

Houghton Mifflin Harcourt
***The Americans: Reconstruction to the 21st Century* © 2012**

correlated to the

**Indiana Academic Standards for Social Studies (May 2014),
 United States History**

Standards		Page References
Standard 1 Early National Development: 1775 to 1877		
Students review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.		
USH.1.1	Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government)	SE/TE: 52-53, 54-57, 68-71, 82-95, 96-103
USH.1.2	Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights. (Economics, Government)	SE/TE: 68-71, 74-79, 116-117, 120-127, 128-129, 130-138, 139-143, 156-165, 192-197
USH.1.3	Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. (Government, Economics)	SE/TE: 144-149, 156-162, 166-167
USH.1.4	Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise	SE/TE: 168-174, 175-183, 184-189, 191MC1-191MC2

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	of 1877. (Government, Economics)	
<p>Standard 2 Development of the Industrial United States: 1870 to 1900 Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.</p>		
USH.2.1	Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization. (Economics)	SE/TE: 230-233, 236-240, 241-244
USH.2.2	Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)	SE/TE: 216-217, 230-233, 234-235, 236-240, 262-266, 276-281
USH.2.3	Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there. (Government, Economics, Individuals, Society, and Culture)	SE/TE: 202-211, 212-213, 214-218
USH.2.4	Explain how the lives of American Indians changed with the development of the West. (Government, Individuals, Society, and Culture)	SE/TE: 202-211
USH.2.5	Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)	SE/TE: 244-249, 266
USH.2.6	Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations. (Government, Economics)	SE/TE: 244-249, 250

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USH.2.7	Describe and assess the contribution of Indiana’s only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.	SE/TE: 267-271, 272
USH.2.8	Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act-1887, Sherman Anti-Trust Act 1890). (Government, Economics)	SE/TE: 238-240, 244
USH.2.9	Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. (Government; Individuals, Society, and Culture)	SE/TE: 286-289, 290-291
<p>Standard 3 Emergence of the Modern United States: 1897 to 1920 Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.</p>		
USH.3.1	Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)	SE/TE: 342-345, 346-351, 352-358, 359-365, 368
USH.3.2	Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (Government; Economics; Individuals, Society, and Culture)	SE/TE: 306-312, 313-316, 317-325, 328-331, 332-337
USH.3.3	Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson. (Government; Economics; Individuals, Society, and Culture)	SE/TE: 317-325, 328-331, 332-337, 338
USH.3.4	Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Northern Securities Company v. United States (1904), Muller v. Oregon (1908), Schenck v. United States (1919) and Abrams v. United States (1919).	SE/TE: 310-311, 396-397
USH.3.5	Identify and give the significance of contributions to American culture	SE/TE: 308, 320-322, 324-325, 326-327

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	made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair. (Individuals, Society, and Culture)	
USH.3.6	Analyze the reasons why the United States became involved in World War I. (Government, Economics)	SE/TE: 377-380, 406
USH.3.7	Analyze President Wilson’s Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace. (Government)	SE/TE: 398-403, 406
USH.3.8	Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate. (Government)	SE/TE: 398-403, 406
USH.3.9	Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth. (Economics, Geography)	SE/TE: 391-395
<p>Standard 4 Modern United States Prosperity and Depression: Post WWI-1939 Students examine the political, economic, social and cultural development of the United States during the period from 1920-1939.</p>		
USH.4.1	Understand the significance of the pro-business policies of President’s Harding, Coolidge, and Hoover and the effect these policies had on the economy of the 1920s. (Economics, Government)	SE/TE: 419-421, 422-427, 430, 478-483, 484
USH.4.2	Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society. (Individuals, Society, and Culture)	SE/TE: 434-439, 440-443, 444-445, 446-451, 452-457, 460
USH.4.3	Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New	SE/TE: 412-418, 430, 434-439, 440-443

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	Woman and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)	
USH.4.4	Describe technological developments during the 1920s and explain their impact on rural and urban America. (Economics; Geography; Individuals, Society, and Culture)	SE/TE: 422-427, 430, 431MC1-431MC2
USH.4.5	Analyze the causes of the Great Depression and explain how they affected American society. (Economics; Individuals, Society, and Culture)	SE/TE: 464-471, 472-477, 484, 485MC1-485MC2, 510-514
USH.4.6	Identify and describe the contributions of political and social reformers during the Great Depression Era. (Government; Economics; Individuals, Society and Culture)	SE/TE: 478-483, 485MC1-485MC2, 488-494, 495-501, 504-509, 515-519, 522
USH.4.7	Analyze the impact the Great Depression had on America’s standard of living. (Economics, Government)	SE/TE: 472-477, 484, 485MC1-485MC2
USH.4.8	Identify and explain the significance of New Deal relief programs. (Government)	SE/TE: 488-494, 495-501, 504-509, 515-519, 520-521, 522
USH.4.9	Identify and explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation.	SE/TE: 488-494, 495-501, 504-509, 515-519, 520-521, 522
<p>Standard 5 The United States and World War II: 1939 to 1945 Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.</p>		
USH.5.1	Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America’s war preparation. (Government, Economics, Geography)	SE/TE: 404, 534-535, 550-554

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USH.5.2	Compare and contrast President Franklin D. Roosevelt’s world view with that of Germany’s Adolf Hitler, Italy’s Benito Mussolini, the Soviet Union’s Joseph Stalin, and Japan’s Hideki Tojo. (Government; Individuals, Society and Culture)	SE/TE: 528-534, 535, 550-554, 558
USH.5.3	Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II. (Government, Geography)	SE/TE: 400-403, 528-535, 536-538, 550-557, 558
USH.5.4	Identify key leaders and events from World War II and explain the significance of each. (Government)	SE/TE: 528-534, 535, 536-541, 542-549, 550-557, 558, 569-577, 578-587
USH.5.5	Describe Hitler’s “final solution” policy and explain the Allied responses to the Holocaust and war crimes. (Government; Geography; Individuals, Society and Culture)	SE/TE: 542-549, 586-587, 598
USH.5.6	Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women. (Government)	SE/TE: 590-595, 598
USH.5.7	Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts. (Government)	SE/TE: 562-568, 598
USH.5.8	Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)	SE/TE: 590-595
USH.5.9	Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.	SE/TE: 585-586, 602-608, 630

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Standard 6 Postwar United States: 1945 to 1960		
Students understand the political, economic, social and cultural development of the United States during the period from 1945 to 1960.		
USH.6.1	Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War). (Government, Geography)	SE/TE: 602-608, 609-615, 616-621, 622-627, 630, 731-732
USH.6.2	Summarize and assess the various actions, which characterized the early struggle for civil rights (1945-1960). (Government; Individuals, Society and Culture)	SE/TE: 660-663, 700-707
USH.6.3	Describe the constitutional significance and lasting societal effects of the United States Brown v. Board of Education Supreme Court case. (Government)	SE/TE: 700-707, 708-709
USH.6.4	Summarize key economic and social changes in post-WW II American life. (Individuals, Society and Culture)	SE/TE: 634-640, 641-649, 652-657, 658-659, 660-663
Standard 7 The United States in Troubled Times: 1960 to 1980		
Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.		
USH.7.1	Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics; Individuals, Society and Culture)	SE/TE: 700-707, 708-709, 710-716, 717-723, 724-725, 726, 768-773, 774-775, 776-780, 788
USH.7.2	Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement. (Individuals, Society and Culture)	SE/TE: 708-709, 710-716, 717-723, 726
USH.7.3	Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)	SE/TE: 686-693, 694-695, 696
USH.7.4	Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.	SE/TE: 681, 823

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USH.7.5	Identify and analyze the significance of key decisions of the Warren Court. (Government)	SE/TE: 686-693, 694-695, 696
USH.7.6	Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (Economics; Individuals, Society and Culture)	SE/TE: 700-707, 708-709, 710-716, 717-723, 724-725, 726, 768-773, 774-775, 776-780, 788
USH.7.7	Identify areas of social tension from this time period and explain how social attitudes shifted as a result.	SE/TE: 700-707, 708-709, 710-716, 717-723, 724-725, 726, 768-773, 774-775, 776-780, 788
USH.7.8	Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.	SE/TE: 673-677, 679-681, 799-801, 815
USH.7.9	Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.	SE/TE: 742-747, 748-753, 754-761, 764
USH.7.10	Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)	SE/TE: 673-678, 697MC1-697MC2, 730-735, 736-737, 799-801, 811, 815-817
USH.7.11	Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of <i>United States v. Nixon</i> . (Government)	SE/TE: 119, 802-807, 826
<p>Standard 8 The Contemporary United States: 1980 to the Present Students examine the political, economic, social and cultural development of the United States during the period from 1980 to the present.</p>		
USH.8.1	Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.	SE/TE: 830-833, 834-838, 839-845, 860-868, 869-873, 882-887, 888-889, 900-901, 910-911, 914-915
USH.8.2	Describe developing trends in science and technology and explain how they impact the lives of Americans today such as: NASA and space programs; identification of DNA; the Internet; global climate change; and U.S. energy policy.	SE/TE: 876-881, 890
USH.8.3	Discuss and explain the significance of the rise of the new conservative coalition of the 1980's.	SE/TE: 830-833, 856
USH.8.4	Explain the assumptions of supply-side economics or "Reaganomics" and how	SE/TE: 834-838, 856

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	the Reagan administration implemented it. (Economics)	
USH.8.5	Explain how the Cold War ended and identify new challenges to U.S. leadership in the world. (Economics, Geography)	SE/TE: 848-855, 856
USH.8.6	Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.	SE/TE: 860-868, 894-897
USH.8.7	Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: <i>Westside Community School District v. Mergens</i> (1990), <i>Reno v. American Civil Liberties Union</i> (1997), <i>Mitchell v. Helms</i> (2000) and <i>Bush v. Gore</i> (2000).	SE/TE: 119
USH.8.8	Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.	SE/TE: 866-867, 894-897, 898-899
USH.8.9	Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy. (Government, Economics, Geography)	SE/TE: 869-873, 890
<p>Standard 9 Historical Thinking Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.</p>		
USH.9.1	Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.	SE/TE: 20, 44-45, 110-111, 127, 154-155, 165, 190, 218, 227, 249, 274-275, 304-305, 410-411, 484, 557, 560-561, 577, 600-601, 615, 640, 698-699, 716, 723, 753, 780, 792-793, 817, 858-859
USH.9.2	Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.	SE/TE: 39, 129, 143, 174, 291, 337, 345, 397, 443, 577, 664, 709, 716, 773, 788, 838, R22
USH.9.3	Analyze multiple, unexpected, and complex causes and effects of events in the past.	SE/TE: 11, 13, 39, 63, 117, 183, 196-197, 211, 233, 256, 271, 337, 356, 451, 491, 514, 595, 655, 678, 715, 741, 764, 801, 817, 838, 873, 881, R7

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USH.9.4	Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.	SE/TE: 167, 194, 227, 369, 401, 429, 503, 516, 552, 585, 692, 723, 785, 853, R11, R16
USH.9.5	Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.	SE/TE: 107, 153, 165, 251, 301, 369, 431, 485, 494, 523, 595, 615, 697, 735, 857