Indiana Tutorials are designed specifically for the Indiana Academic Standards to prepare students for the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) End-of-Course Assessments (ECAs).

U.S. History Tutorials offer targeted instruction, practice, and review designed to build students' knowledge of U.S. history and their comfort with historical thinking skills. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By constantly honing their ability to apply historical knowledge in abstract and concrete forms, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

Unit 1: Our Founding Documents

- **THE DECLARATION OF INDEPENDENCE**
  - USH.1.1: Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents.
  - USH.10.3: Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **THE CREATION OF THE U.S. CONSTITUTION**
  - USH.1.1: Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents.
- **RATIFYING AND AMENDING THE U.S. CONSTITUTION**
  - USH.1.1: Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents.

Unit 2: The Abolition Movement and the Slavery Controversy

- **THE ABOLITION MOVEMENT**
  - USH.1.2: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.

Copyright© Edmentum Inc. All Rights Reserved.

- **REGIONAL ECONOMIES OF THE UNITED STATES**
  - USH.1.2: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.
- **THE PATH TO CIVIL WAR**
  - USH.1.2: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.

Unit 3: On the Frontier

- **AMERICAN INDIANS IN THE WEST**
  - USH.2.3: Articulate the causes and consequences of Indian wars in the West, and explain how the lives of Native Americans changed with the development of the West. (E)
- **THE ECONOMIC IMPACTS OF WESTWARD EXPANSION**
  - USH.2.2: Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there, including Buffalo Soldiers, the Irish, and the Chinese. (E)

Unit 4: The Second Industrial Revolution

- **THE RISE OF INDUSTRY**
  - USH.2.1: Explain the causes and consequences of the Industrial Revolution.
- **CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY**
  - USH.2.1: Explain the causes and consequences of the Industrial Revolution.

Unit 5: Labor, Immigration, and the City

- **INDUSTRIAL WORKERS AND LABOR REFORM**
  - USH.2.4: Summarize the impact industrialization and immigration had on social movements of the era, including the contributions of specific individuals and groups.
  - USH.2.6: Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.
- **URBANIZATION AND ITS CHALLENGES**
  - USH.2.4: Summarize the impact industrialization and immigration had on social movements of the era, including the contributions of specific individuals and groups.
- **PATTERNS OF IMMIGRATION**
  - USH.2.4: Summarize the impact industrialization and immigration had on social movements of the era, including the contributions of specific individuals and groups.

Unit 6: The Progressive Era: Part 1

- **SOCIAL REFORM IN THE PROGRESSIVE ERA**
  - USH.3.2: Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (E)

Copyright© Edmentum Inc. All Rights Reserved.

- USH.3.4: Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers, and Upton Sinclair, and including movements such as the Harlem Renaissance, Women's Suffrage, labor movements, and socialist movement. (E)

- **SUFFRAGE AND CIVIL RIGHTS IN THE PROGRESSIVE ERA**
  - USH.2.5: Analyze the development of separate but equal policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years. (E)
  - USH.3.2: Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (E)
  - USH.3.4: Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers, and Upton Sinclair, and including movements such as the Harlem Renaissance, Women's Suffrage, labor movements, and socialist movement. (E)

Unit 7: The Progressive Era: Part 2

- **POLITICAL REFORM IN THE PROGRESSIVE ERA**
  - USH.3.2: Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (E)
  - USH.3.4: Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers, and Upton Sinclair, and including movements such as the Harlem Renaissance, Women's Suffrage, labor movements, and socialist movement. (E)
- **ECONOMIC REFORM IN THE PROGRESSIVE ERA**
  - USH.3.2: Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (E)
  - USH.3.4: Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers, and Upton Sinclair, and including movements such as the Harlem Renaissance, Women's Suffrage, labor movements, and socialist movement. (E)

Unit 8: American Imperialism

- **THE DRIVE FOR EXPANSION**
  - USH.3.1: Explain the debates surrounding America's entrance into global imperialism.
- **THE SPANISH-AMERICAN WAR**
  - USH.3.1: Explain the debates surrounding America's entrance into global imperialism.
- **AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND**
  - USH.3.1: Explain the debates surrounding America's entrance into global imperialism.

Copyright© Edmentum Inc. All Rights Reserved.

Unit 9: World War I: Part 1

- **THE PATH TO WORLD WAR I**
  - USH.3.5: Analyze the reasons why the United States became involved in World War I. (E)
- **ON THE WAR FRONT**
  - USH.3.5: Analyze the reasons why the United States became involved in World War I. (E)
- **ON THE HOME FRONT**
  - USH.3.3: Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Northern Securities Company v. United States (1904), Muller v. Oregon (1908), Schenck v. United States (1919), and Abrams v. United States (1919).

Unit 10: World War I: Part 2

- **THE AFRICAN AMERICAN WARTIME EXPERIENCE**
  - USH.2.5: Analyze the development of separate but equal policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years. (E)
  - USH.3.6: Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.
- **OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER**
  - USH.3.6: Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.

Unit 11: America in the 1920s: Part 1

- **A TIME OF EASE: THE POSTWAR ECONOMIC BOOM**
  - USH.4.3: Identify technological developments during the 1920s and explain their impact on rural and urban Americans.
- **A TIME OF FEAR: THE RED SCARE, NATIVISM, AND RACISM**
  - USH.4.2: Assess the causes of the resurgence of social movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition.

Unit 12: America in the 1920s: Part 2

- **SOCIAL CONFLICT AND CHANGE**
  - USH.4.1: Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the workplace. (E)
  - USH.4.2: Assess the causes of the resurgence of social movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition.
- **MODERN ARTS: THE HARLEM RENAISSANCE AND THE ROARING ?20S**
  - USH.4.1: Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the workplace. (E)

Copyright© Edmentum Inc. All Rights Reserved.

- USH.4.3: Identify technological developments during the 1920s and explain their impact on rural and urban Americans.

Unit 13: The Great Depression and the New Deal

- **CAUSES OF THE GREAT DEPRESSION**
  - USH.4.4: Analyze the causes of the Great Depression and its social and cultural impacts. (E)
- **THE DUST BOWL AND THE IMPACTS OF THE GREAT DEPRESSION**
  - USH.4.5: Assess the economic impact of the Great Depression on all Americans.
- **THE NEW DEAL**
  - USH.4.6: Analyze the strengths and weaknesses of the First New Deal, including the Works Progress Administration and the National Recovery Act.
  - USH.4.7: Explain the long-term effects of the Second New Deal, including its effects on agriculture, labor, social welfare, and banking. (E)

Unit 14: World War II: Part 1

- **FROM ISOLATIONISM TO INVOLVEMENT**
  - USH.5.1: Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States' entry into World War II. (E)
  - USH.5.2: Identify key leaders and events from World War II, and explain the significance of each.
- **MOBILIZATION AND THE HOME FRONT**
  - USH.5.2: Identify key leaders and events from World War II, and explain the significance of each.
  - USH.5.5: Summarize the efforts the national government made to regulate production, labor, and prices during the war, and evaluate the success or failure of these efforts.
- **WAR ON MANY FRONTS**
  - USH.5.2: Identify key leaders and events from World War II, and explain the significance of each.

Unit 15: World War II: Part 2

- **THE HOLOCAUST**
  - USH.5.3: Describe Hitler's final solution policy, and explain the Allied responses to the Holocaust and war crimes. (E)
- **OPPORTUNITIES AND OBSTACLES**
  - USH.5.4: Explain the experiences of African Americans, Asian Americans, Hispanic Americans, Native Americans, and women during World War II. (E)
- **THE END OF THE WAR**
  - USH.5.6: Explain the role of World War II as a catalyst for social change.

Unit 16: The Cold War: Part 1

- **THE BEGINNINGS OF THE COLD WAR**

Copyright© Edmentum Inc. All Rights Reserved.

- USH.5.7: Explain the origins of the Cold War. (E)

- **THE KOREAN WAR AND THE SPACE RACE**
  - USH.6.2: Discuss key economic and social changes in post-World War II American life, including the Second Red Scare and its effects on American culture.
- **THE ARMS RACE AND NUCLEAR TENSIONS**
  - USH.7.4: Describe developing trends in science and technology, and explain how they impacted the lives of Americans during the period 1960 to 1980.
  - USH.7.7: Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980. (E)

Unit 17: The Cold War: Part 2

- **THE VIETNAM WAR**
  - USH.7.8: Explain and analyze U.S. foreign policy with regard to Africa, the Middle East, and China during the 1960s and 1970s.
- **THE LAST YEARS OF THE COLD WAR**
  - USH.7.8: Explain and analyze U.S. foreign policy with regard to Africa, the Middle East, and China during the 1960s and 1970s.
  - USH.8.3: Explain how and why the Cold War came to an end and identify new obstacles to U.S. leadership in the world. (E)

Unit 18: The Midcentury Boom

- **PROSPERITY AND CHANGE AFTER WORLD WAR II**
  - USH.5.6: Explain the role of World War II as a catalyst for social change.
  - USH.7.4: Describe developing trends in science and technology, and explain how they impacted the lives of Americans during the period 1960 to 1980.
- **DOMESTIC PROGRAMS IN THE 1950S AND 1960S**
  - USH.7.3: Assess the social and economic programs of the Kennedy-Johnson era, including policies and legal rulings.
  - USH.7.6: Identify the problems confronting different minorities during this period of economic and social change, and describe the solutions to these problems. (E)

Unit 19: Rethinking America

- **CULTURAL RESPONSES TO VIETNAM AND WATERGATE**
  - USH.7.1: Explain the efforts of groups of African Americans, Native Americans, Hispanic Americans, and women to assert their social and civic rights in the years following World War II. (E)
  - USH.7.9: Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of United States v. Nixon.
- **THE WARREN COURT**

Copyright© Edmentum Inc. All Rights Reserved.

- USH.2.5: Analyze the development of separate but equal policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years. (E)
- USH.6.1: Describe the challenges involved with the enforcement of desegregation directives in Brown v. Board of Education of Topeka (1954). (E)
- USH.7.5: Identify and analyze the significance of key decisions of the Warren Court.

Unit 20: African Americans and the Civil Rights Movement

- **THE GROWTH OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
  - USH.6.1: Describe the challenges involved with the enforcement of desegregation directives in Brown v. Board of Education of Topeka (1954). (E)
  - USH.7.1: Explain the efforts of groups of African Americans, Native Americans, Hispanic Americans, and women to assert their social and civic rights in the years following World War II. (E)
  - USH.7.6: Identify the problems confronting different minorities during this period of economic and social change, and describe the solutions to these problems. (E)
- **KEY FIGURES IN THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
  - USH.7.1: Explain the efforts of groups of African Americans, Native Americans, Hispanic Americans, and women to assert their social and civic rights in the years following World War II. (E)
  - USH.7.2: Evaluate various methods and philosophies (e.g., Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.
- **THE HEIGHT OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
  - USH.7.6: Identify the problems confronting different minorities during this period of economic and social change, and describe the solutions to these problems. (E)

Unit 21: Other Key Civil Rights Movements

- **THE AMERICAN INDIAN AND HISPANIC AMERICAN MOVEMENTS**
  - USH.7.1: Explain the efforts of groups of African Americans, Native Americans, Hispanic Americans, and women to assert their social and civic rights in the years following World War II. (E)
  - USH.7.6: Identify the problems confronting different minorities during this period of economic and social change, and describe the solutions to these problems. (E)
- **THE FEMINIST MOVEMENT**
  - USH.7.6: Identify the problems confronting different minorities during this period of economic and social change, and describe the solutions to these problems. (E)
- **CHANGES AND NEW STRUGGLES**
  - USH.7.6: Identify the problems confronting different minorities during this period of economic and social change, and describe the solutions to these problems. (E)

Copyright© Edmentum Inc. All Rights Reserved.

- USH.8.1: Explain the significance of social, economic, and political issues during the period 1980 to the present and how these issues affected individuals and organizations. (E)
- USH.10.1: Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.

Unit 22: Globalization and America Today

- **GLOBAL ECONOMICS AFTER THE COLD WAR**
  - USH.8.1: Explain the significance of social, economic, and political issues during the period 1980 to the present and how these issues affected individuals and organizations. (E)
  - USH.8.2: Describe developing trends in science and technology, and explain how they impact the lives of Americans today, including NASA and space programs, identification of DNA, the Internet, global climate change, and U.S. energy policy.
  - USH.8.5: Analyze the impact of globalization on U.S. culture and U.S. economic, political, and foreign policy, including the North American Free Trade Agreement (NAFTA).
  - USH.8.6: Explain the causes and consequences of deindustrialization in the United States after 1970.
- **GLOBALIZATION, HEALTH, AND THE ENVIRONMENT**
  - USH.8.1: Explain the significance of social, economic, and political issues during the period 1980 to the present and how these issues affected individuals and organizations. (E)
  - USH.8.2: Describe developing trends in science and technology, and explain how they impact the lives of Americans today, including NASA and space programs, identification of DNA, the Internet, global climate change, and U.S. energy policy.
- **SCIENCE AND TECHNOLOGY IN THE INFORMATION AGE**
  - USH.8.2: Describe developing trends in science and technology, and explain how they impact the lives of Americans today, including NASA and space programs, identification of DNA, the Internet, global climate change, and U.S. energy policy.

Unit 23: America in the World

- **THE UNITED STATES AND THE MIDDLE EAST: 1970S ? 1990S**
  - USH.7.8: Explain and analyze U.S. foreign policy with regard to Africa, the Middle East, and China during the 1960s and 1970s.
- **U.S. INVOLVEMENT IN WORLD AFFAIRS: 1980S ? TODAY**
  - USH.7.8: Explain and analyze U.S. foreign policy with regard to Africa, the Middle East, and China during the 1960s and 1970s.
  - USH.8.3: Explain how and why the Cold War came to an end and identify new obstacles to U.S. leadership in the world. (E)
- **THE FIGHT AGAINST TERROR IN THE 21ST CENTURY**
  - USH.8.4: Explain the background and effects of the September 11, 2001 terrorist attacks on U.S. foreign and domestic policy. (E)

Copyright© Edmentum Inc. All Rights Reserved.

Unit 24: Domestic Policies and Politics

- **THE CONSERVATIVE RESURGENCE**
  - USH.8.1: Explain the significance of social, economic, and political issues during the period 1980 to the present and how these issues affected individuals and organizations. (E)
  - USH.9.1: Explain the origins of legislation which began to unravel the work of the New Deal and the Great Society, including reforms in the areas of welfare, public housing, Social Security, and labor. (E)
- **DOMESTIC POLICY DEBATES: 1970S ? TODAY**
  - USH.8.1: Explain the significance of social, economic, and political issues during the period 1980 to the present and how these issues affected individuals and organizations. (E)

Unit 25: Politics in the Late 20th and Early 21st Centuries

- **POLITICS IN THE LATE 20TH AND EARLY 21ST CENTURIES**
  - USH.8.1: Explain the significance of social, economic, and political issues during the period 1980 to the present and how these issues affected individuals and organizations. (E)
  - USH.9.3: Reflect on the role of media and social media in the democratic process. (E)
- **?INTEREST GROUPS AND THE MEDIA**
  - USH.8.1: Explain the significance of social, economic, and political issues during the period 1980 to the present and how these issues affected individuals and organizations. (E)

Unit 26: Skills for Social Studies

- **UNDERSTANDING CONTEXT AND BIAS IN U.S. HISTORY**
  - USH.10.1: Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.
  - USH.10.4: Assess competing historical interpretations of a particular historical moment, event, or change.
- **READING HISTORICAL EVIDENCE**
  - USH.10.2: Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

Copyright© Edmentum Inc. All Rights Reserved.