

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★
SOCIAL STUDIES

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to the

Virginia
History and Social Science
Standards of Learning
Virginia US I and US II



T/SS-11

Scott Foresman Social Studies

This document demonstrates how **Scott Foresman Social Studies** meets the objectives of the Virginia History and Social Science Standards of Learning for US I and US II. Correlation page references are to the Teacher's Edition, which contains facsimile Student Edition pages.

Scott Foresman is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

Content

Scott Foresman Social Studies content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Accessibility

Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

Motivation

Scott Foresman Social Studies is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special

features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

Accountability

Scott Foresman Social Studies provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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UNITED STATES HISTORY TO 1877 STANDARDS OF LEARNING	
STANDARD	Correlation references are to the Teacher’s Edition and associated Student Edition pages.
USI.1 The student will develop skills for historical and geographical analysis, including the ability to	
a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;	Use Primary Sources, 284–285; Literature, 79, 135, 219, 287, 374, 419, 480; Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 481, 500, 504, 508, 510, 519, 525
b) make connections between the past and the present;	Then and Now, 10, 111, 144, 211, 277, 383, 433, 472

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STANDARD	Correlation references are to the Teacher’s Edition and associated Student Edition pages.
c) sequence events in United States history from pre-Columbian times to 1877;	Sequence, 78, 106, 108, 109, 112, 117, 130, 134, 135, 136, 137, 138, 139, 141, 142, 143, 144, 145, 146, 147, 150, 151, 157, 165, 166, 180, 181, 203, 240, 242, 243, 249, 288, 289, 302, 308, 339, 347, 350, 354, 357, 373, 383, 440, 472, 495, 507; Timeline, 46, 48, 54, 60, 66, 72, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 146, 152, 164, 168, 176, 186, 194, 196, 202, 210, 216, 224, 228, 232, 240, 246, 252, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 338, 344, 352, 358, 362, 370, 380, 386, 394, 396, 402, 408, 416, 426, 430, 438, 442, 456, 464, 470, 476, 484, 488, 492, 498, 506, 516, 522
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e) evaluate and discuss issues orally and in writing;	Issues and Viewpoints, 222–223, 310–311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505

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STANDARD	Correlation references are to the Teacher’s Edition and associated Student Edition pages.
<p>f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;</p>	<p>Map Handbook, H12–H22; Maps, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 206, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 431, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 523, R4, R6, R7, R8, R9, R10, R12, R14.; Map and Globe Skills, 32, 140, 244, 378, 512; Map Adventure, 114, 159, 248, 278, 365, 412, 507</p>
<p>g) distinguish between parallels of latitude and meridians of longitude;</p>	<p>Latitude and Longitude on a Map, H19 ; Use Latitude and Longitude, 140–141, 153</p>

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STANDARD	Correlation references are to the Teacher’s Edition and associated Student Edition pages.
USI.1 (continued) h) interpret patriotic slogans and excerpts from notable speeches and documents.	Patriotism, 1h, 11, 287, 324–325, 388–389, 463, R26–R52

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STANDARD	Correlation references are to the Teacher’s Edition and associated Student Edition pages.
<p>USI.2 The student will use maps, globes, photographs, pictures, and tables to</p>	
<p>a) locate the seven continents;</p>	World Map, R4–R5
<p>b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;</p>	Land and Regions, 24–30
<p>c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.</p>	137, 141, 155, 159, 166, 177, 242, 248, 250, 375, 412, R9, R10–R11, R12–R13, R14–R15

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STANDARD	Correlation references are to the Teacher’s Edition and associated Student Edition pages.
<p>USI.3 The student will demonstrate knowledge of how early cultures developed in North America by</p>	
<p>a) locating where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois);</p>	<p>Native Americans of North America, 74–75; The Eastern Woodlands, 76–80; The Great Plains, 82–85; The Southwest Desert, 88–91; The Northwest Coast, 94–97; Review, 98–99</p>
<p>b) describing how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.</p>	<p>Native Americans of North America, 74–75; The Eastern Woodlands, 76–80; The Great Plains, 82–85; The Southwest Desert, 88–91; The Northwest Coast, 94–97; Review, 98–99</p>

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STANDARD	Correlation references are to the Teacher’s Edition and associated Student Edition pages.
<p>USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by</p>	
<p>a) describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations;</p>	<p>European Explorers, 110–115; The Voyages of Columbus, 134–138; Different Worlds Collide, 142–145; Life in New Spain, 146–149; The Spanish Move North, 232–238; French Explore the Mississippi, 240–243; Hard Times in Virginia, 156–162; New European Colonies, 164–167; The First Colonies, 168–173</p>
<p>b) describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict;</p>	<p>Different Worlds Collide, 142–145; John Smith and the “Starving Time” 160; A Thanksgiving Celebration, 171</p>
<p>c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.</p>	<p>Africa’s Trading Empires, 106–109; Review, 122–123</p>

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STANDARD	Correlation references are to the Teacher’s Edition and associated Student Edition pages.
USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by	
a) describing the religious and economic events and conditions that led to the colonization of America;	Reasons for Colonization, 157, 159, 165, 168–170, 172, 176–182
b) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment;	The 13 English Colonies, 176–182; Review, 186–187
c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves;	Life in the English Colonies, 200–201; Working and Trading, 202–207; Cities, Towns, and Farms, 210–214; Everyday Life in the Colonies, 216–220; Slavery in the Colonies, 224–227; Review, 228–229
d) identifying the political and economic relationships between the colonies and England.	Self-Government in Virginia, 162; Colonial Trade Routes, 206–207; Trouble Over Taxes, 268–273

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STANDARD	Correlation references are to the Teacher’s Edition and associated Student Edition pages.
USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by	
a) identifying the issues of dissatisfaction that led to the American Revolution;	Trouble Over Taxes, 268–273; Facing the Truth, 274–275; The Colonists Rebel, 276–282
b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke;	Declaring Independence, 296–300
c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine;	Trouble Over Taxes, 268–273; Facing the Truth, 274–275; The Colonists Rebel, 276–282; The Revolution Begins, 286–291; Review, 292–293; Declaring Independence, 296–300; Patriots at War, 302–308; The World Turned Upside Down, 314–319; Review, 322–323
d) explaining reasons why the colonies were able to defeat Britain.	The World Turned Upside Down, 314–319; Review, 322–323

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USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by	
a) identifying the weaknesses of the government established by the Articles of Confederation;	A Weak Government, 338–343; Review, 358–359
b) identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights;	Debate in Philadelphia, 344–350; Ratifying the Constitution, 352–355; Review, 358–359
c) identifying the conflicts that resulted in the emergence of two political parties;	Political Parties Are Born, 364; Issues and Viewpoints: Forming Political Parties, 368–369; Review, 386–387
d) describing the major accomplishments of the first five presidents of the United States.	Washington as President, 362–366; Jefferson Looks West, 370–376; Another War with Britain, 380–384; Review, 386–387

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STANDARD	Correlation references are to the Teacher’s Edition and associated Student Edition pages.
USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by	
a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;	Jefferson Looks West, 370–376; Lewis and Clark, 377; Settling the South and Texas, 430–436; Trails to the West, 438–441; The Golden State, 442–445; Review, 448–449
b) identifying the geographic and economic factors that influenced the westward movement of settlers;	Jefferson Looks West, 370–376; Lewis and Clark, 377; Settling the South and Texas, 430–436; Trails to the West, 438–441; The Golden State, 442–445; Review, 448–449
c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;	A New Kind of Revolution, 408–413; Canal Diagram, 414–415
d) identifying the main ideas of the abolitionist and suffrage movements.	Suffrage, 404; Fighting Against Slavery, 418; Women’s Rights, 419; Biography: Sojourner Truth, 421; Citizen Heroes: Exposing Slavery’s Evils, 422–423; Review, 426–427; Different Views on Slavery, 467; Recognize Point of View, 468–469; Resisting Slavery, 470–474

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STANDARD	Correlation references are to the Teacher’s Edition and associated Student Edition pages.
USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by	
a) describing the cultural, economic, and constitutional issues that divided the nation;	North and South Grow Apart, 464–467; Resisting Slavery, 470–474; The Struggle Over Slavery, 476–482; The First Shots Are Fired, 484–487; Review, 488–489
b) explaining how the issues of states’ rights and slavery increased sectional tensions;	North and South Grow Apart, 464–467; Resisting Slavery, 470–474; The Struggle Over Slavery, 476–482; The First Shots Are Fired, 484–487; Review, 488–489
c) identifying on a map the states that seceded from the Union and those that remained in the Union;	Map: Major Battles of the Civil War, 509
d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war;	The Early Stages of the War, 492–496; Life During the War, 498–503; How the North Won, 506–511; Review, 522–523
e) using maps to explain critical developments in the war, including major battles;	Map: Major Battles of the Civil War, 509

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USI.9 (continued) f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.	Life During the War, 498–503; Review, 522–523

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USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by	
a) identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America;	Thirteenth Amendment, 517; New Amendments, 519; Review, 522–523
b) describing the impact of Reconstruction policies on the South.	The End of Slavery, 516–521; Review, 522–523

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<p>USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to</p>	
<p>a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;</p>	<p>Compare Primary and Secondary Sources, 392–393; Analyzing Primary Sources, 19, 23, 24, 29, 37, 41, 57, 65, 68, 71, 90, 94, 98, 100, 109, 115, 130, 132, 140, 142, 149, 152, 153, 157, 158, 161, 167, 168, 193, 198, 218, 227, 234, 242, 243, 252, 253, 259, 266, 269, 271, 275, 276, 279, 284, 285, 299, 300, 313, 314, 319, 321, 322, 329, 343, 345, 349, 352, 353, 357, 358, 361, 362, 363, 364, 365, 393, 397, 411, 424, 425, 427, 430, 437, 439, 441, 449, 458, 459, 475, 481, 485, 487, 490, 504, 505, 508, 509, 511, 516</p>
<p>b) make connections between past and present;</p>	<p>Then and Now, 14, 62, 141, 218, 344, 408, 516</p>
<p>c) sequence events in United States history from 1877 to the present;</p>	<p>Sequence, 39, 62, 74, 77, 85, 97, 124–125, 128, 129, 130, 131, 132, 133, 138, 139, 144, 148, 150, 153, 154, 155, 159, 160, 161, 166, 167, 172, 173, 177, 186, 189, 240, 243, 244, 252, 255, 275, 302, 322, 342, 356, 363, 364, 420, 426, 443, 451, 467, 536; Time Lines, 2, 6, 12, 22, 23, 30, 33, 38, 46, 48, 54, 55, 60, 66, 74, 78, 82, 96, 106, 112, 120, 122, 128, 138, 148, 154, 162, 166, 171, 176, 184, 185, 192, 200, 208, 210, 216, 222, 232, 240, 246, 250, 262, 272, 282, 290, 292, 298, 310, 320, 328, 336, 340, 348, 356, 368, 376, 378, 384, 394, 406, 414, 418, 428, 438, 446, 456, 464, 466, 502, 512, 522</p>

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USII.1 (continued) d) interpret ideas and events from different historical perspectives;	Recognize Point of View, 58–59; Point of View, 25, 90, 156, 158, 279, 390, 399, 411, 435, 436; Issues and Viewpoints, 155, 180, 198–199, 227, 243, 255, 275, 311, 329, 361, 419, 433, 443, 483, 486–487, 516
e) evaluate and debate issues orally and in writing;	Issues and Viewpoints, 155, 180, 198–199, 227, 243, 255, 275, 311, 329, 361, 419, 433, 443, 483, 486–487, 516; Citizen Heroes, 40–41, 94–95, 160–161, 270–271, 318–319, 436–437, 510–511
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g) use parallels of latitude and meridians of longitude to describe hemispheric location;	Latitude and Longitude on a Globe, H15; Understand Key Lines of Latitude and Longitude, 366–367, 369
h) interpret patriotic slogans and excerpts from notable speeches and documents.	Build Citizenship Skills, H2–H3; End With a Song, 114–115, 202–203, 284–285, 524–525; Star Spangled Banner, 40; Statue of Liberty, 165; Seneca Falls Convention, 242; Declaration of Independence, 2; Gettysburg Address, 46; Martin Luther King, Jr., 376

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USII.2 The student will use maps, globes, photographs, pictures, and tables for	
a) explaining how physical features and climate influenced the movement of people westward;	Crossing the Continent, 126–127; Rails Across the Nation, 128–133; Pioneers on the Plains, 138–144; Cowboys and Miners, 148–153; War in the West, 154–159; Review, 162–163
b) explaining relationships among natural resources, transportation, and industrial development after 1877;	Rails Across the Nation, 128–133; Inventors Change the World, 166–173; The Rise of Big Business, 176–182; Natural Resources, 251, 259, 301, 513
c) locating the 50 states and the cities most significant to the historical development of the United States.	Maps, 165, 176, 178, 222, 223, 235, 471, 472, 473, 478, 479, R8, R9

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USII.3 The student will demonstrate knowledge of how life changed after the Civil War by	
a) identifying the reasons for westward expansion;	Crossing the Continent, 126–127; Rails Across the Nation, 128–133; Pioneers on the Plains, 138–144; Cowboys and Miners, 148–153; War in the West, 154–159; Review, 162–163
b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;	Inventors Change the World, 166–173; New Americans, 184–190; Rural Life Changes, 216–221; Life in the Growing Cities, 222–229
c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans in the post-Reconstruction South;	Unequal Opportunities, 232–238; Biography: Booker T. Washington, 239; Review, 246–247
d) explaining the rise of big business, the growth of industry, and life on American farms;	Inventors Change the World, 166–173; The Rise of Big Business, 176–182; Biography: Andrew Carnegie, 183; The Labor Movement, 192–197; Review, 200–201; New Americans, 184–190; Rural Life Changes, 216–221

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USII.3 (continued) e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.	The Progressive Movement, 262–267; Review, 282–283

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USII.4 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by	
a) explaining the reasons for and results of the Spanish American War;	Causes of the Spanish- American War, 253; War with Spain, 254; Results of War, 255; Panama Canal, 256–257
b) explaining the reasons for the United States’ involvement in World War I and its leadership role at the conclusion of the war.	World War I, 272–278

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STANDARD	Correlation references are to the Teacher’s Edition and associated Student Edition pages.
USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by	
a) explaining how developments in transportation (including the use of the automobile), communication, and rural electrification changed American life;	Rural Life Changes, 216–221; Life in the Growing Cities, 222–229; An Industrial Nation, 298–305; Inventions of the Early 1900s, 308–309
b) describing the social changes that took place, including prohibition, and the Great Migration north;	The Roaring Twenties, 310–316; Citizen Heroes, 318–319
c) examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O’Keeffe and including the Harlem Renaissance;	The Roaring Twenties, 310–316; Biography: Georgia O’Keeffe, 317; Citizen Heroes, 318–319
d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.	The Good Times End, 320–326; Biography: Franklin D. Roosevelt, 327; The New Deal, 328–335; Review, 336–337

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USII.6 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by	
a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;	World War II Begins, 340–347; Review, 368–369
b) describing the major events and turning points of the war in Europe and the Pacific;	The World At War, 356–364; Review, 368–369
c) describing the impact of World War II on the home front.	The Home Front, 348–355; Review, 368–369

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STANDARD	Correlation references are to the Teacher’s Edition and associated Student Edition pages.
USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by	
a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;	The World is Divided, 384–391; Compare Primary and Secondary Sources, 392–393; Review, 414–415
b) describing the conversion from a wartime to a peacetime economy;	Boom Years at Home, 394–403; Review, 414–415
c) identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;	Cold War Conflicts, 406–412; Review, 414–415; The Cold War Continues, 428–435; Honoring the Veteran, 436–437; Changing World, Changing Roles, 446–453; Review, 456–457
d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.	Boom Years at Home, 394–403; African Americans and Civil Rights, 418–426; Biography: Martin Luther King, Jr., 427; Years of Change, 438–444; Biography: Dolores Huerta, 445; Review, 456–457

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STANDARD	Correlation references are to the Teacher’s Edition and associated Student Edition pages.
USII.8 The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by	
a) examining the Civil Rights Movement and the changing role of women;	African Americans and Civil Rights, 418–426; Biography: Martin Luther King, Jr., 427; Years of Change, 438–444; Biography: Dolores Huerta, 445; Review, 456–457
b) describing the development of new technologies and their impact on American life.	The Internet, 452; Twenty-first Century Jobs, 490; Technology and Change, 494; Biography: An Wang, 495; The Future and Technology, 520–521