National Standards for History

National United States History Standards (Grades 5-12):

_Era 3: Revolution and the New Nation (1754-1820s)_

_Standard 1:_ The causes of the American Revolution, the ideas and the interests involved in forging the revolutionary movement, and the reasons for the American victory.

_Standard 1B:_ The student understands the principles articulated in the Declaration of Independence.

- _Defending the Long Road to Freedom_
  - Chapter 1: The World Turned Upside Down

_Standard 1C:_ The student understands the factors affecting the course of the war and contributing to the American victory.

- _Defending the Long Road to Freedom_
  - Chapter 1: The World Turned Upside Down
  - Chapter 2: Property

_Standard 2C:_ The student understands the Revolution’s effects on different social groups.

- _Defending the Long Road to Freedom_
  - Chapter 1: The World Turned Upside Down

_Era 4: Expansion and Reform (1801-1861)_

_Standard 1:_ United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

_Standard 1C:_ The student understands the ideology of Manifest Destiny, the nation’s expansion to the Northwest, and the Mexican-American War.

- _Defending the Long Road to Freedom_
  - Chapter 2: Property
Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

Standard 2D: The student understands the rapid growth of “the peculiar institution” after 1800 and the varied experiences of African Americans under slavery.

- **Defending the Long Road to Freedom**
  - Chapter 2: Property

Standard 3: The extension, restriction, and reorganization of political democracy after 1800.

Standard 3A: The student understands the changing character of American political life in “the age of the common man.”

- **Defending the Long Road to Freedom**
  - Chapter 2: Property

Standard 3B: The student understands how the debates over slavery influenced politics and sectionalism.

- **Defending the Long Road to Freedom**
  - Chapter 2: Property

Standard 4: The sources and character of cultural, religious, and social reform movements in the antebellum period.

Standard 4A: The student understands the abolitionist movement.

- **Defending the Long Road to Freedom**
  - Chapter 2: Property

Era 5: Civil War and Reconstruction (1850-1877)

Standard 1: The causes of the Civil War

Standard 1A: The student understands how the North and South differed and how politics and ideologies led to the Civil War.

- **Defending the Long Road to Freedom**
  - Chapter 3: Earning the Right to Die

Standard 2: The course and character of the Civil War and its effects on the American people
Standard 2A: The student understands how the resources of the Union and Confederacy affected the course of the war.

- **Defending the Long Road to Freedom**
  - Chapter 3: Earning the Right to Die

- **The Eye of the Army: A Photographic Exhibit**
  - Civil War: Photographs 4, 13, 16, 25, 29, 31, 39

Standard 2B: The student understands the social experience of the war on the battlefield and home front.

- **The Stories They Could Tell**
  - Episode I: Determined to Serve, Luther P. Bradley

- **Defending the Long Road to Freedom**
  - Chapter 3: Earning the Right to Die

- **The Eye of the Army: A Photographic Exhibit**
  - Civil War: Photographs 1-39
  - Papers:
    - 39th NY State Volunteers: Garibaldi Guard
    - Rush’s Lancers
    - The Letter Home
    - Collis’ Zouaves: The 114th Pennsylvania Volunteers
    - Civil War Artifacts and Descriptions

Standard 3: How various reconstruction plans succeeded or failed.

**Standard 3A:** The student understands the political controversy over Reconstruction.

- **Defending the Long Road to Freedom**
  - Chapter 3: Earning the Right to Die

**Era 6: The Development of the Industrial United States (1870-1900)**

**Standard 1:** How the rise of corporations, heavy industry, and mechanized farming transformed the American people.

**Standard 1C:** The student understands how agriculture, mining, and ranching were transformed.

- **The Stories They Could Tell**
  - Episode I: Determined to Serve, Luther P. Bradley
  - Episode III: Forging Two Frontiers, Hobart K. Bailey

**Standard 2:** Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.
**Standard 2A:** The student understands the sources and experiences of the new immigrants.

Eye of the Army: Indian Wars

**Standard 2B:** The student understands “scientific racism”, race relations, and the struggle for equal rights.

- *Defending the Long Road to Freedom*
  - Chapter 4: Buffalo Soldiering

**Standard 4:** Federal Indian policy and United States foreign policy after the Civil War.

**Standard 4A:** The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

- *The Stories They Could Tell*
  - Episode I: Determined to Serve, Luther P. Bradley
  - Episode III: Forging Two Frontiers, Hobart K. Bailey

- *Defending the Long Road to Freedom*
  - Chapter 4: Buffalo Soldiering

- *Eye of the Army*
  - Indian Wars: Images 1-12
  - Indian Wars: Artifacts 1-5
  - Indian Wars: Indian Wars Artifacts and Descriptions

**Standard 4B:** The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.

- *The Stories They Could Tell*
  - Episode I: Determined to Serve, Luther P. Bradley
  - Episode III: Forging Two Frontiers, Hobart K. Bailey

- *Defending the Long Road to Freedom*
  - Chapter 5: “I Never Saw Braver Men”

- *The Eye of the Army: A Photographic Exhibit*
  - Spanish American War: Photographs 1-4
  - Spanish American War: Artifacts 1-6
  - Spanish American War: Papers
    - The Tenth Pennsylvania Volunteer Infantry Regiment in the Philippines
    - Spanish and Philippine American War Artifacts and Descriptions
Era 7: The Emergence of Modern America (1890–1930)

Standard 1: How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.

Standard 1B: The student understands Progressivism at the national level.

- **Defending the Long Road to Freedom**
  - Chapter 5: “I Never Saw Braver Men”

- **Army Nurses of World War I: Service Beyond Expectations**

Standard 1C: The student understands the limitations of Progressivism and the alternatives offered by various groups.

- **The Stories They Could Tell**
  - Episode III: Forging Two Frontiers, Hobart K. Bailey

- **Defending the Long Road to Freedom**
  - Chapter 5: “I Never Saw Braver Men”

Standard 2: The changing role of the United States in world affairs through World War I.

Standard 2A: The student understands how the American role in the world changed in the early 20th century.

- **Defending the Long Road to Freedom**
  - Chapter 5: “I Never Saw Braver Men”

Eye of the Army

- Pre-World War I
- Image 3

Standard 2B: The student understands the causes of World War I and why the United States intervened.

- **Defending the Long Road to Freedom**
  - Chapter 6: How Ya Gonna Keep’um Down on the Farm After They’ve Seen Paris?

- **Army Nurses of World War One: Service Beyond Expectations**

Standard 2C: The student understands the impact at home and abroad of the United States involvement in World War I.

- **Defending the Long Road to Freedom**
  - Chapter 6: How Ya Gonna Keep’um Down on the Farm After They’ve Seen Paris?
• **Army Nurses of World War One: Service Beyond Expectations**

• **Eye of the Army**
  o **World War I**
    ▪ World War I Summary
    ▪ Images 1-21
    ▪ Artifacts: 1-9
    ▪ Papers
      ▪ 1st Division 18th Infantry “In Omnia Paratus”
      ▪ Food Distribution in World War I
      ▪ Snapshots of Hope: Lassies of the Salvation Army in France, 1917-1918
    ▪ World War I Artifacts and Descriptions

**Standard 3**: How the United States changed from the end of World War I to the eve of the Great Depression.

**Standard 3A**: The student understands social tensions and their consequences in the postwar era.

• **Defending the Long Road to Freedom**
  o Chapter 7: “In Place, March!”

**Era 7: The Emergence of Modern America (1890-1930)**

**Standard 1**: How Progressives and other addressed problems of industrial capitalism, urbanization, and political corruption.

**Standard 1B**: The student understands Progressivism at the national level.

• **Army Nurses of World War One: Service Beyond Expectations**

**Standard 1C**: The student understands the limitations of Progressivism and the alternatives offered by various groups.

• **Defending the Long Road to Freedom**
  o Chapter 7: “In Place, March!”

• **Army Nurses of World War One: Service Beyond Expectations**

**Standard 2**: The changing role of the United States in world affairs through World War I.

**Standard 2B**: The student understands the causes of World War I and why the United States intervened.
Standard 2C: The student understands the impact at home and abroad of the United States involvement in World War I.

- Defending the Long Road to Freedom
  - Chapter 7: “In Place, March!”

- Army Nurses of World War One: Service Beyond Expectations

Standard 3: How the United States changed from the end of World War I to the eve of the Great Depression.

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  - Chapter 6: How Ya Gonna Keep ’um Down on the Farm After They’ve Seen Paris?
  - Chapter 7: ‘In Place, March!’

Era 8: The Great Depression and World War II (1929-1945)

Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

Standard 3A: The student understands the international background of World War II.

- The Stories They Could Tell
  - Episode II: Drawing on History, Willard R. Dominick

- Defending the Long Road to Freedom
  - Chapter 7: “In Place, March!”

Standard 3B: The student understands World War II and how the Allies prevailed.

- The Stories They Could Tell
  - Episode II: Drawing on History, Willard R. Dominick

- Defending the Long Road to Freedom
  - Chapter 7: “In Place, March!”

- The Eye of the Army: A Photographic Exhibit
  - World War II in Europe Summary
  - World War II in the Pacific Summary
  - Images: 1-19
  - Artifacts: 1-15
Standard 3C: The student understands the effects of World War II at home.

- **The Stories They Could Tell**
  - Episode II: Drawing on History, Willard R. Dominick

- **Defending the Long Road to Freedom**
  - Chapter 7: “In Place, March!”

- **The Eye of the Army: A Photographic Exhibit**
  - World War II: Photographs 1-19
  - Paper
    - Ernie Pyle

**Era 9: Postwar United States (1945 to early 1970s)**

Standard 1: The economic boom and social transformation of postwar United States.

Standard 1A: The student understands the extent and impact of economic changes in the postwar period.

- **The Stories They Could Tell**
  - Episode II: Drawing on History, Willard R. Dominick

Standard 1B: The student understands how the social changes of the postwar period affected various Americans.

- **The Stories They Could Tell**
  - Episode II: Drawing on History, Willard R. Dominick

- **Defending the Long Road to Freedom**
  - Chapter 8: The Twilight of the Segregated Army

Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

Standard 2A: The student understands the international origins and domestic consequences of the Cold War.

- **Defending the Long Road to Freedom**
  - Chapter 8: The Twilight of the Segregated Army
• **Eye of the Army**
  - Korean War Summary
  - Images: 1-14
  - Artifacts: 1-13
  - Papers:
    - Animals and Morale
  - Korean War Artifact Descriptions

**Standard 2C:** The student understands the foreign and domestic consequences of U.S. involvement in Vietnam.

• **Eye of the Army**
  - Vietnam War Summary
  - Images: 1-15
  - Artifacts: 1-7
  - Papers:
    - The Face of Valor
  - Vietnam War Artifacts and Descriptions

**Standard 4:** The struggle for racial and gender equality and for the extension of civil liberties.

**Standard 4A:** The student understands the “Second Reconstruction” and its advancement of civil rights.

• **Defending the Long Road to Freedom**
  - Chapter 8: The Twilight of the Segregated Army

**Era 10: Contemporary United States (1968 to the present)**

**Standard 2:** Economic, social, and cultural developments in contemporary United States.

**Standard 2B:** The student understands the new immigration and demographic shifts.

• **The Eye of the Army: A Photographic Exhibit**
  - Vietnam: Photographs 1-10, 12, 15