>Vincennes Territorial Capitol</u></a></p>		<p><b><u>8<sup>TH</sup> GRADE</u></b>  8.1.1  8.1.10-12  8.1.14-18  8.1.20.21  8.1.28-31  8.2.1 – 10  8.3.2  8.3.4  8.3.5-6  8.3.8  8.4.1  8.4.3  8.4.6-9</p>
		<p><b><u>HIGH SCHOOL U.S. HISTORY</u></b>  USH 1.1-4  USH 2.1-4</p> <p><b><u>U.S. GOVERNMENT</u></b>  USG.1.1-9  USG.2.1  USG.2.3-8  USG.3.1-13  USG.3.15-19  USG.5.1-8</p>
		<p>On July 4, 1800, the Indiana Territory was established out of Northwest Territory in preparation for Ohio's statehood. The capital of the new territory was Vincennes, a former French trading post and one of the only white settlements in the vast territory</p>

SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
<p><a href="#"><u>Whitewater Canal</u></a></p>		<p><b><u>8<sup>TH</sup> GRADE</u></b>  8.1.28-31  8.3.1  8.3.2  8.3.4  8.3.6-9  8.4.5  8.4.6  8.4.10</p> <p><b><u>HIGH SCHOOL U.S. HISTORY</u></b>  USH.2.1  USH.2.2  USH.2.5</p>	<p>As settlers moved into the old Northwest Territory after 1800, transportation routes became an important priority. Indiana's brief experience with canal building began with the passage of the Indiana Mammoth Internal Improvement Act of 1836. Whitewater Canal was one of several projects funded by this act.</p> <p>The Whitewater Canal started in Lawrenceburg and originally ended at Cambridge City, on the Old National Road. Hagerstown merchants financed an extension to their town, making the canal 76 miles in length. The state of Ohio also built a 25-mile spur linking Cincinnati to the canal.</p> <p>Along the canal, 56 locks accommodate a fall of nearly 500 feet.</p>

SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
<p><a href="#"><u>Indiana State Museum and Historic Sites</u></a></p>	 <p>INDIANA STATE MUSEUM</p>	<p><b><u>8<sup>TH</sup> GRADE</u></b></p> <p>8.1.1 8.1.10-11 8.1.13 8.1.15-16 8.1.18-22 8.1.24-31 8.3.1 8.3.2 8.3.4 8.3.6-9 8.3.11 8.4.1 8.4.5 8.4.6 8.4.11</p> <p><b><u>HIGH SCHOOL U.S. HISTORY</u></b></p> <p>USH.1-4 USH.2.1-4 USH.2.7 USH.3.1 USH.3.6-8 USH.4.2-7 USH.5.6 USH.6.2-4 USH.7.1 USH.7.4 USH.7.7 USH.8.1 USH.8.4-6</p> <p><b><u>U.S. GOVERNMENT</u></b></p> <p>USG.2.3 USG.2.5 USG.3.14 USG.5.7 USG.5.10</p>	<p>The Indiana State Museum is a great resource for educators and students when learning all there is to know about the Hoosier state. Whether it is through a field trip experience or classroom learning, our core galleries, special exhibitions and programming complement the subjects for cultural history, natural history, science, art and more! All programs are designed to meet <b><u>Indiana Academic Standards.</u></b></p>

# GUIDE TO INDIANA HISTORIC SITES



[9/11 Memorial](#)



421 W. Ohio St.  
Indianapolis, IN 46202

Project 9/11 Indianapolis was begun early in 2010 as a grass roots effort to establish a permanent memorial dedicated to those killed in the September 11 attacks. The focal point of the memorial consists of two 11,000-pound (5,000 kg) beams from the Twin Towers. Behind the beams stand a pair of six-foot tall black granite walls inscribed with remembrances of the events in New York City; Washington, D.C.; and Shanksville, Pennsylvania. Perched atop one of the beams is a bronze, life-size sculpture of an American Bald Eagle, with wings outstretched and gazing east toward New York City

[American Legion  
Mall](#)



N. Pennsylvania St.  
Indianapolis, IN 46204

The American Legion Mall (ALM) extends from St. Clair Street to North Street between Meridian and Pennsylvania Streets. On the east side is the American Legion National headquarters, and on the west side is the headquarters of the American Legion's Department of Indiana. Looking to the south from St. Clair Street, the visitor sees the solemn grounds of the Cenotaph in the foreground. The Cenotaph memorializes the nation's first casualty of World War I, Corporal James B. Gresham of Company F, 16th Infantry and Evansville Indiana. In the background rise the World War II, Korean, and Vietnam memorials on the flanks with Veteran's Plaza and the World War Memorial anchoring the vista at its southern end.

[Angel Mounds](#)  
[State Historic](#)  
[Site](#)



8215 Pollack Avenue  
Evansville, IN 47715

812-853-3956

Angel Mounds is the site of the largest settlement of its time in what is now known as Indiana. It was a fortified town serving as a social, political, and religious center for a much larger area of villages, hamlets, and farmsteads that ran 70 miles along the Ohio river, from the Wabash River to 35 miles east of Evansville. The town and surrounding settlements together constituted a chiefdom and were occupied from as early as A.D. 1000 to as late as A.D. 1450 by Native Americans whom archaeologists call Mississippians.

[Baer Field](#)  
[Heritage Aircraft](#)  
[Park](#)



3005 w. Ferguson Rd.  
Fort Wayne, IN 46809

260-478-3314

This private park is open to the public and will showcase all of the aircraft flown at the 122nd Fighter Wing Indiana Air National Guard from 1947. Some of the aircraft that are on display are the F-100 Super Sabre, the F-4 Phantom, the F-84F Thunderstreak, the F-16 Fighting Falcon, and the current aircraft flown here, the A-10 Thunderbolt II. A vehicle representing the 338th Quartermaster Unit, a tenant unit at the 122FW, is also on display. Military history and heritage play an important role in continuing traditions and remembering legacies.

[Benjamin  
Harrison  
Presidential Site](#)



1230 North Delaware  
St. Indianapolis, IN  
46202

317-631-1888

Benjamin Harrison lived in this Italianate house from 1875 until his death there in 1901, except from 1889 to 1893 while he was the 23rd President. He was also a Senator from Indiana from 1881 to 1887. Harrison accepted the Republican nomination for the Presidential election in 1888 and conducted his Front Porch Campaign here

[Billie Creek  
Village](#)



65 South Billie Creek  
Road  
Rockville, IN 47872

765-569-0252

Billie Creek Village is a 70-acre open-air living history museum and park, filled with 38 historical buildings and structures, and hundred of antiques and artifacts

[The Children's  
Museum of  
Indianapolis](#)



3000 N. Meridian St.  
Indianapolis, IN 46208

317-334-4000

The Children's Museum of Indianapolis is the world's largest children's museum. It is located at 3000 North Meridian Street, Indianapolis, Indiana, United States in the United Northwest Area neighborhood of the city. The museum is accredited by the American Alliance of Museums. It is 472,900 square feet (43,933.85 m<sup>2</sup>) with five floors of exhibit halls and receives more than one million visitors annually. Its collection of over 120,000 artifacts and exhibit items are divided into three domains: the American Collection, the Cultural World Collection, and the Natural World Collection. Among the exhibits are a simulated Cretaceous dinosaur habitat, a carousel, and a steam locomotive. Because the museum's targeted audience is children, most exhibits are designed to be interactive allowing children to actively participate

[Conner Prairie  
Interactive  
History Park](#)



13400 Allisonville Road  
Fishers, IN 46038

317-776-6000

Conner Prairie Interactive History Park, where guests can explore five themed historic areas: Lenape Camp, Conner Homestead, 1836 Prairietown, 1859 Balloon Voyage, and the 1863 Civil War Journey: Raid on Indiana. Explore Conner Prairie's new, one-of-a-kind outdoor experience that puts you right in the middle of Indiana's brush with the Civil War.

[Corydon Capitol  
State Historic  
Site](#)



126 E Walnut Street  
Corydon, IN

812-738-4890

Corydon Capitol State Historic Site commemorates Indiana's first state capital and follows the development of Indiana from a territory to a state. Vincennes, the first territorial capital, was left on Indiana's western edge when the Illinois Territory was created and, in 1813, the capital moved to Corydon, a more central location for Indiana's population at the time.

[Crown Hill  
Cemetery](#)



700 W. 30th Street  
Indianapolis, IN 46208

317-920-2644

Founded in 1863, Crown Hill is the nation's 3rd largest cemetery with 555 acres of beautiful rolling hills located across the street from the Indianapolis Museum of Art. Thousands visit this urban oasis to enjoy its peaceful beauty; study the architecture, sculptures and trees; exercise; picnic; view the wildlife and to study the history and heritage of the thousands of people buried there. Notables include President Benjamin Harrison, poet James Whitcomb Riley, Col. Eli Lilly, three U.S. Vice Presidents, and numerous others, including the infamous bank robber John Dillinger.

[Culberston  
Mansion](#)



914 E. Main Street  
New Albany, IN

812-944-9600

The Culberston Mansion reflects the affluence of a man once considered to be the wealthiest in Indiana. The three-story French, Second-Empire mansion encompasses more than 20,000 square feet and contains 25 rooms. The mansion stands as an example of the tastes, ideals and lifestyle of people during the late 1800/s

[Dr. James Ford  
Historic Home](#)



177 W. Hill Street  
Wabash, IN 46992

260-563-8686

The Dr. James Ford Historic Home, a restored 19th Century physician's home and surgery invites you to experience the daily lives, personalities, and activities of the Dr. James Ford family in the years before, during and just after the Civil War. Period decor and furnishings provide a look at what life may have been like in the mid-1800s. T

[Eiteljorg  
Museum of  
American Indians  
and Western Art](#)



500 W. Washington St.  
Indianapolis, IN 46204

317-636-9378

The Eiteljorg Museum of American Indians and Western art was founded by Indianapolis businessman and philanthropist Harrison Eiteljorg. Its mission—to inspire an appreciation and understanding of the art, history and cultures of the American West and the indigenous peoples of North America. The museum executes this charge in exciting and often surprising ways.

[Elwood Haynes  
Museum](#)



1915 S. Webster Street  
Kokomo, IN 46902

765-456-7500

Elwood Haynes, the inventor of America's first car in 1894, stainless steel, the alloy Stellite, among many other great inventions. See historical exhibits, memorabilia, photos, furnishings, and four Haynes classic cars. The industrial history of Howard County is chronicled in additional exhibits in the museum.

[Fort Ouiatenon](#)



Tippecanoe County  
Historical Assn.  
1001 South Street  
Lafayette, IN 47901

765-476-8411

Fort Ouiatenon was the first fortified European settlement in what is now Indiana. It was established by the French in 1717 at a site five miles southwest of Lafayette as a military outpost to prevent British expansion into the Ohio and Wabash country.

[French Lick and  
West Baden](#)



8670 West State Road  
56 French Lick, IN  
47432

866-571-8687  
812-936-5870

Unprecedented in the nation, the grand hotels in French Lick and West Baden Springs—both listed in the National Register of Historic Places and located one mile apart in southern Indiana—offer a fascinating window on the grand hotel era of the early twentieth century and the tradition of “taking the waters.” Guests from Al Capone to FDR, Bing Crosby to Helen Keller, captains of industry and pampered socialites came to imbibe the waters and take spa treatments, enjoy sports and entertainments, and perhaps test their luck in the casinos.

[Gene Stratton  
Porter Cabin](#)



1205 Pleasant Point  
Rome City, IN 46784

260-854-3790

Gene Stratton-Porter is Indiana’s most widely read female author, as well as a gifted nature photographer and entrepreneur. In her lifetime, 1863 to 1924, Porter authored 12 novels, seven nature studies, three poetry books, children’s books and numerous magazine articles. With an estimated 50 million readers, her works have been translated into several foreign languages as well as Braille. Eight of her novels were produced as motion pictures.

[General Lew Wallace Study & Museum](#)



200 Wallace Ave.  
Crawfordsville, IN  
47933

765-362-5769

The General Lew Wallace Study & Museum, an architectural wonder situated on the grounds where Civil War Major General Lew Wallace wrote his masterwork Ben-Hur, celebrates Wallace's fascinating legacy and renews belief in the power of the individual spirit to affect American history and culture.

Located in Wallace's private study, the Museum contains original items collected by Wallace during his life as an author, soldier, statesman, artist, musician and inventor.

[George Rogers Clark National Historic Park](#)



401 S. 2nd Street  
Vincennes, IN 47591

812-882-1776

Located in Vincennes, Indiana on the banks of the Wabash River at what is believed to be the site of Fort Sackville. A classical memorial here was authorized under President Coolidge and dedicated by President Franklin Roosevelt in 1936.

[Grouseland](#)

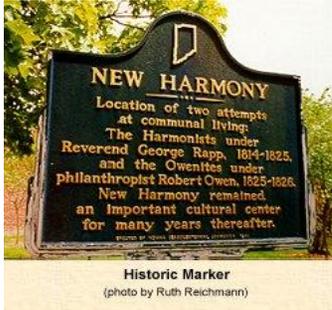


3 W. Scott Street  
Vincennes, IN 47591

812-882-2096

Grouseland is the elegant Georgian/Federal home completed in 1804, which served as the home of William Henry Harrison and his family when he was Governor of the Indiana Territory (1800-1812). The first brick home in Indiana and a National Historic Landmark, the house was more than a residence. This magnificent building was the center of government for the Indiana Territory and also served as a fortress in times of unrest.

[Historic New Harmony](#)



401 N Arthur Street  
New Harmony, IN  
46731

812-682-4474  
800-231-2168  
(tollfree)

New Harmony was founded in 1815 by Rappites, and in 1825 Robert Owen attempted to create a utopian society. Many original Harmony Society buildings remain

[Historic Old Fort \(Ft Wayne\)](#)



P.O. Box 12650  
Fort Wayne, IN 46864

260-437-2836

There were 3 American forts built in Fort Wayne. The current fort is a replica of the one constructed by Major John Whistler and his men during 1815 -- 1816 and was the last fort to stand at the junction of the St. Mary's, St. Joseph, and Maumee Rivers.

[Historic Prophetstown](#)



3549 Prophetstown  
Trail Battleground, IN  
47920

765-567-4700

Dedicated to showing, sharing & teaching about agriculture & horse powered farming. Native American settlement & farmstead.

[Indiana Historical Society](#)



450 W. Ohio St.  
Indianapolis, IN 46202

317-232-1882

The Eugene and Marilyn Glick Indiana History Center, home of the Indiana Historical Society, underwent a major renovation and re-opened in March 2010 with the launch of its new feature, the Indiana Experience. The Indiana Experience uses new technology to immerse guests in stories of the state's past in easy, enjoyable and meaningful ways.

[Indiana State Capitol](#)



200 W. Washington St.  
Indianapolis, IN 46204

317-233-5293

The Indiana State Capitol, the Statehouse, has been the seat of Indiana's government since 1887 and is perhaps the grandest 19th-century Neo-Classical Revival building in Indiana. Indiana is one of the few states in the nation that has all three branches of government operating out of the historic state capitol building. In 1825, after nine years of statehood, the capitol city was relocated from Corydon to Indianapolis. Plans for the current statehouse began in 1867 and the building was completed in 1888. It is constructed of Indiana limestone and white oak. The beautiful stained glass rotunda window is original and made from German glass.

[Indiana State  
Museum and  
Historic Sites](#)

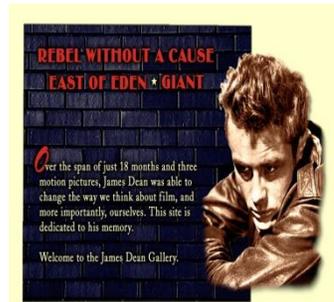


650 W. Washington St.  
Indianapolis, IN 46204

317-232-1637

The Indiana State Museum is a great resource for educators and students when learning all there is to know about the Hoosier state. Whether it is through a field trip experience or classroom learning, our core galleries, special exhibitions and programming complement the subjects for cultural history, natural history, science, art and more! All programs are designed to meet select Common Core and Indiana Academic Standards

[The James Dean  
Gallery](#)



425 N Main Street  
Fairmount, IN 46928

765-948-3326

The James Dean Gallery opened in 1988 in the actor's hometown of Fairmount, Indiana. The exhibit is housed in a beautifully restored 1903 Victorian home on tree-lined North Main Street just 1 Mile from James Dean's Grave in Park Cemetery. The exhibit includes thousands of items of James Dean memorabilia and visitors can see the worldwide influence that this Indiana native and American film star has made. There are personal items related to James Dean and dozens of original movie posters in different languages from around the world that show the actor's international impact.

[James Whitcomb  
Riley Museum  
Home](#)



528 Lockerbie Street  
Indianapolis, IN 46202

317-631-5885

The nation's only late Victorian preservation open to the public holds furnishings and personal belongings of poet James Whitcomb Riley. Step back to the beginning of the 20th century—just as the great Hoosier poet James Whitcomb Riley experienced it for 23 years of his fascinating life.

[Landmark for  
Peace Memorial](#)



1702 Broadway Street  
Indianapolis, IN 46202

317-327-7461

The Landmark for Peace is a memorial sculpture at Dr. Martin Luther King Jr. Park on the northside of Indianapolis that honors the contributions of the slain leaders Dr. Martin Luther King, Jr. and Robert F. Kennedy. The site is where Robert Kennedy gave his memorable speech the night Dr. King was assassinated in 1968.

[Lane Place](#)



212 S. Water Street  
Crawfordsville, IN  
47933

765-362-3416

Lane Place was built for Henry Lane in 1845 in what is now called the Elston Grove Historic District. Lane represented Montgomery County as state representative, U.S. congressman, governor and U.S. senator. His stature as chairman of the National Republican Convention in 1856 helped secure the party's nomination of Abraham Lincoln for president in 1860. Lane lived continuously at Lane Place until he died in 1881. His wife, Joanna Elston Lane, lived there until her death in 1914.

[Lanier Mansion](#)



601 West 1st Street  
Madison, IN 47250

812-625-3526

Designated a National Historic Landmark in 1994, this 1844 Greek Revival mansion was designed by architect Francis Costigan for financier and railroad magnate James F.D. Lanier. Recent restoration made possible largely by funding from private sources - has recaptured the Mansions 19th century splendor

[Levi Coffin House](#)



113 U.S. 27 North P.O.  
Box 77 Fountain City,  
IN 47341

765-847-2432

Levi Coffin lived in this house from 1827 to 1847, where he helped as many as 2,000 slaves escape to freedom. The house was known as the Union Depot of the [Underground Railroad](#), and it contained secret doors that could hide fugitives

[Limberlost](#)



202 East 6th St.  
Geneva, IN 46740

260-368-7428

To famed Indiana author Gene Stratton-Porter, the Limberlost Swamp was her playground, laboratory and inspiration for her acclaimed articles, fiction and photographs. In the early 1900's the Limberlost Swamp was described as a "treacherous swamp and quagmire, filled with every plant, animal and human danger known — in the worst of such locations in the central states."

[Lincoln Boyhood  
National  
Memorial](#)



3027 East South Street  
Lincoln City, IN 47552

812-937-4541

The story of the Civil War era president's 14 formative years in Indiana springs to life at the Living Historical Farm, in the museum and film, and along the park's scenic hiking trails.

[Medal of Honor  
Memorial](#)



650 W. Washington St.  
Indianapolis, IN 46204

317-261-5447

The Medal of Honor Memorial is dedicated in honor of all recipients of the Medal of Honor, the United States military's highest award for valor. The memorial was unveiled May 28, 1999, during Memorial Day weekend.

[Menno-Hof](#)



510 S VanBuren/SR 5 S  
Shipshewana, IN  
46565

260-768-4117

Tells the story of Amish, Mennonite and Hutterite history, lifestyle and beliefs with multi-media presentations and 24 display areas. Follow the trail of a people searching for peace Menno-Hof is a non-profit information center located in Shipshewana, Indiana, that teaches visitors about the faith and life of Amish and Mennonites.

Menno-Hof's multi-image presentations, historical environments and colorful displays take you on a fascinating journey inside the unique world of the Amish and Mennonites. See where the Anabaptists had their beginning in a Swiss courtyard and how they were persecuted for their faith in the dungeon. Travel with the Anabaptists down the cobblestone streets of Holland and board a 17th century sailing boat on a journey to America and freedom.

[Mississinewa  
Battlefield](#)



7 miles N of Marion  
on SR 15  
Marion, IN 46953

800-822-1812

The Mississinewa Battlefield was the site of the first victory of the United States Army during the War of 1812, on December 17-18, 1812. A 600-man mounted force led by Lt. Col. John B. Campbell attacked and destroyed four British-allied Indian villages. Site of the annual Mississinewa 1812 living history event.

[Mounds State  
Park](#)



4306 Mounds Road  
Anderson, IN 46017

765-642-6627

Mounds State Park, located off I-69 east of Anderson, features 10 unique earthworks built by prehistoric Indians known as the Adena-Hopewell people. The largest earthwork, the Great Mound, is believed to have been constructed around 160 BCE. Archaeological surveys indicate the mounds were used as gathering places for religious ceremonies, from where astronomical alignments could be viewed

[Old French  
House & Indian  
Museum](#)



1st and Seminary  
Streets Vincennes, IN  
47591

812-882-7742  
800-886-6443

The Old French House is an excellent example of French Creole architecture. Home of Michael Brouillet, built in 1809, and furnished much as it would have been in that period. The Old French House is owned & operated by the Old Northwest Corporation. The Vincennes State Historic Sites provides the interpretation.

[Pioneer Village at  
Spring Mill State  
Park](#)



3333 SR 60 E  
Mitchell, IN 47446

812-849-3534

The restored Pioneer Village, founded in 1814, contains 20 historic buildings to explore. The centerpiece is a 3-story limestone gristmill, built in 1817, that still grinds cornmeal today. Heritage interpreters portray the year 1863 and demonstrate period crafts.

[Rotary Jail  
Museum](#)



225 N Washington  
Street Crawfordsville,  
IN 47933

765-362-5222

The Rotary Jail Museum, built in 1882, was the first of nine rotary jails constructed in the U.S. and is currently the only rotary jail in operating condition. It is listed on the National Register of Historic Places and the Historic American Engineering Record. Sheriff's residence houses a permanent collection and temporary exhibits of local art.

[Seiberling  
Mansion](#)



1200 W. Sycamore St  
Kokomo, In 46901

765.452.4314

Construction on the Seiberling Mansion began in October 1889 and was completed in the fall of 1891. The house was built for Monroe Seiberling of Akron, Ohio at a cost of \$50,000. The architecture of the house is a mixture of Neo-Jacobean (Queen Anne) and Romanesque Revival styles. It was designed by Arthur LaBelle of Marion, Indiana. Built at the height of the gas boom in Indiana, the house was originally heated and illuminated by natural gas.

[Soldiers and Sailors Monument](#)



1 Monument Circle  
Indianapolis, IN 46204

317-232-7615

The Soldiers & Sailors Monument is Indiana's official memorial to the Hoosiers that served in the Revolutionary War, the War of 1812, the Mexican War, the Civil War, the Frontier Wars and the Spanish-American War.

[Squire Boone Caverns](#)



100 Squire Boone Rd.  
S.W.Mauckport, IN  
47142

812-732-4381

Squire Boone Caverns is a real place in southern Indiana where Squire Boone, younger brother of Daniel Boone, lived and worked. Near Historic Corydon, Indiana in 1815, Squire Boone was laid to rest in a cave at the village that once saved his life by providing him refuge a ban of hostile Indians. One-hour guided cavern tours take you past stalactites, stalagmites, rimstones dams and much more. Look closely into the pools of water for white, blind crayfish, amphopods and isopods. Hear about how Squire and his older brother Daniel Boone discovered the caverns in 1790 and how Squire brought his family back to the beautiful valley to live.

[Stockdale Mill](#)



Indiana SR 16  
Roann, IN 46974

765-833-2019

Stockdale Mill is an old water-powered flour mill and dam on the Eel River in north-central Indiana. Come see water powered equipment in action.

[Strawtown  
Koteewi "Prairie  
Park](#)



12308 E. Strawtown  
Ave Noblesville, IN  
46060

317-774-2574

Strawtown Koteewi Park has become a hotbed of archaeological activity in recent years, with students from Ball State University, IPFW, Indiana University and Indiana State University contributing their time to the collection and curation of artifacts found in the park. Researchers have discovered that the major occupancy of this property dates back to 1200-1400 A.D. Artifacts found include arrowheads, pottery and remains of what the occupants may have eaten, including bear and elk. Researchers have also discovered evidence of postholes, storage pits and fire pits that show the location of early villages and huts on the property.

[T.C. Steele Site](#)



4220 T.C. Steele Road  
Nashville, IN 47448

812-988-2785

Theodore Clement Steele (1847-1926), noted Indiana artist and member of the Hoosier Group of American regional impressionist painters [link to collections], was inspired by the picturesque scenes that he encountered in Brown County. Steele was at the forefront of the state's art movement and remains one of Indiana's most honored artists.

[Tippecanoe  
Battlefield](#)



200 Battleground Ave  
Battle Ground, IN  
47920

765-567-2147

In the Battle of Tippecanoe on November 7, 1811, Indiana Territory Governor William Henry Harrison and his force of 1,000 men defeated the Shawnee and their leader Tenskwatawa.

[USS Indianapolis](#)  
[National](#)  
[Memorial](#)



692 Ellsworth St.  
Indianapolis, IN 46202

This National Memorial is the climax of a 50 year dream by the crew members who survived the sinking of the cruiser USS Indianapolis in 1945. They worked continually to erect a fitting memorial to their missing shipmates. The Memorial is located at the North end of the Canal Walk. The Memorial is an outdoor site and is available to the public 24 hours a day, seven days a week. Engraved on the South face of the monument are the names of the ship's company and one passenger who made up her final crew.

[Vietnam and](#)  
[Korean War](#)  
[Memorials](#)



700 N. Pennsylvania St.  
Indianapolis, IN 46204

This two-part limestone and granite sculpture by artist Patrick Brunner was created in 1996 to honor casualties of the Korean and Vietnam wars. Composed of two half-cylinders, the concave side of each sculpture includes the names of men and women killed during the war. The convex sides contain excerpts from letters written by Indiana soldiers to their loved ones at home.

[Vincennes  
Territorial  
Capitol](#)



1 West Harrison Street  
Vincennes, IN

812-882-  
7422

On July 4, 1800, the Indiana Territory was established out of Northwest Territory in preparation for Ohio's statehood. The capital of the new territory was Vincennes, a former French trading post and one of the only white settlements in the vast territory

[Wayne County  
Historical  
Museum](#)



1150 N A Street  
Richmond, IN 47374

765-962-  
5756

Comprised of eight buildings on a compact site, the museum is a unique repository of Wayne County and Richmond history from early pioneer life through the industrial revolution into modern times.

[World War  
Memorial](#)



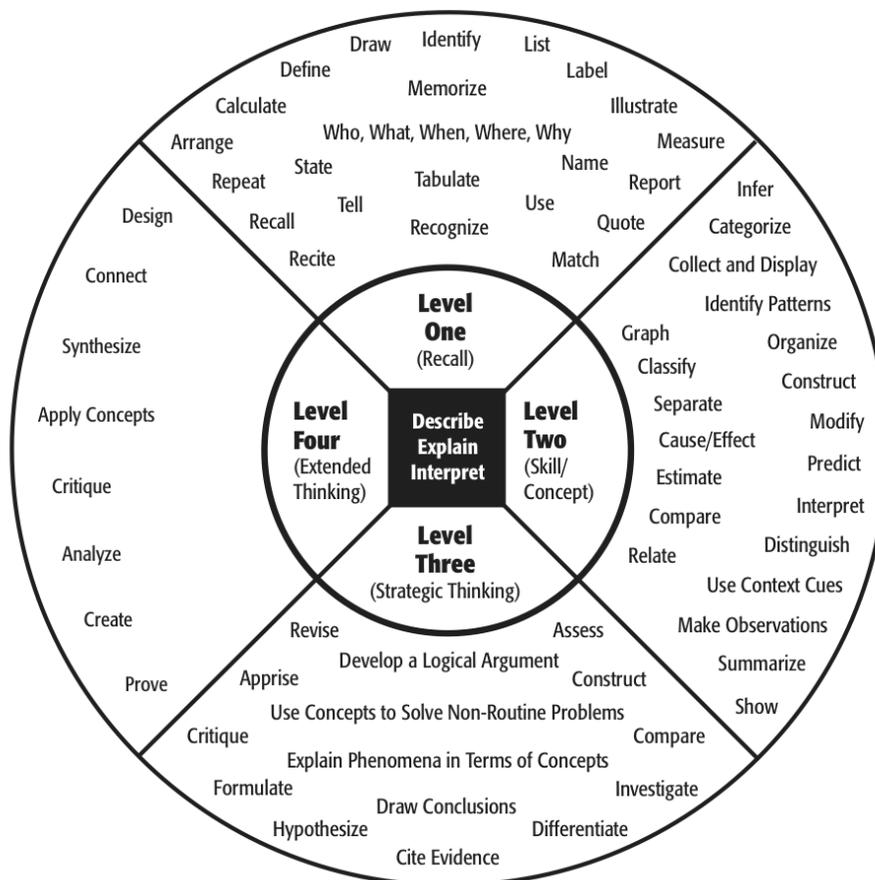
431 N. Meridian St  
Indianapolis, IN 46204

317-232-  
7615

The Indiana World War Memorial, begun in 1926 and finished in 1965, is a building commemorating World War I and II veterans. It is 210 feet (64 m) tall, made of Indiana limestone, and based on the Mausoleum of Mausolus. Within it is a military museum. The Plaza also includes the American Legion headquarters, Cenotaph square, an obelisk, and fountains

# APPENDIX E

## Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>