U.S. History Tutorials offer targeted instruction, practice, and review designed to build middle school students' knowledge of early U.S. history and command of 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 analyze the foundations of U.S. history, 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 about U.S. history accessible through focused content, guided analysis, multi-modal representations, and personalized feedback. 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.

This Tutorial is built to state standards.

Unit 1: Reconstruction

- **THE CIVIL WAR ENDS**
  - USII.2.c: The student will apply history and social science skills to understand the ongoing effects of Reconstruction on American life after the mid-19th century by describing the legacies of Abraham Lincoln and the Gettysburg Address, Ulysses S. Grant, Robert E. Lee, Hiram Revels, and Frederick Douglass;
- **RECONSTRUCTING THE SOUTH**
  - USII.2.a: The student will apply history and social science skills to understand the ongoing effects of Reconstruction on American life after the mid-19th century by describing the impact of the assassination of Abraham Lincoln and the political aftermath of the Civil War;
  - USII.2.d: The student will apply history and social science skills to understand the ongoing effects of Reconstruction on American life after the mid-19th century by describing the role of Congress and the Supreme Court in specific plans and policies including, but not limited to Lincolns Ten Percent Plan;
- **THE EFFECTS OF RECONSTRUCTION**
  - USII.2.b: The student will apply history and social science skills to understand the ongoing effects of Reconstruction on American life after the mid-19th century by analyzing the goals and effects of the Reconstruction Amendments, the Freedmens Bureau, and civil rights policies that changed the meaning of citizenship in the United States;
  - USII.2.e: The student will apply history and social science skills to understand the ongoing effects of Reconstruction on American life after the mid-19th century by describing the role and motivations of

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individuals who sought to gain from Reconstruction, including, but not limited to formerly enslaved people elected to office during the years right after the Civil War; and

- USII.2.f: The student will apply history and social science skills to understand the ongoing effects of Reconstruction on American life after the mid-19th century by explaining how the 1876 presidential election led to the end of Reconstruction.
- USII.5.h: The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early 20th century by describing racial segregation, housing discrimination via redlining, the rise of Jim Crow laws, Black Codes, and threats of violence including, but not limited to intimidation, lynchings, armed conflicts, suppressed voting rights, and limits on political participation faced by African Americans and other people during post-Reconstruction; and

Unit 2: The West

- **WESTWARD EXPANSION AND THE ECONOMY**
  - USII.1.a: The student will apply history and social science skills to examine westward expansion after the mid-19th century by explaining how technology allowed settlers to adapt to the physical features and climate of the West;
  - USII.1.b: The student will apply history and social science skills to examine westward expansion after the mid-19th century by identifying the motivations for westward expansion;
  - USII.1.c: The student will apply history and social science skills to examine westward expansion after the mid-19th century by examining the impact of policies, legislation, and treaties associated with the growth of the nation; and
  - USII.3.d: The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by explaining the events, factors, and motivations that caused individuals and groups to migrate to the United States towards the end of the 19th century;
- **AMERICAN INDIANS IN THE WEST**
  - USII.1.d: The student will apply history and social science skills to examine westward expansion after the mid-19th century by explaining the effect that the growth of the United States had on Indigenous people.

Unit 3: The Second Industrial Revolution 1

- **THE RISE OF INDUSTRY**
  - USII.3.a: The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by explaining relationships among natural resources, transportation, and industrial development from 1865;
  - USII.3.b: The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization;

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- USII.3.h: The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by describing the technological advances and the broader impact of the 1893 Chicago World's Fair on Americas rise as a world leader in innovation, business, and trade.
- USII.5.a: The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early 20th century by explaining how capitalism and free markets helped foster developments in factory and labor productivity, transportation, and communication and how rural electrification changed American life and the standard of living;

- **CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY**
  - USII.3.b: The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization;

Unit 4: The Second Industrial Revolution 2

- **CULTURE OF THE GILDED AGE**
  - USII.3.a: The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by explaining relationships among natural resources, transportation, and industrial development from 1865;
- **POLITICS OF THE GILDED AGE**
  - USII.3.a: The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by explaining relationships among natural resources, transportation, and industrial development from 1865;

Unit 5: Immigration and Cities

- **URBANIZATION AND ITS CHALLENGES**
  - USII.3.e: The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by examining the cause-and-effect relationship between rapid population growth and city government services and infrastructure;
  - USII.3.g: The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by explaining how various groups worked to alleviate the issues facing new immigrants and how immigrants advocated for themselves; and
- **PATTERNS OF IMMIGRATION**
  - USII.3.f: The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by explaining how governmental actions including, but not limited to the Chinese Exclusion Act of 1882, caused harm to Chinese Americans and other immigrants;

Unit 6: The Progressive Era

- **SUFFRAGE AND CIVIL RIGHTS IN THE PROGRESSIVE ERA**

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- USII.5.d: The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early 20th century by describing the events and leaders that lead to prohibition, the Womens Suffrage Movement, and the passage of the Nineteenth Amendment including, but not limited to Susan B. Anthony, Lucy Burns, Elizabeth Cady Stanton, Carrie Chapman Catt, Ida B. Wells-Barnett, and Sojourner Truth;
- USII.3.c: The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, support for eugenics as a social policy, immigration policy, womens suffrage, and the temperance movement;
- USII.5.i: The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early 20th century by analyzing events and impacts of African American leaders in response to Jim Crow including, but not limited to the formation of the National Association for the Advancement of Colored People (NAACP), strikes, protests, the role of historically black colleges and universities (HBCUs), and the work of leaders like Booker T. Washington, W.E.B. DuBois, Mary White Ovington, and Ida B. Wells-Barnett.

- **POLITICAL REFORM IN THE PROGRESSIVE ERA**
  - USII.3.c: The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, support for eugenics as a social policy, immigration policy, womens suffrage, and the temperance movement;
- **ECONOMIC REFORM IN THE PROGRESSIVE ERA**
  - USII.3.c: The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, support for eugenics as a social policy, immigration policy, womens suffrage, and the temperance movement;

Unit 7: American Imperialism

- **THE DRIVE FOR EXPANSION**
  - USII.4.b: The student will apply history and social science skills to explain the changing role of the United States from the late 19th century through World War I by explaining the reasons for and results of the Spanish-American War, including the Roosevelt Corollary to the Monroe Doctrine;
- **THE SPANISH-AMERICAN WAR**
  - USII.4.b: The student will apply history and social science skills to explain the changing role of the United States from the late 19th century through World War I by explaining the reasons for and results of the Spanish-American War, including the Roosevelt Corollary to the Monroe Doctrine;
- **AMERICA EXPANDS: HAWAII, PANAMA, AND BEYOND**
  - USII.4.a: The student will apply history and social science skills to explain the changing role of the United States from the late 19th century through World War I by explaining the legacy of Theodore

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Roosevelt including, but not limited to conservation contributions, progressivism, the building of the Panama Canal, and his role in the Spanish-American War;

Unit 8: World War I: Part 1

- **WORLD WAR I: THE BIGGER PICTURE**
  - USII.4.c: The student will apply history and social science skills to explain the changing role of the United States from the late 19th century through World War I by analyzing the major causes and consequences of World War I and examining the roles of key leaders and groups;
- **ON THE WAR FRONT**
  - USII.4.d: The student will apply history and social science skills to explain the changing role of the United States from the late 19th century through World War I by examining the evolution of warfare tactics and technology including but not limited to cavalry, air, submarine, chemical, trench warfare, and other technological advancements;

Unit 9: World War I: Part 2

- **ON THE HOME FRONT**
  - USII.4.f: The student will apply history and social science skills to explain the changing role of the United States from the late 19th century through World War I by examining how post-war sanctions and the failure of the League of Nations set the stage for World War II.
- **OUTCOMES OF THE WAR: AMERICA AS A WORLD POWER**
  - USII.4.f: The student will apply history and social science skills to explain the changing role of the United States from the late 19th century through World War I by examining how post-war sanctions and the failure of the League of Nations set the stage for World War II.
  - USII.4.e: The student will apply history and social science skills to explain the changing role of the United States from the late 19th century through World War I by explaining how the war was a catalyst for the United States gaining international power and expanding its sphere of international influence; and

Unit 10: America in the 1920s

- **A TIME OF EASE: THE POSTWAR ECONOMIC BOOM**
  - USII.5.a: The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early 20th century by explaining how capitalism and free markets helped foster developments in factory and labor productivity, transportation, and communication and how rural electrification changed American life and the standard of living;
- **A TIME OF FEAR: THE RED SCARE, NATIVISM, AND RACISM**
  - USII.5.b: The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early 20th century by examining how the rise of communism affected America including, but not limited to the first Red Scare;
- **MODERN ARTS: THE HARLEM RENAISSANCE AND THE ROARING '20S**

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- USII.5.c: The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early 20th century by describing the reasons for and impact of the Great Migration;
- USII.5.e: The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early 20th century by examining the art, literature, and music of the 1920s and 1930s including, but not limited to the Roaring Twenties and the Harlem Renaissance;

Unit 11: The Great Depression and the New Deal

- **CAUSES OF THE GREAT DEPRESSION**
  - USII.5.f: The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early 20th century by analyzing the causes of the Great Depression and the impact of the Dust Bowl on the lives of Americans;
- **THE DUST BOWL AND THE IMPACTS OF THE GREAT DEPRESSION**
  - USII.5.f: The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early 20th century by analyzing the causes of the Great Depression and the impact of the Dust Bowl on the lives of Americans;
- **THE NEW DEAL**
  - USII.5.g: The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early 20th century by describing the features, effects, programs, and lasting institutions of Franklin D. Roosevelts New Deal;

Unit 12: World War II: Part 1

- **FROM ISOLATIONISM TO INVOLVEMENT**
  - USII.6.a: The student will apply history and social science skills to understand the major causes and events of World War II and the effects of Americas role by explaining the rise and spread of fascism and totalitarianism internationally and the policy of appeasement towards Nazi Germany;
  - USII.6.i: The student will apply history and social science skills to understand the major causes and events of World War II and the effects of Americas role by describing the events that led to the surrender of the Axis powers and Americas role in the Allied victory including, but not limited to the Manhattan Project, as well as events that shaped post-war peace.
  - USII.6.b: The student will apply history and social science skills to understand the major causes and events of World War II and the effects of Americas role by explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
  - USII.6.e: The student will apply history and social science skills to understand the major causes and events of World War II and the effects of Americas role by explaining and evaluating the role of key political and military leaders of the Allies and Axis powers including, but not limited to the United States, Germany, Japan, the Soviet Union, Italy, and Great Britain;
- **MOBILIZATION AND THE HOME FRONT**

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- USII.6.g: The student will apply history and social science skills to understand the major causes and events of World War II and the effects of Americas role by evaluating the effects of the war on the home front including, but not limited to women in the workforce, the incarceration of Japanese Americans, rationing, conservation, and war bonds;

- **WAR ON MANY FRONTS**
  - USII.6.d: The student will apply history and social science skills to understand the major causes and events of World War II and the effects of Americas role by locating and describing the major events and turning points of the war in the Pacific including, but not limited to the Battle of Iwo Jima, the Battle of Midway, and the Battle of Okinawa;
  - USII.6.c: The student will apply history and social science skills to understand the major causes and events of World War II and the effects of Americas role by locating and describing the major events and turning points of the war in Europe including, but not limited to the allied invasion of Italy, the invasion of Normandy (D-Day), the Battle of the Bulge, and the Battle of Berlin;

Unit 13: World War II: Part 2

- **THE HOLOCAUST**
  - USII.6.h: The student will apply history and social science skills to understand the major causes and events of World War II and the effects of Americas role by examining the causes and consequences of the Holocaust including, but not limited to Jewish life before the Holocaust, antisemitism, the rise of the Nazi Party, Nuremberg Laws, persecution of Jews and other targeted groups, resistance efforts, the United States response, and the Nuremberg Trials; and
- **OPPORTUNITIES AND OBSTACLES**
  - USII.6.f: The student will apply history and social science skills to understand the major causes and events of World War II and the effects of Americas role by identifying the roles and sacrifices of U.S. armed forces, including prisoners of war (POWs), women, and segregated units, as well as other notable heroics including, but not limited to the contributions of the Tuskegee Airmen, the 442nd Regimental Combat Team, the Women's Army Auxiliary Corps, the Women Airforce Service Pilots, the Navajo Code Talkers, and the Bedford Boys;
  - USII.6.g: The student will apply history and social science skills to understand the major causes and events of World War II and the effects of Americas role by evaluating the effects of the war on the home front including, but not limited to women in the workforce, the incarceration of Japanese Americans, rationing, conservation, and war bonds;
- **THE END OF THE WAR**
  - USII.6.h: The student will apply history and social science skills to understand the major causes and events of World War II and the effects of Americas role by examining the causes and consequences of the Holocaust including, but not limited to Jewish life before the Holocaust, antisemitism, the rise of the Nazi Party, Nuremberg Laws, persecution of Jews and other targeted groups, resistance efforts, the United States response, and the Nuremberg Trials; and

Unit 14: The Cold War 1

- **THE BEGINNINGS OF THE COLD WAR**

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- USII.7.c: The student will apply history and social science skills to understand the transformation of U.S. foreign policy between the end of World War II and the new millennium by describing the differences between a communist nation and a democratic nation including, but not limited to self-governance and economic philosophy;
- USII.7.b: The student will apply history and social science skills to understand the transformation of U.S. foreign policy between the end of World War II and the new millennium by describing the Marshall Plans objectives for rebuilding Europe, the occupation and reconstruction of Japan, and the emergence of the United States and the Soviet Union as superpowers;
- USII.7.a: The student will apply history and social science skills to understand the transformation of U.S. foreign policy between the end of World War II and the new millennium by explaining how key decisions and agreements including, but not limited to the Atlantic Charter, formation of the United Nations, and the North Atlantic Treaty Organization (NATO) established international allies;

- **THE KOREAN WAR AND THE EISENHOWER YEARS**
  - USII.7.d: The student will apply history and social science skills to understand the transformation of U.S. foreign policy between the end of World War II and the new millennium by examining the role of the United States in fighting communism and defending freedom during the Cold War including, but not limited to the Berlin Airlift, conflicts in Korea and Vietnam, the roles of John F. Kennedy and Nikita Khrushchev during the Cuban missile crisis, the fall of the Berlin Wall, and the collapse of communism in Eastern Europe; and
- **THE ARMS RACE AND THE SPACE RACE**
  - USII.7.d: The student will apply history and social science skills to understand the transformation of U.S. foreign policy between the end of World War II and the new millennium by examining the role of the United States in fighting communism and defending freedom during the Cold War including, but not limited to the Berlin Airlift, conflicts in Korea and Vietnam, the roles of John F. Kennedy and Nikita Khrushchev during the Cuban missile crisis, the fall of the Berlin Wall, and the collapse of communism in Eastern Europe; and

Unit 15: The Cold War 2

- **THE VIETNAM WAR**
  - USII.7.d: The student will apply history and social science skills to understand the transformation of U.S. foreign policy between the end of World War II and the new millennium by examining the role of the United States in fighting communism and defending freedom during the Cold War including, but not limited to the Berlin Airlift, conflicts in Korea and Vietnam, the roles of John F. Kennedy and Nikita Khrushchev during the Cuban missile crisis, the fall of the Berlin Wall, and the collapse of communism in Eastern Europe; and
- **THE LAST YEARS OF THE COLD WAR**
  - USII.7.e: The student will apply history and social science skills to understand the transformation of U.S. foreign policy between the end of World War II and the new millennium by explaining the collapse of communism in the Soviet Union and Eastern Europe and the end of the Cold War, including the actions of Ronald Reagan and Mikhail Gorbachev.

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Unit 16: The Civil Rights Movement 1

- **THE GROWTH OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
  - USII.8.a: The student will apply history and social science skills to analyze the key changing patterns of society during the second half of the 20th and early 21st centuries by examining the contributions of key leaders and events during the Civil Rights Era including, but not limited to Robert Kennedy, Dr. Martin Luther King, Jr., Malcolm X, Medgar Evers, John Lewis, Rosa Parks, Ruby Bridges, Jonathan Daniels, Dorothy Height, the Selma march, sit-ins, and boycotts;
- **KEY FIGURES IN THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
  - USII.8.a: The student will apply history and social science skills to analyze the key changing patterns of society during the second half of the 20th and early 21st centuries by examining the contributions of key leaders and events during the Civil Rights Era including, but not limited to Robert Kennedy, Dr. Martin Luther King, Jr., Malcolm X, Medgar Evers, John Lewis, Rosa Parks, Ruby Bridges, Jonathan Daniels, Dorothy Height, the Selma march, sit-ins, and boycotts;
- **THE HEIGHT OF THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT**
  - USII.8.a: The student will apply history and social science skills to analyze the key changing patterns of society during the second half of the 20th and early 21st centuries by examining the contributions of key leaders and events during the Civil Rights Era including, but not limited to Robert Kennedy, Dr. Martin Luther King, Jr., Malcolm X, Medgar Evers, John Lewis, Rosa Parks, Ruby Bridges, Jonathan Daniels, Dorothy Height, the Selma march, sit-ins, and boycotts;

Unit 17: The Civil Rights Movement 2

- **THE FEMINIST MOVEMENT**
  - USII.8.f: The student will apply history and social science skills to analyze the key changing patterns of society during the second half of the 20th and early 21st centuries by describing the similarities and differences between the objectives of the womens movement of the early and mid-20th century;
- **CHANGES AND NEW STRUGGLES**
  - USII.8.g: The student will apply history and social science skills to analyze the key changing patterns of society during the second half of the 20th and early 21st centuries by describing expanded educational and economic opportunities for military veterans, women, and minorities; and

Unit 18: The Midcentury Boom

- **PROSPERITY AND CHANGE AFTER WORLD WAR II**
  - USII.8.d: The student will apply history and social science skills to analyze the key changing patterns of society during the second half of the 20th and early 21st centuries by describing the impact of the baby boom, the changing demographics of the United States, and the ending of the military draft; and
- **DOMESTIC PROGRAMS IN THE 1950S AND 1960S**
  - USII.8.c: The student will apply history and social science skills to analyze the key changing patterns of society during the second half of the 20th and early 21st centuries by examining key events of the 1960s and 1970s including, but not limited to the Apollo missions, the moon landing, assassinations,

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the womens movement, the creation of public sector labor unions, the Watergate scandal and Nixons resignation, and the passing of the Clean Air Act and the Clean Water Act;

Unit 19: Globalization

- **GLOBAL ECONOMICS AFTER THE COLD WAR**
  - USII.9.b: The student will apply history and social science skills by describing the changes in American culture related to music, art, media, and communication, as well as advancements in American economics related to banking, business, and industry.
- **SCIENCE AND TECHNOLOGY IN THE INFORMATION AGE**
  - USII.9.a: The student will apply history and social science skills by studying the iterative and ongoing advancements in science and technology; and
- **GLOBALIZATION, HEALTH, AND THE ENVIRONMENT**
  - USII.8.c: The student will apply history and social science skills to analyze the key changing patterns of society during the second half of the 20th and early 21st centuries by examining key events of the 1960s and 1970s including, but not limited to the Apollo missions, the moon landing, assassinations, the womens movement, the creation of public sector labor unions, the Watergate scandal and Nixons resignation, and the passing of the Clean Air Act and the Clean Water Act;

Unit 20: America in the World

- **THE UNITED STATES AND THE MIDDLE EAST: 1970S - 1990S**
  - USII.7.d: The student will apply history and social science skills to understand the transformation of U.S. foreign policy between the end of World War II and the new millennium by examining the role of the United States in fighting communism and defending freedom during the Cold War including, but not limited to the Berlin Airlift, conflicts in Korea and Vietnam, the roles of John F. Kennedy and Nikita Khrushchev during the Cuban missile crisis, the fall of the Berlin Wall, and the collapse of communism in Eastern Europe; and
- **U.S. INVOLVEMENT IN WORLD AFFAIRS: 1980S - TODAY**
  - USII.8.h: The student will apply history and social science skills to analyze the key changing patterns of society during the second half of the 20th and early 21st centuries by describing how the terrorist attacks of September 11, 2001, including the heroic sacrifices of Flight 93 passengers, significantly impacted domestic policies, American society, and global perspectives on the war on terror.
- **THE FIGHT AGAINST TERROR IN THE 21ST CENTURY**
  - USII.8.h: The student will apply history and social science skills to analyze the key changing patterns of society during the second half of the 20th and early 21st centuries by describing how the terrorist attacks of September 11, 2001, including the heroic sacrifices of Flight 93 passengers, significantly impacted domestic policies, American society, and global perspectives on the war on terror.

Unit 21: Social Studies Skills 1

- **READING HISTORICAL EVIDENCE**

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- USII.a: The student will apply history and social science skills to the content by synthesizing evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams to understand events in United States history;
- USII.c: The student will apply history and social science skills to the content by developing questions, enhancing curiosity, and engaging in critical thinking and analysis;

- **UNDERSTANDING CAUSATION AND ARGUMENTATION IN HISTORY**
  - USII.e: The student will apply history and social science skills to the content by comparing and contrasting people, places, events, and historical and political perspectives;
  - USII.f: The student will apply history and social science skills to the content by determining and explaining cause-and-effect relationships;
- **PRINCIPLES OF CITIZENSHIP**
  - USII.h: The student will apply history and social science skills to the content by engaging and communicating as a civil and informed individual with persons with different perspectives; and

Unit 22: Social Studies Skills 2

- **THINKING GEOGRAPHICALLY**
  - USII.b: The student will apply history and social science skills to the content by applying geographic skills to determine and predict patterns and trends of people, places, and events;
- **THINKING CHRONOLOGICALLY**
  - USII.d: The student will apply history and social science skills to the content by integrating evidence to construct and analyze timelines, classify events, and distinguish fact from opinion;

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