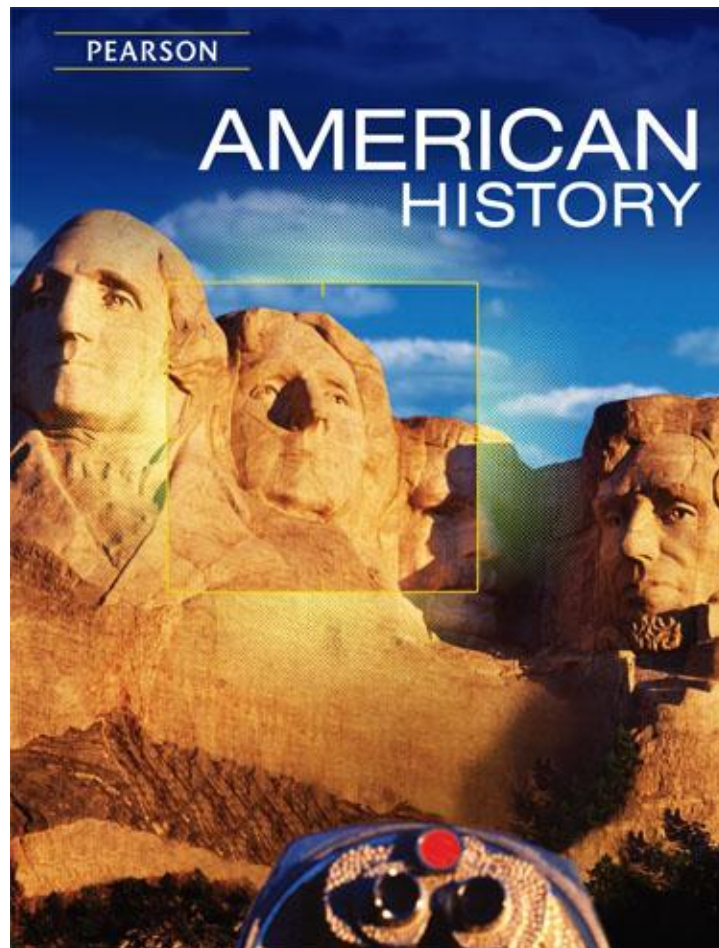


A Correlation of



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To the

Louisiana 2011 Social Studies Grade Level Expectations Grade 7

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Introduction

This document demonstrates how ***Pearson American History, ©2016*** meets the Louisiana 2011 Social Studies Grade Level Expectations for Grade 7.

Pearson is excited to announce its NEW *American History* program for middle grades! The program is designed to unlock the exciting story of our nation's history with engaging stories, activities, and opportunities for drawing connections from the content to students' own lives, expanding their understanding of American history and why it remains important today. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while unlocking the exciting story of our nation's history. The program is available in print, digital, and blended options.

The ***Pearson American History*** program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and "pull-it-all-together" exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

Technology Reimagined with Pearson's Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBCLearn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
- Online Lesson Planner; Standards-based planner that helps to save prep time.
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-use resources
- Flipped Videos available to assign to students or serve as quick refreshers

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**A Correlation of American History Middle Grades, Survey Edition ©2016
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Table of Contents

Standard 1 – Historical Thinking Skills4

Standard 2 – Revolution and the New Nation8

Standard 3 – The Expanding Nation10

Standard 5 – Geography Skills14

Standard 6 – Immigration and Cultural Diversity16

Standard 8 – Government: Purposes, Foundation, and Structure17

Standard 9 – Global Awareness.....18

Standard 10 – Civic Literacy19

**A Correlation of American History Middle Grades, Survey Edition ©2016
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Louisiana Social Studies 2011 GLEs: Grade 7	American History Survey Edition
Grade 7	
Standard 1 – Historical Thinking Skills	
<i>Students use facts and concepts to solve problems, interpret, analyze, and draw conclusions from historical events and to relate historical events to contemporary events.</i>	
7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:	
<ul style="list-style-type: none"> Conducting historical research 	<p>SE: Topic 3 Assessment (5. Create Written Presentation Describing Townshend Acts), 133; Topic 5 Assessment (13. Use Problem Solving), 225 21st Century Skills: Interpret Sources, 784; Write an Essay, 799-800; Avoid Plagiarism, 800</p>
<ul style="list-style-type: none"> Evaluating a broad variety of primary and secondary sources 	<p>SE: Topic 3 Assessment (6. Organize and Interpret Information from Reports), 133; Topic 8 Assessment (6. Explain Role of Abraham Lincoln in the Civil War), 364; Topic 9 Assessment (4. Evaluate Jim Crow Laws), 386; Topic 10 Assessment (13. Identify Point of View on Labor Unions), 431 Primary Sources: Declaration of Independence, 728-729; Anti-Federalist Papers, 737-740; <i>The Federalist</i> No. 10, James Madison, 740-744; <i>The Federalist</i> No. 39, James Madison, 744-747; <i>The Federalist</i> No. 51, 747-749; <i>The Federalist</i> No. 78, Alexander Hamilton, 750-753; Farewell Address, George Washington, 753-754; Debate Over Nullification, Webster and Calhoun, 755-756; "A House Divided," Abraham Lincoln, 757-758; <i>First Inaugural Address</i>, Abraham Lincoln, 758-759; <i>Emancipation Proclamation</i>, Abraham Lincoln, 759; <i>Gettysburg Address</i>, Abraham Lincoln, 760; <i>Second Inaugural Address</i>, Abraham Lincoln, 758-759; "I Will Fight No More Forever," Chief Joseph, 761; <i>How the Other Half Lives</i>: Jacob Riis, 762-763; 21st Century Skills: Interpret Sources, 784; Analyze Primary and Secondary Sources, 793-794</p>

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<p align="center">Louisiana Social Studies 2011 GLEs: Grade 7</p>	<p align="center">American History Survey Edition</p>
<ul style="list-style-type: none"> Comparing and contrasting varied points of view 	<p>SE: Topic 3 Assessment (10. Use Decision-Making Process), 133; The Federalists and the Antifederalists, 152-153; Topic 4 Assessment (3. Analyze Arguments for Ratification; 4. Analyze the Great Compromise), 176; Differing Views: Jefferson vs. Hamilton, 189; A Conflict Over States' Rights, 237-238; Topic 6 Assessment (1. Identify Congressional Conflicts and Compromises), 271; Abolitionism Faces Opposition, 305-306; Topic 7 Assessment (14. Identify Points of View and Frames of Reference), 317; California Reignites the Slavery Debate, 322-323; Topic 8 Assessment (1. Identify Congressional Conflicts), 364; Topic 10 Assessment (11. Identify Points of View on Big Business), 431 Primary Sources: Debate Over Nullification, Webster and Calhoun, 755-756; 21st Century Skills: Compare Viewpoints, 794-795; Identify Bias, 795-796; Evaluate Existing Arguments, 796-797; Consider and Counter Opposing Arguments, 797-798; Participate in a Discussion or Debate, 798</p>
<ul style="list-style-type: none"> Determining the meaning of words and phrases from historical texts 	<p>SE: A Boycott Against Tea, 109; "Concord Hymn," 112; Choosing Independence, 117; The Convention Comes to a Conclusion, 146; The Preamble, the Articles, and the Amendments, 157-159 Primary Sources: Declaration of Independence, 728-729; Anti-Federalist Papers, 737-740; <i>The Federalist</i> No. 10, James Madison, 740-744; <i>The Federalist</i> No. 39, James Madison, 744-747; <i>The Federalist</i> No. 51, 747-749; <i>The Federalist</i> No. 78, Alexander Hamilton, 750-753; Glossary, 821-847</p>
<ul style="list-style-type: none"> Using technology to research, produce, or publish a written product 	<p>SE: Topic 3 Assessment (5. Create Written Presentation Describing Townshend Acts), 133 21st Century Skills: Interpret Sources, 784; Give an Effective Presentation, 798-799; Write an Essay, 799-800</p>

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<p align="center">Louisiana Social Studies 2011 GLEs: Grade 7</p>	<p align="center">American History Survey Edition</p>
<p>7.1.2 Explain patterns and recurring themes in United States history</p>	<p>SE: <i>Society:</i> Society in Colonial Times, 77-79; Daily Life in Factory Towns, 279-280; Southern Whites, 294; City Neighborhoods Defined by Status, 443-444 <i>Religion:</i> A New Religious Movement, 80-81; A Bill of Rights, 153-154; The Second Great Awakening and Its Causes, 298-299; Social Reform Movements, 299-300 <i>Education:</i> Colonial Schools and Colleges, 81-82; The Impact of Educational Reform, 300-301; Opportunities for Women's Education, 309; Access to Higher Education, 461 <i>Westward Expansion:</i> An Orderly Expansion, 140-141; Westward Movement, 249-253; Settling the Mexican Cession, 267-269; Topic 6 Assessment: (13. Explain Roots of Manifest Destiny), 272; Western Expansion Heightens Tension Over Slavery, 321; Silver and Gold Mining, 390-391; The Railroad Encourages Economic Growth, 392-394)</p>
<p>7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States</p>	<p>SE: Topic 3 Assessment (4. Analyze Causes of the American Revolution), 133; Topic 5 Assessment (12. Analyze Effects of Geographic Factors), 225; Topic 6 Assessment (8. Explain Causes of War), 271; Topic 7 Assessment (1. Explain Effects of War of 1812 on Manufacturing; 7. Describe Effects of Second Great Awakening), 316; Topic 8 Assessment (3. Analyze the Fugitive Slave Act's Impact; 5. Explain How Sectionalism and States' Rights Caused the Civil War), 364; Topic 9 Assessment (1. Analyze the Causes and Effects of Economic Differences Between the North and the South; 5. Describe the Effects of the Civil War on the South; 7. Describe the Effects of Laws Passed During Reconstruction; 9. Describe the Effects of the Civil War; 14. Describe the Effects of Reconstruction, Including the Rise of the Ku Klux Klan), 386-387; Topic 10 Assessment (12. Explain Causes of the Growth of Labor Unions), 431 21st Century Skills: Analyze Cause and Effect, 777-778</p>

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Louisiana Social Studies 2011 GLEs: Grade 7	American History Survey Edition
7.1.4 Interpret and construct timelines of key events, people and ideas	SE: Analyze Data, 154; Topic 10 Assessment (Create a Timeline of Conflict in the West), 430; Analyze Charts, 543
7.1.5 Analyze primary and secondary sources to answer questions related to United States history	SE: Topic 3 Assessment (6. Organize and Interpret Information from Reports), 133; Topic 8 Assessment (6. Explain Role of Abraham Lincoln in the Civil War), 364; Topic 9 Assessment (4. Evaluate Jim Crow Laws), 386; Topic 10 Assessment (13. Identify Point of View on Labor Unions), 431 Primary Sources: Declaration of Independence, 728-729; Articles of Confederation, 731-736; Anti-Federalist Papers, 737-740; <i>The Federalist</i> No. 10, James Madison, 740-744; <i>The Federalist</i> No. 39, James Madison, 744-747; <i>The Federalist</i> No. 51, 747-749; <i>The Federalist</i> No. 78, Alexander Hamilton, 750-753; Debate Over Nullification, Webster and Calhoun, 755-756; "A House Divided," Abraham Lincoln, 757-758; <i>First Inaugural Address</i> , Abraham Lincoln, 758-759; <i>Emancipation Proclamation</i> , Abraham Lincoln, 759; <i>Gettysburg Address</i> , Abraham Lincoln, 760; <i>Second Inaugural Address</i> , Abraham Lincoln, 758-759; "I Will Fight No More Forever," Chief Joseph, 761; <i>How the Other Half Lives</i> : Jacob Riis, 762-763; 21 st Century Skills: Interpret Sources, 784; Analyze Primary and Secondary Sources, 793-794

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Louisiana Social Studies 2011 GLEs: Grade 7	American History Survey Edition
Standard 2 –Revolution and the New Nation	
<i>Students analyze the impact of key events, ideas, and people on the economic, political, and social development of the United States from 1763–1800.</i>	
7.2.1 Identify and describe the impact of key events, ideas, and people that led to the American Revolution	SE: A New World of Ideas, 83-84; Mercantilism and the English Colonies, 85-86; The Foundations of Representative Government, 87-88; Topic 2 Assessment (5. Explain Growth of Representative Government), 89; Causes of the American Revolution—The Proclamation of 1763, 101; Causes of the American Revolution—Mercantilism and Taxation, 102; Causes of the American Revolution—The Stamp Act, 102-103; Causes of the American Revolution—Townshend Acts, 104-105; Significant Individuals Provide Colonial Leadership, 105; The Boston Massacre, 105-107; The Boston Tea Party, 108-110; King George III Strikes Back at Boston, 110-111; Thomas Paine's <i>Common Sense</i> , 116-117; Choosing Independence, 117-118; The Declaration of Independence, 118-119; Topic 3 Assessment (4. Analyze Causes of the American Revolution; 5. Create Written Presentation Describing Townshend Acts; 8. Analyze Reasons for and Impact of Civil Disobedience; 11. Identify Major Events, Including Drafting the Declaration of Independence; 13. Identify Colonial Grievances in the Declaration of Independence), 133-134; Primary Sources: Declaration of Independence, 728-729
7.2.2 Analyze important turning points and major developments of the American Revolution	SE: The Battles of Lexington and Concord, 111-112; The Fighting Continues, 112-113; Opposing Sides at War, 113-114; The War Comes to Boston, 114-115; The Tide Turns for the Americans, 121-123; Winter at Valley Forge, 123-124; A Decisive Win Brings the War to a Close, 129-130; Explaining the American Victory, 130-131; Topic 3 Assessment (18. Identify the American Revolution), 135

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<p align="center">Louisiana Social Studies 2011 GLEs: Grade 7</p>	<p align="center">American History Survey Edition</p>
<p>7.2.3 Evaluate the development of the United States government from the First Continental Congress through the ratification of the United States Constitution</p>	<p>SE: The Articles of Confederation, 139-140; Weaknesses of the Confederation, 140; A Historic Convention, 143-144; Disagreements Over a New Government, 144; The Great Compromise, 144-145; The Three-Fifths Compromise, 145-146; Ideas That Influenced the Constitution, 148-151; The Federalists and the Anti-Federalists, 152-153; The Bill of Rights, 153-154; The Ratification Process, 154-155; Topic 4 Assessment (1. Explain Articles of Confederation; 2. Summarize Weaknesses of Articles of Confederation; 3. Analyze Arguments for Ratification; 4. Analyze the Great Compromise), 176; United States Constitution, 706-727; Primary Sources: Articles of Confederation, 731-736; Anti-Federalist Papers, 737-740; <i>The Federalist</i> No. 10, James Madison, 740-744; <i>The Federalist</i> No. 39, James Madison, 744-747; <i>The Federalist</i> No. 51, 747-749; <i>The Federalist</i> No. 78, Alexander Hamilton, 750-753</p>
<p>7.2.4 Describe the major political and economic events, and policies of the Washington and Adams presidencies</p>	<p>SE: The First American Presidency, 180-181; Alexander Hamilton and the National Debt, 181-183; Creating a Stable Economy, 183; Taxation Sparks the Whiskey Rebellion, 183-184; Americans React to the French Revolution, 184-186; Washington Defends Neutrality, 186; Escalating Conflict with France, 192-193; The Alien and Sedition Acts, 193-194; An Important Presidential Election, 194-195; Topic 5 Assessment (1. Analyze Leadership Qualities of George Washington; 2. Summarize Taxation and the Whiskey Rebellion), 224 Primary Source: Farewell Address, George Washington, 753-754</p>

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Louisiana Social Studies 2011 GLEs: Grade 7	American History Survey Edition
Standard 3 – The Expanding Nation	
<i>Students analyze the development and impact of political, economic, and social changes in the United States from 1800–1850.</i>	
7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850	SE: The Louisiana Purchase, 199-200; Exploring the Louisiana Territory, 200-203; Topic 5 Assessment (10. Identify and Locate Louisiana Purchase; 11. Explain Significance of Louisiana Purchase; 13. Use Problem Solving), 225; Heading into the West, 249-250; Building Better Roads, 250-251; The Age of Steam, 251-252; Canals Connect the Country, 252-253; In Search of New Territory, 254-255; The Far West Fur Trade, 255-256; The Oregon Trail, 257-258; Americans Colonize Mexican Texas, 259-260; Independence for Texas, 261; New Mexico Territory and California, 263-264; Manifest Destiny, 264-265; The Effects of Migration to California, 269-270; Topic 6 Assessment (4. Analyze California Gold Rush; 10. Analyze Impact of Transportation Systems; 13. Explain Roots of Manifest Destiny), 271-272
7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850	SE: The Louisiana Purchase, 199-200; American Shipping Faces Challenges, 203-205; A Painful Embargo, 205-206; Madison and the War of 1812, 207-214; The Monroe Doctrine, 222-223; Topic 5 Assessment (8. Explain Monroe Doctrine; 14. Describe National Security Problems; 16. Explain Cause of War of 1812; 18. Explain Economic Effects of War of 1812), 224-227; Conflict with the Mexican Government, 260; The U.S.-Mexican War, 265-267; Settling the Mexican Cession, 267-269; Topic 6 Assessment (8. Explain Causes of War), 271

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<p>7.3.3 Examine the motivations and influence of major American reform movements during the 19th century</p>	<p>SE: Democracy Expands, 230-231; Jacksonian Democracy, 234-236; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; An Era of Reform, 298-299; Social Reform Movements, 299-300; The Impact of Educational Reform, 300-301; Early Calls for Women's Rights, 307-308; A Women's Movement Organizes, 308-309; Women Gain New Opportunities, 309-310; Topic 7 Assessment (5. Describe the Women's Rights Movement; 12. Evaluate Educational Reform), 316-317; Federal and Local Reform Efforts, 448-449</p>
<p>7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States</p>	<p>SE: Sectionalism in the Era of Good Feelings, 215-216; Creating a Stable Economy After the War, 216-219; Topic 5 Assessment (9. Identify Era of Sectionalism; 19. Analyze Sectional Impact of Tariffs; 20. Describe Cause and Effect of Sectionalism), 224-227; A Conflict Over States' Rights, 237-238; Topic 6 Assessment (3. Summarize Arguments About Tariffs; 11. Explain States' Rights), 271-272; Southern Whites, 294; Topic 7 Assessment (6. Describe Sectional Difference in Human Characteristics), 316</p>
<p>7.3.5 Explain reasons for the expansion of slavery in the South after 1800 and describe the life of enslaved African Americans, and their responses to slavery</p>	<p>SE: The Cotton Kingdom, 290-291; Reliance on Agriculture, 291-293; Southern African Americans, 294-295; Slavery in the South, 295-296; Resisting Slavery, 297; Early Opposition to Slavery, 302-303; Topic 7 Assessment (8. Analyze Slavery's Impact; 9. Describe the Contributions of Frederick Douglas; 13. Identify the Colonization Movement), 316-317</p>

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Louisiana Social Studies 2011 GLEs: Grade 7	American History Survey Edition
Standard 4 – War and Reconstruction	
<i>Students analyze key people, events, and ideas which led to the Civil War and Reconstruction.</i>	
<p>7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War</p>	<p>SE: Abolitionism Gains Momentum, 303-305; Abolitionism Faces Opposition, 305-306; Topic 7 Assessment (14. Identify Points of View and Frames of Reference), 317; Henry Clay's Missouri Compromise, 320-321; Western Expansion Heightens Tension Over Slavery, 321; California Reignites the Slavery Debate, 322-323; A Book Sways the North Against Slavery, 325; The Question of Slavery in Kansas and Nebraska, 327-328; The Impact of the Dred Scott Case, 329-330; Abraham Lincoln Leads the Republican Party, 331-332; Abraham Lincoln and the Election of 1860, 335-336; The Nation Moves Toward Civil War, 336-337; Topic 8 Assessment (1. Identify Congressional Conflicts; 3. Analyze the Fugitive Slave Act's Impact; 5. Explain How Sectionalism and States' Rights Caused the Civil War; 10. Explain Constitutional Issues Regarding States' Rights in the Civil War), 364-365; Primary Sources: "A House Divided," Abraham Lincoln, 757-758; <i>First Inaugural Address</i>, Abraham Lincoln, 758-759</p>

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<p align="center">Louisiana Social Studies 2011 GLEs: Grade 7</p>	<p align="center">American History Survey Edition</p>
<p>7.4.2 Analyze important turning points and major developments during the Civil War</p>	<p>SE: War Breaks Out, 337-338; Taking Sides, 338-339; Strengths and Weaknesses of the North and South, 339-341; The Different Strategies of the North and South, 343-344; The Beginnings of a Long War, 344-346; Confederate Forces Win in the East, 346; Union Forces Find Success in the West, 346-347; The Emancipation Proclamation, 348-350; African Americans Fight Heroically for the Union, 350-351; War Challenges and Fuels the Northern Economy, 352-353; War Devastates the Southern Economy, 353-354; The Siege of Vicksburg, 356-357; The Battle of Gettysburg, 357-358; Union Forces Move Southward, 359-360; The Confederacy Surrenders at Appomattox, 361-362; Topic 8 Assessment (2. Explain the Significance of the Civil War; 6. Explain Role of Abraham Lincoln in the Civil War; 9. Explain the Battle of Gettysburg and Robert E. Lee's Role in It; 11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 364-365 <i>Primary Sources: Emancipation Proclamation, Abraham Lincoln, 759; Gettysburg Address, Abraham Lincoln, 760; Second Inaugural Address, Abraham Lincoln, 758-759</i></p>

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Louisiana Social Studies 2011 GLEs: Grade 7	American History Survey Edition
7.4.3 Describe long-term and short-term outcomes of Reconstruction	SE: The Causes and Effects of Reconstruction, 369-370; The Assassination of Abraham Lincoln, 370-371; President Johnson's Reconstruction Plan, 371-372; Reconstruction Difficulties Persist, 373-374; Political and Social Problems During Reconstruction, 374-375; Political Problems and a New President, 375-376; New Political Groups in the South, 378-379; Conservatives Resist Reform, 379-380; Political Problems and Legislative Reform, 380; Economic Problems During Reconstruction, 380-381; The Aftermath of Reconstruction, 382-385; Topic 9 Assessment (2. Describe the Impact of the Fourteenth Amendment; 4. Evaluate Jim Crow Laws; 5. Describe the Effects of the Civil War on the South; 7. Describe the Effects of Laws Passed During Reconstruction; 13. Describe the Impact of the Fifteenth Amendment; 15. Analyze Economic Problems in the South During Reconstruction), 386-387
Standard 5 – Geography Skills	
<i>Students analyze physical and political geography that influenced the growth of the United States from 1763–1877 using maps, charts, graphs, databases, and other technological tools.</i>	
7.5.1 Analyze the physical and political features of the United States	SE: Topic 3 Assessment (3. Analyze Effects of Physical Geographic Factors), 133; Seven Basic Principles, 159-160; Topic 4 Assessment (5. Analyze Principle of Checks and Balances; 14. Analyze the Principle of Individual Rights), 176; Analyze Charts, 191; Analyze Data, 195; Make Predictions, 201; Topic 5 Assessment (12. Analyze Effects of Geographic Factors), 225; Synthesize, 234; Topic 6 Assessment (4. Analyze California Gold Rush), 271; Topic 7 Assessment (8. Analyze Slavery's Impact), 316; Analyze Maps, 383; Topic 9 Assessment (11. Analyze Thematic Maps), 387; Analyze Maps, 393; Topic 10 Assessment (8. Analyze How Geographic Features Influenced Economic Activities; 9. Explain How Physical Features Affected Transcontinental Railroad Construction), 431

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<p align="center">Louisiana Social Studies 2011 GLEs: Grade 7</p>	<p align="center">American History Survey Edition</p>
<p>7.5.2 Create maps, charts, and graphs of the United States from 1763–1877</p>	<p>SE: 21st Century Skills: Create Databases, 785; Create Charts and Maps, 787-788</p>
<p>7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877</p>	<p>SE: Analyze Maps, 112; Analyze Maps, 122; Analyze Maps, 127; Topic 3 Assessment (17. Contributions of African Americans), 135; Analyze Information (graph), 141; Analyze Charts, 159; Analyze Data, 181; Analyze Data, 182; Analyze Charts, 191; Analyze Charts, 195; Analyze Maps, 200; Analyze Maps, 203; Analyze Data, 205; Analyze Charts, 210; Analyze Maps, 213; Analyze Charts, 217; Analyze Maps, 220; Topic 5 Assessment (10. Identify and Locate Louisiana Purchase; 18. Explain Economic Effects of War of 1812), 225-227; Compare, 232; Synthesize, 234; Locate, 244; Identify Patterns, 247; Analyze Maps, 250; Analyze Maps, 255; Analyze Maps, 258; Analyze Maps, 266-267; Analyze Charts, 269; Analyze Graphs, 281; Analyze Charts, 284; Analyze Data, 292; Analyze Maps, 293; Analyze Maps, 304; Analyze Graphs, 309; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317; Analyze Information, 324; Analyze Maps, 339; Analyze Data, 340; Analyze Maps, 344; Analyze Maps, 349; Analyze Graphs, 354; Analyze Maps, 359; Analyze Data, 362; Analyze Maps, 383; Topic 9 Assessment (11. Analyze Thematic Maps), 387 21st Century Skills: Analyze Data and Models, 785-786; Read Charts, Graphs, and Tables, 786-787; Read Physical Maps, 789-790; Read Political Maps, 790-791; Read Special-Purpose Maps, 791-792; Use Parts of a Map, 792-793</p>

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Louisiana Social Studies 2011 GLEs: Grade 7	American History Survey Edition
Standard 6 – Immigration and Cultural Diversity	
<i>Students examine patterns of migration, immigration, and land use that influenced the cultural development of the United States from 1763–1877.</i>	
7.6.1 Analyze settlement patterns of racial and ethnic groups in the United States from 1763–1877	SE: Ethnic Minorities in the North, 287-289; Effects of the Homestead Act, 401-402; The Immigrant Experience in America, 438-440
7.6.2 Describe motivations of immigrants to the United States from 1763-1877 and the obstacles they faced	SE: The Spread of Farming, 400-401; Effects of the Homestead Act, 401-402; Life on the Plains, 403-404; Conflict in the West Continues, 410-412; Topic 10 Assessment (2. Draw Connections Between the Environment and Settlement of the Great Plains; 3. Explain the Impact of the Homestead Act; 4. Describe the Impact of Physical Geography on the Great Plains), 430; Reasons for Immigration, 436-437; A Challenging Journey Across an Ocean, 437-438; Nativist Opposition, 440
7.6.3 Analyze patterns, motivations and the impact of rural and urban migration in the United States from 1763–1877	SE: Daily Life in Factory Towns, 279-280; Cities Expand, 281; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317; Effects of the Homestead Act, 401-402; Cities Expand Rapidly, 442-443; City Neighborhoods Defined by Status, 443-444; Effects of Rapid Urbanization, 444-445; The Settlement House Movement, 445-446
7.6.4 Explain how differences in land use influenced cultural characteristics among regions in the United States from 1763–1877	SE: Reliance on Agriculture, 291-293; A Cattle Kingdom on the Plains, 398-399; Ranching Impacts Settlement Patterns, 400; The Spread of Farming, 400-401; Effects of the Morrill Acts, 402-403; The Rise of the People's Party in the West, 404-405

**A Correlation of American History Middle Grades, Survey Edition ©2016
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Louisiana Social Studies 2011 GLEs: Grade 7	American History Survey Edition
Standard 7 – Environment	
<i>Students identify and describe how physical environments influenced the economic, political and cultural development of the United States from 1763–1877.</i>	
7.7.1 Explain how Americans adapted and transformed various physical environments in the United States to expand its growth and influence	SE: Building Better Roads, 250-251; Canals Connect the Country, 252-253; Topic 6 Assessment (10. Analyze Impact of Transportation Systems), 272; The Costs of Mining, 391-392; Building the Transcontinental Railroad, 392-393; Topic 10 Assessment (9. Explain How Physical Features Affected Transcontinental Railroad Construction), 431
Standard 8 – Government: Purposes, Foundation, and Structure	
<i>Students understand the purposes, foundation, and structure of the United States government.</i>	
7.8.1 Evaluate the major purposes of government according to the Preamble to the Constitution of the United States	SE: The Preamble, the Articles, and the Amendments, 157-159; United States Constitution, 706
7.8.2 Differentiate between various forms of government	SE: Thomas Paine's <i>Common Sense</i> , 116-117; Choosing Independence, 117-118; The Declaration of Independence, 118-119
7.8.3 Explain how key ideas expressed in historical documents influenced the formation of U.S. government	SE: Principles from the Roman Republic, 148-149; English Influences, 149-150; America Draws on Its Own Traditions, 150-151
7.8.4 Evaluate the principles of government embodied in the United States Constitution	SE: Seven Basic Principles, 159-160; Preventing Abuse of Power, 164-165; Topic 4 Assessment (5. Analyze Principle of Checks and Balances; 14. Analyze the Principle of Individual Rights), 176-177; United States Constitution, 706-727
7.8.5 Describe the structure and powers of the three branches of the federal government	SE: The Legislative Branch—Congress, 160-162; The Executive Branch—The President, 162-163; The Judicial Branch—The Supreme Court, 163-164; United States Constitution, 706-716
7.8.6 Illustrate how a bill becomes a law at the federal level	SE: The Legislative Branch—Congress, 160-162; United States Constitution, 706-715

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Louisiana Social Studies 2011 GLEs: Grade 7	American History Survey Edition
7.8.7 Describe the process used to amend the Constitution	SE: New Amendments, 155-156; Constitutional Amendment, 168; The Bill of Rights, 169-170; Additional Amendments, 170; Topic 4 Assessment (11. Summarize Amending the U.S. Constitution), 177
7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877	SE: Landmark Supreme Court Cases, 197-198; Supreme Court Decisions Expand Federal Power, 219-220; Topic 5 Assessment (5. Analyze Congressional and Presidential Responses; 6. Summarize <i>McCulloch v. Maryland</i>), 224; The Impact of the Dred Scott Case, 329-330; Topic 8 Assessment (4. Evaluate the Impact of Landmark Supreme Court Decisions), 364
7.8.9 Explain how federal officials are elected or appointed	SE: Seven Basic Principles, 159-160; The Legislative Branch—Congress, 160-162; The Executive Branch—The President, 162-163; The Judicial Branch—The Supreme Court, 163-164; United States Constitution, 706-716
Standard 9 – Global Awareness	
<i>Students develop an understanding of United States foreign policy from 1763–1877 by evaluating the influence of key historic events, people, and ideas.</i>	
7.9.1 Compare and contrast political divisions of the world from 1763–1877	SE: The Foundations of Representative Government, 87-88; Americans React to the French Revolution, 184-186; Washington Defends Neutrality, 186; Latin America Wins Independence, 220-221
7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877	SE: Mercantilism and the English Colonies, 85-86; Trading Across the Atlantic, 86-87; Escalating Conflict with France, 192-193; The Alien and Sedition Acts, 193-194; The Louisiana Purchase, 199-200; American Shipping Faces Challenges, 203-205; A Painful Embargo, 205-206; The Causes of the War of 1812, 209-210; Conflict with the Mexican Government, 260; The U.S.- Mexican War, 265-267; Settling the Mexican Cession, 267-269; Topic 6 Assessment (8. Explain Causes of War), 271

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Louisiana Social Studies 2011 GLEs: Grade 7	American History Survey Edition
7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877	SE: Gaining Florida, 221-222; The Monroe Doctrine, 222-223; Topic 5 Assessment (7. Locate Regions of Importance; 8. Explain Monroe Doctrine), 224
Standard 10 – Civic Literacy	
<i>Students examine the roles, rights, and responsibilities of citizenship in order to develop civic literacy.</i>	
7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms	SE: The Bill of Rights, 169-170; Topic 4 Assessment (13. Analyze Impact of First Amendment on Religious Freedom; 15. Describe Importance of Free Speech and Free Press), 177; Democracy Expands, 230-231
7.10.2 Identify and describe ways in which citizens influence change in a democratic society	SE: A New American Art Style, 311-312; A New Nation Finds a Voice, 312-314; The Development of Transcendentalism, 314-315; Topic 7 Assessment (4. Analyze How Fine Arts Depicted American Continuity and Change), 316; A Book Sways the North Against Slavery, 325 Primary Sources: <i>Uncle Tom's Cabin</i> , Harriet Beecher Stowe, 757
7.10.3 Explain the duties and responsibilities of United States citizens	SE: American Citizenship, 172-173; The Importance of Civic Virtue, 173-174; Responsible Citizenship, 174-175; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 176
7.10.4 Describe the qualifications or requirements for United States citizenship	SE: American Citizenship, 172-173; Topic 4 Assessment (16. Summarize and Explain Becoming a Naturalized Citizen), 177
7.10.5 Describe the development and roles of political parties and special interest groups in the United States from 1787–1877	SE: Americans Divide Over Politics, 188-189; Disagreements on Important Issues, 189-190; The Origin of American Political Parties, 190-191; Topic 5 Assessment (3. Explain the Origin of Political Parties; 21. Identify Points of View of Political Parties), 224-227; The Presidency of John Quincy Adams, 233-234; Topic 6 Assessment (2. Identify Political Party Points of View), 271; The Republican Party Challenges Other Parties, 331

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Louisiana Social Studies 2011 GLEs: Grade 7	American History Survey Edition
Standard 11 – Resources, Interdependence, and Decision Making	
<i>Students examine the development and interdependence of the United States economy from 1763–1877.</i>	
7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States	SE: The Industrial Revolution Begins, 276-277; Factories Come to America, 278-279; New Technological Innovations, 282-283; The Age of Steam Power, 283-285; Workers Respond to Challenges, 285-287; Topic 7 Assessment (1. Explain Effects of War of 1812 on Manufacturing; 3. Explain Technology and Economic Growth; 11. Identify Impact of Industrialization on Life), 316-317; Silver and Gold Mining, 390-391; The Costs of Mining, 391-392; The Railroad Encourages Economic Growth, 392-394; Building a National Network of Rails, 394-395; Railroads and Competition, 395-396; A Cattle Kingdom on the Plains, 398-399; The Steel Industry Expands, 414-415; Andrew Carnegie Builds an Empire, 415; Rockefeller and the Oil Industry, 417; New Communication Technologies, 425-426; Thomas Edison, American Inventor, 426-427; Technology in Everyday Life, 427-428; Topic 10 Assessment (8. Analyze How Geographic Features Influenced Economic Activities; 9. Explain How Physical Features Affected Transcontinental Railroad Construction; 10. Evaluate Contributions of Andrew Carnegie; 14. Analyze How Inventions Improved People's Lives), 431
7.11.2 Explain how economic interdependence developed between regions of the United States and with foreign countries	SE: Building Better Roads, 250-251; The Age of Steam, 251-252; Canals Connect the Country, 252-253; The Age of Steam Power, 283-285; Reliance on Agriculture, 291-293

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<p>7.11.3 Describe government policies that influenced the United States economy</p>	<p>SE: Creating a Stable Economy, 183; Taxation Sparks the Whiskey Rebellion, 183-184; Creating a Stable Economy After the War, 216-219; The Bank War, 239-240; Economic Crisis and Political Changes, 240-242; Topic 6 Assessment (5. Analyze Leadership Qualities), 271; Factories Come to America, 278-279; Topic 7 Assessment (2. Describe Characteristics of Free-Enterprise System), 316; The Rise of Corporations and Banks, 415-416; The Debate Over Trusts, 418-419</p>