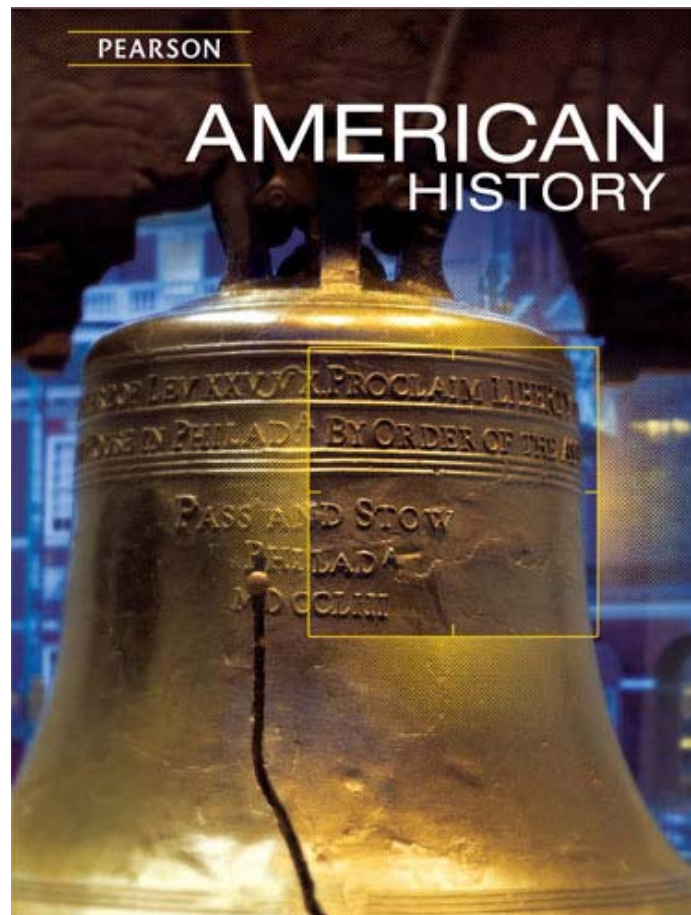


## A Correlation of



**Grades 6-8**

**©2016, Realize Platform**

**To the**

**Massachusetts  
History and Social Science  
Curriculum Framework**

**U.S. History I & II**

# A Correlation of American History, ©2016 to the Massachusetts History and Social Science Curriculum Framework

## Introduction

This document demonstrates how *Pearson American History*, ©2016 meets the Massachusetts History and Social Science Curriculum Framework, History I, II. Citations are to the digital Student Edition.

*Pearson* is excited to announce its NEW **American History** program for the middle grades! Designed to help prepare students to be college and career ready all while unlocking the exciting story of our nation's history, *Pearson American History* invites students to explore the enduring issues that continue to shape our nation's history. 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
- NBC Learn™ 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

Table of Contents

THE REVOLUTION AND THE CONSTITUTION, 1763–1789 .....	4
THE FORMATION AND FRAMEWORK OF AMERICAN DEMOCRACY.....	12
POLITICAL DEMOCRATIZATION, WESTWARD EXPANSION, AND DIPLOMATIC DEVELOPMENTS, 1790–1860.....	16
ECONOMIC GROWTH IN THE NORTH AND SOUTH, 1800–1860 .....	20
SOCIAL, POLITICAL, AND RELIGIOUS CHANGE, 1800–1860.....	21
THE CIVIL WAR AND RECONSTRUCTION, 1860–1877.....	23
U.S. HISTORY II RECONSTRUCTION TO THE PRESENT, 1877–2001 .....	31
INDUSTRIAL AMERICA AND ITS EMERGING ROLE IN INTERNATIONAL AFFAIRS, 1870–1920 .....	31
THE AGE OF REFORM: PROGRESSIVISM AND THE NEW DEAL, 1900–1940.....	37
WORLD WAR II, 1939–1945.....	45
THE COLD WAR ABROAD, 1945–1989 .....	47
COLD WAR AMERICA AT HOME: ECONOMIC GROWTH AND OPTIMISM, ANTICOMMUNISM, AND REFORM, 1945–1980 .....	49
CONTEMPORARY AMERICA, 1980–2001 .....	55

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

Massachusetts History and Social Science Curriculum Framework U.S. History I & II	Pearson American History ©2016
<b>U.S. History I The Revolution Through Reconstruction 1763-1877</b>	
<b>THE POLITICAL AND INTELLECTUAL ORIGINS OF THE AMERICAN NATION: THE REVOLUTION AND THE CONSTITUTION, 1763–1789</b>	
<b>USI.1</b> Explain the political and economic factors that contributed to the American Revolution. (H, C)	
A. the impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775	<b>SE:</b> <i>Topic 3: Lesson 1: The French and Indian War:</i> Flipped Video: Causes and Results of the French and Indian War; : Text 1: Europeans Fight over North American Land, pages 1–5; Text 2: The French and Indian War Begins in the Ohio Valley, pages 1–4; Text 3: A Meeting in Albany, pages 1–3; Text 4: British Defeats in the Ohio Valley, pages 1–3; Text 5: Quebec and New France Fall, pages 1–5; Interactive Chart: Effects of the French and Indian War
B. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution	<b>SE:</b> For related material see: <i>Topic 3: Lesson 2: Tensions with Britain:</i> Text 3: Causes of the American Revolution - Mercantilism and Taxation, pages 1–3; Text 4: Causes of the American Revolution - The Stamp Act, pages 1–6; Text 5: Causes of the American Revolution - Townshend Acts, pages 1–5
<b>USI.2</b> Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C)	
A. the legacy of ancient Greece and Rome	<b>SE:</b> <i>Topic 4: Lesson 3: Ideas That Influenced the Constitution:</i> Roman and Enlightenment Influences on the Constitution; Text 1: Principles from the Roman Republic, pages 1–5
B. the political theories of such European philosophers as Locke and Montesquieu	<b>SE:</b> <i>Topic 4: Lesson 3: Ideas That Influenced the Constitution:</i> Flipped Video: Roman and Enlightenment Influences on the Constitution; Text 3: America Draws on Its Own Traditions, pages 3–5; Interactive Gallery: Two Treatises of Government  <i>Interactive Primary Sources:</i> Two Treatises of Government, John Locke  <i>Social Studies Reference Center:</i> John Locke; Baron de Montesquieu

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<p><i>Seminal Primary Documents to Read:</i> Mayflower Compact (1620)</p>	<p><b>SE:</b> <i>Topic 2: Lesson 3: The New England Colonies:</i> Text 2: Plymouth Colony, pages 2–3</p> <p><i>Interactive Primary Sources:</i> The Mayflower Compact</p>
<p><i>Seminal Primary Documents to Consider:</i> Massachusetts Body of Liberties (1641) and John Locke’s Treatises of Civil Government (1690)</p>	<p><b>SE:</b> <i>Topic 4: Lesson 3: Ideas That Influenced the Constitution:</i> Roman and Enlightenment Influences on the Constitution; Text 3: America Draws on Its Own Traditions, pages 3–4; Interactive Gallery: Two Treatises of Government</p> <p><i>Interactive Primary Sources:</i> Two Treatises of Government, John Locke</p> <p><i>Social Studies Reference Center:</i> Biographies: John Locke</p>
<p><b>USI.3</b> Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson. (H, C)</p>	<p><b>SE:</b> <i>Topic 3: Lesson 4: Declaring Independence:</i> Flipped Video: The Declaration of Independence; Text 1: Thomas Paine’s Common Sense, pages 1–3; Interactive Gallery: Thomas Paine’s Common Sense; Text 2: Choosing Independence, pages 1–5; Text 3: The Declaration of Independence, pages 1–5; Interactive Gallery: Interactive Declaration of Independence</p> <p><i>Social Studies Reference Center:</i> Biographies: Thomas Paine; Thomas Jefferson</p> <p><i>Interactive Primary Sources:</i> Declaration of Independence</p>
<p><i>Seminal Primary Documents to Read:</i> the Declaration of Independence (1776)</p>	<p><b>SE:</b> <i>Topic 3: Lesson 4: Declaring Independence:</i> Text 3: The Declaration of Independence, pages 1–5</p> <p><i>Interactive Primary Sources:</i> Declaration of Independence</p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<p style="text-align: center;"><b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b></p>	<p style="text-align: center;"><b>Pearson American History ©2016</b></p>
<p><i>Seminal Primary Documents to Consider:</i> the Suffolk Resolves (1774) and the Virginia Statute for Religious Freedom (1786)</p>	<p><b>SE:</b> <i>Interactive Primary Sources:</i> Virginia Statute for Religious Freedom, Thomas Jefferson</p>
<p><b>USI.4</b> Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. (H)</p>	<p><b>SE:</b> <i>Topic 3: Lesson 2: Tensions with Britain:</i> Text 3: Causes of the American Revolution - Mercantilism and Taxation; Text 4: Causes of the American Revolution - The Stamp Act; Text 5: Causes of the American Revolution - Townshend Acts; Text 7: The Boston Massacre</p> <p><i>Topic 3: Lesson 3: Taking Up Arms:</i> Flipped Video: The Boston Tea Party; Text 1: The Boston Tea Party; Text 2: King George III Strikes Back at Boston; Text 3: The Battles of Lexington and Concord; Text 4: The Fighting Continues; Text 5: Opposing Sides at War; Text 6: The War Comes to Boston</p> <p><i>Topic 3: Lesson 5: Winning Independence:</i> Flipped Video: Winning Independence; Text 1: Early Challenges for the Continental Army; Text 2: The Tide Turns for the Americans; Text 3: Winter at Valley Forge; Text 4: Women Contribute to the War Effort; Text 5: African Americans in the War; Text 6: Native Americans and the Spanish Choose Sides; Text 7: Fighting for Independence in the Southern Colonies and at Sea; Text 8: A Decisive Win Brings the War to a Close; Text 9: Explaining the American Victory; Interactive Timeline: Foreign Aid Plays a Role</p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>USI.5</b> Explain the role of Massachusetts in the Revolution, including important events that took place in Massachusetts and important leaders from Massachusetts. (H)	
A. the Boston Massacre	<b>SE:</b> <i>Topic 3: Lesson 2: Tensions with Britain:</i> Text 7: The Boston Massacre, pages 1–4  <i>Social Studies Reference Center:</i> Biography: Crispus Attucks
B. the Boston Tea Party	<b>SE:</b> <i>Topic 3: Lesson 3: Taking Up Arms:</i> Flipped Video: The Boston Tea Party; Text 1: The Boston Tea Party, pages 1–7
C. the Battles of Lexington and Concord and Bunker Hill	<b>SE:</b> <i>Topic 3: Lesson 3: Taking Up Arms:</i> Text 3: The Battles of Lexington and Concord, pages 1–6; Text 6: The War Comes to Boston, pages 2–3
D. Sam Adams, John Adams, and John Hancock	<b>SE:</b> <i>Topic 3: Lesson 2: Tensions with Britain:</i> Text 6: Significant Individuals Provide Colonial Leadership, pages 1–2  <i>Topic 3: Lesson 4: Declaring Independence:</i> Text 2: Choosing Independence, pages 2–3  <i>Social Studies Reference Center:</i> Biographies: Samuel Adams; John Adams
<i>Seminal Primary Documents to Consider:</i> the Massachusetts Constitution (1780)	<b>SE:</b> For related material see: <i>Topic 4: Lesson 1: A Weak Confederation:</i> Text 1: Each State Creates a Constitution, pages 1–3
<b>USI.6</b> Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events (e.g., Shays’s Rebellion) leading to the Constitutional Convention. (H, C)	<b>SE:</b> <i>Topic 4: Lesson 1: A Weak Confederation:</i> Flipped Video: The Articles of Confederation; Text 1: Each State Creates a Constitution, pages 1–3; Text 2: The Articles of Confederation, pages 1–5; Interactive Map: Claims to Western Lands; Text 3: Weaknesses of the Confederation, pages 1–4; Interactive Chart: Problems and Effects of the Articles of Confederation; Text 4: An Orderly Expansion, pages 1–4; Text 5: Economic Problems Lead to Change, pages 1–4  <i>Interactive Primary Sources:</i> Articles of Confederation; Northwest Ordinance

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<i>Seminal Primary Documents to Read:</i> the Northwest Ordinance (1787)	<b>SE:</b> <i>Topic 4: Lesson 1: A Weak Confederation:</i> Text 4: An Orderly Expansion, pages 1–4  <i>Interactive Primary Sources:</i> Northwest Ordinance
<b>USI.7</b> Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the “Great Compromise” that was reached. (H, C)	
<i>Major Debates</i>	
A. the distribution of political power	<b>SE:</b> <i>Topic 4: Lesson 2: Drafting a Constitution:</i> Flipped Video: The Constitutional Convention; <i>Topic 4: Lesson 2: Drafting a Constitution:</i> Text 2: Disagreements Over a New Government, pages 1–4; Text 3: The Great Compromise, pages 1–3; Interactive Chart: The Great Compromise
B. the rights of individuals	<b>SE:</b> <i>Topic 4: Lesson 4: Federalists, Antifederalists, and the Bill of Rights:</i> Flipped Video: The Bill of Rights; Text 2: A Bill of Rights, pages 1–3
C. the rights of states	<b>SE:</b> <i>Topic 4: Lesson 5: Understanding the Constitution:</i> Text 2: Seven Basic Principles, page 3; Interactive Chart: The Federal System
D. slavery	<b>SE:</b> <i>Topic 4: Lesson 2: Drafting a Constitution:</i> Flipped Video: The Constitutional Convention; Text 4: The Three-Fifths Compromise, pages 1–4



**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<i>Founders</i>	
A. Benjamin Franklin	<b>SE:</b> <i>Topic 4: Lesson 2: Drafting a Constitution:</i> Text 1: A Historic Convention, page 1; Text 5: The Convention Comes to a Conclusion, page 2  <i>Social Studies Reference Center:</i> Biographies: Benjamin Franklin
B. Alexander Hamilton	<b>SE:</b> <i>Topic 4: Lesson 2: Drafting a Constitution:</i> Text 1: A Historic Convention, page 2  <i>Social Studies Reference Center:</i> Biographies: Alexander Hamilton
C. James Madison	<b>SE:</b> <i>Topic 4: Lesson 2: Drafting a Constitution:</i> Text 1: A Historic Convention, pages 2–3  <i>Social Studies Reference Center:</i> Biographies: James Madison
D. George Washington	<b>SE:</b> <i>Topic 4: Lesson 2: Drafting a Constitution:</i> Text 1: A Historic Convention, page 1  <i>Social Studies Reference Center:</i> Biographies: George Washington
<i>Seminal Primary Documents to Read:</i> the U.S. Constitution	<b>SE:</b> <i>Social Studies Reference Center:</i> U.S. Constitution

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<p style="text-align: center;"><b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b></p>	<p style="text-align: center;"><b>Pearson American History ©2016</b></p>
<p><b>USI.8</b> Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. (H, C)</p>	<p><b>SE:</b> <i>Topic 4: Lesson 4: Federalists, Antifederalists, and the Bill of Rights;</i> Flipped Video: The Bill of Rights; Text 1: The Federalists and the Antifederalists, pages 1–5; Chart: Federalists versus Antifederalists; Text 2: A Bill of Rights, pages 1–3; Text 3: The Ratification Process, pages 1–5; Interactive Map: Ratification of the Constitution</p> <p><i>Interactive Primary Sources:</i> Anti-Federalist Papers; Primary Source: The Federalist No. 10, James Madison; Interactive The Federalist No. 39, James Madison; Primary Source: The Federalist No. 51; Primary Source: The Federalist No. 78, Alexander Hamilton</p> <p><i>Social Studies Reference Center:</i> Biography: Alexander Hamilton; James Madison; George Mason</p>
<p><i>Seminal Primary Documents to Read:</i> Federalist Paper number 10</p>	<p><b>SE:</b> <i>Interactive Primary Sources:</i> Anti-Federalist Papers; Primary Source: The Federalist No. 10, James Madison</p>
<p><i>Seminal Primary Documents to Consider:</i> Federalist Papers numbers 1, 9, 39, 51, and 78</p>	<p><b>SE:</b> <i>Topic 4: Lesson 4: Federalists, Antifederalists, and the Bill of Rights;</i> Text 1: The Federalists and the Antifederalists</p> <p><i>Interactive Primary Sources:</i> Anti-Federalist Papers; Interactive The Federalist No. 39, James Madison; Primary Source: The Federalist No. 51; Primary Source: The Federalist No. 78, Alexander Hamilton</p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>USI.9</b> Explain the reasons for the passage of the Bill of Rights. (H, C)	
A. the influence of the British concept of limited government	<b>SE:</b> <i>Topic 4: Lesson 5: Understanding the Constitution: Text 2: Seven Basic Principles, page 2</i>  <i>Social Studies Core Concepts: Government and Civics Core Concepts: Foundations of Government, page 3</i>
B. the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes	<b>SE:</b> <i>Topic 4: Lesson 4: Federalists, Antifederalists: and the Bill of Rights, Flipped Video: The Bill of Rights; Text 2: A Bill of Rights, pages 1–3</i>  <i>Social Studies Reference Center: U. S. Constitution, pp. Amendments 1–10</i>
<i>Seminal Primary Documents to Read: the Bill of Rights (1791)</i>	<b>SE:</b> <i>Topic 4: Lesson 4: Federalists, Antifederalists: and the Bill of Rights, Flipped Video: The Bill of Rights; Text 2: A Bill of Rights, pages 1–3</i>  <i>Social Studies Reference Center: U. S. Constitution, pp. Amendments 1–10</i>
<i>Seminal Primary Documents to Consider: Magna Carta (1215) and the English Bill of Rights (1689)</i>	<b>SE:</b> <i>Topic 4: Lesson 3: Ideas That Influenced the Constitution: Text 2: English Influences, pages 1–4</i>  <i>Interactive Primary Sources: The Magna Carta; English Bill of Rights</i>
<b>USI.10</b> On a map of North America, identify the first 13 states to ratify the Constitution. (H, G)	<b>SE:</b> <i>Topic 4: Lesson 4: Federalists, Antifederalists, and the Bill of Rights: Text 3: The Ratification Process, pages 2–3; Interactive Map: Ratification of the Constitution</i>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>THE FORMATION AND FRAMEWORK OF AMERICAN DEMOCRACY</b>	
<b>USI.11</b> Describe the purpose and functions of government. (H, C)	<p><b>SE:</b> <i>Topic 4: Lesson 3: Ideas That Influenced the Constitution:</i> Text 1: Principles from the Roman Republic, pages 2–3; Text 3: America Draws on Its Own Traditions, page 4</p> <p><i>Topic 4: Lesson 5: Understanding the Constitution:</i> The Three Branches of Government; Text 1: The Preamble, the Articles, and the Amendments; United States Constitution, pages 1–4</p> <p><i>Social Studies Core Concepts: Government and Civics Core Concepts: Foundations of Government</i></p>
<b>USI.12</b> Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy. (H, C)	<p><b>SE:</b> <i>Topic 4: Lesson 3: Ideas That Influenced the Constitution:</i> Text 1: Principles from the Roman Republic, pages 1–5</p> <p><i>Social Studies Core Concepts: Government and Civics Core Concepts: Foundations of Government, page 3; Political Systems, pages 1–3</i></p>
<b>USI.13</b> Explain why the United States government is classified as a democratic government. (H, C)	<p><b>SE:</b> <i>Topic 4: Lesson 5: Understanding the Constitution:</i> Text 2: Seven Basic Principles, page 4</p> <p><i>Social Studies Core Concepts: Government and Civics Core Concepts: Political Systems, page 2; Principles of Government, page 2; Political Structures, page 2</i></p>
<b>USI.14</b> Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights. (H, C)	<p><b>SE:</b> <i>Topic 4: Lesson 5: Understanding the Constitution:</i> Text 2: Seven Basic Principles, pages 1–5; Interactive Chart: The Federal System</p> <p><i>Social Studies Core Concepts: Government and Civics Core Concepts: Political Structures</i></p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<p><b>USI.15</b> Explain the varying roles and responsibilities of federal, state, and local governments in the United States. (H, C)</p>	<p><b>SE:</b> <i>Topic 4: Lesson 5: Understanding the Constitution:</i> Text 2: Seven Basic Principles, page 3; Interactive Chart: The Federal System; Text 7: State Government, pages 1–6; Text 8: The Responsibilities of Local Government, pages 1–4</p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<p style="text-align: center;"><b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b></p>	<p style="text-align: center;"><b>Pearson American History ©2016</b></p>
<p><b>USI.16</b> Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense. (H, C)</p>	<p><b>SE:</b> <i>Topic 4: CD: Senate Representation; EQ: How much power should the government have?</i></p> <p><i>Topic 4: Lesson 6: Amending the Constitution: Text 2: The Bill of Rights; Understanding the Bill of Rights; Interactive Gallery: The First Amendment; Text 3: Additional Amendments; Synthesize: Understanding the Bill of Rights</i></p> <p><i>Topic 4: Lesson 7: Citizens' Rights and Responsibilities: Start Up: How to Be a Responsible Citizen; Flipped Video: Responsibilities of Citizenship; Text 1: American Citizenship; Text 2: The Importance of Civic Virtue; Interactive Chart: Civic Responsibility; Text 3: Responsible Citizenship; Interactive Chart: Voting Responsibility; Synthesize: Are You a Responsible Citizen?</i></p> <p><i>Topic 5: Lesson 4: Jefferson's Presidency: Landmark Supreme Court Cases: Marbury v. Madison</i></p> <p><i>Topic 5: Lesson 6: Monroe's Presidency: Text 3: Supreme Court Decisions Expand Federal Power; Landmark Supreme Court Cases: McCulloch v. Maryland; Gibbons v. Ogden</i></p> <p><i>Topic 8: Lesson 2: Growing Tensions: Landmark Supreme Court Cases: Dred Scott v. Sandford</i></p> <p><i>Topic 9: Lesson 4: The Aftermath of Reconstruction: Landmark Supreme Court Cases: Plessy v. Ferguson</i></p> <p><i>21<sup>st</sup> Century Skill Tutorials: Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</i></p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<p align="center"><b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b></p>	<p align="center"><b>Pearson American History ©2016</b></p>
<p><b>USI.17</b> Explain the major components of Massachusetts' state government, including the roles and functions of the governor, state legislature, and other constitutional officers. (H, C)</p>	<p><b>SE:</b> <i>Topic 4: Lesson 5: Understanding the Constitution:</i> Text 7: State Government, pages 1–6</p>
<p><b>USI.18</b> Explain the major components of local government in Massachusetts, including the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils. (H, C)</p>	<p><b>SE:</b> <i>Topic 4: Lesson 5: Understanding the Constitution:</i> Text 8: The Responsibilities of Local Government, pages 1–4</p>
<p><b>USI.19</b> Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)</p>	<p><b>SE:</b> <i>Topic 4: Lesson 7: Citizens' Rights and Responsibilities:</i> Start Up: How to Be a Responsible Citizen; Flipped Video: Responsibilities of Citizenship; Text 1: American Citizenship; Text 2: The Importance of Civic Virtue; Interactive Chart: Civic Responsibility; Text 3: Responsible Citizenship; Interactive Chart: Voting Responsibility; Synthesize: Are You a Responsible Citizen?</p> <p><i>21<sup>st</sup> Century Skill Tutorials:</i> Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p> <p><i>Social Studies Core Concepts: Government and Civics Core Concepts:</i> Citizenship, pages 1–5</p>
<p><b>USI.20</b> Explain the evolution and function of political parties, including their role in federal, state, and local elections. (H, C)</p>	<p><b>SE:</b> For related material see: <i>Topic 5: Lesson 2: The Origin of Political Parties:</i> Flipped Video: The Origin of Political Parties; Text 1: Americans Divide Over Politics; Text 2: Disagreements on Important Issues; Text 3: The Origin of American Political Parties</p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>USI.21</b> Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public. (H, C)	<b>SE: Topic 4: Lesson 5: Understanding the Constitution:</b> Flipped Video: Interactive Chart: The Federal System; Text 3: The Legislative Branch – Congress; Text 4: The Executive Branch - the President; Text 5: The Judicial Branch - The Supreme Court; Text 6: Preventing Abuse of Power  <i>Social Studies Core Concepts: Government and Civics Core Concepts: Political Systems, page 2; Principles of Government, pages 3–4</i>
<b>POLITICAL DEMOCRATIZATION, WESTWARD EXPANSION, AND DIPLOMATIC DEVELOPMENTS, 1790–1860</b>	
<b>USI.22</b> Summarize the major policies and political developments that took place during the presidencies of George Washington (1789–1797), John Adams (1797–1801), and Thomas Jefferson (1801–1809). (H, C)	
A. the origins of the Federalist and Democratic-Republican parties in the 1790s	<b>SE: Topic 5: Lesson 2: The Origin of Political Parties:</b> Flipped Video: The Origin of Political Parties; Text 1: Americans Divide Over Politics; Text 2: Disagreements on Important Issues; Interactive Gallery: Early American Leaders; Text 3: The Origin of American Political Parties; Interactive Chart: Federalists Versus Republicans
B. the conflicting ideas of Thomas Jefferson and Alexander Hamilton	<b>SE: Topic 5: Lesson 2: The Origin of Political Parties:</b> Flipped Video: The Origin of Political Parties; Text 1: Americans Divide Over Politics, pages 2–3; Text 2: Disagreements on Important Issues, pages 1–4; Interactive Gallery: Early American Leaders
C. the Alien and Sedition Acts	<b>SE: Topic 5: Lesson 3: John Adams's Presidency:</b> Flipped Video: John Adams's Presidency; Text 2: The Alien and Sedition Acts, pages 1–4
D. the Louisiana Purchase	<b>SE: Topic 5: Lesson 4: Jefferson's Presidency:</b> Flipped Video: Jefferson's Presidency; Text 3: The Louisiana Purchase, pages 1–5; Text 4: Exploring the Louisiana Territory, pages 1–8; Interactive Map: Expansion and Exploration; Interactive Chart: Jefferson's Goals and Policies



**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<i>Seminal Primary Documents to Consider:</i> Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801)	<b>SE:</b> <i>Interactive Primary Sources:</i> Farewell Address, George Washington
<b>USI.23</b> Analyze the rising levels of political participation and the expansion of suffrage in antebellum America. (C, H)	<b>SE:</b> <i>Topic 6: Lesson 1: Jackson Wins the Presidency:</i> Text 1: Democracy Expands; Interactive Timeline: Changing Voting Rights in Early America
<i>Seminal Primary Documents to Consider:</i> Alexis de Tocqueville, <i>Democracy in America, Volume I</i> (1835) and <i>Volume II</i> (1839)	<b>SE:</b> <i>Interactive Primary Sources:</i> Democracy in America, Alexis de Tocqueville
<b>USI.24</b> Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as President. (H)	
A. the spoils system	<b>SE:</b> <i>Topic 6:</i> Flipped Video: Jackson as President; <i>Lesson 1: Jackson Wins the Presidency:</i> Text 5: The Spoils System  <i>Social Studies Reference Center:</i> Biography: Andrew Jackson
B. Jackson's veto of the National Bank	<b>SE:</b> <i>Topic 6: Lesson 2: Political Conflict and Economic Crisis:</i> Flipped Video: North vs South in the Age of Jackson; Text 2: The Bank War; Interactive Chart: Disagreements Over the Bank
C. Jackson's policy of Indian Removal	<b>SE:</b> <i>Topic 6: Lesson 3: Native Americans on the Frontier:</i> Flipped Video: The Trail of Tears; Text 1: Native Americans on the Frontier; Interactive Map: Selected Native American Groups, 1820; Text 2: Indian Removal; Text 3: Southern Native Americans On the Trail of Tears; Interactive Map: The Trail of Tears  <i>Social Studies Reference Center:</i> Landmark Supreme Court Cases: <i>Worcester v. Georgia</i>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<p><b>USI.25</b> Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in <i>Marbury v. Madison</i> (1803). (H, C)</p>	<p><b>SE:</b> <i>Topic 5: Lesson 4: Jefferson's Presidency:</i> Flipped Video: Jefferson's Presidency; Text 2: Landmark Supreme Court Cases, pages 1–5</p> <p><i>Social Studies Reference Center:</i> Landmark Supreme Court Cases: <i>Marbury v. Madison</i></p> <p><i>Social Studies Reference Center:</i> Biography: John Marshall</p>
<p><b>USI.26</b> Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails. (H, E, G)</p>	
<p>A. the War of 1812</p>	<p><b>SE:</b> <i>Topic 5: Lesson 5: Madison and the War of 1812:</i> Flipped Video: The War of 1812; Text 2: The Causes of the War of 1812, pages 1–4; Text 3: Early Events in the War of 1812, pages 1–3; Text 4: The War in Canada, pages 1–3; Text 5: The War's Conclusion, pages 1–7; Interactive Map: The War of 1812; Text 6: The Effects of the War of 1812, pages 1–4</p>
<p>B. the purchase of Florida in 1819</p>	<p><b>SE:</b> <i>Topic 5: Lesson 6: Monroe's Presidency:</i> Flipped Video: Strength After the War; Text 5: Gaining Florida, pages 1–3</p>
<p>C. the 1823 Monroe Doctrine</p>	<p><b>SE:</b> <i>Topic 5: Lesson 6: Monroe's Presidency:</i> Flipped Video: Strength After the War; Text 6: The Monroe Doctrine, pages 1–4</p>
<p>D. the Cherokees' Trail of Tears</p>	<p><b>SE:</b> <i>Topic 6: Lesson 3: Native Americans on the Frontier:</i> Flipped Video: The Trail of Tears; Text 3: Southern Native Americans On the Trail of Tears</p> <p><i>Social Studies Reference Center:</i> Landmark Supreme Court Cases: <i>Worcester v. Georgia</i></p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
E. the annexation of Texas in 1845	<b>SE:</b> <i>Topic 6: Lesson 6: Independence for Texas:</i> Flipped Video: The Mexican-American War; Text 3: The Republic of Texas; Interactive Gallery: The Defenders of the Alamo; Text 4: The Republic of Texas Is Born; Interactive Timeline: Texas: From Settlement to Statehood
F. the concept of Manifest Destiny and its relationship to westward expansion	<b>SE:</b> <i>Topic 6: Lesson 5: Settling Oregon Country:</i> Start Up: Who Is a Pioneer?; Flipped Video; Text 1: In Search of New Territory; Interactive Gallery: Oregon Country; Text 2: The Far West Fur Trade; Text 3: The Oregon Trail; Interactive Map: The Oregon Trail; <i>Lesson 7: Manifest Destiny in California and the Southwest:</i> Flipped Video: Manifest Destiny; Text 2: Manifest Destiny
G. the acquisition of the Oregon Territory in 1846	<b>SE:</b> <i>Topic 6: Lesson 5: Settling Oregon Country:</i> Flipped Video: Why Oregon Country?; Text 1: In Search of New Territory
H. the territorial acquisitions resulting from the Mexican War	<b>SE:</b> <i>Topic 6: Civic Discussion: The U.S. - Mexican War; Lesson 6: Independence for Texas:</i> Flipped Video: The Mexican-American War; Text 1: Americans Colonize Mexican Texas; Interactive Map: The Settlement of Texas; Text 2: Conflict With the Mexican Government; Text 3: The Republic of Texas; Interactive Gallery: The Defenders of the Alamo  <i>Topic 6: Lesson 7: Manifest Destiny in California and the Southwest:</i> Interactive Gallery; Flipped Video; Text 1: New Mexico Territory and California; Text 3: The U.S. - Mexican War; Text 4: Settling the Mexican Cession
I. the search for gold in California	<b>SE:</b> <i>Topic 6: Lesson 7: Manifest Destiny in California and the Southwest:</i> Flipped Video; Text 4: Settling the Mexican Cession; Text 5: The Effects of Migration to California

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
J. the Gadsden Purchase of 1854	<b>SE:</b> <i>Topic 6: Lesson 7: Manifest Destiny in California and the Southwest: Text 3: The U.S.-Mexican War</i>
<b>ECONOMIC GROWTH IN THE NORTH AND SOUTH, 1800–1860</b>	
<b>USI.27</b> Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (H, E)	<b>SE:</b> <i>Topic 6: Lesson 4: Westward Movement: Text 2: Building Better Roads; Interactive Gallery: New Transportation Methods; Text 3: The Age of Steam; Interactive Gallery: New Technology: The Steamboat; Text 4: Canals Connect the Country; Interactive Map: The Erie Canal</i>  <i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North: Text 6: The Age of Steam Power, pages 1–8; Interactive Gallery: The Steam Locomotive</i>
<b>USI.28</b> Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)	
A. the technological improvements and inventions that contributed to industrial growth	<b>SE:</b> <i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North: Flipped Video: The Spread of Industrialization; Text 1: The Industrial Revolution Begins, pages 1–5; Text 2: Factories Come to America, 1–8; Text 5: New Technological Innovations, pages 1–7; Interactive Timeline: New Inventions Improve Life; Text 6: The Age of Steam Power, page 5</i>
B. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s	<b>SE:</b> <i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North: Text 8: Ethnic Minorities in the North, pages 2–6</i>
C. the rise of a business class of merchants and manufacturers	<b>SE:</b> For related material see: <i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North: Text 1: The Industrial Revolution Begins; Text 2: Factories Come to America; Text 5: New Technological Innovations</i>
D. the roles of women in New England textile factories	<b>SE:</b> <i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North: Text 3: Daily Life in Factory Towns, pages 1–3; Text 7: Workers Respond to Challenges, page 5</i>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>USI.29</b> Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (H)	<b>SE:</b> <i>Topic 7: Lesson 2: King Cotton and Life in the South:</i> Flipped Video: Cotton Shapes the South; Text 1: The Cotton Kingdom, pages 1–5; 3-D Model: The Cotton Gin; Text 2: Reliance on Agriculture, pages 1–7; Text 4: Southern African Americans, pages 3–5; Text 5: Slavery in the South, pages 1–6; Interactive Chart: Lives of Free and Enslaved African Americans; Text 6: Resisting Slavery, pages 1–3
<i>Seminal Primary Documents to Read:</i> Frederick Douglass’s Independence Day speech at Rochester, New York (1852)	<b>SE:</b> <i>Topic 7: DBQ: Comparing Points of View on Slavery and Abolition, Document C: Lecture on slavery by Frederick Douglass</i>  <i>Topic 7: Lesson 4: Abolitionism: Text 2: Abolitionism Gains Momentum, pages 2–3</i>
<b>SOCIAL, POLITICAL, AND RELIGIOUS CHANGE, 1800–1860</b>	
<b>USI.30</b> Summarize the growth of the American education system and Horace Mann’s campaign for free compulsory public education. (H)	<b>SE:</b> <i>Topic 7: Lesson 3: Reform Movements:</i> Flipped Video: The Second Great Revival; Text 3: The Impact of Educational Reform, pages 1–3; Interactive Gallery: Changes in American Schools
<b>USI.31</b> Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)	
A. Frederick Douglass	<b>SE:</b> <i>Topic 7: Lesson 4: Abolitionism:</i> Flipped Video: Abolitionism; Text 2: Abolitionism Gains Momentum, pages 2–3
B. William Lloyd Garrison	<b>SE:</b> <i>Topic 7: DBQ: Comparing Points of View on Slavery and Abolition, Document B: Speech by William Lloyd Garrison</i>  <i>Topic 7: Lesson 4: Abolitionism:</i> Flipped Video: Abolitionism; Text 2: Abolitionism Gains Momentum, pages 3–4; Text 3: Abolitionism Faces Opposition, page 2
C. Sojourner Truth	<b>SE:</b> <i>Topic 7: Lesson 5: Women's Rights:</i> Text 1: Early Calls for Women's Rights, page 3  <i>Interactive Primary Sources: "Ain't I a Woman?, " Sojourner Truth</i>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
D. Harriet Tubman	<b>SE:</b> <i>Topic 7: Lesson 4: Abolitionism:</i> Flipped Video: Abolitionism; Text 2: Abolitionism Gains Momentum, pages 5–6; Interactive Map: The Underground Railroad
E. Theodore Weld	<b>SE:</b> <i>Topic 7 Lesson 4: Abolitionism:</i> Text 3: Abolitionism Faces Opposition, page 4
<b>USI.32</b> Describe important religious trends that shaped antebellum America. (H)	
A. the increase in the number of Protestant denominations	<b>SE:</b> <i>Topic 7: Lesson 3: Reform Movements:</i> Flipped Video: The Second Great Revival; Text 1: An Era of Reform, pages 3–5
B. the Second Great Awakening	<b>SE:</b> <i>Topic 7: Lesson 3: Reform Movements:</i> Flipped Video: The Second Great Revival; Text 1: An Era of Reform, pages 3–5
C. the influence of these trends on the reaction of Protestants to the growth of Catholic immigration	<b>SE:</b> <i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North:</i> Text 8: Ethnic Minorities in the North, pages 3–4
<b>USI.33</b> Analyze the goals and effect of the antebellum women’s suffrage movement. (H)	
A. the 1848 Seneca Falls convention	<b>SE:</b> <i>Topic 7: Lesson 5: Women’s Rights:</i> Flipped Video: The Seneca Falls Convention; Text 2: A Women’s Movement Organizes, pages 1–4; Interactive Timeline: The Early Women’s Rights Movement
B. Susan B. Anthony	<b>SE:</b> <i>Topic 7: Lesson 5: Women’s Rights:</i> Text 2: A Women’s Movement Organizes, pages 2–4; Interactive Timeline: The Early Women’s Rights Movement
C. Margaret Fuller	<b>SE:</b> For related material see: <i>Topic 7: Lesson 5: Women’s Rights:</i> Text 1: Early Calls for Women’s Rights
D. Lucretia Mott	<b>SE:</b> <i>Topic 7: Lesson 5: Women’s Rights:</i> Flipped Video: The Seneca Falls Convention; Text 1: Early Calls for Women’s Rights, page 3; Text 2: A Women’s Movement Organizes,

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
E. Elizabeth Cady Stanton	<b>SE:</b> <i>Topic 7: Lesson 5: Women's Rights:</i> Flipped Video: The Seneca Falls Convention; Text 1: Early Calls for Women's Rights, page 3; Text 2: A Women's Movement Organizes, pages 2–4; Interactive Timeline: The Early Women's Rights Movement; Text 3: Women Gain New Opportunities, pages 1–2
<i>Seminal Primary Documents to Read:</i> the Seneca Falls Declaration of Sentiments and Resolutions (1848)	<b>SE:</b> For related material see: <i>Topic 7: Lesson 5: Women's Rights:</i> Flipped Video: The Seneca Falls Convention; Text 2: A Women's Movement Organizes, pages 1–4
<b>USI.34</b> Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and American literature, including the contributions of Henry David Thoreau and Ralph Waldo Emerson. (H)	<b>SE:</b> <i>Topic 7: Lesson 6: Arts and Literature:</i> Flipped Video: American Artists, American Themes; Text 3: The Development of Transcendentalism, pages 1–5
<b>THE CIVIL WAR AND RECONSTRUCTION, 1860–1877</b>	
<b>USI.35</b> Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century. (H)	<b>SE:</b> <i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North:</i> Flipped Video: The Spread of Industrialization; Text 1: The Industrial Revolution Begins; Text 2: Factories Come to America; Text 3: Daily Life in Factory Towns; Text 4: Cities Expand; Text 5: New Technological Innovations; Text 6: The Age of Steam Power; Text 7: Workers Respond to Challenges; Text 8: Ethnic Minorities in the North  <i>Topic 7: Lesson 2: King Cotton and Life in the South:</i> Text 1: The Cotton Kingdom; Text 2: Reliance on Agriculture; Text 3: Southern Whites; Text 4: Southern African Americans; Text 5: Slavery in the South; Text 6: Resisting Slavery
<b>USI.36</b> Summarize the critical developments leading to the Civil War. (H)	
A. the Missouri Compromise (1820)	<b>SE:</b> <i>Topic 8: Lesson 1: Conflicts and Compromises:</i> Flipped Video: Compromise; Text 1: Henry Clay's Missouri Compromise, pages 1–3

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
B. the South Carolina Nullification Crisis (1832–1833)	<b>SE:</b> <i>Topic 6: Lesson 2: Political Conflict and Economic Crisis: Text 1: A Conflict Over States' Rights</i>
C. the Wilmot Proviso (1846)	<b>SE:</b> <i>Topic 8: Lesson 1: Conflicts and Compromises: Text 2: Western Expansion Heightens Tension Over Slavery, page 1</i>
D. the Compromise of 1850	<b>SE:</b> <i>Topic 8: Lesson 1: Conflicts and Compromises: Flipped Video: Compromise; Text 5: Congress Reaches a Compromise, pages 1–2</i>
E. the publication of Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> (1851–1852) F. the Kansas-Nebraska Act (1854)	<b>SE:</b> <i>Topic 8: Lesson 1: Conflicts and Compromises: Text 6: A Book Sways the North Against Slavery, pages 1–3; Interactive Gallery: Uncle Tom's Cabin</i>  <i>Topic 8: Lesson 2: Growing Tensions: Flipped Video: Bleeding Kansas; Text 1: The Question of Slavery in Kansas and Nebraska, pages 1–4; Text 2: Violent Clashes Over Slavery in Kansas, pages 1–4; Interactive Gallery: The Effects of the Kansas-Nebraska Act</i>
G. the Dred Scott Supreme Court case (1857)	<b>SE:</b> <i>Topic 8: Lesson 2: Growing Tensions: Text 4: The Impact of the Dred Scott Case, pages 1–5; Interactive Gallery: The Dred Scott Case</i>  <i>Social Studies Reference Center: Landmark Supreme Court Cases: Dred Scott v. Sandford</i>
H. the Lincoln-Douglas debates (1858)	<b>SE:</b> <i>Topic 8: Lesson 2: Growing Tensions: Text 6: Abraham Lincoln Leads the Republican Party, pages 3–6</i>
I. John Brown's raid on Harper's Ferry (1859)	<b>SE:</b> <i>Topic 8: Lesson 2: Growing Tensions: Flipped Video: Bleeding Kansas; Text 7: John Brown's Antislavery Campaign, pages 1–4</i>
J. the election of Abraham Lincoln (1860)	<b>SE:</b> <i>Topic 8: Lesson 3: Division and the Outbreak of War: Flipped Video: Southern States React; Text 1: Abraham Lincoln and the Election of 1860, pages 1–3</i>



**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>USI.37</b> On a map of North America, identify Union and Confederate States at the outbreak of the war. (H, G)	<b>SE:</b> <i>Topic 8: Lesson 3: Division and the Outbreak of War:</i> Flipped Video: Southern States React; Text 4: Taking Sides, page 1 (interactive map)
<b>USI.38</b> Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered. (H, C)	<b>SE:</b> <i>Topic 8: Lesson 5: Emancipation and Life in Wartime:</i> Start Up: Freedom; Flipped Video: The Emancipation Proclamation; Text 1: The Emancipation Proclamation, pages 1–6
<i>Seminal Primary Documents to Read:</i> Lincoln's Gettysburg Address (1863) and Lincoln's second inaugural address (1865)	<b>SE:</b> <i>Topic 8: Lesson 6: The War's End:</i> The Gettysburg Address, pages 1–3  <i>Interactive Primary Sources:</i> Gettysburg Address, Abraham Lincoln; Second Inaugural Address, Abraham Lincoln
<i>Seminal Primary Documents to Consider:</i> Lincoln's "House Divided" speech (1858)	<b>SE:</b> <i>Interactive Primary Sources:</i> "A House Divided," Abraham Lincoln

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<p align="center"><b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b></p>	<p align="center"><b>Pearson American History ©2016</b></p>
<p><b>USI.39</b> Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. (H)</p>	<p><b>SE:</b> <i>Topic 8: Lesson 3: Division and the Outbreak of War:</i> Start Up: Divisions Lead to Civil War; Flipped Video; Text 1: Abraham Lincoln and the Election of 1860; Text 2: The Nation Moves Toward Civil War; Text 3: War Breaks Out; Text 4: Taking Sides; Text 5: Strengths and Weaknesses of the North and South; Interactive Chart: Resources in the North and the South, 1860; Text 6: The Leadership Roles of Lincoln and Davis; Interactive Chart: Abraham Lincoln and Jefferson Davis</p> <p><i>Topic 8: Lesson 4: The Course of War:</i> Start Up: A Short War?; Flipped Video; Text 1: The Different Strategies of the North and South; Interactive Map: The Union's Strategies to Win the Civil War; Text 2: The Beginnings of a Long War; Text 3: Confederate Forces Win in the East; Text 4: Union Forces Find Success in the West; Interactive Timeline: Early Battles of the Civil War</p> <p><i>Topic 8: Lesson 5: Emancipation and Life in Wartime:</i> Start Up: Freedom; Flipped Video; Text 1: The Emancipation Proclamation; Text 2: African Americans Fight Heroically for the Union; Text 3: Soldiers Face the Horrors of War; Text 4: Political Challenges in the North and South; Text 5: War Challenges and Fuels the Northern Economy; Text 6: War Devastates the Southern Economy; Text 7: Contributions of Women to the War Effort</p> <p><i>Topic 8: Lesson 6: The War's End:</i> Start Up: "He Fights"; Text 1: The Siege of Vicksburg; Interactive Map: The Battle of Vicksburg; Text 2: The Battle of Gettysburg; Text 3: The Gettysburg Address; Text 4: Union Forces Move Southward; Text 5: Contrasting Ideas of Liberty and Union; Text 6: The Confederacy Surrenders at Appomattox; Interactive Map: Key Battles of the Civil War; Text 7: The Nation Begins a New Chapter</p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<i>Leaders</i>	
A. Jefferson Davis	<b>SE:</b> <i>Topic 8: Lesson 3: Division and the Outbreak of War:</i> Text 6: The Leadership Roles of Lincoln and Davis, pages 1–4; Interactive Chart: Abraham Lincoln and Jefferson Davis  <i>Social Studies Reference Center:</i> Biographies: Jefferson Davis
B. Ulysses S. Grant	<b>SE:</b> <i>Topic 8: Lesson 4: The Course of War:</i> Text 4: Union Forces Find Success in the West, pages 1–3  <i>Social Studies Reference Center:</i> Biographies: Ulysses S. Grant
C. Robert E. Lee	<b>SE:</b> <i>Topic 8: Lesson 4: The Course of War:</i> Text 3: Confederate Forces Win in the East, pages 1–3; Text 2: The Beginnings of a Long War, page 4  <i>Social Studies Reference Center:</i> Biographies: Robert E. Lee
<i>Battles</i>	
A. the Massachusetts 54th Regiment and the Battle at Fort Wagner	<b>SE:</b> <i>Topic 8: Lesson 5: Emancipation and Life in Wartime:</i> Text 2: African Americans Fight Heroically for the Union, pages 2–3
B. Antietam	<b>SE:</b> <i>Topic 8: Lesson 4: The Course of War:</i> Text 2: The Beginnings of a Long War, pages 6–7
C. Vicksburg	<b>SE:</b> <i>Topic 8: Lesson 6: The War's End:</i> Text 1: The Siege of Vicksburg, pages 1–3; Interactive Map: The Battle of Vicksburg
D. Gettysburg	<b>SE:</b> <i>Topic 8: Lesson 6: The War's End:</i> Text 2: The Battle of Gettysburg, pages 1–5; 3-D Model: The Battle at Gettysburg; Text 3: The Gettysburg Address, pages 1–3

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>USI.40</b> Provide examples of the various effects of the Civil War. (H, E)	
A. physical and economic destruction	<b>SE:</b> <i>Topic 8: Lesson 6: The War's End:</i> Text 7: The Nation Begins a New Chapter, pages 1–3 (see analyze data page 1); Synthesize: A Turning Point
B. the increased role of the federal government	<b>SE:</b> <i>Topic 8: Lesson 6: The War's End:</i> Text 7: The Nation Begins a New Chapter, pages 1–3; Synthesize: A Turning Point
C. the greatest loss of life on a per capita basis of any U.S. war before or since	<b>SE:</b> <i>Topic 8: Lesson 6: The War's End:</i> Text 7: The Nation Begins a New Chapter, pages 1–3 (see analyze data page 1); Synthesize: A Turning Point
<b>USI.41</b> Explain the policies and consequences of Reconstruction. (H, C)	
A. Presidential and Congressional Reconstruction	<b>SE:</b> <i>Topic 9: Lesson 1: Early Reconstruction:</i> Flipped Video: Lincoln's Reconstruction Plan; Text 2: The Causes and Effects of Reconstruction, pages 1–4; Text 4: President Johnson's Reconstruction Plan, pages 1–4  <i>Topic 9: Lesson 2: Radical Reconstruction:</i> Flipped Video: Radical Reconstruction; Text 1: Reconstruction Difficulties Persist, page 2; Text 2: Reforms of the Radical Reconstruction Congress, pages 1–4; Text 3: Political and Social Problems During Reconstruction, pages 1–4; Text 4: Political Problems and a New President, pages 1–5
B. the impeachment of President Johnson	<b>SE:</b> <i>Topic 9: Lesson 2: Radical Reconstruction:</i> Flipped Video: Radical Reconstruction; Text 4: Political Problems and a New President, pages 1–2

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
C. the 13th, 14th, and 15th Amendments	<p><b>SE:</b> <i>Topic 9: Lesson 1: Early Reconstruction:</i> Text 4: President Johnson's Reconstruction Plan, pages 1–2</p> <p><i>Topic 9: Lesson 2: Radical Reconstruction:</i> Flipped Video: Radical Reconstruction; Text 2: Reforms of the Radical Reconstruction Congress, pages 2–3</p> <p><i>Topic 9: Lesson 2: Radical Reconstruction:</i> Text 4: Political Problems and a New President, pages 3–4</p>
D. the opposition of Southern whites to Reconstruction	<p><b>SE:</b> <i>Topic 9: Lesson 2: Radical Reconstruction:</i> Text 1: Reconstruction Difficulties Persist, pages 1–3</p> <p><i>Lesson 4: The Aftermath of Reconstruction:</i> Flipped Video: Reconstruction Ends; Text 2: New Legislation Restricts African American Rights, pages 1–5</p>
E. the accomplishments and failures of Radical Reconstruction	<p><b>SE:</b> <i>Topic 9: Civic Discussion:</i> Ending Reconstruction; Sources A–E</p> <p><i>Topic 9: Lesson 2: Radical Reconstruction:</i> Flipped Video: Radical Reconstruction; Text 1: Reconstruction Difficulties Persist, pages 1–2; Text 2: Reforms of the Radical Reconstruction Congress, pages 1–4; Text 3: Political and Social Problems During Reconstruction, pages 1–4; Text 4: Political Problems and a New President, pages 1–5</p> <p><i>Topic 9: Lesson 4: The Aftermath of Reconstruction:</i> Flipped Video: Reconstruction Ends; Text 1: Reconstruction Ends, pages 1–4; Text 2: New Legislation Restricts African American Rights, pages 1–5; Interactive Timeline: Oppression of African Americans; Text 3: The "New South" Moves Toward Industry, pages 1–4</p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<p style="text-align: center;"><b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b></p>	<p style="text-align: center;"><b>Pearson American History ©2016</b></p>
<p>F. the presidential election of 1876 and the end of Reconstruction</p>	<p><b>SE:</b> <i>Topic 9: Lesson 4: The Aftermath of Reconstruction: Flipped Video: Reconstruction Ends; Text 1: Reconstruction Ends, pages 2–3</i></p>
<p>G. the rise of Jim Crow laws</p>	<p><b>SE:</b> <i>Topic 9: Lesson 4: The Aftermath of Reconstruction: Text 2: New Legislation Restricts African American Rights, pages 3–4; Interactive Timeline: Oppression of African Americans</i></p>
<p>H. the Supreme Court case, <i>Plessy v. Ferguson</i> (1896)</p>	<p><b>SE:</b> <i>Topic 9: Lesson 4: The Aftermath of Reconstruction: Text 2: New Legislation Restricts African American Rights, pages 3–4; Interactive Timeline: Oppression of African Americans</i></p> <p><i>Social Studies Reference Center: Landmark Supreme Court Cases: Plessy v. Ferguson</i></p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

Massachusetts History and Social Science Curriculum Framework U.S. History I & II	Pearson American History ©2016
<b>U.S. History II Reconstruction to the Present, 1877–2001</b>	
<b>INDUSTRIAL AMERICA AND ITS EMERGING ROLE IN INTERNATIONAL AFFAIRS, 1870–1920</b>	
<b><i>USII.1</i></b> Explain the various causes of the Industrial Revolution. (H, E)	
A. the economic impetus provided by the Civil War	<p><b>SE:</b> <i>Topic 9: Lesson 4: The Aftermath of Reconstruction: Text 3: The "New South" Moves Toward Industry</i></p> <p><i>Topic 10: Lesson 1: Mining, Railroads, and the Economy: Text 4: Building a National Network of Rails, page 1</i></p>
B. important technological and scientific advances	<p><b>SE:</b> <i>Topic 10: Lesson 1: Mining, Railroads, and the Economy: Text 4: Building a National Network of Rails, pages 3–4</i></p> <p><i>Topic 10: Lesson 4: Industry and Corporations: Start Up: Building an Industry; Text 1: The Steel Industry Expands, page 1</i></p> <p><i>Topic 10: Lesson 6: New Technologies: Start Up: Changes in the Way We Communicate; Flipped Video: A Surge of Invention; Text 1: New Communication Technologies; Text 2: Thomas Edison, American Inventor; Text 3: Technology in Everyday Life; Text 4: Automobile Production; Interactive Chart: Inventions Improve Daily Life; Text 5: The Wright Brothers Take Flight; Interactive Timeline: American Inventors That Changed Society; Synthesize: Inventions and Resources</i></p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<p align="center"><b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b></p>	<p align="center"><b>Pearson American History ©2016</b></p>
<p>C. the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt</p>	<p><b>SE:</b> <i>Topic 10: Lesson 1: Mining, Railroads, and the Economy:</i> Text 4: Building a National Network of Rails, pages 5–6</p> <p><i>Topic 10: Lesson 4: Industry and Corporations:</i> Flipped Video: Big Business; Text 2: Andrew Carnegie Builds an Empire; Text 4: Rockefeller and the Oil Industry; Text 5: The Debate Over Trusts; Interactive Chart: Advantages and Disadvantages of Big Business; Synthesize: Building an Industry: Review</p> <p><i>Topic 10: Lesson 6: New Technologies:</i> Flipped Video: A Surge of Invention; Text 1: New Communication Technologies; Text 2: Thomas Edison, American Inventor; Text 3: Technology in Everyday Life; Text 4: Automobile Production; Interactive Chart: Inventions Improve Daily Life; Text 5: The Wright Brothers Take Flight; Interactive Timeline: American Inventors That Changed Society; Synthesize: Inventions and Resources</p>
<p><b>USII.2</b> Explain the important consequences of the Industrial Revolution. (H, E)</p>	
<p>A. the growth of big business</p>	<p><b>SE:</b> <i>Topic 10: Lesson 1: Mining, Railroads, and the Economy:</i> Text 4: Building a National Network of Rails, pages 5–6</p> <p><i>Topic 10: Lesson 4: Industry and Corporations:</i> Flipped Video: Big Business; Text 2: Andrew Carnegie Builds an Empire; Text 4: Rockefeller and the Oil Industry; Text 5: The Debate Over Trusts; Interactive Chart: Advantages and Disadvantages of Big Business; Synthesize: Building an Industry: Review</p>
<p>B. environmental impact</p>	<p><b>SE:</b> <i>Topic 10: Lesson 1: Mining, Railroads, and the Economy:</i> Text 2: The Costs of Mining, pages 1-2; Text 3: The Railroad Encourages Economic Growth, page 4</p>



**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<p style="text-align: center;"><b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b></p>	<p style="text-align: center;"><b>Pearson American History ©2016</b></p>
<p>C. the expansion of cities</p>	<p><b>SE:</b> <i>Topic 10: Lesson 1: Mining, Railroads, and the Economy:</i> Text 3: The Railroad Encourages Economic Growth, pages 5–6</p> <p><i>Topic 11: Lesson 2: Urbanization: Start Up: Urban Living in Chicago; Flipped Video: Life in Cities; Text 1: Cities Expand Rapidly Text 2: City Neighborhoods Defined by Status Interactive Graph: New York City Changes, 1840 to 1900 Text 3: Effects of Rapid Urbanization 3-D Model: Living in a Tenement Text 4: The Settlement House Movement Interactive Gallery: Urban Problems Synthesize: Urban Life</i></p> <p><i>Topic 11: Lesson 6: A Changing American Culture:</i> Text 1: Changes and Challenges in City Life</p>
<p><b>USII.3</b> Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America. (H)</p>	<p><b>SE:</b> <i>Topic 10: Lesson 1: Mining, Railroads, and the Economy:</i> Text 3: The Railroad Encourages Economic Growth, pages 3–4</p> <p><i>Topic 11: Introduction: My Story Video: Max Marcus's Lower East Side</i></p> <p><i>Topic 11: DBL: Analyzing Viewpoints on Immigration (all sources)</i></p> <p><i>Topic 11: Lesson 1: A New Wave of Immigration: Start Up: The Statue of Liberty Welcomes Immigrants; Editable Presentation: A New Wave of Immigration; Flipped Video: An Immigrant Story; Text 1: Reasons for Immigration; Text 2: A Challenging Journey Across an Ocean; Interactive Chart: Immigration, 1870-1910; Text 3: The Immigrant Experience in America; Text 4: Nativist Opposition; Interactive Chart: Issues Facing Immigrants; Synthesize: Arriving in America</i></p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<p><i>Seminal Primary Documents to Read:</i> Emma Lazarus, "The New Colossus" (1883)</p>	<p><b>SE:</b> <i>Topic 11: Lesson 1: A New Wave of Immigration: Start Up: The Statue of Liberty Welcomes Immigrants</i></p> <p><i>Topic 11: Lesson 1: A New Wave of Immigration: Text 2: A Challenging Journey Across an Ocean, pages 1–2</i></p>
<p><i>Seminal Primary Documents to Consider:</i> Younghill Kang, <i>East Goes West</i> (1937)</p>	<p><b>SE:</b> For related material see: <i>Topic 11: Lesson 1: A New Wave of Immigration: Text 2: A Challenging Journey Across an Ocean, page 3; Text 4: Nativist Opposition, pages 2–3</i></p>
<p><b>USII.4</b> Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians. (H)</p>	<p><b>SE:</b> <i>Topic 10: Lesson 1: Mining, Railroads, and the Economy: Start Up: The Great Miracle; Editable Presentation: Mining, Railroads, and the Economy; Flipped Video: Mining, Expansion and Growth; Text 1: Silver and Gold Mining; Interactive Gallery: Boomtowns and Ghost Towns; Text 3: The Railroad Encourages Economic Growth; Interactive Map: The Transcontinental Railroad; Text 4: Building a National Network of Rails; Text 6: Railroads Build a Nation</i></p> <p><i>Topic 10: Lesson 2: Western Agriculture: Start Up: Western Settlements and Agriculture; Editable Presentation: Western Agriculture; Flipped Video: The Cattle Boom and the Homestead Act; Text 1: A Cattle Kingdom on the Plains; Text 2: Ranching Impacts Settlement Patterns; Text 3: The Spread of Farming; Text 4: Effects of the Homestead Act; Text 5: Effects of the Morrill Acts</i></p> <p><i>Topic 10: Lesson 3: Hardship for Native Americans: Editable Presentation; Text 4: Broken Promises; Text 5: Conflict in the West Continues; Text 6: Remembering a Lost Way of Life; Text 7: Calls to Reform Native American Policies; Interactive Map: Native American Losses, 1850-1890</i></p> <p><i>Interactive Primary Sources: "I Will Fight No More Forever," Chief Joseph</i></p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>USH.5</b> Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era. (H, E)	
A. the Knights of Labor	<b>SE:</b> <i>Topic 10: Lesson 5: The Labor Movement:</i> Text 2: Workers Organize Unions, pages 1–2
B. the American Federation of Labor headed by Samuel Gompers	<b>SE:</b> <i>Topic 10: Lesson 5: The Labor Movement:</i> Text 2: Workers Organize Unions, pages 3–4
C. the Populist Party	<b>SE:</b> <i>Topic 10: Lesson 2: Western Agriculture:</i> Text 8: The Rise of the People's Party in the West
D. the Socialist Party headed by Eugene Debs	<b>SE:</b> <i>Topic 12: Lesson 5: Entering the War:</i> Text 4: Americans on the Home Front, pages 4–5
<b>USH.6</b> Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I. (H, E)	
A. the influence of the ideas associated with Social Darwinism	<b>SE:</b> For related material see: <i>Topic 10: Lesson 4: Industry and Corporations:</i> Text 2: Andrew Carnegie Builds an Empire ("The Gospel of Wealth"), page 2; Text 5: The Debate Over Trusts (Andrew Carnegie, "Wealth and Its Uses"), page 3
B. the purchase of Alaska from Russia	<b>SE:</b> <i>Topic 12: Lesson 1: Expansion in the Pacific:</i> Text 2: U.S. Interest in the Pacific, pages 1-2
C. America's growing influence in Hawaii leading to annexation	<b>SE:</b> <i>Topic 12: Lesson 1: Expansion in the Pacific:</i> Text 4: American Influence in the Pacific, pages 2–5
D. the Spanish-American War	<b>SE:</b> <i>Topic 12: Lesson 2: War and Empire:</i> Start Up: Predicting the Effects of the Spanish-American War; Flipped Video: The Spanish-American War; Text 1: The Cuban Revolution Text; 2: War Fever; Text 3: The Spanish-American War; Interactive Map: Spanish-American War
E. U.S. expansion into Asia under the Open Door policy	<b>SE:</b> <i>Topic 12: Lesson 1: Expansion in the Pacific:</i> Text 5: Competition for Chinese Trade

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
F. President Roosevelt’s Corollary to the Monroe Doctrine	<b>SE:</b> <i>Topic 12: Lesson 3: U.S. Power in Latin America:</i> Text 3: Intervention in Latin America, pages 1–2
G. America’s role in the building of the Panama Canal	<b>SE:</b> <i>Topic 12: Lesson 3: U.S. Power in Latin America:</i> Text 1: The Panama Canal; Text 2: Construction Proves Challenging; The Panama Canal: Activity
H. President Taft’s Dollar Diplomacy	<b>SE:</b> <i>Topic 12: Lesson 3: U.S. Power in Latin America:</i> Text 3: Intervention in Latin America, pages 2–3
I. President Wilson’s intervention in Mexico	<b>SE:</b> <i>Topic 12: Lesson 3: U.S. Power in Latin America:</i> Text 4: U.S. Involvement in Mexico, pages 2–3
J. American entry into World War I	<b>SE:</b> <i>Topic 12: Lesson 4: A European War:</i> Text 4: The United States Tries to Stay Neutral  <i>Topic 12: Lesson 5: Entering the War:</i> Start Up: Arguments for War; Editable Presentation: Entering the War; Flipped Video: The U.S. Enters the War; Text 1: The U.S. Moves Toward War; Buildup to War: Activity; Text 2: Preparing for War Text; 3: Overseeing the War Effort; Text 4: Americans on the Home Front; Interactive Gallery: World War I Homefront  <i>Topic 12: Lesson 6: Winning the War:</i> Text 2: American Forces in France
<b>USII.7</b> Explain the course and significance of President Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty. (H)	<b>SE:</b> <i>Topic 12: Lesson 7: Wilson and Isolationism:</i> Start Up: Peace at Last!; Editable Presentation: Wilson and Isolationism; Flipped Video: The Failed Peace; Text 1: Wilson’s Fourteen Points; Text 2: The Paris Peace Conference; Text 3: Wilson Fights for the Treaty of Versailles; Biography: Woodrow Wilson  <i>Interactive Primary Sources:</i> The Fourteen Points, Woodrow Wilson

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<i>Seminal Primary Documents to Read:</i> President Woodrow Wilson, "Peace Without Victory," speech (1917)	<b>SE:</b> For related material see: <i>Topic 12: Lesson 7: Wilson and Isolationism:</i> Text 1: Wilson's Fourteen Points (Wilson, Speech, Jan. 8 <sup>th</sup> , 1818), page 3  <i>Interactive Primary Sources:</i> The Fourteen Points, Woodrow Wilson
<b>THE AGE OF REFORM: PROGRESSIVISM AND THE NEW DEAL, 1900–1940</b>	
<b>USII.8</b> Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)	
<i>People</i>	
A. Jane Addams	<b>SE:</b> <i>Topic 11: Lesson 2: Urbanization:</i> Text 4: The Settlement House Movement  <i>Topic 12: Lesson 5: Entering the War:</i> Text 4: Americans on the Home Front, page 1
B. William Jennings Bryan	<b>SE:</b> <i>Topic 10: Lesson 2: Western Agriculture:</i> Text 8: The Rise of the People's Party in the West  <i>Topic 13: Lesson 4: Division and Inequality:</i> Text 2: Cultural Clashes, pages 1–2
C. John Dewey	<b>SE:</b> <i>Topic 11: Lesson 3: The Rise of Progressivism:</i> Text 5: Progressive Reforms, page 2
D. Robert La Follette	<b>SE:</b> <i>Topic 11: Lesson 3: The Rise of Progressivism:</i> Text 5: Progressive Reforms, pages 2–4
E. President Theodore Roosevelt	<b>SE:</b> <i>Topic 11: Lesson 4: The Progressive Presidents:</i> Start Up: "Grim Energy and Resolute Courage"; Editable Presentation: The Progressive Presidents; Flipped Video: Progressives in the White House; Text 1: Theodore Roosevelt's Path to the White House; Text 2: Encouraging Fair Business Practices; Text 3: The Square Deal; National Land Conservation: Activity; Interactive Chart: Three Presidents' Accomplishments; Synthesize: Progressive Accomplishments

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
F. Upton Sinclair	<b>SE:</b> <i>Topic 11: Lesson 3: The Rise of Progressivism:</i> Text 4: The Muckrakers, pages 1–2  <i>Interactive Primary Sources:</i> The Jungle, Upton Sinclair
G. President William H. Taft	<b>SE:</b> <i>Topic 11: Lesson 4: The Progressive Presidents:</i> Text 4: President Taft
H. Ida Tarbell	<b>SE:</b> For related material see: <i>Topic 11: Lesson 3: The Rise of Progressivism:</i> Text 4: The Muckrakers
I. President Woodrow Wilson	<b>SE:</b> <i>Topic 11: Lesson 4: The Progressive Presidents:</i> Text 5: Wilson Wins the Presidency; Interactive Chart: Three Presidents' Accomplishments  <i>Topic 12: Lesson 7: Wilson and Isolationism:</i> Start Up: Peace at Last!; Editable Presentation: Wilson and Isolationism; Flipped Video: The Failed Peace; Text 1: Wilson's Fourteen Points; Text 2: The Paris Peace Conference; Text 3: Wilson Fights for the Treaty of Versailles; Biography: Woodrow Wilson  <i>Interactive Primary Sources:</i> The Fourteen Points, Woodrow Wilson
<i>Policies</i>	
A. bans against child labor	<b>SE:</b> <i>Topic 11: Lesson 4: The Progressive Presidents:</i> Text 4: President Taft, page 2  <i>Topic 11: Lesson 5: Progress and Setbacks for Social Justice:</i> Text 3: New Opportunities Arise, pages 2, 3
B. the initiative referendum and its recall	<b>SE:</b> <i>Topic 11: Lesson 3: The Rise of Progressivism:</i> Text 5: Progressive Reforms, pages 3–4

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
C. the Sherman Anti-Trust Act (1890)	<b>SE:</b> <i>Topic 10: Lesson 4: Industry and Corporations:</i> Text 5: The Debate Over Trusts  <i>Topic 11: Lesson 3: The Rise of Progressivism:</i> Text 3: The Power of Big Business, page 2  <i>Topic 11: Lesson 4: The Progressive Presidents:</i> Text 2: Encouraging Fair Business Practices, page 2
D. the Pure Food and Drug Act (1906)	<b>SE:</b> <i>Topic 11: Lesson 4: The Progressive Presidents:</i> Text 3: The Square Deal, pages 1–2
E. the Meat Packing Act (1906)	<b>SE:</b> <i>Topic 11: Lesson 3: The Rise of Progressivism:</i> Text 4: The Muckrakers, page 2
F. the Federal Reserve Act (1913)	<b>SE:</b> <i>Topic 11: Lesson 4: The Progressive Presidents:</i> Text 5: Wilson Wins the Presidency, page 3
G. the Clayton Anti-Trust Act (1914)	<b>SE:</b> <i>Topic 11: Lesson 4: The Progressive Presidents:</i> Text 5: Wilson Wins the Presidency, page 3
H. the ratification of the Nineteenth Amendment in 1920	<b>SE:</b> <i>Topic 11: Lesson 5: Progress and Setbacks for Social Justice:</i> Start Up: Addressing Discrimination; Editable Presentation: Progress and Setbacks for Social Justice; Flipped Video: Victories and Setbacks; Text 1: The Path to Women's Suffrage; Text 2: The Nineteenth Amendment
<i>Seminal Primary Documents to Read:</i> President Theodore Roosevelt, "The New Nationalism," speech (1910).	<b>SE:</b> For related material see: <i>Topic 11: Lesson 4: The Progressive Presidents:</i> Start Up: "Grim Energy and Resolute Courage"; Text 1: Theodore Roosevelt's Path to the White House; Text 2: Encouraging Fair Business Practices; Text 3: The Square Deal

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>USH.9</b> Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H)	
A. Carrie Chapman Catt	<b>SE:</b> <i>Topic 11: Lesson 5: Progress and Setbacks for Social Justice: Text 2: The Nineteenth Amendment, page 2</i>  <i>Topic 13: Lesson 2: Social Change: Text 2: Changes in Women's Lives, page 1</i>
B. W.E.B. Du Bois	<b>SE:</b> <i>Topic 11: Lesson 5: Progress and Setbacks for Social Justice: Text 5: African Americans Face Discrimination, page 5</i>
C. Marcus Garvey	<b>SE:</b> <i>Topic 13: Lesson 4: Division and Inequality: Text 3: Tensions Divide Americans, page 5</i>
D. the National Association for the Advancement of Colored People (NAACP)	<b>SE:</b> <i>Topic 11: Lesson 5: Progress and Setbacks for Social Justice: Text 5: African Americans Face Discrimination, page 3</i>  <i>Topic 13: Lesson 4: Division and Inequality: Text 3: Tensions Divide Americans, page 2</i>  <i>Topic 15: Lesson 4: Civil Rights: Text 2: The Legal Struggle for Equality</i>
E. Alice Paul	<b>SE:</b> <i>Topic 11: Lesson 5: Progress and Setbacks for Social Justice: Text 2: The Nineteenth Amendment, pages 1–2</i>
F. Booker T. Washington	<b>SE:</b> <i>Topic 11: Lesson 5: Progress and Setbacks for Social Justice: Text 5: African Americans Face Discrimination, page 5</i>
<i>Seminal Primary Documents to Consider:</i> Booker T. Washington, the Atlanta Exposition Address (1895), and the Niagara Movement Declaration of Principles (1905)	<b>SE:</b> For related material see: <i>Topic 11: Lesson 5: Progress and Setbacks for Social Justice: Text 5: African Americans Face Discrimination, page 5</i>



**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>USH.10</b> Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s. (H)	
A. the Boston police strike in 1919	<b>SE:</b> <i>Topic 13: Lesson 4: Division and Inequality</i> : Text 1: The Downside of the 1920s, page 2
B. the Red Scare and Sacco and Vanzetti	<b>SE:</b> <i>Topic 13: Lesson 4: Division and Inequality</i> : Text 2: Cultural Clashes, pages 3–4
C. racial and ethnic tensions	<b>SE:</b> <i>Topic 13: Lesson 4: Division and Inequality</i> : Start Up: America's Outsiders in the 1920s; Flipped Video: Prosperity and Peril; Text 3: Tensions Divide Americans; Interactive Graph: Limiting Immigration; Interactive Gallery: Contrasts in American Society
D. the Scopes Trial and the debate over Darwin's <i>On the Origins of Species</i>	<b>SE:</b> <i>Topic 13: Lesson 4: Division and Inequality</i> : Text 2: Cultural Clashes, pages 1–2
E. Prohibition	<b>SE:</b> <i>Topic 11: Lesson 5: Progress and Setbacks for Social Justice</i> : Text 4: Fighting for Prohibition  <i>Topic 13: Lesson 2: Social Change</i> : Text 1: The Noble Experiment

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>USH.11</b> Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E)	
A. restrictive monetary policies	<b>SE:</b> <i>Topic 13: Lesson 6: Roosevelt's New Deal:</i> Text 2: Seeking Relief and Recovery; Text 3: Reforming the Economy; Text 5: Critics Attack the New Deal, page 2
B. unemployment	<b>SE:</b> <i>Topic 13: Lesson 5: Entering the Great Depression:</i> Text 2: The Great Depression Sets In, page 3; Interactive Chart: The Great Depression—Causes and Effects; Interactive Gallery: The Impact of the Great Depression; Text 3: Life During the Great Depression,
C. support for political and economic reform	<b>SE:</b> <i>Topic 13: Lesson 5: Entering the Great Depression:</i> Text 4: The President Responds  <i>Topic 13: Lesson 6: Roosevelt's New Deal:</i> Start Up: Responding to the Homeless; Editable Presentation: Roosevelt's New Deal; Flipped Video: Roosevelt's New Deal; Text 2: Seeking Relief and Recovery; Text 3: Reforming the Economy; Text 4: Supporting Workers and the Elderly; Interactive Map: New Deal Programs; Text 6: Evaluating the New Deal
D. the influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman	<b>SE:</b> For related material see: <i>Topic 13: Lesson 6: Roosevelt's New Deal:</i> Text 5: Critics Attack the New Deal

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>USH.12</b> Analyze the important policies, institutions, and personalities of the New Deal era. (H)	
<i>People</i>	
A. President Herbert Hoover	<b>SE:</b> <i>Topic 13: Lesson 5: Entering the Great Depression: Text 1: Causes of the Crash, pages 1–2; Text 4: The President Responds</i>
B. President Franklin D. Roosevelt	<b>SE:</b> <i>Topic 13: Lesson 6: Roosevelt's New Deal: Editable Presentation: Roosevelt's New Deal; Flipped Video: Roosevelt's New Deal; Text 1: Roosevelt's Path to the Presidency; Text 2: Seeking Relief and Recovery; Text 3: Reforming the Economy; Text 4: Supporting Workers and the Elderly; Interactive Map: New Deal Programs; Text 6: Evaluating the New Deal</i>
C. Eleanor Roosevelt	<b>SE:</b> <i>Topic 13: Lesson 7: Life During the Depression: Text 2: The Depression Affects Women, page 2; Text 3: African Americans During the Depression, page 1</i>
D. Huey Long	<b>SE:</b> <i>Topic 13: Lesson 6: Roosevelt's New Deal: Text 5: Critics Attack the New Deal, page 1</i>
E. Charles Coughlin	<b>SE:</b> For related material see: <i>Topic 13: Lesson 6: Roosevelt's New Deal: Text 5: Critics Attack the New Deal</i>
<i>Policies</i>	
A. the establishment of the Federal Deposit Insurance Corporation	<i>Topic 13: Lesson 6: Roosevelt's New Deal: Text 3: Reforming the Economy, page 5</i>
B. the Securities and Exchange Commission	<b>SE:</b> <i>Topic 13: Lesson 6: Roosevelt's New Deal: Text 2: Seeking Relief and Recovery, page 3 (chart)</i>
C. the Tennessee Valley Authority	<b>SE:</b> <i>Topic 13: Lesson 6: Roosevelt's New Deal: Text 3: Reforming the Economy, pages 4–5</i>
D. the Social Security Act	<b>SE:</b> <i>Topic 13: Lesson 6: Roosevelt's New Deal: Text 4: Supporting Workers and the Elderly, pages 2–3</i>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
E. the National Labor Relations Act	<b>SE:</b> <i>Topic 13: Lesson 6: Roosevelt's New Deal: Text 4: Supporting Workers and the Elderly, pages 1–2</i>
F. the Works Progress Administration	<b>SE:</b> <i>Topic 13: Lesson 6: Roosevelt's New Deal: Text 2: Seeking Relief and Recovery, pages 4–5</i>
G. the Fair Labor Standards Act	<b>SE:</b> For related material see: <i>Topic 13: Lesson 6: Roosevelt's New Deal: Text 3: Reforming the Economy, pages 1–2</i>
<i>Institutions</i>	
A. the American Federation of Labor	<b>SE:</b> <i>Topic 13: Lesson 4: Division and Inequality: Text 1: The Downside of the 1920s, page 2</i>
B. the Congress of Industrial Organizations	<b>SE:</b> <i>Topic 13: Lesson 6: Roosevelt's New Deal: Text 4: Supporting Workers and the Elderly, pages 1–2</i>
C. the American Communist Party	<b>SE:</b> For related material see: <i>Topic 13: Lesson 4: Division and Inequality: Text 2: Cultural Clashes, page 2</i>
<b>USII.13</b> Explain how the Great Depression and the New Deal affected American society. (H)	
A. the increased importance of the federal government in establishing economic and social policies	<b>SE:</b> <i>Topic 13: Lesson 6: Roosevelt's New Deal: Text 6: Evaluating the New Deal; also see: Text 2: Seeking Relief and Recovery; Text 3: Reforming the Economy; Text 4: Supporting Workers and the Elderly; Interactive Map: New Deal Programs;</i>
B. the emergence of a "New Deal coalition" consisting of African Americans, blue-collar workers, poor farmers, Jews, and Catholics	<b>SE:</b> For related material see: <i>Text 2: The Depression Affects Women; Text 3: African Americans During the Depression; Text 4: Other Americans Weather the Depression</i>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>WORLD WAR II, 1939–1945</b>	
<b>USII.14</b> Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy. (H)	<b>SE:</b> <i>Topic 14: Lesson 1: Aggression Overseas and Isolationism at Home:</i> Text 3: Isolationism in the United States, pages 1–3
<b>USII.15</b> Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H, G)	
A. Fascism in Germany and Italy	<b>SE:</b> <i>Topic 14: Lesson 1: Aggression Overseas and Isolationism at Home:</i> Flipped Video: Pre-War Governments Assume Power; Text 1: Political Changes in Italy and Germany, pages 1–6
B. German rearmament and militarization of the Rhineland	<b>SE:</b> <i>Topic 14: Lesson 1: Aggression Overseas and Isolationism at Home:</i> Flipped Video: Pre-War Governments Assume Power; Text 1: Political Changes in Italy and Germany, page 5
C. Germany's seizure of Austria and Czechoslovakia and Germany's invasion of Poland	<b>SE:</b> <i>Topic 14: Lesson 2: Entering World War II:</i> Flipped Video: The War Begins; Text 1: The Beginnings of War, pages 3–4
D. Japan's invasion of China and the Rape of Nanking	<b>SE:</b> <i>Topic 14: Lesson 1: Aggression Overseas and Isolationism at Home:</i> Text 2: Totalitarian Soviet Union and Militarist Japan, page 2  <i>Topic 14: Lesson 2: Entering World War II:</i> Flipped Video: The War Begins; Text 1: The Beginnings of War, pages 1–2

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
E. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences	<p><b>SE:</b> <i>Topic 14: DBL: World War II, Document A: Excerpt from the Potsdam Declaration</i></p> <p><i>Topic 14: Lesson 2: Entering World War II: Flipped Video: The War Begins; Text 4: The United States Declares War, pages 1–4; Interactive Map: Surprise Attack on Pearl Harbor</i></p> <p><i>Topic 14: Lesson 4: Winning a Deadly War: Flipped Video: War on a Global Scale; Text 2: The Allies Agree on a Strategy, pages 1–6; Text 3: Germany's Defeat, page 1; Text 4: Japan Surrenders, pages 1–5</i></p>
<i>Seminal Primary Documents to Read:</i> President Franklin Roosevelt, "Four Freedoms," speech (1941)	<b>SE:</b> <i>Interactive Primary Sources: "Four Freedoms, Franklin D. Roosevelt</i>
<i>Seminal Primary Documents to Consider:</i> Justice Robert M. Jackson's opinion for the Supreme Court in <i>West Virginia State Board of Education v. Barnette</i> (1943) and Learned Hand's <i>The Spirit of Liberty</i> (1944)	<b>SE:</b> <i>Social Studies Reference Center: Supreme Court Glossary</i>
<b>USII.16</b> Explain the reasons for the dropping of atom bombs on Japan and their short and long-term effects. (H)	<p><b>SE:</b> <i>Topic 14: DBL: World War II, Document B: Excerpt from a petition sent to President Truman from atomic scientists; Document C: Photographs of the bombing of Hiroshima</i></p> <p><i>Topic 14: Lesson 4: Winning a Deadly War: Flipped Video: War on a Global Scale; Text 4: Japan Surrenders, pages 3–4; Before and After: Hiroshima</i></p>
<b>USII.17</b> Explain important domestic events that took place during the war. (H, E)	
A. how war-inspired economic growth ended the Great Depression	<b>SE:</b> <i>Topic 14: Lesson 3: The Home Front: Flipped Video: Mobilizing the American Home Front; Text 1: Mobilizing for War, pages 2–4</i>
B. A. Philip Randolph and the efforts to eliminate employment discrimination	<b>SE:</b> <i>Topic 14: Lesson 3: The Home Front: Flipped Video: Mobilizing the American Home Front; Text 2: Women and African Americans Join the War Effort, pages 2–3</i>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
C. the entry of large numbers of women into the workforce	<b>SE:</b> <i>Topic 14: Lesson 3: The Home Front:</i> Flipped Video: Mobilizing the American Home Front; Text 2: Women and African Americans Join the War Effort, pages 1–2
D. the internment of West Coast Japanese-Americans in the U.S. and Canada	<b>SE:</b> <i>Topic 14: Lesson 3: The Home Front:</i> Text 3: Problems for Other Americans at Home, pages 1–2; Interactive Gallery: The Experience of Japanese Internment  <i>Social Studies Reference Center:</i> Landmark Supreme Court Cases: <i>Korematsu v. United States</i>
<b>THE COLD WAR ABROAD, 1945–1989</b>	
<b>USII.18</b> Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies. (H)	
A. the differences between the Soviet and American political and economic systems	<b>SE:</b> <i>Topic 15: Lesson 1: The Beginning of the Cold War:</i> Text 1: The Causes of the Cold War, page 2
B. Soviet aggression in Eastern Europe	<b>SE:</b> <i>Topic 15: Lesson 1: The Beginning of the Cold War:</i> Text 1: The Causes of the Cold War, pages 2–3; Interactive Chart: Cold War—Cause and Effect
C. the Truman Doctrine, the Marshall Plan, and NATO	<b>SE:</b> <i>Topic 15: Lesson 1: The Beginning of the Cold War:</i> Text 2: The Aftermath of War, pages 1–5; Interactive Chart: Cold War—Cause and Effect; Text 3: Postwar Alliances, page 1
<i>Seminal Primary Documents to Read:</i> The Truman Doctrine (1947), and George Kennan, “The Sources of Soviet Conduct” (1947)	<b>SE:</b> <i>Topic 15: Lesson 1: The Beginning of the Cold War:</i> Text 2: The Aftermath of War, page 1
<b>USII.19</b> Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H, G)	
A. the Korean War	<b>SE:</b> <i>Topic 15: Lesson 2: Korea and Other Postwar Conflicts:</i> Flipped Video: The Korean War; Text 1: War on the Korean Peninsula, pages 1–4; Interactive Map: Phases of the Korean War; Text 2: The Fighting Ends, pages 1–4; Interactive Chart: Cold War Actions—The United States and the Soviet Union

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
B. Germany	<b>SE:</b> <i>Topic 15: Lesson 1: The Beginning of the Cold War:</i> Text 2: The Aftermath of War, pages 2–4
C. China	<b>SE:</b> <i>Topic 15: Lesson 1: The Beginning of the Cold War:</i> Text 3: Postwar Alliances, pages 2–3  <i>Topic 15: Lesson 6: The Nixon Years:</i> Text 3: Foreign Policy Decreases Tension, pages 1–2
D. the Middle East	<b>SE:</b> For related material see: <i>Topic 15: Lesson 2: Korea and Other Postwar Conflicts:</i> Text 3: A Cold War Around the Globe
E. the arms race	<b>SE:</b> <i>Topic 15: Lesson 6: The Nixon Years:</i> Text 3: Foreign Policy Decreases Tension, pages 2–3
F. Latin America	<b>SE:</b> <i>Topic 15: Lesson 5: Kennedy, Johnson, and Vietnam:</i> Text 2: Communist Cuba, pages 1–4; Confronting Cuba: Activity; Text 3: Reform and Progress, page 1
G. Africa	<b>SE:</b> <i>Topic 15: Lesson 2: Korea and Other Postwar Conflicts:</i> Text 3: A Cold War Around the Globe, pages 2–4; Interactive Chart: Cold War Actions—The United States and the Soviet Union
H. the Vietnam War	<b>SE:</b> <i>Topic 15: Lesson 5: Kennedy, Johnson, and Vietnam:</i> Flipped Video: Turbulent Times of the 1960s; Text 5: The Vietnam War Begins, pages 1–6; Interactive Chart: Hawks and Doves; Text 6: Protests at Home, pages 1–2  <i>Topic 15: Lesson 6: The Nixon Years:</i> Text 2: Nixon Addresses Vietnam, pages 1–4



**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>USII.20</b> Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)	<b>SE:</b> <i>Topic 15: Lesson 5: Kennedy, Johnson, and Vietnam:</i> Flipped Video: Turbulent Times of the 1960s; Text 5: The Vietnam War Begins, pages 1–6; Interactive Chart: Hawks and Doves; Text 6: Protests at Home, pages 1–2  <i>Topic 15: Lesson 6: The Nixon Years:</i> Text 2: Nixon Addresses Vietnam, pages 1–4
<b>USII.21</b> Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)	<b>SE:</b> <i>Topic 16: Lesson 2: The End of the Cold War:</i> Flipped Video: The Cold War Ends in Berlin; Text 1: The End of Détente, pages 1–4; Text 2: The Soviet Empire Crumbles, pages 1–7; Before and After: The Berlin Wall
<i>Seminal Primary Documents to Read:</i> President John F. Kennedy, Inaugural Address (1961)	<b>SE:</b> <i>Interactive Primary Source:</i> Inaugural Address, John F. Kennedy
<i>Seminal Primary Documents to Consider:</i> President Ronald Reagan, Speech at Moscow State University (1988)	<b>SE:</b> For related material see: <i>Interactive Primary Sources:</i> "Tear Down This Wall," Ronald Reagan
<b>COLD WAR AMERICA AT HOME: ECONOMIC GROWTH AND OPTIMISM, ANTICOMMUNISM, AND REFORM, 1945–1980</b>	
<b>USII.22</b> Analyze the causes and consequences of important domestic Cold War trends. (H, E)	
A. economic growth and declining poverty	<b>SE:</b> <i>Topic 15: Lesson 3: Eisenhower and Postwar America:</i> Flipped Video: A Post-War Boom in the United States; Text 1: Postwar Prosperity, pages 5–6
B. the baby boom	<b>SE:</b> <i>Topic 15: Lesson 3: Eisenhower and Postwar America:</i> Flipped Video: A Post-War Boom in the United States; Text 1: Postwar Prosperity, page 5; Before and After: The Baby Boom Changes the Nation
C. the growth of suburbs and home-ownership	<b>SE:</b> <i>Topic 15: Lesson 3: Eisenhower and Postwar America:</i> Text 2: Life in the 1950s, pages 1–3
D. the increase in education levels	<b>SE:</b> <i>Topic 15: Lesson 3: Eisenhower and Postwar America:</i> Text 1: Postwar Prosperity, page 1

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
E. the development of mass media and consumerism	<b>SE:</b> <i>Topic 15: Lesson 3: Eisenhower and Postwar America: Text 2: Life in the 1950s, page 5</i>
<b>USII.23</b> Analyze the following domestic policies of Presidents Truman and Eisenhower. (H)	
A. Truman's Fair Deal	<b>SE:</b> <i>Topic 15: Lesson 3: Eisenhower and Postwar America: Text 1: Postwar Prosperity, page 3</i>  <i>Social Studies Reference Center: Biography: Harry Truman</i>
B. the Taft-Hartley Act (1947)	<b>SE:</b> For related material see: <i>Topic 15: Lesson 3: Eisenhower and Postwar America: Text 1: Postwar Prosperity</i>
C. Eisenhower's response to the Soviet's launching of Sputnik	<b>SE:</b> For related material see: <i>Topic 15: Lesson 5: Kennedy, Johnson, and Vietnam: Text 3: Reform and Progress, pages 3–4</i>
D. Eisenhower's civil rights record	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights: Text 2: The Legal Struggle for Equality, pages 3–4</i>
<b>USII.24</b> Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H)	
<i>People</i>	
A. Whittaker Chambers	<b>SE:</b> For related material see: <i>Topic 15: Lesson 2: Korea and Other Postwar Conflicts: Text 4: Concern About Communism at Home</i>
B. Alger Hiss	<b>SE:</b> <i>Topic 15: Lesson 2: Korea and Other Postwar Conflicts: Text 4: Concern About Communism at Home, page 2</i>
C. J. Edgar Hoover	<b>SE:</b> For related material see: <i>Topic 15: Lesson 2: Korea and Other Postwar Conflicts: Text 4: Concern About Communism at Home</i>
D. Senator Joseph McCarthy	<b>SE:</b> <i>Topic 15: Lesson 2: Korea and Other Postwar Conflicts: Text 4: Concern About Communism at Home, pages 2–3</i>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
E. Julius and Ethel Rosenberg	<b>SE:</b> <i>Topic 15: Lesson 2: Korea and Other Postwar Conflicts:</i> Text 4: Concern About Communism at Home, page 1
<i>Institutions</i>	
A. the American Communist Party (including its close relationship to the Soviet Union)	<b>SE:</b> <i>Topic 15: Lesson 2: Korea and Other Postwar Conflicts:</i> Text 4: Concern About Communism at Home, page 2
B. the Federal Bureau of Investigation (FBI)	<b>SE:</b> For related material see: <i>Topic 15: Lesson 2: Korea and Other Postwar Conflicts:</i> Text 4: Concern About Communism at Home
C. the House Committee on Un-American Activities (HUAC)	<b>SE:</b> <i>Topic 15: Lesson 2: Korea and Other Postwar Conflicts:</i> Text 4: Concern About Communism at Home, pages 2–3
<b>USII.25</b> Analyze the origins, goals, and key events of the Civil Rights movement. (H)	
<i>People</i>	
A. Robert Kennedy	<b>SE:</b> <i>Topic 15: Lesson 5: Kennedy, Johnson, and Vietnam:</i> Text 6: Protests at Home, page 4
B. Martin Luther King, Jr.	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Flipped Video: The Civil Rights Movement; Text 3: The Montgomery Bus Boycott, pages 1–6  <i>Social Studies Reference Center:</i> Biography: Martin Luther King Jr.
C. Thurgood Marshall	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Text 2: The Legal Struggle for Equality, pages 1–3
D. Rosa Parks	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Flipped Video: The Civil Rights Movement; Text 3: The Montgomery Bus Boycott, pages 1–2  <i>Social Studies Reference Center:</i> Biography: Rosa Parks
E. Malcolm X	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Text 4: The Crusade for Equality Continues, page 5

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<i>Institution</i>	
the National Association for the Advancement of Colored People (NAACP)	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Text 1: Discrimination Continues, page 2; The Legal Struggle for Equality, pages 1–2
<i>Events</i>	
A. <i>Brown v. Board of Education</i> (1954)	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Flipped Video: The Civil Rights Movement; The Legal Struggle for Equality, pages 1–3  <i>Social Studies Reference Center:</i> Landmark Supreme Court Cases: Brown v. Board of Education
B. the 1955–1956 Montgomery Bus Boycott	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Flipped Video: The Civil Rights Movement; Text 3: The Montgomery Bus Boycott, pages 1–6
C. the 1957–1958 Little Rock School Crisis	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Flipped Video: The Civil Rights Movement; The Legal Struggle for Equality, pages 3–4
D. the sit-ins and freedom rides of the early 1960s	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Text 4: The Crusade for Equality Continues, pages 1–3
E. the 1963 civil rights protest in Birmingham	<b>SE:</b> For related material see: <i>Topic 15: Lesson 4: Civil Rights:</i> Text 4: The Crusade for Equality Continues
F. the 1963 March on Washington	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Text 4: The Crusade for Equality Continues, page 3
G. the 1965 civil rights protest in Selma	<b>SE:</b> For related material see: <i>Topic 15: Lesson 4: Civil Rights:</i> Text 4: The Crusade for Equality Continues
H. the 1968 assassination of Martin Luther King, Jr.	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Text 4: The Crusade for Equality Continues, page 6

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<i>Seminal Primary Documents to Read:</i> Reverend Martin Luther King's, "I Have A Dream" speech and his <i>Letter from Birmingham City Jail</i> (1963), President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)	<b>SE:</b> <i>Interactive Primary Source:</i> "I Have a Dream," Martin Luther King, Jr.; "Letter from Birmingham Jail," Martin Luther King, Jr.
<b>USII.26</b> Describe the accomplishments of the civil rights movement. (H, E)	
A. the 1964 Civil Rights Act and the 1965 Voting Rights Act	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Text 4: The Crusade for Equality Continues, page 4
B. the growth of the African American middle class, increased political power, and declining rates of African American poverty	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Text 4: The Crusade for Equality Continues, pages 6–7
<b>USII.27</b> Analyze the causes and course of the women's rights movement in the 1960s and 1970s. (H)	
A. Betty Friedan and Gloria Steinem	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Text 6: The Women's and Gay Rights Movements, pages 1–2; Interactive Gallery: Leaders for Change
B. the birth control pill	<b>SE:</b> For related material see: <i>Topic 15: Lesson 4: Civil Rights:</i> Text 6: The Women's and Gay Rights Movements
C. the increasing number of working women	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Text 6: The Women's and Gay Rights Movements, pages 1–2
D. the formation of the National Organization of Women in 1967	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Text 6: The Women's and Gay Rights Movements, pages 1–2
E. the debate over the Equal Rights Amendment	<b>SE:</b> <i>Topic 15: Lesson 4: Civil Rights:</i> Text 6: The Women's and Gay Rights Movements, page 2
F. the 1973 Supreme Court case, <i>Roe v. Wade</i>	<b>SE:</b> <i>Social Studies Reference Center:</i> Landmark Supreme Court Cases: Landmark Supreme Court Cases: <i>Roe v. Wade</i>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>USH.28</b> Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon. (H)	
A. the space exploration program	<b>SE:</b> <i>Topic 15: Lesson 5: Kennedy, Johnson, and Vietnam:</i> Text 3: Reform and Progress, pages 3–4
B. the assassination of President Kennedy	<b>SE:</b> <i>Topic 15: Lesson 5: Kennedy, Johnson, and Vietnam:</i> Text 4: Johnson’s Great Society, page 1
C. Johnson’s Great Society programs	<b>SE:</b> <i>Topic 15: Lesson 5: Kennedy, Johnson, and Vietnam:</i> Text 4: Johnson’s Great Society, pages 2–4
D. Nixon’s appeal to “the silent majority”	<b>SE:</b> <i>Topic 15: Lesson 6: The Nixon Years:</i> Flipped Video: The Nixon Administration; Text 1: The Nixon Years, page 1
E. the anti-war and counter-cultural movements	<b>SE:</b> <i>Topic 15: Lesson 5: Kennedy, Johnson, and Vietnam:</i> Turbulent Times of the 1960s; Text 6: Protests at Home, pages 1–3
F. the creation of the Environmental Protection Agency (EPA) in 1970	<b>SE:</b> <i>Topic 17: Lesson 4: Advances in Science and Technology:</i> Text 2: Responding to Environmental Challenges, pages 1–2
G. the Watergate scandal (including the Supreme Court case, <i>U.S. v. Nixon</i> )	<b>SE:</b> <i>Topic 15: Lesson 6: The Nixon Years:</i> Flipped Video: The Nixon Administration; Text 4: The Watergate Scandal, pages 1–4; Interactive Timeline: Watergate

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

Massachusetts History and Social Science Curriculum Framework U.S. History I & II	Pearson American History ©2016
<b>CONTEMPORARY AMERICA, 1980–2001</b>	
<b>USII.29</b> Analyze the presidency of Ronald Reagan. (H, E)	
A. tax rate cuts	<p><b>SE:</b> <i>Topic 16: DBL: Analyzing the Reagan Conservative Movement, Document D: Excerpt from Remarks on Signing the Economic Recovery Tax Act of 1981, President Ronald Reagan, August 1981</i></p> <p><i>Topic 16: Lesson 1: The Conservative Revolution: Flipped Video: Reagan's Presidency; Text 3: The Reagan and Bush Presidencies, pages 1–3</i></p>
B. anticommunist foreign and defense policies	<p><b>SE:</b> <i>Topic 16: Lesson 1: The Conservative Revolution: Flipped Video: Reagan's Presidency</i></p> <p><i>Topic 16: Lesson 2: The End of the Cold War: Flipped Video: The Cold War Ends in Berlin; Text 1: The End of Détente, pages 1–3; Text 2: The Soviet Empire Crumbles, pages 1–7</i></p> <p><i>Interactive Primary Source: "Tear Down This Wall, " Ronald Reagan</i></p>
C. Supreme Court appointments	<p><b>SE:</b> <i>Topic 16: Lesson 1: The Conservative Revolution: Text 3: The Reagan and Bush Presidencies, page 4</i></p>
D. the revitalization of the conservative movement during Reagan's tenure as President	<p><b>SE:</b> <i>Topic 16: Lesson 1: The Conservative Revolution: Flipped Video: Reagan's Presidency; Text 2: The Conservative Movement Takes Hold, pages 1–4</i></p>
E. the replacement of striking air traffic controllers with non-union personnel	<p><b>SE:</b> For related material see: <i>Topic 16: Lesson 1: The Conservative Revolution: Text 3: The Reagan and Bush Presidencies</i></p>

**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
<b>USII.30</b> Describe some of the major economic and social trends of the late 20th century. (H, E)	
A. the computer and technological revolution of the 1980s and 1990s	<b>SE:</b> <i>Topic 17: Lesson 4: Advances in Science and Technology:</i> Flipped Video: The Digital Revolution; Text 4: A Networked World, page 1–7; Interactive Gallery: Technology in the 21st Century; Synthesize: New Ways to Communicate
B. scientific and medical discoveries	<b>SE:</b> <i>Topic 17: Lesson 4: Advances in Science and Technology:</i> Text 3: Advances in Biology and Medicine, pages 1–5
C. major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)	<b>SE:</b> <i>Topic 17: Lesson 5: Domestic Challenges:</i> Text 3: Social Change, pages 1–3; Interactive Chart: America's Changing Demographics
D. the weakening of the nuclear family and the rise in divorce rates	<b>SE:</b> <i>Topic 17: Lesson 5: Domestic Challenges:</i> Text 3: Social Change, page 3; Interactive Chart: America's Changing Demographics
<b>USII.31</b> Analyze the important domestic policies and events of the Clinton presidency. (H, E)	
A. the passage of the North American Free Trade Agreement (NAFTA) in 1993	<b>SE:</b> <i>Topic 16: Lesson 1: The Conservative Revolution:</i> Text 4: President Clinton Turns Toward the Center, pages 2–3
B. President Clinton's welfare reform legislation and expansion of the earned income tax credit	<b>SE:</b> <i>Topic 16: Lesson 1: The Conservative Revolution:</i> Text 4: President Clinton Turns Toward the Center, page 5
C. the first balanced budget in more than 25 years	<b>SE:</b> <i>Topic 16: Lesson 1: The Conservative Revolution:</i> Text 4: President Clinton Turns Toward the Center, page 5
D. the election in 1994 of the first Republican majority in both the House and Senate in 40 years	<b>SE:</b> <i>Topic 16: Lesson 1: The Conservative Revolution:</i> Text 4: President Clinton Turns Toward the Center, pages 4–5
E. tax credits for higher education	<b>SE:</b> For related material see: <i>Topic 16: Lesson 1: The Conservative Revolution:</i> Text 4: President Clinton Turns Toward the Center



**A Correlation of American History, ©2016 to the  
Massachusetts History and Social Science Curriculum Framework**

<b>Massachusetts History and Social Science Curriculum Framework U.S. History I &amp; II</b>	<b>Pearson American History ©2016</b>
F. the causes and consequences of the impeachment of President Clinton in 1998	<b>SE:</b> <i>Topic 16: Lesson 1: The Conservative Revolution</i> : Text 4: President Clinton Turns Toward the Center, page 6
<b>USII.32</b> Explain the importance of the 2000 presidential election. (H, C)	
A. the Supreme Court case, <i>Bush v. Gore</i>	<b>SE:</b> <i>Topic 17: Lesson 5: Domestic Challenges</i> : Flipped Video: An Historic Election and Domestic Challenges; Text 1: The Bush Era, pages 1–2
B. the growing influence of the Republican Party in the South and the consolidation of the Democratic Party's hold on the coasts	<b>SE:</b> <i>Topic 17: Lesson 5: Domestic Challenges</i> : Text 1: The Bush Era, pages 1–2; Text 2: Obama's Presidency, page 1
<b>USII.33</b> Analyze the course and consequences of America's recent diplomatic initiatives. (H, C)	
A. the invasion of Panama and the Persian Gulf War	<b>SE:</b> <i>Topic 16: Lesson 3: Regional Conflicts</i> : Text 5: Conflict in the Middle East, page 5; Interactive Chart: U.S. Engagement Around the World
B. American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo	<b>SE:</b> <i>Topic 16: Lesson 3: Regional Conflicts</i> : Flipped Video: The United States in the Post-Cold War World; Text 3: Challenges in Russia and Eastern Europe, pages 2–3; Text 4: Intervention in Latin America, Africa, and Europe, page 3
C. the attempts to negotiate a settlement to the Israeli-Palestinian conflict	<b>SE:</b> <i>Topic 16: Lesson 3: Regional Conflicts</i> : Text 5: Conflict in the Middle East, pages 1–6; Interactive Chart: U.S. Engagement Around the World
D. America's response to the September 11, 2001, terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C.	<b>SE:</b> <i>Topic 17: Lesson 1: Responding to Terrorism</i> : Flipped Video: Responding to Terrorism; Text 1: The United States Responds to an Attack, pages 1–6; Interactive Gallery: September 11, 2001; Text 2: The Iraq War, pages 1–5; Interactive Timeline: War in Iraq, 2003–2011; Text 3: The Continuing Challenges of Jihadism, pages 1–5; Synthesize: Guantanamo Bay