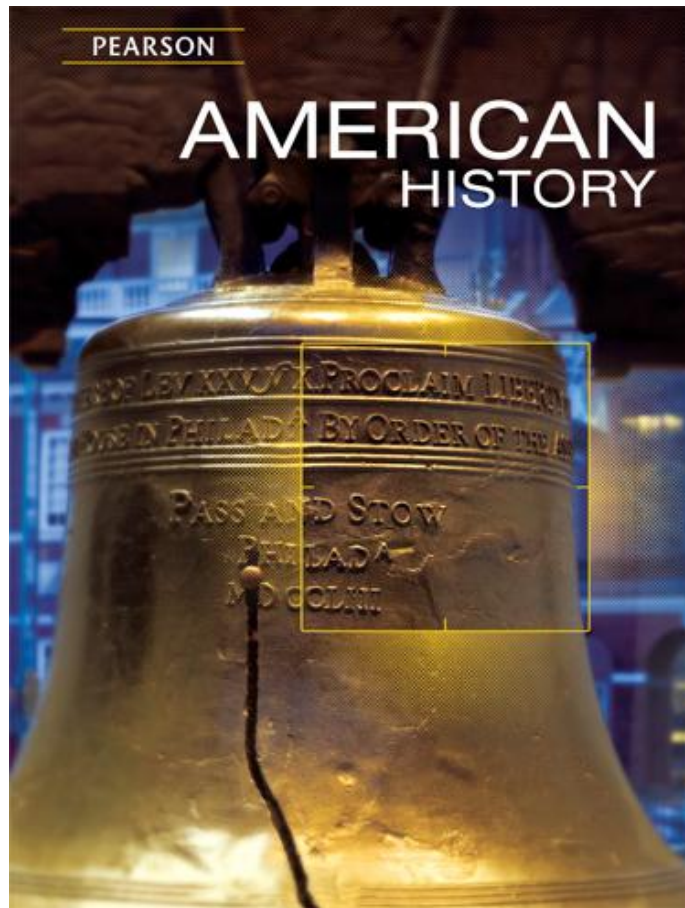


## A Correlation of



**Survey Edition, ©2016**

**To the**

**Minnesota Academic Standards  
in Social Studies 2011**

**Grade 7**

# **A Correlation of Pearson American History, Survey Edition, ©2016 to the Minnesota Academic Standards in Social Studies**

## **Introduction**

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

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Minnesota Academic Standards in Social Studies, Grade 7	American History © 2016
<b>1. Citizenship and Government</b>	
<b>1. Civic Skills</b>	
1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.	
<p>7.1.1.1.1 Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</p> <p><i>For example:</i> Civic skills—speaking, listening, respecting diverse viewpoints, evaluating arguments. Controversial issues—First Amendment in the school setting, mandatory voting.</p>	<p><b>SE:</b> Free Speech, Press and Religious Freedom, 169; American Citizenship, 172-173; The Importance of Civic Virtue, 173-174; Responsible Citizenship, 174-175; Topic 4 Assessment (17. Write about the Essential Question), 177; Topic 17 Assessment (14. Identify Significant Social and Political Issues), 701; Constitution Sidebar, 720; Compare Viewpoints, 794-795; Being an Informed Citizen, 802; Political Participation, 802-803; Voting, 803</p>
<b>2. Civic Values and Principles of Democracy</b>	
3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.	
<p>7.1.2.3.1 Identify examples of how principles expressed in the Declaration of Independence and Preamble to the Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time.</p> <p><i>For example:</i> Equality, liberty, First Amendment rights, criminal rights, civil rights.</p>	<p><b>SE:</b> The Declaration of Independence, 118-119; Topic 3 Assessment (12. Define and Give Examples of Unalienable Rights), 134; The Preamble, the Articles, and the Amendments, 157; Upholding Individual Rights, 170; 4.6 Assessment (5. Draw Conclusions), 171; An Era of Reform, 298-299; A Women's Movement Organizes, 308-309; The Impact of the Dred Scott Case, 329-330; Lincoln and Douglas Debate Slavery, 332; The Nation Moves Toward Civil War, 336-337; The Gettysburg Address, 358; Contrasting Ideas of Liberty and Union, 360-361; Topic 8 Assessment (10. Explain Constitutional Issues...), 365; Constitution Sidebar, 706; Declaration of Independence, 728-730</p>

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5. Individuals in a republic have rights, duties and responsibilities.	
<p>7.1.3.5.1 Explain landmark Supreme Court decisions involving the Bill of Rights and other individual protections; explain how these decisions helped define the scope and limits of personal, political and economic rights.</p> <p><i>For example:</i> Brown v. Board of Education, Tinker v. Des Moines, Mapp v. Ohio, Miranda v. Arizona.</p>	<p><b>SE:</b> The Legal Struggle for Equality, 618-620; Topic 15 Assessment (7. Analyze Effects of <i>Brown v. Board of Education</i>), 643; Social Change, 696-699</p>
6. Citizenship and its rights and duties are established by law.	
<p>7.1.3.6.1 Describe the components of responsible citizenship including informed voting and decision making, developing and defending positions on public policy issues, and monitoring and influencing public decision making</p>	<p><b>SE:</b> Free Speech, Press and Religious Freedom, 169; 4.6 Assessment (2. Support Ideas with Examples), 171; American Citizenship, 172-175; Write an Essay, 177; Topic 17 Assessment (14. Identify Significant Social and Political Issues), 701; Constitution Sidebar, 720; Compare Viewpoints, 794-795</p>
<p>7.1.3.6.2 Compare and contrast the rights and responsibilities of citizens, non-citizens and dual citizens.</p> <p><i>For example:</i> Voting, paying taxes, owning property.</p>	<p><b>SE:</b> Citizen's Rights and Responsibilities, 172-175; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 176; Democracy Expands, 230-231; The Impact of the Fourteenth Amendment, 374; Other Minorities Fight for Equality, 624-626; Voting, 803; Paying Taxes, 804-805</p>

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<b>4. Governmental Institutions and Political Processes</b>	
7. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	
7.1.4.7.1 Describe historical applications of the principle of checks and balances within the United States government.  <i>For example:</i> Johnson's impeachment, Roosevelt's court packing plan, War Powers Resolution.	<b>SE:</b> Checks and Balances, 159; Preventing Abuse of Power, 164-165; Topic 4 Assessment (5. Analyze Principle of Checks and Balances), 176; The President on Trial, 375-376; Critics Attack the New Deal, 559-560; 13.6 Assessment (5. Analyze Information), 561
8. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.	
7.1.4.8.1 Analyze how the Constitution and the Bill of Rights limits the government and the governed, protects individual rights, supports the principle of majority rule while protecting the rights of the minority, and promotes the general welfare.  <i>For example:</i> Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964.	<b>SE:</b> Ideas that Influenced the Constitution, 149-151; A Bill of Rights, 153-154; New Amendments, 155-156; The Preamble, the Articles, and the Amendments, 157-159; Seven Basic Principles, 159-160; The Federal Government Protects Civil Rights, 622; The Women's and Gay Rights Movements, 626-627
7.1.4.8.2 Describe the amendment process and the impact of key constitutional amendments.	<b>SE:</b> Amending the Constitution, 168-171; Democracy Expands, 230-231; The Impact of the Fifteenth Amendment, 376; 9.2 Assessment (5. Generate Explanations), 377; Attempts at Legislative Reform, 380; The Path to Women's Suffrage, 459-460; The Nineteenth Amendment, 460-461; African Americans During the Depression, 564; The Federal Government Protects Civil Rights, 622; Constitution Sidebar, 724
10. Free and fair elections are key elements of the United States political system	
7.1.4.10.1 Analyze how changes in election processes over time contributed to freer and fairer elections.  <i>For example:</i> Fifteenth, Seventeenth, and Nineteenth Amendments; Voting Rights Act of 1965; redistricting.	<b>SE:</b> Additional Amendments, 170; Increased Suffrage/Limits on Suffrage, 231; The Impact of the Fifteenth Amendment, 376; Attempts at Legislative Reform, 380; The Path to Women's Suffrage, 459-460, The Nineteenth Amendment, 460-461; African Americans During the Depression, 564; The Federal Government Protects Civil Rights, 622; Constitution Sidebar, 15 <sup>th</sup> , 19 <sup>th</sup> Amendments, 724

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<b>5. Relationships of the United States to other nations and organizations</b>	
11. The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.	
7.1.5.11.1 Describe diplomacy and other foreign policy tools; cite historical cases in which the United States government used these tools.	<b>SE:</b> Opportunities to address this standard can be found throughout the text. Examples include: Explaining the American Victory, 130-131; The Varied Effects of the War, 214; Becoming a Colonial Power, 493; Wilson's Fourteen Points, 516-517; The Paris Peace Conference, 517-518; Wilson Fights for the Treaty of Versailles, 518-520; Postwar Alliances, 603-604; The Soviet Empire Crumbles, 654-656; Opposing the Spread of Nuclear Weapons, 675-676
<b>2. Economics</b>	
<b>1. Economic Reasoning Skills</b>	
1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long- run costs and benefits of alternative choices and revising their goals based on their analysis.	
7.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different households or groups faced with the same alternatives might make different choices.  <i>For example:</i> Techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics.	<b>SE:</b> For related content, please see: Transatlantic Slave Trade, 42-43; The Depression Affects Women, 563-564; Topic 10 Assessment, (13. Identify Point of View on Labor Unions), 431; The Nixon Years, 637-638
<b>3. Fundamental Concepts</b>	
3. Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.	
7.2.3.3.1 Explain how items are allocated or rationed when scarcity exists.  <i>For example:</i> Sugar, gasoline and other goods rationed by coupons during WWII; Social Security benefits rationed by personal characteristic (age); goods rationed by "first-come, first-served" policy in former Soviet Union; many things rationed by price.	<b>SE:</b> The Industrial Revolution Begins, 276-277; Reliance on Agriculture, 291-293; The Debate Over Trusts, 418-419; The Economy Suffers, 637-638

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<b>4. Microeconomics</b>	
5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	
<p>7.2.4.5.1 Describe how the interaction of buyers (through demand) and sellers (through supply) determines price in a market.</p> <p><i>For example:</i> Cotton prices during the Civil War, Organization of Petroleum Exporting Countries (OPEC) embargo in the 1970s.</p>	<p><b>SE:</b> The Industrial Revolution Begins, 276-277; Reliance on Agriculture, 291-293; The Debate Over Trusts, 418-419; Automobile Production, 428; The Economy Suffers, 637-638; Arab-Israeli Wars, (OPEC) 664</p>
6. Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.	
<p>7.2.4.6.1 Describe profit as an incentive for an individual to take the risks associated with creating and producing new goods or starting a business in an existing market; give examples of how the pursuit of profit can lead to undesirable, as well as desirable, effects.</p> <p><i>For example:</i> Individuals—Henry Ford (Ford Motor Company), Oprah Winfrey, Bill Gates (Microsoft), Martha Stewart, Mark Zuckerberg (Facebook). Undesirable effects—Ponzi schemes; exploitation of people, the environment, natural resources.</p>	<p><b>SE:</b> Consolidation Brings Efficiency, 395; Railroads and Competition, 395-396; The Debate Over Trusts, 418-419; Automobile Production, 428; A Worldwide Economy Develops, 679-681</p>



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<b>3. Geography</b>	
<b>1. Geospatial Skills—The World in Spatial Terms</b>	
1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	
7.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.  <i>For example:</i> “TODALSS” map basics—title, orientation, date, author, legend/ key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.	<b>SE:</b> Topic 3 Assessment, (1. Locate Places of Importance), 312; Create Charts and Maps, 787-788; Read and Use Maps, 789-793; Atlas, 806-820; See also Topic 2 Assessment (10. Geographic Distributions and Patterns,) 90; Topic 8 Assessment (11. Explain Effects of Physical Geography) 365
<b>4. History</b>	
<b>1. Historical Thinking Skills</b>	
2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	
7.4.1.2.1 Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources.	<b>SE:</b> Opportunities to address the standard appear throughout the text. For examples see: Topic 3 Assessment, (6. Organize and Interpret Information from Reports), 312; Topic 13 Assessment, (12. Explain Connections Between Art and Society), 569; See especially, Analyze Primary and Secondary Sources, 793-794; Evaluate Existing Arguments, 796-797; Give an Effective Presentation, 789-790; Write an Essay, 799-800
<b>2. Peoples, Cultures and Change over Time</b>	
4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	
7.4.2.4.1 Compare and contrast the distribution and political status of indigenous populations in the United States and Canada; describe how their status has evolved throughout the nineteenth and twentieth centuries.	<b>SE:</b> For opportunities to address this standard please see: Native Americans and the Spanish Choose Sides, 126-127; Topic 5 Assessment, (Map, Indian Lands Lost by 1812) 226; Limits on Suffrage, 231; Hardship for Native Americans, 407-413; Discrimination Against American Indians, 465-466

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<b>4. United States History</b>	
18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861)	
<p>7.4.4.18.1 Describe the processes that led to the territorial expansion of the United States, including the Louisiana Purchase and other land purchases, wars and treaties with foreign and indigenous nations, and annexation. (Expansion and Reform: 1792-1861)</p> <p><i>For example:</i> Tecumseh’s War, Adams-Onis Treaty of 1819, Texas annexation, Oregon Trail, “Manifest Destiny” concept</p>	<p><b>SE:</b> The Louisiana Purchase, 199-200; Gaining Florida, 221-222; Topic 5 Assessment, (15. Analyze Conflict Resolution), 226; The Oregon Trail, 257-258; Manifest Destiny, 264-265; A Late Night Deal, 481</p>
<p>7.4.4.18.2 Identify new technologies and innovations that transformed the United States' economy and society; explain how they influenced political and regional development. (Expansion and Reform: 1792-1861)</p> <p><i>For example:</i> Cotton gin, power loom, steam engine, railroad.</p>	<p><b>SE:</b> New Technological Innovations, 282-283; The Age of Steam Power, 283-285 Silver and Gold Mining, 390-391; Railroads Encourage Urban and Rural Growth, 393; Railroads Build a Nation; The Steel Industry Expands, 414-415</p>
<p>7.4.4.18.3 Identify causes and consequences of Antebellum reform movements including abolition and women's rights. (Expansion and Reform: 1792-1861)</p> <p><i>For example:</i> Second Great Awakening, Underground Railroad, 1848 Seneca Falls convention, Ten-Hour movement.</p>	<p><b>SE:</b> An Era of Reform, 298-299; Social Reform Movements, 299-300; The Impact of Educational Reform, 300-301; Early Opposition to Slavery, 302-303; Abolitionism Gains Momentum, 303-305; Abolitionism Faces Opposition, 305-306; Early Calls for Women's Rights, 307-308; A Women's Movement Organizes, 308-309; Women Gain New Opportunities, 309-310</p>

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<p>19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)</p>	
<p>7.4.4.19.1 Cite the main ideas of the debate over slavery and states' rights; explain how they resulted in major political compromises and, ultimately, war. (Civil War and Reconstruction: 1850-1877)</p> <p><i>For example:</i> Missouri Compromise, Nullification Crisis, Compromise of 1850, Bleeding Kansas</p>	<p><b>SE:</b> Western Expansion Heightens Tensions Over Slavery, 321; Congress Reaches a Compromise, 324-325; Violent Clashes Over Slavery in Kansas, 328-329; The Impact of the Dred Scott Case, 329-330; The Nation Moves Toward Civil War, 336-337</p>
<p>7.4.4.19.2 Outline the major political and military events of the Civil War; evaluate how economics and foreign and domestic politics affected the outcome of the war. (Civil War and Reconstruction: 1850-1877)</p>	<p><b>SE:</b> War Breaks Out, 337-338; Taking Sides, 339; Strengths and Weakness of the North and South, 339-340; The Different Strategies of the North and South, 343-344; The Beginnings of a Long War, 344-346; Confederate Forces Win in the East, 346; Union Forces Find Success in the West, 346-347; The Battle of Gettysburg, 357-358; Union Forces Move Southward, 359-360; The Confederacy Surrenders at Appomattox, 361-366; Topic 8 Assessment, 364-365</p>
<p>7.4.4.19.3 Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples. (Civil War and Reconstruction: 1850-1877)</p> <p><i>For example:</i> Reconstruction, Thirteenth, Fourteenth and Fifteenth Amendments, Black Codes, sharecropping, National and American Woman Suffrage Associations, Homestead Act.</p>	<p><b>SE:</b> The Nation Begins a New Chapter, 362; Early Reconstruction, 368-372; Radical Reconstruction, 373-377; Economic Problems During Reconstruction, 380-381 Topic 9 Assessment (2., 5., 9.-15.), 386-387</p>

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<p>20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)</p>	
<p>7.4.4.20.1 Explain the impact of the United States Industrial Revolution on the production, consumption and distribution of goods. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> Iron and steel industries, transcontinental railroad, electric lighting, Sears Roebuck &amp; Co.</p>	<p><b>SE:</b> The Industrial Revolution Begins, 276-277; Factories Come to America, 278-279; Daily Life in Factory Towns, 279-280; Cities Expand, 281; New Technological Innovations, 282-283; The Age of Steam Power, 283-285; The Railroad Encourages Economic Growth, 392-394; Railroads Build a Nation, 396-397; Technology in Everyday Life, 427-428</p>
<p>7.4.4.20.2 Analyze the consequences of economic transformation on migration, immigration, politics and public policy at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> The "New Immigration" from Eastern and Southern Europe, "Great Migration" of African Americans to the North, Tammany Hall, Sherman Anti-Trust Act.</p>	<p><b>SE:</b> The Debate Over Trusts, 418; Reasons for Immigration, 436-437; The Immigrant Experience in America, 438-440; Nativist Opposition, 440-441; Cities Expand Rapidly, 442-443; Effects of Rapid Urbanization, 444-445; Gilded Age Politics, 447-448; The Power of Big Business, 449</p>
<p>7.4.4.20.3 Compare and contrast reform movements at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> Progressivism (Civil Service reform, Settlement House movement, National Consumers League, muckrakers), American Federation of Labor, Populism, National Association for the Advancement of Colored People (NAACP).</p>	<p><b>SE:</b> The Debate Over Trusts, 418-419; Workers Organize Unions, 421-422; Gilded Age Politics, 447-448; Federal and Local Reform Efforts, 448-449; The Power of Big Business, 449; The Muckrakers, 449-450; Progressive Reforms, 450-452; Encouraging Fair Business Practices, 454-455; The Square Deal, 455; African Americans Face Discrimination, 462-464</p>

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<p>7.4.4.20.4 Analyze the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the relocation of American Indian tribes to reservations. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> Withdrawal of federal troops from the South in 1877, Southern "redeemer" governments, 1892 <i>Plessy v. Ferguson</i> decision, 1882 Chinese Exclusion Act, 1887 Dawes Allotment Act.</p>	<p><b>SE:</b> New Political Groups in the South, 378-379; Conservatives Resist Reform, 379-380; Political Problems and Legislative Reform, 380; Economic Problems During Reconstruction, 380-381; Reconstruction Ends, 382-383; New Legislation Restricts African American Rights, 383-384; Topic 9 Assessment (10. Explain Political Problems During Reconstruction), 387; Broken Promises, 409-410; Conflict in the West Continues, 410-412; Calls to Reform Native American Policies, 412-413; Topic 10 Assessment (7. Identify the Effects of the Dawes Act), 431; Chinese Exclusion, 440</p>
<p>7.4.4.20.5 Describe the strategies used by suffragists in their campaigns to secure the right to vote; identify the Nineteenth Amendment. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> National American Woman Suffrage Association, National Woman's Party.</p>	<p><b>SE:</b> The Path to Women's Suffrage, 459-460; The Nineteenth Amendment, 460-461; New Opportunities Arise, 461; Topic 11 Assessment (12. Explain the Importance of the Nineteenth Amendment), 477; Changes in Women's Lives, 532-533</p>
<p>7.4.4.20.6 Evaluate the changing role of the United States regarding its neighboring regions and its expanding sphere of influence around the world. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> Spanish-American War, "Big Stick" and Dollar Diplomacy, annexation of Hawaii.</p>	<p><b>SE:</b> Expansion Leads to Trade With Japan, 480-481; U.S. Interest in the Pacific, 481-482; The Age of Imperialism, 482-484; American Influence in the Pacific, 484-486; Competition for Chinese Trade, 486-487; The Cuban Revolution, 488-489; War Fever, 489-490; The Spanish American War, 491-492; Becoming a Colonial Power, 493-494; The Panama Canal, 495-496; Intervention in Latin America, 497-498; U.S. Involvement in Mexico, 498-499; Topic 12 Assessment (1.-6.), 521</p>

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<p>7.4.4.20.7 Outline the causes and conduct of World War I including the nations involved, major political and military figures, and key battles. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> Submarine warfare, the sinking of the <i>Lusitania</i>, Zimmerman telegram, Russian Revolution, collapse of the Ottoman and Austro-Hungarian empires, trench warfare, First and Second Battles of the Somme, Hundred Days Offensive, Wilson, Pershing, Paris Peace Conference.</p>	<p><b>SE:</b> The Buildup to War, 500-501; The Crisis Begins, 501-502; Trench Warfare Leads to Stalemate, 502-503; The United States Tries to Stay Neutral, 503-504; The U.S. Moves Toward War, 505-507; Preparing for War, 507-508; Overseeing the War Effort, 508; Americans on the Home Front, 509-510; Allied Setbacks, 511-512; American Forces in France, 512-513; Allied Victory, 513-514; Topic 12 Assessment (7.-14.), 521-522; The Paris Peace Conference, 517-518</p>
<p>7.4.4.20.8 Identify the political impact of World War I, including the formation of the League of Nations and renewed United States isolationism until World War II. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> Senate rejection of the Treaty of Versailles, Red Scare, Industrial Workers of the World, American Civil Liberties Union, urban race riots.</p>	<p><b>SE:</b> The Costs of War, 515; Wilson's Fourteen Points, 516-517; The Paris Peace Conference, 517-518; Wilson Fights for the Treaty of Versailles, 518-520; Topic 12 Assessment (15.-16.), 522; A Return to Isolationism, 529-530; Cultural Clashes, 542-543; Tensions Divide Americans, 543-546; Topic 13 Assessment (6. Identify the Causes and Effects of the Red Scare), 568</p>
<p>21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945)</p>	
<p>7.4.4.21.1 Identify causes of the Great Depression and factors that led to an extended period of economic collapse in the United States. (The Great Depression and World War II: 1920-1945)</p> <p><i>For example:</i> Farm crisis, overproduction, structural weaknesses in United States economy, 1929 stock market crash, bank failures, monetary policies, mass unemployment, international debt and European economic collapse, Dust Bowl.</p>	<p><b>SE:</b> The Downside of the 1920s, 541-542; Causes of the Crash, 547-548; The Great Depression Sets In, 548-549; The Dust Bowl, 562-563; Topic 13 Assessment (1., 9.-10.), 568-569</p>

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<p>7.4.4.21.2 Describe the impact of the Great Depression on United States society, including ethnic and racial minorities, and how government responded to events with New Deal policies. (The Great Depression and World War II: 1920-1945)</p> <p><i>For example:</i> Bonus Army, “Okie” migration, bread lines and soup kitchens, labor strikes, financial reforms, Works Progress Administration, Reconstruction Finance Corporation, Tennessee Valley Authority, Social Security, the 1932 political realignment.</p>	<p><b>SE:</b> Life During the Great Depression, 549-551; The President Responds, 551-552; Seeking Relief and Recovery, 554-555; Reforming the Economy, 555-557; Supporting Workers and The Elderly, 557-558; Evaluating the New Deal, 560-561; Life During the Depression, 562-567; Topic 13 Assessment (11.-16.), 569</p>
<p>7.4.4.21.3 Outline how the United States mobilized its economic and military resources during World War II; describe the impact of the war on domestic affairs. (The Great Depression and World War II: 1920-1945)</p> <p><i>For example:</i> Industrial mobilization, rationing, “Rosie the Riveter” and the female labor force, Bracero Program, uses of propaganda.</p>	<p><b>SE:</b> The United States Assists the Allies, 579-580; The United States Declares War, 580-581; Mobilizing for War, 582-583; Women and African Americans Join the War Effort, 583-585; Topic 14 Assessment (5., 7.-8., 11.), 595</p>
<p>7.4.4.21.4 Outline the causes and conduct of World War II including the nations involved, major political and military figures and key battles, and the Holocaust. (The Great Depression and World War II: 1920-1945)</p> <p><i>For example:</i> D-Day, Iwo Jima, Guadalcanal, segregated military, Japanese internment camps, development and deployment of the atomic bomb, Roosevelt, Churchill, Stalin.</p>	<p><b>SE:</b> Aggression Overseas and Isolationism at Home, 572-575; The Beginnings of War, 576-578; Germany Attacks France and Britain, 578-579; Problems for Other Americans at Home, 585-586; The Allies Suffer Early Defeats, 587-588; The Allies Agree on a Strategy, 588-590; Germany's Defeat, 590-591; Japan Surrenders, 591-593; The Devastation of World War II, 593-594; Topic 14 Assessment (1.-4., 12.-18.), 595-596</p>

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<p>22. Post- World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America’s indigenous peoples. (Post- World War II United States: 1945-1989)</p>	
<p>7.4.4.22.1 Identify military and non-military actions taken by the United States during the Cold War to resist the spread of communism. (Post-World War II United States: 1945-1989)</p> <p><i>For example:</i> Military actions—Korean War, Cuban Missile Crisis, Vietnam War. Non-military actions— Marshall Plan, North Atlantic Treaty Organization, the “Kitchen Debate,” the Space Race.</p>	<p><b>SE:</b> The Causes of the Cold War, 600-601; The Aftermath of War, 601-603; Postwar Alliances, 603-604; War on the Korean Peninsula, 605-606; The Fighting Ends, 606-607; A Cold War Around the Globe, 608-609; Kennedy Faces Challenges, 631-632; Topic 15 Assessment (1.-2., 4., 10.-11.), 642-643</p>
<p>7.4.4.22.2 Analyze the social and political effects of the Cold War on the people of the United States. (Post- World War II United States: 1945-1989)</p> <p><i>For example:</i> Nuclear preparedness, McCarthyism and the Hollywood blacklist, growth of the military-industrial complex, the anti-nuclear and peace movements.</p>	<p><b>SE:</b> Concern About Communism at Home, 609-610; Protests at Home, 634-636; The Aftermath of the Cold War, 656-657</p>
<p>7.4.4.22.3 Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation. (Post-World War II United States: 1945-1989)</p> <p><i>For example:</i> Conflicts—Guatemalan civil war, 1979 Iranian Revolution, Cooperation—United Nations, World Bank, United States Agency for International Development, anti- apartheid movement.</p>	<p><b>SE:</b> Communism in Latin America, 631; Topic 15 Assessment (9. Explain Outcomes), 643; The Iranian Revolution and Hostage Crisis, 647; South Africa Ends Apartheid, 660; Civil Wars in Latin America, 662; Topic 16 Assessment (14. Evaluate Pros and Cons), 667</p>
<p>7.4.4.22.4 Explain the economic boom and social transformation experienced by postwar United States. (Post-World War II United States: 1945-1989)</p> <p><i>For example:</i> Expanded access to higher education, suburbanization, growth of the middle class, domesticity and the Baby Boom, television, counter culture, Moral Majority.</p>	<p><b>SE:</b> Postwar Prosperity, 611-613; Life in the 1950s, 613-616; The Conservative Movement Takes Hold, 647-648</p>



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<p>7.4.4.22.5 Describe the changing role of the federal government in reshaping post-war society. (Post-World War II United States: 1945-1989)</p> <p><i>For example:</i> G.I. Bill, Fair Deal, New Frontier, Great Society.</p>	<p><b>SE:</b> Postwar Posterity, 611-613; Kennedy Attempts Reform, 631; Johnson's Great Society, 632</p>
<p>7.4.4.22.6 Compare and contrast the goals and tactics of the Civil Rights Movement, the American Indian Movement, and the Women's Rights Movement; explain the advantages and disadvantages of non-violent resistance. (Post-World War II United States: 1945-1989)</p>	<p><b>SE:</b> Discrimination Continues, 617-618; The Legal Struggle for Equality, 618-620; The Montgomery Bus Boycott, 620-621; The Crusade for Equality Continues, 621-623; Other Minorities Fight for Equality, 624-626; The Women's and Gay Rights Movements, 626-627; Topic 15 Assessment (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement), 643</p>
<p>23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980- present)</p>	
<p>7.4.4.23.1 Describe how new technologies have changed political, economic and social interactions. (The United States in a New Global Age: 1980- present)</p> <p><i>For example:</i> New technologies— changes in media (including telecommunications), medicine, transportation, agriculture.</p>	<p><b>SE:</b> New Discoveries, 686-687; Responding to Environmental Challenges, 687-689; Advances in Biology and Medicine, 689-690; A Networked World, 690-692; Topic 17 Assessment (9.-10.), 701</p>
<p>7.4.4.23.2 Analyze the changing relations between the United States and other countries around the world in the beginning of the twenty-first century. (The United States in a New Global Age: 1980-present)</p> <p><i>For example:</i> North American Free Trade Agreement, changing trade policies with China, conflicts in the Middle East, support of developing nations in Africa.</p>	<p><b>SE:</b> A Post-Cold War World, 658-659; Democratic Gains Around the Globe, 659-660; Challenges in Russia and Eastern Europe, 661-662; Intervention in Latin America, Africa, and Europe, 662-663; Conflict in the Middle East, 663-665; Topic 16 Assessment (11., 15.), 667; Increasing Global Trade, 680-681</p>