

Team HOPE in partnership with Houghton Mifflin Harcourt *America: The Last Best Hope* correlated to the Georgia Performance Standards for Social Studies: United States History

FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

Subject Area: United States History **State-Funded Course:** _____

Textbook Title: America: The Last Best Hope, Volumes I, II, and II Enhanced

Publisher: Team HOPE in partnership with Houghton Mifflin Harcourt

The Georgia Performance Standards for grades K-12 Fine Arts, K-12 Social Studies, K-12 Health and Physical Education, and Grades 9-12 Advanced Mathematical Decision Making Courses may be accessed on-line at: <http://www.georgiastandards.org/>.

SSUSH1	The student will describe European settlement in North America during the 17th century.	
<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SSUSH1.a	Explain Virginia’s development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon’s Rebellion, and the development of slavery.	Text: Volume I, Chapter 2 “A City Upon A Hill”, Section I “Coming to America” (pages 30 – 36) traces Virginia’s development with specific detail on the Virginia Company, tobacco cultivation, Powhatan, the House of Burgesses, and the first enslaved Africans. Premium Roadmap: Bacon’s Rebellion, www.roadmaptolastbesthope.com/premium/lessons-projects/essays/top-submissions
SSUSH1.b	Describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Phillip’s War), the establishment of town meetings and development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony.	Text: Volume I, Chapter 2, Section II “The Great Migration” (pages 36 – 42) provides great detail on the Puritans (including excerpts of primary sources) and the development of a colonial legislature with townships, relationships with Native Americans, the Massachusetts charter, and religious dissent in Rhode Island. Information on the Salem Witch Trials is found on page 50; King Phillip’s War is detailed pp 49 - 50. Roadmap: MA charter, Volume I www.roadmaptolastbesthope.com/volumeI/chapter2/summary
SSUSH1.c	Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English	Text: Volume I, Chapter 2, Section III “Expanding English Rule” (pages 42 – 46) gives excellent background and settlement details on New Amsterdam (including the English takeover) and Pennsylvania.

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	takeover, and the settlement of Pennsylvania.	
SSUSH1.d	Explain the reasons for French settlement of Quebec.	Text: Volume I, Chapter 2, Section IV “Britain and France: Conflict for a Continent” includes the reasons and impacts of French settlement in Quebec (pages 46 – 48).
SSUSH1.e	Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.	Text: Volume I, Chapter 2 provides detailed information (settlement, transportation, economic) on the southern colonies in Section I (pages 31 – 34), middle colonies in Section III (pages 42 – 46), and New England colonies in Section II (36 – 42).

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SSUSH2		
The student will trace the ways that the economy and society of British North America developed.		
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SSUSH2.a	Explain the development of mercantilism and the trans-Atlantic trade.	Text: Volume I, Ch 1 “Westward the Course” provides background on mercantilism and trade, particularly in Section I (pp 8–10), Section II “The Scramble for Empire” (pp 12–23), Section III “The Rise of England” (pp 26–29).
SSUSH2.b	Describe the Middle Passage, growth of the African population, and African-American culture.	Text: Volume I, Chapter 1 (page 9) discusses the Middle Passage and slavery in a global context. Chapter 2 (page 35) recounts the growth of the enslaved African population in the colonies.
SSUSH2.c	Identify Benjamin Franklin as a symbol of social mobility and individualism.	Text: Volume I, Chapter 2 (pages 53 – 54) gives information on Franklin’s many accomplishments, Chapter 3 displays his social mobility (portrait on page 84, quote on page 86, diplomatic skills on pages 102, 107 – 108, Constitutional work on pages 119 – 120, 125 – 126).
SSUSH2.d	Explain the significance of the Great Awakening.	Text: Volume I, Chapter 2, Section V “Religious and Intellectual Awakenings” (pp 50 – 52) provides depth and detail to the Great Awakening.

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SSUSH3		
The student will explain the primary causes of the American Revolution.		
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SSUSH3.a	Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.	Text: Volume I, Chapter 2, Section VI “Britain and France: The Final Conflict” (pages 54 – 61) thoroughly discusses the French and Indian War and the 1763 Treaty of Paris (page 60).
SSUSH3.b	Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.	Text: Volume 1, Chapter 3 “The Greatest Revolution”, Section I “Stamping Out Unfair Taxes” (pages 62 – 72) gives details and primary source excerpts on the Stamp Act and Sons of Liberty, Section II “A Total Separation” (pages 74 – 77) discusses the Intolerable Acts. Roadmap: Committees of Correspondence, Volume I www.roadmaptolastbesthope.com/volumel/chapter3/terms-places Daughters of Liberty, www.roadmaptolastbesthope.com/volumel/chapter3/terms-places
SSUSH3.c	Explain the importance of Thomas Paine’s Common Sense to the movement for independence.	Text: Volume 1, Chapter 3 (pages 81 – 82) provides detailed information on Paine and excerpts from <i>Common Sense</i> .

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SSUSH4		
The student will identify the ideological, military, and diplomatic aspects of the American Revolution.		
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SSUSH4.a	Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.	Text: Volume I, Chapter 3 “The Greatest Revolution”, includes excellent detail and excerpts (pages 83 – 86) and the role of Jefferson (portrait on page 85, text on pages 62, 83 – 86) Roadmap: John Locke, www.roadmaptolastbesthope.com/volumeI/chapter3/key-people
SSUSH4.b	Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.	Text: Volume I, Chapter 3, Section V “The French Alliance” (92 – 97) includes a thorough examination, including Franklin (portrait on page 84, text on 96) and Lafayette (90, 98, 101).
SSUSH4.c	Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.	Text: Volume I, Chapter 3, Section IV “A Continental War” (pages 87 – 92) provides a detailed analysis of Washington, Valley Forge, and the soldiers with portraits on pages 84, 94, and 95 (<i>Washington Crossing the Delaware</i>). Section VII “A Dangerous Peace” (pp 102 – 106) discusses qualities of GW.
SSUSH4.d	Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.	Text: Volume I, Chapter 3 provides details the geography of Yorktown (pages 101 – 102, picture on page 95), Lord Cornwallis (pages 88-89, 95, 99-102), and the TOP (pages 95, 104, 157-58, 163, map on page 95). Both Sections VII “A Dangerous Peace” (pages 102 – 106) and Section VI “A World Turned Upside Down” (pages 97 – 102) dramatically recount the end of Revolutionary War.

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SSUSH5		
The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.		
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SSUSH5.a	Explain how weaknesses in the Articles of Confederation and Daniel Shays’ Rebellion led to a call for a stronger central government.	Text: Volume I, Chapter 4 “Reflection and Choice: Framing the Constitution” provides thorough analysis of the Articles of Confederation (107-106) and Shay’s Rebellion (113 – 116). Further references to Articles of Confederation & need for stronger government found on 117-118, 123, 134, 144, 294.
SSUSH5.b	Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in <i>The Federalist</i> concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.	Text: Volume I, Chapter 4, Section I “A Critical Period” (pages 107 – 115), Section II “The Great Little Madison” (pages 115 – 126), and Section III “The Struggle for Ratification” (pages 126 – 132, including excerpts from <i>The Federalist Papers</i>) all provide excellent detail on the Constitution, Hamilton, and Madison. Portraits of Hamilton and Madison on page 151.
SSUSH5.c	Explain the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery.	Text: Volume I, Chapter 4, Section II “The Great Little Madison” (pp 120 – 126) and Section III “The Struggle for Ratification” (pp 126 – 130) give excellent analysis, including the Great Compromise (p 120), slavery (pp 122 – 125). Roadmap: Montesquieu, Volume I www.roadmaptolastbesthope.com/volumeI/chapter4/key-people
SSUSH5.d	Analyze how the Bill of Rights serves as a protector of individual and states’ rights.	Text: Volume I, Chapter 5 “The New Republic” provides great detail in Section II “Madison’s Bill of Rights” (pages 133, 141 – 144).
SSUSH5.e	Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).	Text: Volume I, Chapter 5, Section I “The Sacred Fire of Liberty” (pages 133 – 141) provides information on Washington, Section III “A Host in Himself: Hamilton’s New System” (pages 144 – 153) offers a detailed discussion of Hamilton and parties, Section V “A Long and Difficult Farewell” (pages 160 – 165) specifically recounts the Whiskey Rebellion (pages 161 – 162), and Section VI “War, Peace, and John Adams” (pages 165 – 171) gives excellent analysis on Adams. Presidential portraits and captions on pp 138 – 139.

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SSUSH6	The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.	
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SSUSH6.a	Explain the Northwest Ordinance’s importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.	Text: Volume I, Chapter 4 gives detailed information on the Northwest Ordinance (pages 107, 109 – 110) and its impact of slavery, education, migration, and statehood.
SSUSH6.b	Describe Jefferson’s diplomacy in obtaining the Louisiana Purchase from France and the territory’s exploration by Lewis and Clark.	Text: Volume I, Ch 6 “The Jeffersonians” provides detailed information on Louisiana Purchase (pp 183 – 186, map on p 200) and Section II “Lewis and Clark: The Corps of Discovery” (pp 186–189) discusses the territory’s exploration, including portraits pp 150 & 200.
SSUSH6.c	Explain major reasons for the War of 1812 and the war’s significance on the development of a national identity.	Text: Volume I, Chapter 6, Section V “Mr. Madison’s War” (p 198 – 208) discusses the War of 1812, also Section VI “The Battle of New Orleans” (pp 208 – 212), including establishment of a national identity (page 211).
SSUSH6.d	Describe the construction of the Erie Canal, the rise of New York City, and the development of the nation’s infrastructure.	Text: Volume I, Chapter 5 discusses the rise of New York City (page 145). Erie Canal, page 486.
SSUSH6.e	Describe the reasons for and importance of the Monroe Doctrine.	Text: Volume I, Chapter 6, Section IX “The Monroe Doctrine” (pages 215 – 216) provides detailed reasons and significance of the Doctrine.

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SSUSH7		
Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.		
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SSUSH7.a	Explain the impact of the Industrial Revolution as seen in Eli Whitney’s invention of the cotton gin and his development of interchangeable parts for muskets.	Text: Volume I, Chapter 6 gives information on the cotton gin (page 214) and the revolution in steel and transport (pp 278 – 279). Roadmap: Eli Whitney, Volume I www.roadmaptolastbesthope.com/volumeI/chapter6/key-people
SSUSH7.b	Describe the westward growth of the United States; include the emerging concept of Manifest Destiny.	Text: Volume I, Chapter 7 “Jackson and Democracy”, Section V “The Tragedy of Indian Removal” (pages 240 – 247) and Section X “Reannexing Texas and Reoccupying Oregon” (pages 258 – 262) provide a thorough treatment of expansion with specific detail on Manifest Destiny (pages 262 and 259).
SSUSH7.c	Describe reform movements, specifically temperance, abolitionism, and public school.	Text: Volume I, Chapter 8, Section II “Railroads and Reform” (pages 281 – 286) includes detail on temperance and abolitionism. There are many references to public education (page 110) and abolitionism (146, 234, 238, 301 – 302, 312 – 313, 336, 366, 419).
SSUSH7.d	Explain women’s efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference.	Text: Volume I contains on-going detail and references regarding Stanton (86, 469), Seneca Falls (281 – 282), suffrage efforts (421 - 422).
SSUSH7.e	Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.	Text: Volume I, Chapter 7 “Jackson and Democracy” (pp 220 –268) gives detailed analysis of Jacksonian Democracy, especially in Section I “From Caucus to Raucous: The Election of 1828” (pp 220–227) & portrait p 244.

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SSUSH8		
The student will explain the relationship between growing north-south divisions and westward expansion.		
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SSUSH8.a	Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke sisters).	Text: Volume I, Chapter 6 (pages 251 – 253) and Chapter 7 “The Rising Storm” (pages 269 - 310) provides detailed information on slavery in politics. Nat Turner’s Rebellion is on page 238; Frederick Douglass (portrait on page 320) is detailed on pages 125, 264 – 265, 277, 280, 284 – 286, 294, 301-302, and 304; William Lloyd Garrison and abolitionism is on pages 238 (quote), 264 – 265, 268, 284 – 286, and 314. Roadmap: Grimke sisters, Volume I www.roadmaptolastbesthope.com/volumeI/chapter7/key-people
SSUSH8.b	Explain the Missouri Compromise and the issue of slavery in western states and territories.	Text: Volume I, Chapter 6, Section VIII “The Missouri Compromise” (pages 214 – 215) discusses the thorny issues of slavery in the territories.
SSUSH8.c	Describe the Nullification Crisis and the emergence of states’ rights ideology; include the role of John C. Calhoun and development of sectionalism.	Text: Volume I, Chapter 7, Section III “John C. Calhoun: The Cast-Iron Man” (pages 230 – 234) and Section IV “Our Federal Union: It Must Be Preserved” (pages 234 – 240) both provide excellent detail on South Carolina, states’ rights, sectionalism, and Calhoun (with portrait p 245.)
SSUSH8.d	Describe the war with Mexico and the Wilmot Proviso.	Text: Volume I, Chapter 7, Section XI “The Halls of Montezuma” (pages 263 – 268) provides detailed analysis of the Mexican-American War, and the Wilmot Proviso is explained thoroughly (pp 267, 274 – 276).
SSUSH8.e	Explain how the Compromise of 1850 arose out of territorial expansion and population growth.	Text: Volume I, Chapter 7, Section I “California and the Compromise of 1850” (pages 270 – 278) provides depth and detail on expansion and population growth.

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SSUSH9		
The student will identify key events, issues, and individuals relating to the causes, course, and consequences of Civil War.		
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SSUSH9.a	Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown’s Raid.	Text: Volume I, Ch 8 “The Rising Storm”, Section III “Bleeding Kansas” (286 – 292), Section IV “Dred Scott” (293 – 296), Section VI “John Brown and Harpers Ferry” (301 – 303, and 269, 291, 304) provides excellent information.
SSUSH9.b	Describe President Lincoln’s efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus.	Text: Volume I, Chapter 8, 9, and 10 all provide excellent detail and analysis on Lincoln’s leadership, including the Gettysburg Address (primary source and analysis on pages 366 – 368), Section II “The Agony of Abraham Lincoln” (pages 368 – 375), Section III “Long Abraham a Little Longer” (pages 375 – 382), suspension of habeas corpus (pages 324 – 327), second inaugural address (pages 384 – 386) and pictures (pages 321, 342 – 343, and 412).
SSUSH9.c	Describe the roles of Ulysses Grant, Robert E. Lee, “Stonewall” Jackson, William T. Sherman, and Jefferson Davis.	Text: Volume I, Chapter 9 provides photographs of the generals on pp 343-343, and Chapters 9 and 10 give impressive detail on Grant (pp 338, 354, 361-363, 365, 371-374, 377 -379, 383, 386 – 389), Robert E. Lee (pp 337, 354 – 360, 362 - 365, 372 – 374, 378 – 379, 382 – 383, 386 – 388, 391, 393 - 394), “Stonewall” Jackson (pp 329, 342, 344, 354 – 355, 363, 375, 388), William T. Sherman (pp 343, 361, 378 – 381, 383, 391, 393 – 395), and Jefferson Davis (pp 315 – 317, 319, 321 – 322, 324, 328 – 329, 350, 352 – 354, 359, 370, 382 – 383, 385, 390).
SSUSH9.d	Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles.	Text: Volume I, Chapter 9 and 10 give excellent detail on military strategy and geography in Section II “Fort Sumter: The Circle of Fire” (317 – 323), Antietam (345 – 346), Vicksburg (361 – 363, 371), Section I “Gettysburg: The Confederacy’s High-Water Mark” (pages 356 – 360), and Atlanta (378 – 381). Illustrations of Fort Sumter and Antietam are found on 321.
SSUSH9.e	Describe the significance of the Emancipation Proclamation.	Text: Volume I, Chapter 9, Section VI “Emancipation: Forever Free” (349 – 354) provides a thorough discussion, further references on 342, 346, 370, 375 – 376.
SSUSH9.f	Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.	Text: Volume I, Chapter 8, Section II “Railroads and Reform” (pages 278 – 282) provides excellent background and detail on the growing divide.

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SSUSH10		
The student will identify legal, political, and social dimensions of Reconstruction.		
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SSUSH10.a	Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction.	Text: Volume I, Chapter 11 “To Bind Up the Nation’s Wounds”, Section III “Reconstruction and Renewal” offers detailed insight into both Presidential and Radical Republican Reconstruction (pages 400 – 409).
SSUSH10.b	Explain efforts to redistribute land in the South among the former slaves and provide advanced education (Morehouse College) and describe the role of the Freedmen’s Bureau.	Text: Volume I, Chapter 11 (pages 404 -405) discusses the establishment and role of the Freedmen’s Bureau. Roadmap: Morehouse College, Volume I www.roadmaptolastbesthope.com/volume1/chapter11/terms-places
SSUSH10.c	Describe the significance of the 13th, 14th, and 15th amendments.	Text: Volume I, Chapter 11 provides detail on the 13 th (p 404), 14 th (page 406), and 15 th (p 421 – 422) Amendments.
SSUSH10.d	Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.	Text: Volume I, Chapter 11 discusses in detail role of KKK (pp 413 – 415, 418, 432), Black Codes discussed p 405.
SSUSH10.e	Explain the impeachment of Andrew Johnson in relationship to Reconstruction.	Text: Volume I, Chapter 11, Section IV “Impeachment” (pages 409 – 411) provides a detailed treatment of Johnson’s impeachment, along with a primary source (impeachment ticket on page 412).
SSUSH10.f	Analyze how the presidential election of 1876 and the subsequent compromise of 1877 marked the end of Reconstruction.	Text: Volume I, Chapter 11, Section VIII “A Dangerous Dispute” (pages 428 – 433) vividly recounts the 1876 election and impacts of the compromise of 1877.

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SSUSH11	The student will describe the economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction.	
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SSUSH11.a	Explain the impact of the railroads on other industries, such as steel, and on the organization of big business.	Text: Volume I, Chapter 8, Section II “Railroads and Reform” (pages 278 – 280) provides thorough treatment of railroad construction and its impacts. Volume II Enhanced, Chapter 1 (pages 1 – 41).
SSUSH11.b	Describe the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor.	Text: Volume I, Chapter 11 (page 412) provides a photograph of the transcontinental railroad’s Golden Spike, details (pages 415 – 417), and impacts (pp 424, and pp 434 – 436 in Chapter 12). Volume II Enhanced, Chapter 1 (pages 1 – 41). Roadmap: Chinese labor, Volume I http://www.roadmaptolastbesthope.com/volumeI/chapter12/summary
SSUSH11.c	Identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies.	Text: Volume I, Chapter 12, “An Age More Golden Than Gilded?” provides specific detail on Rockefeller, Standard Oil, and trusts (445 – 446, 500 in Chapter 13). Volume II Enhanced, Chapter 1 and 2 (Rockefeller specifically referenced on 12 and 65).
SSUSH11.d	Describe the inventions of Thomas Edison; include the electric light bulb, motion pictures, and the phonograph, and their impact on American life.	Text: Volume I, Chapter 12 gives detailed information on Edison (pages 436, 444 – 445) and the changing face of urban America. Phonographs are referenced (page 436). Volume II Enhanced, Chapter 1 (pages 1 – 41) with specific reference to motion pictures (page 32).

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SSUSH12		
The student will analyze important consequences of American industrial growth.		
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SSUSH12.a	Describe Ellis Island, the change in immigrants’ origins to southern and eastern Europe and the impact of this change on urban America.	Text: Volume I, Chapter 12, Section IV “The Golden Door” (447 – 451) gives a detailed examination of immigration. Volume II Enhanced, Chapter 1 (pages 14 – 18).
SSUSH12.b	Identify the American Federation of Labor and Samuel Gompers.	Text: Volume I, Ch 12 describes Gompers and the AFL in detail in Section VII “A Cross of Gold (463, 467 -468). Ch 13 (520) provides further detail regarding Gompers and Clayton Anti-Trust Act. Volume II Enhanced, Chapters 1 and 2 (30, 34, and 87)
SSUSH12.c	Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.	Text: Volume I, Chapter 12, Section V (451 – 456) “Winning the West” provides detailed accounts of the expansion conflicts with specific mention of Sitting Bull (pages 424, 454). Volume II Enhanced, Chapter 1 (pages 18 – 23, with specific reference to Wounded Knee on page 21).
SSUSH12.d	Describe the 1894 Pullman strike as an example of industrial unrest.	Text: Volume I, Chapter 12, Section VII “A Cross of Gold” (pages 467 – 468) provides a detailed account of the strike. Volume II Enhanced, Chapter 1 (pages 34 – 35).

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SSUSH13		
The student will identify major efforts to reform American society and politics in the Progressive Era.		
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SSUSH13.a	Explain Upton Sinclair’s <i>The Jungle</i> and federal oversight of the meatpacking industry.	Text: Volume I, Chapter 13, Section IV “TR and the Square Deal” provides information and a quote from <i>The Jungle</i> (page 500). Volume II Enhanced, Chapter 2 (page 65).
SSUSH13.b	Identify Jane Addams and Hull House and describe the role of women in reform movements.	Text: Volume I, Chapter 12, Section VI “A Social Gospel” (456 – 458) provides an in-depth account and primary source of Addams; picture and biography on 497. Volume II Enhanced, Chapter 1 (pages 23 – 25).
SSUSH13.c	Describe the rise of Jim Crow, <i>Plessy v. Ferguson</i> , and the emergence of the NAACP.	Text: Volume I, Chapter 8 (280) provides background of Jim Crow, there is further elucidation on 421, 436, 469. Chapter 13 (491) provides information on <i>Plessy v. Ferguson</i> . NAACP is described (523) & referenced (p 427). Volume II Enhanced, (Jim Crow on 3, 36, 453). <i>Plessy</i> (58, 224), NAACP (36, 58, 90, 156, 212).
SSUSH13.d	Explain Ida Tarbell’s role as a muckraker.	Text: Volume I, Chapter 12 (page 473) and Chapter 13 (pages 497, 500) both reference the role of the muckrakers. Volume II Enhanced, Chapter 2 (page 64). Roadmap: Ida Tarbell, VI. http://www.roadmaptolastbesthope.com/volumeI/chapter13/summary VI. www.roadmaptolastbesthope.com/volumeI/teacher/chapter13/other-resources VII. www.roadmaptolastbesthope.com/volumeIe/student/chapter2/summary VII. www.roadmaptolastbesthope.com/volumeIe/teacher/chapter2/other-resources
SSUSH13.e	Describe the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities.	Text: Volume I, Ch 13 “An American Dynamo” charts ideas of progressivism in “A Bull Moose on the Loose: The Election of 1912” (515 – 519) & “Wilson and the New Freedom” (519 – 523). “TR in the White House” and Sect IV “TR and the Square Deal” (497 – 502) detailed accounts of reforms and the urban poor. Volume II Enhanced, Chapter 2 (pages 42 – 92).
SSUSH13.f	Describe the conservation movement and the development of national parks and forests; include the role of Theodore Roosevelt.	Text: Volume I, Chapter 12, Section V “Winning the West” describes Roosevelt’s first exposure to the West (454 – 456) and the conservation movement/national parks is well documented in Chapter 13 “The American Dynamo” (501 – 502). Volume II Enhanced, Chapter 1 (22 – 23) and Ch 2 (68 – 69).

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SSUSH14		
The student will explain America’s evolving relationship with the world at the turn of the twentieth century.		
<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SSUSH14.a	Explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.	Text: Volume I, Chapter 12, Section IV “The Golden Door” describes the challenges immigrants faced, specifically referencing the Chinese Exclusion Act (page 450). Volume II Enhanced, Chapter 1 (pages 5 and 17).
SSUSH14.b	Describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism.	Text: Volume I, Chapter 13, Section I “A Splendid Little War” (pages 476 – 485) gives an in-depth treatment of American Imperialism. The war in the Philippines is further discussed (pages 487 – 488, 503 - 504) and photographs of Roosevelt as a “Rough Rider” and President are on pages 498 – 499. Volume II Enhanced, Chapter 2 (pages 42 – 92).
SSUSH14.c	Explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.	Text: Volume I, Chapter 13 “The American Dynamo”, Section V “Wielding the Big Stick” (pages 503 -510) provides a detailed examination of Latin American relationships and the Canal (also on page 492). Volume II Enhanced, Chapter 2 (pages 42 – 92).

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SSUSH15		
The student will analyze the origins and impact of U.S. involvement in World War I.		
<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SSUSH15.a	Describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.	Text: Volume II, Chapter 1 “America and the Great War” describes U.S. neutrality in Section II “Too Proud to Fight” (pages 9 – 18) with specific mention of submarine warfare on pages 10 and 14. Volume II Enhanced, Chapter 3 (pages 101 – 109).
SSUSH15.b	Explain the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.	Text: Volume II, Chapter 1, Section IV “Over There” (pages 23 – 33) provides both domestic and foreign details of World War I with specific reference to the Espionage Act (page 28) and Debs (page 28). Volume II Enhanced, Chapter 3 (pages 115 – 123). Roadmap: Great Migration, VII. http://www.roadmaptolastbesthope.com/volumeII/student/chapter2/summary http://www.roadmaptolastbesthope.com/volumeII/student/chapter2/key-points http://www.roadmaptolastbesthope.com/volumeII/teacher/chapter2/assessment VIII. www.roadmaptolastbesthope.com/volumeIIe/student/chapter4/summary http://www.roadmaptolastbesthope.com/volumeIIe/teacher/chapter4/assessment http://www.roadmaptolastbesthope.com/volumeIIe/student/chapter4/key-points
SSUSH15.c	Explain Wilson’s Fourteen Points and the proposed League of Nations.	Text: Volume II, Chapter 1, Section IV “Over There” describes Wilson’s Fourteen Points (pages 28 – 29) and Section V “Wilson in Paris” (pages 34 – 44) further discusses the Treaty of Versailles and the League of Nations (pages 39, 44 – 50). Volume II Enhanced, Chapter 3 (pages 123 – 147).
SSUSH15.d	Describe passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.	Text: Volume II, Chapter 1 gives detail on the 18 th and 19 th Amendments (pages 50 – 51). Ramifications of Prohibition are found on pages 66 and 70. Volume II Enhanced, Chapter 3 (pages 142 – 143), Chapter 4 (page 158).

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SSUSH16		
The student will identify key developments in the aftermath of WW I.		
<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SSUSH16.a	Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.	Text: Volume II, Chapter 2 “The Boom and the Bust” offers a detailed treatment of the Red Scare (pages 50 and 62), the trial of Sacco & Vanzetti (pages 88 – 89), and immigrant restriction (pages 70 -71). Volume II Enhanced, pages 142, 154, and 180 - 181.
SSUSH16.b	Identify Henry Ford, mass production, and the automobile.	Text: Volume II, Chapter 2, has detail on Ford’s assembly line production (71 – 72). Volume II Enhanced pages 79 – 80 and pages 163 – 164.
SSUSH16.c	Describe the impact of radio and the movies.	Text: Volume II, Chapter 2, Section VII “Peace and Prosperity” gives information on the first “talkie” (page 87). Volume II Enhanced, Chapter 4 (page 179). Roadmap: Radio, VII. http://www.roadmaptolastbesthope.com/volumeII/student/chapter2/summary VII. http://www.roadmaptolastbesthope.com/volumeII/teacher/chapter2/lesson-plan VII. http://www.roadmaptolastbesthope.com/volumeII/teacher/chapter3/summary VIII. http://www.roadmaptolastbesthope.com/volumeIIe/student/chapter4/summary VIII. http://www.roadmaptolastbesthope.com/volumeIIe/student/chapter5/summary VIII. www.roadmaptolastbesthope.com/volumeIIe/teacher/chapter4/lesson-plan
SSUSH16.d	Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.	Text: Volume II, Chapter 1 “America and the Great War” provides detail on Irving Berlin (page 29) and Tin Pan Alley (page 20). Chapter 2, Section I “The Roaring Twenties” (pages 56 – 57) discusses jazz while Section III “Harlem Renaissance” (pages 63 – 66) provides meaningful detail on Hughes. Volume II Enhanced, Chapter 3 (112, 121) and Chapter 4 (148 – 151, 155 – 158) Roadmap: Louis Armstrong, VII. www.roadmaptolastbesthope.com/volumeII/student/chapter2/key-people VIII. www.roadmaptolastbesthope.com/volumeIIe/student/chapter4/key-people

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SSUSH17		
The student will analyze the causes and consequences of the Great Depression.		
<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SSUSH17.a	Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.	Text: Volume II, Chapter 2 “The Boom and the Bust” provides detailed information on the causes and effects of the Great Depression in Section IX “Crash” (94 – 103). Volume II Enhanced, Chapter 4 (pages 186 – 195).
SSUSH17.b	Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.	Text: Volume II, Chapter 2 (page 97) references “Okies” and Steinbeck’s <i>Grapes of Wrath</i> . Volume II Enhanced, Chapter 4 (page 189). Roadmap: Causes of the Dust Bowl, VII. http://www.roadmaptolastbesthope.com/volumeII/student/chapter2/events VIIE. http://www.roadmaptolastbesthope.com/volumeIe/student/chapter4/events
SSUSH17.c	Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.	Text: Volume II, Chapter 2, Section IX “Crash” (pages 96 – 100) provides the impacts of the Great Depression with specific mention of Hoovervilles (page 97). Volume II Enhanced, Chapter 4 (pages 186 – 195).

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SSUSH18		
The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.		
<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SSUSH18.a	Describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment.	Text: Volume II, Chapter 3 “FDR and the New Deal” explores the creation of the TVA (pages 112) and its environmental/economic impact on rural America (page 144). Volume II Enhanced, Chapter 5 (pages 204, 236)
SSUSH18.b	Explain the Wagner Act and the rise of industrial unionism.	Text: Volume II, Ch 3, Section IV “FDR’s Risky Scheme” gives detail on the Wagner Act (pp 132 – 133, 145) and labor unions (p 129). Volume II Enhanced, Chapter 5 (pages 224 – 225, 237) Roadmap: Industrial Unionism VII. www.roadmaptolastbesthope.com/volumeII/student/chapter3/terms-places VIII. www.roadmaptolastbesthope.com/volumeIIe/student/chapter5/terms-places
SSUSH18.c	Explain the passage of the Social Security Act as a part of the second New Deal.	Text: Volume II, Chapter 3 “FDR and the New Deal” provides information of Social Security Act passage (page 129, 132 – 133) and its effects (page 145). Volume II Enhanced, Chapter 5 (pages 221, 224 – 225, 237).
SSUSH18.d	Identify Eleanor Roosevelt as a symbol of social progress and women’s activism.	Text: Volume II, Chapter 2 “The Boom and the Bust” provides insight into Roosevelt’s social progress agenda (pages 108, 128, 290 – 291) and women’s activism (photo on page 267, text on page 134). Volume II Enhanced, pages 220 and 226, and pages 382-383, 387.
SSUSH18.e	Identify the political challenges to Roosevelt’s domestic and international leadership; include the role of Huey Long, the “court packing bill,” and the Neutrality Act.	Text: Volume II, Chapter 3, Section I “The Hundred Days...and After” (pages 112 – 119) explores challenges to FDR including Huey Long (pages 117 – 118), the “court packing bill” (pp 132 - 133), and the Neutrality Act (pp 123 and 149). Volume II Enhanced, Chapter 5 (pages 203 – 238).

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SSUSH19	The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.	
<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SSUSH19.a	Explain A. Philip Randolph’s proposed march on Washington, D.C., and President Franklin D. Roosevelt’s response.	Text: Volume II, Chapter 5 “Leading the Grand Alliance” (pages 201 – 202), including the famous quote from Randolph, “Freedom is never granted, it is won.” Volume II Enhanced, Chapter 7 (page 293).
SSUSH19.b	Explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans.	Text: Volume II, Chapter 5, Section II “A Day of Infamy” (pages 189 – 194) provides detailed analysis of Pearl Harbor, including the later internment of Japanese-Americans (pages 199 – 200) and German-American spies (page 200). Volume II Enhanced, Chapter 7 (pages 281 – 294) Roadmap: Internment of German and Italian Americans, VII. http://www.roadmaptolastbesthope.com/volumeII/student/chapter5/events VIII. http://www.roadmaptolastbesthope.com/volumeIIe/student/chapter7/events
SSUSH19.c	Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.	Text: Volume II, Ch 5 “Leading the Grand Alliance” includes detailed examination of the major events of WWII, including Lend-Lease (pp 184-186), the Battle of Midway (212–p213), D-Day (pp 224–232, photos p 225), Fall of Berlin (p 255). Volume II Enhanced, Chapter 7 (301–311), Ch 8 (312 – 359).
SSUSH19.d	Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.	Text: Volume II, Chapter 5, Section III “The World at War” provides detailed examination of mobilization, the home front, new roles for women (205 – 208). Volume II Enhanced, Chapter 7 (pages 294 – 300).
SSUSH19.e	Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.	Text: Volume II, Chapter 6 “American Victorious” includes detailed information on the Manhattan Project (page 258) and the subsequent implications (262 – 265). Volume II Enhanced, Chapter 8 (pages 350, 354).
SSUSH19.f	Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.	Text: Volume II, Ch 5 “Leading the Grand Alliance” & Ch 6 “American Victorious” gives extensive military history, geography, strategy. “The Battle of the Atlantic” (209–212), “America Strikes Back” (212–219), “Overlord” (221–232), “The Sun Goes Down on More Suffering” (232–237). Volume II Enhanced, Chapter 7 (pages 274 – 311) and Chapter 8 (pp 312 – 359).

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SSUSH20		
The student will analyze the domestic and international impact of the Cold War on the United States.		
<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SSUSH20.a	Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.	Text: Volume II, Chapter 7 “Truman Defends the Free World” (pp 268 – 307) provides moving and detailed analysis, specifically including the Marshall Plan (217), Truman Doctrine (277), containment policy (302), and commitment to Europe (Section IV “The Berlin Airlift (pp 283 – 284). Volume II Enhanced, 360 – 399, and pp 400 – 426.
SSUSH20.b	Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.	Text: Volume II, Chapter 7, Section VI “Under the Cloud of War” (291 – 298) discusses China, while Section VII “The Korean Conflict” (298 – 305) provides extensive coverage of Korea. McCarthyism is discussed in detail in Chapter 8, Section II “The Kremlin’s Long Shadow” (pages 315 – 319). Volume II Enhanced, 360 – 399, and 427 – 489.
SSUSH20.c	Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.	Text: Volume II, Ch 9, Sect 1 “The New Frontier” gives detail Bay of Pigs (341). Cuban Missile Crisis (photo on 345, detailed analysis Section III “Eyeball to Eyeball Over Cuba” (350–353). Volume II Enhanced, Chapter 11 (pages 433, 437, 442 – 445). Roadmap: Cuban Revolution, VI. www.roadmaptolastbesthope.com/volumeI/chapter13/key-points VIIIE. www.roadmaptolastbesthope.com/volumeIe/student/chapter2/key-points
SSUSH20.d	Describe the Vietnam War, the Tet Offensive, and growing opposition to the war.	Text: Volume II, Chapter 10, Section X “Vietnam” (382 – 391), includes a detailed discussion of the Tet Offensive (389) and war protestors (389 – 391). Volume II Enhanced, pages 474 – 483.
SSUSH20.e	Explain the role of geography on the U.S. containment policy, the Korean War, the Bay of Pigs, the Cuban missile crisis, and the Vietnam War.	Text: Volume II, Chapter 7 “Truman Defends the Free World” (Section I “A Cold War Begins”, 269 – 279) gives in-depth coverage of Truman’s containment policy, as does Section VII “The Korean Conflict (298 – 305). Ch 9, provides geographical insights regarding Bay of Pigs (341), Cuban Missile Crisis (photo on 345, detailed information pp 350 – 353). Ch 9, Section X “Vietnam” (382–391) gives nuanced detail regarding North and South Vietnam. Volume IIE, Ch 9(360–399), Ch 11, 433,437,442–445, and 474–483.

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SSUSH21		
The student will explain the impact of technological development and economic growth on the United States, 1945-1975.		
<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SSUSH21.a	Describe the baby boom and its impact as shown by Levittown and the Interstate Highway Act.	<p>Text: Volume II, Ch 7, Sect V “Give ‘Em Hell Harry” analyzes Baby Boom (285) Volume II, Chapter 8, Section V “Ike’s Last Years” describes the Interstate system and its impacts (pages 333 – 334) Volume II Enhanced, Chapter 9 (377). Ch 10 (419, 425 – 426)</p> <p>Roadmap: Levittown, VII. www.roadmaptolastbesthope.com/volumeII/student/chapter8/terms-places VIII. www.roadmaptolastbesthope.com/volumeIIe/student/chapter10/terms-places</p>
SSUSH21.b	Describe the impact television has had on American culture; include the presidential debates (Kennedy/Nixon, 1960) and news coverage of the Civil Rights Movement.	<p>Text: Volume II, Chapter 8, Section V “Ike’s Last Years” gives detail on the emerging TV culture and news coverage regarding Civil Rights (pages 333 – 334). Volume II, Chapter 9, Section I “The New Frontier” provides analysis of the Kennedy/Nixon TV debates (339). Volume II Enhanced, Chapter 10 (pages 423 – 426) Chapter 11 (428 – 432).</p>
SSUSH21.c	Analyze the impact of technology on American life; include the development of the personal computer and the expanded use of air conditioning.	<p>Premium: Read 1989 to 2009, Volume III, Online VII. http://www.roadmaptolastbesthope.com/premium/beyond-volII-read-volIII-online VIII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online See Chapter 3, Section VI “The World Pivots on a Grain of Sand” (pages 16-21) provides background and recent information on technology, particularly the computer.</p> <p>Roadmap: Computer VII and VIII www.roadmaptolastbesthope.com/premium/ images/ beyond/Bush_I_Historic_Terms.pdf Premium Media http://www.roadmaptolastbesthope.com/premium/monthly-podcasts</p> <p>Roadmap: Air conditioning, VII. www.roadmaptolastbesthope.com/volumeII/student/chapter8/terms-places VIII. www.roadmaptolastbesthope.com/volumeIIe/student/chapter10/terms-places</p>
SSUSH21.d	Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower’s actions.	<p>Text: Volume II, Chapter 8 “Eisenhower and Happy Days” provides detail on the Space Race (Sputnik I, page 308), as does Section IV “We Will Bury You” (328 – 331), and the entire Section II “The Kremlin’s Long Shadow” (313 – 319) includes the impacts of the Cold War. Volume II Enhanced, Chapter 10 (pages 405 – 411, 420 – 422).</p>

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SSUSH22		
The student will identify dimensions of the Civil Rights Movement, 1945-1970.		
<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SSUSH22.a	Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.	Text: Volume II, Chapter 7, Section V “Give ‘Em Hell , Harry!” (pages 286 – 290) discusses Truman’s commitment to Civil Rights and troop integration (289). Volume II Enhanced, Chapter 9 (page 381).
SSUSH22.b	Identify Jackie Robinson and the integration of baseball.	Text: Volume II, Chapter 7 “Truman Defends the Free World” references Robinson’s entry into MLB as an important turning point in American race relations (298). Volume II Enhanced, Chapter 9 (page 390).
SSUSH22.c	Explain Brown v. Board of Education and efforts to resist the decision.	Text: Volume II, Ch 8, Section III “Freedom Rising” (320–322, 327) Volume II Enhanced, Chapter 10 (pages 386, 412 – 413).
SSUSH22.d	Describe the significance of Martin Luther King, Jr.’s Letter from a Birmingham Jail and his I Have a Dream Speech.	Text: Volume II, Chapter 8 “Eisenhower and Happy Days” provides information on King’s leadership in the Montgomery Bus Boycott (pages 321- 322).Chapter 9 “Passing the Torch” gives excellent detail in Section IV “Freedom on the March” (pages 356 – 361), excerpts from “Letter from a Birmingham Jail” (page 358) and “I Have a Dream” speech (page 360), plus a photograph of MLK Jr. from the March on Washington (page 370). Volume II Enhanced, Chapter 10 (411 – 416). Chapter 11 (451 – 452, 462).
SSUSH22.e	Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.	Text: Volume II, Chapter 9 “Passing the Torch” provides detailed analysis in Section IX “We Shall Overcome” (380 – 381), Section VI “An Idea Whose Time Has Come” (364 – 367), photograph of LBJ signing the Civil Rights Act of 1964 (371). Chapter 10 “Nixon’s the One” gives details from the tumultuous late 1960s (page 399). Volume II Enhanced, pages 456 – 459, 472 – 474.

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SSUSH23		
The student will describe and assess the impact of political developments between 1945 and 1970.		
<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SSUSH23.a	Describe the Warren Court and the expansion of individual rights as seen in the Miranda decision.	Text: Volume II, Chapter 7 “Truman Defends the Free World” includes a picture and biography of Warren (293), Chapter 10 Section VI “Roe V. Wade: Raw Judicial Power” (433 – 438). Volume II Enhanced, Chapter 12 (pages 525 – 528). Roadmap: <i>Miranda v. Arizona</i> , VII. www.roadmaptolastbesthope.com/volumeII/student/chapter9/laws-legislation VIIE. www.roadmaptolastbesthope.com/volumeIIe/student/chapter11/laws-legislation
SSUSH23.b	Describe the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation.	Text: Volume II, Chapter 9 “Passing the Torch” provides detailed coverage of JFK in Section V “22 November 1963” (pages 361 – 364) and civil rights legislation in Section VI “An Idea Whose Time Has Come” (pages 364 – 367). Volume II Enhanced, Chapter 11 (pages 453 – 459).
SSUSH23.c	Explain Lyndon Johnson’s Great Society; include the establishment of Medicare.	Text: Volume II, Chapter 9 includes LBJ’s domestic agenda in Section IX “We Shall Overcome” (pages 380 – 382, with detail on Medicare on page 381). Volume II Enhanced, Chapter 11 (pages 473 – 474).
SSUSH23.d	Describe the social and political turmoil of 1968; include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.	Text: Volume II, Chapter 9 provides detail on assassination of MLK Jr. (393), RFK (394) Section XI “Annus Horribilis” (391 – 397 details on DNC riots 394 – 395). Volume II Enhanced, Chapter 11 (pages 483 – 489).

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SSUSH24		
The student will analyze the impact of social change movements and organizations of the 1960s.		
<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SSUSH24.a	Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition.	Text: Vol II, Ch 9 “Passing the Torch” extensive detail “Freedom on the March” (354 - 361), “We Shall Overcome” (380–381), photographs freedom riders & MLK Jr. (370). Volume II Enhanced, Ch 11 (456–459, 472–474).Ch 13 (560). Roadmap: SCLC, VII. www.roadmaptolastbesthope.com/volumeII/student/chapter9/terms-places VIII. www.roadmaptolastbesthope.com/volumeIIe/student/chapter11/terms-places
SSUSH24.b	Describe the National Organization of Women and the origins and goals of the modern women’s movement.	Text: Volume II, Chapter 10 “Nixon’s the One” provides information on feminism, ERA, and abortion rights (pages 420 – 422). NOW on page 500. Volume II Enhanced, Chapter 12 (525 – 530). NOW, p 592.
SSUSH24.c	Analyze the anti-Vietnam War movement.	Text: Vol II, Ch 9 extensive information “Vietnam” (382–391); protests (388– 391). Volume II Enhanced, Chapter 11 (pages 474 – 483).
SSUSH24.d	Analyze Cesar Chavez and the United Farm Workers’ movement.	Text: Volume II, Ch 10 provides information on Cesar Chavez (421). Volume II Enhanced, Chapter 12 (page 513). Premium Roadmap , in-depth chapter with summary, timeline, classroom activities. VII. http://www.roadmaptolastbesthope.com/premium/beyond-volII-chavez VIII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-chavez Roadmap: Cesar Chavez, VII. www.roadmaptolastbesthope.com/volumeII/student/chapter10/key-people VIII. www.roadmaptolastbesthope.com/volumeIIe/student/chapter12/key-people
SSUSH24.e	Explain the importance of Rachel Carson’s <i>Silent Spring</i> and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA), and the modern environmental movement.	Text: Volume II, Chapter 10 gives information on the environmental movement, EPA, <i>Silent Spring</i> , and Earth Day (420) as does Chapter 9 “Passing the Torch” (354). Volume II Enhanced, Chapter 12 (pages 446 and 512).
SSUSH24.f	Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).	Text: Vol II, Ch 9 detailed election treatments Goldwater (367–376). Nixon (395–396). Volume II Enhanced, Chapter 11 (459 – 468, 487 –488).

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SSUSH25		
The student will describe changes in national politics since 1968.		
<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SSUSH25.a	Describe President Richard M. Nixon’s opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.	Text: Volume II, Chapter 10 “Nixon’s the One” includes Section IV “Nixon to China” (415 – 417), Section VII “Watergate Spills Over” (438 – 443) and Watergate background (429 – 430). Chapter 11 provides detail on Ford in Section 1 “I’m Not a Lincoln, I’m a Ford” (pages 445 – 451). Volume II Enhanced, Ch 12 (530 – 535), Ch 13 (536 – 543).
SSUSH25.b	Explain the impact of Supreme Court decisions on ideas about civil liberties and civil rights; include such decisions as <i>Roe v. Wade</i> (1973) and the <i>Bakke</i> decision on affirmative action.	Text: Volume II, Ch 10 “Nixon’s the One” (421 – 422) includes “ <i>Roe v. Wade: Raw Judicial Power</i> ” (433 – 438). Volume II Enhanced, Chapter 12 (pages 525 – 528). Roadmap: <i>Bakke v. Regents</i> , VII. www.roadmaptolastbesthope.com/volumeII/student/chapter10/laws-legislation VIII. www.roadmaptolastbesthope.com/volumeIIe/student/chapter12/laws-legislation
SSUSH25.c	Explain the Carter administration’s efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.	Text: Volume II, Ch 11 “The Years the Locust Ate” provides information on Camp David Accords (464) and extensive treatment of the Iranian Hostage Crisis in Section IV “Americans Held Hostage” (469 – 472, 481). Volume II Enhanced, Chapter 13 (556, 558 – 564). Roadmap: President Carter and the Iranian Revolution, VII. www.roadmaptolastbesthope.com/volumeII/student/chapter11/events VIII. www.roadmaptolastbesthope.com/volumeIIe/student/chapter13/events
SSUSH25.d	Describe domestic and international events of Ronald Reagan’s presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union.	Text: Volume II, Chapter 12 “Reagan & Revival” includes the economic/domestic agenda (pages 480 – 496) and international events (507 – 517); “Iran-Contra” (pages 517 – 520), “Tear Down This Wall” (520 – 524), and “Into the Sunset” (pages 524 – 530) give excellent detail on foreign policy. Volume II Enhanced, Chapter 14 “Reagan & Revival” (pages 572 – 623).
SSUSH25.e	Explain the relationship between Congress and President Bill Clinton; include the North American Free Trade Agreement and his impeachment and acquittal.	Premium: Read 1989 to 2009, Online VII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online VIII. http://www.roadmaptolastbesthope.com/premium/beyond-volIIIe-read-volIII-online See Chapter 2 “Rise of the Boomer” (87) and Section VII “Reclaiming the Agenda” (pages 93 – 94) includes both Clinton’s domestic and foreign policy. Chapter 3 “Into the Fire” provides full coverage of impeachment and acquittal in Section II “The Tangled Web” (120 – 124) and Section IV “The President Hangs On” (127 – 131).

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		<p>Premium Roadmap Chapter on Bill Clinton: VII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-clinton VIIE. http://www.roadmaptolastbesthope.com/premium/beyond-volIIIe-clinton</p>
SSUSH25.f	Analyze the 2000 presidential election and its outcome, emphasizing the role of the electoral college.	<p>Premium: Read 1989 to 2009, Online VII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online VIIE. http://www.roadmaptolastbesthope.com/premium/beyond-volIIIe-read-volIII-online See Ch 3, Section VIII “The 2000 Election (140 – 147) and Section IX “The Contested Contest” (148 – 151) give nuanced picture of the election and the electoral college. Premium Roadmap Chapter: VII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-bushII VIIE. http://www.roadmaptolastbesthope.com/premium/volumeIIenhanced/beyond</p>
SSUSH25.g	Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.	<p>Premium: Read 1989 to 2009, Volume III, Online VII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online VIIE. http://www.roadmaptolastbesthope.com/premium/beyond-volIIIe-read-volIII-online See Chapter 4 “Bush and the Age of Terror” Sections II, III, IV, VI, VII provide detailed analysis of 9/11 (7 – 21), Afghanistan (21 – 40), and Iraq (40 – 48). Ch 5 “In War and Culture” includes treatment of foreign policy in Iraq (1 – 4). Ch 6 “Peril and Promise in War” provides recent analysis of “The Surge” (23 – 28). Premium Roadmap Chapter: VII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-bushII VIIE. http://www.roadmaptolastbesthope.com/premium/volumeIIenhanced/beyond</p>