

# **ACCESS AMERICAN HISTORY**

correlated to

## **Arkansas**

# **United States History Standards**

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**ACCESS AMERICAN HISTORY  
CORRELATED TO  
ARKANSAS UNITED STATES HISTORY STANDARDS**

**Strand: Early United States**

**C O N T E N T   S T A N D A R D   1**

**Students shall examine the causes and effects of migration patterns in the early history of North America.**

<b>Standard</b>	<b>Access American History</b>
<b>EUS.1.AH.1:</b> Evaluate the motivations for the exploration of the New World	<b>Teacher's Edition:</b> 30-39
<b>EUS.1.AH.2:</b> Compare and contrast the political, social, economic, and geographic motives for migration to the three colonial regions (e.g., New England, Middle, Southern)	<b>Teacher's Edition:</b> 46-51
<b>EUS.1.AH.3:</b> Trace the routes of early exploration in what was to become the United States	<b>Teacher's Edition:</b> 30-39
<b>EUS.1.AH.4:</b> Research economic development in the three colonial regions using primary and secondary sources	<b>Teacher's Edition:</b> 46-51
<b>EUS.1.AH.5:</b> Map the geographic similarities and differences among the three colonial regions	<b>Teacher's Edition:</b> 46-51
<b>EUS.1.AH.6:</b> Compare and contrast economic development in the three colonial regions	<b>Teacher's Edition:</b> 46-51
<b>EUS.1.AH.7:</b> Analyze different points of view regarding society, customs, and traditions in the three colonial regions	<b>Teacher's Edition:</b> 46-51
<b>EUS.1.AH.8:</b> Compare changes which occurred over time in the three colonial regions	<b>Teacher's Edition:</b> 46-51
<b>EUS.1.AH.9:</b> Explain how Manifest Destiny led to westward expansion: Louisiana Purchase, War of 1812, territorial expansion, annexation of Texas, impact on American Indians	<b>Teacher's Edition:</b> 96-99, 102-111, 118, 122-123, 142-145, 146-147, 254

## C O N T E N T   S T A N D A R D   2

**Students shall investigate the historical foundations of the United States government.**

<b>Standard</b>	<b>Access America History</b>
<b>EUS.2.AH.1:</b> Discuss the creation of the new national government: Articles of Confederation, Constitutional Convention, Bill of Rights	<b>Teacher’s Edition:</b> 78-87, 282-293
<b>EUS.2.AH.2:</b> Investigate the major governmental ideas established in the colonial and early national periods using primary and secondary source documents: Declaration of Independence, Northwest Ordinances, Federalist Papers, United States Constitution, Washington’s Farewell Address	<b>Teacher’s Edition:</b> 62-63, 78-87, 106, 179, 270-279, 291, 302

## C O N T E N T   S T A N D A R D   3

**Students shall investigate the causes and effects of war in the early history of the United States.**

<b>Standard</b>	<b>Access American History</b>
<b>EUS.3.AH.1:</b> Analyze the causes and effects of the American Revolution: political, social, economic, geographic	<b>Teacher’s Edition:</b> 54-63, 66-75, 82-87
<b>EUS.3.AH.2:</b> Discuss the causes and effects of the Mexican-American War: political, social, economic, geographic	<b>Teacher’s Edition:</b> 142-145
<b>EUS.3.AH.2:</b> Analyze the causes and effects of the Civil War” political, social, economic, geographic	<b>Teacher’s Edition:</b> 150-159, 162-171, 174-183

**Strand: Reconstruction**

## C O N T E N T   S T A N D A R D   4

**Students shall analyze westward expansion in the United States since Reconstruction.**

<b>Standard</b>	<b>Access American History</b>
<b>R.4.AH.1:</b> Examine the effect of the Homestead Act and the Morrill Land Grant Act on westward expansion	<b>Teacher’s Edition:</b> 182
<b>R.4.AH.2:</b> Discuss the impact if the transcontinental railroad on the development of the West	<b>Teacher’s Edition:</b> 183
<b>R.4.AH.3:</b> Compare and contrast competition between the farmers of the Great Plains and cattle ranchers: technology (e.g., John Deere, Cyrus McCormick, Joseph Gidden, dry farming); cow towns; railheads; cowboys; range wars	<b>Teacher’s Edition:</b> 107, 108-109, 176-177, 182-183, 218

<b>Standard</b>	<b>Access American History</b>
<b>R.4.AH.4:</b> Analyze the advantages and disadvantages of the mining boom: impact on American Indians (e.g., work of Helen Hunt Jackson, Dawes Act, Indian Wars); environmental impact; economic impact	<b>Teacher’s Edition:</b> 122-123, 176

**C O N T E N T   S T A N D A R D   5**

**Students shall evaluate the impact of social movements and reforms during the Reconstruction.**

<b>Standard</b>	<b>Access American History</b>
<b>R.5.AH.1:</b> Chart the strengths and weaknesses of the various plan for Reconstruction (e.g., Ten-percent plan, Freedman’s Bureau, Wade-Davis Bill)	<b>Teacher’s Edition:</b> 178-181
<b>R.5.AH.2</b> Identify the significance of the Civil War Amendments: Thirteenth Amendment, Fourteenth Amendment, Fifteenth Amendment	<b>Teacher’s Edition:</b> 179
<b>R.5.AH.3:</b> Research the effects of the Civil War Amendments during Reconstruction using primary source documents	<b>Teacher’s Edition:</b> 178-181
<b>R.5.AH.5:</b> Examine the reaction of the United States to civil rights in the late 1800s: (e.g., sharecropping, the black codes, Jim Crow, <i>de facto</i> versus <i>de jure</i> segregation, Plessy v. Ferguson - 1896, New South – Henry Grady)	<b>Teacher’s Edition:</b> 180-181
<b>R.5.AH.7:</b> Outline the successes and failures of Reconstruction	<b>Teacher’s Edition:</b> 178-181

**Strand: Industrialization**

**C O N T E N T   S T A N D A R D   6**

**Students shall investigate the impact o changing technology on economic development.**

<b>Standard</b>	<b>Access American History</b>
<b>IN.6.AH.1:</b> Investigate the impact of emerging communication technology economic development using primary and secondary source documents (e.g., telegraph, typewriter, telephone, photographic film)	<b>Teacher’s Edition:</b> 192-193
<b>IN.6.AH.2:</b> Investigate the impact of emerging transportation technology on economic development using primary and secondary documents (e.g., airplane, Pullman cars, mass production of the automobile)	<b>Teacher’s Edition:</b> 176, 183, 193, 213

<b>Standard</b>	<b>Access American History</b>
<b>IN.6.AH.3:</b> Investigate the impact of emerging technology on urban development using primary and secondary documents (e.g., steel elevator, skyscraper, suspension bridges, mass transit)	The teacher has the prerogative to assign research to address this standard.
<b>IN.6.AH.4:</b> Investigate the impact of emerging technology on industrial growth using primary and secondary documents (e.g., electrification, refrigeration, hydraulic brakes, steel and oil industries)	The teacher has the prerogative to assign research to address this standard.

## C O N T E N T S T A N D A R D 7

**Students shall evaluate the impact of immigration on society in the United States.**

<b>Standard</b>	<b>Access American History</b>
<b>IN.7.AH.1:</b> Describe the purpose of Angel Island and Ellis Island	<b>Teacher's Edition:</b> 190
<b>IN.7.AH.2:</b> Map the changing immigration patterns of the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries	<b>Teacher's Edition:</b> 128, 132-133, 146, 182-183, 190-191, 267
<b>IN.7.AH.3:</b> Categorize the rise of <i>nativism</i> as a reaction to the changing immigration patterns of the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries ( assimilation, public education, Chinese Exclusion Act, Gentlemen's Agreement, Immigration Restriction League)	<b>Teacher's Edition:</b> 190-191
<b>IN.7.AH.4:</b> Illustrate the changing immigration patterns from the rural areas to urban areas in the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries	<b>Teacher's Edition:</b> 190-191
<b>IN.7.AH.5:</b> Research the solution to the problems that resulted from urban migration (e.g., housing, transportation, water, sanitation, crime, fire, poor working conditions)	The teacher has the prerogative to assign research to address this standard.

## C O N T E N T S T A N D A R D 8

**Students shall analyze the rise of big business in the United States.**

<b>Standard</b>	<b>Access American History</b>
<b>IN.8.AH.5:</b> Describe the political and economic philosophy of Social Darwinism (e.g., Herbert Spencer, <i>laissez-faire economics</i> )	<b>Teacher's Edition:</b> 195
<b>IN.8.AH.6:</b> Compare and contrast the reaction of labor to the rise of big business: Knights of Labor, American Federation of Labor, International Workers of the World, American Railway Union, United Mine Workers	<b>Teacher's Edition:</b> 131, 194-195

## Strand: Populism

### CONTENT STANDARD 9

Students shall examine the impact of westward migration during the *Gilded Age*.

Standard	Access American History
<b>PO.9.AH.2:</b> Analyze life on the Great Plains using primary and secondary sources (e.g., <i>soddies/dugouts</i> , weather, gender roles, medical care, education)	The teacher has the prerogative to assign research to address this standard.

## Strand: Imperialism

### CONTENT STANDARD 12

Students shall evaluate the territorial expansion of the United States during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.

Standard	Access American History
<b>IM.12.AH.1:</b> Identify steps leading to the acquisition of Alaska and Hawaii	<b>Teacher's Edition:</b> 204
<b>IM.12.AH.2:</b> Describe the participation of the United States in the Spanish-American War leading to the creation of the United States as an imperial power: <i>Jingoism</i> , USS Maine, <i>yellow journalism</i> , Joseph Pulitzer, Teller Amendment, Cuba/Platt Amendment, Philippines, William McKinley	<b>Teacher's Edition:</b> 202-203
<b>IM.12.AH.3:</b> Describe the creation of the United States as an imperial power as viewed from multiple perspectives (e.g., Emilio Aquinaldo, Cuba, the Philippines, Queen Liliuokalani)	<b>Teacher's Edition:</b> 206
<b>IM.12.AH.4:</b> Analyze the steps which led to the construction of the Panama Canal (e.g., <i>gunboat diplomacy</i> , Panamanian Revolution)	<b>Teacher's Edition:</b> 205

### CONTENT STANDARD 13

Students shall analyze the foreign policy of the United States during the early 20<sup>th</sup> century.

Standard	Access American History
<b>IM.13.AH.1:</b> Describe President Theodore Roosevelt's foreign policy: <i>Big Stick Diplomacy</i> , Great White Fleet, <i>Roosevelt Corollary</i>	<b>Teacher's Edition:</b> 195, 203
<b>IM.13.AH.2:</b> Compare and contrast the <i>Dollar Diplomacy</i> of President William Howard Taft and the <i>Moral Diplomacy</i> of President Woodrow Wilson	<b>Teacher's Edition:</b> 215

<b>Standard</b>	<b>Access American History</b>
<b>IM.13.AH.3:</b> Analyze the effects of the <i>Open Door Policy</i> on the relationship between the United States and China: Boxer Rebellion, John Hay, spheres of influence	<b>Teacher's Edition:</b> 207
<b>IM.13.AH.4:</b> Evaluate the social, political, economic, and geographical impact of the <i>Open Door Policy</i>	<b>Teacher's Edition:</b> 207
<b>IM.13.AH.5:</b> Examine the relationship between the United States and its Latin-American neighbors (e.g., Pancho Villa, John Pershing, ABC Conference)	<b>Teacher's Edition:</b> 201, 202-207

**Strand: World in Conflict**

**C O N T E N T S T A N D A R D 1 5**

**Students shall examine social, political, and economic changes during World War I.**

<b>Standard</b>	<b>Access American History</b>
<b>WC.15.AH.1:</b> Analyze the causes of World War I: imperialism, nationalism, militarism, alliances	<b>Teacher's Edition:</b> 214-215
<b>WC.15.AH.2:</b> Identify the steps leading to entrance of the United States into World War I (e.g., Lusitania, Sussex Pledge, Zimmerman Telegram)	<b>Teacher's Edition:</b> 215
<b>WC.15.AH.3:</b> Discuss the contributions of the United States to the Allies in World War I	<b>Teacher's Edition:</b> 214-215
<b>WC.15.AH.6:</b> Examine the Treaty of Versailles: Wilson's Fourteen Points, ratification debate	<b>Teacher's Edition:</b> 215

**C O N T E N T S T A N D A R D 1 6**

**Students shall examine social, political, and economic changes during the Jazz age/Roaring Twenties.**

<b>Standard</b>	<b>Access American History</b>
<b>WC.16.AH.1:</b> Investigate the sources of national fear and violence in post World War I (e.g., <i>Xenophobia/Nativism, Communism, Red Scare</i> /Palmer Raids, <i>Anarchists/Sacco and Vanzetti</i> , Ku Klux Klan, emergency Quota Act of 1921, labor strikes)	<b>Teacher's Edition:</b> 194, 236, 238, 242, 262
<b>WC.16.AH.2:</b> Evaluate the artistic, literary, and social movements of the 1920s, which changed society (e.g., Harlem Renaissance, Lost Generation, jazz culture, <i>Ash Can School</i> , United Nations Improvement Association)	<b>Teacher's Edition:</b> 216

**C O N T E N T   S T A N D A R D   1 7**

**Students shall examine social, political, and economic changes during the Great Depression.**

<b>Standard</b>	<b>Access American History</b>
<b>WC.17.AH.1:</b> Examine the causes and effects on the Dust Bowl on agriculture and migration patterns	<b>Teacher’s Edition:</b> 218
<b>WC.17.AH.4:</b> Evaluate President Franklin D. Roosevelt’s New Deal including the long term effects (e.g., growth of federal power/bureaucracy, Tennessee Valley Authority, social security, minimum wage)	<b>Teacher’s Edition:</b> 219

**C O N T E N T   S T A N D A R D   1 8**

**Students shall examine social, political, and economic changes during World War II.**

<b>Standard</b>	<b>Access American History</b>
<b>WC.18.AH.1:</b> Discuss the isolationist policies of the United States prior to entry into World War II	<b>Teacher’s Edition:</b> 98, 227
<b>WC.18.AH.2:</b> Summarize Japanese motives for attacking Pearl Harbor	<b>Teacher’s Edition:</b> 227
<b>WC.18.AH.3:</b> Describe the United States’ mobilization for war on the home front: War Production Board, roles of women, war bonds, Selective Service Act, Office of Price Administration, roles of African Americans	<b>Teacher’s Edition:</b> 231
<b>WC.18.AH.4:</b> Evaluate the effects of the forced relocation of Japanese Americans including in Arkansas connection: internment camps (Jerome and Rohwer), <u>Korematsu v. United States</u>	<b>Teacher’s Edition:</b> 231
<b>WC.18.AH.6:</b> Investigate the contributions of technology and science during World War II (e.g., Office of Scientific Research and Development, Manhattan Project, blood plasma, penicillin, radar, semiconductors, synthetic materials, freeze-dried food)	Teachers have the prerogative to assign research to address this standard.
<b>WC.18.AH.7:</b> Analyze President Harry S. Truman’s decision to use atomic weapons against Japan,	<b>Teacher’s Edition:</b> 230
<b>WC.18.AH.8:</b> Investigate the effects of World War II on population shifts, economic gains, and social adjustments during the post-war period (e.g., defense industry towns, African American migration, farmer prosperity, employment of women, baby boom, juvenile delinquency, G. I. Bill of Rights)	Teachers have the prerogative to assign research to address this standard.

**Strand: Contemporary United States**

**C O N T E N T S T A N D A R D 1 9**

**Students shall examine the changes encountered between the Cold War and the present.**

<b>Standard</b>	<b>Access American History</b>
<b>CUS.19.AH.1:</b> Investigate the origins of the Cold War (e.g., Yalta Conference, division of Europe, United Nations, Truman Doctrine, Marshall Plan, Berlin Crisis)	<b>Teacher's Edition:</b> 238-240
<b>CUS.19.AH.5:</b> Discuss the impact of the space race on relations between the United States and the Soviet Union	<b>Teacher's Edition:</b> 242
<b>CUS.19.AH.6:</b> Investigate civil rights issues affecting the following groups: African Americans, American Indians, Asian Americans, Hispanic Americans, women	<b>Teacher's Edition:</b> 248-255
<b>CUS.19.AH.7:</b> Investigate the role of the United States in global conflicts: Korean Conflict, Vietnam Conflict, Operations Desert Shield/Storm	<b>Teacher's Edition:</b> 240, 241-243, 264
<b>CUS.19.AH.8:</b> Examine the cultural and technological changes in American society that began in the 1950s using primary and secondary sources	<b>Teacher's Edition:</b> 238-243, 246-255, 258-267
<b>CUS.19.AH.11:</b> Compare and contrast the domestic and foreign policies of the United States presidents from Richard Nixon to the present	<b>Teacher's Edition:</b> 262-266
<b>CUS.19.AH.12:</b> Recognize current issues in immigration and ethnic diversity	<b>Teacher's Edition:</b> 267
<b>CUS.19.AH.13:</b> Investigate the effects of the September 11, 2001, terrorist attack on the United States: Department of Homeland Security, Patriot Act, Transportation Security Act, Operation Enduring Freedom	<b>Teacher's Edition:</b> 263



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