

State Wide Dual Credit Learning Objectives
United States History II (HIST 2020)

Unit 1: The New South

Students will analyze the character and lasting consequences of Post Civil War Reconstruction.

Student Objectives:

- a. I can identify the role that the **Ku Klux Klan and the Redeemer State Governments** played in voter intimidation during national elections from 1868 to 1876.
- b. I will assess how and why the **Compromise of 1877** led to the return of one-party Democratic Party rule in the South and the subsequent rise of the Redeemer State Governments.
- c. I will be able to discuss the impact of the **Lost Cause Myth** in shaping southern race relations, politics, the economy, and culture during the post-Civil War South.
- d. I will be able to explain how /why **Sharecropping** became the dominant form of agricultural labor in the post-Civil War South.
- e. I can explain the proposed philosophy of the **New South Mill Economy** focusing on Southern Boosters, the plight of Poor Whites and Blacks, the Collapse of the Southern Economy following the Civil War, and Northern Investment in southern industries.
- f. I will be able to explain how **Jim Crow Laws** circumnavigated the **13th, 14th, and 15th Amendments** of the US Constitution.
- g. I will have an understanding of the Cultural, Economic, and Political impact of **Jim Crow Laws** in the racially segregated South including **Lynching, Plessy v. Ferguson (1896), Jim Crow Advocates** and attempts by African Americans to **resist segregation**.

Unit 2: Westward Expansion

Students will analyze the social, political, and economic transformation of America as a result of westward expansion.

Student Objectives:

- a. I will identify the primary themes of **Westward Movement and Expansion** after the Civil War, including: **Exodusters, Cattle Ranchers, Railroads, Homestead Act, Peace Policy, and Reservation Movement** with the use of the US Army.
- b. I will be able to discuss the **Cross-Cultural** encounters of the westward movement between multifaceted and multiethnic groups, recognizing the roles and perspectives of different **rac**es, **gender**s, **class**es, and **cult**ures.
- c. I will be able to discuss the **Destruction of Native Peoples**, recognizing that native peoples were separate tribes which could be both allies and or enemies to the US Army, the **Near Extermination of the Buffalo**, and the **Reservation System** versus **Nomadic or Semi-Nomadic** cultures.

- d. I will be able to identify the **Key Battles** and **Treaties** involved in the Westward Movement.
- e. I can Assess the post-Civil War western movement and **encounters as part of a longer history** that dates back to the 19th Century, and the implications into the 20th and 21st Century native rights movement.
- f. I will be able to identify the **Environmental Impacts** of post-Civil War westward expansion.
- g. I will be able to evaluate the gender impact of westward expansion on the ideals of **American Masculinity and Femininity**, i.e. **Cowboy Myth**.

Unit 3: Industrialization

Students analyze the various causes of the Industrial Revolution, the transformation of the American economy, and the changing social and political conditions in the United States in response to the Industrial Revolution. Students will also examine the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe and Asia.

Student Objectives:

- a. I will be able to identify the Origins of and the extending **Socio-Economic Impacts** of the following mid to late **19th Century Inventions**: Electricity, Automobiles, Barbed Wire, Bessemer Steel Process, North American Mining Operations, Oil Drilling and Refinement, “Standard Time”, The Telephone, Typewriter.
- b. I will be able to assess the impact of the **Railroad Industry** on the American society and economy in the 19th Century.
- c. I can Compare and Contrast **Commercial Farming** and **Urban Factories** in the early 19th Century.
- d. I can identify how and why the rise of **Consumerism** impacted the development of the **“Domestic Sphere”**.
- e. I will be able to discuss the available sources of **cheap labor**, both **Foreign** and **Domestic**, which fueled the industrial boom of the late 19th Century and early 20th Century.
- f. I will be able to identify the rise of **Corporations**, Industrialist **Capitalists** and their methods(**Horizontal/Vertical Intergration, Holding Companies, Trusts**) and their impact on Capitalist **Competition**.
- g. I will be able to discuss the concept of **Industrial Mass Production**.
- h. I will be able to identify/discuss the rise of **Organized Labor**, **1st Major Labor Unions**, citing methods/examples of both **Negotiation** and **Resistance**, including the influences of (Communism, Socialism, and Anarchism)

Unit 4: Immigration

Students will also examine the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe and Asia.

Student Objectives:

- a. I will be able to identify the **Social, Economic and Political**, and **Technological** factors that resulted in the **Emigration** of peoples from their native countries and **Immigration** to the United States in the late 19th and early 20th Century. (**Push-Pull Factors**)
- b. I will be able to Compare and Contrast the sources of early immigration (**Countries of Origin**) and that of late immigration in the 19th Century.
- c. I will be able to assess the **impact of immigrants** on the growth of industry, (**i.e., Railroad Construction and Mining**) and on the **Economy** in general in the late 19th and early 20th Century.
- d. I will be able to identify the **Contributions** of Specific immigrant groups (**i.e., Chinese, Italians, Irish...**) to the evolving American popular culture in the late 19th and early 20th Century.
- e. I will be able to describe the particular **Hardships** and **Discrimination (Nativism)** that immigrants faced in this period.

Unit 5: Urbanization

Students analyze the changing landscape, including the growth of cities and the demand for political, economic, and social reforms.

Student Objectives:

- a. I will be able to identify the impact of **Urbanization** upon Rural **Families and Communities**.
- b. I will be able to Analyze/Explain the **interconnection** between the rise of **Industrialization, Wage Labor, Urbanization** and the rise of **Entertainment, Leisure, and Public Spaces**.
- c. Compare and Contrast **Urbanization** and its affect on **Demographic Patterns** in **Urban** and **Rural** settings.
- d. I will Identify the motives/reasons for formation of **Ethnic Communities** among first generation internal and international migrant groups.
- e. I will be able to recognize the causes of “**Urban Diseases**”, **Environmental Issues**, their impact upon **Class** and **Race Relations**, and early responses,
- f. I will examine methods of “**Ethnic Assimilation**” and “**Ethnic Exclusion**” in urban areas during the late 19th and early 20th centuries.
- g. I will be able to identify **How** and **Why Economic Classes separated geographically** in the late 19th and early 20th century US urbanization.

Unit 6: Gilded Age

Analyze the causes and consequences of Gilded Age politics and economics, including the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists.

Student Objectives:

- a. I will be able to identify the origins of the term “**Gilded Age**” to describe the period of American History in the late 19th century.
- b. I will be able to explain why the term “**Robber Barons**” and “**Captains of Industry**” came to be applied to describe leading businessmen of this period (i.e. Rockefeller, Carnegie, Morgan, Vanderbilt, Gould) and how they responded to criticism.
- c. I will be able to describe the **Major Scandals** of the Gilded Age (i.e., Whiskey Ring, Credit Mobilier, the Gold Ring) and various responses.
- d. I will Compare and Contrast the **Membership** and the **Common Political Practices** of the two major parties from the end of the Civil War through the election of 1892.
- e. I will be able to explain the Origins and Assess the impact of Political Machines (i.e., Tammany Hall) in the Gilded Age.

Unit 7: Populism

Explain the characteristics and impact of the Granger Movement and Populism, including the problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities.

Student Objectives:

- a. I will be able to explain the development of foundational organizations (including the Farmers Alliance) that participated in the founding of the **People’s Party**.
- b. I will identify and assess the **Candidates**, the **Issues** and **Events** surrounding the **Election of 1892**, including the **People’s Party**, the **Democratic** and **Republican** parties.
- c. I will be able to explain the **Factors**, **Events**, and **Developments** that contributed to the **Fusion** of the 1896 presidential **candidates** and **campaigns** of the **Democratic** and **People’s Party**.
- d. I will identify and assess the **Factors**, **Events**, and **Developments** that mark the progress of the **People’s Party** between the 1892 and the 1896 presidential elections.
- e. I will be able to discuss the **Social** and **Political** context/platform in which the **People’s Party** existed, including issues of **race** and **gender**.
- f. I will be able to identify and assess the **Legacies** of the **People’s Party** during the late 19th and 20th century.

Unit 8: Imperialism

Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals.

Student Objectives:

- a. I will be able to describe “**New Imperialism**” and its **Critics** that dominated world encounters between 1880 and 1905.
- b. I will be able to analyze the **Economic, Racial, and Strategic Ideas** in the 1890’s that influenced American expansionism, especially overproduction, **Social Darwinism** and its variants, and the perceived need for overseas military bases.
- c. I will be able to evaluate the origins of the **Spanish-American War**, analyzing the varying influences of the Cuban Rebels, the Spanish Government, the “**Yellow Press**”, the American business interests, Congress, and President McKinley.
- d. I will be able to describe the **Relations and Conflict** between the **United States** and the **Philippines** after their acquisition from Spain, emphasizing the rationales and steps taken by the United States to maintain control over the islands.
- e. I will be able to evaluate the **Successes and Failures** of the US military during the **Spanish-American War** and the subsequent **Philippine Resistance Movement**.
- f. I will be able to analyze the **Foreign Policy** of **Theodore Roosevelt** related to US expansionism, emphasizing his **Corollary to the Monroe Doctrine** and his desire to build and control an **Isthmian Canal**.
- g. I will be able to **Compare and Contrast** Theodore Roosevelt’s, Taft’s and Wilson’s **Foreign Policies**, including Latin America, Asia, and Mexico.

Unit 9: The Progressive Era

Students analyze the changing landscape, including the growth of cities and the demand for political, economic, and social reforms. Students trace the rise of the United States to its role as a world power in the twentieth century.

Student Objectives:

- a. I will be able to define the term **Muckraker** and identify the importance of significant individuals, i.e. Jacob Riis, Ida Tarbell, and Lincoln Steffens.
- b. I will be able to explain why the **Progressives** wanted to improve **Society**, including **Settlement Houses**, the rise of the **Social Gospel Movement**, and the rise of the **Experts** and **Professionals/Middle Class**.
- c. I will be able to evaluate the rise of the **Women’s Movement** during the 1900’s through **Social and Political Activism** and how this aided in the creation of the **19th Amendment** and other legislation.
- d. I will be able to describe how **Progressives** restructured **Politics** at the Local and State levels, including the **Wisconsin Idea** (Robert LaFollette), **Initiative, Referendum, Recall, and Direct Primary**.

- e. I will be able to Compare and Contrast **Booker T. Washington** and **W.E.B. DuBois** and describe their significance on the **African American Civil Rights Movement** during the Progressive Era.
- f. I will be able to evaluate the **Progressive Crusades** to bring order and reform to American society through **Temperance, Eugenics, Social Justice, and Conservatism versus Preservation.**
- g. I will be able to Compare and Contrast Roosevelt's, Taft's, and Wilson's **Domestic Policies**, including the **Square Deal** and **New freedom.**

Unit 10: World War I

Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States' neutrality, the reasons for American entry into World War I, Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics and the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities.

Student Objectives:

- a. I will be able to identify the causes behind the **Outbreak of WWI**, including the rise of **Nationalism, Imperialism, Militarism**, and the **System of Alliances** along with the **New Technologies** of warfare which led to WWI being a **Stalemate** and **War of Attrition.**
- b. I will understand the **Events** leading up to and then the **Entry** of the US into WWI.
- c. I will be able to assess how the **Wilson Administration** mobilized the **Home Front** and how **Mobilization** efforts shaped American Society.
- d. I will be able to evaluate President Wilson's efforts to promote his plans for a **Peaceful World Order** as outlined in his **Fourteen Points** and the success/failures of the **Treaty of Versailles.**
- e. I will be able to analyze the **Consequences** of WWI at Home and Abroad, including **Women's Rights Movement**, the **Great Migration**, and **Civil Liberties.**

Unit 11: The 1920's

Describe how the battle between traditionalism and modernism manifested itself in the major historical trends and events after World War I and throughout the 1920s.

Student Objectives:

- a. I will be able to understand the major **Social, Cultural, Economic, and Political** themes of the 1920's.
- b. I will be able to discuss how the **Music, Art, Literature, and Philosophies** of the **Harlem Renaissance** helped form African American identity.
- c. I will examine the ways in which WWI helped lead to **New Trends** in **Literature, Music, and Art** in the 1920's.

- d. I will be able to identify the **International** and **Domestic Events, Interests, and Philosophies** that prompted concerns regarding Civil Liberties, including the **Red Scare, Palmer Raids, Fundamentalism, Marcus Garvey's "Back-to-Africa"** movement, the **Ku Klux Klan**, and **Immigration Quota's** and the responses of organizations such as the **American Civil Liberties Union**, the **National Association for the Advancement of Colored People**, and the **Anti-Defamation League** to those attacks.
- e. I will be able to discuss the impact of the **19th Amendment** and the changing roles for women in the 1920's.
- f. I will be able to Compare and Contrast the **Domestic Policies** of Presidents **Warren G. Harding, Calvin Coolidge, and Herbert Hoover**.
- g. I will examine the effects of the passage of the **18th Amendment** on **Social, Cultural, Political, and Economic** areas in the 1920's.
- h. I will be able to analyze the rise of the **Consumer Culture** and its **Economic and Political Ramifications**.

Unit 12: The Great Depression and New Deal

Students analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.

Student Objectives:

- a. I will be able to analyze the various causes of the **Great Depression**, including the **1929 Stock Market Crash**.
- b. I will be able to Compare and Contrast the **Actions and Approaches** of President **Hoover** and **Franklin D. Roosevelt** to combat the economic depression.
- c. I will be able to identify and explain the **First New Deal** program and assess their **Social and Economic** impact, i.e. **EBA, TVA, Glass-Steagall Act, CCC, AAA, NIRA**.
- d. I will be able to identify and explain the **Second New Deal** program and assess their **Social and Economic** impact, i.e. **WPA, SSA, FDIC, FLSA, Wagner Act, SEC**.
- e. I will be able to evaluate the successes and criticisms to Roosevelt's **Domestic and International Leadership**, including the role of **Huey Long, Socialism Charges, the Townsend Plan, Father Coughlin**, the "**Court Packing Bill**", and the **Neutrality Acts**.
- f. I will be able to discuss the human toll (race, class and gender) of the **Depression and Dust Bowl** and their effects on the population of **Rural Regions**.

Unit 13: World War II

Students analyze the inter-war years and America's participation in World War II.

Student Objectives:

- a. I will understand and identify the key **Causes** of WWII and the **Motivations** of **Totalitarian** powers such as Japan, Italy, and Germany.
- b. I will evaluate how President **Franklin D. Roosevelt** and **Congress** responded to the political unrest and outbreak of hostilities in Europe and Asia between 1933-1941.
- c. I will analyze the effects of the **Second World War** on **Laborers, Women, and Minority Groups**.
- d. I will describe the **Origins** and the **Course** of the **Holocaust** and explain the United States' varied response.
- e. I will explain the major **Factors** that enabled the United States and its Allies to **win** the war in Europe and describe **how** the **Japanese** were **defeated** in the war in the Pacific (including the various technological innovations).
- f. I will be able to discuss the impact of **War Mobilization** on the US **Economy** and **Society**.
- g. I will be able to evaluate the efforts of President Roosevelt and the Allies to shape the **Post War World**, including the laying of the foundation of the **Cold War**.

Unit 14: The Cold War

Students analyze the response of the United States to communism after World War II.

Student Objectives:

- a. I will be able to identify the **Escalation of Tensions** and the development of open hostility at the Wartime conferences among the **Big Three** nations.
- b. I will be able to describe and weigh the elements of the Cold War, including **Military Realities, Ideology, and Long-Term National Identities** of the participants.
- c. I will be able to compare the **Economic** and **Political Situations** in Europe immediately after WWII that contributed to the **Cold War**.
- d. I will be able to analyze the Cold War era **Complexities** in Asia, Africa, and Latin America related to **decolonization**.
- e. I will be able to compare and contrast the **ways** that the United States and the Soviet Union **fought** the Cold War.
- f. I will be able to analyze the **Long-Term Effects** of the Cold War on the **Political, Social, and Economic** realities of **Developed** and **Developing** Nations.

- g. I will be able to define and provide examples of “**Containment**” in action from 1945-1990.

Unit 15: The Affluent Era / The 1950s

Students analyze the economic boom and social transformation of post–World War II America.

Student Objectives:

- a. I will be able to describe the various **Economic Reasons** that revived the U.S. economy during the 1950s.
- b. I will be able to identify the causes of the **Fear of Communism** (i.e., McCarthyism) and the **Political, Social, and Cultural** results of this fear.
- c. I will be able to analyze the **Cultural and Social** push for **Conformity** of the 1950s. i.e. the Rise of **Television, Suburbia**, and the **Rejection** of that **Conformity**, i.e. **Rock ‘n Roll, Beatniks**.
- d. I will be able to describe President **Dwight Eisenhower’s Domestic Achievements** for the U.S. from 1952-1960.
- e. I will be able to recognize President Dwight Eisenhower’s **Cold War Views and Actions**.
- f. I will be able to assess the United States’ actions in **Southeast Asia**, the **Middle East**, and **Latin America** during the Eisenhower presidency.

Unit 16: Civil Rights

Students examine the origins, goals, key events, and accomplishments of Civil Rights movement in the United States, and important events and trends in the 1960s and 1970s.

Student Objectives:

- a. I will be able to examine the struggle for **School Desegregation**, including ***Brown v. Board of Education***, the **Little Rock Crisis**, and **University of Mississippi**.
- b. I will be able to discuss the concept of **Civil Disobedience** and **Martin Luther King’s Jr** philosophical underpinnings for the Civil Rights Movement.
- c. I will be able to examine the various actions Civil Rights activists used to protest segregation, including the **Montgomery Bus Boycott**, **The Freedom Rides**, **Sit-ins**, **Demonstrations**, **March on Washington**, and **Freedom Summer**.
- d. I will be able to understand the rise of the **Black Power Movement** and **Malcolm X’s** philosophy; compared to **MLK Jr’s** philosophy.
- e. I will be able to analyze the goals and impact of the **Civil Rights Legislation**, including the **Civil Rights Act of 1964** and **1968**, the **Voting Rights Act of 1965**, and the **24th Amendment**.

- f. I will be able to examine the evolution of the following Movements: **Women’s Rights, Native American Rights, Gay/Lesbian Rights,** and **Hispanic/Chicano Rights.**
- g. I will be able to analyze the **Opposition** to the Civil Rights Movement, such as the **Dixiecrats, White Citizens Councils,** and **White Supremacist Movements.**
- h. I will be able to describe the controversy surrounding **Affirmative Action,** such as the *Regents of the University of California v, Bakke.*

Unit 17: The 1960s and The Great Society

Describe President Kennedy’s New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority in the Space Race and Evaluate the impact of Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty.

Student Objectives:

- a. I will be able to discuss **John F. Kennedy’s** political rise and his “**New Frontier**” philosophy.
- b. I will be able to examine the **Major Foreign Crises** during JFK’s presidency and his **Response** to those crises and how it **Affected** the ongoing **Cold War.**
- c. I will be able to identify **Lyndon B. Johnson’s Great Society** philosophy and the **Legislation** that followed.
- d. I will be able to analyze the continued role of **American Involvement in Vietnam,** how and why Johnson **Increased Involvement,** and the **Declining Domestic Support** for the war.
- e. I will be able to discuss how LBJ’s Great Society programs illustrate the apex of **American Liberalism** and the beginnings of the **Conservative Ideology.**
- f. I will be able to identify the relationship between the **New Left, Counterculture Movement,** and **Anti-War Movement.**
- g. I will be able to recognize the significant events of **1968** and how they shaped American **Society** and **Politics** going into the 1970’s.

Unit 18: Vietnam and the Counterculture Movement

Present information, findings, and supporting evidence evaluating the impact of the Vietnam War on the home front, including the Anti-War movement, draft by lottery, and the role of television and the media and Interpret different points of view that reflect the rise of social activism and the counterculture, hippies, generation gap, and Woodstock.

Student Objectives:

- a. I will be able to identify the changes in U.S. involvement over the Thirty Year span of the war to include **Commitment of Troops,** the **Financial Commitment,** and **Integration** with other Foreign Policy objectives.

- b. I will be able to discuss the public responses to the war and how they changed over time in response to presidential **Strategies, Escalation, The Draft**, and the leak of the **Pentagon Papers**.
- c. I will be able to discuss **Nixon's Policies** toward Vietnam and the **Perspectives** of those for and against those policies.
- d. I will be able to identify and compare the perspectives of different kinds of people with relation to the war to include: **South Vietnamese Soldiers, Vietcong Soldiers, US Draftees, US Regular Army, Vietnamese Civilians, US College Students, US Housewives, LBJ and Nixon**. Some examples of these comparisons might be the **Domino Theory vs, Domestic Focus, "Babykillers"vs, Friendly/Deadly Enemies, Guerrilla Warfare vs, Agent Orange**.

Unit 19: The 1970s

Identify and explain significant achievements of the Nixon administration, including his appeal to the "silent majority" and his successes in foreign affairs and Identify and explain significant events of the Carter administration, including the Camp David Accords, the Panama Canal Treaty, poor economy, SALT treaties, and the Iran Hostage Crisis.

Student Objectives:

- a. I will be able to describe and evaluate the **retreat** away from the **Great Society** including Nixon's various **policies and legislation**.
- b. I will be able to assess and describe the conditions and factors that led to the **Conclusion** of American **Combat Operations** in Vietnam.
- c. I will be able to identify Nixon's policy of **Détente** and its effects on the ongoing Cold War.
- d. I will be able to understand and identify key aspects of the **Constitutional Crisis of Watergate** and the **Resignation** of President Richard Nixon.
- e. I will be able to identify the causes of the **Economic and Energy Crisis** of the 1970's including **Stagflation**.
- f. I will be able to evaluate the rise of and the success and failures, of President Jimmy Carter, including **Camp David Accords and Iran Crisis**.

Unit 20: The Rise of Conservatism (1980-1991)

Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, and the fall of communism in the Soviet Union.

Student Objectives:

- a. I will be able to understand and evaluate the **Political, Economic, and Social** causes that led to the 1980 presidential victory of **Ronald Reagan** and the **Republican Party**.

- b. I will be able to identify and describe the various groups that made up the “**Conservative Coalition**” of the 1980s and compare and contrast that coalition to today’s political landscape.
- c. I will be able to assess Ronald Reagan’s **Foreign Policies**, including **Beirut and Iran-Contra**, and his relations with the **Soviet union** and **Mikhail Gorbachev**.
- d. I will be able to describe **Social** and **Economic Theories** and **Policies** concerning the conservative view of the role of government in the 1980s. (Reaganomics)

Unit 21: The End of the Cold War/ and a Lone Superpower, the 1990’s

Describe the significant events in the foreign policy of the George H.W. Bush administration, including the invasion of Panama and the Gulf War.

Student Objectives:

- a. I will be able to identify the causes for the **Collapse of the Soviet Union** empire and the Satellite States in Eastern Europe.
- b. I will be able to discuss changes in **NATO** and assess the U.S. response to **International Crises** in the former **Yugoslavia, Persian Gulf, North Korea, Somalia, Rwanda, Tiananmen Square**, the fall of the **Berlin Wall**, and the end of **Apartheid**.
- c. I will be able to assess the success and failures of both **Domestic** and **Foreign Policies** of George H.W. Bush.
- d. I will be able to recognize the success and failures of both **Domestic** and **Foreign Policies** of William J. Clinton.
- e. I will be able to explain the rise and impact of the **Internet Explosion** on American Society and Economy.

Unit 22: Post 9/11

Describe the impact of the September 11, 2001 terrorist attack on the World Trade Center and Pentagon, including the response of President George W. Bush, the wars in Afghanistan and Iraq, and continuing efforts to combat terrorism globally.

Student Objectives:

- a. I will be able to assess the election of George W. Bush and his concept of **Compassionate Conservatism** and the **Bush Doctrine**.
- b. I will be able to discuss the impact of **9/11 Terror Attack** on American **Society, Politics, the Economy, and Foreign Policy**.
- c. I will be able to explain American involvement in the **Afghan War** including the role of the **Taliban** and **Osama bin Laden**.

- d. I will be able to assess the reasons for the U.S. **Invasion of Iraq** and the problems of occupation.
- e. I will be able to discuss the rise of **ISIS** and the creation of the **ISIS Caliphate** in Syria and Iraq, and the effectiveness of President **Obama's military policy** against ISIS.
- f. I will be able to explain the underlying reasons for the **Great Recession**, the resulting economic hardship endured by many Americans, and the governments response.
- g. I will be able to assess the significance of the **2008 election of Barak Obama** and the continuing racial tensions and debate in the United States.