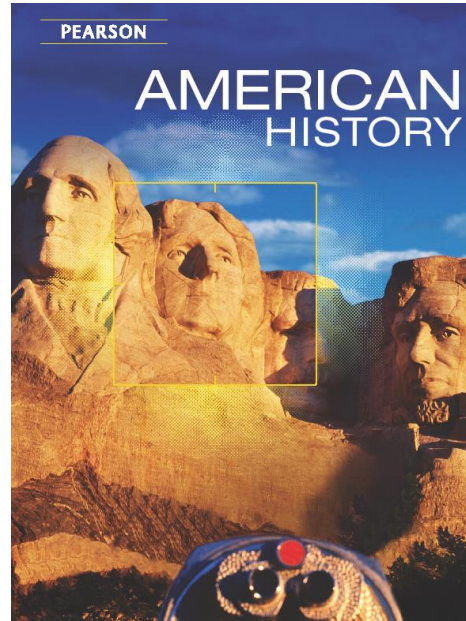


A Correlation of



Survey Edition, ©2016

To the

**Virginia Standards of Learning
and Curriculum Framework
U.S. History 1865 to Present**

**An Analysis of Pearson American History, Survey, ©2016, to the
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United States History: 1865 to the Present		
<p>Students will continue to use skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students should continue to develop and build upon the fundamental concepts and skills in civics, economics, and geography within the context of United States history. Students will use investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War. This foundation provides a pathway to develop an understanding of how the American experience shaped the world’s political and economic landscapes. The study of history must emphasize the historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship. Students will apply these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.</p>		
Skills		
USII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:		
<p>a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;</p> <p>(Continued) a) analyzing and interpreting artifacts and primary and secondary</p>	<p>SE/TE: “I Will Fight No More Forever,” 997; Preamble to the Platform of the Populist Party, 998; How the Other Half Lives, 998–999, Pledge of Allegiance, 999; “Atlantic Exposition Address,” 999–1000; <i>The Jungle</i>, 1000; <i>The Fourteen Points</i>, 1001; Two Poems, 1001–1002; “Four Freedoms,” 1002–1003; Anne Frank: <i>The Diary of a Young Girl</i>, 1003–1004; Charter of the United Nations, 1004–1006; Universal Declaration of Human Rights, 1006; Inaugural Address, 1006–1007; <i>Silent Spring</i>, 1007; “I Have a Dream,” 1008; “Letter from Birmingham Jail.” 1008–1009; “Tear Down This Wall,” 1009–1010; “Glory and Hope,” 1010</p>	<p>-Primary and secondary sources enable one to examine evidence closely and to place it in a broader context. -An artifact is an object or tool that tells us about the people from the past. -A primary source is an artifact, document, image, or other source of information that was created at the time under study. -A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere. -Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p> <p>(Continued) -Primary and secondary sources enable</p>

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<p>sources to understand events in United States history;</p>	<p>(Continued) 21st Century Skills: Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030</p> <p>Topic Assessment: 519, #4–6; 580, #11, 13; 634, #8, 10–11; 695–696, #1, 14; 756–757, #5, 12; 794–795, #5–16; 856–857, #4–15</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Interpret Sources; Analyze Primary and Secondary Sources</p> <p><i>Interactive Primary Sources:</i> “I Will Fight No More Forever”; Preamble to the Platform of the Populist Party; How the Other Half Lives; Pledge of Allegiance; “Atlantic Exposition Address”; The Jungle; The Fourteen Points; Two Poems; “Four Freedoms”; Anne Frank: The Diary of a Young Girl; Charter of the United Nations; Universal Declaration of Human Rights; Inaugural Address; Silent Spring; “I Have a Dream”; “Letter from Birmingham Jail.” 1008; “Tear Down This Wall”; “Glory and Hope”</p>	<p>one to examine evidence closely and to place it in a broader context. -An artifact is an object or tool that tells us about the people from the past. -A primary source is an artifact, document, image, or other source of information that was created at the time under study. -A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere. -Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>
<p>b) analyzing and interpreting geographic information to determine</p>	<p>SE/TE: 514, 520, 529, 536, 614, 641, 643, 649, 652, 661, 703, 727, 742,</p>	<p>-Analyzing and interpreting involves identifying the important elements of</p>

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<p>patterns and trends in United States history;</p>	<p>749,817, 883, 908</p> <p>Topic Assessment: 520, #11; 795, #13; 856, #1</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Geography – Geography: Understanding Maps</p>	<p>geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>-Knowledge of geography and application of geographic skills enables one to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.</p> <p>-The physical geography of a location had a direct impact on the lives of people in the United States and how they adapted to their environment.</p> <p>Geographic themes include:</p> <ul style="list-style-type: none"> • Location • Place • Regions • Movement • Human-Environmental Interaction
<p>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;</p>	<p>SE/TE: 21st Century Skills: Read Charts, Graphs, and Tables, 1022–1023; Create Charts and Maps, 1023–1024; Analyze Political Cartoons, 1024–1025; Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032;</p>	<p>-Interpretation involves using information found on charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>-Close examination and interpretation of</p>

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	<p>Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> <p><u>Charts and graphs:</u> 503, 517, 534, 544, 559, 564, 588, 592, 610, 620, 629, 633, 675, 686, 703, 704, 709, 719, 724, 730, 731, 732, 739, 746, 755, 762, 770, 776, 778, 789, 791, 802, 829, 830, 853, 892, 865, 867, 881, 888 (#1), 907, 909, 912, 917, 922, 926, 927, 929, 930, 934 (#1)</p> <p><u>Pictures:</u> 507, 513, 533, 543, 545, 563, 591, 615, 645, 741, 744, 763, 765, 777, 803, 813, 822</p> <p>Topic Assessment: 633–634, #1, 9, 15</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Charts, Graphs, and Tables; Create Charts and Maps; Analyze Political Cartoons; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>	<p>various data and images are essential to making informed decisions.</p>
<p>d) using evidence to draw conclusions and make generalizations;</p>	<p>SE/TE: 21st Century Skills: Generalize, 1017; Draw Inferences, 1018–1019; Draw Conclusions, 1019–1020</p> <p>Assessment: 449, #2–4; 512, #1–2, 5; 518, #1–2, 4; 534, #1–2; 546, #2, 5; 556, #4–5; 590, #1; 604, #3, 5; 611,</p>	<p>-Critical examination and evaluation of historical evidence are essential to understanding the past. -Drawing conclusions and making generalizations involve</p> <ul style="list-style-type: none"> • observing and considering all the facts, arguments, and information;

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	<p>#1; 647, #4, 5; 656, #1, 5; 671, #1; 720, #3; 727, #5; 735, #4; 747, #3, 5; 727, #5; 755, #1; 765, #2-3, 5; 774, #4; 781, #3; 793, #4-5; 803, #1-2, 4; 811, #3; 818, #3-5; 835, #1, 3-4; 848, #3, 5; 855, #5; 876, #5; 898, #1, 3; 904, #1; 923, #2</p> <p>Topic Assessment: 519-520, #2-4, 6, 8, 10, 12-13, 15; 579-580, #1-5, 8-10-15; 633-634, #2, 4, 7-8, 10, 12-14; 695-696, #1-6, 9-16; 756-757, #5, 7-9, 11-16; 794-795, #5-16; 856-857, #4-15</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Generalize; Draw Inferences; Draw Conclusions</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – How Do Historians Study History?; Historical Sources</p>	<ul style="list-style-type: none"> • considering what is already known; • determining the certainty of multiple answers based upon the information presented; and • predicting and adjusting predictions; questioning; restating main ideas and summarizing supporting details.
<p>e) comparing and contrasting historical, cultural, and political perspectives in United States history;</p>	<p>SE/TE: 21st Century Skills: Analyze Political Cartoons, 1024-1025; Compare Viewpoints, 1030-1031; Evaluate Existing Arguments, 1032-1033; Consider and Counter Opposing Arguments, 1033-1034</p>	<p>-Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of its people. -Being able to compare and contrast helps to understand important similarities and differences between</p>

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	<p>Assessment: 564, #5; 656, #2; 694, #5</p> <p>Topic Assessment: 580, #11; 634, #11</p> <p><u>Digital Resources:</u> 21st Century Skills Tutorials: Analyze Political Cartoons; Compare Viewpoints; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p><i>Interactive Primary Sources</i> (examples): "Remember the Ladies," Abigail Adams; Common Sense, Thomas Paine; Virginia Declaration of Rights; Virginia Statute for Religious Freedom, Thomas Jefferson; Anti-Federalist Papers; Federalist No. 10, James Madison; Federalist No. 39, James Madison; Federalist No. 51; Federalist No. 78, Alexander Hamilton; "Ain't I a Woman?," Sojourner Truth; "A House Divided," Abraham Lincoln; "I Have a Dream," Martin Luther King, Jr.; "Letter from Birmingham Jail," Martin Luther King, Jr.</p>	<p>people, places, events, and times in United States history.</p>
<p>-f) determining relationships with multiple causes or effects in United States history;</p>	<p>SE/TE: Enriching the Nation, 386; A Reaction Against Immigrants, 386–387; Draw Conclusions, 603</p> <p>21st Century Skills: Sequence, 1011; Analyze Cause and Effect, 1013–1014</p>	<p>-A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect).</p> <p>-People respond to and resolve conflicts in a variety of ways resulting in relationships that have many causes</p>

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	<p><u>Assessment:</u> 40 #4; 55 #4; 82 #4; 91, #1; 116 #5; 140 #3; 250 #4; 281 #3, 5; 388 #1; 400 #1; 438 #1, 5</p> <p><u>Topic Assessment:</u> 363 #2; 426 #7</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Sequence; Analyze Cause and Effect</p>	<p>and differing outcomes.</p> <ul style="list-style-type: none"> -Diversity includes a variety of perspectives, contributions, and challenges. -Certain events in United States history have multiple causes and effects. - Conflicts often have multiple causes and effects.
<p>g) explaining connections across time and place;</p> <p>(Continued) g) explaining connections across time and place;</p>	<p>SE/TE: Assessment: 564, #1, 3; 590, #2-3; 604, #1; 622, #1; 680, #5; 713, #2; 735, #2; 747, #4</p> <p>Topic Assessment: 579, #6; 795, #14</p> <p>21st Century Skills: Sequence, 1011; Analyze Cause and Effect, 1013-1014</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Sequence; Analyze Cause and Effect</p> <p>(Continued) <i>Social Studies Social Studies Core Concepts:</i> History – How Do Historians Study History?</p>	<ul style="list-style-type: none"> -Making connections includes understanding that people, events, and developments have brought changes to the United States. -Everyday life in the United States today is different from everyday life long ago. -Explaining includes justifying thinking with supporting details. <p>(Continued)</p> <ul style="list-style-type: none"> -Making connections includes understanding that people, events, and developments have brought changes to the United States. -Everyday life in the United States today is different from everyday life long ago. -Explaining includes justifying thinking with supporting details.
<p>h) using a decision-making model</p>	<p>SE/TE: Assessment: 663, #3</p>	<p>-Decisions concerning the allocation and</p>

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<p>to identify costs and benefits of a specific choice made;</p>	<p>21st Century Skills: Draw Conclusions, 1019–1020; Make Decisions, 1037–1038</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Draw Conclusions; Make Decisions</p>	<p>use of economic resources impact individuals and groups.</p> <p>-Critical examination and evaluation of data is essential to drawing conclusion. The decision making process involves seeing the problem from a variety of perspectives and considering the consequences.</p> <p>-Decision-making models serve several purposes:</p> <ul style="list-style-type: none"> • make decisions for the future; • better understand the choices people faced in the past; or • analyze the outcomes of the decisions that people already made. <p>-Choices are based upon alternative which seem to be the best considering the least cost and greatest benefit.</p>
<p>i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and</p>	<p>SE/TE: 21st Century Skills: Avoid Plagiarism, 1036; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serve on a Jury, 1040; Paying Taxes, 1040–1041</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Avoid Plagiarism; Being an Informed Citizen: Political Participation; Voting; Serve on a Jury; Paying Taxes</p> <p><i>Social Studies Social Studies Core Concepts: Government and Civics –</i></p>	<p>-The research process requires the use of a variety of resources to ensure validity.</p> <p>-In order to avoid plagiarism, credit must be given when using another person’s idea, opinion, or theory.</p> <p>-Sources should be authentic and valid.</p> <p>-Responsible citizens demonstrate a respect for the rights of others.</p>

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	Citizenship	
j) investigating and researching to develop products orally and in writing.	<p>SE/TE: 21st Century Skills: Give an Effective Presentation, 1034–1035; Write an Essay, 1035–1036; Avoid Plagiarism, 1036</p> <p>Topic Assessment: 757, #12; 856–857, #2, 8</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Give an Effective Presentation; Write an Essay; Avoid Plagiarism</p>	<p>-Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>-When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.</p>
Geography		
USII.2 The student will use maps, globes, photographs, pictures, or tables for		
a) explaining how physical features and climate influenced the movement of people westward;	<p>SE/TE: Building the Transcontinental Railroad, 528; The Physical Environment Shaped a Cowhand’s Work, 537; Life on the Plains, 542–544; New Communication Technologies, 573–574; Thomas Edison, American Inventor, 574–575; Technology in Everyday Life, 575–576</p> <p>Topic 10 Assessment #2, #4, 579</p>	<p>-During the nineteenth century, people’s perceptions and use of the Great Plains changed.</p> <p>Technological advances allowed people to live in more challenging environments.</p>
b) explaining relationships among natural resources, transportation,	SE/TE: Railroad Encourages Growth, 527–529; The Railroads and Economic	-Advances in transportation linked resources, products, and markets.

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and industrial development after 1865; and	Growth, 531; The Steel Industry Expands, 558; Rockefeller and the Oil Industry, 560–562 <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Geography – Environment and Resources; Land Use; People's Impact on the Environment; Culture – Science and Technology	-Manufacturing areas were clustered near centers of population.
c) locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant.	SE/TE: Atlas: The United States: Political, 1042; also see: Analyze Maps, 81, 84, 93 Topic 2 Assessment, #10, 118 <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Political Maps <i>Social Studies Social Studies Core Concepts:</i> Geography – Understanding Maps	-A state is an example of a political region. States may be grouped as part of different geographic regions, depending upon the criteria used. -Cities serve as centers of trade and have political, economic, and/or cultural significance.
Reconstruction: 1865 to 1877		
USII.3 The student will apply social science skills to understand the effects of Reconstruction on American life by		
a) analyzing the impact of the 13th,	SE/TE: 13 th : Impact of the Thirteenth	-The 13th, 14th, and 15th Amendments

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<p>14th, and 15th Amendments to the Constitution of the United States and how they changed the meaning of citizenship;</p>	<p>Amendment on Life in the United States, 497; 13th Amendment, 956 14th: The Impact of the Fourteenth Amendment, 501–502; 14th Amendment, 957; 15th: The Impact of the Fifteenth Amendment, 504–505; 15th Amendment, 958</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> United States Constitution</p>	<p>to the Constitution of the United States of America address the issues of slavery and guarantee equal protection under the law for all citizens.</p>
<p>b) describing the impact of Reconstruction policies on the South and North; and</p>	<p>SE/TE: President Johnson’s Reconstruction, 497–498; Radical Reconstruction, 499–505; Reconstruction and Southern Society, Reconstruction Ends, 506–512</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> Second Inaugural Address, Abraham Lincoln</p> <p><i>Social Studies Reference Center:</i> Biography – Abraham Lincoln</p>	<p>-The Reconstruction policies were harsh and created problems in the South. -Reconstruction attempted to define the means by which all Southerners could live together equally.</p>
<p>c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.</p>	<p>SE/TE: <u>Lincoln:</u> 450–456, 459–460, 468–470, 481–482, 483–486, 488 (#6) <u>Lee:</u> 460, 465–466, 489 (#9) <u>Douglas:</u> 409–411, 443–444</p> <p><u>Digital Resources:</u></p>	<p>-The actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass created lasting impacts.</p>

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	<p><i>Interactive Primary Sources:</i> Emancipation Proclamation, Abraham Lincoln; Gettysburg Address, Abraham Lincoln; Second Inaugural Address, Abraham Lincoln</p> <p><i>Social Studies Reference Center:</i> Biography – Robert E. Lee; Abraham Lincoln</p>	
Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s		
USII.4 The student will apply social science skills to understand how life changed after the Civil War by		
a) examining the reasons for westward expansion, including its impact on American Indians;	<p>SE/TE: Silver and Gold Mining, 525–526; Railroad Encourages Growth, 527–529, A Cattle Kingdom on the Plains, 536–537; Ranching Impacts Settlement Patterns, 538; The Spread of Farming, 539; Effects of the Homestead Act, 539–541; Life on the Plains, 542–544; Broken Promises, 551–552; Conflict in the West Continues, 552–554; Remembering a Lose Way of Life, 554–555</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> "I Will Fight No More Forever," Chief Joseph</p>	<p>-New opportunities and technological advances led to westward migration following the Civil War.</p> <p>-Westward expansion had an impact on the lifestyle of the American Indian.</p>
b) explaining the reasons for the increase in immigration, growth of	SE/TE: Reasons for Immigration, 585–586; Urbanization, 591–596	-Population changes, growth of cities, and new inventions produced interaction

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<p>cities, and challenges arising from this expansion;</p>	<p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Geography – Population; Migration; Urbanization; Culture – Cultural Diffusion and Change</p> <p><i>Interactive Primary Sources:</i> How the Other Half Lives, Jacob Riis</p>	<p>and often conflict between different cultural groups. -Social and technological changes presented challenges in urban areas.</p>
<p>c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;</p>	<p>SE/TE: New Legislation Restricts African American Rights, 515–516</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> Atlanta Exposition Address, Booker T. Washington; Two Poems, Langston Hughes</p>	<p>-Discrimination against African Americans and minority groups continued after Reconstruction. “Jim Crow” laws institutionalized a system of legal segregation. -African Americans differed in their responses to discrimination and “Jim Crow.”</p>
<p>d) explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization; and</p>	<p>SE/TE: Farming and the Economy, 544–545; The Rise of Corporations and Banks, 559–560; Rockefeller and the Oil Industry, 560–562; Debate over Trusts, 562–564; New Technologies, 572–578</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Culture – Science and Technology</p> <p><i>Interactive Primary Sources:</i> How the Other Half Lives, Jacob Riis; The Jungle,</p>	<p>-Between the Civil War and World War I, the United States was transformed from primarily an agricultural society into one based on manufacturing and services. -Inventions had both positive and negative effects on society.</p>

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<p>e) evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.</p>	<p>Upton Sinclair</p> <p>SE/TE: The Rise of Progressivism, 597–604; The Progressive Presidents, 605–611; Progress and Setback for Social Justice, 612–622</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> How the Other Half Lives, Jacob Riis; The Jungle, Upton Sinclair</p>	<p>-The effects of industrialization and the Progressive Movement led to reforms.</p>
Turmoil and Change: 1890s to 1945		
USII.5 The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I by		
<p>a) explaining the reasons for and results of the Spanish-American War;</p>	<p>SE/TE: The Cuban Revolution, 649–651; War Fever, 651–652; The Spanish–American War, 652–654</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation</p>	<p>-The United States emerged as a world power as a result of victory over Spain in the Spanish American War. -Economic interests and public opinion often influence United States involvement in international affairs.</p>
<p>b) describing Theodore Roosevelt’s impact on the foreign policy of the United States; and</p>	<p>SE/TE: The Spanish–American War, 652–654; The Panama Canal, 658; Extending the Monroe Doctrine, 660; Intervention in Latin America, 660–661; Assessment #2, 663</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Biography – Theodore Roosevelt</p>	<p>-Roosevelt expanded the Monroe Doctrine as a way to prevent European involvement in the affairs of Latin American countries.</p>
<p>c) evaluating and explaining the reasons for the United States’ involvement in World War I and its</p>	<p>SE/TE: The United States Tries to Stay Neutral, 669–671; The U.S. Moves Toward War, 673–674; Wilson’s</p>	<p>-The United States’ involvement in World War I set the stage for the United States to emerge as a global</p>

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international leadership role at the conclusion of the war.	Fourteen Points, 689–690; The Paris Peace Conference, 690–692; Wilson Fights For the Treaty of Versailles, 692–694 <u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Fourteen Points, Woodrow Wilson	superpower later in the twentieth century.
USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by		
a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;	SE/TE: New Technologies, 572–578; Changes in Women’s Lives, 708–710; The Automobile Changes America, 710–712; A New National Culture, 712–713; Reforming the Economy, 740–743 <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Culture – Science and Technology; Geography – Environment and Resources; Land Use; People's Impact on the Environment	-Technology extended progress into all areas of American life, including neglected rural areas.
b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;	SE/TE: A Change in American Culture, 623–632; Social Change, 706–713; Roaring Twenties Culture, 714–720; Division and Inequality, 721–727; The Nobel Experiment Ends, 707–708; The Great Migration, 726 <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; Science and Technology;	-Reforms in the early twentieth century could not legislate how all people behaved. -Economic conditions and violence led to the migration of people

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	Geography – Population; Migration	
c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance; and	<p>SE/TE: The Rise of Jazz Music, 715–716; A New Generation of Writers, 717–718; The Harlem Renaissance, 718–720; Literature and Arts During the Depression, 753–755; Langston Hughes, 719</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – The Arts</i></p> <p><i>Interactive Primary Sources: Two Poems, Langston Hughes</i></p>	<p>-The 1920s and 1930s were important decades for American art, literature, and music.</p> <p>- The leaders of the Harlem Renaissance drew upon the heritage of African American culture to establish themselves as powerful forces for cultural change</p>
d) analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.	<p>SE/TE: Causes of the Great depression, 730–731; Life During the Great Depression, 732–733; A Deepening Depression 734–735; The Bonus Army, 735; Seeking Relief and Recovery, 738–740; Reforming the Economy, 740–743; Supporting Workers and the Elderly, 743–744; The Depression Affects Women, 750; African Americans During The Depression, 751–752; Other Americans Weather the Depression, 752–753</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core</i></p>	<p>-The optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.</p> <p>-The Great Depression and the New Deal dramatically changed the lives of most Americans and began to change both their understanding of the economic system and the role of government in American life.</p>

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	<i>Concepts:</i> Biography – Franklin D. Roosevelt; Economics – Economics Basics; Economic Process	
USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II by		
a) explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;	<p>SE/TE: Fascist Italy, 761; Isolationism in the United States, 764–765; The United States Assists the Allies, 770–772; The United States Declares War, 773–774</p> <p>Assessment #1, 765; Topic 14 Assessment #1, 794</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Biography – Franklin D. Roosevelt</p> <p><i>Interactive Primary Sources:</i> Four Freedoms, Franklin D. Roosevelt</p>	<p>-Political and economic conditions in Europe following World War I led to the rise of fascism and to World War II.</p> <p>-The rise of fascism threatened peace in Europe and Asia.</p> <p>-As conflict grew in Europe and Asia, American foreign policy evolved from neutrality to direct involvement.</p>
b) locating and describing the major events and turning points of the war in Europe and the Pacific; and	<p>SE/TE: Allies suffer Early Defeat, 783–784; The Allies Agree on a Strategy, 784–786; Germany’s Defeat, 787–788; Japan Surrenders, 788–791; The Holocaust, 791–792</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Biography – Franklin D. Roosevelt; Winston Churchill</p> <p><i>Interactive Primary Sources:</i> Four Freedoms, Franklin D. Roosevelt; The</p>	<p>- Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan.</p> <p>-The Holocaust is an example of prejudice, discrimination, and genocide taken to the extreme.</p>

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c) explaining and evaluating the impact of the war on the home front.	Diary of a Young Girl, Anne Frank SE/TE: The Home Front, 775–781 <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Biography – Franklin D. Roosevelt <i>Interactive Primary Sources:</i> Four Freedoms, Franklin D. Roosevelt	-World War II affected every aspect of American life. -Americans were asked to make sacrifices in support of the war effort and the ideals for which Americans fought.
The United States since World War II		
USII.8 The student will apply social science skills to understand 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 and the Soviet Union as superpowers, and the establishment of the United Nations;	SE/TE: The Causes of the Cold War, 799–800; The Aftermath of War, 800–802; Postwar Alliances, 802–803 <u>Digital Resources:</u> <i>Interactive Primary Sources:</i> Charter of the United Nations	-The Allied victory in World War II led to the emergence of the United States and the Soviet Union as global super powers. -The United States’ involvement in World War II reshaped America’s role in world affairs.
b) describing the conversion from a wartime to a peacetime economy;	SE/TE: Postwar Prosperity, 813–815 <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Process	-The economic, social and political climate of the United States changed after World War II because of the development of new technologies, changes in mass media, and growth of mass markets.
c) examining the role of the United	SE/TE: Postwar Challenges, 793; The	-The United States and the Soviet Union

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<p>States 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;</p>	<p>Causes of the Cold War, 799–800; War on the Korean Peninsula, 805–806; A Cold War Around the World, 808–810; Communist Cuba, 837–839; The Vietnam War Begins, 843–845; Nixon Addresses Vietnam, 851–852; The Iran Revolution and Hostage Crisis, 861–862; The End of the Cold War, 870–876; Regional Conflicts, 877–887; Terrorism and Wars Overseas, 892–898; War on the Korean Peninsula, 805–806; The Vietnam War Begins, 843–845; Nixon Addresses Vietnam, 851–852; Communist Cuba, 837–839; The End of the Cold War, 870–876</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Biography – Lyndon B. Johnson; Richard M. Nixon</i></p>	<p>emerged from World War II as world powers, triggering a rivalry over ideology and national security. -The Cold War was the central organizing principle in global affairs for over 40 years.</p>
<p>d) describing the changing patterns of society, including expanded educational and economic</p>	<p>SE/TE: Postwar Prosperity, 813–815; Life in the 1950s, 815–818; Civil Rights, 819–835; A Counterculture Emerges,</p>	<p>-The United States experienced an economic boom and social transformation after World War II that</p>

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opportunities for military veterans, women, and minorities; and	847; The Conservative Movement Takes Hold, 863–864; Social Change, 706–713; Addressing Economic Issues, 813; The New Suburbs 815–816; The Women’s and Gay Right Movements, 833–835 <u>Digital Resources:</u> <i>Interactive Primary Sources:</i> "I Have a Dream,"; "Letter from Birmingham Jail," Martin Luther King, Jr. <i>Social Studies Reference Center:</i> Landmark Supreme Court Cases	changed the way most Americans lived and worked.
e) evaluating and explaining the impact of international trade and globalization on American life.	SE/TE: A Global Economy, 905–913 <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Trade	- After World War II, there was an increase in globalization, and international trade, and interdependence.
USII.9 The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by		
examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans;	SE/TE: Civil Rights Movement, 819–835 <u>Digital Resources:</u>	-The Civil Rights Movement of the twentieth century was committed to equal rights and fair treatment of African Americans, but resulted in

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	<p><i>Interactive Primary Sources:</i> "I Have a Dream,"; "Letter from Birmingham Jail," Martin Luther King, Jr.</p> <p><i>Social Studies Reference Center:</i> Landmark Supreme Court Cases</p>	<p>social, legal, political, and cultural changes that prohibited discrimination and segregation for all Americans.</p> <p>-Other activists were inspired by the achievements of the Civil Rights Movement and took action to gain equality</p>
<p>b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;</p>	<p>SE/TE: Advances in Science and Technology, 914–923</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Culture – Science and Technology</p>	<p>-The period following World War II leading up to the early twenty-first century marked the “information age”. New technologies in communication, entertainment, and business dramatically changed American life.</p>
<p>c) analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically; and</p> <p>(Continued) c) analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically; and</p>	<p>SE/TE: Civil Rights Movement, 819–835; Kennedy, Johnson, and Vietnam, 836–849; The Nixon Years, 849–855; The Conservative Revolution, 860–869; The Bush Era, 925–827; Obama’s Presidency, 827–929</p> <p>(Continued) <u>Digital Resources:</u> <i>Interactive Primary Sources:</i> Inaugural Address, John F. Kennedy; Silent Spring, Rachel Carson; "I Have a Dream," Martin Luther King, Jr.; "Letter from Birmingham Jail," Martin Luther King, Jr.; "Tear Down This Wall," Ronald Reagan</p>	<p>-Representative citizens have contributed to and influenced America scientifically, culturally, academically, and economically.</p> <p>(Continued) -Representative citizens have contributed to and influenced America scientifically, culturally, academically, and economically.</p>

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	<p><i>Social Studies Reference Center</i> (examples): Biography – Betty Friedan; César Chávez; Martin Luther King Jr.; Milton Friedman; Richard M. Nixon; Sandra Day O'Connor</p>	
<p>d) evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.</p> <p>(Continued) d) evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.</p>	<p>SE/TE: The Beginning of the Cold War, 798–803; Korea and Other Postwar Conflicts, 804–811; The Vietnam War Begins, 843–845; Nixon Addresses Vietnam, 851–852; Foreign Policy Decreases Tension, 852–854; The Iranian Revolution and Hostage Crisis, 861–862; The End of the cold War, 870–876; Regional Conflicts, 877–887; Terrorism and Wars Overseas, 892–898; An Unstable World, 899–904; Immigration Brings Changes and Challenges, 929–930; A Changing Mosaic, 930–931: Responding to Environmental Challenges, 915–918</p> <p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> TK</p> <p><i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Culture – Cultural Diffusion and Change; Science and Technology</p>	<p>-American foreign policy, immigration policies, energy policies, and environmental policies affect people both in the United States and in other countries.</p> <p>-Key domestic and international issues since World War II have helped to shape the United States government’s relationship with its citizens and other nations.</p> <p>(Continued) -American foreign policy, immigration policies, energy policies, and environmental policies affect people both in the United States and in other countries.</p> <p>-Key domestic and international issues since World War II have helped to shape the United States government’s</p>

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		relationship with its citizens and other nations.