



The AMERICAN VISION

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STANDARDS	PAGE REFERENCES
<p>Strand: Early United States</p>	
<p>Content Standard 1: Students shall examine the causes and effects of migration patterns in the early history of North America.</p>	
<p>EUS.1.AH.1 Evaluate the motivations for the exploration of the New World</p>	<p>Student Edition: 14-23, 24-33, 38-39, 252-253, 254-257 <i>Geography & History</i> 12-13, 174-175 <i>National Geographic</i> 17, 39 <i>Primary Source</i> 25</p> <p>Teacher Wraparound Edition: C 33, 257; CT 12, 16; F 174; RS 18, 28, 40; WS 25</p>
<p>EUS.1.AH.2 Compare and contrast the political, social, economic, and geographic motives for migration to the three colonial regions (e.g., New England, Middle, Southern)</p>	<p>Student Edition: 24-33, 34-41 <i>Analyzing Geography</i> 35, 39 <i>National Geographic</i> 32, 39 <i>Skills Handbook</i> R10</p> <p>Teacher Wraparound Edition: AG 39; AS 32; C 33; HO 25; SP 28; WS 25</p>

STANDARDS	PAGE REFERENCES
<p>EUS.1.AH.3</p> <p>Trace the routes of early exploration in what was to become the United States</p>	<p>Student Edition:</p> <p>14-23, 24-33, 254-257</p> <p><i>Analyzing Geography</i> 17</p> <p><i>Geography & History</i> 12-13, 174-175</p> <p><i>National Geographic</i> 17, 21, 28, 256</p> <p>Teacher Wraparound Edition:</p> <p>AG 17; AS 17; DI 19; RS 12; SP 21</p>
<p>EUS.1.AH.4</p> <p>Research economic development in the three colonial regions using primary and secondary sources</p>	<p>Student Edition:</p> <p>24-33, 34-41</p> <p><i>Analyzing Geography</i> 37</p> <p><i>National Geographic</i> 32, 35, 37, 39</p> <p><i>Skills Handbook</i> R19, R20</p> <p>Teacher Wraparound Edition:</p> <p>AG 37; AS 32, 39; C 33, 41; CT 36; HO 35; RS 40; SP 40</p>
<p>EUS.1.AH.5</p> <p>Map the geographic similarities and differences among the three colonial regions</p>	<p>The following Student Edition references include maps and information about the three colonial regions. The Teacher Wraparound Edition references provide activities, including mapping activities. The additional activities are adaptable to mapping.</p> <p>Student Edition:</p> <p>34-41, 200-201, 202-209</p> <p><i>National Geographic</i> 32, 35, 37, 39</p> <p><i>Primary Source</i> 204-205</p> <p>Teacher Wraparound Edition:</p> <p>AS GH12, 207; C 41; CT 36; HO 35, 203; RS 37</p>

STANDARDS	PAGE REFERENCES
<p>EUS.1.AH.6</p> <p>Compare and contrast economic development in the three colonial regions</p>	<p>Student Edition:</p> <p>24-33, 34-41, 200-201, 202-204</p> <p><i>Analyzing Geography</i> 37</p> <p><i>Analyzing Visuals</i> 203</p> <p><i>National Geographic</i> 32, 35, 37</p> <p><i>Primary Source</i> 44-45</p> <p><i>Skills Handbook</i> R10</p> <p><i>Technology & History</i> 203</p> <p>Teacher Wraparound Edition:</p> <p>AG 37; AS 28, 32; AV 203; C 41, 209; CT 36; DI 35; HO 35; RS 37; SP 37</p>
<p>EUS.1.AH.7</p> <p>Analyze different points of view regarding society, customs, and traditions in the three colonial regions</p>	<p>Student Edition:</p> <p>34-41, 200-201, 204-209</p> <p><i>Analyzing Primary Sources</i> 67-68, 210-211</p> <p><i>Document-Based Questions</i> 63, 211</p> <p><i>People in History</i> 30</p> <p><i>Primary Source</i> 204-205, 207, 208</p> <p><i>Reading Check</i> 45, 47</p> <p>Teacher Wraparound Edition:</p> <p>AH 30; AS 31, 36, 63; CT 200; DBQ 63, 211; EC 30; RC 45, 47; RS 43; WS 25, 29, 208</p>
<p>EUS.1.AH.8</p> <p>Compare changes which occurred over time in the three colonial regions</p>	<p>Student Edition:</p> <p>24-33, 34-41, 42-47, 48, 86-91, 194-201, 202-209</p> <p><i>Analyzing Geography</i> 43</p> <p><i>National Geographic</i> 43</p> <p><i>Primary Source</i> 87, 200, 204-205</p> <p><i>Technology & History</i> 196-197, 203</p> <p>Teacher Wraparound Edition:</p> <p>AG 43; AS 26, 37, 46; C 47, 91, 201, 209; CT 30, 38, 44; EC 40; RS 43, 46; SP 44, 89; WS 29</p>

STANDARDS	PAGE REFERENCES
<p>EUS.1.AH.9</p> <p>Explain how the concept of <i>Manifest Destiny</i> led to westward expansion:</p> <ul style="list-style-type: none"> • Louisiana Purchase • War of 1812 • territorial expansion • annexation of Texas • impact on American Indians 	<p>Student Edition:</p> <p>162-164, 168-170, 176-181, 226-227, 252-253, 254-257, 263, 264-269, 270-275, 276</p> <p><i>Analyzing Geography</i> 169, 227</p> <p><i>National Geographic</i> 163, 169, 179, 227, 265, 268, 274</p> <p>Teacher Wraparound Edition:</p> <p>C 257, 269, 275; CT 178; DI 164, 256; F 252; WS 266, 272</p>
<p>Content Standard 2: Students shall investigate the historical foundations of the United States government.</p>	
<p>EUS.2.AH.1</p> <p>Discuss the creation of the new national government:</p> <ul style="list-style-type: none"> • Articles of Confederation • Constitutional Convention • Bill of Rights 	<p>Student Edition:</p> <p>96-97, 98-103, 104-109, 110-115, 116, 154-158</p> <p><i>Analyzing Visuals</i> 108</p> <p><i>Debates in History</i> 112-113</p> <p><i>Document-Based Questions</i> 113</p> <p><i>Infographic</i> 108, 155</p> <p>Teacher Wraparound Edition:</p> <p>AV 108, 155; C 103, 109, 115; DH 113; WS 106</p>
<p>EUS.2.AH.2</p> <p>Investigate the major governmental ideas established in the colonial and early national periods using primary and secondary source documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • Northwest Ordinances • Federalist Papers • United States Constitution • Washington's Farewell Address 	<p>Student Edition:</p> <p>45-47, 71-73, 74-77, 98-99, 110-112, 120-129, 130-149, 154-155, R38-R46</p> <p><i>Debates in History</i> 70-71, 112-113</p> <p><i>Document-Based Questions</i> 113, 165</p> <p><i>Infographic</i> 155</p> <p><i>National Geographic</i> 99</p> <p><i>Primary Source</i> 165</p> <p><i>Turning Point</i> 72</p> <p>Teacher Wraparound Edition:</p> <p>AS 46, 72, 112; CT 77; DBQ 165; DH 71, 113; F 74; RS 73; TP 72; WS 112</p>

STANDARDS	PAGE REFERENCES
Content Standard 3: Students shall investigate the causes and effects of war in the early history of the United States.	
<p>EUS.3.AH.1</p> <p>Analyze the causes and effects of the American Revolution:</p> <ul style="list-style-type: none"> • political • social • economic • geographic 	<p>Student Edition:</p> <p>56-61, 64-73, 86-91, 92</p> <p><i>Analyzing Primary Sources</i> 62-63</p> <p><i>Analyzing Time Lines</i> 66-67</p> <p><i>Debates in History</i> 70-71</p> <p><i>National Geographic</i> 89</p> <p><i>Primary Source</i> 65</p> <p><i>Turning Point</i> 72</p> <p>Teacher Wraparound Edition:</p> <p>AS 57, 60, 63; ATL 67; C 61, 73, 91; CT 58; DBQ 63; RS 68</p>
<p>EUS.3.AH.2</p> <p>Discuss the causes and effects of the Mexican-American War:</p> <ul style="list-style-type: none"> • political • social • economic • geographic 	<p>Student Edition:</p> <p>263, 264-269, 270-275, 276</p> <p><i>Analyzing Geography</i> 268</p> <p><i>Analyzing Time Lines</i> 266-267</p> <p><i>Debates in History</i> 272-273</p> <p><i>National Geographic</i> 274</p> <p><i>Reading Check</i> 263</p> <p>Teacher Wraparound Edition:</p> <p>C 263, 269, 275; DH 273; RC 263; RS 265, 272; WS 272</p>
<p>EUS.3.AH.3</p> <p>Analyze the causes and effects of the Civil War:</p> <ul style="list-style-type: none"> • political • social • economic • geographic 	<p>Student Edition:</p> <p>280-281, 282-283, 284-293, 294-301, 302-307, 308, 327, 328-335, 336-341, 344-349, 350, 354-355</p> <p><i>Analyzing Primary Sources</i> 334-335</p> <p><i>Analyzing Time Lines</i> 304-305</p> <p><i>Debates in History</i> 298-299</p> <p><i>National Geographic</i> 292</p> <p><i>Primary Source</i> 286-287, 338-339, 348</p> <p>Teacher Wraparound Edition:</p> <p>AS 286; C 293, 301, 307, 327, 333; CT 285; DBQ 287</p>

STANDARDS	PAGE REFERENCES
Strand: Reconstruction	
Content Standard 4: Students shall analyze westward expansion in the United States since Reconstruction.	
<p>R.4.AH.1</p> <p>Examine the effect of the Homestead Act and the Morrill Land Grant Act on westward expansion</p>	<p>The Morrill Land Grants for the establishment of agricultural and technical colleges can be covered through classroom discussion and/or the use of adjunct materials.</p> <p>Student Edition: 394-397, 404 <i>National Geographic</i> 395</p> <p>Teacher Wraparound Edition: CT 397; DI 395; VS 404</p>
<p>R.4.AH.2</p> <p>Discuss the impact of the transcontinental railroad on the development of the West</p>	<p>Student Edition: 291, 416-419 <i>Analyzing Visuals</i> 419 <i>History and Geography</i> 417 <i>Technology & History</i> 418</p> <p>Teacher Wraparound Edition: AV 419; SP 417</p>
<p>R.4.AH.3</p> <p>Compare and contrast competition between the farmers of the Great Plains and cattle ranchers:</p> <ul style="list-style-type: none"> • technology (e.g., John Deere, Cyrus McCormick, Joseph Glidden, dry farming) • cow towns • railheads • cowboys • range wars 	<p>Student Edition: 254-257, 386-393, 396-397, 398-403 <i>Reading Check</i> 397 <i>Skills Handbook</i> R10 <i>Technology & History</i> 396</p> <p>Teacher Wraparound Edition: C 403; CT 391; DI 255, 256, 399; RC 397; WS 396</p>

STANDARDS	PAGE REFERENCES
<p>R.4.AH.4</p> <p>Analyze the advantages and disadvantages of the mining boom:</p> <ul style="list-style-type: none"> • impact on American Indians (e.g., work of Helen Hunt Jackson, Dawes Act, Indian Wars) • environmental impact • economic impact 	<p>Student Edition:</p> <p>386-389, 398-403</p> <p><i>Analyzing Geography</i> 387</p> <p><i>Making Connections</i> 389</p> <p><i>National Geographic</i> 387, 399</p> <p><i>Past & Present</i> 388-389</p> <p><i>Political Cartoons</i> 401</p> <p>Teacher Wraparound Edition:</p> <p>AG 387; AV 401; C 403; CT 403</p>
<p>Content Standard 5: Students shall evaluate the impact of social movements and reforms during Reconstruction.</p>	
<p>R.5AH.1</p> <p>Chart the strengths and weaknesses of the various plans for Reconstruction (e.g., Ten-percent plan, Freedman’s Bureau, Wade-Davis Bill)</p>	<p>The SE references provide graphics and information about the various plans for Reconstruction. The TWE references provide activities, including charting. The additional activities can be adapted to graphic organization.</p> <p>Student Edition:</p> <p>356-363</p> <p><i>Analyzing Visuals</i> 357</p> <p><i>Infographic</i> 357</p> <p><i>National Geographic</i> 362</p> <p>Teacher Wraparound Edition:</p> <p>AV 357; CT 357; F 354; HO 357; RS 358, 360</p>
<p>R.5AH.2</p> <p>Identify the significance of the Civil War Amendments:</p> <ul style="list-style-type: none"> • Thirteenth Amendment • Fourteenth Amendment • Fifteenth Amendment 	<p>Student Edition:</p> <p>143-144, 348, 360-361, 363, 478, 829</p> <p><i>Turning Point</i> 360-361</p> <p>Teacher Wraparound Edition:</p> <p>AS 143, 360, 362; AV 370; RS 144; TP 360</p>

STANDARDS	PAGE REFERENCES
<p>R.5.AH.3</p> <p>Research the effects of the Civil War Amendments during Reconstruction using primary source documents</p>	<p>The following references provide information about the Civil War Amendments and Reconstruction, as well as primary source quotations. Research activities can be adapted from the material through classroom instruction.</p> <p>Student Edition: 348, 360-361, 363, 829 <i>Analyzing Visuals</i> 370 <i>Document-Based Questions</i> 479 <i>Political Cartoons</i> 370 <i>Primary Source</i> 358, 371, 376, 479 <i>Turning Point</i> 360-361</p> <p>Teacher Wraparound Edition: AS 359, 362; C 363; DBQ 479</p>
<p>R.5.AH.4</p> <p>Examine the reasons for the impeachment of President Andrew Johnson</p>	<p>Student Edition: 362-363, 364</p> <p>Teacher Wraparound Edition: AS 139; CT 364; RS 363</p>
<p>R.5.AH.5</p> <p>Examine the reaction of United States citizens to civil rights in the late 1800s (e.g., sharecropping, the black codes, Jim Crow, <i>de facto</i> versus <i>de jure</i> segregation, <u>Plessy v. Ferguson</u> -1896, New South - Henry Grady)</p>	<p>Student Edition: 360, 366-371, 374-377, 378, 476-481 <i>Analyzing Supreme Court Cases</i> 479 <i>Analyzing Visuals</i> 370, 376 <i>Document-Based Questions</i> 479 <i>Political Cartoons</i> 370 <i>Primary Source</i> 376</p> <p>Teacher Wraparound Edition: AS 360; AV 370, 376; C 363, 371, 481; CT 480; DBQ 479; HO 367, 374, 378</p>
<p>R.5.AH.6</p> <p>Explain how the election of 1876 and the Compromise of 1877 led to the end of Reconstruction</p>	<p>Student Edition: 374-377 <i>Analyzing Visuals</i> 375 <i>Political Cartoons</i> 374-375</p> <p>Teacher Wraparound Edition: AV 375; C 377; CT 375; SP 375</p>

STANDARDS	PAGE REFERENCES
<p>R.5.AH.7</p> <p>Outline the successes and failures of Reconstruction</p>	<p>The following page references provide information about the successes and failures of Reconstruction in outline or graphic form. The activities require outlining, sequencing and other graphic organization.</p> <p>Student Edition:</p> <p>378</p> <p><i>Critical Thinking</i> 377</p> <p><i>Infographic</i> 357</p> <p><i>Reading Strategy</i> 356, 366, 372</p> <p>Teacher Wraparound Edition:</p> <p>AS 364, 375, 376; C 363, 371; GR 356, 366, 372; RS 358, 360, 368; SP 369, 375</p>
<p>Strand: Industrialization</p>	
<p>Content Standard 6: Students shall investigate the impact of changing technology on economic development.</p>	
<p>IN.6.AH.1</p> <p>Investigate the impact of emerging communication technology on economic development using primary and secondary source documents (e.g., telegraph, typewriter, telephone, photographic film)</p>	<p>Student Edition:</p> <p>199, 412-414, 520, 600, 802, 804-805, 1002-1005</p> <p><i>American Inventions 1865-1895</i> 412-413</p> <p><i>Analyzing History</i> 784</p> <p><i>Primary Source</i> 521</p> <p><i>Skills Handbook</i> R19, R20</p> <p><i>Technology & History</i> 196-197, 318, 598-599, 1003</p> <p><i>Turning Point</i> 784</p> <p>Teacher Wraparound Edition:</p> <p>AS 615; DI 413, 600; RS 412; SP 412; TP 784; WS 414, 615</p>

STANDARDS	PAGE REFERENCES
<p>IN.6.AH.2</p> <p>Investigate the impact of emerging transportation technology on economic development using primary and secondary source documents (e.g., airplane, Pullman cars, mass production of the automobile)</p>	<p>Student Edition:</p> <p>194-196, 416-419, 596-600, 799</p> <p><i>American Inventions 1865-1895</i> 412-413</p> <p><i>Analyzing Visuals</i> 597</p> <p><i>Geography and History</i> 798</p> <p><i>History and Geography</i> 417</p> <p><i>Infographic</i> 597</p> <p><i>National Geographic</i> 195</p> <p><i>Primary Source</i> 416, 418</p> <p><i>Skills Handbook</i> R19, R20</p> <p><i>Technology & History</i> 196-197, 418, 598-599</p> <p>Teacher Wraparound Edition:</p> <p>AS 198; AV 597; DI 196; RS 599; WS 196, 413, 598</p>
<p>IN.6.AH.3</p> <p>Investigate the impact of emerging technology on urban development using primary and secondary source documents (e.g., steel, elevator, skyscraper, suspension bridges, mass transit)</p>	<p>Student Edition:</p> <p>424-425, 450-451</p> <p><i>Analyzing Visuals</i> 451</p> <p><i>Infographic</i> 424-425</p> <p><i>Reading Check</i> 451</p> <p><i>Skills Handbook</i> R19, R20</p> <p><i>Technology & History</i> 451</p> <p>Teacher Wraparound Edition:</p> <p>AV 451; CT 451; DI 452; RC 451</p>
<p>IN.6.AH.4</p> <p>Investigate the impact of emerging technology on industrial growth using primary and secondary source documents (e.g., electrification, refrigeration, hydraulic brakes, steel and oil industries)</p>	<p>Student Edition:</p> <p>412-414, 424-425, 450-451, 598</p> <p><i>American Inventions 1865-1895</i> 412-413</p> <p><i>Infographic</i> 424-425</p> <p><i>Skills Handbook</i> R19, R20</p> <p><i>Technology & History</i> 598-599</p> <p>Teacher Wraparound Edition:</p> <p>RS 412; SP 412; WS 413, 425</p>

STANDARDS	PAGE REFERENCES
<p>Content Standard 7: Students shall evaluate the impact of immigration on society in the United States.</p>	
<p>IN.7AH.1</p> <p>Describe the purpose of Angel Island and Ellis Island</p>	<p>Student Edition:</p> <p>442-445</p> <p><i>Analyzing Primary Sources</i> 448-449</p> <p><i>Document-Based Questions</i> 449</p> <p><i>National Geographic</i> 443</p> <p><i>Primary Source</i> 444-445</p> <p>Teacher Wraparound Edition:</p> <p>CT 445; DBQ 449; F 448; WS 444</p>
<p>IN.7AH.2</p> <p>Map the changing immigration patterns of the late 19th and early 20th centuries</p>	<p>The following references provide maps and information about immigration patterns of the late 19th and early 20th centuries and can be adapted to mapping activities.</p> <p>Student Edition:</p> <p>411, 442-445, 450, 606, 696-697</p> <p><i>Analyzing Visuals</i> 445, 605</p> <p><i>National Geographic</i> 443, 445</p> <p>Teacher Wraparound Edition:</p> <p>AV 445, 605; CT 606; HO 446</p>
<p>IN.7.AH.3</p> <p>Categorize the rise of <i>nativism</i> as a reaction to the changing immigration patterns of the late 19th and early 20th centuries:</p> <ul style="list-style-type: none"> • <i>assimilation</i> • public education • Chinese Exclusion Act • Gentlemen’s Agreement • Immigration Restriction League 	<p>Student Edition:</p> <p>446-447, 604-606</p> <p><i>Analyzing Visuals</i> 605</p> <p><i>Document-Based Questions</i> 446</p> <p><i>Political Cartoons</i> 605</p> <p><i>Reading Check</i> 447</p> <p><i>Reading Strategy</i> 604</p> <p>Teacher Wraparound Edition:</p> <p>AV 605; C 447; CT 446; DBQ 446; GR 604; RC 447</p>

STANDARDS	PAGE REFERENCES
<p>IN.7.AH.4</p> <p>Illustrate the changing immigration patterns from rural areas to urban areas in the late 19th and early 20th centuries</p>	<p>Student Edition:</p> <p>450, 558, 616, 620, 731</p> <p><i>Analyzing Geography</i> 620</p> <p><i>National Geographic</i> 620</p> <p><i>Primary Source</i> 730-731</p> <p>Teacher Wraparound Edition:</p> <p>AG 620; CT 620; SP 558</p>
<p>IN.7.AH.5</p> <p>Research solutions to the problems that resulted from urban migration</p> <p>(e.g., housing, transportation, water, sanitation, crime, fire, poor working conditions)</p>	<p>Student Edition:</p> <p>450, 452-455, 620-621, 731</p> <p><i>Analyzing Visuals</i> 453</p> <p><i>Primary Source</i> 452-453</p> <p><i>Reading Check</i> 730</p> <p>Teacher Wraparound Edition:</p> <p>AV 453; C 455, 621; CT 452, 453, 454, 620, 731; DI 453, 731; RC 730; RS 454; SP 558; WS 452</p>
<p>IN.7.AH.6</p> <p>Examine the role that immigrants played in the emergence of political machines (e.g., Tammany Hall)</p>	<p>Student Edition:</p> <p>454-455</p> <p><i>Document-Based Questions</i> 454</p> <p><i>Political Cartoons</i> 454</p> <p><i>Reading Check</i> 455</p> <p>Teacher Wraparound Edition:</p> <p>DBQ 454; RC 455</p>
<p>Content Standard 8: Students shall analyze the rise of big business in the United States.</p>	
<p>IN.8.AH.1</p> <p>Compare and contrast the terms “<i>captains of industry</i>” and “<i>robber barons</i>”</p>	<p>The following references contain several examples of prominent business leaders of the industrial revolution. The title “captains of industry” can be introduced through classroom instruction.</p> <p>Student Edition:</p> <p>420-421, 424-427</p> <p><i>Analyzing Visuals</i> 420</p> <p><i>People in History</i> 426</p> <p><i>Political Cartoons</i> 420</p> <p>Teacher Wraparound Edition:</p> <p>AH 426; AS 420, 424, 426; AV 420; C 421</p>

STANDARDS	PAGE REFERENCES
<p>IN.8.AH.2</p> <p>Identify and analyze the contributions of important industrialists in the Post-Reconstruction era:</p> <ul style="list-style-type: none"> • Andrew Carnegie • George Pullman • John D. Rockefeller • J.P. Morgan • Cornelius Vanderbilt 	<p>Student Edition:</p> <p>418-419, 424-427, 432-433</p> <p><i>Analyzing Visuals</i> 420</p> <p><i>People in History</i> 426</p> <p>Teacher Wraparound Edition:</p> <p>AH 426; AS 419, 424, 426</p>
<p>IN.8.AH.3</p> <p>Compare and contrast <i>vertical integration</i> and <i>horizontal integration</i></p>	<p>Student Edition:</p> <p>424-425</p> <p><i>Analyzing Visuals</i> 425</p> <p><i>Infographic</i> 424-425</p> <p><i>Skills Handbook</i> R10</p> <p>Teacher Wraparound Edition:</p> <p>AV 425</p>
<p>IN.8.AH.4</p> <p>Analyze new forms of business organization:</p> <ul style="list-style-type: none"> • <i>trusts</i> • <i>monopolies</i> • <i>pools</i> • <i>holding companies</i> 	<p>Student Edition:</p> <p>424-427, 537</p> <p><i>Document-Based Questions</i> 537</p> <p><i>Infographic</i> 423</p> <p><i>Primary Source</i> 537</p> <p>Teacher Wraparound Edition:</p> <p>AS 425; AV 423; CT 424, 426; DBQ 537</p>
<p>IN.8.AH.5</p> <p>Describe the political and economic philosophy of <i>Social Darwinism</i> (e.g., Herbert Spencer, <i>laissez-faire economics</i>)</p>	<p>Student Edition:</p> <p>414-415, 458-460, 464-465, 491-492, 528</p> <p><i>Debates in History</i> 464-465</p> <p><i>Document-Based Questions</i> 459, 465</p> <p><i>Primary Source</i> 459</p> <p>Teacher Wraparound Edition:</p> <p>AS 459; DBQ 459; DH 465</p>

STANDARDS	PAGE REFERENCES
<p>IN.8.AH.6</p> <p>Compare and contrast the reaction of labor to the rise of big business:</p> <ul style="list-style-type: none"> • Knights of Labor • American Federation of Labor • International Workers of the World • American Railway Union • United Mine Workers 	<p>Student Edition:</p> <p>199, 428-433, 529, 665-667</p> <p><i>Analyzing Visuals</i> 431</p> <p><i>Infographic</i> 430, 433</p> <p><i>Primary Source</i> 429, 666</p> <p>Teacher Wraparound Edition:</p> <p>AV 429, 431; CT 432, 434, 435, 529; DI 429; HO 429; WS 431, 432, 434</p>
<p>Strand: Populism</p>	
<p>Content Standard 9: Students shall examine the impact of westward migration during the Gilded Age.</p>	
<p>PO.9.AH.1</p> <p>Identify the significance of the <i>Exodusters</i></p>	<p>Student Edition:</p> <p>476-477</p> <p><i>Analyzing Visuals</i> 477</p> <p><i>Primary Source</i> 477</p> <p><i>Reading Check</i> 477</p> <p>Teacher Wraparound Edition:</p> <p>AS 477; AV 477; RC 477; SP 477</p>
<p>PO.9.AH.2</p> <p>Analyze life on the Great Plains using primary and secondary sources (e.g., <i>soddies/dugouts</i>, weather, gender roles, medical care, education)</p>	<p>Student Edition:</p> <p>390-393, 394-397, 398-403, 404, 635</p> <p><i>Analyzing Visuals</i> 392</p> <p><i>National Geographic</i> 395</p> <p><i>Political Cartoons</i> 401</p> <p><i>Primary Source</i> 390, 392, 402, 635</p> <p><i>Skills Handbook</i> R19, R20</p> <p><i>Technology & History</i> 396</p> <p>Teacher Wraparound Edition:</p> <p>AS 400; AV 392; DI 400; HO 395, 399, 404; WS 390, 396</p>
<p>PO.9.AH.3</p> <p>Discuss how frontier life altered the American image</p>	<p>Student Edition:</p> <p>252-253, 397</p> <p>Teacher Wraparound Edition:</p> <p>AS 259; CT 392, 397; F 252; VS 253</p>

STANDARDS	PAGE REFERENCES
<p>PO.9.AH.4</p> <p>Chart the transition of Oklahoma from Indian Territory to statehood</p>	<p>The following references include maps and information about Native American culture on the Great Plains, westward migration, and Native American removal and relocation. Lessons specific to Oklahoma statehood can be facilitated through classroom instruction and/or the use of adjunct materials.</p> <p>Student Edition: A6-A7, 8, 226-227, 256-257, 397 <i>Analyzing Visuals</i> 399 <i>National Geographic</i> 9, 227, 256, 399</p> <p>Teacher Wraparound Edition: AG 227; AV 399; SP 227</p>
<p>PO.9.AH.5</p> <p>Discuss problems faced by farmers (e.g., bonanza farms, railroads, economic depression, overproduction)</p>	<p>Student Edition: 389, 391, 394-397, 398, 470-472 <i>Analyzing Visuals</i> 471 <i>Political Cartoons</i> 472 <i>Primary Source</i> 471</p> <p>Teacher Wraparound Edition: AV 471; C 397; CT 391; DI 471; WS 396</p>
<p>Content Standard 10: Students shall survey the impact of reform movements on social problems in the United States.</p>	
<p>PO.10.AH.1</p> <p>Summarize the cooperative efforts of farmers in solving agricultural issues:</p> <ul style="list-style-type: none"> • grange • alliances 	<p>Student Edition: 470-472, 477 <i>Reading Check</i> 472</p> <p>Teacher Wraparound Edition: DI 471; RC 472</p>
<p>PO.10.AH.2</p> <p>Discuss the rise and fall of the Populist Party:</p> <ul style="list-style-type: none"> • graduated income tax • Panic of 1893 • election of 1896 • free silver • railroad regulation 	<p>Student Edition: 473-475 <i>Reading Check</i> 475 <i>Turning Point</i> 474</p> <p>Teacher Wraparound Edition: CT 473; DI 473; RC 475; SP 474</p>

STANDARDS	PAGE REFERENCES
Content Standard 11: Students shall examine the political ideas of the <i>Gilded Age</i>.	
<p>PO.11.AH.1</p> <p>Describe the rulings in the Supreme Court cases regulating industry:</p> <ul style="list-style-type: none"> • <u>Munn v. Illinois</u> • <u>Wabash v. Illinois</u> • <u>E.C. Knight Co. v. United States</u> • slaughterhouse cases 	<p>The following references include <u>Wabash v. Illinois</u> and various regulatory and anti-trust Supreme Court cases not listed in the objective. Other Supreme Court cases can be covered through classroom instruction and/or adjunct materials.</p> <p>Student Edition: 462-465, 472, 528-529, R61 <i>Analyzing Supreme Court Cases</i> 531, 671 <i>Debates in History</i> 464-465 <i>Reading Check</i> 464</p> <p>Teacher Wraparound Edition: AS 465; DI 531; RC 464</p>
<p>PO.11.AH.2</p> <p>Discuss the merits of civil service reforms that resulted from the political corruption of the <i>Gilded Age</i> (e.g., <i>spoils system</i>, Pendleton Act, assassination of James Garfield)</p>	<p>Student Edition: 462</p> <p>Teacher Wraparound Edition: AS 462; CT 224, 462</p>
Strand: Imperialism	
Content Standard 12: Students shall evaluate the territorial expansion of the United States during the late 19th and early 20th centuries.	
<p>IM.12.AH.1</p> <p>Identify the steps leading to the acquisition of Alaska and Hawaii</p>	<p>Additional details about the acquisition of Alaska can be covered through classroom instruction and/or the use of adjunct materials.</p> <p>Student Edition: <i>Numbers</i> 365 <i>People in History</i> 494 <i>Reading Check</i> 494</p> <p>Teacher Wraparound Edition: AS 494; CT 494; PH 494; RC 494</p>

STANDARDS	PAGE REFERENCES
<p>IM.12.AH.2</p> <p>Describe the participation of the United States in the Spanish-American War leading to the creation of the United States as an imperial power:</p> <ul style="list-style-type: none"> • <i>Jingoism</i> • USS Maine • <i>yellow journalism</i> • Joseph Pulitzer • Teller Amendment • Cuba/Platt Amendment • Philippines • William McKinley 	<p>Student Edition:</p> <p>496-503</p> <p><i>Analyzing Visuals</i> 497, 502</p> <p><i>Debates in History</i> 500-501</p> <p><i>Political Cartoons</i> 502</p> <p><i>Primary Source</i> 497, 498-499, 502</p> <p>Teacher Wraparound Edition:</p> <p>AS 498, 499, 501; AV 497, 502; C 503; CT 497, 499, 502; DI 498; HO 491, 497; RS 502</p>
<p>IM.12.AH.3</p> <p>Describe the creation of the United States as an imperial power as viewed from multiple perspectives (e.g., Emilio Aquinaldo, Cuba, the Philippines, Queen Liliuokalani)</p>	<p>Student Edition:</p> <p>494, 496-501</p> <p><i>Debates in History</i> 500-501</p> <p><i>Document-Based Questions</i> 501</p> <p><i>People in History</i> 494</p> <p><i>Primary Source</i> 502</p> <p><i>Reading Check</i> 494, 503</p> <p>Teacher Wraparound Edition:</p> <p>AS 494, 501; DH 501; PH 494; RC 494, 503; RS 502</p>
<p>IM.12.AH.4</p> <p>Analyze the steps which led to the construction of the Panama Canal (e.g., <i>gunboat diplomacy</i>, Panamanian Revolution)</p>	<p>Student Edition:</p> <p>507-508</p> <p><i>Geography & History</i> 512-513</p> <p><i>Making Connections</i> 507</p> <p>Teacher Wraparound Edition:</p> <p>CT 508; MC 507; RS 512; TC 513</p>

STANDARDS	PAGE REFERENCES
Content Standard 13: Students shall analyze the foreign policy of the United States during the early 20th century.	
<p>IM.13.AH.1</p> <p>Describe President Theodore Roosevelt’s foreign policy:</p> <ul style="list-style-type: none"> • <i>Big Stick Diplomacy</i> • Great White Fleet • <i>Roosevelt Corollary</i> 	<p>Student Edition:</p> <p>506-508</p> <p><i>Making Connections</i> 507</p> <p><i>National Geographic</i> 509</p> <p><i>Past & Present</i> 506-507</p> <p><i>Reading Check</i> 510</p> <p>Teacher Wraparound Edition:</p> <p>AS 507; CT 507, 508; MC 507; RC 510</p>
<p>IM.13.AH.2</p> <p>Compare and contrast the <i>Dollar Diplomacy</i> of President William Howard Taft and the <i>Moral Diplomacy</i> of President Woodrow Wilson</p>	<p>Student Edition:</p> <p>509-511</p> <p><i>Analyzing Visuals</i> 509, 510</p> <p><i>National Geographic</i> 509</p> <p><i>Political Cartoon</i> 510</p> <p><i>Skills Handbook</i> R10</p> <p>Teacher Wraparound Edition:</p> <p>AS 509; AV 509, 510; WS 509</p>
<p>IM.13.AH.3</p> <p>Analyze the effects of the <i>Open Door Policy</i> on the relationship between the United States and China:</p> <ul style="list-style-type: none"> • Boxer Rebellion • John Hay • spheres of influence 	<p>Student Edition:</p> <p>504-507</p> <p><i>Analyzing Visuals</i> 505</p> <p><i>National Geographic</i> 505</p> <p><i>Reading Check</i> 506</p> <p>Teacher Wraparound Edition:</p> <p>AS 506; RC 506; RS 505; WS 505</p>
<p>IM.13.AH.4</p> <p>Evaluate the social, political, economic, and geographic impact of the <i>Open Door Policy</i></p>	<p>Student Edition:</p> <p>504-507</p> <p><i>Analyzing Visuals</i> 505</p> <p><i>National Geographic</i> 505</p> <p><i>Reading Check</i> 506</p> <p>Teacher Wraparound Edition:</p> <p>AS 506; RC 506; RS 505; WS 505</p>

STANDARDS	PAGE REFERENCES
<p>IM.13.AH.5</p> <p>Examine the relationship between the United States and its Latin-American neighbors (e.g., Pancho Villa, John Pershing, ABC Conference)</p>	<p>Student Edition:</p> <p>495, 508-511</p> <p><i>Analyzing Visuals</i> 509, 510</p> <p><i>National Geographic</i> 509</p> <p><i>Political Cartoon</i> 510</p> <p><i>Reading Check</i> 495</p> <p>Teacher Wraparound Edition:</p> <p>AS 509, 510; AV 509, 510; CT 508, 509; RC 495</p>
<p>Strand: <i>Progressivism</i></p>	
<p>Content Standard 14: Students shall evaluate the reforms of <i>progressivism</i>.</p>	
<p>PR.14.AH.1</p> <p>Analyze the effectiveness of the <i>muckrakers</i> on reforming American society:</p> <ul style="list-style-type: none"> • social reform • educational reform • political reform • economic reform 	<p>Student Edition:</p> <p>520-527</p> <p><i>Document-Based Questions</i> 521</p> <p><i>Main Ideas</i> 527</p> <p><i>Primary Source</i> 521, 522, 523, 526</p> <p>Teacher Wraparound Edition:</p> <p>C 527; DBQ 521; RS 521, 526</p>
<p>PR.14.AH.2</p> <p>Examine the <i>Social Gospel Movement</i> and its influence on society (e.g., <i>settlement house</i>, Jane Addams, William Glidden)</p>	<p>Student Edition:</p> <p>466-467</p> <p><i>People in History</i> 466</p> <p><i>Reading Check</i> 467</p> <p>Teacher Wraparound Edition:</p> <p>AS 466; C 467; PH 466; RC 467</p>
<p>PR.14.AH.3</p> <p>Evaluate the use of photo-journalism in affecting urban social reform (e.g., Lewis Hine, Jacob Riis, Keating Owen Act of 1916, Fair Labor Standards Act of 1938)</p>	<p>Student Edition:</p> <p>455, 468, 521, 540, 673</p> <p><i>Document-Based Questions</i> 521</p> <p><i>Primary Source</i> 521</p> <p>Teacher Wraparound Edition:</p> <p>DBQ 521; F 468; RS 526, 540</p>

STANDARDS	PAGE REFERENCES
<p>PR.14.AH.4</p> <p>Research the women’s rights struggle from the 1840s through the <i>Progressive Era</i> :</p> <ul style="list-style-type: none"> • Seneca Falls Convention • National American Women Suffrage Association • National Association of Colored Women • Nineteenth Amendment 	<p>Student Edition:</p> <p>239-241, 435, 480-481, 524-525, R48</p> <p><i>Analyzing Time Lines</i> 524-525</p> <p><i>Document-Based Questions</i> 240</p> <p><i>People in History</i> 234</p> <p><i>Primary Source</i> 240</p> <p><i>Reading Check</i> 241, 435</p> <p>Teacher Wraparound Edition:</p> <p>AS 524; DBQ 240; DI 240; RC 241, 435</p>
<p>PR.14.AH.5</p> <p>Investigate the contributions of Theodore Roosevelt’s administration in establishing conservation of natural resources:</p> <ul style="list-style-type: none"> • John Muir • Gifford Pinchot 	<p>Student Edition:</p> <p>532-533</p> <p><i>Debates in History</i> 532-533</p> <p><i>Document-Based Questions</i> 533</p> <p>Teacher Wraparound Edition:</p> <p>AS 533; CT 532; DBQ 533; DI 533; WS 532</p>
<p>PR.14.AH.6</p> <p>Discuss Woodrow Wilson’s <i>New Freedom</i> in regard to monetary and fiscal change:</p> <ul style="list-style-type: none"> • Underwood Tariff of 1913 • Federal Reserve Act of 1913 	<p>Student Edition:</p> <p>538-539</p> <p><i>Analyzing Visuals</i> 539</p> <p><i>Infographic</i> 538-539</p> <p>Teacher Wraparound Edition:</p> <p>AS 538; AV 539; C 541; CT 538; RS 539</p>
<p>PR.14.AH.7</p> <p>Evaluate Robert La Follette’s <i>Wisconsin Idea</i> in regard to political reform:</p> <ul style="list-style-type: none"> • <i>initiative</i> • <i>referendum</i> • <i>recall</i> • <i>direct primary</i> 	<p>Student Edition:</p> <p>522-523</p> <p><i>Primary Source</i> 523</p> <p>Teacher Wraparound Edition:</p> <p>CT 522; DI 523</p>

STANDARDS	PAGE REFERENCES
<p>PR.14.AH.8</p> <p>Compare and contrast the political views of Booker T. Washington and W.E.B. Du Bois:</p> <ul style="list-style-type: none"> Atlanta Compromise Niagara Movement Tuskegee Institute National Association for the Advancement of Colored People 	<p>Student Edition:</p> <p>369-370, 467, 480-481, 541</p> <p><i>People in History</i> 480</p> <p><i>Primary Source</i> 481, 540</p> <p><i>Reading Check</i> 370</p> <p><i>Skills Handbook</i> R10</p> <p>Teacher Wraparound Edition:</p> <p>DBQ 540; PH 480; RC 370</p>
<p>PR.14.AH.9</p> <p>Analyze the progression of government regulation of business:</p> <ul style="list-style-type: none"> Interstate Commerce Act Sherman Anti-trust Act Clayton Anti-trust Act Federal Trade Commission Act 	<p>Student Edition:</p> <p>462-464, 527, 528-530, 535, 538-540</p> <p><i>Analyzing Supreme Court Cases</i> 531, 671</p> <p><i>Analyzing Visuals</i> 529</p> <p><i>Debates in History</i> 464-465</p> <p><i>Document-Based Questions</i> 531</p> <p><i>Infographic</i> 538-539</p> <p><i>Political Cartoons</i> 529</p> <p><i>Reading Check</i> 530</p> <p>Teacher Wraparound Edition:</p> <p>AV 529; C 535; CT 463; DBQ 531; DI 527, 539; RC 530</p>
<p>PR.14.AH.10</p> <p>Investigate Theodore Roosevelt's <i>Square Deal</i> policies which increased presidential powers [e.g., <i>trust busting</i>, 1902 coal strike, railroad regulation (Elkins Act/Hepburn Act), Meat Inspection Act, Pure Food and Drug Act, conservation]</p>	<p>Student Edition:</p> <p>528-533</p> <p><i>Analyzing Visuals</i> 529</p> <p><i>Political Cartoons</i> 529</p> <p><i>Reading Check</i> 530, 533</p> <p>Teacher Wraparound Edition:</p> <p>AV 529; CT 529, 530, 532; RC 530, 533; T 531</p>

STANDARDS	PAGE REFERENCES
<p>PR.14.AH.11</p> <p>Analyze the effects of the Sixteenth, Seventeenth, and Eighteenth Amendments</p>	<p>Student Edition:</p> <p>144-145, 522, 538, 609</p> <p><i>Analyzing Visuals</i> 608</p> <p><i>Primary Source</i> 608</p> <p><i>Reading Check</i> 522, 540</p> <p>Teacher Wraparound Edition:</p> <p>AS 144; AV 608; C 609; CT 145, 608; RC 522, 540</p>
<p>PR.14.AH.12</p> <p>Examine the effects of the 1912 presidential election</p>	<p>Student Edition:</p> <p>536-541</p> <p><i>Document-Based Questions</i> 537</p> <p><i>Infographic</i> 538-539</p> <p><i>Primary Source</i> 537</p> <p>Teacher Wraparound Edition:</p> <p>C 541; DBQ 537; SP 537</p>
<p>Strand: World in Conflict</p>	
<p>Content Standard 15: Students shall examine social, political, and economic changes during World War I.</p>	
<p>WC.15.AH.1</p> <p>Analyze the causes of World War I:</p> <ul style="list-style-type: none"> • <i>imperialism</i> • <i>nationalism</i> • <i>militarism</i> • <i>alliances</i> 	<p>Student Edition:</p> <p>548-551</p> <p><i>Analyzing Visuals</i> 549, 551</p> <p><i>National Geographic</i> 549</p> <p><i>Primary Source</i> 550</p> <p><i>Reading Check</i> 551</p> <p>Teacher Wraparound Edition:</p> <p>AS 551; AV 549, 551; CT 550; RC 551; SP 549; WS 549, 550</p>

STANDARDS	PAGE REFERENCES
<p>WC.15.AH.2</p> <p>Identify the steps leading to the entrance of the United States into World War I (e.g., Lusitania, Sussex Pledge, Zimmerman Telegram)</p>	<p>Student Edition:</p> <p>552-555, 582</p> <p><i>Debates in History</i> 552-553</p> <p><i>Document-Based Questions</i> 553</p> <p><i>Turning Points</i> 554</p> <p>Teacher Wraparound Edition:</p> <p>AS 554; C 555; DH 553; HO 549; RS 552, 555; TP 554</p>
<p>WC.15.AH.3</p> <p>Discuss the contributions of the United States to the Allies in World War I</p>	<p>Student Edition:</p> <p>560-561, 566-569</p> <p><i>Document-Based Questions</i> 569</p> <p><i>National Geographic</i> 568</p> <p><i>Primary Source</i> 560, 569</p> <p>Teacher Wraparound Edition:</p> <p>AS 566; DBQ 569</p>
<p>WC.15.AH.4</p> <p>Investigate mobilization on the home front during World War I:</p> <ul style="list-style-type: none"> • Selective Service Act • Food Administration • Fuel Administration • War Industries Board • Committee on Public Information 	<p>Student Edition:</p> <p>556-561, 582</p> <p><i>Analyzing Visuals</i> 557</p> <p><i>Primary Source</i> 557</p> <p><i>Reading Check</i> 558, 561</p> <p>Teacher Wraparound Edition:</p> <p>AV 547; C 561; DI 560; HO 557; RC 558, 561; RS 560; SP 557</p>
<p>WC.15.AH.5</p> <p>Debate freedom of speech versus national security (e.g., Espionage and Sedition Act, <u>Schenck v. United States</u>, public opposition to the war)</p>	<p>Student Edition:</p> <p>558</p> <p><i>Analyzing Supreme Court Cases</i> 559</p> <p><i>Document-Based Questions</i> 559</p> <p><i>Reading Check</i> 558</p> <p>Teacher Wraparound Edition:</p> <p>DBQ 559; EC 559; RC 558; T 559</p>

STANDARDS	PAGE REFERENCES
<p>WC.15.AH.6</p> <p>Examine the Treaty of Versailles:</p> <ul style="list-style-type: none"> • Wilson’s Fourteen Points • ratification debate 	<p>Student Edition:</p> <p>570-573</p> <p><i>Analyzing Visuals</i> 571, 572</p> <p><i>Infographic</i> 570-571</p> <p><i>Political Cartoons</i> 572</p> <p>Teacher Wraparound Edition:</p> <p>AS 570; AV 571, 572; CT 572; DI 571; SP 573; WS 571</p>
<p>Content Standard 16: Students shall examine social, political, and economic changes during the Jazz Age/Roaring Twenties.</p>	
<p>WC.16.AH.1</p> <p>Investigate the sources of national fear and violence in post World War I (e.g., <i>Xenophobia/Nativism, Communism, Red Scare/Palmer Raids, Anarchists/Sacco and Vanzetti, Ku Klux Klan, Emergency Quota Act of 1921, labor strikes</i>)</p>	<p>Student Edition:</p> <p>576-581, 604-609</p> <p><i>Analyzing Visuals</i> 577</p> <p><i>Making Connections</i> 579</p> <p><i>Past & Present</i> 578-579</p> <p><i>Political Cartoons</i> 605</p> <p><i>Primary Source</i> 577</p> <p><i>Reading Check</i> 578</p> <p>Teacher Wraparound Edition:</p> <p>AC 577; C 581, 609; CT 579; HO 577; MC 579; RC 578; RS 577; WS 578, 580</p>
<p>WC.16.AH.2</p> <p>Evaluate the artistic, literary, and social movements of the 1920s, which changed society (e.g., Harlem Renaissance, Lost Generation, jazz culture, <i>Ash Can School</i>, United Negro Improvement Association)</p>	<p>Student Edition:</p> <p>588-589, 598, 600-602, 604-609, 610-613, 616-621</p> <p><i>Analyzing Visuals</i> 619</p> <p><i>Document-Based Questions</i> 611</p> <p><i>National Geographic</i> 620</p> <p><i>Primary Source</i> 600-601, 606-607, 608, 611, 617, 618-619</p> <p>Teacher Wraparound Edition:</p> <p>AS 602, 620; AV 619; C 609, 613, 621; CT 618; DBQ 611; DI 600, 607; HO 611; WS 598, 613</p>

STANDARDS	PAGE REFERENCES
<p>WC.16.AH.3</p> <p>Analyze the domestic policies of Presidents Warren G. Harding, Calvin Coolidge, and Herbert Hoover</p>	<p>Student Edition:</p> <p>590-593, 606, 633, 640-643</p> <p><i>Analyzing Visuals</i> 593, 641</p> <p><i>Political Cartoons</i> 591, 641</p> <p><i>Primary Source</i> 592</p> <p><i>Reading Check</i> 593, 642</p> <p>Teacher Wraparound Edition:</p> <p>AV 641; C 643; CT 593, 606; DBQ 593; RC 593, 642; WS 592, 642</p>
<p>Content Standard 17: Students shall examine social, political, and economic changes during the Great Depression.</p>	
<p>WC.17.AH.1</p> <p>Examine the causes and effects of the Dust Bowl on agriculture and migration patterns</p>	<p>Student Edition:</p> <p>635</p> <p><i>Analyzing Geography</i> 638</p> <p><i>Geography & History</i> 638-639</p> <p><i>Reading Check</i> 635</p> <p>Teacher Wraparound Edition:</p> <p>CT 635; F 638; RC 635; T 638</p>
<p>WC.17AH.2</p> <p>Analyze the national and global causes and effects of the Great Depression</p>	<p>Student Edition:</p> <p>630-633, 634-635, 644</p> <p><i>Analyzing Visuals</i> 630</p> <p><i>Geography & History</i> 638-639</p> <p><i>Infographic</i> 632</p> <p><i>Primary Source</i> 642</p> <p><i>Reading Check</i> 633</p> <p><i>Turning Point</i> 630-631</p> <p>Teacher Wraparound Edition:</p> <p>AH 630; AS 630; AV 632; C 643; CT 635; RC 633</p>

STANDARDS	PAGE REFERENCES
<p>WC.17.AH.3</p> <p>Discuss President Herbert Hoover’s policies in dealing with the Great Depression</p>	<p>Student Edition:</p> <p>640-643</p> <p><i>Analyzing Visuals</i> 641</p> <p><i>Political Cartoons</i> 641</p> <p><i>Reading Check</i> 642</p> <p>Teacher Wraparound Edition:</p> <p>AV 641; C 643; RC 642; T 641; WS 642</p>
<p>WC.17.AH.4</p> <p>Evaluate President Franklin D. Roosevelt’s New Deal including the long term effects (e.g., growth of federal power/bureaucracy, Tennessee Valley Authority, social security, minimum wage)</p>	<p>Student Edition:</p> <p>648-649, 652-659, 662-667, 672-673, 674</p> <p><i>Analyzing Primary Sources</i> 650-651</p> <p><i>Analyzing Time Lines</i> 654-655</p> <p><i>Debates in History</i> 664-665</p> <p><i>Infographic</i> 672</p> <p><i>Making Connections</i> 657</p> <p><i>Past & Present</i> 656-657</p> <p><i>Reading Check</i> 655, 667</p> <p>Teacher Wraparound Edition:</p> <p>ATL 655; C 659, 673; CT 654; MC 657; RC 655, 667; SP 654</p>
<p>Content Standard 18: Students shall examine social, political, and economic changes during World War II.</p>	
<p>WC.18.AH.1</p> <p>Discuss the isolationist policies of the United States prior to entry into World War II</p>	<p>Student Edition:</p> <p>686-687, 702-703</p> <p><i>Analyzing Visuals</i> 686</p> <p><i>Infographic</i> 686</p> <p><i>National Geographic</i> 705</p> <p><i>Reading Check</i> 687</p> <p>Teacher Wraparound Edition:</p> <p>C 687, 707; HO 703; RC 687; RS 686</p>

STANDARDS	PAGE REFERENCES
<p>WC.18.AH.2</p> <p>Summarize Japanese motives for attacking Pearl Harbor</p>	<p>Student Edition:</p> <p>705-707</p> <p><i>Analyzing Visuals</i> 707</p> <p>Teacher Wraparound Edition:</p> <p>CT 706; RS 706</p>
<p>WC.18.AH.3</p> <p>Describe the United States' mobilization for war on the home front:</p> <ul style="list-style-type: none"> • War Production Board • roles of women • war bonds • Selective Service Act • Office of Price Administration • roles of African Americans 	<p>Student Edition:</p> <p>714-721, 728-730, 734-735</p> <p><i>Analyzing Visuals</i> 720, 729</p> <p><i>Primary Source</i> 718-719, 720, 729</p> <p><i>Reading Check</i> 716</p> <p>Teacher Wraparound Edition:</p> <p>AS 719; AV 720, 729; CT 715, 719, 720, 734; DI 720; RC 716; WS 720</p>
<p>WC.18.AH.4</p> <p>Evaluate the effects of the forced relocation of Japanese Americans including the Arkansas connection:</p> <ul style="list-style-type: none"> • internment camps (Jerome and Rohwer) • <u>Korematsu v. United States</u> 	<p>The state-specific component of this objective can be covered through classroom instruction and/or the use of adjunct materials.</p> <p>Student Edition:</p> <p>732</p> <p><i>Analyzing Supreme Court Cases</i> 733</p> <p><i>Document-Based Questions</i> 733</p> <p>Teacher Wraparound Edition:</p> <p>AS 732; DBQ 733; DI 733; WS 732</p>
<p>WC.18.AH.5</p> <p>Evaluate the military contribution of minorities in World War II:</p> <ul style="list-style-type: none"> • Tuskegee Airmen • Navajo Code Talkers • 442nd Regimental Combat Team 	<p>Student Edition:</p> <p>719-721, 728-730</p> <p><i>Analyzing Visuals</i> 719</p> <p><i>People in History</i> 742</p> <p><i>Primary Source</i> 718-719</p> <p>Teacher Wraparound Edition:</p> <p>AS 719; AV 719; CT 719, 720; PH 742; WS 720</p>

STANDARDS	PAGE REFERENCES
<p>WC.18.AH.6</p> <p>Investigate the contributions of technology and science during World War II (e.g., Office of Scientific Research and Development, Manhattan Project, blood plasma, penicillin, radar, semiconductors, synthetic materials, freeze-dried food)</p>	<p>The following references include the Manhattan Project and medical and scientific advances that closely followed World War II. Contributions of technology and science during World War II can be covered through classroom instruction and/or the use of adjunct materials.</p> <p>Student Edition: 750-751, 802-803 <i>Turning Point</i> 784</p> <p>Teacher Wraparound Edition: AS 784</p>
<p>WC.18.AH.7</p> <p>Analyze President Harry S. Truman’s decision to use atomic weapons against Japan</p>	<p>Student Edition: 750-752 <i>Debates in History</i> 750-751 <i>Document-Based Questions</i> 751 <i>Reading Check</i> 752</p> <p>Teacher Wraparound Edition: AS 750; CT 752; DH 751; RC 752</p>
<p>WC.18.AH.8</p> <p>Investigate the effects of World War II on population shifts, economic gains, and social adjustments during the post-war period (e.g., defense industry towns, African American migration, farmer prosperity, employment of women, baby boom, juvenile delinquency, G.I. Bill of Rights)</p>	<p>Student Edition: 792-793, 794-799, 800-807, 810-815, 816 <i>Analyzing Visuals</i> 795, 801 <i>Geography and History</i> 798 <i>Past & Present</i> 812-813 <i>Primary Source</i> 795, 801 <i>Reading Check</i> 815 <i>Time Notebook</i> 808-809</p> <p>Teacher Wraparound Edition: AG 798, 801; C 799, 807; CT 795; HO 795, 801; RC 815; RS 796</p>

STANDARDS	PAGE REFERENCES
<p>WC.18.AH.9</p> <p>Examine racial conflicts in the World War II period</p>	<p>Student Edition:</p> <p>719-721, 730, 731-732</p> <p><i>Analyzing Supreme Court Cases</i> 733</p> <p><i>Document-Based Questions</i> 733</p> <p><i>Primary Source</i> 719</p> <p>Teacher Wraparound Edition:</p> <p>AS 731; CT 719, 720, 730; DBQ 733; DI 731; T 733; WS 732</p>
<p>Strand: Contemporary United States</p>	
<p>Content Standard 19: Students shall examine the changes encountered between the Cold War and the present.</p>	
<p>CUS.19.AH.1</p> <p>Investigate the origins of the Cold War (e.g., Yalta Conference, division of Europe, United Nations, Truman Doctrine, Marshall Plan, Berlin Crisis)</p>	<p>Student Edition:</p> <p>752-753, 760-765, 766-769</p> <p><i>Debates in History</i> 762-763</p> <p><i>Document-Based Questions</i> 763, 767</p> <p><i>National Geographic</i> 764</p> <p><i>Primary Source</i> 761, 767, 769</p> <p>Teacher Wraparound Edition:</p> <p>AS 761; CT 761, 762, 768; DBQ 767; DH 763; DI 765; RS 764; WS 762</p>
<p>CUS.19.AH.2</p> <p>Discuss the influence of <i>McCarthyism</i> on American society and politics</p>	<p>Student Edition:</p> <p>777-778</p> <p><i>Analyzing Supreme Court Cases</i> 779</p> <p><i>Analyzing Visuals</i> 777</p> <p><i>Political Cartoons</i> 777</p> <p>Teacher Wraparound Edition:</p> <p>AS 778; AV 777; CT 777; DI 777, 779; HO 777</p>

STANDARDS	PAGE REFERENCES
<p>CUS.19.AH.3</p> <p>Examine the increase in bureaucracy as a result of the Cold War:</p> <ul style="list-style-type: none"> • National Security Act of 1947 • Interstate Highway Act of 1957 	<p>The following references provide an entry-point to lessons and discussions about the growth of bureaucracy during the Cold War. The National Security Act of 1947 and a more comprehensive study of Cold War bureaucracy can be facilitated through classroom instruction and/or the use of adjunct materials.</p> <p>Student Edition: 774-775, 785, 796, 799</p> <p>Teacher Wraparound Edition: C 799; S1 792; S3 759; S4 759</p>
<p>CUS.19.AH.4</p> <p>Examine the development of international alliances as a result of the Cold War:</p> <ul style="list-style-type: none"> • North Atlantic Treaty Organization • Warsaw Pact 	<p>Student Edition: 769</p> <p><i>Analyzing Visuals</i> 769</p> <p><i>National Geographic</i> 769</p> <p>Teacher Wraparound Edition: AS 769; AV 769; WS 769</p>
<p>CUS.19.AH.5</p> <p>Discuss the impact of the space race on relations between the United States and the Soviet Union</p>	<p>Student Edition: 815, 832</p> <p><i>Reading Check</i> 832</p> <p><i>Technology & History</i> 832-833</p> <p><i>Turning Point</i> 784</p> <p>Teacher Wraparound Edition: AS 833; RC 832; TP 784</p>

STANDARDS	PAGE REFERENCES
<p>CUS.19.AH.6</p> <p>Investigate civil rights issues affecting the following groups:</p> <ul style="list-style-type: none"> • African Americans • American Indians • Asian Americans • Hispanic Americans • women 	<p>Student Edition:</p> <p>732, 848-849, 850-857, 858-867, 876, 914-919, 920-925, 952-957</p> <p><i>Analyzing Primary Sources</i> 868-869</p> <p><i>Analyzing Supreme Court Cases</i> 733, 853</p> <p><i>Analyzing Time Lines</i> 860-861</p> <p><i>Infographic</i> 874</p> <p><i>Primary Source</i> 856, 863, 866, 915, 918, 924</p> <p><i>Turning Point</i> 854-855</p> <p>Teacher Wraparound Edition:</p> <p>AS 862, 924; C 875, 919, 957; CT 918; T 853; WS 860</p>
<p>CUS.19.AH.7</p> <p>Investigate the role of the United States in global conflicts:</p> <ul style="list-style-type: none"> • Korean Conflict • Vietnam Conflict • Operation Desert Shield/Storm 	<p>Student Edition:</p> <p>770-773, 880-881, 882-889, 892-897, 898-903, 904, 993</p> <p><i>Analyzing Visuals</i> 772, 902, 992</p> <p><i>Debates in History</i> 886-887</p> <p><i>Infographic</i> 770-771</p> <p><i>National Geographic</i> 883, 888, 992</p> <p><i>Political Cartoons</i> 772</p> <p><i>Primary Source</i> 902</p> <p>Teacher Wraparound Edition:</p> <p>AG 771; AV 772, 902, 992; CT 773; DH 887; SP 771</p>
<p>CUS.19.AH.8</p> <p>Examine the cultural and technological changes in American society that began in the 1950s using primary and secondary sources</p>	<p>Student Edition:</p> <p>800-807, 910-913, 926, 969-973, 1002-1005</p> <p><i>Analyzing Visuals</i> 801, 804, 972, 1004</p> <p><i>Document-Based Questions</i> 912</p> <p><i>Primary Source</i> 801, 804, 911, 912, 972, 1004</p> <p><i>Skills Handbook</i> R19, R20</p> <p><i>Time Notebook</i> 808-809</p> <p>Teacher Wraparound Edition:</p> <p>AS 912; AV 801, 804, 1004; CT 806, 808, 911; DBQ 912; DI 809; HO 801; SP 804</p>

STANDARDS	PAGE REFERENCES
<p>CUS.19.AH.9</p> <p>Compare and contrast the policies of the <i>New Frontier</i> and the <i>Great Society</i></p>	<p>Student Edition: 824-826, 838-843, 844 <i>Infographic</i> 842 <i>Reading Check</i> 826 <i>Skills Handbook</i> R10</p> <p>Teacher Wraparound Edition: AS 826; C 843; CT 843; DI 826; RC 826; RS 826</p>
<p>CUS.19.AH.10</p> <p>Discuss the political and social results of <i>Watergate</i></p>	<p>Student Edition: 940-945 <i>Analyzing Supreme Court Cases</i> 943 <i>Critical Thinking</i> 945 <i>Document-Based Questions</i> 943 <i>Reading Check</i> 945</p> <p>Teacher Wraparound Edition: DBQ 943; RC 945</p>
<p>CUS.19.AH.11</p> <p>Compare and contrast the domestic and foreign policies of United States presidents from Richard Nixon to the present</p>	<p>Student Edition: 934-939, 946-951, 962, 976-981, 990-995, 996, 1008-1015, 1026, 1035, 1039-1041, 1050-1055 <i>Analyzing Visuals</i> 938, 1014 <i>Debates in History</i> 976-977 <i>Primary Source</i> 938, 950, 980, 1014 <i>Skills Handbook</i> R10</p> <p>Teacher Wraparound Edition: AS 934; AV 938, 1014; C 939, 951, 1055; CT 950; EW 962; RS 993; VS 962</p>

STANDARDS	PAGE REFERENCES
<p>CUS.19.AH.12</p> <p>Recognize current issues in immigration and ethnic diversity</p>	<p>Student Edition:</p> <p>952-957, 1018-1019</p> <p><i>Analyzing Primary Sources</i> 1020-1021</p> <p><i>Analyzing Visuals</i> 1018</p> <p><i>Document-Based Questions</i> 1021</p> <p><i>Past & Present</i> 812-813</p> <p><i>Primary Source</i> 1018</p> <p><i>Reading Check</i> 1018</p> <p>Teacher Wraparound Edition:</p> <p>AS 954; AV 1018; C 957, 1019; CT 955; DBQ 1021; RC 1018; RS 1019</p>
<p>CUS.19.AH.13</p> <p>Investigate the effects of the September 11, 2001, terrorist attack on the United States:</p> <ul style="list-style-type: none"> • Department of Homeland Security • Patriot Act • Transportation Security Act • Operation Enduring Freedom 	<p>Student Edition:</p> <p>1036-1041, 1042-1047, 1050-1051, 1055, 1056</p> <p><i>Analyzing Time Lines</i> 1044-1045</p> <p><i>Primary Source</i> 1043, 1050</p> <p><i>Reading Check</i> 1041</p> <p>Teacher Wraparound Edition:</p> <p>AS 1040, 1051; C 1041, 1047; RC 1041</p>