Advanced Placement®
CORRELATION GUIDE

American History: Connecting with the Past, AP Edition
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Based on the College Board Course Framework:
AP U.S. History, Effective Fall 2020

| Unit 1 | | | |
Period 1: 1491-1607			
Topic	Learning Objective	Historical Development	Citations
1.1: Contextualizing Period 1	Unit 1: Learning Objective A Explain the context for European encounters in the Americas from 1491 to 1607	KC-1.1 As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.	4-10,12
		KC-1.1.I Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.	4-10,12
		KC-1.2.I European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.	10-11, 13-16, 19-22
		KC-1.2.II The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.	14-23
		KC-1.2.III In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power	14-22, 38-45
1.2: Native American Societies Before European Contact	Unit 1: Learning Objective B Explain how and why various native populations in the period before European contact interacted with	KC-1.1.I.A The spread of maize cultivation from present day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.	4-8,12
		KC-1.1.I.B Societies responded to the aridity of the Great Basin	8, 10, 12

		the natural environment in North America.	and the grasslands of the western Great Plains by developing largely mobile lifestyles.	
			KC-1.1.I.C In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.	8-9, 12
			KC-1.1.I.D Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean	8-9, 12
1.3: European Exploration in the Americas	Unit 1: Learning Objective C Explain the causes of exploration and conquest of the New World by various European nations.	KC-1.2.I.A European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.	10, 13-16
1.4: Columbian Exchange, Spanish Exploration, and Conquest	Unit 1: Learning Objective D Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.	KC-1.2.I.B The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.	10-11, 19-22
		KC-1.2.I.C Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.	10-11
		KC-1.2.II.A Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.	14-16, 20-22
1.5: Labor, Slavery, and Caste in the Spanish Colonial System	Unit 1: Learning Objective E Explain how the growth of the Spanish Empire in	KC-1.2.II.B In the encomienda system, Spanish colonial economies marshaled Native American labor	17-20

	North America shaped the development of social and economic structures over time.	to support plantation-based agriculture and extract precious metals and other resources.	
		KC-1.2.II.C European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.	22-23
		KC-1.2.II.D The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.	21-22
1.6: Cultural Interactions Between Europeans, Native Americans, and Africans	Unit 1: Learning Objective F Explain how and why European and Native American perspectives of others developed and changed in the period.	KC-1.2.III In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.	14-17, 19-22
		KC-1.2.III.A Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.	20-22, 38-43
		KC-1.2.III.B As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.	17-20, 38-40, 43-45
		KC-1.2.III.C Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be	19-22

			treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.	
1.7: Causation in Period 1	Unit 1: Learning Objective G Explain the effects of the development of transatlantic voyages from 1491 to 160	KC-1.1 As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.		4-10,12
		KC-1.1.I Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.		4-10,12
		KC-1.2 Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.		10-11, 13-23, 38-45
		KC-1.2.I European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.		10-11, 13-16, 19-22
		KC-1.2.II The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.		14-23
		KC-1.2.III In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.		14-22, 38-45

Unit 2
Period 2: 1607-1754

	Unit 2: Learning Objective A Explain the context for the colonization of North America from 1607 to 1754.	KC-2.1 Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American		21, 33-42, 44-52, 61-63, 66-68, 72-73, 82, 92-94, 109-110

		environments where they settled, and they competed with each other and American Indians for resources.	
		KC-2.1.I Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.	31,33,35, 38-41, 47-52, 61-63, 72-73, 101
2.1: Contextualizing Period 2		KC-2.1.II In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.	41-52, 57-59, 75-77, 79-88
		KC - 2.1.III	33,36-37, 41-42, 44-45, 61-62, 66-68, 82, 92-94, 109-110
		KC-2.2 The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.	33-37, 66-68, 72-81, 84-91, 92, 94-101, 109-110
		KC-2.2.I Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.	33-37, 66-68, 84-88, 92, 79-81, 94-101, 109-110
		KC-2.2.II Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.	72-79, 84-91
2.2: European Colonization	Unit 2: Learning Objective B	KC-2.1.I.A Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and	61-63

		incorporating them, along with enslaved and free Africans, into Spanish colonial society.	
	Explain how and why various European colonies developed and expanded from 1607 to 1754.	KC-2.1.I.B French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.	38-40
		KC-2.1.I.C English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately	31,33,35,40-41,47-52,72-73
2.3: The Regions of British Colonies	Unit 2: Learning Objective C Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.	KC-2.1.II.A The Chesapeake and North Carolina colonies grew prosperous exporting tobacco—a labor intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.	41-44, 45-47, 75-76, 82-83
		KC-2.1.II.B The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.	47-52, 77, 84-88, 91-92
		KC-2.1.II.C The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance	57-59, 79-81, 84-88
		KC-2.1.II.D The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to	55-57, 60-61, 63, 65

		develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy	
		KC-2.1.II.E Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies.	44, 46-47, 91-94, 109-110
2.4: Transatlantic Trade	Unit 2: Learning Objective D Explain causes and effects of transatlantic trade over time.	KC-2.1.III.A An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.	36-37, 61-62, 82, 92-94
		KC-2.1.III.B Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.	41-42, 44-45
		KC-2.2.I.C The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.	33, 36-37, 66-68, 109-110
		KC-2.1.III.C Interactions between European rivals and American Indian populations fostered both accommodation and	45,48, 64-66

2.5: Interactions Between American Indians and Europeans	Unit 2: Learning Objective E Explain how and why interactions between various European nations and American Indians changed over time.	conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.	
		KC-2.1.III.E British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England.	52-55
		KC-2.1.III.F American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.	62-63
2.6: Slavery in the British Colonies	Unit 2: Learning Objective F Explain the causes and effects of slavery in the various British colonial regions.	KC-2.2.II.A All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.	72-79, 84-89
		KC-2.2.II.B As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.	77-79, 88-91
	Unit 2: Learning Objective G Explain how enslaved people responded to slavery.	KC-2.2.II.C Africans developed both overt and covert means to resist the dehumanizing nature of slavery and maintain their family and gender systems, culture, and religion.	89-91
		KC-2.2.I.A	79-81, 94-101

2.7: Colonial Society and Culture	Unit 2: Learning Objective H Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.	The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.	
		KC-2.2.I.B The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a transatlantic print culture, and the spread of Protestant evangelicalism.	84-88, 92, 94-101, 109-110
	Unit 2: Learning Objective I Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.	KC-2.1.III.D The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.	46-47, 101
		KC-2.2.I.D Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.	101
2.8: Comparison in Period 2	Unit 2: Learning Objective J Compare the effects of the development of colonial society in the various regions of North America.	KC-2.1 Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.	21, 33-42, 44-52, 61-63, 66-68, 72-73, 82, 92-94, 109-110
		KC-2.1.I Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.	31,33,35, 38-41, 47-52, 61-63, 72-73, 101

		KC-2.1.II In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.	41-52, 57-59, 75-77, 79-88
		KC-2.1.III Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.	33,36-37, 41-42, 44-45, 61-62, 66-68, 82, 92-94, 109-110
		KC-2.2 The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.	33-37, 66-68, 72-81, 84-91, 92, 94-101, 109-110
		KC-2.2.I Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.	33-37, 66-68, 84-88, 92, 79-81, 94-101, 109-110
		KC-2.2.II Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.	72-79, 84-91

Unit 3
Period 1754-1800

		KC-3.1 British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.	110-129, 131, 133-135, 140-151
3.1: Contextualizing Period 3	Unit 3: Learning Objective A Explain the context in which America gained independence and developed a sense of national identity.	KC-3.1.I The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.	110-121

		KC-3.1.II The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.	119-129, 131, 133-135, 140-151
		KC-3.2 The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.	138-139, 141, 151-162, 164, 168-176
		KC-3.2.I The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century	138-139, 141, 151-160
		KC-3.2.II After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.	158-162, 164, 168-176
		KC-3.2.III.i New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.	152-154, 159-160, 176-179, 282-183, 186
		KC-3.3 Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations	19-20, 162-163, 180-185, 199, 202, 230-233
		KC-3.3.I In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending	19-20, 162-163, 180-181, 199, 202, 230-233
		KC-3.3.II The continued presence of European powers in North America challenged the United States to find ways to	180-185

		safeguard its borders, maintain neutral trading rights, and promote its economic interests.	
3.2: The Seven Years' War (The French and Indian War)		KC-3.1.I. A Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.	110-113
	Unit 3: Learning Objective B Explain the causes and effects of the Seven Years' War (the French and Indian War).	KC-3.1.I.B Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.	113-121
		KC-3.1.I.C After the British victory, imperial officials' attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.	118-119
3.3: Taxation Without Representation		KC-3.1.II.A The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.	119-128
	Unit 3: Learning Objective C Explain how British colonial policies regarding North America led to the Revolutionary War.	KC-3.1.II.B Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.	122-128, 134-135
		KC-3.1.II.C The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.	123, 127-128, 131
		KC-3.1.II.D	124-129, 133-135, 140-142

		In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.	
3.4: Philosophical Foundations of the American Revolution	Unit 3: Learning Objective D Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.	KC-3.2.I.A Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty	138-139, 141
		KC-3.2.I.B The colonists' belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine's Common Sense and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.	138-139
3.5: The American Revolution	Unit 3: Learning Objective E Explain how various factors contributed to the American victory in the Revolution.	KC-3.1.II.E Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.	142-151
3.6 The Influence of Revolutionary Ideals	Unit 3: Learning Objective F Explain the various ways the American Revolution affected society	KC-3.2.I.C During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.	151-152, 154-155, 158-160
		KC-3.2.I.D In response to women's participation in the American Revolution, Enlightenment ideas, and women's appeals for expanded roles, an ideal of "republican motherhood" gained popularity. It called on women to	155-157

		teach republican values within the family and granted women a new importance in American political culture.	
	Unit 3: Learning Objective G Describe the global impact of the American Revolution.	KC-3.2.I.E The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.	153
3.7: The Articles of Confederation	Unit 3: Learning Objective H Explain how different forms of government developed and changed as a result of the Revolutionary Period.	KC-3.2.II.A Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.	158-160
		KC-3.2.II.B The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government.	160-162, 164
		KC-3.3.I.C As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory	162-163
3.8: The Constitutional Convention and Debates over Ratification	Unit 3: Learning Objective I Explain the differing ideological positions on the structure and function of the federal government.	KC-3.2.II.C.i Delegates from the states participated in the Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution.	168-172
		KC-3.2.II.D The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.	171-172
		KC-3.2.II.E In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander	173-176

		Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.	
3.9: The Constitution	Unit 3: Learning Objective J Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.	KC-3.2.II.C.ii Delegates from the states participated in the Constitutional Convention that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches	176
3.10: Shaping a New Republic	Unit 3: Learning Objective K Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.	KC-3.3.II.A The U.S. government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.	180-182
		KC-3.3.II.B War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.	181-185
		KC-3.3.I.E The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.	19-20, 62-63
		KC-3.3.I.D An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.	180-181
	Unit 3: Learning Objective L Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.	KC-3.2.III.A During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.	176-179, 182-183

		KC-3.2.III.B Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties— most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison.	176-179, 182-183
		KC-3.3.II.C George Washington's Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.	182-183
3.11: Developing an American Identity	Unit 3: Learning Objective M Explain the continuities and changes in American culture from 1754 to 1800.	KC-3.2.III.ii New forms of national culture developed in the United States alongside continued regional variations.	186, 197
		KC-3.2.III.D Ideas about national identity increasingly found expression in works of art, literature, and architecture.	186, 197
3.12: Movement in the Early Republic	Unit 3: Learning Objective N Explain how and why migration and immigration to and within North America caused competition and conflict over time.	KC-3.3.I.A Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the United States, seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the United States and Britain.	199, 202
		KC-3.3.I.B As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.	230-233
	Unit 3: Learning Objective O Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.	KC-3.2.III.C The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment	152-154, 159-160

		began to create distinctive regional attitudes toward slavery.	
3.13: Continuity and Change in Period 3		KC-3.1 British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.	110-129, 131, 133-135, 140-151
		KC-3.1.I The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.	110-121
		KC-3.1.II The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.	119-129, 131, 133-135, 140-151
	Unit 3: Learning Objective P Explain how the American independence movement affected society from 1754 to 1800.	KC-3.2 The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.	138-139, 141, 151-162, 164, 168-176
		KC-3.2.I The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century	138-139, 141, 151-160
		KC-3.2.II After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.	158-162, 164, 168-176
		KC-3.2.III.i New forms of national culture and political institutions developed in the United States alongside continued	152-154, 159-160, 176-179, 282-183, 186,

		regional variations and differences over economic, political, social, and foreign policy issues.	
		KC-3.3 Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations	19-20, 162-163, 180-185, 199, 202, 230-233
		KC-3.3.I In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending	19-20, 162-163, 180-181, 199, 202, 230-233
		KC-3.3.II The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.	180-185
Unit 4 Period 4: 1800-1848			
4.1: Contextualizing Period 4	Unit 4: Learning Objective A Explain the context in which the republic developed from 1800 to 1848.	KC-4.1 The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.	195-199, 202, 204-205, 207-209, 223-224, 233-234, 238-240, 244-251, 255-262, 264, 321-325, 329-346
		KC-4.1.I The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.	207-209, 223-224, 233-234, 238-240, 244-251, 255-262
		KC-4.1.II While Americans embraced a new national culture, various groups developed distinctive cultures of their own.	195-199, 202, 204-205, 207-208, 246, 264, 323-325, 329-340
		KC-4.1.III Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked	321-322, 324, 334-346

		primarily outside of government institutions to advance their ideals.	
		KC-4.2 Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities	202-206, 228-2231, 234-237, 257, 268-272, 275-303, 307-311
		KC-4.2.I New transportation systems and technologies dramatically expanded manufacturing and agricultural production.	202-206, 228-229, 234-237, 257, 275-283, 301-303
		KC-4.2.II The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.	204-205, 282-288, 290-300
		KC-4.2.III Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.	228-231, 268-272, 285-290, 301-303, 307-311
		KC-4.3 The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.	208-209, 211-224, 234-235, 237-238, 251-255, 262-263, 265, 311-322, 340, 344-347
		KC-4.3.I Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.	208-209, 211-224, 234, 237-238, 251-255, 262-263, 265, 340
		KC-4.3.II The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.	235, 311-322, 344-347
	Unit 4: Learning Objective B Explain the causes and effects of policy debates in the early republic.	KC-4.1.I.A In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.	207-208, 223-224
		KC-4.1.I.B	209

4.2: The Rise of Political Parties and the Era of Jefferson		Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.	
		KC-4.3.I.A.i Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.	211-216, 219-223
4.3: Politics and Regional Interests	Unit 4: Learning Objective C Explain how different regional interests affected debates about the role of the federal government in the early republic	KC-4.1.I.D Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.	233-234, 249-251, 257-260
		KC-4.2.III.D Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.	228-229
		KC-4.3.II.C Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.	235
4.4: America on the World Stage	Unit 4: Learning Objective D Explain how and why American foreign policy developed and expanded over time.	KC-4.3.I Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.	208-209, 211-223, 262-263
		KC-4.3.I.A.ii The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.	221-224, 234, 237-238, 251-255, 263, 265
	Unit 4: Learning Objective E Explain the causes and effects of the innovations in technology, agriculture, and commerce over time	KC-4.2.I.A Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came	206, 228, 281

		to prevail as the manufacture of goods became more organized.	
4.5: Market Revolution: Industrialization		KC-4.2.I.B Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.	202-204, 279-280, 282-283, 301-303
		KC-4.2.I.C Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than they linked regions in the South.	204-205, 228-229, 234-237, 257, 275-279
		KC-4.2.III.B Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.	231, 307-309
4.6: Market Revolution: Society and Culture	Unit 4: Learning Objective F Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.	KC-4.2.III.A Large numbers of international migrants moved to industrializing Northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.	230-231, 268-272, 285-290, 301-303
		KC-4.2.II.B The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite, but also to a large and growing population of laboring poor.	204-205, 290-295
		KC-4.2.II.A Increasing numbers of Americans, especially women and men working in factories, no longer relied on semi-subsistence agriculture; instead they supported themselves producing goods for distant markets.	282-288
		KC-4.2.II.C Gender and family roles changed in response to the market revolution, particularly with the growth of	295-300

		definitions of domestic ideals that emphasized the separation of public and private spheres.	
4.7: Expanding Democracy	Unit 4: Learning Objective G Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848	KC-4.1.I The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.	244-246
4.8: Jackson and Federal Power	Unit 4: Learning Objective H Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.	KC-4.1.I.C By the 1820s and 1830s, new political parties arose— the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay— that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.	233-234, 238-240, 244, 247-250, 255-262
		KC-4.3.I.B Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.	251-255, 340
4.9: The Development of American Culture	Unit 4: Learning Objective I Explain how and why a new national culture developed from 1800 to 1848.	KC-4.1.II.B A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.	195-198, 204-205, 207-208, 246, 264, 330-331
		KC-4.1.II.C Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.	198, 329-333
4.10: The Second Great Awakening	Unit 4: Learning Objective J Explain the causes of the Second Great Awakening.	KC-4.1.II.A.i The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants.	198-199, 202, 332
	Unit 4: Learning Objective K Explain how and why various reform movements developed and expanded from 1800 to 1848.	KC-4.1.II.A.ii The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and	332-340

		geographical mobility, contributed to moral and social reforms and inspired utopian and other religious movements.	
4.11: An Age of Reform		KC-4.1.III.A Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.	334-340
		KC-4.1.III.B.i Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights.	344-346
		KC-4.3.II.B.i Antislavery movements increased in the North.	344-346
		KC-4.1.III.C A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.	333-334, 341-344
4.12: African Americans in the Early Republic	Unit 4: Learning Objective L Explain the continuities and changes in the experience of African Americans from 1800 to 1848.	KC-4.1.III.B.ii Antislavery efforts in the South were largely limited to unsuccessful slave rebellions.	321-322, 324
		KC-4.1.II.D Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.	323-325
4.13: The Society of the South in the Early Republic	Unit 4: Learning Objective M Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.	KC-4.3.II.B.ii In the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.	311-316, 346-347
		KC-4.2.III.C Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.	307-311
		KC-4.3.II.A	316-322

		As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.	
4.14: Causation in Period 4	Unit 4: Learning Objective N Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.	KC-4.1 The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.	195-199, 202, 204-205, 207-209, 223-224, 233-234, 238-240, 244-251, 255-262, 264, 321-325, 329-346
		KC-4.1.I The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.	207-209, 223-224, 233-234, 238-240, 244-251, 255-262
		KC-4.1.II While Americans embraced a new national culture, various groups developed distinctive cultures of their own.	195-199, 202, 204-205, 207-208, 246, 264, 323-325, 329-340
		KC-4.1.III Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.	321-322, 324, 334-346
		KC-4.2 Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.	202-206, 228-2231, 234-237, 257, 268-272, 275-303, 307-311
		KC-4.2.I New transportation systems and technologies dramatically expanded manufacturing and agricultural production.	202-206, 228-229, 234-237, 257, 275-283, 301-303
		KC-4.2.II	204-205, 282-288, 290-300

		The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.	
		KC-4.2.III Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.	228-231, 268-272, 285-290, 301-303, 307-311
		KC-4.3 The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.	208-209, 211-224, 234-235, 237-238, 251-255, 262-263, 265, 311-322, 340, 344-347
		KC-4.3.I Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.	208-209, 211-224, 234, 237-238, 251-255, 262-263, 265, 340
		KC-4.3.II The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.	235, 311-322, 344-347

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Unit 5
Period 5: 1844-1877

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		KC-5.1 The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.	359-371, 374, 405, 458-460
	Unit 5: Learning Objective A Explain the context in which sectional conflict emerged from 1844 to 1877.	KC-5.1.I Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.	359-371, 374, 379 405, 459-460
5.1: Contextualizing Period 5		KC-5.1.II In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.	268-275, 366, 369-370, 372, 377-378, 456-458
		KC-5.2	370-380, 384-385

		Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.	
		KC-5.2.I Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.	376-377, 379
		KC-5.2.II Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.	373-376, 378-380, 384-385
		KC-5.3 The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.	385-402, 404-415, 419-434, 436-438, 440-443, 446, 588-589
		KC-5.3.I The North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.	385-402, 404-415, 422
		KC-5.3.II.i Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.	419-434, 436-438, 440-443, 446
	Unit 5: Learning Objective B Explain the causes and effects of westward expansion from 1844 to 1877.	KC-5.1.I.A The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.	359-365, 370-371
5.2: Manifest Destiny		KC-5.1.I.B Advocates of annexing western lands argued that Manifest Destiny and the superiority of American	359-362, 374

		institutions compelled the United States to expand its borders westward to the Pacific Ocean.	
		KC-5.1.I.D Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.	459-460
		KC-5.1.I.E U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.	405
5.3: The Mexican-American War	Unit 5: Learning Objective C Explain the causes and effects of the Mexican– American War.	KC-5.1.I.C The United States added large territories in the West through victory in the Mexican– American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.	365-369
		KC-5.1.II.C U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.	366, 369
5.4: The Compromise of 1850	Unit 5: Learning Objective D Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.	KC-5.2.II.A The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.	369-370
		KC-5.2.II.B.i The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850.	372, 377-378
	Unit 5: Learning Objective E Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.	KC-5.1.II.A Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs.	268-272, 456-458
		KC-5.1.II.B	272-275

		A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.	
5.5: Sectional Conflict: Regional Differences		KC-5.2.I.A The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor.	370-372, 376
	Unit 5: Learning Objective F Explain how regional differences related to slavery caused tension in the years leading up to the Civil War.	KC-5.2.I.B African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals.	379
		KC-5.2.I.C Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.	376-377
5.6: Failure of Compromise	Unit 5: Learning Objective G Explain the political causes of the Civil War.	KC-5.2.II.B.ii The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.	373-376
		KC-5.2.II.C The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North.	378-379
5.7: Election of 1860 and Secession	Unit 5: Learning Objective H Describe the effects of Lincoln's election.	KC-5.2.II.D Abraham Lincoln's victory on the Republicans' free-soil platform in the presidential election of 1860 was	379-380, 384-385

		accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.	
5.8: Military Conflict in the Civil War	Unit 5: Learning Objective I Explain the various factors that contributed to the Union victory in the Civil War.	KC-5.3.I.A Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.	386-389, 393, 396-399
		KC-5.3.I.D Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.	385-386, 400-401, 402, 404-415
5.9: Government Policies During the Civil War	Unit 5: Learning Objective J Explain how Lincoln's leadership during the Civil War impacted American ideals over the course of the war.	KC-5.3.I.B Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.	385-386, 388-389, 390-393, 401-402
		KC-5.3.I.C Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals.	394, 422
	Unit 5: Learning Objective K Explain the effects of government policy during Reconstruction on society from 1865 to 1877.	KC-5.3.II.ii Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.	419-421, 423-424, 430-431
		KC-5.3.II.A The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans	423-424

		citizenship, equal protection under the laws, and voting rights.	
5.10: Reconstruction		KC-5.3.II.B The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.	588-589
		KC-5.3.II.C Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.	421-427, 431-434
5.11: Failure of Reconstruction	Unit 5: Learning Objective L Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.	KC-5.3.II.D Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South.	428-430
		KC-5.3.II.E Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century	423, 434, 436-438, 440-443, 446
5.12: Comparison in Period 5	Unit 5: Learning Objective M Compare the relative significance of the effects of the Civil War on American values.	KC-5.1 The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.	359-371, 374, 405, 458-460
		KC-5.1.I Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.	359-371, 374, 379 405, 459-460

		KC-5.1.II In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.	268-275, 366, 369-370, 372, 377-378, 456-458
		KC-5.2 Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.	370-380, 384-385
		KC-5.2.I Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.	376-377, 379
		KC-5.2.II Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.	373-376, 378-380, 384-385
		KC-5.3 The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.	385-402, 404-415, 419-434, 436-438, 440-443, 446, 588-589
		KC-5.3.I The North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.	385-402, 404-415, 422
		KC-5.3.II.i Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.	419-434, 436-438, 440-443, 446, 588-589
Unit 6 Period 6: 1865-1898		
	Unit 6: Learning Objective A	KC-6.1	438-440, 453, 456-458, 463-465, 474-

6.1: Contextualizing Period 6	Explain the historical context for the rise of industrial capitalism in the United States.	Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.	477, 481-489, 494-495, 497-500, 512, 522-525, 542-547, 550
		KC-6.1.I Large-scale industrial production— accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation.	453, 456-458, 474-476, 481-489, 498-499, 512, 522-525, 547
		KC-6.1.II A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.	438-440, 494-495, 497-505, 547
		KC-6.1.III	463-465, 474-477, 542-547, 550
		KC-6.2 The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.	453-475, 497-500, 509-529, 532
		KC-6.2.I International and internal migration increased urban populations and fostered the growth of a new urban culture.	456-459, 509-529
		KC-6.2.II Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.	453-475, 497-500, 532
		KC-6.3 The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.	438-446, 489-497, 528-533, 537-542, 547-552, 583-584, 587-589
		KC-6.3.I New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.	489-497, 528-532, 583

		KC-6.3.II Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.	438-446, 533, 537-542, 547-552, 583-584, 587-589
6.2: Westward Expansion: Economic Development		KC-6.1.III.A Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.	463-465, 474-476
		KC-6.1.III.B Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.	476-477
		KC-6.1.I.A Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.	458, 474-476
		KC-6.2.II.A The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity	460-465
6.3: Westward Expansion: Social and Cultural Development		KC-6.2.II.B In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.	456-460, 463-469
	Unit 6: Learning Objective B Explain the causes and effects of the settlement of the West from 1877 to 1898.	KC-6.2.II.C As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.	454-455, 470-474
		KC-6.2.II.D The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty	469-474

		KC-6.2.II.E Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.	453-456, 470-475, 475, 532
6.4: The "New South"		KC-6.1.II.D Despite the industrialization of some segments of the Southern economy—a change promoted by Southern leaders who called for a "New South"—agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.	438-440
	Unit 6: Learning Objective C Explain how various factors contributed to continuity and change in the "New South" from 1877 to 1898.	KC-6.3.II.C The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality	438-446
6.5 Technological Innovation	Unit 6: Learning Objective D Explain the effects of technological advances in the development of the United States over time.	KC-6.1.I.B.i Businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.	481-484
6.6 The Rise of Industrial Capitalism	Unit 6: Learning Objective E Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.	KC-6.1.I Large-scale industrial production— accompanied by massive technological change, expanding international communication networks, pro-growth government policies—generated rapid economic development and business consolidation.	481-484
		KC-6.1.I.B.ii Businesses made use of redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.	484-485
		KC-6.1.I.D Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth	486-489

		KC-6.1.I.E.i Businesses increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.	453, 547
6.7: Labor in the Gilded Age	Unit 6: Learning Objective E Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.	KC-6.1.I.C As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services; many Americans' standards of living improved, while the gap between rich and poor grew.	498-499, 522-525
		KC-6.1.II.C Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.	500-505
		KC-6.1.II.B.i The industrial workforce expanded and child labor increased.	494, 498-500
6.8: Immigration and Migration in the Gilded Age	Unit 6: Learning Objective F Explain how cultural and economic factors affected migration patterns over time.	KC-6.1.II.B.ii The industrial workforce expanded and became more diverse through internal and international migration.	497-500
		KC-6.2.I.A As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.	456-459, 509-512, 518-523
		KC-6.2.I.B Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.	513, 517-518
6.9: Responses to Immigration in the Gilded Age	Unit 6: Learning Objective G Explain the various responses to immigration in the period over time.	KC-6.2.I.C Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated	513-516

		compromises between the cultures they brought and the culture they found in the United States.	
		KC-6.3.I.A Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.	489-497
		KC-6.3.II.B.i Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs.	583-584
6.10: Development of the Middle Class	Unit 6: Learning Objective H Explain the causes of increased economic opportunity and its effects on society	KC-6.2.I.E Corporations' need for managers and for male and female clerical workers, as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.	516-517, 522-529
		KC-6.3.I.B Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.	531-532
6.11: Reform in the Gilded Age	Unit 6: Learning Objective I Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.	KC-6.3.I.C A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.	528-531, 583
		KC-6.3.II.B.ii Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.	533, 587-589
6.12: Controversies over the Role of Government in the Gilded Age	Unit 6: Learning Objective J Explain continuities and changes in the role of the government in the U.S. economy.	KC-6.1.II.A Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.	495, 547

		KC-6.1.I.E.ii Foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.	456-458, 512,
6.13: Politics in the Gilded Age		KC-6.1.III.C Economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the American economic system.	542-547, 550
	Unit 6: Learning Objective K Explain the similarities and differences between the political parties during the Gilded Age.	KC-6.3.II.A The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.	537-542, 547-552
		KC-6.2.I.D In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.	458, 521-522
6.14: Continuity and Change Period 6		KC-6.1 Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.	438-440, 453, 456-458, 463-465, 474-477, 481-489, 494-495, 497-500, 512, 522-525, 542-547, 550
	Unit 6: Learning Objective L Explain the extent to which industrialization brought change from 1865 to 1898	KC-6.1.I Large-scale industrial production— accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation.	453, 456-458, 474-476, 481-489, 498-499, 512, 522-525, 547
		KC-6.1.II A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.	438-440, 494-495, 497-505, 547

		KC-6.1.III New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.	463-465, 474-477, 542-547, 550
		KC-6.2 The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.	453-475, 497-500, 509-529, 532
		KC-6.2.I International and internal migration increased urban populations and fostered the growth of a new urban culture.	456-459, 509-529
		KC-6.2.II Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.	453-475, 497-500, 532
		KC-6.3 The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.	438-446, 489-497, 528-533, 537-542, 547-552, 583-584, 587-589
		KC-6.3.I New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.	489-497, 528-532, 583
		KC-6.3.II Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.	438-446, 533, 537-542, 547-552, 583-584, 587-589
Unit 7 Period 7: 1890-1945			
	Unit 7: Learning Objective A Explain the context in which America grew into its role as a world power.	KC-7.1 Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.	582-603, 605-612, 642, 646-657, 659-660, 666-667, 671-681, 683-689, 694-697, 699-708, 710-715

		KC-7.1.I The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.	646-657, 659-660, 666-667, 671-675, 680-681, 683-684
7.1: Contextualizing Period 7		KC-7.1.II In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.	582-603, 605-612, 642
		KC-7.1.III During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.	674, 676-680, 685-689, 694-697, 699-708, 710-715
		KC-7.2 Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.	597-598, 627-631, 633-634, 637-642, 654-655, 657-665, 744-749
		KC-7.2.I Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.	627, 630-631, 633-634, 640-642, 654-655, 657-665
		KC-7.2.II Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.	597-598, 627-629, 637-640, 662-664, 744-749
		KC-7.3 Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world	561-570, 572-578, 615-627, 634-637, 719-727, 729-733, 737-760, 769-773
		KC-7.3.I In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the	561-570, 572-578, 615-620

		Western Hemisphere and the Pacific accompanied heightened public debates over America's role in the world.	
		KC-7.3.II World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests.	620-627, 634-637, 719-727, 729-733
		KC-7.3.III U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.	737-760, 769-773
7.2: Imperialism: Debates	Unit 7: Learning Objective B Explain the similarities and differences in attitudes about the nation's proper role in the world.	KC-7.3.I.A Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the western frontier was "closed" to argue that Americans were destined to expand their culture and institutions to peoples around the globe.	561-567, 574-578, 615-620
		KC-7.3.I.B Anti-imperialists cited principles of self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the United States should not extend its territory overseas.	573-575
7.3: The Spanish-American War	Unit 7: Learning Objective C Explain the effects of the Spanish–American War.	KC-7.3.I.C The American victory in the Spanish–American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.	566-570, 572-576
	Unit 7: Learning Objective D Compare the goals and effects of the Progressive reform movement.	KC-7.1.II.A Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.	582-588

7.4: The Progressives		KC-7.1.II.D The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.	582, 584-585, 590-591, 593-600
		KC-7.1.II.B On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and women's suffrage.	587-593, 600-601, 605, 607-612, 642
	Unit 7: Learning Objective E Compare attitudes toward the use of natural resources from 1890 to 1945.	KC-7.1.II.C Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.	602-603, 605-607
7.5: World War I: Military and Diplomacy		KC-7.3.II.A After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson's call for the defense of humanitarian and democratic principles.	620-624
	Unit 7: Learning Objective F Explain the causes and consequences of U.S. involvement in World War I.	KC-7.3.II.B Although the American Expeditionary Forces played a relatively limited role in combat, the United States' entry helped to tip the balance of the conflict in favor of the Allies.	624-627
		KC-7.3.II.C Despite Wilson's deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations.	634-637
	Unit 7: Learning Objective G	KC-7.2.I.C	627, 630-631, 633-634, 640-642

	Explain the causes and effects of international and internal migration patterns over time.	Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.	
7.6: World War I: Home Front		KC-7.2.II.A.i Immigration from Europe reached its peak in the years before World War I. During World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.	597-598, 662-664
		KC-7.2.II.B.i The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.	627-629, 637-638
		KC-7.2.II.C In the Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination.	638-640
7.7: 1920s: Innovations in Communication and Technology	Unit 7: Learning Objective H Explain the causes and effects of the innovations in communication and technology in the United States over time.	KC-7.1.I.A New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems.	646-654
		KC-7.2.I.A New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures.	654-655, 657, 659-660
7.8: 1920s: Cultural and Political Controversies	Unit 7: Learning Objective G Explain the causes and effects of international and internal migration patterns over time.	KC-7.1.I.B By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.	648, 651-652, 655-657, 666-667
		KC-7.2.II.A.ii After World War I, nativist campaigns against some ethnic groups led to the passage of quotas that	662-664

		restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.	
	Unit 7: Learning Objective I Explain the causes and effects of developments in popular culture in the United States over time.	KC-7.2.I.B Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.	660-661
		KC-7.2.I.D In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.	655, 658-665
7.9: The Great Depression	Unit 7: Learning Objective J Explain the causes of the Great Depression and its effects on the economy.	KC-7.1.I The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.	671-674
		KC-7.1.I.C Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.	671-675, 680-681, 683-684
		KC-7.1.III During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.	674, 676-680, 685-689
7.10: The New Deal	Unit 7: Learning Objective K Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time	KC-7.1.III.A Franklin Roosevelt's New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy.	694-697, 699-706, 713-715
		KC-7.1.III.B Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal's scope.	699, 702-708
		KC-7.1.III.C Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory	706-708, 710-715

		agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working class communities identified with the Democratic Party.	
		KC-7.2.II.B.ii The increased demand for war production and labor during World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.	744-749
7.11: Interwar Foreign Policy	Unit 7: Learning Objective B Explain the similarities and differences in attitudes about the nation's proper role in the world.	KC-7.3.II.D In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism.	719-722
		KC-7.3.II.E In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.	722-727, 729-733
7.12: World War II: Mobilization	Unit 7: Learning Objective L Explain how and why U.S. participation in World War II transformed American society	KC-7.3.III.B The mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.	741-745, 750, 759-760
		KC-7.3.III.C.i Mobilization provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans.	747-749, 751-753
		KC-7.2.II.D Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in	748

		spite of contradictory government policies toward Mexican immigration.	
7.13: World War II: Military		KC-7.3.III.A Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust.	737-741
	Unit 7: Learning Objective M Explain the causes and effects of the victory of the United States and its allies over the Axis powers.	KC-7.3.III.C.ii Military service provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation.	747-750
		KC-7.3.III.D The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific "island-hopping" and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.	737-741, 745-756, 754-760
7.14: Postwar Diplomacy	Unit 7: Learning Objective N Explain the consequences of U.S. involvement in World War II.	KC-7.3.III.E The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on Earth.	769-773
7.15: Comparison in Period 7		KC-7.1 Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.	582-603, 605-612, 642, 646-657, 659-660, 666-667, 671-681, 683-689, 694-697, 699-708, 710-715
	Unit 7: Learning Objective O Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.	KC-7.1.I The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.	646-657, 659-660, 666-667, 671-675, 680-681, 683-684
		KC-7.1.II In the Progressive Era of the early 20th century,	582-603, 605-612, 642

		Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.	
		KC-7.1.III During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.	674, 676-680, 685-689, 694-697, 699-708, 710-715
		KC-7.2 Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.	597-598, 627-631, 633-634, 637-642, 654-655, 657-665, 744-749
		KC-7.2.I Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity	627, 630-631, 633-634, 640-642, 654-655, 657-665
		KC-7.2.II Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.	597-598, 627-629, 637-640, 662-664, 744-749
		KC-7.3 Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.	561-570, 572-578, 615-627, 634-637, 719-727, 729-733, 737-760, 769-773
		KC-7.3.I In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America's role in the world.	561-570, 572-578, 615-620
		KC-7.3.II World War I and its aftermath intensified ongoing debates about the nation's role in the world and how	620-627, 634-637, 719-727, 729-733

		best to achieve national security and pursue American interests.	
		KC-7.3.III U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.	737-760, 769-773

Unit 8			
Period 8: 1945-1980			
8.1: Contextualizing Period 8		KC-8.1 The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.	773-783, 806-810, 833-845, 847-848, 871-873, 891-893
		KC-8.1.I United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.	773-783, 833-840, 843, 847-851
	Unit 8: Learning Objective A Explain the context for societal change from 1945 to 1980.	KC-8.1.II Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.	776-777, 806-810, 833-835, 840-842, 844-845, 847-848, 871-873, 891-893
		KC-8.2 New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.	814-830, 845-847, 854-873
		KC-8.2.I Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow	814-822, 864-865
		KC-8.2.II Responding to social conditions and the African American civil rights movement, a variety of	825-830, 855, 861-864

		movements emerged that focused on issues of identity, social justice, and the environment.	
		KC-8.2.III Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.	822-825, 845-847, 854-860, 864-873
		KC-8.3 Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.	786-806, 808-810, 824-825, 847-848, 855-956, 860-861, 881, 883-884
		KC-8.3.I Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.	786-801, 805-806, 808-810, 824-825, 855-856
		KC-8.3.II New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.	789-790, 792, 801-805, 844-845, 847-848, 860-861, 881, 883-884
Topic 8.2: The Cold War from 1945 to 1980	Unit 8: Learning Objective B Explain the continuities and changes in Cold War policies from 1945 to 1980.	KC-8.1.I United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.	772-775, 850
		KC-8.1.I.A As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.	773-775
		KC-8.1.I.B.i Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea.	773-780
		KC-8.1.I.C	780-783

		The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente).	
8.3: The Red Scare	Unit 8: Learning Objective C Explain the causes and effects of the Red Scare after World War II.	KC-8.1.II.A Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.	776-777, 806-810
8.4: Economy After 1945	Unit 8: Learning Objective D Explain the causes of economic growth in the years after World War II.	KC-8.3.I.A A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.	786-797, 808-810
	Unit 8: Learning Objective E Explain the causes and effects of the migration of various groups of Americans after 1945.	KC-8.3.I.B As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.	790-791, 797-801, 805-806
8.5: Culture After 1945	Unit 8: Learning Objective F Explain how mass culture has been maintained or challenged over time.	KC-8.3.II.A Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.	789- 790, 792, 801-805
8.6: Early Steps in the Civil Rights Movement (1940s and 1950s)	Unit 8: Learning Objective G Explain how and why the civil rights movements developed and expanded from 1945 to 1960.	KC-8.2.I Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.	815-819
		KC-8.2.I.B.i The three branches of the federal government used measures including desegregation of the armed services and *Brown v. Board of Education* (1954) to promote greater racial equality	814-815, 818
8.7: America as a World Power	Unit 8: Learning Objective H Explain the various military and diplomatic responses to international developments over time.	KC-8.1.I.E Cold War competition extended to Latin America, where the United States supported non-Communist regimes that had varying levels of commitment to democracy.	833-835

		KC-8.1.II.C.i Americans debated the merits of a large nuclear arsenal and the military–industrial complex.	833-835
		KC-8.1.I.D.i Postwar decolonization and the emergence of powerful nationalist movements in Africa and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.	848-851
8.8: The Vietnam War	Unit 8: Learning Objective I Explain the causes and effects of the Vietnam War.	KC-8.1.I.B.ii Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Vietnam.	836-840, 843, 847-848
		KC-8.1.I.D.ii Postwar decolonization and the emergence of powerful nationalist movements in Asia led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.	837-840
		KC-8.1.II.C.ii Americans debated the appropriate power of the executive branch in conducting foreign and military policy.	840-842, 847-848
8.9: The Great Society	Unit 8: Learning Objective J Explain the causes and effects of continuing policy debates about the role of the federal government over time.	KC-8.2.II.C Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.	855
		KC-8.2.III.A Liberalism, based on anti-communism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.	855-856
		KC-8.2.III.B.i Liberal ideas found expression in Lyndon Johnson's Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues.	854-856
	Unit 8: Learning Objective K Explain the continuities and changes in immigration patterns over time.	KC-8.3.I.C Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.	824-825, 855-856

		KC-8.2.I.A During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combated racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.	814-820
8.10: The African American Civil Rights Movement (1960s)	Unit 8: Learning Objective L Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.	KC-8.2.1.C Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.	818, 820-822
	Unit 8: Learning Objective M Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.	KC-8.2.I.B.ii The three branches of the federal government used measures including the Civil Rights Act of 1964 to promote greater racial equality	864-865
		KC-8.2.III.B.ii A series of Supreme Court decisions expanded civil rights and individual liberties.	822-825
8.11 The Civil Rights Movement Expands	Unit 8: Learning Objective L Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.	KC-8.2.II.B Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.	825-830
		KC-8.2.II.A Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality	920
		KC-8.3.II.B.i Feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation and advocated changes in sexual norms.	844-845, 847-848
8.12: Youth Culture of the 1960s	Unit 8: Learning Objective N Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century	KC-8.1.II.B Although anti-communist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate anti-war protests that became more numerous as the war escalated and sometimes led to violence.	844-845, 847-848
		KC-8.2.III.D	857-860

		Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.	
		KC-8.3.II.B.ii Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.	860-861
8.13: The Environment and Natural Resources from 1968 to 1980	Unit 8: Learning Objective O Explain how and why policies related to the environment developed and changed from 1968 to 1980.	KC-8.1.II.D Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy	871-873, 891-893
		KC-8.2.II.D Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.	861-864
8.14: Society in Transition	Unit 8: Learning Objective J Explain the causes and effects of continuing policy debates about the role of the federal government over time	KC-8.2.III.C In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.	845-847
		KC-8.2.III.E Public confidence and trust in government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.	864-870
		KC-8.2.III.F The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights	867-868, 870-873
	Unit 8: Learning Objective P	KC-8.3.II.C	881, 883-884

	Explain the effects of the growth of religious movements over the course of the 20th century.	The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.	
8.15: Continuity and Change in Period 8	Unit 8: Learning Objective Q Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.	KC-8.1 The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.	773-783, 806-810, 833-845, 847-848, 871-873, 891-893
		KC-8.1.I United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.	773-783, 833-840, 843, 847-851
		KC-8.1.II Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.	776-777, 806-810, 833-835, 840-842, 844-845, 847-848, 871-873, 891-893
		KC-8.2 New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.	814-830, 845-847, 854-873, 920
		KC-8.2.I Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.	814-822, 864-865
		KC-8.2.II Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.	825-830, 855, 861-864, 920
		KC-8.2.III Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.	822-825, 845-847, 854-860, 864-873

		KC-8.3 Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.	786-806, 808-810, 824-825, 847-848, 855-956, 860-861, 881, 883-884
		KC-8.3.I Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.	786-801, 805-806, 808-810, 824-825, 855-856
		KC-8.3.II New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.	789-790, 792, 801-805, 844-845, 847-848, 860-861, 881, 883-884
Unit 9 Period 9: 1980-Present			
9.1: Contextualizing Period 1	Unit 9: Learning Objective A Explain the context in which the United States faced international and domestic challenges after 1980.	KC-9.1 A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.	884-887, 890-892, 903-907, 916-917
		KC-9.1.I Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.	884-887, 890-892, 903-907, 916-917
		KC-9.2 Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.	884, 887, 893, 897-900, 903, 913, 916-922
		KC-9.2.I New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.	887, 897-900, 913, 919
		KC-9.2.II The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.	884, 893, 898-899, 903, 916-922
		KC-9.3	887-890, 892-893, 900-902, 908-911, 912-924

		The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.	
		KC-9.3.I The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.	887-890, 892-893,901
		KC-9.3.II Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.	900-902, 908-911, 912-924
9.2: Reagan and Conservatism	Unit 9: Learning Objective B Explain the causes and effects of continuing policy debates about the role of the federal government over time.	KC-9.1.I.A Ronald Reagan's victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.	884-886
		KC-9.1.I.B Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters.	886-887, 890-891, 903-904, 916-917
		KC-9.1.I.C Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system.	891-892
		KC-9.1.I Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.	904-907
		KC-9.2.II.C Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.	893, 903, 916-922
	Unit 9: Learning Objective C	KC-9.3.I.A	888-890

9.3: The End of the Cold War	Explain the causes and effects of the end of the Cold War and its legacy.	Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.	
		KC-9.3.I.B Increased U.S. military spending, Reagan's diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War.	887-890
		KC-9.3.I.C The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.	892-893, 901
9.4: A Changing Economy	Unit 9: Learning Objective D Explain the causes and effects of economic and technological change over time.	KC-9.2.I.A Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.	897
		KC-9.2.I.B Technological innovations in computing, digital mobile technology, and the internet transformed daily life, increased access to information, and led to new social behaviors and networks.	898-900
		KC-9.2.I.C Employment increased in service sectors and decreased in manufacturing, and union membership declined.	898-899
		KC-9.2.I.D Real wages stagnated for the working and middle class amid growing economic inequality	887, 897, 913, 919
9.5: Migration and Immigration in the 1990s and 2000s	Unit 9: Learning Objective E Explain the causes and effects of domestic and international migration over time.	KC-9.2.II.A After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.	884, 907
		KC-9.2.II.B International migration from Latin America and Asia increased dramatically. The new immigrants affected	898-899, 903, 919, 924

		U.S. culture in many ways and supplied the economy with an important labor force.	
9.6: Challenges of the 21st Century		KC-9.3.II.A In the wake of attacks on the World Trade Center and the Pentagon in 2001, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.	902, 908-911
	Unit 9: Learning Objective F Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century	KC-9.3.II.B The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.	908-911, 914
		KC-9.3.II.C Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.	900-902
		KC-9.3.II.D Despite economic and foreign policy challenges, the United States continued as the world's leading superpower in the 21st century.	912-924
9.7: Causation in Period 9		KC-9.1 A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.	884-887, 890-892, 903-907, 916-917
	Unit 9: Learning Objective G Explain the relative significance of the effects of change in the period after 1980 on American national identity	KC-9.1.I Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.	884-887, 890-892, 903-907, 916-924
		KC-9.2 Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.	884, 887, 893, 897-900, 903, 913, 916-924
		KC-9.2.I New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.	887, 897-900, 913, 919

		KC-9.2.II The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.	884, 893, 898-899, 903, 916-924
		KC-9.3 The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.	887-890, 892-893, 900-902, 908-911, 912-924
		KC-9.3.I The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.	887-890, 892-893,901
		KC-9.3.II Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.	900-902, 908-911, 912-924