

Houghton Mifflin Harcourt
The Americans: Reconstruction to the 21st Century ©2012

correlated to the

**Tennessee Social Studies Curriculum Standards (2014-15),
 United States History and Geography: Post-Reconstruction to the Present**

Standards		Page References
<p>Course Description: <i>Students will examine the causes and consequences of the Industrial Revolution and America’s growing role in world diplomatic relations, including the Spanish- American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America’s entry into World War II, as well as its consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes resulting from the Civil Rights Movement, the Cold War, and recent events and trends that have shaped modern-day America. Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since Reconstruction with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society.</i></p>		
<p>The Rise of Industrial America 1877-1914 <i>Students analyze the various causes of the Industrial Revolution, the transformation of the American economy, and the changing social and political conditions in the United States in response to the Industrial Revolution. Students will also examine the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe and Asia.</i></p>		
US.1	<p>Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban</p>	<p>SE/TE: 214-218, 228-229, 230-233, 236-240 Visit the <u>HMH Tennessee Social Studies</u> page for additional open source resources.</p>

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	areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)	
US.2	Summarize the major developments in Tennessee during the Reconstruction era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878, and the election of African Americans to the General Assembly. (C, E, H, TN)	<p>SE/TE: Opportunities to address this standard may be found on pages 184-189</p> <p>Visit the HMH Tennessee Social Studies page for additional open source resources.</p>
US.3	Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, including Jim Crow laws, lynching, disenfranchisement methods, efforts of Pap Singleton and the Exodusters. (C, H, P, TN)	<p>SE/TE: 184-189, 286-288</p> <p>Visit the HMH Tennessee Social Studies page for additional open source resources.</p>
US.4	<p>Analyze the causes and consequences of Gilded Age politics and economics, including the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: (E, H, P)</p> <ul style="list-style-type: none"> • Boss Tweed • Thomas Nast • Credit Mobilier • Whiskey Ring • Garfield’s assassination • Pendleton Act • Interstate Commerce Act 	<p>SE/TE: 236-240, 267-271, 272</p> <p>Visit the HMH Tennessee Social Studies page for additional open source resources.</p>
US.5	Analyze the controversy that arose over the currency system in the late 1800’s, including the impact of gold	SE/TE: 219-223, 226

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	and silver strikes in the West, the contrasting views of farmers and industrialists, the Sherman Silver Purchase Act of 1890, the Gold Crisis during the Cleveland administration, and an analysis of William Jennings Bryan’s Cross of Gold speech. (E, H, P)	
US.6	<p>Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period: (C, E)</p> <ul style="list-style-type: none"> • Henry Bessemer • George Pullman • Alexander Graham Bell • Andrew Carnegie • Thomas Edison • J.P. Morgan • John D. Rockefeller • Swift and Armour • Cornelius Vanderbilt 	<p>SE/TE: 230-233, 236-240, 241-244, 250</p> <p style="border: 1px solid red; padding: 5px;">Visit the HMH Tennessee Social Studies page for additional open source resources.</p>
US.7	Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)	SE/TE: 262-263, 266
US.8	Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons of Thomas Nast and others during the Gilded Age. (C, P)	<p>SE/TE: 269, 273</p> <p>TE only: 269</p>
US.9	Describe the difference between “old” and “new” immigrants and analyze the assimilation process and consequences for the “new” immigrants and their impact on American society, including ethnic clusters, competition for jobs, rise of nativism, the work of Jane	SE/TE: 254-259, 260-261, 262-266, 272, 273 MC1-273 MC2

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	Addams, the documentation of living conditions by Jacob Riis, Chinese Exclusion Acts, and the Gentlemen’s Agreement. (C, E, G).	
<p>Primary Documents and Supporting Texts to Read: excerpts from the “Cross of Gold” speech, William Jennings Bryan: SE 222, 223 excerpts from <i>Twenty Years at Hull House</i>, Jane Addams: excerpts from <i>The Gospel of Wealth</i>, Andrew Carnegie: TE 242</p>		
<p>Primary Documents and Supporting Texts to Consider: excerpts from “The New Colossus,” Emma Lazarus:</p>		
<p>The Progressive Era 1890-1920 <i>Students analyze the changing landscape, including the growth of cities and the demand for political, economic, and social reforms. Students trace the rise of the United States to its role as a world power in the twentieth century.</i></p>		
US.10	Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (C, E, P)	SE/TE: 242-243, 266
US.11	Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, P)	SE/TE: 284-285, 288
US.12	Explain the characteristics and impact of the Granger Movement and Populism, including the problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities. (E, H, P)	SE/TE: 219-223, 236-240, 250
US.13	Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government’s response, including the Sherman Anti-Trust Act of 1890. (E, P)	SE/TE: 241-244, 250

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US.14	Describe working conditions in industries, including the use of labor by women and children. (C, E)	SE/TE: 241-249, 310-311
US.15	Analyze the rise of the labor movement, including its leaders, major tactics, and the response of management and the government: (C, E, H, P, TN) <ul style="list-style-type: none"> • Samuel Gompers • Eugene Debs • Haymarket Affair • Pullman Strike • Coal Creek Labor Saga • Collective bargaining • Blacklisting • Open vs. closed shops 	SE/TE: 241-249, 250 Visit the HMH Tennessee Social Studies page for additional open source resources.
US.16	Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair.	SE/TE: 306-312, 313-316, 317-325, 326-327, 332-337, 338-339
US.17	Analyze the goals and achievements of the Progressive movement, including but the following: (C, E, H, P) <ul style="list-style-type: none"> • Adoption of the initiative, referendum, and recall • Adoption of the primary system • 16th Amendment • 17th Amendment • impact on the relationship between the citizen and the government 	SE/TE: 306-312, 313-316, 317-325, 326-327, 328-331, 332-337, 338-339
US.18	Describe the movement to achieve suffrage for women, including its leaders, the activities of suffragettes, the	SE/TE: 313-316, 334-335

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	passage of the 19th Amendment, and the role of Tennessee in the suffrage effort (Anne Dallas Dudley, Harry Burn, Josephine Pearson, “Perfect 36”). (C, H, P, TN)	Visit the HMH Tennessee Social Studies page for additional open source resources.
US.19	Analyze the significant progressive achievements during the administration of Theodore Roosevelt including the Square Deal, “trust-busting,” the passage of the Pure Food and Drug Act, the Meat Inspection Act, and support for conservation. (E, H, P)	SE/TE: 317-325, 338
US.20	Analyze the significant progressive achievements during the administration of Woodrow Wilson, including his New Freedom, the Underwood Tariff, the Federal Reserve Act, and the Clayton Anti-Trust Act. (E, H, P)	SE/TE: 332-337, 338
US.21	Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (C, E, G, H)	SE/TE: 392-394
US.22	Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals. (E, G, P)	SE/TE: 342-345, 346-351, 352-358, 359-365
US.23	Evaluate the arguments of interventionists and non-interventionists of the period, including Alfred T. Mahan, Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt. (C, E, P).	SE/TE: 342-345, 352-358, 359-365
US.24	Describe the consequences of American imperialism of the period, including the following significant events:	SE/TE: 342-345, 346-351, 352-358, 359-365, 366-367

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	<p>(E, G, H, P)</p> <ul style="list-style-type: none"> • annexation of Hawaii • Spanish-American War (Teller, Platt, and Foraker Acts) • Philippine Insurrection • Roosevelt Corollary • Panama Canal 	<p>Visit the HMH Tennessee Social Studies page for additional open source resources.</p>
US.25	<p>Draw evidence from informational texts to compare and contrast Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy. (G, H, P)</p>	<p>SE/TE: 359-365, 368</p>
US.26	<p>Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States’ neutrality. (G, H, P)</p>	<p>SE/TE: 372-380</p>
US.27	<p>Justify with supporting detail from text, the reasons for American entry into World War I, including the use of unrestricted submarine warfare by the Germans, the Zimmerman Note, the defense of democracy, and economic motivations. (E, H, P).</p>	<p>SE/TE: 372-380</p>
US.28	<p>Identify and explain the impact of the following events and people during World War I: (G, H, P, TN)</p> <ul style="list-style-type: none"> • Major turning points • Impact of trench warfare • Use of new weapons and technologies • Herbert Hoover • John J. Pershing and the American Expeditionary Force • Doughboys 	<p>SE/TE: 374-376, 381-387, 406</p> <p>Visit the HMH Tennessee Social Studies page for additional open source resources.</p>

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	<ul style="list-style-type: none"> Alvin C. York 	
US.29	Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics. (H, P)	SE/TE: 398-403, 406
US.30	Analyze the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities, voluntary rationing, the Creel Committee, opposition by conscientious objectors, and the case of Schenck v. United States. (C, E, H, P)	SE/TE: 388-395, 396-397, 406
<p>Primary Documents and Supporting Texts to Read: excerpts from “Atlanta Exposition” speech, Booker T. Washington: SE 288 excerpts from <i>The Souls of Black Folks</i>, W.E.B. Dubois: SE 325 “The New Nationalism” speech, Theodore Roosevelt: excerpts from <i>The Jungle</i>, Upton Sinclair: SE 317, 327 excerpts from “The March of the Flag” speech, Albert Beveridge: excerpts from anti- imperialism speeches and writings, Mark Twain: SE 358</p>		
<p>Primary Documents and Supporting Texts to Consider: excerpts from <i>The History of Standard Oil</i>, Ida Tarbell: TE 320, SE 326 excerpts from <i>The Shame of the Cities</i>, Lincoln Steffens: TE 320, SE 327 “Peace Without Victory” speech, Woodrow Wilson: Fourteen Points, Woodrow Wilson: SE 399</p>		
<p>The 1920s <i>Describe how the battle between traditionalism and modernism manifested itself in the major historical trends and events after World War I and throughout the 1920s.</i></p>		
US.31	Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.	SE/TE: 446-451, 461, 510-512

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	(C, G)	
US.32	Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, spread of electricity, popularity of labor saving appliances, and innovations in food processing and food purchasing (Clarence Sanders). (E, G, H, TN)	SE/TE: 422-427, 430 Visit the HMH Tennessee Social Studies page for additional open source resources.
US.33	Using multiple sources and diverse formats, summarize the impact of the mass production and widespread availability of automobiles on the American economy and society. (C, E, H, G)	SE/TE: 422-427, 430, 431 MC1-431 MC2
US.34	Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation. (E, H, C)	SE/TE: 426-427
US.35	Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including the “return to normalcy,” Teapot Dome, and laissez faire politics. (E, H, P)	SE/TE: 419-421, 430
US.49	Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the immigration quota acts of the 1920’s, the resurgence of the Ku Klux Klan, the efforts of Ida B. Wells and Randolph Miller, the trial of Sacco and Vanzetti, the emergence of Garveyism, and the rise of the NAACP. (C, H, P, TN)	SE/TE: 412-418, 430, 452-454 Visit the HMH Tennessee Social Studies page for additional open source resources.
US.37	Explain the background of the Temperance Movement, the passage of the 18th Amendment to the Constitution and the Volstead Act; the impact of Prohibition on American society and its successes and failures,	SE/TE: 307-308, 434-439, 460-461

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	including the rise of organized crime, bootlegging and speakeasies, and repeal by the 21st Amendment. (E, C, H, P)	
US.38	Describe the Scopes Trial of 1925, including the major figures, the two sides of the controversy, its outcome, and its legacy. (C, P, H, TN)	SE/TE: 438-439, 460
US.39	Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life. (C, G, P)	SE/TE: 507
US.40	Describe the Harlem Renaissance, its impact, and its important figures, including an examination of literary and informational text of or about Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Duke Ellington, and Louis Armstrong. (C)	SE/TE: 452-457, 458-459, 460 Visit the HMH Tennessee Social Studies page for additional open source resources.
US.41	Analyze the emergence of the “Lost Generation” in American literature, including the impact of Ernest Hemingway and F. Scott Fitzgerald. (C)	SE/TE: 450-451, 458-459
US.42	Describe changes in the social and economic status of women, including the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women’s colleges. (C, E, P)	SE/TE: 440-443, 444-445, 460
US.43	Analyze the rise of celebrities as icons of popular culture, including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh. (C)	SE/TE: 444-445, 446-451 Visit the HMH Tennessee Social Studies page for additional open source resources.

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US.44	Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy, and WSM. (C, TN)	<p>SE/TE: Opportunities to address this standard may be found on pages 456-457</p> <p>Visit the HMH Tennessee Social Studies page for additional open source resources.</p>
<p>Primary Documents and Supporting Texts to Read: excerpts from <i>The Great Gatsby</i>, F. Scott Fitzgerald: SE 458 selected poetry and essays of Langston Hughes: SE 459 <i>Crusade for Justice: The Autobiography of Ida B. Wells</i>, Ida B. Wells: SE 286</p>		
<p>The Great Depression <i>Students analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.</i></p>		
US.45	Analyze the causes of the Great Depression, including the following:(E, H) <ul style="list-style-type: none"> • the economic cycle driven by overextension of credit • overproduction in agriculture and manufacturing • laissez faire politics • buying on margin • excess consumerism • rising unemployment • the crash of the stock market • high tariffs 	SE/TE: 464-471, 484, 485 MC1-485 MC2
US.46	Describe the steps taken by President Hoover to combat the economic depression, including his philosophy of “rugged individualism,” the Reconstruction Finance Corporation, and the response to the “Bonus Army.” (E, P)	SE/TE: 478-483, 484
US.47	Write a narrative piece that includes multiple media components to describe the toll of the Great Depression	SE/TE: 485, 485 MC1-485 MC2

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	on the American people, including massive unemployment, migration, and Hoovervilles. (C, E, H, G)	TE only: 476
US.48	Analyze the causes and consequences of the Dust Bowl of the 1930's. (C, E, H, G)	SE/TE: 474, 477
US.49	Identify and explain the following New Deal programs and assess their past or present impact: (E, H, P, TN) <ul style="list-style-type: none"> • Works Progress Administration • Social Security • Federal Deposit Insurance Corporation • Securities and Exchange Commission • Fair Labor Standards Act • Agricultural Adjustment Acts • Civilian Conservation Corps • National Recovery Administration and NIRA • Tennessee Valley Authority • Cumberland Homesteads • Great Smoky Mountains National Park 	SE/TE: 488-494, 496-501, 515-519, 520-521, 522 Visit the HMH Tennessee Social Studies page for additional open source resources.
US.50	Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and FDR's "court packing" attempt. (E, P)	SE/TE: 492-494
US.51	Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee's rural geography economy, and culture, and debate the issues of the Norris Dam and Dale Hollow Lake controversies. (C, E, G, P, TN)	SE/TE: 520-521 Visit the HMH Tennessee Social Studies page for additional open source resources.
US.52	Cite textual evidence, determine the central meaning,	SE/TE: 485 MC1-485 MC2, 496

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	and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover (“Rugged Individualism”), Franklin Roosevelt (“First Inaugural Address”), and John Steinbeck (<i>The Grapes of Wrath</i>). (C, P)	TE only: 474
US.53	Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal. (P)	SE/TE: 485 MC1-485 MC2, 493, 501, 519
<p>Primary Documents and Supporting Texts to Read: excerpts from “Rugged Individualism” speech, Herbert Hoover: SE 479 “First Inaugural Address” Franklin Roosevelt: 485 MC1-485 MC2 excerpts from <i>The Grapes of Wrath</i>, John Steinbeck: SE 496</p>		
<p>Between the Wars and World War II (1921-1947) <i>Students analyze the inter-war years and America’s participation in World War II.</i></p>		
US.54	Examine the impact of American actions in foreign policy in the 1920’s, including the refusal to join the League of Nations, the Washington Disarmament Conference, and the Kellogg-Briand Pact. (H, P)	SE/TE: 398-402, 404, 534-535
US.55	Gather relevant information from multiple sources to explain the reasons for and consequences of American actions in foreign policy during the 1930’s, including the Hoover- Stimson Note, the Johnson Debt Default Act, and the Neutrality Acts of 1935, 1937, and 1939. (H, P)	<p>SE/TE: 534-535, 550-554</p> <p style="border: 1px solid red; padding: 5px;">Visit the HMH Tennessee Social Studies page for additional open source resources.</p>
US.56	Analyze the reasons for and consequences of the rise of fascism and totalitarianism in Europe during the 1930’s, including the actions of Hitler, Mussolini, and Stalin.	SE/TE: 528-533, 535

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	(H, P)	
US.57	Examine President Roosevelt’s response to the rise of totalitarianism, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease. (E, P)	SE/TE: 550-554, 557
US.58	Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. (H, P)	SE/TE: 550-557
US.59	Identify and locate on a map the Allied and Axis countries and the major theatres of the war. (G)	SE/TE: 538, 572, 575, 580
US.60	Explain United States and Allied wartime strategy and major events of the war, including the Bataan Death March, Midway, “island hopping,” Iwo Jima, Okinawa, invasion of North Africa and Italy, D-Day, and the Battle of the Bulge. (C, G, H, P)	SE/TE: 569-577, 578-587, 598
US.61	Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers. (C, H)	SE/TE: 573, 579 <div style="border: 1px solid red; padding: 5px; margin-top: 5px;"> Visit the HMH Tennessee Social Studies page for additional open source resources. </div>
US.62	Identify the roles played and significant actions of the following individuals in World War II: (H, P) <ul style="list-style-type: none"> • Franklin Roosevelt • Winston Churchill • Joseph Stalin • Harry Truman • Adolph Hitler • Benito Mussolini 	SE/TE: 528-535, 536-541, 550-557, 558, 569-577, 578-587, 598

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	<ul style="list-style-type: none"> • Hideki Tojo • Dwight Eisenhower • George C. Marshall • Douglas MacArthur 	
US.63	Describe the constitutional issues and impact of events on the United States home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America). (C, P)	SE/TE: 590-595, 596-597
US.64	Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on American society (such as at Avco in Tennessee), as well as the service of women in the armed forces, including Cornelia Fort. (C, E, P, TN)	SE/TE: 562-568, 590-595 Visit the HMH Tennessee Social Studies page for additional open source resources.
US.65	Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee, the service of African Americans in the armed forces and the work force, and the eventual integration of the armed forces by President Truman. (C, E, H, P)	SE/TE: 562-568, 590-595, 599
US.66	Describe the war’s impact on the home front, including rationing, bond drives, movement to cities and industrial centers, and the Bracero program. (C, E, G, H)	SE/TE: 562-568, 590-595
US.67	Describe the major developments in aviation, weaponry, communication, and medicine (penicillin), and the war’s impact on the location of American industry and use of resources. (E, G)	SE/TE: 562-568, 583-584, 588-589 Visit the HMH Tennessee Social Studies page for additional open source resources.
US.68	Explain the importance of the establishment and the	SE/TE: Opportunities to address this standard may be

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	impact of the Fort Campbell base, Oak Ridge nuclear facilities, TVA, Alcoa influences, and Camp Forrest as a POW center. (E, G, P, TN)	found on pages 583-584 Visit the HMH Tennessee Social Studies page for additional open source resources.
US.69	Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war. (H)	SE/TE: 583-585
US.70	Examine the American reaction and response to the Holocaust. (C, H, P)	SE/TE: 542-549, 558
US.71	Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)	SE/TE: 585-587, 602-605
US.72	Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. (P, H, TN)	SE/TE: 602-604
<p>Primary Documents and Supporting Texts to Read: excerpts from the Announcement of Dropping the Atomic Bomb, Harry Truman: Letter to President Franklin Roosevelt, Albert Einstein:</p>		
<p>Primary Documents and Supporting Texts to Consider: excerpts from “Quarantine Speech,” Franklin Roosevelt: SE 535 “Four Freedoms” speech, Franklin Roosevelt: SE 559 Announcement of War with Japan, 1941, Franklin Roosevelt:</p>		
<p>Cold War (1945-1975) <i>Students analyze the response of the United States to communism after World War II.</i></p>		
US.73	Describe the competition between the two “superpowers” of the United States and the Soviet Union in the areas of arms development, economic dominance, and ideology, including the role and location of NATO, SEATO, and the Warsaw Pact. (C,	SE/TE: 602-608, 622-627, 630, 679-681

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	E, H, P)	
US.74	Explain examples of containment policies, including the Marshall Plan, the Berlin Airlift, and the Truman Doctrine. (E, G, H, P)	SE/TE: 602-608, 630
US.75	Draw evidence from informational text to analyze the progression of American foreign policy from containment to retaliation and brinkmanship to the domino theory to flexible response. (H, P)	SE/TE: 602-608, 609-615, 622-627, 673-678, 730-732
US.76	Analyze the causes and effects of the Red Scare that followed World War II, including Americans' attitude toward the rise of communism in China, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, P, H, TN)	SE/TE: 616-621, 628-629, 630 <div style="border: 1px solid red; padding: 5px; margin-top: 5px;">Visit the HMH Tennessee Social Studies page for additional open source resources.</div>
US.77	Describe the causes, course, and consequences of the Korean War, including the 38th parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreas. (G, H, P)	SE/TE: 609-615, 630-631
US.78	Integrate multiple sources of information presented in diverse formats of the fears of Americans about nuclear holocaust and debates over the stockpiling and use of nuclear weapons, including atomic testing, civil defense, bomb shelters, mutually assured destruction, impact of Sputnik, and President Eisenhower's warning about the military-industrial complex. (C, H, P)	SE/TE: 616-621, 622-627, 628-629
US.79	Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and the Cuban Missile Crisis. (G, H, P)	SE/TE: 673-678, 697 MC1-697 MC2, 698

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US.80	<p>Describe the causes, course, and consequences of the Vietnam War, including the following: (C, G, H, P)</p> <ul style="list-style-type: none"> • Geneva Accords • Gulf of Tonkin Resolution • Tet Offensive • Roles played by Presidents Kennedy, Johnson, and Nixon • Vietnamization • Ho Chi Minh • Bombing Cambodia • Henry Kissinger • Napalm and Agent Orange 	<p>SE/TE: 730-735, 736-741, 742-747, 748-753, 754-761, 764</p>
US.81	<p>Present information, findings, and supporting evidence evaluating the impact of the Vietnam War on the home front, including the Anti-War movement, draft by lottery, and the role of television and the media. (C, H, P)</p>	<p>SE/TE: 762-763, 765</p> <p>TE only: 743, 745, 746, 756</p>
<p><i>Primary Documents and Supporting Texts to Read:</i> excerpts from Farewell Address, Dwight Eisenhower: “Address at Rice University,” John Kennedy: SE 681</p>		
<p><i>Primary Documents and Supporting Texts to Consider:</i> excerpts from <i>The Things They Carried</i>, Tim O’Brien: “The Sources of Soviet Conduct,” George Kennan: Inaugural Address, 1961, John Kennedy: SE 670</p>		
<p>Modern United States 1945-1979 <i>Students analyze the economic boom and social transformation of post–World War II America. Students examine the origins, goals, key events, and accomplishments of Civil Rights movement in the United States, and important events and trends in the 1960s and 1970s.</i></p>		

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US.82	Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and increased reliance on foreign oil. (C, E, G)	SE/TE: 634-640, 641-649, 650-651
US.83	Examine multiple sources presented in different media and formats to explain the impact of the baby boom generation on the American economy and culture. (C, E, G, P)	SE/TE: 641-649, 658-659
US.84	Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system. (C, E, G)	SE/TE: 641-649, 650-651, 665
US.85	Analyze the increasing impact of television and mass media on the American home, American politics, and the American economy. (C, E, P)	SE/TE: 652-657, 665
US.86	Describe the emergence of a youth culture, including beatniks and the progression of popular music from swing to rhythm and blues to rock ‘n roll and the significance of Tennessee, including Sun Studios, Stax Records, and Elvis Presley. (C, E, TN)	SE/TE: 652-657, 658-659
US.87	Explain the events related to labor unions, including the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa. (E, H, P, TN)	SE/TE: 636
US.88	Describe President Kennedy’s New Frontier program to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority	SE/TE: 679-683, 696

Standards		Page References
	in the Space Race. (C, E, H, P)	
US.89	Examine court cases in the evolution of civil rights, including <i>Brown v. Board of Education</i> and <i>Regents of the University of California v. Bakke</i> . (C, H, P)	SE/TE: 166-167, 396-397, 596-597, 694-695, 700-704, 707, 708-709, 724-725, 818-819
US.90	Examine the roles of civil rights advocates, including the following: (C, H, P, TN) <ul style="list-style-type: none"> • Martin Luther King, Jr. • Malcolm X • Thurgood Marshall • Rosa Parks • Stokely Carmichael • President John Kennedy • Robert Kennedy • President Lyndon Johnson • James Meredith • Jim Lawson 	SE/TE: 689-693, 696, 700-707, 710-716, 717-723, 724-725, 726 Visit the HMH Tennessee Social Studies page for additional open source resources.
US.91	Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK. (C, H, P)	SE/TE: 638, 714, 716
US.92	Describe significant events in the struggle to secure civil rights for African Americans, including the following: (C, H, P, TN) <ul style="list-style-type: none"> • Columbia Race Riots • Tent Cities of Haywood and Fayette Counties • Influence of the Highlander Folk School and civil rights advocacy groups, including SCLC, SNCC, and CORE • Integration of Central High School in Little Rock 	SE/TE: 700-707, 710-716, 717-723, 724-725, 726 Visit the HMH Tennessee Social Studies page for additional open source resources.

Standards		Page References
	<p>and Clinton High School in Clinton, Tennessee</p> <ul style="list-style-type: none"> • Montgomery Bus Boycott • Birmingham bombings 1963 • Freedom Rides, including the opposition of Bull Connor and George Wallace • March on Washington • Sit-ins, marches, demonstrations, boycotts, Nashville Sit-ins, Diane Nash • Assassination of Martin Luther King, Jr. 	
US. 93	<p>Cite textual evidence, determine the central meaning, and evaluate the explanations offered for various events by examining excerpts from the following texts: Martin Luther King, Jr. (“Letter from a Birmingham Jail” and “I Have a Dream” speech) and Malcolm X (“The Ballot or the Bullet”). (C, P)</p>	<p>SE/TE: 727</p> <p>TE only: 714</p>
US.94	<p>Analyze the civil rights and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment. (C, E, H, P)</p>	<p>SE/TE: 689-693, 700-707, 710-716, 717-723, 724-725</p>
US.95	<p>Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. (C, E, P)</p>	<p>SE/TE: 768-773, 776-780, 788</p>
US.96	<p>Evaluate the impact of Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, P)</p>	<p>SE/TE: 686-693, 696</p>
US.97	<p>Interpret different points of view that reflect the rise of social activism and the counterculture, hippies, generation gap, and Woodstock. (C, P)</p>	<p>SE/TE: 781-785, 788</p>

Standards		Page References
US.98	Identify and explain significant achievements of the Nixon administration, including his appeal to the “silent majority” and his successes in foreign affairs. (E, H, P)	SE/TE: 794-801, 826
US.99	Analyze the Watergate scandal, including the background of the break-in, the importance of the court case United States v. Nixon, the changing role of media and journalism, the controversies surrounding Ford’s pardon of Nixon, and the legacy of distrust left in its wake. (H, P)	SE/TE: 802-807, 826
US.100	Describe the causes and outcomes of the energy crisis of the 1970’s. (E, P)	SE/TE: 810-814, 826
US.101	Investigate the life and works of Alex Haley and his influence on American Culture, including <i>The Autobiography of Malcolm X</i> and <i>Roots: The Saga of An American Family</i> . (C, TN)	TE only: 719 Visit the HMH Tennessee Social Studies page for additional open source resources.
US.102	Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, Rachel Carson’s <i>Silent Spring</i> , and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez. (G, C, P)	SE/TE: 820-825, 826
US.103	Identify and explain significant events of the Carter administration, including the Camp David Accords, the Panama Canal Treaty, poor economy, SALT treaties, and the Iran Hostage Crisis. (G, H, P)	SE/TE: 810-817, 826
<p>Primary Documents and Supporting Texts to Read: excerpts from “Letter from a Birmingham Jail,” and the “I Have a Dream” speech, Martin Luther King, Jr.: SE 712, 714 “The Ballot or the Bullet” speech, Malcolm X: SE 719 excerpts from <i>Silent Spring</i>, Rachel Carson: SE 821</p>		

Standards		Page References
excerpts from <i>Feminine Mystique</i> : SE 644, 776 excerpts from <i>The Autobiography of Malcolm X</i> and <i>Roots: The Saga of An American Family</i> , Alex Haley: TE 719 speeches by Cesar Chavez: SE 770		
Primary Documents and Supporting Texts to Consider: Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment: SE 690, 716 excerpts from “The Great Silent Majority” speech, Richard Nixon:		
Contemporary United States 1980 – Today <i>Students describe important events and trends since 1980. Students analyze the important foreign policies of and events that took place during the administrations of Presidents Ronald Reagan, George H.W. Bush, Bill Clinton, and George W. Bush, and Barack Obama.</i>		
US.104	Evaluate technological and scientific advances, including the work of significant innovators and entrepreneurs, in the fields of medicine, transportation, communication, food services, and geographic information systems. (C, E, G)	SE/TE: 869-873, 876-881, 890
US.105	Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to the Challenger disaster, Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada. (C, E, H, P)	SE/TE: 834-838, 839-845, 848-855, 856
US.106	Describe the significant events in the foreign policy of the George H.W. Bush administration, including the invasion of Panama and the Gulf War. (G, H, P)	SE/TE: 848-855
US.107	Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from	SE/TE: 882-887, 888-889

Standards		Page References
	the Rust Belt to the Sun Belt. (C, E, G, H, P)	
US.108	Summarize the significant events and achievements of the Clinton administration, including Welfare-to-Work, Brady Bill, reduction of the federal debt, NAFTA, and the scandals and subsequent impeachment proceedings. (C, E, H, P)	SE/TE: 860-865, 890
US.109	Analyze the late 20th century foreign policy of intervention by the United States in Somalia, Bosnia-Herzegovina, Kosovo and particular attempts to keep peace in the Middle East. (G, P)	SE/TE: 863-864
US.110	Explain the reasons for and the outcome of the Supreme Court case Bush v. Gore. (H, P)	SE/TE: 865-866, 890
US.111	Describe the impact of the September 11, 2001 terrorist attack on the World Trade Center and Pentagon, including the response of President George W. Bush, the wars in Afghanistan and Iraq, and continuing efforts to combat terrorism globally. (E, G, H, P)	SE/TE: 862-864, 894-897, 898-899
US.112	Describe the increasing role of women and minorities in American society, politics, and economy, including the achievements of Sandra Day O'Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and the election of President Barack Obama. (C, H, P)	SE/TE: 836, 842-843, 861-862, 868, 874-875, 914-915
<p>Primary Documents and Supporting Texts to Read: “Speech at Brandenburg Gate,” Ronald Reagan: SE 849 “Address to the Nation, September 11, 2001, George W. Bush: excerpts from “Acceptance Speech at the 2008 Democratic Convention,” President Barack Obama:</p>		

Standards	Page References
<p><i>Primary Documents and Supporting Texts to Consider:</i> excerpts from “First Inaugural Address,” Ronald Reagan: “First Inaugural Address,” Bill Clinton: <i>The World is Flat</i>, Thomas Friedman:</p>	

Program Ancillaries for *The Americans: Reconstruction to the 21st Century* © 2012

The following program ancillaries support the Tennessee standards:

Student Components

Student One Stop DVD-ROM

Includes the entire **Student Edition**, **Guided Reading Workbook**, **Spanish/English Guided Reading Workbook**, and links to online resources.

The **Online Student Edition** is an interactive textbook that links the content of the **Student Edition** with a world of enhanced features such as activities, interactive maps, and assessments. Highlights include: **eReader files**, Unit and Chapter Multimedia Connections, and Text Help. Text Help is a text to speech feature that allows for a section of the text to be read aloud and includes Spanish translations and a dictionary. Tab navigation:

- **Book Pages:** Access the textbook chapters online using easy navigation methods. Additional links include Focus on the Essential Question Podcasts, Primary Sources, Section Audio, and Chapter Activities.
- **eActivities:** Chapter-specific online activities, interactive maps, video, and section assessment and online quizzes are located here, along with eResources such as graphic organizers, the Holt World Atlas, the Current Events page, and other online tools and resources. In addition are links to the Multimedia Connections and *HISTORY*® videos.
- **Audio:** Chapter reads by section are available under the Audio tab in MP3 format. Spanish chapter summaries are also available.
- **References:** Additional material from the front and back of the text is available here, including the English and Spanish glossaries, skills handbooks, atlas pages, the primary source library, and more.
- **Student Resources:** Find chapter and section resources here, including reading support, enrichment activities, skill development activities, and section and chapter review assessment.
- **Premium Student Resources:** Chapter-level Multimedia Connections are here as well as **eReader files in both ePub and PDF forms** for download to any mobile device (including iPad, iTouch, Nook, Sony eReader, Kindle, etc.)

Guided Reading Workbook

Helps guide students as they read, take notes while reading adapted-level summaries, practice skills with an activity, and assess their understanding of content.

Spanish/English Guided Reading Workbook

The summaries contained in the **Guided Reading Workbook** are available in both English and Spanish.

eTextbook

eTextbooks include all of the content of the print textbook and are available across all grade levels and discipline areas. Suitable for most tablets, eTextbooks are portable and easily accessed, with some interactivity depending on the device.

iBook

Visually engaging multi-touch textbooks for iPad allow today's digital learners to truly interact with content. The rich, magazine-style design includes embedded interactive features to maximize learning engagement and promote higher order thinking skills.

Teacher Components

All features in the **Online Student Edition** are included in the **Online Teacher Access**. Features specific to the **Online Teacher Access**:

- **Teacher Resources: Find chapter and section resources, including reading support, enrichment activities, skill development activities, section and chapter review assessments, teacher resources, answer keys, and installers.**
- **Premium Teacher Resources:** Teacher materials that support the Chapter-level Multimedia Connections can be found here, including lesson plans, questions, transcripts, vocabulary, activities, resources, and answer keys.
- **Teacher One Stop is available with any Online Teacher Edition. This gives teachers instant access to the Teacher Edition, downloadable Lesson Plans, ExamView Assessment Suite with downloadable test banks, Calendar Planner, and digital versions of all of the print ancillaries to plan, present and assess. It is also available on DVD-ROM. State-specific assessments can be created in the ExamView Suite, assigned online for student use (via Holt McDougal Online Assessment) and automatically graded so that teachers can compare scores to standards to see where intervention is needed.**

Guided Reading and Spanish/English Guided Reading Workbooks Answer Key

Answer Key for the Guided Reading Workbook and the Spanish/English Guided Reading Workbooks

Teacher's Resource Package

Comprehensive resource materials provide instruction for all students. Resource materials, assessment, activities, reading support, and enrichment will save teachers time. The **Teacher's Resource Package** includes the following:

In-Depth Resources

Complete teaching support is available in easy-to-manage and accessible books. Each resource book corresponds to a unit within the text:

- **Guided Reading worksheets** address reading skills and note-taking practice in graphic organizer formats. These focus on main ideas of section, reference social studies skills, and tie into the key terms and names of chapter.
- **Skillbuilder Practice worksheets** reinforce social studies and critical thinking skills that are taught in the *Skillbuilder Handbook* at the back of the **Student Edition**. These contain a related reading passage from each chapter and skill application activities.
- **Geography Applications worksheets** reinforce map skills and provide opportunities for practice for each chapter of the **Student Edition**.
- **Outline Maps** help students who have difficulty with fundamental map skills.
- **Primary Sources** include two sources per chapter for source analysis. Primary sources include photographs, artifacts, personal letters, diary entries, eyewitness accounts, and more traditional historical documents.
- **American Lives** provide biographies of individuals in American history.
- **Literature Selections** extend and enriches the lesson by introducing literature from or about the period.
- **Building Vocabulary worksheets** give students practice in working with key terms and names and vocabulary from the section.
- **Reteaching Activities** provide additional practice for students who need help grasping the basic concepts in the **Student Edition**.

Reading Study Guide Workbooks

Available in English and Spanish, these interactive summaries and study guides contain chapter summaries and reading comprehension written at two grade levels below the **Student Edition**. Each lesson refers to the appropriate pages in the **Student Edition**, so students can integrate the two when needed. Each reading passage includes a graphic organizer and reading comprehension questions, while chapter reviews include a glossary of terms and names, a vocabulary quiz, main idea questions, and critical thinking questions.

Telescoping the Times: Chapter Summaries

Concise summaries, written on grade-level, provide main ideas, summaries, and review questions for each section of the **Student Edition**. Many teachers use this booklet for previewing, reinforcing and summarizing key concepts, accommodating time constraints, and review.

Access for Students Acquiring English: Spanish Translations

This booklet includes Spanish translations of *Guided Reading*, *Skillbuilder Practice*, *Geography Applications*, and *Outline Maps* worksheets from each *In-Depth Resource* book, and *Chapter Summaries* with appropriate questions, maps, and graphic organizers.

Modified Lesson Plans for English Learners

This booklet is based on the three principles of for success in teaching English Learners: increase comprehensibility, increase interaction, and increase thinking and study skills. It includes 41 research-based English Learner strategies with each strategy's research basis and step-by-step directions and modified lesson plans for each section of the textbook.

Multilanguage Glossary

This booklet includes the key terms from the textbook and other commonly used social studies terms defined in English with Spanish, Chinese, Vietnamese, Khmer, Laotian, Arabic, Haitian Creole, Russian, and Portuguese translations.

Strategies for Test Preparation

To help prepare students to take the most common standardized tests, this consumable student workbook and accompanying Teacher's Manual extend the *Preparing for Standardized Tests* handbook in **Student Edition**. It includes general strategies for taking tests, test-taking strategies and practice, and sample test questions.

Document-Based Questions Strategies and Practice

Focusing on test-taking strategies and test practice using middle school U.S. history content, this booklet includes multiple-choice, constructed response, and document-based questions.

Formal Assessment

This self-contained booklet containing all section quizzes and chapter tests found on the **ExamView Assessment Suite**. *Section Quizzes* include a multiple-choice, matching, and sentence completion to test comprehension of terms and names and

mail ideas, and critical thinking through essays and short answers. *Chapter Tests* are available in three complete versions: *Form A* is a basic test, *Form B* is an average test, and *Form C* is an advanced test. All tests include main idea questions, map skills, exhibits with document-based questions, and extended response questions.

Integrated Assessment

This teacher-directed booklet contains information, instructions, forms, and scoring suggestions for creating and evaluating alternative assessments. The copy masters include sample rubrics, standards for evaluations, peer assessment, self-assessment, and family response.

Planning for Block Schedules

This teacher-centered booklet contains block-scheduling models for A/B and 4/4 schedules. It includes background information, pacing strategies, pacing guides, sample lesson plans, and lesson planning forms. Additional tools include making the most of technology, simulations, collaborative and cooperative learning, and assessment. It contains block scheduling models as well as articles and advice for teaching in a block schedule.

Economics in History

To reinforce and extend the economic concepts taught in the **Student Edition**, this booklet ties an economic concept to each chapter of the textbook.

Historic Supreme Court Decisions

Covers 27 important Supreme Court cases, from *Marbury v. Madison* to *Korematsu v. United States*. Each case includes a Teacher Lesson Plan with rationale, goals, directions, and lesson evaluation and extension. For students, cases include appropriate vocabulary, case review, and assessment, which focus on critical thinking and extended response.

African-American Biographies

Profiles African American notables throughout history in the areas of academia, politics, sciences, and the arts.

Hispanic American Biographies

Covers the full scope of past and present greats and their contributions to the shaping of America.

Native American Biographies

Chronicles the life and times of distinguished Native American peoples, showcasing how events and circumstances impacted and changed their roles in society.

Experiencing American History

Provides teachers with interactive activities designed to incorporate text sources, visual aids, and information from the text into learning experiences that involve a wide variety of skills and will reach students with different learning styles. It involves students in learning about people, literature, and documents in United States history through activities such as working together in groups, completing various art projects, honing public speaking skills, and writing activities that make students think critically.

Primary Source Activity Kit

Compilation of primary and secondary sources designed to enhance classroom instruction by providing students opportunities to examine records; to analyze a variety of points of view; and to use critical thinking strategies to interpret historical documents. Multiple-volume placards allow for individual and small group activities with hands-on source analysis and engaging activities through the strands of world history, world geography, U.S. history, and civics & government.

Reading like a Historian Toolkit for American History

Offers practical advice for investigating and understanding historical sources through a cognitive apprenticeship model, including the steps of teacher modeling, guided student practice, and independent practice. It contains a variety of resources to help teachers guide students how to read like historians, including professional essays, teaching strategies, primary and secondary sources, transparencies, and online presentation resources.

Reading Toolkit for Social Studies: The Americans

The Reading Toolkit provides teachers with strategies and resources that will improve reading comprehension, increase standardized test scores, differentiate instruction, and provide access to English Learners. It includes *Reading Strategy Transparencies*, which model before reading, during reading, and after reading strategies to help all students become better readers; *Lesson Plans* for each section, which show teachers how to use the *Reading Strategy Transparencies*; *Vocabulary Strategies* that include prefixes, suffixes, Greek and Latin roots, and context clues; and *Professional Articles* that provide guidelines from professional reading specialists.

Teacher One Stop DVD-ROM

Gives teachers access to the Teacher Edition, downloadable Lesson Plans, ExamView Assessment Suite with downloadable test banks, Calendar Planner, and digital versions of all of the print ancillaries to plan, present and assess. It is also available

online. State-specific assessments can be created in the ExamView Suite, assigned online for student use (via Holt McDougal Online Assessment) and automatically graded so that teachers can compare scores to standards to see where intervention is needed.

Power Presentations with Media Gallery DVD-ROM

Allows teachers to show, edit and create dynamic multimedia presentations using interactive maps, informative graphics, and fine art and engages students with games and puzzles.

Virtual File Cabinet DVD-ROM

Searchable, editable database that includes over 9,000 social studies resources that will enhance any course. Teachers can search for the perfect resource by subject, keyword, skill level, standard, theme, event, or time period.

American Music Audio Program

Auditory point of reference for students' imaginations that contains music from jazz to blues to ragtime

American Stories Series DVD

Offers an award-winning series of episodes highlighting different stories from the text.

United States History Library of Primary Sources CD-ROM

Includes famous documents, speeches, letters, personal accounts, and literary excerpts; sources can be searched by chronology and theme

American History Multimedia Classroom Packages

American History comes to life as students explore the people and events responsible for the birth of our nation. Part 1 covers Beginnings to the Civil War and Conquest. Part 2 covers Reconstruction to Civil Rights. A Professional Development Package is also available.

Resources include:

- Short video clips organized by theme
- Full length documentary video
- Primary Source documents
- Maps and other historical images
- Discussion and review questions
- Internet-based student actives

- Teacher's Guide

Streaming Digital Media Library

Contains captivating and continually updated multimedia content for all social studies subjects from *HISTORY*®. With these segmented and searchable resources, teachers can seamlessly bring any course to life with the click of a button. One and six year licenses are available for the teacher, student, school and district.

WWII in HD DVD

Co-developed with *HISTORY*®, uses the journals and accounts of those who served in the war's biggest battles to create a personal, introspective, and detailed look at the life on and off the front lines.

AMERICA: The Story of Us DVD

Produced by *HISTORY*®, focuses on the people, ideas, and events that built our nation. Covering 400 years of American history, this 12-part series examines the rigors of linking the continent by wagon trails, the engineering of steel structured buildings, the landing on the moon, and much more.

The People Speak DVD

Chronicles the lives and experiences of ordinary Americans who, through their words and actions, changed the course of our history. This film take viewers on a journey, from the founding of the nation to the civil rights movement, all the way up through today.

Common Core Social Studies Collection

Includes classic literature and robust primary source collections to meet the skills, rigor, and variety of fiction and informational text requirements in Common Core.

- Aligns to content scope for 6-12 social studies
- Promotes primary source analysis and Common Core informational text reading
- Includes literature and historical fiction selections
- Utilizes higher-order thinking skills of text evidence, determining point of view, distinguishing fact from opinion, and more
- Contains 20 individual titles to build classroom libraries

Titles include:

The Vietnam War
The Challenge Of Terrorism
American Short Stories
The American West
Civil Rights
The Great Depression
The Immigrants
Japanese-American Internment
African American Writers
The Presidency
Latino Writers In The U.S.
The Harlem Renaissance
Across Five Aprils Student Edition
Bud Not Buddy With Connections
My Antonia Student Edition
Barrio Boy With Connections
Farewell to Manzanar with Connections
A Separate Peace With Connections
The Souls of Black Folk Student Edition
The Fire Next Time With Connections
Connections: Nonfiction for Common Core CD-ROM
Guide To Internet Resources Certificate

Reading for Understanding in the Content Areas Workshop

The Reading for Understanding in the Content Areas Workshop combines research with proven and innovative strategies to deliver powerful instruction designed to improve the reading skills of all students—including both struggling and proficient readers. Targeted for educators in all subject areas, this workshop provides step-by-step instruction that identifies factors impacting comprehension and examines the process of reading and learning for students.

During this hands-on workshop, participants examine each critical step in the reading process—before reading, during reading, and after reading. Teachers learn about the research-based strategies that support comprehension in each step of the reading process, and have the opportunity to practice and apply the new learning directly to text used in their own classrooms.

Using Multimedia to Enhance Teaching and Learning Workshop

In Using Multimedia to Enhance Teaching and Learning, participants will explore the use of multimedia to enhance a multiple intelligence teaching approach. Participants will be introduced to online resources that can help them understand styles of learning, and find ways to create challenging technology enhanced lesson plans using multimedia.

After completing Using Multimedia to Enhance Teaching and Learning, participants will:

- Explore a variety of Internet resources that support the classroom curriculum
- Understand how to use rubrics to assess multimedia projects
- Design a lesson that integrates multimedia
- Understand how to enhance learning through the use of the *American History Multimedia Classroom Package*
- Gain an understanding of the variety of online activities and projects that support multiple learning styles