

**How Well *Understanding U.S. History*  
Addresses The California State  
History-Social Science Standards - Grade 8**

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*Understanding U.S. History* (UUSH) is remarkably different from any other history text book. Its unique organizational structure allows students an opportunity to acquire and demonstrate sufficient acquisition of historical data. Students are encouraged throughout the text to apply this new knowledge to present day situations and to make interpretations and judgments of their own. This strategy forces students to synthesize what they have learned with what they know and produce new solutions to society's problems. This is the true test of history education in a participatory democracy.

The National Assessment of Educational Progress (1994) in history indicates that the proficiency level in history is dismally low for most students. To correct this situation, educators must rely on instructional methodology that is research based and shown to help students engage in higher order cognitive processes such as analyzing, synthesizing and evaluating historical data. Numerous studies and investigations have identified the characteristics and features of high-quality educational tools that are effective in producing these results. UUSH is based on these strategies.

UUSH is divided into two volumes. The first volume covers chapters one through twenty-one (up to 1914). Each chapter is designed to teach students to think like historians. Historians understand how problems were solved in the past and, by using evidence and argument, link these solutions to current and future problems/solutions. To help students achieve this skill, each chapter provides essential knowledge of historical topics. Vocabulary words are highlighted in bold print and defined in the passage. Questions are interspersed throughout the chapter to help students recall and apply previously taught knowledge. For example, many questions ask students to apply solutions in the passage to current problems. Also, discussion questions appear that provoke a deeper understanding of connections between events.

At the end of each chapter are a variety of exercises designed to help students continue to analyze, interpret, and apply what was learned in the chapter. Students are asked to compare, contrast, explain, describe, and identify historical elements. Related primary source material is included that offers a first-hand view of different perspectives involved. Students are asked to evaluate modern problems and produce solutions. Enrichment activities inspire students to conduct further research and promote mastery of chapter topics.

The California State History-Social Science Standards call for proficiency in important concepts in history from multiple perspectives. UUSH is able to rise to the challenge and meet almost all of the standards. Some of the standards require specific primary data material. Primary data material is included in every UUSH chapter, but the material may be different from that called for by the Standard. In instances where UUSH's primary data material differs from the Standards, we used the primary source material of the text to meet the requirement. Also, a supplement to the text was written to strengthen the history of African Americans. It provides a rich understanding of slavery, free African Americans and the challenges both faced prior to the Civil War.

**Standard 1:** The student will demonstrate an understanding of the significant developments of the Colonial era.

**A. MEETS WELL** Explain the development of democratic institutions founded on Judeo-Christian religious principles and in English parliamentary traditions

Chapter 5 "The Road to the Revolutionary War" 1660-1800 shows the escalation of democratic parliamentary procedures as the colonists ban together to form a distinct government in opposition to the British. The chapter includes a copy of the Declaration of Independence, an explanation of its significance and the Jeffersonian principles that govern it. Philosophical principles of natural rights as posited by John Locke are introduced.

Chapter 7 "Cooperation Leads to the U.S. Constitution" is an analysis of the events that led to drafting and ratification of the Constitution. Concepts of democracy, separation of power, and checks and balances are explored. Chapter 8 "The Bill of Rights" describes each of the ten amendments. It also includes a section, "The Development of Rights of People in England and Its Colonies," that provides a framework for the historical development of the American Bill of Rights, traditions of freedom and representative government. Important English democratic documents are explained, i.e., the Magna Carta and the English Bill of Rights. The limitation of these documents and the addition of American rights and freedoms are investigated.

**B. & C. MEET WELL B.** Explain the development of an economy based on agriculture, commerce, and manufacturing; and **C.** Analyze and describe major regional differences in the colonies

Chapter 4 "The Development of the 13 Colonies" (1600-1740) heavily focuses on the geography, climate and natural resources that influenced the development of economies based on agriculture, commerce and manufacturing in the Northeast, Middle and Southern colonies.

**Standard 2:** The student will demonstrate an understanding of the principles underlying the American Revolution.

**A. MEETS WELL** Describe major events and explain ideas leading to the War for Independence

Chapter 5 "The Road to the Revolutionary War" 1660-1800 shows the escalation of the hostilities between Britain the colonists.

**B. MEETS WELL** Analyze key phrases of the declaration of Independence and explain how they justified revolution, with special emphasis on the natural right philosophy and the concepts of "consent of the governed"

Chapter 5 "The Road to the Revolutionary War". The chapter includes a copy of the Declaration of Independence, an explanation of its significance and the Jeffersonian principles that govern it. Philosophical principles of natural rights as posited by John Locke are introduced.

### **C. PRIMARY SOURCES**

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How Well *Understanding U.S. History* addresses the California Social Science Standards by Araminta Coleman, University of Virginia.

In Chapter 5 students are encouraged to become thoroughly familiar with the Declaration of Independence. In Chapter 6 students are asked to review a letter from British General Gage requesting additional troops, foreign if necessary. The assignment is for students to provide information on the advantage of Britain over the colonies and how that changed.

**D. MEETS WELL** Describe the arguments advanced by both Patriots and Loyalists and explain how they demonstrated different interests, beliefs, hopes, and fears.

Chapter 6 "The Revolutionary War" continues the drama of the colonists quest for freedom from British domination. British sympathizers, Loyalists, their impact on the British Army, and consequences of their allegiance are expounded upon. Motivating factors for the British, Loyalists and colonists are described.

**E. MEETS WELL** Explain the contributions of Washington, Jefferson, Franklin and others in establishing a new nation

Contributions to the new nation of leading rebel colonists (Adams, Franklin, Washington, Hancock, Revere, Jefferson) are defined and the threat of death they faced for engaging in treasonous activities against Britain

**F. DOES NOT MEET** Explain how the principles which brought about the American Revolution influenced other nations in history and how they still have meaning today.

**Standard 3:** The student will demonstrate an understanding of the shaping of the Constitution and the nature of the government that it created.

**A. MEETS WELL** Describe the historic origins of self-government in England and the American colonies. Explain the significance of the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Virginia House of Burgesses, and the New England town meeting.

Chapter 3 includes "Why People Moved to the English Colonies" that describes the Mayflower Compact, the House of Burgess and the growing colonial trend of self government as a way to attract more Europeans to the colonies.

Chapter 8 "The Bill of Rights" contains important English democratic documents i.e., the Magna Carta and the English Bill of Rights. The limitation of these documents and the addition of American rights and freedoms are investigated.

**B. MEETS WELL.** Explain how the Constitution addressed the issues of the day which the government under the Articles of Confederation was unable to solve.

Chapter 7 "Cooperation Leads to the U.S. Constitution" is an analysis of the events that led to the ability of representatives from the 13 states to draft and ratify the Constitution. Politics based on geographical location and economics are discussed. The important steps of group cooperation are spelled out as they relate to the dissolution of the Articles of Confederation and strong state governments, in favor of a constitution that supports a strong central government. This action is analyzed as a result of the economic problems that surfaced after the Revolutionary War.

**C., D. & E. MEET WELL C.** Analyze and describe key aspects of the framework of government established by the Constitution and explain the concept of limited government **D.** Relate the interests of people from different regions of the country and explain how geography and economics influenced their political beliefs **E.** Explain the major compromises at the Philadelphia convention and describe how they reflected key issues of representation and slavery.

Chapter 7 "Cooperation Leads to the U.S. Constitution" includes major compromises that ended regional political impediments to the creation of the Constitution, i.e., slavery, trade regulations, and congressional representation. Concepts of democracy, separation of power, and checks and balances are explored.

Chapter 8 "The Bill of Rights" describes each of the ten amendments. It also includes a section, "The Development of Rights of People in England and Its Colonies," that provides a framework for the historical development of the American Bill of Rights, traditions of freedom and representative government.

**F. SUPPORTS, BUT DOES NOT FULLY MEET** Explain the great achievements of the Constitution and examine how it became a model for other nations.

Great achievements of the Constitution are explained in Chapters 7 and 8.

**Standard 4:** The student will explain the challenges which faced the new nation and its leaders in the first quarter century of the Republic under the Constitution.

**A. & B. MEET WELL A.** Explain the meaning and importance of fundamental principles of American constitutional democracy that were established and put into practice by the Washington administration. **B.** Examine the problems confronting the Washington, Adams, Jefferson and Madison administrations and assess the policies enacted to meet the challenges facing the new nation.

Chapter 9 "The Rise of Political Parties" (1788-1840) describes the difficulties encountered by Washington, Jefferson, Adams and Madison as they developed policies that gave the new nation a sound foundation politically. This includes the development of political parties that represented the interests of all Americans--wealthy and ordinary--as decreed by Hamilton, Jefferson and Jackson. Covered in this chapter are economic policy issues that permeated this era as those in power struggled to strengthen the federal government financially.

**C. DOES MEET** Explain the connections between education and democracy symbolized in the Northwest Ordinance and Jefferson's dictum that democracy cannot survive without an educated public.

The Northwest Ordinance (1785) is considered in Chapter 10 "Westward Expansion". The explanation of the Ordinance demonstrates the expansion of democratic representation, rights, and freedom to the frontier.

## **D. PRIMARY SOURCES**

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In Chapter 9 under "Understanding Primary Source Material" contains a quote from George Washington about the importance of avoiding political parties. Students are asked to explain how political parties were a part of our country's history from 1790 to 1840.

In Chapter 10 under "Understanding Primary Source Material" students are asked to show how the comments of John L. O'Sullivan in 1845 relate to the westward expansion. O'Sullivan wrote of the right to annex Texas.

**E. MEETS WELL** Analyze and explain the political and economic causes and consequences of the War of 1812.

Chapter 9 "The Rise of Political Parties" provides an analysis of The War of 1812. It shows the political and economic causes and consequences of the young country that was ill equipped to fight and win against the military might of England.

**Standard 5:** The student will demonstrate an understanding of the influence of the American West on the politics, economy, and social development of the nation.

**A. & C. MEET WELL** **A.** Explain the importance of the election of Andrew Jackson and evaluate its importance in expanding political democracy in the United States; explain what is meant by the term "Jacksonian democracy" **C.** Describe the major policy decisions of Jackson's presidency, including the Bank veto, Indian removal, and the Nullification crisis.

Chapter 9, under "The Democratic Party and Andrew Jackson", reports on Jackson's influence on American political democracy and the harsh realities of his Indian Removal policies including the "Trail of Tears". The Jackson veto of the charter of the Second Bank of the United States is addressed in Chapter 12 under "The Economy of the Northeast." The Nullification Crisis of Jackson's presidency is addressed in Chapter 13 under "Sectional Disagreements Over Import Tariffs".

**B. DOES NOT MEET** Explain how the democratizing effect of frontier life affected the family.

#### **D. PRIMARY SOURCES**

In Chapter 10 under "Modern Problems" students are asked to analyze aggression and how the United States can prevent it today. Students are also asked to consider outer space as a new frontier and to decide if they would be willing to colonize it. The scenario for discussion is similar to that of the western frontier studied in the chapter.

**E. MEETS WELL** Examine the concept of Manifest Destiny and use it in explaining the acquisition, exploration, and settlement of the trans-Mississippi West from the Louisiana Purchase to the admission of California as a state

In Chapter 10 "Westward Expansion" (1783-1853) the concept of manifest destiny is thoroughly explained under "Americans Carry Out Manifest Destiny in Texas". An abundance of maps are included that depict trails, land routes, territories, land purchases, and newly added states.

**F. DOES MEET** Describe the geographic barriers to settlement of the American West and the stories of individuals who explored the region.

Chapter 10 "Westward Expansion" (1783-1853) heavily focuses on the opportunities and motivating factors of those who moved west of the Mississippi--religious freedom, economic gain, land and other natural resources. The chapter succinctly identifies all US land acquisition between the boundaries of the 13 original states to the Pacific Ocean. Under "Understanding Primary Source Material" students are asked to show how the comments of John L. O'Sullivan in 1845 relate to the westward expansion. O'Sullivan wrote of the right to annex Texas.

**G. DOES MEET** Explain the northward movement of settlers from Mexico into the Southwest and describe their cultural traditions, their attitudes toward slavery, their land-grant system, and the economy they established in these regions.

In Chapter I 1 under "Treatment of Mexican Americans in the United States" an explanation is given of the plight of Mexican Americans in territories the U.S. gained control of under the Treaty of Guadeloupe Hidalgo, 1848. The rich culture of Mexican Americans is described including religion, historical background, and world view. Taxes and land grant conflicts are explored. Similarities in westward expansion policies affecting Mexican Americans and Native Americans are supported. The impact on Mexican Americans in a rapidly changing society is highlighted.

**H. MEETS WELL** Analyze and explain the causes and consequences of the Texas War for Independence of 1836 and the Mexican-American War of 1846.

In Chapter 10 "Westward Expansion" (1783-1853) manifest destiny is further considered, in addition to other causes, in the escalation and consequences of war with Mexico for Texas independence and the Mexican-American War.

**I. DOES NOT MEET** Describe the conflict over water rights in the development of the West.

**Standard 6:** The student will explain the importance of the industrial revolution in the Northeast and its impact on the nation.

**A. DOES MEET** List the inventions between 1790 and 1850 which transformed manufacturing, transportation, mining, communications, and agriculture and explain how they affected how people lived and worked.

The Northeast section of Chapter 12 "Development of the United States' Economy" explores an industrial economy propelled by inventions and abundant water power. Advances in transportation are described including canals, steamships, and steam trains. The chapter attributes the rise in American manufacturing to the success of manufacturing in the Northeast.

**B. SUPPORTS, BUT WOULD NOT FULLY MEET** Illustrate the network of canals and railroads in the 1830s and 1840s and describe the geographic factors which had to be overcome to facilitate their construction.

The Northeast section of Chapter 12 "Development of the United States' Economy" includes maps of canals and rail road lines for 1840-1850.

### **C. PRIMARY SOURCES**

Chapter 12 includes information on Lowell's experiment and why he chose to hire teenage girls to work in his mills. "Understanding Primary Source Material" contains excerpts of letters describing working conditions of women at Lowell's mills and that of enslaved African Americans in the South. Students are asked to explain how the factor of labor, helped the economy of the Northeast and the South work.

**D. SUPPORTS, BUT WOULD NOT FULLY MEET** Explain the push-pull factors which influenced immigration to the U.S. in the antebellum period and describe the life of immigrants in both urban and rural America

Chapter 12 "Development of the United States' Economy". The impact of the increase in European immigrants is considered.

**E. SUPPORTS, BUT WOULD NOT FULLY MEET** Identify the leading reformers of the day, describe how they addressed certain issues, and evaluate the effectiveness of their programs.

Chapter 12 "Development of the United States' Economy" (1785-1848) Leading reformers and the issues they faced are included such as Elizabeth Cady Stanton and Lucretia Mott.

### **F. PRIMARY SOURCE**

Develop biographical sketches of prominent Northeasterners of the antebellum period and explain how they influenced life in their region and throughout the nation.

In Chapter 12 under "Enrichment" Students are asked to describe prominent Northeasterners such as Henry David Thoreau, Ralph Waldo Emerson, William Lloyd Garrison, and Daniel Webster. This request will expose students to men who explored issues of freedom, control, slavery and greed.

**G. MEETS WELL** Explain the impact of the Second Great Awakening on American society and how it inspired religious zeal, moral commitment, and support for the abolitionist movement.

The Second Great Awakening is introduced in the African American History Supplement under "The Second Great Awakening." The tremendous impact on American society is explained. The religious zeal, moral commitment and strong antislavery movement inspired by the Second Great Awakening are presented.

**H. MEETS WELL** Examine the political and economic interests of the Northeast and compare and/or contrast them with those of the West.

Chapter 12 "Development of the United States' Economy" (1785-1848) is divided by the three regions of the country, Northeast, South and West. Each section describes the labor, resources, equipment and tools, transportation, money and credit, demand, and profit



prevalent in that region. The structure of the chapter makes it very easy for students to compare one region to another.

**Standard 7:** The student will evaluate the importance of the South's agrarian economy and labor system and explain their effect on the region's political, social, economic, and cultural development.

**A. MEETS WELL** Explain how the South's aristocratic tradition and plantation economy was based on a system of slave labor and place the "peculiar institution" in its historical context

A thorough explanation of why slavery was called the peculiar institution, how it affected Southern aristocracy, and the plantation economy are provided in the African American Supplement.

**B. MEETS WELL** Examine the effects of slavery on the political, social, economic, and cultural development of the region and explain how slavery retarded the economic development of the South

Chapter 12 "Development of the United States' Economy" reports on the effects of slavery on the economy of the South. This section portrays the South as being dependent on a single cash crop--cotton. The influence of cotton production on the slow development of southern transportation, cities, inventions and other signs of progress is explained.

Chapter 13 "The Road to the Civil War" spells out the political and social developments associated with the South's determination to maintain slavery, i.e. The Missouri Compromise, The Compromise of 1850, Fugitive Slave Law, The Kansas-Nebraska Act, the Free Soil Party, popular sovereignty and the maintenance of a balance of power between slave states and free states.

**C. MEETS WELL** Chart the demographics of the region and analyze the ratio of slaves to white population and the number of slave holders (both white and free black) to non-slaveholders in the South.

In Chapter 12 under "The Economy of the South", population figures for African Americans and European Americans are given for 1800 and 1850.

Census data from 1860 " on the total number of whites, free and enslaved African Americans in the South are provided in the African American History Supplement under "The Peculiar Institution." The percentage of Southerners who were slaveholders appears in Chapter 11 under "Slave Labor Became Important to the South". Information on African American slaveholders is provided in the African American History Supplement under "Free African Americans".

**D. MEETS WELL** Describe the daily lives of slaves on the plantations, the unjust practices of slave auctions, the illiteracy enforced by legislation, and laws that obstructed the efforts of slaves to win their freedom; describe the ways in which African Americans (including Harriet Tubman, Robert Purvis) resisted slavery, from slave revolts to passive resistance.

Chapter I 1 "People's Rights Problems" provides an examination of slavery as it impacted Africans and African Americans from 1400 to the 1850s. Primary sources are used to explore the experiences of enslaved people. Oloudah Equiano recounts how it felt to be captured and forced to make the trip through the Middle Passage. Solomon Northrup recounts what daily life was like for those enslaved on a Southern cotton plantation. Important abolitionists are introduced accompanied by their unique strategies for resisting slavery including slave revolts, escapes, and elocution. The increasing demand for slave labor as a response to the invention of the cotton gin is investigated. The concept of domestic slave trading is presented with its tragic affects of breaking up of families.

The unjust slave auctions, illiteracy enforced by legislation, and laws that obstructed the efforts of slaves to win their freedom are described in the African American History Supplement under "Slave Laws". Resistance to slavery is provided from slave revolts to deliberate action to passive resistance. African American abolitionists and freedom fighters are discussed such as Robert Purvis and David Walker.

**E. MEETS WELL** Describe some of the ways in which free African Americans in the region were affected by political, economic, and social restrictions.

Information on the quality of life for free African Americans in the South is provided in the African American History Supplement under "Free African Americans." Described is the constant fear of enslavement and restrictions to their rights as citizens. Also provided is information on ways free African Americans managed to prosper, own property and assist each other.

**F. MEETS WELL** Identify the leading figures in the abolitionist movement such as Theodore Weld, William Lloyd Garrison, David Walker, Frederick Douglass, Charles Remond, and Sojourner Truth, and explain the measure they took and the impact of their work to end slavery.

Chapter 13 "The Road to the Civil War" In response to the failure of Congress to end slavery, an increase in abolitionist activity is defined in this section. Several abolitionists are introduced with their unique contributions to slavery's demise. Abolitionists also appear in Chapter I 1 "People's Rights Problems." Additional abolitionists are introduced in the African American History Supplement under "The Second Great Awakening," which describes anti-slavery organizations, and the dangers encountered.

## PRIMARY SOURCES

Read excerpts from abolitionist tracts, novels, and slave narratives to explore the human costs of slavery and the division it created in American society.

Under "Primary Source Material" in the African American History Supplement excerpts from David Walker's Appeal and Frederick Douglass' Fourth of July (1852) speech are provided. Students are asked to explain why African Americans, even when not enslaved, did not enjoy the same rights of as other Americans.

**H. MEETS WELL** Contrast the labor system of the South to that of the Northeast and West in the antebellum period

Chapter 12 "Development of the United States' Economy". The structure of this chapter allows the reader to make contrasts between the labor system and economic developments of the South, Northeast and West.

**Standard 8:** The student will explain the cause and consequences of the Civil War.

**A. MEETS WELL** Explain the social, political, cultural, and economic causes of the conflict.

Chapter 13 "The Road to the Civil War" presents northern and southern arguments on the social, political, cultural, and economic causes of the war. Included are polarization over slavery, the end of the ability of Congress to make compromises about slavery (i.e., The Missouri Compromise, The Compromise of 1850) the success of the new Republican party, and the split of the Democratic Party between Southerners and Northerners.

**B. DOES MEET** Explain the significance of such events as the Wilmot Proviso, the Compromise of 1850, and the Dred Scott case.

The significance of the Dred Scott case is explained in Chapter I 1 under "Important People in the Anti-Slavery Movement". The Compromise of 1850 is considered at length in Chapter 13 "Road to the Civil War". The Dred Scott case and the Compromise of 1850 are cited in Chapter 13 as factors that ended the ability of Congress to make compromises about slavery. The Wilmot Proviso is omitted.

**C. MEETS WELL** Analyze and explain the constitutional issues posed by the doctrine of nullification and secession

Chapter 13 "The Road to the Civil War" Constitutional arguments against tariffs that led to the Nullification Crisis are explained. The question of whether states can secede from the country is explored greatly.

**D. DOES MEET** Describe military strategy, technological advances, major campaigns, and the human costs of the war.

Chapter 14 "The Civil War" (1860-1865) Military strategies abound in this chapter starting with Lincoln's strategic move to allow the Confederacy to start the Civil War to Sherman's march to the sea. Key battles and outcomes are described. The involvement of African Americans in the Army and Navy is portrayed as well as contributions to the war effort by women. The cost of the war in terms of loss of life due to infection, disease and fighting is explained carefully. Technological advances in weaponry are omitted.

## PRIMARY SOURCES

Use Lincoln's speeches and writings to assess his leadership in the years 1861-65.

Chapter 13 under "Understanding Primary Source Material" contains excerpts of speeches made by Lincoln and Douglas as they ran for the Illinois Senate in 1858, Students are asked to explain why the U.S. headed towards a Civil War.

In Chapter 14 "The Civil War" (1860-1865) Lincoln's leadership during the war is emphasized. The Gettysburg Address is included in the text. "Understanding Primary Source Material" contains excerpts from General Lee's surrender speech. Students are asked to explain the important parts of Lee's speech.

**F. MEETS WELL** Evaluate and explain the social, economic, and political aspect of Reconstruction, including Constitutional amendments and civil rights legislation.

Chapter 15 "The South After the Civil War", provides a description of the ruined economy of the South after the Civil War and the difficulty of rebuilding the economy without slave labor. Reconstruction is examined including Civil Rights Acts of 1866 and 1875, and Amendments 13, 14 and 15 to the Constitution. The effects of Reconstruction on newly freed African Americans in politics, education and land ownership is considered.

**G. DOES MEET** Explain the perspectives of freedmen, "Carpetbaggers," and ex-Confederates toward Reconstruction.

Chapter 15 "The South After the Civil War". Various perspectives on the efficacy of Reconstruction are offered such as that of ex-Confederates, Radical Republicans and African Americans. Carpetbaggers are omitted.

**Standard 9:** The student will explain how industrialization, immigration, and expansion transformed the United States in the years 1877-1914.

**A. MEETS WELL** Identify inventions and technological developments in transportation, communication, and industry and explain how they affected life in America

Chapter 15 "The South After the Civil War," Chapter 16 "The West After the Civil War," and Chapter 17 "The North After the Civil War," each contain sections devoted to the latest advances in transportation, tools, and equipment used in that region. In Chapter 17 there is extensive reporting on technological advances in communication, manufacturing, agriculture, and transportation. How inventions improved, or otherwise affected, the quality of life for all citizens is also described.

**B. DOES NOT MEET** Explain the term "Gilded Age" and assess its impact.

**C. & D. SUPPORTS, BUT DOES NOT FULLY MEET** **C.** Trace the migration of people from farm to city and describe their adjustment to urban life **D.** Analyze and explain the causes and effects of foreign immigration

Chapters 17, "The North After the Civil War," Chapter 19 "Workers and Farmers Attempt to Solve Their Problems" and Chapter 20 "The Progressive Era: 1900-1916" include considerable coverage of the growth of cities and the economic, political and social problems brought about by industrialization. Population growth in these chapters is attributed to European immigrants, farm workers and freed African Americans. A special section in Chapter 17 entitled "Immigration" brings to light experiences of European immigrants and African Americans.

**E. MEETS WELL** Explain how territorial expansion and industrial development affected native American Indians, read passages from Chief Joseph's surrender to describe the heroism and tragedy of this time.

In Chapter 16 under "People's Rights Problems from Western Migration," an explanation is given of how territorial expansion and industrial development affected Native Americans (Navajo, Apache, Cheyenne, Sioux, and Nez Perce). Government policies pertaining to rebellions, education and land reform are examined. Under "Understanding Primary Source Material" students are asked to read and explain quotes concerning two different opinions of the practice of Ghosts Dancing. Under "Enrichment" students are asked to write reports on Chief Joseph, Cochise, Chief Sitting Bull, Geronimo, Hopi Indians. Any one of these topics will provide valuable insight into the motivation and determination of a people trying to hold on to their values and customs in the face of well armed opponents that outnumbered them greatly.

**F. MEETS WELL** Explain how Theodore Roosevelt's and Woodrow Wilson's foreign policies reflected the changing role of the United States in world affairs.

Chapter 21 "American Expansion and International Politics: 1870-1914" describes nationalism and U.S. expansion. President Roosevelt's vision of America as a rising industrial and trading nation is reviewed along with policies of his administration that facilitated and protected American interests in foreign countries. President Wilson's contribution to the changing role of the U.S. in world affairs is reflected in Chapter 22 "World War I". The end of U.S. neutrality, entrance into the war, 14-Point Plan including the League of Nations, and co-authorship of the Treaty of Versailles are described.

**G. MEETS WELL** Explain the development of public education, studying passages from McGuffey's Reader to better understand the period.

Chapter 20 "The Progressive Era: 1900-1916" contains information concerning reforms in public and higher education. Under "Supplemental Questions," students are asked how did public education change during the Progressive Era. This allows students an opportunity to delve deeply into and obtain a better awareness of Progressives and public education. Under "Understanding Primary Source Material", students are asked to review and interpret a statement by LaFollette, progressive governor of Wisconsin. LaFollette criticized President Roosevelt's efforts at "Trustbusting".

**Standard 10:** The student will describe and explain the transformation of social conditions in the United States from 1914 to the present.

**A. MEETS WELL** Examine the struggle for racial and gender equity and analyze and explain the role of the Constitution as a mechanism to guarantee the rights of individuals and to ban discrimination.

Chapter 27 "Post-War Prosperity: 1945-1960" investigates the birth of the Civil Rights Movement. Dr. Martin Luther King, Jr. and Thurgood Marshall are introduced with respect to the problems they faced while trying to end discrimination in housing, education and other public settings. Chapter 29 "The Years of Civil Unrest: 1960-1975" continues the investigation into the struggle for racial equity and social justice as average citizens, Black and White, stood up against segregation. This chapter demonstrates how the lives of many

African Americans were improved by the use of the Constitution and other federal laws that guarantee the rights of all citizens. Also in this chapter "Civil Rights for Other Groups" examines the struggle for social justice for Native Americans, Mexican Americans, women people with disabilities and poor people.

**B. & C. MEET WELL B.** Describe the economic growth of the United States in the twentieth century and explain its effect on society **C.** Identify ways in which the social fabric has changed since 1914.

Chapter 20 "The Progressive Era: 1900-1916" set the stage for U.S. economic growth and the multitude of changes in the social fabric for 20th century. The Progressives are described as middle class, well-educated or from wealthy families responsible for beginning the effort to improve living conditions of the poor. The remainder of the chapter describes why these changes were necessary and how they were implemented at every level of society.

Chapter 23 "The Search for Security and Prosperity: The 1920s" describes the beginning of a national market of consumer goods (cars, electric machines in the home and factories). Factors associated with the economy, such as financial credit and the labor force, are considered along with implications for the average citizen. This chapter heavily focuses on changes in the social fabric of the U.S., such as of larger urban areas; the right to vote for women; growing trends in mass culture; and the rebirth of the Ku Klux Klan. An examination is provided of unequal distribution of wealth, overproduction, high levels of debt, shaky banking system and shaky stock market as the country plunges into the Great Depression.

Chapter 27 "Post-War Prosperity: 1945-1960" investigates the growth of U.S. economy after World War 11.

**D. MEETS WELL** Describe how citizens a democracy can influence events and, through participation, apply ethical standards to public life

Chapter 3 1 "Challenges for the 2 1 st Century" provides explanations of many of the challenges facing the nation. Students are reminded that these challenges will affect them and that they must help address them. Students are further reminded that what they have learned in American history can help them to understand these problems and find solutions. For each challenge, students are queried on the best possible way to deal with the situation.

**E. MEETS WELL** Evaluate and describe the role of education as an aspect of freedom, equality, and the American dream.

Students should be able to develop an evaluation and description based on studying the text.