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<th>CONTENT STATEMENTS</th>
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<tr>
<td><strong>Theme</strong></td>
<td>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</td>
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<tr>
<td><strong>Topic</strong></td>
<td><strong>Historical Thinking and Skills</strong></td>
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<tr>
<td>Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.</td>
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</table>
| **1.** Historical events provide opportunities to examine alternative courses of action. | **Student Edition:**  
| **21st Century Skills** 70 #2, #5, #13, #14; 314 #9, #10, 376 #8, #49, #10, 430 #7, #8, #9, 456 #13, #14, 478 #9, #10, 496 #10  
**Thinking Like a Historian** 241 |
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| 2. The use of primary and secondary sources of information includes an examination of the credibility of each source. | Teachers may meet this objective by including an examination of the credibility of the sources for each of the following references:  
**Student Edition:**  
Analyzing Primary Sources 203, 236, 257, 287, 289, 298, 307, 312, 321, 484  
Analyzing Historical Documents 204, 228, 244, 314, 340, 376, 396, 414  
Thinking Like a Historian 513 |
| 3. Historians develop theses and use evidence to support or refute positions.       | **Student Edition:**  
21st Century Skills 158 #7, 244 #9, 340 #10, 396 #7, 456 #4  
Analyzing Historical Documents 138  
Thinking Like a Historian 241, 292, 334, 364, 423, 444, 461, 485, 517 |
| 4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations. | **Student Edition:**  
21st Century Skills 70 #2, 88 #9, 110 #7, 138 #15, 180 #12, 204 #2, #11, 228 #11, 262 #3, 314 #3, #10-#11, 358 #10  
Exploring the Essential Questions 158  
Thinking Like a Historian 186, 334, 364 |

### Topic Historic Documents

Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.

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| 5. The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies. | **Student Edition:**  
9, 10-14  
**Teacher Edition:**  
C 11; CBK 13; V 12 |
| 6. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States. | See United States History & Geography Early Ages © 2014. |
| 7. Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government. | **Student Edition:**  
15-17, 21-30, 31-42  
**Biography:** 17  
**Lesson Review:** 20 #2  
**Teacher Edition:**  
C 22, 29, 37; R 21; T 22; V 16; W 38 |
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| **8.** The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States. | **Student Edition:**  
17  
*Documents of American History* 540, 541, 542, 543  
*Reading Progress Check* 17  
**Teacher Edition:**  
LS 43; W 17 |
| **9.** The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States. | **Student Edition:**  
17, 28-29, 42-44  
**Teacher Edition:**  
W 43; OTO 44 |
| **Topic** | **Industrialization and Progressivism (1877-1920)**  
Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business. |
| **10.** The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society. | **Student Edition:**  
92-95, 100-103  
**21st Century Skills** 110 #11  
*Analyzing Primary Sources* 94  
Chart 101, 102  
*Extended-Response Question* 110  
**Teacher Edition:**  
OTO 94; W 102 |
| **11.** The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions and violence toward supporters of organized labor. | **Student Edition:**  
93, 104-109  
**21st Century Skills** 110 #9-#10  
*Geography Connection* 106  
*Lesson Review* 109 #3, #5, 110 #8  
*Writing Activity* 109  
**Teacher Edition:**  
C107, 109; OTO 108 |
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<tr>
<td>12. Immigration, internal migration and urbanization transformed American life.</td>
<td><strong>Student Edition:</strong>&lt;br&gt;114-117, 118-121&lt;br&gt;21st Century Skills 138 #11&lt;br&gt;Analyzing Historical Documents 138&lt;br&gt;Extended-Response Question 138&lt;br&gt;Lesson Review 138 #2, #3&lt;br&gt;Writing Activity 117&lt;br&gt;<strong>Teacher Edition:</strong>&lt;br&gt;OTO 116; T 115</td>
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<td>13. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.</td>
<td><strong>Student Edition:</strong>&lt;br&gt;133-137&lt;br&gt;Analyzing Supreme Court Cases 135&lt;br&gt;Biography 136&lt;br&gt;Lesson Review 137 #1, #4, 138 #10&lt;br&gt;Writing Activity 137&lt;br&gt;<strong>Teacher Edition:</strong>&lt;br&gt;OTO 136</td>
</tr>
<tr>
<td>14. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.</td>
<td><strong>Student Edition:</strong>&lt;br&gt;162-168, 169-174, 175-179&lt;br&gt;Analyzing Primary Sources 171&lt;br&gt;Critical Thinking 163&lt;br&gt;Extended-Response Question 180&lt;br&gt;The Story Matters 159&lt;br&gt;Writing Activity 168, 179&lt;br&gt;<strong>Teacher Edition:</strong>&lt;br&gt;C 166; CR 121; V 165</td>
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**Topic**  
**Foreign Affairs from Imperialism to Post-World War I (1898-1930)**  
The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.

<p>| 15. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power. | <strong>Student Edition:</strong>&lt;br&gt;142-145, 146-151, 152-157&lt;br&gt;Analyzing Primary Sources 150&lt;br&gt;Extended-Response Question 158&lt;br&gt;Geography Connection 149, 155&lt;br&gt;Lesson Review 145 #3, #5&lt;br&gt;Writing Activity 145, 151, 157&lt;br&gt;<strong>Teacher Edition:</strong>&lt;br&gt;C 143 |</p>
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| 16. After WWI, the United States pursued efforts to maintain peace in the world.  | **Student Edition:** 197-199, 210-211, 271-274  
Document-Based Question 282 #10-#12  
Extended-Response Question 204  
Writing Activity 199, 275  
**Teacher Edition:** C 211; V 198 |
| However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs. |                                                                                                           |
| 17. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I. | **Student Edition:** 201-203, 217-221  
21st Century Skills 228 #11  
Answering the Guiding Questions 220 #3  
Lesson Review 220 #3  
Writing Activity 203  
**Teacher Edition:** C 202, 203; T 202 |
| 18. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions. | **Student Edition:** 212-216, 219-220  
21st Century Skills 228 #14  
Exploring the Essential Question 228  
Lesson Review 216 #3, #5  
Writing Activity 216  
**Teacher Edition:** R 219 |
| 19. Movements such as the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition all contributed to social change. | **Student Edition:** 219-220, 224-227  
Geography Connection 226  
Lesson Review 227 #2, #4  
Writing Activity 227  
**Teacher Edition:** C 200; R 225; W 226 |
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<tr>
<th>Number</th>
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<tr>
<td>20.</td>
<td>The Great Depression was caused, in part, by the federal government’s monetary policies, stock market speculation and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.</td>
</tr>
</tbody>
</table>
Analyzing Primary Sources 236  
Causes of the Great Depression 235  
The Story Matters 229  
Thinking Like a Historian 241  
**Teacher Edition:** C 233, 235 |

### Topic: From Isolation to World War (1930-1945)

The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country’s focus from isolationism to international involvement.

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<tbody>
<tr>
<td>21.</td>
<td>During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.</td>
</tr>
</tbody>
</table>
|        | **Student Edition:** 271-275  
Answering The Guiding Questions 275 #5  
Analyzing Historical Documents 282 #10-#12  
critical Thinking 274  
Lesson Review 275 #3  
Political Cartoon 272  
**Teacher Edition:** C1 272; C2 272; MC 271; R 272 |
| 22.    | The United States mobilization of its economic and military resources during World War II brought significant changes to American society. |
|        | **Student Edition:** 286-293  
Analyzing Primary Sources 289  
Analyzing Supreme Court Cases 291  
Charts/Graphs 288  
Lesson Review 293 #2, #4, #6  
The Story Matters 283  
Writing Activity 293  
**Teacher Edition:** C1 290; C2 290; HO 284; R 288; W 287 |
| 23.    | Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. |
|        | **Student Edition:** 311-312  
Analyzing Primary Sources 312  
Answering the Guiding Questions 313 #4  
Critical Thinking 311, 313  
**Teacher Edition:** C 312 |
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</table>
| **Topic** The Cold War (1945-1991)**  
The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the U.S.S.R. so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States. | **Student Edition:**  
318-322, 323-326, 335-339, 367-371  
21st Century Skills 376 #8  
Answering the Guiding Questions 329 #3, 339 #4  
Geography Connection 319, 370  
Lesson Review 339 #3  
**Teacher Edition:**  
C 326, 327, 338, 370; C1 323; R 325 |
| **24.** The United States followed a policy of containment during the Cold War in response to the spread of communism. | **Student Edition:**  
330-334  
21st Century Skills 340 #9  
Analyzing Supreme Court Cases 333  
Biography 332  
Lesson Review 334 #1, #4  
Writing Activity 334  
**Teacher Edition:**  
C 331, 332; R 332; V 331 |
| **25.** The Second Red Scare and McCarthyism reflected Cold War fears in American society. | **Student Edition:**  
336-339, 400-405, 406-409, 410-413  
21st Century Skills 414 #9  
Analyzing Primary Sources 403  
Charts/Graphs 407  
Lesson Review 415 #3, #5  
The Story Matters 315  
Writing Activity 329  
**Teacher Edition:**  
C 407; W 403 |
| **26.** The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. | **Student Edition:**  
473-474  
Answering the Guiding Questions 477 #5, #6  
**Teacher Edition:**  
CBK 473 |
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<thead>
<tr>
<th>Topic</th>
<th>Social Transformations in the United States (1945-1994)</th>
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<tbody>
<tr>
<td></td>
<td>A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.</td>
</tr>
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</table>

Analyzing Primary Sources 389  
Analyzing Supreme Court Cases 381  
Charts/Graphs 390, 425  
Extended-Response Question 396  
The Story Matters 377  
Teacher Edition: R 380, 381, 387; V 384; W 384, 387 |

| 29. The postwar economic boom, greatly affected by advances in science, produced epic changes in American life. | Student Edition: 349-354  
Biography 351  
Charts/Graphs 350  
Teacher Edition: C2 350 |

| 30. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects. | Student Edition: 355, 461-462, 488-490  
21st Century Skills 358 #9, 478 #9  
Geography Connection 462  
Teacher Edition: C 462; V 462 |

Chart 444  
Exploring the Essential Question 376  
Writing Activity 348, 375  
Teacher Edition: C 373, 436; R 364, 436 |
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<th>Topic</th>
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<th>Teacher Edition</th>
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<tr>
<td>United States and the Post-Cold War World (1991-Present)</td>
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<tr>
<td>The United States emerged from the Cold War as a dominant leader in</td>
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<td>world affairs amidst a globalized economy, political terrorism and</td>
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<td>the proliferation of nuclear weapons.</td>
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<td>32. Improved global communications, international trade, transnational</td>
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<td>business organizations, overseas competition and the shift from</td>
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<td>manufacturing to service industries have impacted the American</td>
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<td></td>
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<td>economy.</td>
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<td>33. The United States faced new political, national security and</td>
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<td>economic challenges in the post-Cold War world and following the</td>
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<td>attacks on September 11, 2001.</td>
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