**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Dates Taught** | | | | **Notes** |
| **Immigration, Industrialization, Progressives (#1)** | | | | | |
| **USH-II-1:** Explore the United States’ recovery from the period of the civil War and Reconstruction. |  |  |  |  |  |
| **USH-II-2:** Immigration and rapid industrialization wen hand-in-hand as the country became more mechanized in all areas of production. |  |  |  |  |  |
| **USH-II-3:** Immigrants coming into the country fed the industrial machine by providing a cheap labor force for the rapid growth of the United States as a modern nation. |  |  |  |  |  |
| **USH-II-4:** Massive immigration and internal migration coupled with massive industrialization led to a need for reforms. |  |  |  |  |  |
| **USH-II-5:** Examine how the cost paid by the immigrant workers in the factories to fuel this rapid growth drew the attention of social activists and led to progressive reforms at all levels of government. |  |  |  |  |  |
| **Ideas:** rise of big business |  |  |  |  |  |
| monetary policies |  |  |  |  |  |
| citizenship legislation |  |  |  |  |  |
| progressive reforms |  |  |  |  |  |
| political machines |  |  |  |  |  |
| **People/Roles:** muckrakers |  |  |  |  |  |
| robber Barons/Captain of Industry |  |  |  |  |  |
| Populists |  |  |  |  |  |
| Progressives |  |  |  |  |  |
| Andrew Carnegie |  |  |  |  |  |
| John D. Rockefeller |  |  |  |  |  |
| Cornelius Vanderbilt |  |  |  |  |  |
| Booker T. Washington |  |  |  |  |  |
| W. E. B. DuBois |  |  |  |  |  |
| Marcus Garvey |  |  |  |  |  |
| Charles Eastman |  |  |  |  |  |

**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Dates Taught** | | | | **Notes** |
| **Immigration, Industrialization, Progressives (#2)** | | | | | |
| **Places/Institutions:** |  |  |  |  |  |
| Haymarket Riot |  |  |  |  |  |
| Homestead Strike |  |  |  |  |  |
| Ellis Island |  |  |  |  |  |
| Angel Island |  |  |  |  |  |
| Triangle Shirtwaist Factory |  |  |  |  |  |
| **Events:** |  |  |  |  |  |
| unionization (AFL, Knights of Labor) |  |  |  |  |  |
| movement from rural to urban |  |  |  |  |  |
| Pendleton Act |  |  |  |  |  |
| *The Jungle* |  |  |  |  |  |
| 16th, 17th, 18th, and 19th Amendments |  |  |  |  |  |
| Niagara Movement |  |  |  |  |  |
| creation of the National Association for the Advancement of Colored People (NAACP) |  |  |  |  |  |

**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Dates Taught** | | | | **Notes** |
| **Expansion and Imperialism** | | | | | |
| **USH-EI-1:** Analyze the events and circumstances that start the United States on the road to becoming a foreign power. |  |  |  |  |  |
| **USH-EI-2:** Examine how the United States’ efforts at globalization led to conflict in the Philippines, Cuba, Puerto Rico, and the building of the Panama Canal. |  |  |  |  |  |
| **USH-EI-3:** Evaluate the motives behind the acquisition of the Hawaiian Islands as a territory of the United States. |  |  |  |  |  |
| **Ideas:** yellow journalism |  |  |  |  |  |
| Open Door Policy |  |  |  |  |  |
| spheres of influence |  |  |  |  |  |
| Latin America interventions |  |  |  |  |  |
| motives for imperialism |  |  |  |  |  |
| legacy of imperialism |  |  |  |  |  |
| **People/Roles:** Alfred T. Mahan |  |  |  |  |  |
| Matthew Perry |  |  |  |  |  |
| Frederick J. Turner |  |  |  |  |  |
| Emilio Aguinaldo |  |  |  |  |  |
| Theodore Roosevelt |  |  |  |  |  |
| William Randolph Hearst |  |  |  |  |  |
| William Seward |  |  |  |  |  |
| George Dewey |  |  |  |  |  |
| William Taft |  |  |  |  |  |
| Pancho Villa |  |  |  |  |  |
| **Places/Institutions:** Cuba |  |  |  |  |  |
| China |  |  |  |  |  |
| Latin America |  |  |  |  |  |
| Philippines |  |  |  |  |  |
| Guam |  |  |  |  |  |
| Puerto Rico |  |  |  |  |  |
| **Events:** Panama Canal |  |  |  |  |  |
| Russo-Japanese War |  |  |  |  |  |
| Great White Fleet |  |  |  |  |  |
| annexation of Hawaii |  |  |  |  |  |
| 1898 Treaty of Paris |  |  |  |  |  |

**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Dates Taught** | | | | **Notes** |
| **World War I and the Roaring 20s (#1)** | | | | | |
| **USH-WWI-1:** Trace the chain of events as the entire world erupted into its first global conflict of the 20th century in the summer of 1914. |  |  |  |  |  |
| **USH-WWI-2:** Focus on the role of the United States as it is eventually drawn into the conflict and sends its own off to save *the world for democracy*. |  |  |  |  |  |
| **USH-WWI-3:** Examine the effects of the war as United States’ troops return from the war to find democracy challenged in the United States, leading to riots in 1919, the Palmer Raids, the Red Scare of the early 1920s, and the growth of hate organizations such as the Ku Klux Klan. |  |  |  |  |  |
| **USH-WWI-4:** Examine other changes to American society, including a growth of consumerism that led to economic growth and prosperity. |  |  |  |  |  |
| **Ideas:** |  |  |  |  |  |
| causes of World War I |  |  |  |  |  |
| war strategies and technological developments |  |  |  |  |  |
| Selective Service Act |  |  |  |  |  |
| home front during war |  |  |  |  |  |
| Harlem Renaissance |  |  |  |  |  |
| consumer revolution |  |  |  |  |  |
| immigration legislation |  |  |  |  |  |
| organized crime |  |  |  |  |  |
| entertainment of the 20s |  |  |  |  |  |
| pro-business economic policies |  |  |  |  |  |
| women’s suffrage |  |  |  |  |  |

**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Dates Taught** | | | | **Notes** |
| **World War I and the Roaring 20s (#2)** | | | | | |
| **People/Roles:** |  |  |  |  |  |
| John. J. Pershing |  |  |  |  |  |
| Woodrow Wilson |  |  |  |  |  |
| George Creel |  |  |  |  |  |
| Big Four |  |  |  |  |  |
| Langston Hughes |  |  |  |  |  |
| Louis Armstrong |  |  |  |  |  |
| Calvin Coolidge |  |  |  |  |  |
| Warren G. Harding |  |  |  |  |  |
| Ku Klux Klan (KKK) |  |  |  |  |  |
| **Places/Institutions:** |  |  |  |  |  |
| Belgium |  |  |  |  |  |
| Germany |  |  |  |  |  |
| Versailles |  |  |  |  |  |
| France |  |  |  |  |  |
| Great Britain |  |  |  |  |  |
| Austria-Hungary |  |  |  |  |  |
| Russia/USSR |  |  |  |  |  |
| Balkans |  |  |  |  |  |
| Eastern and Western Fronts |  |  |  |  |  |
| **Events:** |  |  |  |  |  |
| Lustiana |  |  |  |  |  |
| Zimmerman Telegram |  |  |  |  |  |
| Kellogg-Briand Act |  |  |  |  |  |
| Espionage and Sedition Acts |  |  |  |  |  |
| Great Migration |  |  |  |  |  |
| the Treaty of Versailles and League of Nations |  |  |  |  |  |
| flu epidemic |  |  |  |  |  |
| Palmer raids |  |  |  |  |  |
| Scopes Trial |  |  |  |  |  |

**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Dates Taught** | | | | **Notes** |
| **Great Depression, New Deal (#1)** | | | | | |
| **USH-GD-1:** Examine how the Great Depression was ushered in by the stock market collapse in the fall of 1929. |  |  |  |  |  |
| **USH-GD-2:** The election of 1932 and Franklin Delano Roosevelt’s administration seemed to provide hope through his New Deal programs. |  |  |  |  |  |
| **USH-GD-3:** Examine the range of potential solutions to the growing economic problems of the United States during the 1930s, including those compounded by the environmental disaster of the Dust Bowl. |  |  |  |  |  |
| **USH-GD-4:** Evaluate the effectiveness of the New Deal programs over time, including their effects on various minority groups in the United States. |  |  |  |  |  |
| **Ideas:** |  |  |  |  |  |
| causes of the Great Depression |  |  |  |  |  |
| growing roles of women and African Americans |  |  |  |  |  |
| entertainment in daily life |  |  |  |  |  |
| Hoover’s reaction to the Great Depression |  |  |  |  |  |
| First and Second New Deals |  |  |  |  |  |
| effects of New Deal Programs |  |  |  |  |  |

**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Dates Taught** | | | | **Notes** |
| **Great Depression, New Deal (#2)** | | | | | |
| **People/Roles:** |  |  |  |  |  |
| Herbert Hoover |  |  |  |  |  |
| Franklin Roosevelt |  |  |  |  |  |
| Frances Perkins |  |  |  |  |  |
| Huey Long |  |  |  |  |  |
| Dorothea Lange |  |  |  |  |  |
| Eleanor Roosevelt |  |  |  |  |  |
| Francis Townsend |  |  |  |  |  |
| Father Coughlin |  |  |  |  |  |
| Alf Landon |  |  |  |  |  |
| John Steinbeck |  |  |  |  |  |
| Aaron Douglas |  |  |  |  |  |
| **Places/Institutions:** |  |  |  |  |  |
| Wall Street |  |  |  |  |  |
| Hoovervilles |  |  |  |  |  |
| Kansas |  |  |  |  |  |
| Oklahoma |  |  |  |  |  |
| Texas panhandle |  |  |  |  |  |
| California |  |  |  |  |  |
| Harlem |  |  |  |  |  |
| **Events:** |  |  |  |  |  |
| Stock Market Crash |  |  |  |  |  |
| Hawley-Smoot Tariff |  |  |  |  |  |
| Dust bowl |  |  |  |  |  |
| bank runs |  |  |  |  |  |
| Bonus Army |  |  |  |  |  |
| fireside chats |  |  |  |  |  |
| First 100 days |  |  |  |  |  |

**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Dates Taught** | | | | **Notes** |
| **World War II and the Aftermath (#1)** | | | | | |
| **USH-WWI-1:** Examine the response of the United States to the growing tensions in Europe during the 1930s. |  |  |  |  |  |
| **USH-WWI-2:** While WW II started in September 1939 when Germany invaded Poland, the United states did not enter the war until after the Japanese attack on Pearl Harbor in 1941. |  |  |  |  |  |
| **USH-WWI-3:** Trace the rapid growth of the United States’ war machine as it used the mechanization skills perfected in the previous quarter century. |  |  |  |  |  |
| **USH-WWI-4:** Analyze the impact of the war on the home front and on the treatment of minorities. |  |  |  |  |  |
| **USH-WWI-5:** Examine how the United States emerged from World War II as a world power and how the stage for future conflict with the Soviet Union was set in the waning days of the war. |  |  |  |  |  |
| **Ideas:** |  |  |  |  |  |
| causes of World War II |  |  |  |  |  |
| changes on the home front |  |  |  |  |  |
| treatment of minorities (Zoot Suit Riots, etc.) |  |  |  |  |  |
| appeasement policy |  |  |  |  |  |
| Four Freedoms |  |  |  |  |  |
| isolationism to intervention |  |  |  |  |  |

**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Dates Taught** | | | | **Notes** |
| **World War II and the Aftermath (#2)** | | | | | |
| **People/Roles:** |  |  |  |  |  |
| Franklin Roosevelt |  |  |  |  |  |
| Harry Truman |  |  |  |  |  |
| Adolf Hitler |  |  |  |  |  |
| Joseph Stalin |  |  |  |  |  |
| Benito Mussolini |  |  |  |  |  |
| Winston Churchill |  |  |  |  |  |
| General Eisenhower |  |  |  |  |  |
| Douglas MacArthur |  |  |  |  |  |
| Tuskegee Airmen |  |  |  |  |  |
| Albert Einstein |  |  |  |  |  |
| 1. Philip Randolph |  |  |  |  |  |
| Emperor Hirohito |  |  |  |  |  |
| Hideki Tojo |  |  |  |  |  |
| Chiang Kai Shek |  |  |  |  |  |
| **Places/Institutions:** |  |  |  |  |  |
| theaters of war |  |  |  |  |  |
| Midway |  |  |  |  |  |
| Stalingrad |  |  |  |  |  |
| Normandy |  |  |  |  |  |
| Poland |  |  |  |  |  |
| map changes post-World War II |  |  |  |  |  |
| Pearl Harbor |  |  |  |  |  |
| Berlin |  |  |  |  |  |
| **Events:** |  |  |  |  |  |
| Nuremburg Trials |  |  |  |  |  |
| creation of the United Nations (UN) |  |  |  |  |  |
| holocaust and genocide |  |  |  |  |  |
| Yalta Conference |  |  |  |  |  |
| Geneva Convention |  |  |  |  |  |

**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Dates Taught** | | | | **Notes** |
| **Cold War Conflicts (#1)** | | | | | |
| **USH-CW-1:** Examine the impact of Cold War tensions on the politics, society, and economics of the united States in the decades following World War II. |  |  |  |  |  |
| **USH-CW-2:** Analyze the United States government’s response to the spread of communism at home and in other parts of the world, both in political and military decisions. |  |  |  |  |  |
| **USH-CW-3:** Evaluate the impact of the Cold War on the cultural fabric of the United States during the 1950s and 1960s. |  |  |  |  |  |
| **USH-CW-4:** As the Vietnam War dragged on through the 1960s, conflict within the United States grew. Examine the causes and effects of those conflicts. |  |  |  |  |  |
| **Ideas:** |  |  |  |  |  |
| rise of the superpowers |  |  |  |  |  |
| containment |  |  |  |  |  |
| Marshal Plan |  |  |  |  |  |
| arms race |  |  |  |  |  |
| United Nations |  |  |  |  |  |
| 1950s consumerism |  |  |  |  |  |
| Red Scare |  |  |  |  |  |
| Cold War alliances |  |  |  |  |  |
| Domino Theory |  |  |  |  |  |
| space race |  |  |  |  |  |
| Vietnamization |  |  |  |  |  |
| **People/Roles:** |  |  |  |  |  |
| Joseph Stalin |  |  |  |  |  |
| Nikita Khrushchev |  |  |  |  |  |
| John Kennedy |  |  |  |  |  |
| Harry Truman |  |  |  |  |  |
| Dwight Eisenhower |  |  |  |  |  |
| Fidel Castro |  |  |  |  |  |
| Robert Kennedy |  |  |  |  |  |

**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Dates Taught** | | | | **Notes** |
| **Cold War Conflicts (#2)** | | | | | |
| **People/Roles:** |  |  |  |  |  |
| George C. Marshall |  |  |  |  |  |
| Douglas Mac Arthur |  |  |  |  |  |
| Joseph McCarthy |  |  |  |  |  |
| Ho Chi Minh |  |  |  |  |  |
| William Westmoreland |  |  |  |  |  |
| Robert McNamara |  |  |  |  |  |
| Lyndon Johnson |  |  |  |  |  |
| **Places/Institutions:** |  |  |  |  |  |
| East/West Berlin |  |  |  |  |  |
| Korea |  |  |  |  |  |
| China |  |  |  |  |  |
| Cuba |  |  |  |  |  |
| Turkey |  |  |  |  |  |
| Iron Curtain |  |  |  |  |  |
| Dien Bien Phu |  |  |  |  |  |
| Vietnam |  |  |  |  |  |
| Laos |  |  |  |  |  |
| Cambodia |  |  |  |  |  |
| Hanoi |  |  |  |  |  |
| Saigon |  |  |  |  |  |
| My Lai |  |  |  |  |  |
| **Events:** |  |  |  |  |  |
| Cuban Missile Crisis |  |  |  |  |  |
| Bay of Pigs |  |  |  |  |  |
| Berlin Airlift |  |  |  |  |  |
| Suez Crisis |  |  |  |  |  |
| Sputnik |  |  |  |  |  |
| SALT Treaty |  |  |  |  |  |
| Nixon’s resignation |  |  |  |  |  |
| Geneva Accords |  |  |  |  |  |
| Tet Offensive |  |  |  |  |  |
| Kent State |  |  |  |  |  |

**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Dates Taught** | | | | **Notes** |
| **Civil Rights, Social Change (#1)** | | | | | |
| **USH-CR-1:** Race issues have been a part of the American history landscape since the nation’s beginnings. |  |  |  |  |  |
| **USH-CR-2:** The second half of the 20th century saw dramatic changes in how Americans perceived race relations and the concept of equality. |  |  |  |  |  |
| **USH-CR-3:** Compare and contrast the role of the many different groups who took an active stance against discrimination in all parts of American society, including economic, political, and social injustice. |  |  |  |  |  |
| **USH-CR-4:** Examine the social change that takes place as a result of community, executive, legislative and/or judicial actions that impact equality in everyday life in the United States. |  |  |  |  |  |
| **Ideas:** |  |  |  |  |  |
| integration |  |  |  |  |  |
| desegregation |  |  |  |  |  |
| economic equality |  |  |  |  |  |
| nonviolent protest |  |  |  |  |  |
| student activists |  |  |  |  |  |
| sit-ins |  |  |  |  |  |
| Freedom Riders |  |  |  |  |  |
| counter culture |  |  |  |  |  |
| National Organization of Women (NOW) |  |  |  |  |  |
| Great Society |  |  |  |  |  |
| **People/Roles:** |  |  |  |  |  |
| Martin Luther King, Jr. |  |  |  |  |  |
| Malcolm X |  |  |  |  |  |
| Cesar Chavez |  |  |  |  |  |
| Delores Huerta |  |  |  |  |  |
| Rosa Parks |  |  |  |  |  |
| Thurgood Marshall |  |  |  |  |  |

**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Dates Taught** | | | | **Notes** |
| **Civil Rights, Social Change (#2)** | | | | | |
| **People/Roles:** |  |  |  |  |  |
| James Meredith |  |  |  |  |  |
| Medgar Evers |  |  |  |  |  |
| George Wallace |  |  |  |  |  |
| Orval Faubus |  |  |  |  |  |
| Black Panthers |  |  |  |  |  |
| Stokely Carmichael |  |  |  |  |  |
| Jackie Robinson |  |  |  |  |  |
| Leonard Peltier |  |  |  |  |  |
| Fannie Lou Hamer |  |  |  |  |  |
| Rachel Carson |  |  |  |  |  |
| Phyllis Schlafly |  |  |  |  |  |
| Betty Friedan |  |  |  |  |  |
| Ralph Nader |  |  |  |  |  |
| **Places/Institutions:** |  |  |  |  |  |
| Birmingham |  |  |  |  |  |
| Little Rock |  |  |  |  |  |
| Montgomery |  |  |  |  |  |
| Memphis |  |  |  |  |  |
| Greensboro |  |  |  |  |  |
| Pine Ridge Indian Reservation |  |  |  |  |  |
| Haight-Asbury |  |  |  |  |  |
| Three Mile Island |  |  |  |  |  |
| **Events:** |  |  |  |  |  |
| *Brown v. Topeka Board of Education* |  |  |  |  |  |
| Montgomery Bus Boycott |  |  |  |  |  |
| The Children’s March |  |  |  |  |  |
| 24th Amendment |  |  |  |  |  |
| Civil Rights Acts of 1957, 1964, and 1965 |  |  |  |  |  |
| Voting Rights Act |  |  |  |  |  |
| March on Washington |  |  |  |  |  |
| American Indian Movement |  |  |  |  |  |
| Title IX |  |  |  |  |  |

**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Dates Taught** | | | | **Notes** |
| **Moving into the 21st Century (#1)** | | | | | |
| **USH-21C-1:** As the 20th Century comes to a close the world sees the end of the Soviet Union and reunification of Germany. |  |  |  |  |  |
| **USH-21C-2:** As a result, the 20th century Cold War conflicts and tensions that were precipitated by two World Wars and many smaller conflicts came to an end. |  |  |  |  |  |
| **USH-21C-3:** Conflict will continue to be a part of the American landscape as small terrorist groups create an enemy for all nations that is more difficult to find and elusive to fight. |  |  |  |  |  |
| **Ideas:** |  |  |  |  |  |
| glasnost |  |  |  |  |  |
| détente |  |  |  |  |  |
| perestroika |  |  |  |  |  |
| conservative movement |  |  |  |  |  |
| breakup of the Soviet Union |  |  |  |  |  |
| Middle East issues |  |  |  |  |  |
| war on terrorism |  |  |  |  |  |
| globalization |  |  |  |  |  |
| world |  |  |  |  |  |
| growth of the Internet |  |  |  |  |  |
| immigration debates |  |  |  |  |  |
| economic crisis |  |  |  |  |  |
| domestic terrorism |  |  |  |  |  |
| natural disasters |  |  |  |  |  |
| **People/Roles:** |  |  |  |  |  |
| Ronald Reagan |  |  |  |  |  |
| Mikhail Gorbachev |  |  |  |  |  |
| Jimmy Carter |  |  |  |  |  |
| Leonid Brezhnev |  |  |  |  |  |
| Ayatollah Khomeini |  |  |  |  |  |
| George H. W. Bush |  |  |  |  |  |

**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***H.S. – United States History:***

***International Expansion to the Present***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Dates Taught** | | | | **Notes** |
| **Moving into the 21st Century (#2)** | | | | | |
| **People/Roles:** |  |  |  |  |  |
| Steve Jobs |  |  |  |  |  |
| Al Gore |  |  |  |  |  |
| Bill Clinton |  |  |  |  |  |
| George W. Bush |  |  |  |  |  |
| Barack Obama |  |  |  |  |  |
| Condoleezza Rice |  |  |  |  |  |
| Hilary Clinton |  |  |  |  |  |
| Madeline Albright |  |  |  |  |  |
| Bill Gates |  |  |  |  |  |
| Colin Powell |  |  |  |  |  |
| **Places/Institutions:** |  |  |  |  |  |
| Iran |  |  |  |  |  |
| former Soviet Union |  |  |  |  |  |
| Iraq |  |  |  |  |  |
| Afghanistan |  |  |  |  |  |
| Silicon Valley |  |  |  |  |  |
| Nicaragua |  |  |  |  |  |
| Kuwait |  |  |  |  |  |
| Saudi Arabia |  |  |  |  |  |
| Israel |  |  |  |  |  |
| Palestine |  |  |  |  |  |
| Egypt |  |  |  |  |  |
| Persian Gulf |  |  |  |  |  |
| **Events:** |  |  |  |  |  |
| SALT |  |  |  |  |  |
| SALT II |  |  |  |  |  |
| Oil Embargo |  |  |  |  |  |
| Camp David Accords |  |  |  |  |  |
| Iran Hostage Crisis |  |  |  |  |  |
| Iran Contra Affair |  |  |  |  |  |
| Challenger Explosion |  |  |  |  |  |
| Desert Storm |  |  |  |  |  |
| 9/11 |  |  |  |  |  |
| Reunification of Germany |  |  |  |  |  |
| Doomsday Clock |  |  |  |  |  |