

**MOSCOW SCHOOL DISTRICT**  
**CURRICULUM GUIDE**  
**Subject/Course: U.S. HISTORY II**  
**Grade 11**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: History**

Students in U.S. History II build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of U.S. History II)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<b>Goal 1.1: Build an understanding of the cultural and social development of the United States.</b>	<ul style="list-style-type: none"> <li>● 9-12.US2.1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society. (498.01a)</li> <li>● 9-12.US2.1.1.2 Discuss the causes and effects of various conflicts in American history.</li> </ul>	<ul style="list-style-type: none"> <li>● Read text and primary sources</li> <li>● Note taking</li> <li>● Video</li> <li>● Essay</li> <li>● Discussion</li> <li>● Debate</li> <li>● Projects: group and individual</li> <li>● Jigsaws</li> <li>● Presentations</li> <li>● Research</li> <li>● Illustration</li> <li>● Role play / Script Reading</li> </ul>	<ul style="list-style-type: none"> <li>● Internet <ul style="list-style-type: none"> <li>- Research engines</li> <li>- Citation machines</li> <li>- Primary sources</li> <li>- Simulations</li> </ul> </li> <li>● PowerPoint</li> <li>● Word processing</li> <li>● Excel spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>● Chapters specific</li> <li>- Terms</li> <li>- Key people</li> <li>- Events</li> </ul>
<b>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</b>	<ul style="list-style-type: none"> <li>● 9-12.US2.1.2.1 Identify motives for continued immigration to the United States. (495.01a)</li> <li>● 9-12.US2.1.2.2 Analyze the changes in the political, social, and economic conditions of immigrant groups. (495.01b)</li> <li>● 9-12.US2.1.2.3 Discuss the causes and effects of 20th century migration.</li> </ul>	<ul style="list-style-type: none"> <li>● Read text and primary sources</li> <li>● Note taking</li> <li>● Video</li> <li>● Essay</li> <li>● Discussion</li> <li>● Debate</li> <li>● Projects: group and individual</li> <li>● Jigsaws</li> <li>● Presentations</li> <li>● Research</li> <li>● Illustration</li> <li>● Role play / Script Reading</li> </ul>	<ul style="list-style-type: none"> <li>● Internet <ul style="list-style-type: none"> <li>- Research engines</li> <li>- Citation machines</li> <li>- Primary sources</li> <li>- Simulations</li> </ul> </li> <li>● PowerPoint</li> <li>● Word processing</li> <li>● Excel spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>● Chapters specific</li> <li>- Terms</li> <li>- Key people</li> <li>- Events</li> </ul>
<b>Goal 1.3: Identify the role of American Indians in the</b>	<ul style="list-style-type: none"> <li>● 9-12.US2.1.3.1 Trace federal policies such as Indian citizenship, Indian Reorganization</li> </ul>	<ul style="list-style-type: none"> <li>● Read text and primary sources</li> <li>● Note taking</li> </ul>	<ul style="list-style-type: none"> <li>● Internet <ul style="list-style-type: none"> <li>- Research engines</li> <li>- Citation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Chapters specific</li> <li>- Terms</li> <li>- Key people</li> </ul>

<p><b>development of the United States.</b></p>	<p>Act, Termination, AIM, and self determination throughout history that have impacted contemporary American Indians.</p> <ul style="list-style-type: none"> <li>9-12.USSH.1.3.2 Discuss the resistance of American Indians to assimilation.</li> <li>9-12.USSH.1.3.3 Explain the influences of American Indians to the history and culture of the United States.</li> </ul>	<ul style="list-style-type: none"> <li>Video</li> <li>Essay</li> <li>Discussion</li> <li>Debate</li> <li>Projects: group and individual</li> <li>Jigsaws</li> <li>Presentations</li> <li>Research</li> <li>Illustration</li> <li>Role play / Script Reading</li> </ul>	<p>machines</p> <ul style="list-style-type: none"> <li>Primary sources</li> <li>Simulations</li> <li>PowerPoint</li> <li>Word processing</li> <li>Excel spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>Events</li> </ul>
<p><b>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</b></p>	<ul style="list-style-type: none"> <li>9-12.USSH.1.4.1 Explain the factors that contributed to the rise of industrialization in the 19th century. (496.01a)</li> <li>9-12.USSH.1.4.2 Describe the economic responses to industrialization and the emergence of the American labor movement. (496.01b)</li> <li>9-12.USSH.1.4.3 Analyze the political and social responses to industrialization. (496.01c)</li> <li>9-12.USSH.1.4.4 Identify and analyze the causes of the Great Depression and its effects upon American society. (496.01e)</li> <li>9-12.USSH.1.4.5 Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (496.01f)</li> </ul>	<ul style="list-style-type: none"> <li>Read text and primary sources</li> <li>Note taking</li> <li>Video</li> <li>Essay</li> <li>Discussion</li> <li>Debate</li> <li>Projects: group and individual</li> <li>Jigsaws</li> <li>Presentations</li> <li>Research</li> <li>Illustration</li> <li>Role play / Script Reading</li> </ul>	<ul style="list-style-type: none"> <li>Internet</li> <li>Research engines</li> <li>Citation machines</li> <li>Primary sources</li> <li>Simulations</li> <li>PowerPoint</li> <li>Word processing</li> <li>Excel spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>Chapters specific</li> <li>Terms</li> <li>Key people</li> <li>Events</li> </ul>
<p><b>Goal 1.5: Trace the role of exploration and expansion in the development of the United States.</b></p>	<ul style="list-style-type: none"> <li>9-12.USSH.1.5.1 Describe the factors that contributed to the expansion of the United States. (494.01d)</li> </ul>	<ul style="list-style-type: none"> <li>Read text and primary sources</li> <li>Note taking</li> <li>Video</li> <li>Essay</li> <li>Discussion</li> <li>Debate</li> <li>Projects: group and</li> </ul>	<ul style="list-style-type: none"> <li>Internet</li> <li>Research engines</li> <li>Citation machines</li> <li>Primary sources</li> <li>Simulations</li> <li>PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>Chapters specific</li> <li>Terms</li> <li>Key people</li> <li>Events</li> </ul>

		individual <ul style="list-style-type: none"> <li>• Jigsaws</li> <li>• Presentations</li> <li>• Research</li> <li>• Illustration</li> <li>• Role play / Script Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Word processing</li> <li>• Excel spreadsheets</li> </ul>	
<b>Goal 1.6: Explain the rise of human civilization.</b> - No objectives in U.S. History II				
<b>Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.</b> - No objectives in U.S. History II				
<b>Goal 1.8: Build an understanding of the cultural and social development of human civilization.</b> - No objectives in U.S. History II				
<b>Goal 1.9: Identify the role of religion in the development of human civilization.</b> - No objectives in U.S. History II				

**Key Vocabulary for Standard 1 (State):**

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| <ul style="list-style-type: none"> <li>• history</li> <li>• traditions</li> <li>• beliefs</li> <li>• values</li> <li>• behavior</li> <li>• diverse cultures</li> <li>• society</li> <li>• causes</li> <li>• effects</li> <li>• conflict</li> <li>• war</li> <li>• political conditions</li> <li>• social conditions</li> <li>• economic conditions</li> </ul> | <ul style="list-style-type: none"> <li>• immigrant</li> <li>• migration</li> <li>• immigration</li> <li>• refugee</li> <li>• federal policy</li> <li>• self determination</li> <li>• contemporary</li> <li>• resistance</li> <li>• assimilation</li> <li>• political response</li> <li>• social response</li> <li>• industrialization</li> <li>• transcontinental railroad</li> <li>• economic response</li> </ul> | <ul style="list-style-type: none"> <li>• labor movement</li> <li>• industrial society</li> <li>• agrarian society</li> <li>• technological society</li> <li>• expansion</li> <li>• American Indians</li> <li>• Indian Reorganization Act</li> <li>• Termination</li> <li>• AIM</li> <li>• 19<sup>th</sup> Century</li> <li>• 20<sup>th</sup> Century</li> <li>• The Great Depression</li> </ul> |
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**Standard 2: Geography**

Students in U.S. History II analyze the spatial organizations of people, places, and environment on the earth’s surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, and trace the migration and settlement of human populations on the earth’s surface.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of U.S. History II)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<b>Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth’s surface.</b>	<ul style="list-style-type: none"> <li>• 9-12.U.S.H.2.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01a)</li> </ul>	<ul style="list-style-type: none"> <li>• Read text and primary sources</li> <li>• Note taking</li> <li>• Video</li> <li>• Essay</li> <li>• Discussion</li> <li>• Debate</li> <li>• Projects: group and individual</li> <li>• Jigsaws</li> <li>• Presentations</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Internet               <ul style="list-style-type: none"> <li>- Research engines</li> <li>- Citation machines</li> <li>- Primary sources</li> <li>- Simulations</li> </ul> </li> <li>• PowerPoint</li> <li>• Word processing</li> <li>• Excel spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters specific</li> <li>- Terms</li> <li>- Key people</li> <li>- Events</li> </ul>

		<ul style="list-style-type: none"> <li>• Illustration</li> <li>• Role play / Script Reading</li> </ul>		
<b>Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.</b>	<ul style="list-style-type: none"> <li>• 9-12.USSH.2.2.1 Explain ways in which people responded to their physical environment in the development and emergence of the modern United States. (485.03a)</li> <li>• 9-12.USSH.2.2.2 Analyze ways in which the physical environment affected political and economic development.</li> </ul>	<ul style="list-style-type: none"> <li>• Read text and primary sources</li> <li>• Note taking</li> <li>• Video</li> <li>• Essay</li> <li>• Discussion</li> <li>• Debate</li> <li>• Projects: group and individual</li> <li>• Jigsaws</li> <li>• Presentations</li> <li>• Research</li> <li>• Illustration</li> <li>• Role play / Script Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Internet <ul style="list-style-type: none"> <li>- Research engines</li> <li>- Citation machines</li> <li>- Primary sources</li> <li>- Simulations</li> </ul> </li> <li>• PowerPoint</li> <li>• Word processing</li> <li>• Excel spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters specific</li> <li>- Terms</li> <li>- Key people</li> <li>- Events</li> </ul>
<b>Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.</b>	<ul style="list-style-type: none"> <li>• 9-12.USSH.2.3.1 Analyze how scientific and technological innovations have shaped migration and settlement patterns in the modern United States.</li> </ul>	<ul style="list-style-type: none"> <li>• Read text and primary sources</li> <li>• Note taking</li> <li>• Video</li> <li>• Essay</li> <li>• Discussion</li> <li>• Debate</li> <li>• Projects: group and individual</li> <li>• Jigsaws</li> <li>• Presentations</li> <li>• Research</li> <li>• Illustration</li> <li>• Role play / Script Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Internet <ul style="list-style-type: none"> <li>- Research engines</li> <li>- Citation machines</li> <li>- Primary sources</li> <li>- Simulations</li> </ul> </li> <li>• PowerPoint</li> <li>• Word processing</li> <li>• Excel spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters specific</li> <li>- Terms</li> <li>- Key people</li> <li>- Events</li> </ul>
<b>Goal 2.4: Analyze the human and physical characteristics of different places and regions. - No objectives in U.S. History II</b>				
<b>Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time. - No objectives in U.S. History II</b>				

**Key Vocabulary for Standard 2 (State):**

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| <ul style="list-style-type: none"> <li>• scientific innovation</li> <li>• technological innovation</li> <li>• drought</li> <li>• prairie</li> <li>• arid</li> <li>• irrigation</li> <li>• nonrenewable</li> <li>• renewable</li> <li>• erosion</li> <li>• political region</li> <li>• economic region</li> </ul> | <ul style="list-style-type: none"> <li>• cultural region</li> <li>• human migration</li> <li>• immigration</li> <li>• annexation</li> <li>• cession</li> <li>• urbanization</li> <li>• physical environment</li> <li>• political development</li> <li>• economic development</li> <li>• population density</li> </ul> |
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**Standard 3: Economics**

Students in U.S. History II explain basic economic concepts and identify different influences on economic systems.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of U.S. History II)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<b>Goal 3.1: Explain basic economic concepts.</b>	<ul style="list-style-type: none"> <li>9-12.US2.3.1.1 Describe the emergence of the modern corporation.</li> <li>9-12.US2.3.1.2 Describe the development of a consumer economy.</li> <li>9-12.US2.3.1.3 Analyze the role of the modern United States in the global economy.</li> </ul>	<ul style="list-style-type: none"> <li>Read text and primary sources</li> <li>Note taking</li> <li>Video</li> <li>Essay</li> <li>Discussion</li> <li>Debate</li> <li>Projects: group and individual</li> <li>Jigsaws</li> <li>Presentations</li> <li>Research</li> <li>Illustration</li> <li>Role play / Script Reading</li> </ul>	<ul style="list-style-type: none"> <li>Internet               <ul style="list-style-type: none"> <li>Research engines</li> <li>Citation machines</li> <li>Primary sources</li> <li>Simulations</li> </ul> </li> <li>PowerPoint</li> <li>Word processing</li> <li>Excel spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>Chapters specific</li> <li>Terms</li> <li>Key people</li> <li>Events</li> </ul>
<b>Goal 3.2: Identify different influences on economic systems.</b>	<ul style="list-style-type: none"> <li>9-12.US2.3.2.1 Analyze the role of government policy in the economic development of the modern United States. (484.01b)</li> </ul>	<ul style="list-style-type: none"> <li>Read text and primary sources</li> <li>Note taking</li> <li>Video</li> <li>Essay</li> <li>Discussion</li> <li>Debate</li> <li>Projects: group and individual</li> <li>Jigsaws</li> <li>Presentations</li> <li>Research</li> <li>Illustration</li> <li>Role play / Script Reading</li> </ul>	<ul style="list-style-type: none"> <li>Internet               <ul style="list-style-type: none"> <li>Research engines</li> <li>Citation machines</li> <li>Primary sources</li> <li>Simulations</li> </ul> </li> <li>PowerPoint</li> <li>Word processing</li> <li>Excel spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>Chapters specific</li> <li>Terms</li> <li>Key people</li> <li>Events</li> </ul>
<b>Goal 3.3: Analyze the different types of economic institutions. - No objectives in U.S. History II</b>				
<b>Goal 3.4: Explain the concepts of good personal finance. - No objectives in U.S. History II</b>				

**Key Vocabulary for Standard 3 (State):**

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| <ul style="list-style-type: none"> <li>consumer economy</li> <li>market economy</li> <li>global economy</li> <li>mixed economy</li> <li>government policies</li> <li>modern corporation</li> <li>profit</li> <li>stocks</li> <li>stock market</li> <li>risk</li> </ul> | <ul style="list-style-type: none"> <li>raw materials</li> <li>budget</li> <li>inflation</li> <li>commerce</li> <li>supply</li> <li>demand</li> <li>natural resource</li> <li>conservation</li> <li>tariff</li> <li>taxation</li> </ul> | <ul style="list-style-type: none"> <li>monopoly</li> <li>embargo</li> <li>depression</li> <li>boom</li> <li>bust</li> <li>capital</li> <li>human resource</li> <li>division of labor</li> <li>consumer good</li> <li>stock market</li> </ul> |
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- unemployment
- rationing
- interest
- opportunity cost
- entrepreneur

- free enterprise
- market economy
- deficit
- economic region
- diverse economy

- interest rates
- middle class
- Federal Reserve

**Standard 4: Civics and Government**

Students in U.S. History II build an understanding that all people in the United States have rights and assume responsibilities.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of U.S. History II)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
<b>Goal 4.1: Build an understanding of the foundational principles of the American political system.</b> - No objectives in U.S. History II				
<b>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</b> No objectives in U.S. History II				
<b>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</b>	<ul style="list-style-type: none"> <li>• 9-12.U.S.H.2.4.3.1 Identify the impact of landmark United States Supreme Court cases, including <i>Plessy v. Ferguson</i> and <i>Brown v. Board of Education of Topeka</i>. (490.01b, c)</li> <li>• 9-12.U.S.H.2.4.3.2 Provide and evaluate examples of social and political leadership in American history. (490.01e)</li> </ul>	<ul style="list-style-type: none"> <li>• Read text and primary sources</li> <li>• Note taking</li> <li>• Video</li> <li>• Essay</li> <li>• Discussion</li> <li>• Debate</li> <li>• Projects: group and individual</li> <li>• Jigsaws</li> <li>• Presentations</li> <li>• Research</li> <li>• Illustration</li> <li>• Role play / Script Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Internet               <ul style="list-style-type: none"> <li>- Research engines</li> <li>- Citation machines</li> <li>- Primary sources</li> <li>- Simulations</li> </ul> </li> <li>• PowerPoint</li> <li>• Word processing</li> <li>• Excel spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters specific</li> <li>- Terms</li> <li>- Key people</li> <li>- Events</li> </ul>
<b>Goal 4.4: Build an understanding of the evolution of democracy.</b>	<ul style="list-style-type: none"> <li>• 9-12.U.S.H.2.4.4.1 Trace the development of political, civil, and economic rights. (490.01b, c)</li> </ul>	<ul style="list-style-type: none"> <li>• Read text and primary sources</li> <li>• Note taking</li> <li>• Video</li> <li>• Essay</li> <li>• Discussion</li> <li>• Debate</li> <li>• Projects: group and individual</li> <li>• Jigsaws</li> <li>• Presentations</li> <li>• Research</li> <li>• Illustration</li> <li>• Role play / Script Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Internet               <ul style="list-style-type: none"> <li>- Research engines</li> <li>- Citation machines</li> <li>- Primary sources</li> <li>- Simulations</li> </ul> </li> <li>• PowerPoint</li> <li>• Word processing</li> <li>• Excel spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters specific</li> <li>- Terms</li> <li>- Key people</li> <li>- Events</li> </ul>
<b>Goal 4.5: Build an understanding of comparative government.</b>	No objectives in U.S. History II	<ul style="list-style-type: none"> <li>• Read text and primary sources</li> <li>• Note taking</li> <li>• Video</li> <li>• Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Internet               <ul style="list-style-type: none"> <li>- Research engines</li> <li>- Citation machines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chapters specific</li> <li>- Terms</li> <li>- Key people</li> <li>- Events</li> </ul>

		<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Debate</li> <li>• Projects: group and individual</li> <li>• Jigsaws</li> <li>• Presentations</li> <li>• Research</li> <li>• Illustration</li> <li>• Role play / Script Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Primary sources</li> <li>- Simulations</li> <li>• PowerPoint</li> <li>• Word processing</li> <li>• Excel spreadsheets</li> </ul>	
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**Key Vocabulary for Standard 4 (State):**

- executive branch
- legislative branch
- judicial branch
- federalism
- judicial review
- reserved powers
- delegated powers
- exclusive powers
- concurrent powers
- civic participation
- civil right
- political right
- economic right

**Standard 5: Global Perspectives**

Students in U.S. History II build an understanding of multiple perspectives and global interdependence.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of U.S. History II)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	<ul style="list-style-type: none"> <li>• 9-12.US2.5.1.1 Compare competing belief systems of the 20th century, including communism, totalitarianism, isolationism, and internationalism.</li> <li>• 9-12.US2.5.1.2 Trace the major foreign policy positions that have characterized the United States’ relations with the world in the 20th century.</li> <li>• 9-12.US2.5.1.3 Explain the significance of principal events in the United States’ relations with the world, such as World Wars I</li> </ul>	<ul style="list-style-type: none"> <li>• Read text and primary sources</li> <li>• Note taking</li> <li>• Video</li> <li>• Essay</li> <li>• Discussion</li> <li>• Debate</li> <li>• Projects: group and individual</li> <li>• Jigsaws</li> <li>• Presentations</li> <li>• Research</li> <li>• Illustration</li> <li>• Role play / Script Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>- Research engines</li> <li>- Citation machines</li> <li>- Primary sources</li> <li>- Simulations</li> <li>• PowerPoint</li> <li>• Word processing</li> <li>• Excel spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters specific</li> <li>- Terms</li> <li>- Key people</li> <li>- Events</li> </ul>

	<p>and II, formation of the United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end of the Cold War, and interventions in Latin America. (497.01d, e, f, g, h)</p> <ul style="list-style-type: none"> <li>• 9-12.USH2.5.1.4 Explain how and why the United States assumed the role of world leader after World War II and what its leadership role is in the world today. (497.01e)</li> </ul>			
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**Key Vocabulary for Standard 5 (State):**

- communism
- totalitarianism
- isolationism
- internationalism
- imperialism
- foreign policy
- superpower
- iron curtain
- containment
- World Wars I
- World War II
- United Nations
- Marshall Plan
- NATO
- The Korean War
- The Vietnam War