

American History
(United States History)

Social Studies
Curriculum Framework

Revised 2006

Course Title: American History (United States History)
 Course/Unit Credit: 1
 Course Number:
 Teacher Licensure: Secondary Social Studies

American History (United States History)

American History (United States History) examines time periods from the first European explorations of the Americas to present day. Political, military, scientific, economic, and social developments are covered in the historical overview. Students will analyze and interpret a variety of historical resources and use primary and secondary sources, maps, and pictorial and graphic evidence of historical events. This course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based/open-ended assessments with rubrics. American History (United States History) is required by the Standards for Accreditation and does not require Arkansas Department of Education approval.

Strand	Standards
Early United States	1. Students shall examine the causes and effects of migration patterns in the early history of North America.
	2. Students shall investigate the historical foundations of the United States government.
	3. Students shall investigate the causes and effects of war in the early history of the United States.
Reconstruction	4. Students shall analyze westward expansion in the United States since Reconstruction.
	5. Students shall evaluate the impact of social movements and reforms during Reconstruction.
Industrialization	6. Students shall investigate the impact of changing technology on economic development.
	7. Students shall evaluate the impact of immigration on society in the United States.
	8. Students shall analyze the rise of big business in the United States.
Populism	9. Students shall analyze the impact of westward migration during the <i>Gilded Age</i> .
	10. Students shall survey the impact of reform movements on social problems in the United States.
	11. Students shall examine the political ideas of the <i>Gilded Age</i> .
Imperialism	12. Students shall evaluate the territorial expansion of the United States during the late 19 th and early 20 th centuries.
	13. Students shall analyze the foreign policy of the United States during the early 20 th century.
<i>Progressivism</i>	14. Students shall evaluate the reforms of <i>progressivism</i> .
World in Conflict	15. Students shall examine the social, political, and economic changes during World War I.
	16. Students shall examine the social, political, and economic changes during the Jazz Age/Roaring Twenties.
	17. Students shall examine the social, political, and economic changes during the Great Depression.
	18. Students shall examine the social, political, and economic changes during World War II.
Contemporary United States	19. Students shall examine the changes encountered between the Cold War and the present.

Strand: Early United States

Content Standard 1: Students shall examine the causes and effects of migration patterns in the early history of North America.

EUS.1.AH.1	Evaluate the motivations for the exploration of the New World
EUS.1.AH.2	Compare and contrast the political, social, economic, and geographic motives for migration to the three colonial regions (e.g., New England, Middle, Southern)
EUS.1.AH.3	Trace the routes of early exploration in what was to become the United States
EUS.1.AH.4	Research economic development in the three colonial regions using primary and secondary sources
EUS.1.AH.5	Map the geographic similarities and differences among the three colonial regions
EUS.1.AH.6	Compare and contrast economic development in the three colonial regions
EUS.1.AH.7	Analyze different points of view regarding society, customs, and traditions in the three colonial regions
EUS.1.AH.8	Compare changes which occurred over time in the three colonial regions
EUS.1.AH.9	Explain how the concept of <i>Manifest Destiny</i> led to westward expansion: <ul style="list-style-type: none">• Louisiana Purchase• War of 1812• territorial expansion• annexation of Texas• impact on American Indians

Strand: Early United States

Content Standard 2: Students shall investigate the historical foundations of the United States government.

EUS.2.AH.1	Discuss the creation of the new national government: <ul style="list-style-type: none">• Articles of Confederation• Constitutional Convention• Bill of Rights
EUS.2.AH.2	Investigate the major governmental ideas established in the colonial and early national periods using primary and secondary source documents: <ul style="list-style-type: none">• Declaration of Independence• Northwest Ordinances• Federalist Papers• United States Constitution• Washington's Farewell Address

Strand: Early United States

Content Standard 3: Students shall investigate the causes and effects of war in the early history of the United States.

EUS.3.AH.1	Analyze the causes and effects of the American Revolution: <ul style="list-style-type: none">• political• social• economic• geographic
EUS.3.AH.2	Discuss the causes and effects of the Mexican-American War: <ul style="list-style-type: none">• political• social• economic• geographic
EUS.3.AH.3	Analyze the causes and effects of the Civil War: <ul style="list-style-type: none">• political• social• economic• geographic

Strand: Reconstruction

Content Standard 4: Students shall analyze westward expansion in the United States since Reconstruction.

R.4.AH.1	Examine the effect of the Homestead Act and the Morrill Land Grant Act on westward expansion
R.4.AH.2	Discuss the impact of the transcontinental railroad on the development of the West
R.4.AH.3	Compare and contrast competition between the farmers of the Great Plains and cattle ranchers: <ul style="list-style-type: none">• technology (e.g., John Deere, Cyrus McCormick, Joseph Glidden, dry farming)• cow towns• railheads• cowboys• range wars
R.4.AH.4	Analyze the advantages and disadvantages of the mining boom: <ul style="list-style-type: none">• impact on American Indians (e.g., work of Helen Hunt Jackson, Dawes Act, Indian Wars)• environmental impact• economic impact

Strand: Reconstruction

Content Standard 5: Students shall evaluate the impact of social movements and reforms during Reconstruction.

R.5AH.1	Chart the strengths and weaknesses of the various plans for Reconstruction (e.g., Ten-percent plan, Freedman's Bureau, Wade-Davis Bill)
R.5AH.2	Identify the significance of the Civil War Amendments: <ul style="list-style-type: none">• Thirteenth Amendment• Fourteenth Amendment• Fifteenth Amendment
R.5.AH.3	Research the effects of the Civil War Amendments during Reconstruction using primary source documents
R.5.AH.4	Examine the reasons for the impeachment of President Andrew Johnson
R.5.AH.5	Examine the reaction of United States citizens to civil rights in the late 1800s (e.g., sharecropping, the black codes, Jim Crow, <i>de facto</i> versus <i>de jure</i> segregation, <u>Plessy v. Ferguson</u> -1896, New South - Henry Grady)
R.5.AH.6	Explain how the election of 1876 and the Compromise of 1877 led to the end of Reconstruction
R.5.AH.7	Outline the successes and failures of Reconstruction

Strand: Industrialization

Content Standard 6: Students shall investigate the impact of changing technology on economic development.

IN.6.AH.1	Investigate the impact of emerging communication technology on economic development using primary and secondary source documents (e.g., telegraph, typewriter, telephone, photographic film)
IN.6.AH.2	Investigate the impact of emerging transportation technology on economic development using primary and secondary source documents (e.g., airplane, Pullman cars, mass production of the automobile)
IN.6.AH.3	Investigate the impact of emerging technology on urban development using primary and secondary source documents (e.g., steel, elevator, skyscraper, suspension bridges, mass transit)
IN.6.AH.4	Investigate the impact of emerging technology on industrial growth using primary and secondary source documents (e.g., electrification, refrigeration, hydraulic brakes, steel and oil industries)

Strand: Industrialization

Content Standard 7: Students shall evaluate the impact of immigration on society in the United States.

IN.7AH.1	Describe the purpose of Angel Island and Ellis Island
IN.7AH.2	Map the changing immigration patterns of the late 19 th and early 20 th centuries
IN.7.AH.3	Categorize the rise of <i>nativism</i> as a reaction to the changing immigration patterns of the late 19 th and early 20 th centuries: <ul style="list-style-type: none">• <i>assimilation</i>• public education• Chinese Exclusion Act• Gentlemen’s Agreement• Immigration Restriction League
IN.7.AH.4	Illustrate the changing immigration patterns from rural areas to urban areas in the late 19 th and early 20 th centuries
IN.7.AH.5	Research solutions to the problems that resulted from urban migration (e.g., housing, transportation, water, sanitation, crime, fire, poor working conditions)
IN.7.AH.6	Examine the role that immigrants played in the emergence of political machines (e.g., Tammany Hall)

Strand: Industrialization

Content Standard 8: Students shall analyze the rise of big business in the United States.

IN.8.AH.1	Compare and contrast the terms “ <i>captains of industry</i> ” and “ <i>robber barons</i> ”
IN.8.AH.2	Identify and analyze the contributions of important industrialists in the Post-Reconstruction era: <ul style="list-style-type: none">• Andrew Carnegie• George Pullman• John D. Rockefeller• J.P. Morgan• Cornelius Vanderbilt
IN.8.AH.3	Compare and contrast <i>vertical integration</i> and <i>horizontal integration</i>
IN.8.AH.4	Analyze new forms of business organization: <ul style="list-style-type: none">• <i>trusts</i>• <i>monopolies</i>• <i>pools</i>• <i>holding companies</i>
IN.8.AH.5	Describe the political and economic philosophy of <i>Social Darwinism</i> (e.g., Herbert Spencer, <i>laissez-faire economics</i>)
IN.8.AH.6	Compare and contrast the reaction of labor to the rise of big business: <ul style="list-style-type: none">• Knights of Labor• American Federation of Labor• International Workers of the World• American Railway Union• United Mine Workers

Strand: Populism

Content Standard 9: Students shall examine the impact of westward migration during the *Gilded Age*.

PO.9.AH.1	Identify the significance of the <i>Exodusters</i>
PO.9.AH.2	Analyze life on the Great Plains using primary and secondary sources (e.g., <i>soddies/dugouts</i> , weather, gender roles, medical care, education)
PO.9.AH.3	Discuss how frontier life altered the American image
PO.9.AH.4	Chart the transition of Oklahoma from Indian Territory to statehood
PO.9.AH.5	Discuss problems faced by farmers (e.g., bonanza farms, railroads, economic depression, overproduction)

Strand: Populism

Content Standard 10: Students shall survey the impact of reform movements on social problems in the United States.

PO.10.AH.1	Summarize the cooperative efforts of farmers in solving agricultural issues: <ul style="list-style-type: none">• grange• alliances
PO.10.AH.2	Discuss the rise and fall of the Populist Party: <ul style="list-style-type: none">• graduated income tax• Panic of 1893• election of 1896• free silver• railroad regulation

Strand: Populism

Content Standard 11: Students shall examine the political ideas of the *Gilded Age*.

PO.11.AH.1	Describe the rulings in the Supreme Court cases regulating industry: <ul style="list-style-type: none">• <u>Munn v. Illinois</u>• <u>Wabash v. Illinois</u>• <u>E.C. Knight Co. v. United States</u>• slaughterhouse cases
PO.11.AH.2	Discuss the merits of civil service reforms that resulted from the political corruption of the <i>Gilded Age</i> (e.g., <i>spoils system</i> , Pendleton Act, assassination of James Garfield)

Strand: Imperialism

Content Standard 12: Students shall evaluate the territorial expansion of the United States during the late 19th and early 20th centuries.

IM.12.AH.1	Identify the steps leading to the acquisition of Alaska and Hawaii
IM.12.AH.2	Describe the participation of the United States in the Spanish-American War leading to the creation of the United States as an imperial power: <ul style="list-style-type: none">• <i>Jingoism</i>• USS Maine• <i>yellow journalism</i>• Joseph Pulitzer• Teller Amendment• Cuba/Platt Amendment• Philippines• William McKinley
IM.12.AH.3	Describe the creation of the United States as an imperial power as viewed from multiple perspectives (e.g., Emilio Aguinaldo, Cuba, the Philippines, Queen Liliuokalani)
IM.12.AH.4	Analyze the steps which led to the construction of the Panama Canal (e.g., <i>gunboat diplomacy</i> , Panamanian Revolution)

Strand: Imperialism

Content Standard 13: Students shall analyze the foreign policy of the United States during the early 20th century.

IM.13.AH.1	Describe President Theodore Roosevelt's foreign policy: <ul style="list-style-type: none">• <i>Big Stick Diplomacy</i>• Great White Fleet• <i>Roosevelt Corollary</i>
IM.13.AH.2	Compare and contrast the <i>Dollar Diplomacy</i> of President William Howard Taft and the <i>Moral Diplomacy</i> of President Woodrow Wilson
IM.13.AH.3	Analyze the effects of the <i>Open Door Policy</i> on the relationship between the United States and China: <ul style="list-style-type: none">• Boxer Rebellion• John Hay• spheres of influence
IM.13.AH.4	Evaluate the social, political, economic, and geographic impact of the <i>Open Door Policy</i>
IM.13.AH.5	Examine the relationship between the United States and its Latin-American neighbors (e.g., Pancho Villa, John Pershing, ABC Conference)

Strand: *Progressivism*

Content Standard 14: Students shall evaluate the reforms of *progressivism*.

PR.14.AH.1	Analyze the effectiveness of the <i>muckrakers</i> on reforming American society: <ul style="list-style-type: none"> • social reform • educational reform • political reform • economic reform
PR.14.AH.2	Examine the <i>Social Gospel Movement</i> and its influence on society (e.g., <i>settlement house</i> , Jane Addams, William Glidden)
PR.14.AH.3	Evaluate the use of photo-journalism in affecting urban social reform (e.g., Lewis Hine, Jacob Riis, Keating Owen Act of 1916, Fair Labor Standards Act of 1938)
PR.14.AH.4	Research the women’s rights struggle from the 1840s through the <i>Progressive Era</i> : <ul style="list-style-type: none"> • Seneca Falls Convention • National American Women Suffrage Association • National Association of Colored Women • Nineteenth Amendment
PR.14.AH.5	Investigate the contributions of Theodore Roosevelt’s administration in establishing conservation of natural resources: <ul style="list-style-type: none"> • John Muir • Gifford Pinchot
PR.14.AH.6	Discuss Woodrow Wilson’s <i>New Freedom</i> in regard to monetary and fiscal change: <ul style="list-style-type: none"> • Underwood Tariff of 1913 • Federal Reserve Act of 1913
PR.14.AH.7	Evaluate Robert La Follette’s <i>Wisconsin Idea</i> in regard to political reform: <ul style="list-style-type: none"> • <i>initiative</i> • <i>referendum</i> • <i>recall</i> • <i>direct primary</i>

Strand: *Progressivism*

Content Standard 14: Students shall evaluate the reforms of *progressivism*.

PR.14.AH.8	Compare and contrast the political views of Booker T. Washington and W.E.B. Du Bois: <ul style="list-style-type: none">• Atlanta Compromise• <i>Niagara Movement</i>• Tuskegee Institute• National Association for the Advancement of Colored People
PR.14.AH.9	Analyze the progression of government regulation of business: <ul style="list-style-type: none">• Interstate Commerce Act• Sherman Anti-trust Act• Clayton Anti-trust Act• Federal Trade Commission Act
PR.14.AH.10	Investigate Theodore Roosevelt's <i>Square Deal</i> policies which increased presidential powers [e.g., <i>trust busting</i> , 1902 coal strike, railroad regulation (Elkins Act/Hepburn Act), Meat Inspection Act, Pure Food and Drug Act, conservation]
PR.14.AH.11	Analyze the effects of the Sixteenth, Seventeenth, and Eighteenth Amendments
PR.14.AH.12	Examine the effects of the 1912 presidential election

Strand: World in Conflict

Content Standard 15: Students shall examine social, political, and economic changes during World War I.

WC.15.AH.1	Analyze the causes of World War I: <ul style="list-style-type: none">• <i>imperialism</i>• <i>nationalism</i>• <i>militarism</i>• <i>alliances</i>
WC.15.AH.2	Identify the steps leading to the entrance of the United States into World War I (e.g., Lusitania, Sussex Pledge, Zimmerman Telegram)
WC.15.AH.3	Discuss the contributions of the United States to the Allies in World War I
WC.15.AH.4	Investigate mobilization on the home front during World War I: <ul style="list-style-type: none">• Selective Service Act• Food Administration• Fuel Administration• War Industries Board• Committee on Public Information
WC.15.AH.5	Debate freedom of speech versus national security (e.g., Espionage and Sedition Act , <u>Schenck v. United States</u> , public opposition to the war)
WC.15.AH.6	Examine the Treaty of Versailles: <ul style="list-style-type: none">• Wilson's Fourteen Points• ratification debate

Strand: World in Conflict

Content Standard 16: Students shall examine social, political, and economic changes during the Jazz Age/Roaring Twenties.

WC.16.AH.1	Investigate the sources of national fear and violence in post World War I (e.g., <i>Xenophobia/Nativism, Communism, Red Scare</i> /Palmer Raids, <i>Anarchists/Sacco and Vanzetti</i> , Ku Klux Klan, Emergency Quota Act of 1921, labor strikes)
WC.16.AH.2	Evaluate the artistic, literary, and social movements of the 1920s, which changed society (e.g., Harlem Renaissance, Lost Generation, jazz culture, <i>Ash Can School</i> , United Negro Improvement Association)
WC.16.AH.3	Analyze the domestic policies of Presidents Warren G. Harding, Calvin Coolidge, and Herbert Hoover

Strand: World in Conflict

Content Standard 17: Students shall examine social, political, and economic changes during the Great Depression.

WC.17.AH.1	Examine the causes and effects of the Dust Bowl on agriculture and migration patterns
WC.17AH.2	Analyze the national and global causes and effects of the Great Depression
WC.17.AH.3	Discuss President Herbert Hoover's policies in dealing with the Great Depression
WC.17.AH.4	Evaluate President Franklin D. Roosevelt's New Deal including the long term effects (e.g., growth of federal power/bureaucracy, Tennessee Valley Authority, social security, minimum wage)

Strand: World in Conflict

Content Standard 18: Students shall examine social, political, and economic changes during World War II.

WC.18.AH.1	Discuss the isolationist policies of the United States prior to entry into World War II
WC.18.AH.2	Summarize Japanese motives for attacking Pearl Harbor
WC.18.AH.3	Describe the United States' mobilization for war on the home front: <ul style="list-style-type: none"> • War Production Board • roles of women • war bonds • Selective Service Act • Office of Price Administration • roles of African Americans
WC.18.AH.4	Evaluate the effects of the forced relocation of Japanese Americans including the Arkansas connection: <ul style="list-style-type: none"> • internment camps (Jerome and Rohwer) • <u>Korematsu v. United States</u>
WC.18.AH.5	Evaluate the military contribution of minorities in World War II: <ul style="list-style-type: none"> • Tuskegee Airmen • Navajo Code Talkers • 442nd Regimental Combat Team
WC.18.AH.6	Investigate the contributions of technology and science during World War II (e.g., Office of Scientific Research and Development, Manhattan Project, blood plasma, penicillin, radar, semiconductors, synthetic materials, freeze-dried food)
WC.18.AH.7	Analyze President Harry S. Truman's decision to use atomic weapons against Japan
WC.18.AH.8	Investigate the effects of World War II on population shifts, economic gains, and social adjustments during the post-war period (e.g., defense industry towns, African American migration, farmer prosperity, employment of women, baby boom, juvenile delinquency, G.I. Bill of Rights)
WC.18.AH.9	Examine racial conflicts in the World War II period

Strand: Contemporary United States

Content Standard 19: Students shall examine the changes encountered between the Cold War and the present.

CUS.19.AH.1	Investigate the origins of the Cold War (e.g., Yalta Conference, division of Europe, United Nations, Truman Doctrine, Marshall Plan, Berlin Crisis)
CUS.19.AH.2	Discuss the influence of <i>McCarthyism</i> on American society and politics
CUS.19.AH.3	Examine the increase in bureaucracy as a result of the Cold War: <ul style="list-style-type: none">• National Security Act of 1947• Interstate Highway Act of 1957
CUS.19.AH.4	Examine the development of international alliances as a result of the Cold War: <ul style="list-style-type: none">• North Atlantic Treaty Organization• Warsaw Pact
CUS.19.AH.5	Discuss the impact of the space race on relations between the United States and the Soviet Union
CUS.19.AH.6	Investigate civil rights issues affecting the following groups: <ul style="list-style-type: none">• African Americans• American Indians• Asian Americans• Hispanic Americans• women
CUS.19.AH.7	Investigate the role of the United States in global conflicts: <ul style="list-style-type: none">• Korean Conflict• Vietnam Conflict• Operation Desert Shield/Storm
CUS.19.AH.8	Examine the cultural and technological changes in American society that began in the 1950s using primary and secondary sources
CUS.19.AH.9	Compare and contrast the policies of the <i>New Frontier</i> and the <i>Great Society</i>

Strand: Contemporary United States

Content Standard 19: Students shall examine the changes encountered between the Cold War and the present.

CUS.19.AH.10	Discuss the political and social results of <i>Watergate</i>
CUS.19.AH.11	Compare and contrast the domestic and foreign policies of United States presidents from Richard Nixon to the present
CUS.19.AH.12	Recognize current issues in immigration and ethnic diversity
CUS.19.AH.13	Investigate the effects of the September 11, 2001, terrorist attack on the United States: <ul style="list-style-type: none">• Department of Homeland Security• Patriot Act• Transportation Security Act• Operation Enduring Freedom

Appendix

Glossary for American History (United States History)

Ash Can School	A group of early twentieth-century American artists who often painted pictures of New York city life
Alliance	A formal agreement or treaty between two or more nations to cooperate for specific purposes
Anarchist	Person who opposes organized government
Assimilation	To absorb or adapt another culture
Big Stick diplomacy	The catch-phrase for describing U.S. President Theodore Roosevelt's corollary to the Monroe Doctrine, which stated that the United States should assume international police power in the Western Hemisphere
Captains of Industry	A business leader whose means of amassing a personal fortune contributes positively to the country in some way
Communism	Authoritarian socialism; economic and political system in which governments own the means of production and control economic planning
De facto segregation	Segregation in practice
De jure segregation	Segregation by law
Direct primary	A preliminary election in which a party's candidates for public office are nominated by direct vote of the people
Dollar diplomacy	President Taft's policy of using the nation's economic power to exert influence over countries
Dugouts	Dwellings dug out of the side of hills by settlers on the Great Plains
Exodusters	African-Americans who moved west following the Civil War
Gilded Age	A term coined by Mark Twain and Charles Dudley Warner, which came to represent the greed and self-indulgence of the period from the 1870s to the 1890s
Great Society	President Lyndon B. Johnson's program to reduce poverty and racial injustice and to promote a better quality of life in the United States
Gunboat diplomacy	Diplomatic relations involving the use or threat of military force, especially by a powerful nation against a weaker one
Holding company	A company which exists to hold stock in other companies thus controlling the production of certain commodities without actually manufacturing them
Horizontal integration	Expansion in one area of production
Imperialism	Policy of powerful countries seeking to control the economic and political affairs of weaker countries or regions
Initiative	Process by which voters can put a bill directly before the state legislature
Jingoism	A term describing chauvinistic patriotism, usually with a hawkish political stance
Laissez faire economics	An idea that government should play as small a role as possible in economic affairs
Manifest Destiny	A belief during the nineteenth century that Americans had the right to spread across the continent
McCarthyism	A term describing a period of intense anti-Communist suspicion in the United States that lasted roughly from the late 1940s to the late 1950s
Militarism	Glorification of armed strength
Monopoly	Company that completely controls the market of a certain industry
Moral diplomacy	President Wilson's policy of condemning imperialism, spreading democracy, and promoting peace
Muckrakers	Journalists who exposed corruption and other problems of the late 1800's and early 1900's

Nationalism	Ideology that holds that a nation is the fundamental unit for human social life and takes precedence over any other social and political principles
Nativism	The policy of protecting the interests of native inhabitants against those of immigrants
New Freedom	President Woodrow Wilson's program to continue progressive reforms
New Frontier	President John F. Kennedy's legislative program, which included proposals to provide medical care for the elderly, to rebuild blighted urban area, to aid education, to bolster the national defense, to increase international aid, and to expand the space program
Niagara movement	A forerunner of the National Association for the Advancement of Colored People (NAACP)
Open door policy	Policy issued by Secretary of State John Hay in 1899 that allowed a nation to trade in any other nation's sphere of influence in China
Pool	Method of ending competition used by railroads and other businesses in the late 1800s by dividing businesses in an area and raising prices to a high level
Progressive era	A period of reform, which lasted from the 1890s until the entrance of the United States into World War I
Progressivism	Refers to a variety of political philosophies that promote what they see as progress or positive social change
Recall	Process by which voters can remove an elected official from office
Red Scare	Fear of communist take over of the United States Government following World War I and World War II
Referendum	Process by which people vote directly on a bill
Robber Barons	A term used to refer to any businessman or banker, who is perceived to have used questionable business practices in order to become powerful or wealthy
Roosevelt Corollary	A statement by Theodore Roosevelt that the United States had a right to intervene in Latin America to preserve law and order
Settlement house	A community center organized in the late 1800's to offer services to the poor
Social Darwinism	A theory proposed by Herbert Spencer that applied Charles Darwin's theory to society to explain inequality
Social Gospel Movement	Movement within American Protestantism in late 1800's that attempted to apply Biblical teachings to society's problems
Soddies	Dwellings used by Great Plains settlers constructed out of sod
Spoils System	A practice used by winning candidates to reward their supporters with government jobs
Square Deal	Theodore Roosevelt's campaign promise that all groups would have an equal opportunity to succeed
Trust	A group of corporations run by a single board of directors
Trust busting	Government activities designed to break up trusts or monopolies
Vertical integration	Practice in which a single manufacturer controls all of the steps used to change raw materials into finished products
Watergate	A scandal arising from the Nixon administration attempt to cover up its involvement in the 1972 break-in at the Democratic National Committee headquarters in the Watergate apartment complex
Wisconsin Idea	The use of experts and scientific research to produce reforms; attributed to Wisconsin as the first state to do this under the leadership of Governor Robert la Follette
Xenophobia	An unreasonable fear or hatred of foreigners
Yellow journalism	News reporting, often biased or untrue, that relies on sensational stories and headlines; attributed to Joseph Pulitzer and William Randolph Hearst as leaders in the field