



The
**AMERICAN
VISION**

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STANDARDS	PAGE REFERENCES
UNITED STATES HISTORY GRADES 9-12	
I. U.S. HISTORY	
A. Indigenous People of North America	
The student will demonstrate knowledge of indigenous cultures in North America prior to and during western exploration.	
<p>1. Students will identify important cultural aspects and regional variations of major North American Indian nations.</p>	<p>Student Edition: 4-11, R64-R65 <i>Analyzing Geography</i> 9 <i>National Geographic</i> 9, 10 <i>Primary Source</i> 10</p> <p>Teacher Wraparound Edition: AS 6, 8; C 11; CT 7, 8; DBQ 10; HO 5; RS 10, 11; S1 2</p> <p>Teacher's Resources: <i>Creating a Nation</i> 21, 27, 32, 34, 48</p>

STANDARDS	PAGE REFERENCES
<p>B. Three Worlds Converge, 1450-1763</p>	
<p>The student will understand how European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.</p>	
<p>1. Students will identify the stages and motives of European oceanic and overland exploration from the 15th to the 17th centuries.</p>	<p>Student Edition: 14-23, 24-33 <i>Analyzing Geography</i> 17, 21, 32 <i>Analyzing Visuals</i> 25, 28 <i>Geography & History</i> 12-13 <i>National Geographic</i> 17, 21, 28, 32 <i>Primary Source</i> 25</p> <p>Teacher Wraparound Edition: AG 17, 21, 32; AV 25, 28; C 23, 33; DI 13; RS 12, 18, 20</p> <p>Teacher’s Resources: <i>Creating a Nation</i> 27, 29-30, 31, 33, 49, 50, 51</p>
<p>2. Students will describe the consequences of early interactions between Europeans and American Indian nations.</p>	<p>Student Edition: 20-22, 26-27, 29, 31, 36 <i>Geography & History</i> 12-13 <i>People in History</i> 22 <i>Turning Point</i> 19</p> <p>Teacher Wraparound Edition: AH 22; C 23; EC 22; F 12; RS 22, 31; T 12; WS 31</p> <p>Teacher’s Resources: <i>Creating a Nation</i> 31, 35-36, 41-42, 49, 50</p>
<p>3. Students will describe key characteristics of West African kingdoms and the development of the Atlantic slave trade.</p>	<p>Student Edition: 16-17, 34-36, 44-45 <i>Analyzing Visuals</i> 45 <i>Geography & History</i> 12-13 <i>National Geographic</i> 17, 39 <i>Primary Source</i> 44-45 <i>Reading Check</i> 17</p> <p>Teacher Wraparound Edition: AS 45; AV 45; CT 44; RC 17; SP 39; T 12</p> <p>Teacher’s Resources: <i>Creating a Nation</i> 49, 51</p>

STANDARDS	PAGE REFERENCES
<p>The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.</p>	
<p>1. Students will compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies, and analyze their impact.</p>	<p>Student Edition: 26-33, 34-41, 42-45 <i>Analyzing Geography</i> 35, 37 <i>National Geographic</i> 32, 35, 37 <i>Skills Handbook</i> R10</p> <p>Teacher Wraparound Edition: AG 35, 37; AS 28, 31, 32; C 41; CT 36; HO 35; RC 38; RS 37; SP 28, 37</p> <p>Teacher’s Resources: <i>Creating a Nation</i> 43, 51</p>
<p>2. Students will identify the growing differences and tensions between the European colonies, England and American Indian Nations.</p>	<p>Student Edition: 31, 36, 40-41, 45-47, 54-61, 64-73 <i>Analyzing Primary Sources</i> 62-63 <i>Analyzing Time Lines</i> 66-67 <i>Debates in History</i> 70-71 <i>National Geographic</i> 57 <i>Primary Source</i> 65</p> <p>Teacher Wraparound Edition: AS 57, 59, 60, 71; C 61; CT 58, 65, 67; EC 40; HO 55, 65; RS 58; S1 53; S2 51; SP 67</p> <p>Teacher’s Resources: <i>Creating a Nation</i> 45-46, 50, 51, 55, 56, 59-60, 65, 66, 68, 69-70, 80</p>

STANDARDS	PAGE REFERENCES
C. Three Worlds Converge, 1450-1763	
The student will understand the economic development of the English colonies in North America and the exploitation of enslaved Africans.	
<p>1. Students will describe and evaluate the enslavement of Africans, the Middle Passage and the use of slave labor in European colonies.</p>	<p>Student Edition: 16-17, 34-36, 44-45 <i>Analyzing Visuals</i> 45 <i>Geography & History</i> 12-13 <i>National Geographic</i> 17, 39 <i>Primary Source</i> 44-45 <i>Reading Check</i> 17</p> <p>Teacher Wraparound Edition: AS 45; AV 45; CT 44; RC 17; SP 39; T 12</p> <p>Teacher’s Resources: <i>Creating a Nation</i> 43, 51, 52</p>
D. Revolution and the New Nation, 1763-1820	
The student will demonstrate knowledge of the causes, course, and consequences of the American Revolution.	
<p>1. Students will analyze the major economic, political, and philosophical conflicts leading to the American Revolution including the roles of the First and Second Continental Congresses and the Declaration of Independence.</p>	<p>Student Edition: 40-41, 45-47, 54-61, 64-73, 92 <i>Analyzing Primary Sources</i> 62-63 <i>Analyzing Time Lines</i> 66-67 <i>Debates in History</i> 70-71 <i>National Geographic</i> 57 <i>Primary Source</i> 65</p> <p>Teacher Wraparound Edition: AS 57, 59, 60, 71; C 61; CT 58, 65, 67; HO 55, 65; RS 58; S1 53; S2 51; SP 67</p> <p>Teacher’s Resources: <i>Creating a Nation</i> 45-46, 55, 56, 57-58, 65, 66, 68, 69-70, 80, 81, 89-90, 107-108, 113, 114</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will explain how and why the Americans won the war against superior British resources, analyzing the role of key leaders, major campaigns and events, and participation by ordinary soldiers and civilians.</p>	<p>Student Edition: 68-73, 78-85 <i>Analyzing Geography</i> 81, 83 <i>Analyzing Visuals</i> 79 <i>National Geographic</i> 69, 81, 83 <i>Primary Source</i> 79 <i>Time Notebook</i> 160-161</p> <p>Teacher Wraparound Edition: AG 81, 83; AV 79; C 73, 85; DI 80; WS 84, 161</p> <p>Teacher’s Resources: <i>Creating a Nation</i> 55, 82, 83, 97</p>
<p>3. Students will explain the impact of the Revolutionary War on groups within American society, including loyalists, patriots, women and men, Euro-Americans, enslaved and free African Americans, and American Indians.</p>	<p>Student Edition: 86-91 <i>Analyzing Geography</i> 89 <i>National Geographic</i> 89 <i>People in History</i> 90 <i>Reading Check</i> 91</p> <p>Teacher Wraparound Edition: AG 89; C 91; CT 82, 90; RC 91; SP 89</p> <p>Teacher’s Resources: <i>Creating a Nation</i> 56, 83, 101-102, 103-104</p>

STANDARDS	PAGE REFERENCES
E. Revolution and the New Nation, 1763-1820	
The student will understand the foundation of the American government and nation.	
<p>1. Students will identify and explain the basic principles that were set forth in the documents that declared the nation's independence (the Declaration of Independence, inalienable rights and self-evident truths) and that established the new nation's government (the Constitution).</p>	<p>Student Edition: 45-47, 73, 74-77, 86-90, 120-122, 127-128, 131</p> <p>Teacher Wraparound Edition: AS 46; C 91, 129; CT 77; F 74; RS 73; SP 77, 89; T 74, 297</p> <p>Teacher's Resources: <i>Creating a Nation</i> 57-58, 69-70, 77, 110</p>
<p>2. Students will describe and evaluate the major achievements and problems of the Confederation period, and analyze the debates over the Articles of Confederation and the revision of governmental institutions that created the U.S. Constitution and the Bill of Rights, and the interpretive function of the Supreme Court.</p>	<p>Student Edition: 98-103, 104-109, 110-115, 116, 127</p> <p><i>Analyzing Visuals</i> 100, 108</p> <p><i>Debates in History</i> 112-113</p> <p><i>History and Geography</i> 100</p> <p><i>Infographic</i> 108, 155</p> <p>Teacher Wraparound Edition: AV 100, 108; C 103, 109, 115; CT 112; DH 113; S1 96</p> <p>Teacher's Resources: <i>Creating a Nation</i> 87, 107-108, 109, 113, 114</p> <p><i>The Young Republic</i> 35-36, 48</p>
<p>3. Students will describe and explain the emergence of the first American party system.</p>	<p>Student Edition: 158-159</p> <p><i>Critical Thinking</i> 159</p> <p><i>Making Connections</i> 153</p> <p><i>People in History</i> 158</p> <p><i>Reading Check</i> 159</p> <p>Teacher Wraparound Edition: A 159; MC 153; RC 159</p> <p>Teacher's Resources: <i>The Young Republic</i> 43, 46</p>

STANDARDS	PAGE REFERENCES
F. Expansion, Innovation, and Reform, 1801-1861	
The student will demonstrate knowledge of the early republic and how territorial expansion affected foreign relations.	
<p>1. Students will describe the causes and analyze the effects of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.</p>	<p>Student Edition: 168-170, 176-181, 182, 193 <i>Analyzing Visuals</i> 180 <i>Geography & History</i> 174-175 <i>National Geographic</i> 169, 179 <i>Primary Source</i> 177, 180, 192</p> <p>Teacher Wraparound Edition: AS 170; AV 180; C 181; DBQ 177, 192; DI 170</p> <p>Teacher’s Resources: <i>The Young Republic</i> 22, 33, 49, 76</p>
<p>2. Students will analyze the impact of territorial expansion on American Indian nations and the evolution of federal and state Indian policies.</p>	<p>Student Edition: 164, 178, 226-227, 257, 258, 398-403 <i>Analyzing Geography</i> 227 <i>National Geographic</i> 227 <i>People in History</i> 402 <i>Political Cartoons</i> 401 <i>Reading Check</i> 164</p> <p>Teacher Wraparound Edition: AG 227; AS 178; C 403; CT 178, 226; DI 164; RC 164; SP 227</p> <p>Teacher’s Resources: <i>The Young Republic</i> 32, 47, 98, 133-134, 139-140</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will analyze the causes and consequences of U.S. geographic expansion to the Pacific, including the concept of Manifest Destiny and the Mexican-American War.</p>	<p>Student Edition: 252-253, 254-257, 260-263, 264-269, 270-275, 384-385, 386-393, 394-397, 398-403</p> <p><i>Analyzing Time Lines</i> 266-267</p> <p><i>Debates in History</i> 272-273</p> <p><i>Document-Based Questions</i> 255</p> <p><i>National Geographic</i> 256, 268, 274</p> <p>Teacher Wraparound Edition: C 257, 263, 275, 403; DBQ 255; S1 252; S2 252; S3 253; S4 253; T 265</p> <p>Teacher’s Resources: <i>The Young Republic</i> 22, 131, 132, 133-134, 141, 144, 145, 146, 147</p>
<p>G. Expansion, Innovation, and Reform, 1801-1861</p>	
<p>The student will understand how explosive growth (economic, demographic, geographic) and technological innovation transformed American society.</p>	
<p>1. Students will describe and analyze the impact of innovations in industry, technology and transportation on life in America.</p>	<p>Student Edition: 194-201, 202-203, 235, 255, 318</p> <p><i>Analyzing Visuals</i> 197, 396</p> <p><i>National Geographic</i> 195</p> <p><i>Primary Source</i> 198</p> <p><i>Technology & History</i> 196-197, 203, 318, 396</p> <p>Teacher Wraparound Edition: AV 197, 396; C 201, 235; DI 196, 255; RS 199; WS 196</p> <p>Teacher’s Resources: <i>The Young Republic</i> 53, 57-58, 59, 65, 66, 67-68, 75</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will examine demographic growth and patterns of population change and their consequences for American society before the Civil War.</p>	<p>Student Edition: 199, 203, 207, 230-232, 256-257, 263, 265, 276, 291-293</p> <p><i>Analyzing Geography</i> 207, 227</p> <p><i>Infographic</i> 206</p> <p><i>National Geographic</i> 207, 227</p> <p><i>Primary Source</i> 200, 204, 231</p> <p>Teacher Wraparound Edition: AG 207, 227; AS 205; C 201; S1 282</p> <p>Teacher’s Resources: <i>The Young Republic</i> 63, 87, 88, 109-110, 113, 132, 139-140</p>
<p>H. Expansion, Innovation, and Reform, 1801-1861</p>	
<p>The student will understand the sources, characteristics, and effects of antebellum reform movements.</p>	
<p>1. Students will understand the sources, characteristics and effects of cultural, religious and social reform movements, including the abolition, temperance, and women’s rights movements.</p>	<p>Student Edition: 230-235, 236-241, 242-247, 248</p> <p><i>Document-Based Questions</i> 240, 245</p> <p><i>People in History</i> 234</p> <p><i>Primary Source</i> 240, 244-245</p> <p><i>Turning Point</i> 243</p> <p>Teacher Wraparound Edition: AS 232, 238; C 235, 241, 247; DBQ 240, 245; PH 234; WS 233</p> <p>Teacher’s Resources: <i>The Young Republic</i> 73-74, 85, 91, 97, 101-102, 107, 115</p>

STANDARDS	PAGE REFERENCES
<p>The student will understand the extension, restriction, and reorganization of political democracy after 1800.</p>	
<p>1. Students will describe and analyze changes in American political life including the spread of universal white male suffrage, restrictions on free African Americans, and the emergence of the Second Party System.</p>	<p>Student Edition: 207-208, 223-224, 288, 294-296 <i>Analyzing Supreme Court Cases</i> 297 <i>Past and Present</i> 224 <i>Turning Point</i> 223</p> <p>Teacher Wraparound Edition: CT 288; S1 220; S2 281</p> <p>Teacher’s Resources: <i>The Crisis of Union</i> 43, 46 <i>The Young Republic</i> 99, 112</p>
<p>I. Civil War and Reconstruction, 1850-1877</p>	
<p>The student will demonstrate knowledge of the long- and short-term causes of the Civil War</p>	
<p>1. Students will identify and explain the economic, social, and cultural differences between the North and the South.</p>	<p>Student Edition: 200-201, 202-209, 247, 314-319, 328-333 <i>Analyzing Visuals</i> 315 <i>Infographic</i> 206, 315 <i>National Geographic</i> 207 <i>Primary Source</i> 200, 204-205</p> <p>Teacher Wraparound Edition: AS 286, 317; AV 315; C 201, 209, 319; HO 329; RS 203; S1 312</p> <p>Teacher’s Resources: <i>The Crisis of Union</i> 31, 41-42, 43, 51, 52 <i>The Young Republic</i> 79, 80, 112, 115</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will understand and analyze the political impact of debates over slavery and growing sectional polarization in key events including the Missouri Compromise, the Compromise of 1850 and the Fugitive Slave Law, the rise of the Republican party, the Southern secession movement and the formation of the Confederacy.</p>	<p>Student Edition: 282-283, 284-293, 294-301, 302-307, 308 <i>Analyzing Time Lines</i> 304-305 <i>Debates in History</i> 298-299 <i>Document-Based Questions</i> 287, 299 <i>National Geographic</i> 292 <i>Primary Source</i> 286-287</p> <p>Teacher Wraparound Edition: AS 286, 288, 291; C 293, 301, 307; CT 288; DBQ 287, 299; S1 282; S2 282; S3 283</p> <p>Teacher’s Resources: <i>The Crisis of Union</i> 32, 37-38, 41-42, 43, 46, 47, 48</p>
<p>The student will understand the course, character, and outcome of the Civil War.</p>	
<p>1. Students will identify events and leaders of the war, and analyze how the differences in resources of the Union and Confederacy (economy, technology, demography, geography, political and military leadership) affected the course of the war and Union victory.</p>	<p>Student Edition: 314-319, 320-327, 328-333, 336-341, 344-349 <i>Analyzing Primary Sources</i> 334-335 <i>Document-Based Questions</i> 339 <i>Geography & History</i> 342-343 <i>Infographic</i> 315 <i>National Geographic</i> 322-323, 325, 345, 346-347 <i>People in History</i> 340 <i>Primary Source</i> 337, 338-339 <i>Turning Point</i> 326</p> <p>Teacher Wraparound Edition: AH 326; AS 317, 322; C 327; DBQ 339; DYK 324; S1 312; S2 312</p> <p>Teacher’s Resources: <i>The Crisis of Union</i> 3-6, 51, 52, 63, 69-70, 71-72, 73, 75-76, 81, 82</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will describe and explain the social experience of the war on battlefield and home front, in the Union and the Confederacy.</p>	<p>Student Edition: 328-333 <i>Analyzing Visuals</i> 329, 332 <i>Primary Source</i> 329, 332 <i>Reading Check</i> 329</p> <p>Teacher Wraparound Edition: AS 330, 331, 332; AV 329, 332; C 319; HO 329; RC 329</p> <p>Teacher’s Resources: <i>The Crisis of Union</i> 51, 52, 80</p>
<p>3. Students will analyze the significance of Lincoln’s Gettysburg Address and its views of American political life.</p>	<p>Student Edition: <i>Document-Based Questions</i> 339 <i>Primary Source</i> 338-339</p> <p>Teacher Wraparound Edition: DBQ 339</p> <p>Teacher’s Resources: <i>The Crisis of Union</i> 63</p>
<p>The student will demonstrate knowledge of the consequences of Civil War and Reconstruction.</p>	
<p>1. Students will describe the content of and reasons for the different phases of Reconstruction, and analyze their successes and failures in transforming social and race relations.</p>	<p>Student Edition: 356-363, 366-371, 372-377, 378 <i>Analyzing Geography</i> 362 <i>Analyzing Visuals</i> 357, 359 <i>Infographic</i> 357 <i>National Geographic</i> 362 <i>Primary Source</i> 359, 367, 376 <i>Reading Check</i> 358</p> <p>Teacher Wraparound Edition: AG 362; AS 358; AV 357, 359; C 363, 371, 377; HO 357, 367, 374; RC 358; RS 358</p> <p>Teacher’s Resources: <i>The Crisis of Union</i> 85, 86, 87-88, 89, 90, 95, 96, 97, 98, 107, 109-110, 112, 113, 114</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will understand and explain the political impact of the war and its aftermath in Reconstruction, including emancipation and the redefinition of freedom and citizenship, expansion of the federal bureaucracy; expansion of federal authority and its impact on states' rights.</p>	<p>Student Edition: 356-363, 366-371, 372-377, 378 <i>National Geographic</i> 362 <i>Primary Source</i> 367 <i>Turning Point</i> 360-361</p> <p>Teacher Wraparound Edition: AS 360; C 363, 371, 377; CT 362; RS 368</p> <p>Teacher's Resources: <i>The Crisis of Union</i> 85, 94, 97, 98, 101-102, 112</p>
<p>J. Reshaping the Nation and the Emergence of Modern America, 1877-1916</p>	
<p>The student will analyze the process of westward expansion in the late 19th century.</p>	
<p>1. Students will demonstrate knowledge of the effects of post-Civil War westward expansion including the resulting conflicts with American Indian nations.</p>	<p>Student Edition: 384-385, 386-393, 394-397, 398-403, 404 <i>Analyzing Visuals</i> 401 <i>National Geographic</i> 387, 395, 399 <i>Political Cartoons</i> 401</p> <p>Teacher Wraparound Edition: AS 391; AV 401; C 393, 403; CT 391, 397, 402, 403; DI 388; S3 385; VS 404</p> <p>Teacher's Resources: <i>The Birth of Modern America</i> 32, 33, 34, 43, 48, 49, 50</p>
<p>The student will describe and analyze the linked processes of industrialization and urbanization after 1870.</p>	
<p>1. Students will demonstrate knowledge about how the rise of corporations, heavy industry, and mechanized farming transformed the American economy, including the role of key inventions and the growth of national markets.</p>	<p>Student Edition: 408-409, 410-415, 416-421, 422-427, 436 <i>Analyzing Time Lines</i> 412-413 <i>History and Geography</i> 417 <i>National Geographic</i> 419 <i>Past & Present</i> 388-389 <i>Technology & History</i> 396, 418</p> <p>Teacher Wraparound Edition: C 415; DI 413; S2 408; S3 409; WS 412</p> <p>Teacher's Resources: <i>The Birth of Modern America</i> 53, 57-58, 63, 65, 73-74, 75, 80, 81, 82, 83</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will demonstrate knowledge of the rapid growth of cities and the transformation of urban life, including the impact of migration from farms and new technologies, the development of urban political machines, and their role in financing, governing, and policing cities.</p>	<p>Student Edition: 450-455 <i>Analyzing Visuals</i> 453 <i>Document-Based Questions</i> 454 <i>Primary Source</i> 452-453 <i>Technology & History</i> 451</p> <p>Teacher Wraparound Edition: AV 453; C 455; CT 452; DBQ 454</p> <p>Teacher’s Resources: <i>The Birth of Modern America</i> 87, 89-90, 99, 101-102, 103-104, 114, 115, 116</p>
<p>The student will demonstrate knowledge of the causes and consequences of immigration to the United States from 1870 to the First World War.</p>	
<p>1. Students will demonstrate knowledge of the massive wave of “New” immigration after 1870, its differences from the “Old” immigration, and its impact on new social patterns, conflicts, and ideas of national unity.</p>	<p>Student Edition: 442-447 <i>Analyzing Primary Sources</i> 448-449 <i>Document-Based Questions</i> 446, 449 <i>Geography & History</i> 456-457 <i>National Geographic</i> 443 <i>Primary Source</i> 444-445 <i>Reading Check</i> 444, 445</p> <p>Teacher Wraparound Edition: CT 446; DBQ 446, 449; RC 444, 445; RS 446</p> <p>Teacher’s Resources: <i>The Birth of Modern America</i> 88, 107-108, 114</p>

STANDARDS	PAGE REFERENCES
<p>The student will understand the origins of racial segregation.</p>	
<p>1. Students will demonstrate knowledge of the imposition of racial segregation, African American disfranchisement, and growth of racial violence in the post-reconstruction South, the rise of “scientific racism,” and the debates among African-Americans about how best to work for racial equality.</p>	<p>Student Edition: 360, 371, 374-377, 476-481 <i>Analyzing Supreme Court Cases</i> 479 <i>People in History</i> 480 <i>Political Cartoons</i> 374 <i>Primary Source</i> 376</p> <p>Teacher Wraparound Edition: AS 360; C 371, 377, 481; CT 361, 375; HO 374</p> <p>Teacher’s Resources: <i>The Birth of Modern America</i> 9-10, 11, 12, 118</p>
<p>The student will describe how industrialization changed nature of work and the origins and role of labor unions in the 1870s, 1880s, and 1890s.</p>	
<p>1. Students will demonstrate knowledge about how the rise of industry changed the nature of work in factories, the origins of labor unions, and the role of state and federal governments in labor conflicts.</p>	<p>Student Edition: 414-415, 428-435, 436, 450-455 <i>Analyzing Visuals</i> 429, 431 <i>Infographic</i> 430-431 <i>Political Cartoons</i> 414 <i>Primary Source</i> 429</p> <p>Teacher Wraparound Edition: AV 414, 429, 431; C 415; DI 429; RS 454; WS 429, 432</p> <p>Teacher’s Resources: <i>The Birth of Modern America</i> 55-56, 57-58, 64, 69-70, 83</p>

STANDARDS	PAGE REFERENCES
<p>The student will understand the changing dynamics of national politics in the late 19th century.</p>	
<p>1. Students will demonstrate knowledge about the ways the American people responded to social, economic, and political changes through electoral politics and social movements such as populism and temperance.</p>	<p>Student Edition: 232-234, 236-241, 242-247, 248, 464-467, 470-475 <i>Debates in History</i> 464-465 <i>Document-Based Questions</i> 465 <i>Primary Source</i> 238-239, 240, 244-245 <i>Turning Point</i> 243</p> <p>Teacher Wraparound Edition: C 235, 247, 467; DBQ 465; DI 240; HO 237; RS 232; SP 474</p> <p>Teacher’s Resources: <i>The Birth of Modern America</i> 93, 101-102, 117 <i>The Young Republic</i> 114</p>
<p>The student will understand the causes and consequences of American expansionism and the Spanish-American War.</p>	
<p>1. Students will examine the causes of the Spanish-American war and analyze its effects on foreign policy, national identity, and the debate over the new role of America as a growing power in the Pacific and Latin America.</p>	<p>Student Edition: 490-495, 496-503 <i>Analyzing Visuals</i> 497, 502 <i>Debates in History</i> 500-501 <i>Document-Based Questions</i> 491 <i>Political Cartoons</i> 502 <i>Primary Source</i> 491, 497, 498-499</p> <p>Teacher Wraparound Edition: AS 498, 499; AV 497, 502; C 495; CT 492; DBQ 491; SP 491</p> <p>Teacher’s Resources: <i>Imperialism and Progressivism</i> 13-14, 20, 23, 25, 27-28, 29, 31, 35-36, 47</p>

STANDARDS	PAGE REFERENCES
<p>K. The Emergence of Modern America, 1890-1930</p>	
<p>The student will analyze the wide range of reform efforts known as Progressivism between 1890 and the First World War.</p>	
<p>1. Students will demonstrate knowledge of how Progressives addressed problems of industrial capitalism, urbanization, and political corruption.</p>	<p>Student Edition: 518-519, 520-527, 528-535, 536-541, 542 <i>Analyzing Supreme Court Cases</i> 531 <i>Debates in History</i> 532-533 <i>Infographic</i> 538-539 <i>Political Cartoons</i> 529 <i>Primary Source</i> 522-523, 534 <i>Reading Check</i> 521</p> <p>Teacher Wraparound Edition: C 527; RC 521; RS 522; S1 518; S2 518; S3 519</p> <p>Teacher’s Resources: <i>Imperialism and Progressivism</i> 51, 55, 57, 61, 73, 78, 79, 80</p>
<p>2. Students will analyze the debates about woman suffrage and demonstrate knowledge of the successful campaign that led to the adoption of the 19th Amendment granting women the right to vote.</p>	<p>Student Edition: 524-525 <i>Analyzing Time Lines</i> 524-525 <i>Reading Check</i> 525</p> <p>Teacher Wraparound Edition: ACL 524; AIC 525; CT 524; RC 525; SP 525; WS 524</p> <p>Teacher’s Resources: <i>Imperialism and Progressivism</i> 53, 54, 63, 67-68, 71-72, 78</p>

STANDARDS	PAGE REFERENCES
The student will understand the causes and consequences of World War I.	
<p>1. Students will analyze the causes of World War I and identify key people, major events, and the war's impact on American foreign and domestic policy.</p>	<p>Student Edition: 546-547, 548-555, 556-561, 564-573, 576-581 <i>Analyzing Supreme Court Cases</i> 559 <i>Analyzing Visuals</i> 549 <i>Debates in History</i> 552-553 <i>Infographic</i> 570-571 <i>National Geographic</i> 549, 565, 568 <i>Primary Source</i> 550-551, 569 <i>Turning Points</i> 554</p> <p>Teacher Wraparound Edition: AV 549; C 555, 561, 581; HO 565; WS 570</p> <p>Teacher's Resources: <i>Imperialism and Progressivism</i> 87-88, 89, 97-98, 105, 108, 109, 110, 111</p>
The student will understand how the United States changed politically, culturally, and economically from the end of World War I to the eve of the Great Depression.	
<p>1. Students will analyze how developments in industrialization, transportation, communication, and urban mass culture changed American life.</p>	<p>Student Edition: 588-589, 596-603, 604-609, 610-613, 616-621, 622 <i>Analyzing Visuals</i> 597, 599 <i>Infographic</i> 597 <i>Political Cartoons</i> 605 <i>Primary Source</i> 602, 606-607 <i>Technology & History</i> 598-599</p> <p>Teacher Wraparound Edition: AV 597, 599; C 609, 613, 621; CT 618; S2 588; WS 598</p> <p>Teacher's Resources: <i>Boom and Bust</i> 3-6, 9-12, 22, 33, 39-40, 47, 49</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will describe key social changes related to immigration, social policy, and race relations.</p>	<p>Student Edition: 593, 600-603, 604-609, 619-621, 622 <i>Analyzing Visuals</i> 605 <i>National Geographic</i> 620 <i>Political Cartoons</i> 605 <i>Primary Source</i> 602, 606-607, 608</p> <p>Teacher Wraparound Edition: AS 602; AV 605; C 595, 603, 609, 621; CT 620</p> <p>Teacher’s Resources: <i>Boom and Bust</i> 41-42, 48, 50</p>
<p>3. Students will examine the changing role of art, literature and music in the 1920s and 30s.</p>	<p>Student Edition: 610-613, 616-619, 622 <i>Analyzing Visuals</i> 619 <i>Document-Based Questions</i> 611, 617 <i>Primary Source</i> 611, 612, 617, 618-619 <i>Reading Check</i> 613 <i>Time Notebook</i> 614-615</p> <p>Teacher Wraparound Edition: AV 619; C 613; CT 618; DBQ 611, 617; RC 613; WS 612</p> <p>Teacher’s Resources: <i>Boom and Bust</i> 9-12, 43, 49, 50</p>

STANDARDS	PAGE REFERENCES
L. The Great Depression and World War II, 1929-1945	
The student will understand the origins and impact of Great Depression and the New Deal, 1929-1940.	
<p>1. Students will demonstrate knowledge of the causes of the Great Depression and how it affected Americans in all walks of life.</p>	<p>Student Edition: 630-633, 634-635, 644 <i>Analyzing Visuals</i> 630 <i>Geography & History</i> 638-639 <i>Infographic</i> 632 <i>Primary Source</i> 642 <i>Reading Check</i> 633 <i>Turning Point</i> 630-631</p> <p>Teacher Wraparound Edition: AH 630; AS 630; AV 632; C 643; CT 635; RC 633</p> <p>Teacher’s Resources: <i>Boom and Bust</i> 7-8, 15-16, 53, 54, 55-56, 57-58, 63, 65, 69-70, 75, 78</p>
<p>2. Students will demonstrate knowledge of how the New Deal addressed the Great Depression and transformed American federalism.</p>	<p>Student Edition: 648-649, 652-659, 662-667, 672-673, 674 <i>Analyzing Primary Sources</i> 650-651 <i>Analyzing Time Lines</i> 654-655 <i>Debates in History</i> 664-665 <i>Infographic</i> 672 <i>Making Connections</i> 657 <i>Past & Present</i> 656-657 <i>Reading Check</i> 655, 667</p> <p>Teacher Wraparound Edition: ATL 655; C 659, 673; CT 654; MC 657; RC 655, 667; SP 654</p> <p>Teacher’s Resources: <i>Boom and Bust</i> 83, 84, 85-86, 87-88, 94, 95-96, 105, 110, 111, 112</p>

STANDARDS	PAGE REFERENCES
<p>M. The Great Depression and World War II, 1929-1945</p>	
<p>The student will understand the origins of World War II, the course of the war, and the impact of the war on American society.</p>	
<p>1. Students will demonstrate knowledge of the international background of World War II and the debates over American involvement in the conflict.</p>	<p>Student Edition: 680-681, 682-687, 688-693, 702-707 <i>Analyzing Visuals</i> 686, 747 <i>Infographic</i> 686, 747 <i>National Geographic</i> 683, 684-685, 689, 737, 741 <i>Political Cartoons</i> 703 <i>Primary Source</i> 704-705 <i>Turning Point</i> 706</p> <p>Teacher Wraparound Edition: AS 685; AV 686, 747; C 687, 707; S1 680; S2 680; S4 681</p> <p>Teacher’s Resources: <i>Global Struggles</i> 9, 23-24, 32, 37-38, 43, 45-46, 48</p>
<p>2. Students will demonstrate knowledge of key leaders and events of World War II and how the Allies prevailed.</p>	<p>Student Edition: 688-693, 694-699, 705-707, 712-713, 722-727, 736-743, 746-753, 754 <i>Analyzing Primary Sources</i> 700-701 <i>Analyzing Supreme Court Cases</i> 733 <i>Analyzing Time Lines</i> 738-739, 748-749 <i>Document-Based Questions</i> 692 <i>Geography & History</i> 744-745 <i>Infographic</i> 747 <i>National Geographic</i> 689, 724, 737, 741 <i>Primary Source</i> 696-697, 698 <i>Turning Point</i> 706</p> <p>Teacher Wraparound Edition: AS 706, 726; C 743, 753; DBQ 692; VS 754</p> <p>Teacher’s Resources: <i>Global Struggles</i> 3-6, 65, 66, 67, 82, 83, 85, 86</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will describe the impact of the war on people such as women, African Americans and Japanese Americans.</p>	<p>Student Edition: 719-721, 728-732 <i>Analyzing Supreme Court Cases</i> 733 <i>People in History</i> 742 <i>Primary Source</i> 718-719, 720, 729</p> <p>Teacher Wraparound Edition: AS 732; C 735; CT 719, 720, 730; DI 720; RS 730</p> <p>Teacher’s Resources: <i>Global Struggles</i> 57-58, 68, 71-72, 79-80, 82, 84</p>
<p>N. Post-War United States, 1945-1972</p>	
<p>The student will understand the social and economic changes in the United States, 1945-1960</p>	
<p>1. Students will demonstrate knowledge of social transformation in post-war United States.</p>	<p>Student Edition: 774-781, 792-793, 794-799, 800-807, 810-815, 816 <i>Analyzing Visuals</i> 795, 801 <i>Political Cartoons</i> 777 <i>Primary Source</i> 775, 780, 795, 801, 804, 806 <i>Time Notebook</i> 808-809</p> <p>Teacher Wraparound Edition: AS 775, 809; AV 795; C 781, 799, 807, 815; CT 776, 802; S1 792; S2 792; S3 759, 793; WS 778</p> <p>Teacher’s Resources: <i>Global Struggles</i> 90, 91-92, 105-106, 118, 125-126, 128, 134, 135, 137-138, 139-140, 145</p>
<p>2. Students will understand the post-war economic boom and its impact on demographic patterns, role of labor, and multinational corporations.</p>	<p>Student Edition: 794-799, 800-802, 810-815, 816 <i>Analyzing Visuals</i> 814 <i>Primary Source</i> 795, 801, 814</p> <p>Teacher Wraparound Edition: C 799, 807; CT 811; DC 816; DI 802; RS 796, 813; S1 792; WS 797</p> <p>Teacher’s Resources: <i>Global Struggles</i> 123, 125-126, 129, 133, 143-144, 145, 150, 151, 152</p>

STANDARDS	PAGE REFERENCES
<p>The student will understand the Cold War, its causes, consequences and its military conflicts.</p>	
<p>1. Students will demonstrate knowledge of key events of the Cold War and the causes and consequences of the Korean War.</p>	<p>Student Edition: 758-759, 760-765, 766-773, 774-781, 782-787, 788, 830-835, 990-992 <i>Infographic</i> 770-771 <i>National Geographic</i> 834, 991 <i>Primary Source</i> 761, 769, 775, 786 <i>Turning Point</i> 784 Teacher Wraparound Edition: CT 777; DI 777, 834 Teacher’s Resources: <i>A Time of Upheaval</i> 35, 49 <i>Global Struggles</i> 89, 90, 91-92, 99-100, 101-102, 105-106</p>
<p>2. Students will analyze America’s involvement in the Vietnam War.</p>	<p>Student Edition: 880-881, 882-889, 892-897, 898-903, 904 <i>Debates in History</i> 886-887 <i>Document-Based Questions</i> 887 <i>Geography & History</i> 890-891 <i>National Geographic</i> 888 Teacher Wraparound Edition: AS 896; C 889, 903; DBQ 887; HO 883; S1 880; S2 880; S3 881 Teacher’s Resources: <i>A Time of Upheaval</i> 86, 87-88, 89-90, 97, 99-100, 101-102, 107, 109-110</p>
<p>The student will understand the key domestic political issues and debates in the postwar era to 1972.</p>	
<p>1. Students will demonstrate knowledge of the domestic policies and civil rights issues of the Truman and Eisenhower administrations.</p>	<p>Student Edition: 794-799, 800-802, 810-815, 816 <i>Primary Source</i> 795, 798 <i>Reading Check</i> 795, 799 Teacher Wraparound Edition: AS 797, 813; C 799, 815; CT 813; DC 816; RC 795, 799; RS 796; S1 792; SP 798; WS 797 Teacher’s Resources: <i>Global Struggles</i> 125-126, 128, 129, 150, 152</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will analyze provisions of Kennedy's New Frontier and Johnson's Great Society.</p>	<p>Student Edition: 822-823, 824-826, 838-843, 844 <i>Infographic</i> 842 <i>Reading Check</i> 826</p> <p>Teacher Wraparound Edition: AS 826; C 843; CT 843; DI 826; RC 826; RS 826</p> <p>Teacher's Resources: <i>A Time of Upheaval</i> 21, 23, 25-26, 27, 29-30, 32, 43</p>
<p>3. Students will analyze the impact of the foreign and domestic policies of Nixon.</p>	<p>Student Edition: 898-900, 932-933, 934-939, 940-945 <i>Analyzing Supreme Court Cases</i> 943 <i>Primary Source</i> 938 <i>Reading Check</i> 945</p> <p>Teacher Wraparound Edition: C 939; CT 937; RC 945; RS 899; S1 932; S2 932</p> <p>Teacher's Resources: <i>A Changing Society</i> 21, 27, 48 <i>A Time of Upheaval</i> 73-74, 101-102</p>

STANDARDS	PAGE REFERENCES
<p>The student will understand the changes in legal definitions of individual rights in the 1960s and 1970s and the social movements that prompted them.</p>	
<p>1. Students will demonstrate knowledge of the “rights revolution” including the civil rights movement, women’s rights movements, expansion of civil liberties, and environmental and consumer protection.</p>	<p>Student Edition: 530, 848-849, 850-857, 858-867, 876, 914-919, 920-925, 952-957, 958-961 <i>Analyzing Primary Sources</i> 868-869 <i>Analyzing Supreme Court Cases</i> 733, 853 <i>Analyzing Time Lines</i> 860-861 <i>Infographic</i> 874 <i>Primary Source</i> 856, 863, 866, 915, 918, 924 <i>Turning Point</i> 854-855</p> <p>Teacher Wraparound Edition: AS 862, 924; C 875, 919, 957; CT 918; T 853; WS 860</p> <p>Teacher’s Resources: <i>A Changing Society</i> 41-42, 52 <i>A Time of Upheaval</i> 9-12, 21, 53, 54, 55-56, 65, 73-74, 75, 77, 119-120, 121-122, 123, 139</p>
<p>O. Contemporary United States, 1970 to the present</p>	
<p>The student will understand the evolution of foreign and domestic policy in the last three decades of the 20th century and the beginning of the 21st century.</p>	
<p>1. Students will demonstrate knowledge of the changing domestic and foreign policies in the Ford, Carter, Reagan, George H. W. Bush, and Clinton, George W. Bush administrations.</p>	<p>Student Edition: 946-951, 962, 976-981, 990-995, 996, 1008-1015, 1026, 1035, 1039-1041, 1050-1055 <i>Analyzing Visuals</i> 1014 <i>Debates in History</i> 976-977 <i>Primary Source</i> 950, 980, 1014</p> <p>Teacher Wraparound Edition: AV 938, 1014; C 951, 1055; CT 950; EW 962; RS 993; VS 962</p> <p>Teacher’s Resources: <i>A Changing Society</i> 23-24, 50, 66, 69-70, 77, 78, 81, 83, 87, 92, 103-104, 115, 127, 134, 137-138, 145-146, 151</p>

STANDARDS	PAGE REFERENCES
<p>2 Students will demonstrate knowledge of economic, social, and cultural developments in contemporary United States.</p>	<p>Student Edition: 1002-1005, 1022-1025, 1050-1055, 1056 <i>Analyzing Primary Sources</i> 1020-1021 <i>Primary Source</i> 1004, 1024, 1046, 1050, 1052-1053 <i>Technology & History</i> 1003 <i>Time Notebook</i> 1006-1007</p> <p>Teacher Wraparound Edition: AV 1024; C 1025; DI 1025; F 1000; S1 1000</p> <p>Teacher’s Resources: <i>A Changing Society</i> 87, 89-90, 99, 111-112, 114, 116, 123, 137-138, 141-142, 145-146</p>
<p>3. Students will know and describe the political and economic policies that contributed to the collapse of the Soviet Union and the end of the Cold War.</p>	<p>Student Edition: 979-981, 990-992, 996 <i>National Geographic</i> 991 <i>Primary Source</i> 980 <i>Reading Check</i> 981</p> <p>Teacher Wraparound Edition: AV 980; DI 980; RC 981; RS 991</p> <p>Teacher’s Resources: <i>A Changing Society</i> 66, 67, 75-76, 83</p>

STANDARDS	PAGE REFERENCES
HISTORICAL SKILLS GRADES 9-12	
IV. HISTORICAL SKILLS	
A. Historical Inquiry	
The student will apply research skills through an in-depth investigation of a historical topic.	
<p>1. Students will define a research topic that can be studied using a variety of historical sources with an emphasis on the use of primary sources.</p>	<p>The following references provide ideas for research topics as well as guidance for analyzing research and critical thinking.</p> <p>Student Edition:</p> <p><i>Analyzing Primary Sources</i> 62-63, 210-211, 334-335, 448-449, 562-563</p> <p><i>Applying the Skill</i> R12, R20</p> <p><i>Debates in History</i> 464-465, 532-533, 750-751, 886-887</p> <p><i>Skills Handbook</i> R5, R7, R8, R9, R10, R11, R12, R13, R19, R20</p> <p>Teacher Wraparound Edition:</p> <p>AS 832; CT 861, R19; DBQ 465, 533, 751; HO 197, 795, 801, 811, 816, 825, 831, 839; T R8, R20; WS 580, 828, R7</p> <p>Teacher’s Resources:</p> <p><i>A Changing Society</i> 35-36, 135-136, 137-138</p> <p><i>A Time of Upheaval</i> 86, 131-132</p> <p><i>The Birth of Modern America</i> 9-10</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will identify and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.</p>	<p>The following references provide activities that require the location and use of a variety of research materials. The references also provide guidance for using and analyzing research materials. Identifying and locating research repositories such as archives and historical societies can be facilitated through classroom instruction.</p> <p>Student Edition:</p> <p><i>Applying the Skill</i> R7, R12, R20</p> <p><i>Skills Handbook</i> R7, R8, R12, R12, R19, R20</p> <p>Teacher Wraparound Edition:</p> <p>AS 29, 232, 316, 330, 332, 359, 492, 732; CT R19, R20; HO 231, 337, 689, 716, 724, 730, 738, 748, 754; SP R12; WS 123, 287</p> <p>Teacher’s Resources:</p> <p><i>A Changing Society</i> 78</p> <p><i>The Birth of Modern America</i> 9-10</p> <p><i>The Crisis of Union</i> 9-10</p>
<p>3. Students will evaluate web sites for authenticity, reliability, and bias.</p>	<p>The following references provide guidance for evaluating a variety of sources for reliability and bias and can be adapted to internet sources through classroom instruction.</p> <p>Student Edition:</p> <p><i>Analyzing Primary Sources</i> 562-563</p> <p><i>Applying the Skill</i> R5, R7, R8, R9, R11, R13, R14, R18</p> <p><i>Practicing the Skill</i> R5, R7, R8, R9, R11, R13, R14, R18</p> <p><i>Skills Handbook</i> R5, R7, R8, R9, R11, R13, R14, R18</p> <p>Teacher Wraparound Edition:</p> <p>AC 563; AS 62, 704; DI 562; F 562; PSA R5, R7, R8, R9, R11, R13, R14, R18; T 562, R5, R8, R9, R11, R13, R14, R18</p> <p>Teacher’s Resources:</p> <p><i>A Time of Upheaval</i> 63</p> <p><i>Global Struggles</i> 57-58, 90, 134</p> <p><i>Imperialism and Progressivism</i> 93, 94</p> <p><i>The Birth of Modern America</i> 32</p>

STANDARDS	PAGE REFERENCES
<p>4. Students will learn how to prepare for, conduct, and document an oral history.</p>	<p>Teacher Wraparound Edition: AS 868; HO 716, 724, 730, 738, 748, 754</p>
<p>5. Students will apply strategies to find, collect and organize historical research.</p>	<p>Student Edition: <i>Categorizing</i> 61, 85, 91, 159 <i>Organizing</i> 33, 115 <i>Reading Strategy</i> 14, 24, 42, 54, 64, 78, 86, 110 <i>Skills Handbook</i> R3, R7, R8, R10, R12, R17</p> <p>Teacher Wraparound Edition: AS 46, 56, 111; CT 38; DI 180; HO 15, 169, 716, 724, 730, 738, 748, 754; RS 12, 26, 37, 115, 122, 193; SP 44</p> <p>Teacher’s Resources: <i>A Changing Society</i> 24, 78, 90, 145-146 <i>Creating a Nation</i> 97</p>
<p>The student will analyze historical evidence and draw conclusions.</p>	
<p>1. Students will understand the use of secondary sources to provide background and insights on historical events, and that secondary sources might reflect an author’s bias.</p>	<p>The following references provide basics for analyzing secondary sources. The role of secondary sources in historical inquiry can be covered through classroom instruction.</p> <p>Student Edition: <i>Applying the Skill</i> R9, R11, R18, R20 <i>Practicing the Skill</i> R20 <i>Skills Handbook</i> R20</p> <p>Teacher Wraparound Edition: CT R18, R20; T R11</p> <p>Teacher’s Resources: <i>Boom and Bust</i> 35-36 <i>Global Struggles</i> 57-58, 90, 134 <i>Imperialism and Progressivism</i> 61, 94 <i>The Birth of Modern America</i> 32</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will identify the principal formats of published secondary source material and evaluate such sources for both credibility and bias.</p>	<p>The following references provide guidance for evaluating source material for credibility and bias and are applicable to evaluating secondary sources. The principal formats of secondary source material can be covered through classroom instruction.</p> <p>Student Edition:</p> <p><i>Analyzing Primary Sources</i> 562-563</p> <p><i>Applying the Skill</i> R5, R7, R8, R9, R11, R13, R14, R18</p> <p><i>Practicing the Skill</i> R5, R7, R8, R9, R11, R13, R14, R18</p> <p><i>Skills Handbook</i> R5, R7, R8, R9, R11, R13, R14, R18</p> <p>Teacher Wraparound Edition:</p> <p>AC 563; AS 62, 704; DI 562; F 562; PSA R5, R7, R8, R9, R11, R13, R14, R18; T 562, R5, R8, R9, R11, R13, R14, R18</p> <p>Teacher’s Resources:</p> <p><i>Global Struggles</i> 57-58, 90, 134</p> <p><i>Imperialism and Progressivism</i> 39, 94</p> <p><i>The Birth of Modern America</i> 32</p>
<p>3. Students will compare and contrast primary sources to analyze first-hand accounts of historical events and evaluate such sources for both credibility and bias.</p>	<p>Student Edition:</p> <p><i>Analyzing Primary Sources</i> 62-63, 210-211, 334-335, 448-449, 562-563</p> <p><i>Document-Based Questions</i> 63, 211, 335, 449, 563</p> <p><i>Skills Handbook</i> R5, R8, R10, R11, R19</p> <p>Teacher Wraparound Edition:</p> <p>AC 63, 563; AS 62, 63, 449; DBQ 63, 211, 335, 449, 563; DI 562; T 562</p> <p>Teacher’s Resources:</p> <p><i>Imperialism and Progressivism</i> 39-40, 43-44, 52, 94</p> <p><i>The Birth of Modern America</i> 45-46, 87, 98</p>

STANDARDS	PAGE REFERENCES
<p>4. Students will review primary and secondary sources and compare and contrast their perspectives to shape their presentation of information relevant to their research topic.</p>	<p>The following references provide potential research topics from primary and secondary sources, with each topic explored from various perspectives, allowing students to compare/contrast points of view and hone their understanding of the material.</p> <p>Student Edition:</p> <p><i>Analyzing Primary Sources</i> 210-211, 334-335, 700-701, 868-869, 1020-1021</p> <p><i>Debates in History</i> 464-465, 532-533, 664-665, 750-751, 916-917, 976-977</p> <p><i>Document-Based Questions</i> 211, 335, 465, 533, 665, 701, 751, 869, 917, 977, 1021</p> <p><i>Skills Handbook</i> R10, R19, R20</p> <p>Teacher Wraparound Edition:</p> <p>DBQ 211, 335, 701, 869, 1021; DH 465, 533, 665, 751, 917, 977</p> <p>Teacher’s Resources:</p> <p><i>Boom and Bust 22</i></p> <p><i>Global Struggles 57-58, 79-80</i></p> <p><i>Imperialism and Progressivism 84</i></p> <p><i>The Birth of Modern America 32, 45-46, 87, 98</i></p>
<p>5. Students will understand the historical context of their research topic and how it was influenced by, or influenced, other historical events.</p>	<p>The following references take a sample research topic, in this case the African-American struggle for civil rights, and follow it over time to examine how the topic impacts, and is impacted by, events and historical context. Students will recognize how their own topics both shape and are shaped by events and historical context through teacher instruction and guidance.</p> <p>Student Edition:</p> <p>206-209, 242-247, 330, 478-481, 850-857, 876</p> <p><i>Analyzing Primary Sources</i> 334-335, 868-869</p> <p><i>Analyzing Supreme Court Cases</i> 297, 479, 853</p> <p><i>Analyzing Time Lines</i> 860-861</p> <p><i>Turning Point</i> 360, 854-855</p> <p>Teacher Wraparound Edition:</p> <p>C 481, 857; DBQ 297, 479, 853</p> <p>Teacher’s Resources:</p> <p><i>A Time of Upheaval</i> 54, 55-56, 65</p>

STANDARDS	PAGE REFERENCES
<p>6. Students will evaluate alternative interpretations of their research topic and defend or change their analysis by citing evidence from primary and secondary sources.</p>	<p>The following references provide potential research topics, with each topic explored from multiple points of view, often in a point/counterpoint format.</p> <p>Student Edition:</p> <p><i>Analyzing Primary Sources</i> 210-211, 334-335, 700-701, 868-869, 1020-1021</p> <p><i>Debates in History</i> 464-465, 532-533, 664-665, 750-751, 916-917, 976-977</p> <p><i>Document-Based Questions</i> 211, 335, 465, 533, 665, 701, 751, 869, 917, 977, 1021</p> <p>Teacher Wraparound Edition:</p> <p>AS 334; DBQ 211, 335, 701, 869, 1021; DH 465, 533, 665, 751, 917, 977</p> <p>Teacher's Resources:</p> <p><i>The Birth of Modern America</i> 32, 98</p> <p><i>The Crisis of Union</i> 65-66</p>