

# High School: United States History III: Reconstruction–The Digital Age

## Develop Questions and Plan Inquiries

- a** Explain how compelling and supporting questions reflect an enduring issue in United States History. [US.INQ.1.A](#)

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- b** Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives. [US.INQ.1.B](#)

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- c** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. [US.INQ.1.C](#)

## Apply Disciplinary Concepts and Tools

- a** Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content. [US.INQ.2.A](#)

## Evaluate Sources and Use Evidence

- a** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. [US.INQ.3.A](#)

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- b** Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). [US.INQ.3.B](#)

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- c** Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). [US.INQ.3.C](#)

## Communicate Conclusions and Take Informed Action

- a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. [US.INQ.4.A](#)

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- b** Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). [US.INQ.4.B](#)

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- c Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).** [US.INQ.4.C](#)

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  - d Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.** [US.INQ.4.D](#)

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  - e Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.** [US.INQ.4.E](#)

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  - f Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.** [US.INQ.4.F](#)
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**Reconstruction** [US-1](#)

- 1 Analyze the political, economic, and social agency demonstrated by Black Americans throughout the period of Reconstruction using evidence from multiple relevant historical sources (e.g., Black Republicans, Historically Black Colleges and Universities, Edisto Island).** [US.HIS.16.A](#)

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  - 2 Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity (e.g., Radical Republicans, Compromise of 1877, Freedmen’s Bureau, Reconstruction Treaties).** [US.CIV.13.A](#)

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  - 3 Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments (e.g., Black Codes, Enforcement Acts, Jim Crow laws).** [US.CIV.5.A](#)

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  - 4 Analyze the historical context of racism, racial violence, and challenges to reconciliation between the United States and the former Confederacy.** [US.CIV.14.A](#)

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  - 5 Explain how contemporary perspectives of Reconstruction are shaped by political and social attitudes.** [US.HIS.7.A](#)
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**Immigration, Industrialization, and Progressivism** [US-2](#)

- 1 Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W.E.B. Du Bois, Ida B. Wells, Mary Townsend Seymour).** [US.HIS.4.A](#)

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- 2 Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples (e.g., Punjabi Migration, Indian Boarding Schools, Chinese Exclusion Act, Rock Spring Massacre, 1907 Bellingham Riots, Immigration Act of 1917).** [US.HIS.12.A](#)

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- 3 Evaluate the impact of laissez-faire economic policies regarding corporate decision making, labor conditions, and public advocacy in the Gilded Age (e.g., monopoly, captains of industry, muckrakers, social Darwinism, labor unions).** [US.ECO.12.A](#)
  - 4 Describe how individual and group perspectives about gender and sexuality in the late 19th and early 20th centuries are documented in historical records while noting possible limitations (e.g., We’wha, Vaudeville, bicycles, women’s suffrage and education).** [US.HIS.10.A](#)
  - 5 Evaluate how the Progressive Era is a result of immigration and industrialization (e.g., antilynching, Settlement House Movement, improved working conditions, childrens’ rights).** [US.HIS.1.A](#)
  - 6 Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms (e.g., Populist Party, B’nai B’rith, National Woman Suffrage Movement, Sierra Club, Niagara Movement, Socialist Party of America).** [US.CIV.12.A](#)
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## **Imperialism and World War I** [US-3](#)

- 1 Evaluate the role of the media in shaping public opinions and debates about America’s emergence as an imperial power (e.g., muckrakers, yellow journalism, propaganda).** [US.HIS.1.B](#)
  - 2 Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century (e.g., Cuba, Puerto Rico, Spanish-American War, Annexation of Hawaii and Philippines, dispossession of Latino American lands in the American West).** [US.HIS.4.B](#)
  - 3 Analyze the causes and effects of United States involvement in WWI (e.g., threats to United States neutrality, support for democracy, suppression of civil liberties, debate over the League of Nations and the United States role in global affairs).** [US.HIS.14.A](#)
  - 4 Analyze how advancements in warfare impacted military personnel and civilians (e.g., aircraft, artillery, chemical weapons, land mines, trench warfare, shell shock).** [US.HIS.14.B](#)
  - 5 Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, Thind v. United States).** [US.HIS.16.B](#)
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## **The 1920s, Great Depression, and New Deal** [US-4](#)

- 1 Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration acts in the 1920s, Angel Island, Ku Klux Klan).** [US.HIS.4.C](#)

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- 2 Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising).** [US.HIS.4.D](#)

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  - 3 Analyze the role of citizens in advocating for and ratifying the 19th Amendment to the United States Constitution (e.g., Ida B. Wells, Alice Paul, Anna Bernard Shaw, Helena Hill Weed, Frank B. Brandegee).** [US.CIV.2.A](#)

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  - 4 Analyze the causes and effects of the Great Migration (e.g., Jim Crow laws, racial terrorism, emergence of urban Black cultural centers, resurgence of Islam).** [US.HIS.14.C](#)

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  - 5 Analyze how authors, artists, and musicians documented perspectives and experiences of individuals and groups throughout the interwar period (e.g., Jacob Lawrence, Dorothea Lange, Langston Hughes, Billie Holiday, Yasuo Kuniyoshi, Magdalena Carmen Frida Kahlo y Calderón).** [US.HIS.6.A](#)

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  - 6 Develop questions to investigate the causes and effects of the Great Depression using multiple historical sources.** [US.HIS.12.B](#)

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  - 7 Analyze the ways in which government incentives and personal motivation influenced production and distribution under New Deal policies (e.g., Agricultural Adjustment Act, Tennessee Valley Authority Act, Civilian Conservation Corps, Federal Housing Administration).** [US.ECO.3.A](#)

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  - 8 Explain potential approaches to stabilize markets in response to the Great Depression (e.g., plans by Herbert Hoover, Franklin D. Roosevelt, Huey Long, and the American Communist Party).** [US.ECO.6.A](#)

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  - 9 Describe the possible consequences, both intended and unintended, of government policies to address social and economic problems during the Great Depression (e.g., role of the Federal government, banking practices, inequitable access to benefits, migration, environmental impacts, social safety net).** [US.ECO.8.A](#)
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## **World War II** [US-5](#)

- 1 Evaluate the role of economic and political developments that created the conditions leading to WWII and the Holocaust (e.g., Great Depression, nationalism, militarism).** [US.HIS.1.C](#)

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- 2 Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).** [US.HIS.16.C](#)

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- 3 Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from historical sources (e.g., Women accepted for Volunteer Emergency Service, Tuskegee Airman, Navajo Code Talkers, 442 Japanese-American regiment, 158th Regimental Combat Team).** [US.HIS.16.D](#)

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- 4 Evaluate how the demand for labor on homefront in World War II shaped gender roles (e.g., mobilization, victory gardens, rationing, War Production Board). US.HIS.1.D**
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- 5 Evaluate the United States government's complex responses to the Holocaust while recognizing the history of antisemitism in both historical and contemporary contexts (e.g., Voyage of the St. Louis, lack of response to the Final Solution, Nuremberg Trials). US.HIS.1.E**
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## **Cold War and Civil Rights** US-6

- 1 Analyze the multiple and complex causes and effects of the nuclear age (e.g., Manhattan Project, Hiroshima, Nagasaki, Operation Paperclip, nuclear proliferation, Strategic Arms Limitations Treaties, atomic culture, Three Mile Island accident). US.HIS.14.D**
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- 2 Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam). US.HIS.14.E**
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- 3 Evaluate how the Korean and Vietnam Wars were products of the geopolitical contexts of the Cold War. US.HIS.1.F**
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- 4 Analyze how heightened domestic tensions and claims about perceived threats to democratic values led to widespread civil rights violations (e.g., House Un-American Activities Committee, Hollywood Ten, Lavender Scare, treatment of Civil Rights and anti-Vietnam War activists, televised news). US.HIS.5.A**
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- 5 Explain why investments in infrastructure and industry expanded consumer culture and increased standards of living in the United States (e.g., housing access, mass production, urbanization, utilities). US.ECO.13.A**
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- 6 Develop a reasoned argument about the role of the United States government in providing access to fair and open housing using multiple relevant sources (e.g., Federal Housing Administration, Servicemen's Readjustment Act of 1944, Levittown, redlining, Interstate Highway System). US.HIS.16.E**
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- 7 Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films). US.HIS.5.B**
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- 8 Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality). US.HIS.15.A**

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- 9 Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).** [US.CIV.5.B](#)
  - 10 Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade).** [US.CIV.5.C](#)
  - 11 Determine the usefulness of historical sources to support an inquiry about the causes, escalation, and public reaction to the Vietnam War based on their maker, origin, intended audience, and purpose (e.g., art, ephemera, film, government reports, media, music).** [US.HIS.11.A](#)
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**Foreign Policy, Global Conflicts and Cultural Shifts** [US-7](#)

- 1 Evaluate whether the conservative ascendancy of the 1980s was a reaction to social and economic change and to what extent it was consistent with broader historical trends (e.g., New Right, Watergate, energy crisis, Reaganomics).** [US.HIS.1.G](#)
  - 2 Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyperconsumerism, racial tension, women’s empowerment, and the Cold War.** [US.HIS.1.H](#)
  - 3 Analyze how innovations in the application of technology contributed to cultural and political diffusion (e.g., televangelism, Music Television, personal computing, Hip Hop music, cable television, political talk radio).** [US.HIS.2.A](#)
  - 4 Develop an argument about the long-term causes and triggering events of United States foreign policies designed to contain and dismantle communism (e.g., Iran Hostage Crisis, El Salvador, Nicaragua, Iran-Contra, Afghanistan).** [US.HIS.15.B](#)
  - 5 Analyze changing spatial patterns of cultural enclaves within and among United States regions using paper-based and electronic graphic techniques (e.g., Jamaican, Puerto Rican, Bosnian, Vietnamese, Sikh, Mexican, Cuban, Muslim).** [US.GEO.3.A](#)
  - 6 Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences (e.g., War on Drugs, “America Responds to AIDS” public information campaign, Immigration Reform and Control Act).** [US.CIV.13.B](#)
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**National Identity in the Digital Age** [US-8](#)

- 1 Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).** [US.HIS.2.B](#)
- 2 Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.** [US.HIS.2.C](#)

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- 3 Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.** [US.HIS.14.F](#)
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- 4 Analyze how the September 11th attacks shaped perspectives in the United States (e.g., views of Muslims and Sikhs, Department of Homeland Security, Transportation Security Administration, Patriot Act).** [US.HIS.5.C](#)
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- 5 Describe domestic economic policies in terms of market outcomes (e.g., North American Free Trade Agreement, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act).** [US.ECO.8.B](#)
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- 6 Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., Hurricane Katrina, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology).** [US.GEO.12.A](#)
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- 7 Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women’s Health Organization, Sanctuary Cities, Dakota Access Pipeline).** [US.CIV.10.A](#)
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- 8 Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).** [US.CIV.14.B](#)