

Grade 6

Skills

USII The student will apply history and social science skills to the content by **S.USII**

- a** 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 **S.USII.A**

 - b** applying geographic skills to determine and predict patterns and trends of people, places, and events **S.USII.B**

 - c** developing questions, enhancing curiosity, and engaging in critical thinking and analysis **S.USII.C**

 - d** integrating evidence to construct and analyze timelines, classify events, and distinguish fact from opinion **S.USII.D**

 - e** comparing and contrasting people, places, events, and historical and political perspectives **S.USII.E**

 - f** determining and explaining cause-and-effect relationships **S.USII.F**

 - g** using an economic decision-making model to analyze the costs and benefits and explain the incentives and consequences of a specific choice made in U.S. history **S.USII.G**

 - h** engaging and communicating as a civil and informed individual with persons with different perspectives **S.USII.H**

 - i** developing products that reflect an understanding of content **S.USII.I**
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Westward Expansion and Its Impact on Indigenous Peoples

- 1** The student will apply history and social science skills to examine westward expansion after the mid-19th century by **USII.1**

- a** explaining how technology allowed settlers to adapt to the physical features and climate of the West **USII.1.A**

- b** identifying the motivations for westward expansion **USII.1.B**

- c** examining the impact of policies, legislation, and treaties associated with the growth of the nation **USII.1.C**

d explaining the effect that the growth of the United States had on Indigenous peoples [USII.1.D](#)

Effects of Reconstruction

2 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 [USII.2](#)

a describing the impact of the assassination of Abraham Lincoln and the political aftermath of the Civil War [USII.2.A](#)

b analyzing the goals and effects of the Reconstruction Amendments, the Freedmen’s Bureau, and civil rights policies that changed the meaning of citizenship in the United States [USII.2.B](#)

c describing the legacies of Abraham Lincoln and the Gettysburg Address, Ulysses S. Grant, Robert E. Lee, Hiram Revels, and Frederick Douglass [USII.2.C](#)

d describing the role of Congress and the Supreme Court in Reconstruction plans and policies, including, but not limited to Lincoln’s Ten Percent Plan [USII.2.D](#)

e describing the role and motivations of 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 [USII.2.E](#)

f explaining how the 1876 presidential election led to the end of Reconstruction [USII.2.F](#)

Industrialization and Growth

3 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 [USII.3](#)

a explaining relationships among natural resources, transportation, and industrial development from 1865 [USII.3.A](#)

b 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 [USII.3.B](#)

c 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, women’s suffrage, and the temperance movement [USII.3.C](#)

d explaining the events, factors, and motivations that caused individuals and groups to migrate to the United States towards the end of the 19th century [USII.3.D](#)

e examining the cause-and-effect relationship between rapid population growth and city government services and infrastructure [USII.3.E](#)

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- f** explaining how governmental actions, including, but not limited to the Chinese Exclusion Act of 1882, caused harm to Chinese Americans and other immigrants [USII.3.F](#)
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- g** explaining how various groups worked to alleviate the issues facing new immigrants and how immigrants advocated for themselves [USII.3.G](#)
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- h** describing the technological advances and the broader impact of the 1893 Chicago World's Fair on America's rise as a world leader in innovation, business, and trade [USII.3.H](#)
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- 4** 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 [USII.4](#)
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- a** explaining the legacy of Theodore Roosevelt, including, but not limited to conservation contributions, progressivism, the building of the Panama Canal, and his role in the Spanish American War [USII.4.A](#)
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- b** explaining the reasons for and results of the Spanish-American War, including the Roosevelt Corollary to the Monroe Doctrine [USII.4.B](#)
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- c** analyzing the major causes and consequences of World War I and examining the roles of key leaders and groups [USII.4.C](#)
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- d** examining the evolution of warfare tactics and technology, including, but not limited to cavalry, air, submarine, chemical, trench warfare, and other technological advancements [USII.4.D](#)
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- e** explaining how the war was a catalyst for the United States gaining international power and expanded its sphere of international influence [USII.4.E](#)
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- f** examining how post-war sanctions and the failure of the League of Nations set the stage for World War II [USII.4.F](#)
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- 5** The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early 20th century by [USII.5](#)
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- a** 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 [USII.5.A](#)
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- b** examining how the rise of communism affected America, including, but not limited to the first Red Scare [USII.5.B](#)
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- c** describing the reasons for and impact of the Great Migration [USII.5.C](#)
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- d** describing the events and leaders that lead to prohibition, the Women's 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.5.D](#)

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- e** examining the art, literature, and music of the 1920s and 1930s, including, but not limited to the Roaring Twenties and the Harlem Renaissance [USII.5.E](#)

 - f** analyzing the causes of the Great Depression and the impact of the Dust Bowl on the lives of Americans [USII.5.F](#)

 - g** describing the features, effects, programs, and lasting institutions of Franklin D. Roosevelt’s New Deal [USII.5.G](#)

 - h** 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 [USII.5.H](#)

 - i** analyzing events and impacts of African American leaders in response to “Jim Crow,” including, but not limited to the formation of the NAACP, strikes, protests, the role of HBCUs, and the work of leaders like Booker T. Washington, W.E.B. DuBois, Mary White Ovington, Ida B. Wells-Barnett [USII.5.I](#)
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The Second World War and America’s Transformation

- 6** The student will apply history and social science skills to understand the major causes and events of World War II and the effects of America’s role by [USII.6](#)

- a** explaining the rise and spread of fascism and totalitarianism internationally and the policy of appeasement towards Nazi Germany [USII.6.A](#)

- b** explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor [USII.6.B](#)

- c** 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 [USII.6.C](#)

- d** 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.D](#)

- e** 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 [USII.6.E](#)

- f** identifying the roles and sacrifices of American armed forces, including prisoners of war, 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, Women's Army Auxiliary Corps, the Women Airforce Service Pilots, the Navajo Code Talkers, and the Bedford boys [USII.6.F](#)

g 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 [USII.6.G](#)

h 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 [USII.6.H](#)

i describing the events that led to the surrender of the Axis Powers and America's role in the Allied victory, including, but not limited to the Manhattan Project, as well as events that shaped post-war peace [USII.6.I](#)

The Cold War

7 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 [USII.7](#)

a explaining how key decisions and agreements, including, but not limited to the Atlantic Charter, formation of the United Nations, and NATO, established international allies [USII.7.A](#)

b describing the Marshall Plan's 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.B](#)

c describing the differences between communism and a democratic nation, including, but not limited to self-governance and economic philosophy [USII.7.C](#)

d 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 [USII.7.D](#)

e 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 [USII.7.E](#)

Late 20th–Early 21st Century

8 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 [USII.8](#)

a 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 [USII.8.A](#)

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- b** explaining the significance of urban renewal plans, including, but not limited to Jackson Ward in Richmond and Vinegar Hill in Charlottesville [USII.8.B](#)

 - c** examining key events of the 1960s and 1970s, including, but not limited to the Apollo Missions, the moon landing, assassinations, the women’s movement, the creation of public sector labor unions, Watergate and Nixon’s resignation, and the passing of the Clean Air Act and the Clean Water Act [USII.8.C](#)

 - d** describing the impact of the Baby Boom, the changing demographics of the United States, and the ending of the military draft [USII.8.D](#)

 - e** describing the protections and provisions of the Americans with Disabilities Act (ADA) [USII.8.E](#)

 - f** describing the similarities and differences between the objectives of the women’s movement of the early and mid-20th century [USII.8.F](#)

 - g** describing expanded educational and economic opportunities for military veterans, women, and minorities [USII.8.G](#)

 - h** 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 [USII.8.H](#)
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**Science and Technology
Since the Turn of the
Century**

- 9** The student will apply history and social science skills by [USII.9](#)

- a** studying the iterative and ongoing advancements in science and technology [USII.9.A](#)

- b** 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 [USII.9.B](#)