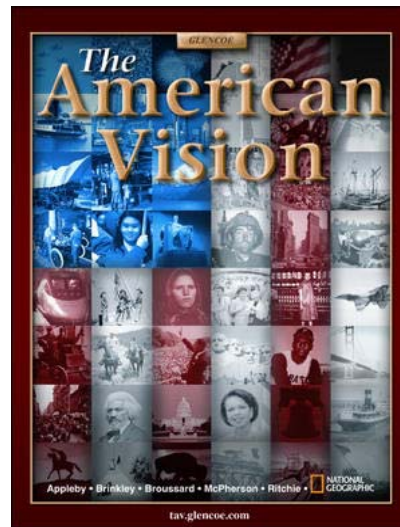


The American Vision

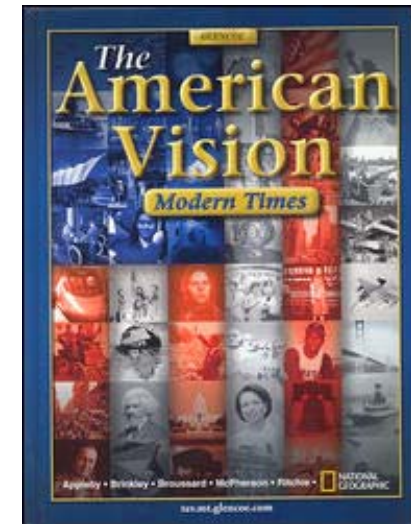
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STANDARDS

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History

(Kansas embedded with United States History Course)

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890 -1930).		
The student: 1. (A) analyzes the ways the People’s Party Platform of 1892 addressed the social and economic issues facing Kansas and the nation.	Student Edition: 503-504, 506, 509 <i>Picturing History</i> 506 <i>Writing About History</i> 507 Teacher Wraparound Edition: C 507; CC 505; CLA 506; PH 506; RC 506; RS 503	Student Edition: 277, 278, 279 <i>Reviewing the Big Idea</i> 281 #4 <i>Writing About History</i> 281 Teacher Wraparound Edition: DYK 277; RS 278
2. (A) analyzes the text of William Allen White’s essay “What’s the Matter with Kansas” to understand his opposition to Populism.	This standard can be met during teacher/class discussion specific to William White’s essay.	This standard can be met during teacher/class discussion specific to William White’s essay.
3. (A) explains the significance of the Girard newspaper <i>Appeal to Reason</i> to the Socialist movement in the United States.	This standard can be met during teacher/class discussion specific to the Girard newspaper <i>Appeal to Reason</i> .	This standard can be met during teacher/class discussion specific to the Girard newspaper <i>Appeal to Reason</i> .
4. (K) discusses the child labor laws enacted by the Kansas legislature during the Progressive period (e.g., 1905, 1909, 1917).	The following references cover the United States in general and may be applied to the State of Kansas. Student Edition: 551-552, 565, 569-570, 699 <i>Moment in History</i> 552 Teacher Wraparound Edition: C 570; NG 552	The following references cover the United States in general and may be applied to the State of Kansas. Student Edition: 333-334, 351, 356 <i>Moment in History</i> 333 Teacher Wraparound Edition: RBI 333

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
5. (K) understands the role of the Court of Industrial Relations in solving labor disputes in the 1920s.	The following references cover labor disputes in general. Student Edition: 457, 459, 556-557, 600-601, 692-693 <i>Graph Skills</i> 693 Teacher Wraparound Edition: CTA 458; DI 557; RS 693	The following references cover labor disputes in general. Student Edition: 391-392 Teacher Wraparound Edition: WS 392
6. (K) explains the influence of Kansas writers and artists on the Harlem Renaissance (e.g., Langston Hughes, Frank Marshall Davis, Aaron Douglas, Coleman Hawkins).	Student Edition: 626-628 <i>American Literature</i> 631 Teacher Wraparound Edition: HH 628; ICA 629; RC 628; RS 627	Student Edition: 427-431 <i>American Literature</i> 432-434 Teacher Wraparound Edition: CT 428; RS 427, 432, 435; WS 433
7. (K) explains the challenges German Americans faced in Kansas during World War I (e.g., discrimination, movement against German languages).	The following reference highlights a climate of suspicion of German Americans. Student Edition: 589	The following reference highlights a climate of suspicion of German Americans. Student Edition: 589

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930-1945).		
<p>The student:</p> <p>1. ▲ (A) uses <i>primary source</i> materials to explore individual experiences in the Dust Bowl in Kansas (e.g., diaries, oral histories, letters).</p>	<p>The following references cover the Dust Bowl in general and may be applied to Kansas.</p> <p>Student Edition: 663, 1054 <i>Moment in History</i> 662 <i>National Geographic</i> 663</p> <p>Teacher Wraparound Edition: DI 663; E 665; F 664; GOA 655; GS 663; NG 662, 663</p>	<p>The following references cover the Dust Bowl in general and may be applied to Kansas.</p> <p>Student Edition: 476-477, 479 <i>Critical Thinking</i> 492 #29 <i>Primary Sources</i> 490</p> <p>Teacher Wraparound Edition: UA 490; WS 477</p>
<p>2. (A) researches how the WPA altered the Kansas landscape. (e.g., public art, bridges, parks, swimming pools, libraries).</p>	<p>Student Edition: 691-692 <i>Chart Skills</i> 692</p> <p>Teacher Wraparound Edition: E 694; FYI 692</p>	<p>Student Edition: 513, 522, 523 <i>Primary Sources</i> 527 <i>Writing About History</i> 529 #25</p> <p>Teacher Wraparound Edition: DYK 513</p>
<p>3. (A) analyzes Alf Landon’s 1936 speech accepting the Republican nomination for President in terms of the debate over the role of <i>government</i> in the United States recovery.</p>	<p>Student Edition: 696-697</p>	<p>Student Edition: 521</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
4. (K) understands the role of Kansas aviation companies in World War II.	The following references cover WWII industrial mobilization in general and also may be applicable to the Kansas aviation industry. Student Edition: 736-741 <i>Critical Thinking</i> 741 #5 and #6 <i>Graph Skills</i> 738-739 Teacher Wraparound Edition: CC 739; R 741; RS 737	The following references cover WWII industrial mobilization in general and also may be applicable to the Kansas aviation industry. Student Edition: 573-575 <i>Critical Thinking</i> 578 #5 Teacher Wraparound Edition: RS 574; UA 574
5. (K) understands how conscientious objectors in Kansas participated in alternative service to the country during World War II.	This standard can be met during teacher/class discussion of conscientious objectors in Kansas.	This standard can be met during teacher/class discussion of conscientious objectors in Kansas.
Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).		
The student: 1. (A) analyzes <i>Brown vs. Board of Education of Topeka</i> as it relates to Kansas segregation laws and why it takes the lead in the Supreme Court case.	Student Edition: 868, 871, 934, 1077 <i>Chart Skills</i> 844 <i>Why It Matters</i> 392-393 Teacher Wraparound Edition: CS 844; ETC 868; WM 392	Student Edition: 742-743, 744, 746, 826, 1001 <i>Profiles in History</i> 745 <i>Reviewing the Main Idea</i> 766 #20

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
2. (K) explains how Kansans have responded to increasing <i>urbanization</i> and <i>industrialization</i> .	The following references cover the United States in general and also may be applicable to Kansas. Student Edition: 816-817, 829-830, 882, 883 <i>Geography & History</i> 992-993 <i>Picturing History</i> 829 <i>Why It Matters</i> 812 Teacher Wraparound Edition: B 829; C 993; CUP 993; F 992; PH 829; T 992; WM 812	The following references cover the United States in general and also may be applicable to Kansas. Student Edition: 675-677, 689-690 <i>Geography and History</i> 900-901 Teacher Wraparound Edition: CT 676; SP 689; UA 676, 900
3. (A) traces the history of women in political life in Kansas from Susanna Salter to Nancy Landon Kassebaum to understand issues and accomplishments.	The following references cover women's movements in the history of the United States. Student Edition: 926-930, 988 <i>Picturing History</i> 928 <i>Writing About History</i> 930 #8 Teacher Wraparound Edition: C 930; ICA 988; PH 928	The following references cover women's movements in the history of the United States. Student Edition: 813-819
4. (A) debates the ways state <i>government</i> has tried to balance the <i>needs</i> of farmers, industries, environmentalists, and <i>consumers</i> in regards to water protection and regulation.	The following pages reference environmental issues in the United States. Student Edition: 558-559, 565, 939-943 <i>Picturing History</i> 940, 941 Teacher Wraparound Edition: CTM 941; ICA 942; PH 940, 941	The following pages reference environmental issues in the United States. Student Edition: 344-345, 832-837 <i>Picturing History</i> 833, 834

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in contemporary United States history (since 1990).		
The student: 1. (A) researches a contemporary issue in Kansas and constructs a well developed argument in support or opposition of position.	Teacher Wraparound Edition: C 1029; CTA 1020, 1035; DI 1024; DT 1027; E 1025, 1029, 1037; WE 1035	Student Edition: <i>Skillbuilder</i> 1012, 1014, 1015, 1019, 1022, 1023, 1026, 1027 Teacher Wraparound Edition: T 1012, 1014, 1015, 1019, 1022, 1023, 1026, 1027
2. (A) examines the history of racial and ethnic relations in Kansas and applies this knowledge to current events.	Student Edition: 330-331, 332-334, 868-869 <i>Critical Thinking</i> 331 #5 <i>National Geographic</i> 330 Teacher Wraparound Edition: ETC 868; GS 330; ICA 868; R 331; RS 330	Student Edition: 198-199, 742-743 <i>Causes and Effects</i> 200 <i>Reviewing the Main Idea</i> 766 #20 Teacher Wraparound Edition: CT 198; SP 198
Benchmark 5: The student engages in historical thinking skills.		
The student: 1. (A) analyzes a theme in Kansas history to explain patterns of continuity and change over time.	Student Edition: 868, 871, 934, 1077 <i>Chart Skills</i> 844 <i>Why It Matters</i> 392-393 Teacher Wraparound Edition: CS 844; ETC 868; WM 392	Student Edition: <i>Historical Analysis Skills</i> 97, 535, 665, 771 <i>Reading Skills</i> 292, 496, 570 <i>Skillbuilder</i> 1017 Teacher Wraparound Edition: ES 97, 570; IS 496; T 1017; UA 292, 535

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
2. (A) develops historical questions on a specific topic in Kansas history and analyzes the evidence in <i>primary source</i> documents to speculate on the answers.	<p>Student Edition: 1046-1047 <i>SkillBuilder</i> 146, 163, 441, 487, 513, 598, 617, 651, 938, 975</p> <p>Teacher Wraparound Edition: T 146, 163, 441, 487, 513, 598, 617, 651, 938, 975</p>	<p>Student Edition: <i>Critical Thinking</i> 230 #42 <i>Reading Skills</i> 170, 624, 664, 770 <i>Skillbuilder</i> 1026</p> <p>Teacher Wraparound Edition: ES 170; IS 624; T 1026</p>
3. (A) investigates an event in Kansas history using primary and <i>secondary sources</i> and develops a credible interpretation of the event, speculating on its meaning.	<p>Student Edition: 1046-1047, 1077 <i>SkillBuilder</i> 513, 651, 938, 975</p> <p>Teacher Wraparound Edition: E 331; ETC 868; ICA 869; T 513, 651, 938, 975</p>	<p>Student Edition: <i>Historical Analysis Skill</i> 467 <i>Reading Skill</i> 324, 534, 738 <i>Skillbuilder</i> 1022, 1026, 1027, 1029</p> <p>Teacher Wraparound Edition: ES 324, 467, 534, 738; IS 770; T 1022, 1026, 1027, 1029</p>
4. (A) compares competing historical narratives in Kansas history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations.	<p>Student Edition: 1046-1047 <i>SkillBuilder</i> 163, 513, 598, 617, 651, 861, 938, 975, 1000</p> <p>Teacher Wraparound Edition: T 163, 513, 598, 617, 651, 861, 938, 975, 1000</p>	<p>Student Edition: <i>Historical Analysis Skill</i> 365, 625, 703 <i>Reading Skill</i> 770 <i>Skillbuilder</i> 1016, 1021</p> <p>Teacher Wraparound Edition: ES 365, 703; IS 770; T 1016, 1021; UA 625</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
History (United States) History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.		
Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890 - 1930).		
The student: 1. (A) examines topics in the transformation of American <i>society</i> in the rise of big business, heavy industry, and mechanized farming in the late 19 th century (e.g., <i>Social Darwinism</i> , Gospel of Wealth, “Robber Barons” or “Captains of Industry”, Sherman Antitrust Act, muckrakers).	Student Edition: 445-446, 447-451, 477-478, 482-483, 497, 521, 547-548 <i>You’re the Historian</i> 452-453 Teacher Wraparound Edition: E 446, 497; ETC 452; RS 448, 477	Student Edition: 239-240, 244-251, 266-267, 275, 328 <i>Chart</i> 249 <i>Critical Thinking</i> 251 #7 <i>Writing About History</i> 287 #38-#39 <i>You’re the Historian</i> 252-253 Teacher Wraparound Edition: EC 252; MAP 275; UA 248, 250, 266; WS 248
2. (A) explains the rise of the American labor movement (e.g., Samuel Gompers, Haymarket Tragedy, Mother Jones, Industrial Workers of the World, Eugene Debs, strikes).	Student Edition: 457, 458, 459, 495, 556-557, 569, 600-601, 692-693 <i>An American Story</i> 584, 599 <i>Graph Skills</i> 693 <i>Profiles in History</i> 456 Teacher Wraparound Edition: CTA 458; DI 557; RS 693	Student Edition: 250-251, 335, 342-345, 391-392 <i>Reviewing the Main Idea</i> 286 #28 <i>Writing About History</i> 251 Teacher Wraparound Edition: CT 391; RS 391

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
3. (A) analyzes the key ideas of William Jennings Bryan and other populists (e.g., free coinage of silver, <i>government</i> ownership of railroads, graduated <i>income</i> tax, direct election of senators, election reform).	<p>Student Edition: 500-507, 549 <i>Profiles in History</i> 504 <i>Picturing History</i> 501, 506 <i>Reading Check</i> 549</p> <p>Teacher Wraparound Edition: CC 502; CLA 506; CTL 504; DD 501; ETC 505; PH 506; R 507; RC 549; RS 501</p>	<p>Student Edition: 275-279 <i>Reviewing the Bid Idea</i> 281 #4 <i>Writing About History</i> 281</p> <p>Teacher Wraparound Edition: DYK 276; RS 275, 278</p>
4. ▲ (A) examines the emergence of the United States in international affairs at the turn of the 20 th century (e.g., debate over <i>imperialism</i> , Spanish-American War, Philippine Insurrection, Panama Canal, Open Door Policy, Roosevelt Corollary, Dollar Diplomacy).	<p>Student Edition: 527-533, 536-541 <i>Graph Skills</i> 537 <i>Why It Matters</i> 538-539 <i>Writing About History</i> 541 #7</p> <p>Teacher Wraparound Edition: C 533, 541; CTA 541; E 541; FYI 529; GS 537; ICA 539</p>	<p>Student Edition: 295-299, 301-307, 311-315 <i>National Geographic</i> 304 <i>Primary Sources</i> 318-319 <i>Why It Matters</i> 316-317 <i>You're the Historian</i> 308-309</p> <p>Teacher Wraparound Edition: C 299, 307; CT 303; RS 316; WS 295</p>
5. (K) explains the spread of Progressive ideas (e.g., political influence on elections, desire to have government regulation of private business and industries, child labor laws, muckrakers, Theodore Roosevelt, Woodrow Wilson).	<p>Student Edition: 546-553, 555-559, 562-565, 566-570 <i>American Literature</i> 571 <i>Moment in History</i> 552</p> <p>Teacher Wraparound Edition: C 553, 559, 570; CTA 550; ICA 558; LG 547; RS 547</p>	<p>Student Edition: 327-335, 341-345, 348-351, 353-357 <i>American Literature</i> 336-338 <i>Writing About History</i> 351</p> <p>Teacher Wraparound Edition: C 335, 345, 351; CT 329; SP 330, 356</p>

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	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
6. (A) analyzes the reasons for and impact of the United States' entrance into World War I.	<p>Student Edition: 576-583, 584-589, 592-597, 599-603 <i>Chart Skills</i> 587 <i>Different Viewpoints</i> 588</p> <p>Teacher Wraparound Edition: C 581, 589; CC 581; CS 587; CTA 588; DI 586; DV 588; E 589; FA 587; ICA 579; R 589; RS 585</p>	<p>Student Edition: 367-374, 385-389 <i>Critical Thinking</i> 389 #6 <i>National Geographic</i> 386-387</p> <p>Teacher Wraparound Edition: C 374; RS 367, 373; SP 368; WS 385</p>
7. (A) analyzes how the home front was influenced by United States involvement in World War I (e.g., Food Administration, Espionage Act, Red Scare, influenza, Creel Committee).	<p>Student Edition: 584-589, 590-591 <i>An American Story</i> 584 <i>Chart Skills</i> 587 <i>Different Viewpoints</i> 588 <i>Picturing History</i> 585, 586</p> <p>Teacher Wraparound Edition: C 589; CS 587; CTA 588; DV 588; E 589; FA 587; PH 586; R 589</p>	<p>Student Edition: 376-381, 393-394 <i>Chart</i> 379, 393 <i>Critical Thinking</i> 395 #6 <i>Different Viewpoints</i> 380</p> <p>Teacher Wraparound Edition: C 395; RS 377, 379, 393</p>
8. (K) retraces the progress of the women's suffrage movement from the state to the national arena (e.g., Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, states granting voting <i>rights</i> in the 19 th Amendment).	<p>Student Edition: 545, 546-547, 549-551 <i>An American Story</i> 546 <i>National Geographic</i> 551 <i>Profiles in History</i> 550</p> <p>Teacher Wraparound Edition: CC 549; CP 551; DI 552; ETC 551; FYI 550, 551; GS 551; MAP 545; P 550</p>	<p>Student Edition: 188, 330-332, 994 <i>An American Story</i> 327 <i>National Geographic</i> 332 <i>Profiles in History</i> 331</p> <p>Teacher Wraparound Edition: CT 332; RS 188; SP 331; UA 331</p>

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	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
9. (A) analyzes factors that contributed to changes in work, <i>production</i> and the rise of a consumer culture during the 1920's (e.g., leisure time, <i>technology</i> , communication, travel, assembly line, <i>credit</i> buying).	Student Edition: 641-646 <i>Moment in History</i> 642 <i>Technology & History</i> 641 Teacher Wraparound Edition: AE 644; CTA 644; DC 641; DI 642; ETC 645; FYI 643; ICA 643; MH 642; R 646; RS 641; TH 641	Student Edition: 450-451 <i>Critical Thinking</i> 455 #6 <i>Graph</i> 454 <i>Technology & History</i> 451 Teacher Wraparound Edition: C 455; CT 450; RS 452; UA 454; W 545
10. (A) evaluates various social conflicts in the early 1920's (e.g., rural vs. urban, <i>fundamentalism</i> vs. modernism, prohibition, <i>nativism</i> , flapper vs. traditional woman's role).	Student Edition: 610-616 <i>Analyzing Political Cartoons</i> 611 <i>Reading Check</i> 614 <i>What Life Was Like</i> 614 Teacher Wraparound Edition: AP 611; C 616; E 616; ICA 613; MT 613; R 616; RC 614; RS 611, 614; WL 614	Student Edition: 407-413 <i>Critical Thinking</i> 138 #30 <i>What Life Was Like</i> 414-415 <i>Writing About History</i> 413, 439 #31 Teacher Wraparound Edition: C 413; RS 407, 410, 415
11. (A) analyzes significant developments in race relations (e.g., rise of Ku Klux Klan, the Great <i>Migration</i> , race riots, NAACP, Tuskegee).	Student Edition: 570, 610-612, 626-627, 629, 740 <i>Linking Past and Present</i> 569 <i>Picturing History</i> 740 Teacher Wraparound Edition: DT 611; E 570; PH 740; RC 741; RS 611	Student Edition: 392-393, 408, 427-431 <i>Critical Thinking</i> 431 #6 <i>Reviewing the Big Idea</i> 431 #5 Teacher Wraparound Edition: C 431; RS 427; WS 393

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12. (A) interprets how the arts, music, and literature reflected social change during the Jazz Age (e.g., Harlem Renaissance, F. Scott Fitzgerald, development of blues and jazz culture).	<p>Student Edition: 623, 626-630 <i>American Literature</i> 631 <i>Critical Thinking</i> 630 #9 <i>Picturing History</i> 627, 628 <i>Time Notebook</i> 624</p> <p>Teacher Wraparound Edition: C 623; E 630; HH 628; ICA 629; PH 627, 628; R 630; RS 627; T 624; WHC 629; YDS 629</p>	<p>Student Edition: 427-429 <i>American Literature</i> 432-434 <i>Critical Thinking</i> 431 #8 <i>Time Notebook</i> 422</p> <p>Teacher Wraparound Edition: CT 428; DYK 427; RS 427; UA 422, 429; WS 433</p>
Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930-1945).		
The student: 1. (A) analyzes the causes and impact of the Great Depression (e.g., overproduction, consumer debt, banking regulation, unequal distribution of wealth).	<p>Student Edition: 656-660, 661-665, 668-672 <i>Different Viewpoints</i> 669 <i>Graph Skills</i> 658</p> <p>Teacher Wraparound Edition: C 660; DI 680; E 660; FYI 660; GOA 655; ICA 659, 671; R 660; RS 654</p>	<p>Student Edition: 469-473, 475-479, 482-487 <i>Critical Thinking</i> 479 #6 <i>Different Viewpoints</i> 484 <i>Graph</i> 470</p> <p>Teacher Wraparound Edition: C 473, 487; CT 469; SP 476</p>
2. ▲(A) analyzes the costs and benefits of New Deal programs. (e.g., budget deficits vs. creating employment, expanding government: CCC, WPA, Social Security, TVA, community infrastructure improved, dependence on subsidies).	<p>Student Edition: 682-688, 689-694, 695-700 <i>Chart Skills</i> 687, 692 <i>Why It Matters</i> 684-685</p> <p>Teacher Wraparound Edition: C 700; CS 687, 692; DT 683; ETC 687; GOA 677; R 688; RS 683; WIM 684</p>	<p>Student Edition: 501-507, 513-517, 521-525 <i>Chart</i> 506, 516 <i>Why It Matters</i> 508-509</p> <p>Teacher Wraparound Edition: C 517; CT 513, 514; RS 505; SP 503, 516</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
3. (A) analyzes the debate over expansion of federal government programs during the Depression (e.g., Herbert Hoover, Franklin Delano Roosevelt, Alf Landon, Huey Long, Father Charles Coughlin).	Student Edition: 690-691, 696-697, 700 <i>Analyzing Political Cartoons</i> 700 Teacher Wraparound Edition: CLA 690; FYI 690	Student Edition: 511-512, 521 <i>The Big Idea</i> 510 Teacher Wraparound Edition: C 507; MSP 524; SP 512; UA 511
4. (A) analyzes the human cost of the Dust Bowl through art and literature (e.g., Dorothea Lange, Woody Guthrie, John Steinbeck).	Student Edition: 663, 1054 <i>Analyzing Visuals</i> 665 <i>Moment in History</i> 662 <i>National Geographic</i> 663 <i>Profiles in History</i> 665 Teacher Wraparound Edition: HH 662	Student Edition: 476, 479 <i>Analyzing Visuals</i> 479 <i>History and Art</i> 472 <i>Moment in History</i> 476 <i>Photo</i> 465, 469, 486 <i>Profiles in History</i> 478 Teacher Wraparound Edition: SP 470, 476
5. (A) analyzes the debate over and reasons for United States entry into World War II (e.g., growth of <i>totalitarianism</i> , America First Committee, neutrality, <i>isolationism</i> , Pearl Harbor).	Student Edition: 708-712, 713-718, 725-730 <i>Analyzing Political Cartoons</i> 726 <i>National Geographic</i> 728-729 <i>Picturing History</i> 727 <i>Writing About History</i> 712 Teacher Wraparound Edition: APC 726; C 730; CTA 728; E 712; EPV 726; PH 727; ICA 728; R 718; RS 727; WE 710	Student Edition: 537-541, 542-548, 557-563 <i>National Geographic</i> 560-561 <i>Writing About History</i> 541 Teacher Wraparound Edition: C 541, 563; CT 546, 552; RS 540, 559; WS 539, 557

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i> © 2007	<i>The American Vision: Modern Times</i> © 2006
6. ▲ (K) discusses how World War II influenced the home front (e.g., women in the work place, rationing, role of the radio in communicating news from the war front, victory gardens, conscientious objectors).	Student Edition: 736-741, 749-754 <i>Graph Skills</i> 738-739 <i>History Through Art</i> 737 <i>National Geographic</i> 751 <i>Picturing History</i> 753 Teacher Wraparound Edition: DI 751; E 754; GS 739; HA 737; PH 753; R 754; WL 750	Student Edition: 573-578, 587-593 <i>Critical Thinking</i> 620 #34 <i>Writing About History</i> 593 Teacher Wraparound Edition: CT 577; SP 592; T 587
7. (K) examines the complexity of race and ethnic relations (e.g., Zoot Suit Riots, Japanese internment camps, American reaction to atrocities of Holocaust and unwillingness to accept Jewish refugees).	Student Edition: 719-724, 751-753 <i>American Literature</i> 773 <i>Moment in History</i> 752 <i>Reading Check</i> 753 Teacher Wraparound Edition: C 754; CC 722; CLA 720; CTA 753; ICA 722; IM 723; MH 752; R 724; RC 753	Student Edition: 550-555, 588, 590-591 <i>American Literature</i> 594-596 <i>Critical Thinking</i> 593 #6 <i>Moment in History</i> 591 Teacher Wraparound Edition: C 593; CT 550; RBI 591; RS 588; UA 590, 591
8. (A) examines the entry of the United States into the nuclear age (e.g., Manhattan Project, Truman's decision to use the atomic bombs, opposition to nuclear weapons).	Student Edition: 769-770 <i>Critical Thinking</i> 772 # 7 <i>Different Viewpoints</i> 770-771 <i>Technology & History</i> 798 Teacher Wraparound Edition: AC 770; DV 771; TH 798; YDS 769	Student Edition: 614-615, 648-649 <i>Critical Thinking</i> 617 #7 <i>Different Viewpoints</i> 614 Teacher Wraparound Edition: C 649; CT 615; RS 615

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Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).		
The student: 1. (K) explains why the United States emerged as a superpower as the result of World War II.	Student Edition: 771-772, 778-779, 783-789 <i>Picturing History</i> 781 Teacher Wraparound Edition: PH 781; OI 779; R 782	Student Edition: 616-617, 627-631, 632-639 Teacher Wraparound Edition: CT 630; DYK 627; RS 627, 630
2. ▲ (A) analyzes the origins of the Cold War (e.g., establishment of the Soviet Bloc, Mao's victory in China, Marshall Plan, Berlin Blockade, Iron Curtain).	Student Edition: 778-782, 783-789 <i>Graphic Organizer</i> 784 <i>National Geographic</i> 782 Teacher Wraparound Edition: DI 780; GO 784; GS 782; ICA 781; OI 779	Student Edition: 627-631 <i>Causes & Effects</i> 636 Teacher Wraparound Edition: CT 630; RS 627, 629, 630; SP 636; T 627; WS 635
3. (A) evaluates the foreign policies of Truman and Eisenhower during the Cold War (e.g., establishment of the United Nations, containment, NATO, Truman Doctrine, Berlin Blockade, Korean War, Iron Curtain, U-2 incident).	Student Edition: 783-789, 790-796, 797-802 <i>Different Viewpoints</i> 788 <i>National Geographic</i> 800 Teacher Wraparound Edition: AP 784; CC 785; CM 786; CTA 787; DV 788; GS 800; RS 784	Student Edition: 629-631, 632-639, 651-657 <i>Critical Thinking</i> 657 #5 <i>Different Viewpoints</i> 637 <i>National Geographic</i> 635, 638 Teacher Wraparound Edition: C 639, 657; CT 652; RS 636; WS 635

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4. (A) evaluates the foreign policies of Kennedy and Johnson during the Cold War (e.g., Cuban Missile Crisis, Berlin Wall, Vietnam War, Peace Corp).	<p>Student Edition: 846-851, 892-895, 896-901 <i>Different Viewpoints</i> 898-899 <i>Why It Matters</i> 848-849</p> <p>Teacher Wraparound Edition: C 851; DT 847; FYI 847, 849; ICA 849; WI 848; WS 849</p>	<p>Student Edition: 715-719, 773-776, 778-783 <i>Different Viewpoints</i> 780-781 <i>Technology & History</i> 784-785 <i>Why It Matters</i> 720-721 <i>Writing About History</i> 719</p> <p>Teacher Wraparound Edition: C 776; SP 785; WS 717</p>
5. (A) analyzes domestic life in the United States during the Cold War era (e.g., McCarthyism, federal aid to education, interstate highway system, space as the New Frontier, Johnson's Great Society).	<p>Student Edition: 790-796, 814-819, 854-860 <i>Chart Skills</i> 858 <i>Picturing History</i> 856 <i>Why It Matters</i> 812-813, 848-849</p> <p>Teacher Wraparound Edition: CP 855; CS 858; DI 848; E 860; ES 858; PH 856; R 860; RS 791; WI 812; WL 856</p>	<p>Student Edition: 643-649, 667-671, 707-709, 723-729 <i>Chart</i> 727 <i>Why It Matters</i> 672-673</p> <p>Teacher Wraparound Edition: C 649, 671; CT 643, 647, 725; RS 669; UA 646</p>
6. (A) analyzes the cause and effect of the counterculture in the United States (e.g., Sputnik, reaction to the Military Industrial Complex, assassinations of Kennedy and King, draft, Vietnam War, Watergate Scandal).	<p>Student Edition: 850-851, 885-886, 892-895, 896-901, 904-909, 920-925 <i>Picturing History</i> 851, 886, 906</p> <p>Teacher Wraparound Edition: C 909; CTA 850; E 850; PH 851, 886, 906; R 909</p>	<p>Student Edition: 718-719, 762-763, 787-791, 793-794, 807-812</p> <p>Teacher Wraparound Edition: C 812; CT 788; SP 718; WS 787, 809</p>

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7. ▲ (K) examines the struggle for racial and gender equality and for the extension of civil rights (e.g., <i>Brown vs. Board of Education of Topeka</i> , Little Rock Nine, Martin Luther King, Jr., Montgomery Bus Boycott, Voting Rights Act of 1965, Betty Friedan, NOW, ERA, Title IX).	<p>Student Edition: 866-872, 873-880, 881-886, 926-930 <i>Moment in History</i> 867 <i>Picturing History</i> 869, 871, 928</p> <p>Teacher Wraparound Edition: AD 868; CLA 874; CTA 877; ETC 868; ICA 869; PH 869, 871, 928</p>	<p>Student Edition: 741-747, 749-756, 758-793, 814-819 <i>Primary Sources</i> 764-765, 840-841 <i>Writing About History</i> 819</p> <p>Teacher Wraparound Edition: C 756, 763; CT 744; RS 749, 761, 815; WS 742</p>
8. (K) discusses events that contributed to the end of the Cold War (e.g., Détente, Nixon’s visit to China, SALT talks, expansion of the military-arms race, relationship between Ronald Reagan and Mikhail Gorbachev).	<p>Student Edition: 956, 990-991, 1001-1006 <i>Analyzing Political Cartoons</i> 956 <i>Moment in History</i> 1003</p> <p>Teacher Wraparound Edition: AP 956; CTA 956; DI 1003; E 957; MH 1003; R 1006; WP 956</p>	<p>Student Edition: 855-856, 896-897, 898-899, 916-918 <i>Critical Thinking</i> 919 #5 <i>Moment in History</i> 917 <i>National Geographic</i> 916</p> <p>Teacher Wraparound Edition: CT 917; SP 917; UA 896, 898</p>
9. (A) evaluates the causes and effects of the reform movements of the 1960s and 1970s (e.g., environmentalism – Rachel Carson, EPA; consumer protection – Ralph Nader; changes in the American labor movement – Cesar Chávez).	<p>Student Edition: 919, 935-936, 939-943 <i>Technology & History</i> 942 <i>Writing About History</i> 943 # 8</p> <p>Teacher Wraparound Edition: C 943; E 943; ICA 942; MA 919; TH 942</p>	<p>Student Edition: 828-829, 833-837 <i>Profile in History</i> 828 <i>Technology & History</i> 836 <i>Writing About History</i> 837, 843 #33</p> <p>Teacher Wraparound Edition: C 837; CT 833, 836; WS 828</p>

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Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in contemporary United States history (since 1990).		
1. (K) examines the relationship of the United States to the rest of the world in the post Cold War era (e.g., domestic and international terrorism, United States as the single superpower, United States involvement in the Middle East conflict, spread and resistance to United States popular culture).	Student Edition: 1001-1006, 1020-1021, 1031-1036 <i>National Geographic</i> 1005, 1034 Teacher Wraparound Edition: AM 1034; CTA 1005; DI 1033; E 1006, 1021; ICA 1034; R 1006	Student Edition: 940-941, 955-961 <i>Critical Thinking</i> 961 #6 <i>National Geographic</i> 956 Teacher Wraparound Edition: C 941, 961; RS 955; SP 940, 960
2. (A) describes the impact of developments in <i>technology</i> , global communication, and transportation.	Student Edition: 1012-1015 <i>Profiles In History</i> 1015 <i>Technology & History</i> 1014 Teacher Wraparound Edition: C 1015; R 1015; RS 1013; TH 1014	Student Edition: 931-934, 945-946 <i>Profiles in History</i> 933 <i>Technology & History</i> 932 <i>Writing About History</i> 934 Teacher Wraparound Edition: C 946; SP 931; UA 933
3. (A) researches major contemporary social issues.	Student Edition: 1012-1015, 1017, 1019, 1025 <i>Technology & History</i> 1014 Teacher Wraparound Edition: C 1025; CC 1017; DI 1024; E 1015, 1025; R 1015; TH 1014	Student Edition: 936-937, 939 Teacher Wraparound Edition: CT 937; RS 937

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4. (A) describes how changes in the national and global <i>economy</i> have influenced the work place.	Student Edition: 1022-1025 <i>Geography & History</i> 944-945, 992-993 <i>Picturing History</i> 1023 Teacher Wraparound Edition: DI 1024; PH 1023; R 1025	Student Edition: 943-946 <i>Geography & History</i> 838-839 Teacher Wraparound Edition: CT 945; RS 943; WS 945
5. (A) examines United States immigration policy to understand the affects of legal and illegal <i>immigration</i> (e.g., political, social, economic).	Student Edition: 1020	Student Edition: 828, 958
Benchmark 5: The student engages in historical thinking skills.		
The student:	Student Edition: 778-782, 783-789, 790-796, 797-802 <i>Different Viewpoints</i> 788 <i>Graphic Organizer</i> 784 <i>National Geographic</i> 782, 800 Teacher Wraparound Edition: AP 784; CC 785; CM 786; CTA 787; DI 780; DV 788; GO 784; GS 782, 800; ICA 781; OI 779; RS 784	Student Edition: <i>Historical Analysis Skills</i> 97, 535, 665, 771 <i>Reading Skills</i> 292, 496, 570 <i>Skillbuilder</i> 1017 Teacher Wraparound Edition: ES 97, 570; IS 496; T 1017; UA 292, 535
2. (A) develops historical questions on a specific topic in United States history and analyzes the evidence in <i>primary source</i> documents to speculate on the answers.	Student Edition: 1046-1047 <i>SkillBuilder</i> 146, 163, 441, 487, 513, 598, 617, 651, 938, 975 Teacher Wraparound Edition: T 146, 163, 441, 487, 513, 598, 617, 651, 938, 975	Student Edition: <i>Critical Thinking</i> 230 #42 <i>Reading Skills</i> 170, 624, 664, 770 <i>Skillbuilder</i> 1026 Teacher Wraparound Edition: ES 170; IS 624; T 1026

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3. ▲ (A) uses primary and <i>secondary sources</i> about an event in U.S. history to develop a credible interpretation of the event, evaluating on its meaning (e.g., uses provided primary and secondary sources to interpret a historical-based conclusion).	Student Edition: 1046-1047, 1077 <i>SkillBuilder</i> 513, 651, 938, 975 Teacher Wraparound Edition: E 331; ETC 868; ICA 869; T 513, 651, 938, 975	Student Edition: <i>Historical Analysis Skill</i> 467 <i>Reading Skill</i> 324, 534, 738 <i>Skillbuilder</i> 1022, 1026, 1027, 1029 Teacher Wraparound Edition: ES 324, 467, 534, 738; IS 770; T 1022, 1026, 1027, 1029
4. (A) compares competing historical narratives in United States history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations.	Student Edition: 1046-1047 <i>Different Viewpoint</i> 770-771 <i>SkillBuilder</i> 513, 651, 938, 975, 1000 <i>You're the Historian</i> 124-125, 452-453 Teacher Wraparound Edition: DV 771; ICA 722	Student Edition: <i>Historical Analysis Skill</i> 365, 625, 703 <i>Reading Skill</i> 770 <i>Skillbuilder</i> 1016, 1021 Teacher Wraparound Edition: ES 365, 703; IS 770; T 1016, 1021; UA 625